



Updates Abound

March 2025 - Bound Brook School District



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Superintendent's Message

Dear Bound Brook Community,

As you will see in this newsletter, this season has been a testament to the vibrant learning community we've created together.

During Black History Month, our schools honored the contributions of Black trailblazers and strengthened our commitment to fostering an inclusive learning environment. **Here are some of the ways we celebrated Black History Month:**

- Researching influential African Americans as an extension of the social studies curriculum.
- Studying the works of visual artists and creating a hallway display.

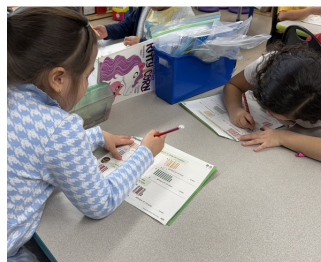
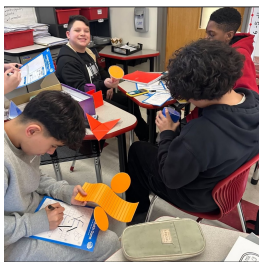
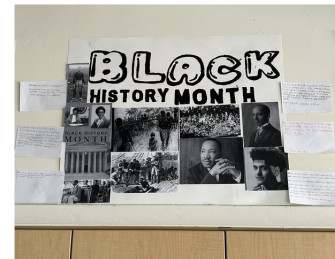
- School-wide discussion about resilience with a sing-along of “This Little Light of Mine,” a gospel song that came to be an anthem of the Civil Rights Movement.

The momentum continues with Read Across America Week, a time to come together to inspire a love of reading in our students. Keep an eye out for activities, such as special guest readers (including our Bound Brook High School National English Honors Society members).



Thank you for your continued support and involvement in our schools. I look forward to seeing the many ways our students continue to thrive!

Sincerely,
Alvin L. Freeman, Ed.D.
Superintendent of Schools



Alumni Spotlight: Allamar Moore



Allamar Moore looks back on his time at Bound Brook with fond memories of true friendship, exciting basketball matches and inspiring staff members who helped him build his personal and academic growth.

After graduating from the district in 2014, he has followed his dreams and started his journey to positively influence public health in the pharmaceutical industry.

What do you currently do (your career/college path)?

After graduating from Bound Brook, I attended Rowan University, where I earned a Bachelor of Science in Biochemistry with a minor in Neuroscience. During my time at Rowan, I joined Dr. Thomas Keck's research lab, where I focused on identifying potential solutions to the opioid epidemic, sparking my interest in research.

Upon completing my degree, I joined Dr. Eliot Gardner's lab for a postbaccalaureate fellowship at the National Institutes of Health (NIH), specifically at the National Institute on Drug Abuse (NIDA), where I worked for two years. My research in neuropsychopharmacology aimed to identify potential solutions to combat various drugs of abuse through preclinical methods.

This public health-centered research ignited a desire to pursue a career with a more patient centered focus on health outcomes, which led me to the University of California, San Diego, to pursue a Doctor of Pharmacy (PharmD). While earning my degree, I completed an internship at Johns Hopkins University focusing on hospital administration. This experience demonstrated the wide-reaching impact I could have on patient care through my degree, even away from the bedside. To further explore opportunities to positively influence public health, I entered a post-doctoral fellowship with the U.S. Food and Drug Administration (FDA) through the Oak Ridge Institute for Science and Education (ORISE). In this role, I focused on revising the Risk Evaluation and Mitigation Strategy (REMS) guidance.

These experiences, coupled with the guidance of numerous mentors, have shaped my passion for my current role as I embark on a career in the pharmaceutical industry. I am now working as a Clinical Scientist through a fellowship with Northeastern University and Vertex Pharmaceuticals, with a focus on bringing medications to patients with unmet needs.

What is a challenge or obstacle that you overcame and are proud of regarding your career?

My career has not been a straightforward path, and I have faced numerous obstacles and challenges along the way, including grief, isolation, financial struggles, etc. One pivotal moment occurred in college when an academic counselor suggested I change my major away from science after receiving a "C" in Chemistry I and saying that the field was not suited for me. Thanks to the confidence my family and Bound Brook instilled in me, I was able to disregard this advice, request a new academic counselor (who was incredibly supportive), and continue my path. I persevered toward my goals, and nearly eight years later, I reflect on my journey as an evolving scientist with gratitude and pride.

What advice would you give Bound Brook students looking to enter that career?

My advice would be to ask questions! One of the most valuable lessons I've learned throughout my journey is that most people genuinely enjoy helping students. Be bold, ask questions, and don't be afraid to talk to new people. One of the best skills you can develop is the ability to engage confidently with others. A helpful tip: approach everyone with genuine curiosity, stay open minded, but protect your peace and energy.

Family Literacy Project creates community; builds confidence

The academic success of students often hinges on a partnership between educators and families. Both components working together has been essential at LaMonte/LaMonte Annex Elementary School. The Bound Brook elementary school began the Family Literacy Project in 2017 with a goal of encouraging reading at home among families and creating a community of readers.

Think of the Family Literacy Project as a bi-monthly book club for parents of students attending LaMonte/LaMonte Annex. Attendees enjoy coffee, tea and a light breakfast while they share reviews of the previously distributed books. Educators introduce the new set of books and provide techniques and activities the families can engage in together.

Reading helps develop language and listening skills, builds brain connections, and fosters a strong foundation for academic success.



The book selections accommodate a wide range of reading levels so parents can work with multiple students. Some books fit reading proficiency levels up to fourth grade. One parent says her older student practices reading the more difficult books to her other child, a student at LaMonte. Then they all work on the comprehension activities together.

Bilingual households that speak both Spanish and English benefit from the reading materials and techniques. Clinical Social Worker Ms. Sally Mendoza leads the program and translates information so that all attendees can participate in the language they are most comfortable with. "I fell in love with this program. It's one of my favorite things the school does," said Elanor, a parent who began attending The Family Literacy Program in 2023. "It has given me the opportunity to learn Spanish because I'm an English speaker, so my household is bilingual."

Regular reading at home helps students build a richer understanding of the world around them. The Family Literacy Project is one-way the Bound Brook School District encourages a lifelong love of reading in students.

[Read more about the benefits for students](#)

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STORY SUBMISSIONS!

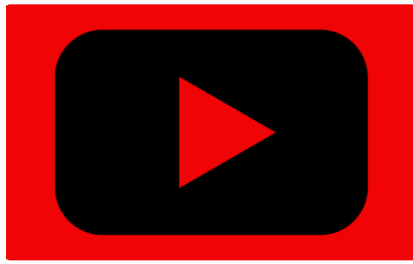
UPDATES ABOUND

Updates Abound - Story Submission

Do you have good news to share about a student, staff member, team or club? Use this form to tell us about it and we may feature it in some way on the district's newsletter or social media. We're always looking for opportunities to share #BoundToAstound stories with the school community!

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bbrook.org (732) 356-2500

130 West Maple Ave Bound Brook, NJ 08805



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