

IMPLOSION

Bringing down the house at Trump Plaza

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be reduced to ground level so it won't be as unattractive," he said.

Some of the rubble could be used by environmentalists interested in building an artificial fishing reef off the coast of Atlantic City.

Additional parts of the casino-hotel complex fronting on the Boardwalk and on Pacific Avenue, the main road along the row of casinos, were not included in the implosion. They will be demolished in the near future using heavy equipment but not explosives.

In the hopes of limiting crowds and promoting social distancing, officials

didn't plan a spectacle on Wednesday like the implosion of the Sands casino in 2007 — complete with a fireworks display that drew 100,000 onlookers.

But people in over 200 cars came to Bader Field to watch, others went to the beach or bid on the chance to watch from One Atlantic pier, and some even bought rooms at Caesars for the great view. Thousands more watched the livestream online.

Mike Lopez, known as local blogger AC Mike, was among those viewing from the pier, who bid as part of a charity event for some of

the best viewing seats.

"Just blown away; so exciting to watch it go down and be a part of it," he said minutes after the implosion. "Our skyline has changed forever. It's not what it was. Hopefully it gets better."

Erica Brotschol and Jorge Navarro of Old Bridge decided to watch at One Atlantic as a way to celebrate Navarro's 40th birthday. The partners visited Atlantic City a lot before the pandemic, but since then they don't even go out for groceries, so today was a big deal, Brotschol said.

"Why not watch a building explode on your birthday?"

Also at One Atlantic was self-described implosion enthusiast Lou Woloszyn of Philadelphia. He came in costume for the event, wearing a red jumpsuit and hard hat with a clock face and mock dynamite sticks on his chest.

"This outfit came to be in 1994," he said, the year he watched the old Sears Building in Philadelphia implode. "It was a bad Halloween costume idea."

The 60-year-old has



The 39-story main tower of the former Trump Plaza hotel-casino in Atlantic City is imploded Wednesday. The site shut down in 2014. Michael Mancuso, for The Star-Ledger



Spectators at Bader Field capture the moment. Photos by Joe Warner, for The Star-Ledger

made a hobby of watching buildings demolished this way since he was 33, along with his partner, Nanette Steffenhagen.

They've seen a dozen implode, and Steffenhagen said casinos and stadiums are the most fun to watch, as opposed to old government or residential buildings.

Bob Cook, 34, of Lakewood said he grabbed a pork roll, egg and cheese sandwich and drove down for the fun. He drank a Miller Lite while tailgating with a few friends by a

pickup truck at Bader Field. In a normal fall and winter, they'd be out tailgating for Giants games, but this would have to do this year.

"This is going to be in the top five things I've done since the start of COVID," he said.

While many said their feelings about Trump didn't have much to do with their interest in seeing the building implode, that wasn't the case for everyone.

"I'm glad to see it go. Anything that's got his name on it has to go," said

Gina Wasik.

At Bader Field, onlookers stood around at the water's edge in the cold as they waited for the scheduled 9 a.m. implosion, afraid to look away and miss it.


Junior Rivera, 56, of Vineland, said he used to work as a security guard at Trump Plaza from 1989 to 2006.

"It was really good. I had a good time," he said from Bader Field. "I'm gonna miss it."

The Plaza was once the place to be, ex-bartender **SEE IMPLOSION, A11**

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For students who learn differently, The Craig School provides adaptive, responsive education

By Dr. Kara A. Loftin, Head of School

When we attend to the needs of each child, our communities are enhanced and a better future is on the horizon. For students, this individualized approach creates pathways for increased self-awareness and self-esteem, an understanding of both their strengths and their challenges, and the opportunity for their true potential to shine. At The Craig School, programming is based on five essential elements that we call The Craig School Way. They are Orton Gillingham Structured Literacy Intervention, Multi-Sensory Learning, Integrated Organizational System and Skill Development, Whole-Child Development and Parent-School Partnerships. Rooted in evidence-based practice, The Craig School Way is an adaptive and responsive approach to the educational needs of students in grades two through 12 with language-based learning disabilities.

Students who struggle with reading, writing or spelling benefit most from a high level of student-teacher interaction with direct instruction in small groups of three to five students by seasoned, credentialed faculty practicing Orton-Gillingham principles. Addressing core weaknesses in phonological skills, decoding and spelling, Orton-Gillingham is a sequential and systematic approach to teaching students who struggle to read to be proficient readers. Through attentive instruction and careful curation of texts, our students achieve newfound success as readers.

Not only does The Craig School provide a comprehensive Orton-Gillingham structured literacy intervention, but we also weave its instructional strategies throughout all classes, all day long. Key to Orton-Gillingham is its focus on multi-sensory learning, that is, learning using two or more senses. At The Craig School, whether in the STEM lab or a social studies class, teachers use multi-sensory learning strategies to cement learning into long-term memory. Multi-sensory learning helps learning "stick" by enhancing access to retrieval cues to trigger memory. Students with language-based learning disabilities, like all students, require more than simply academic knowledge to become independent learners.

Students who attend our school learn how to learn. Upon graduation from The Craig School, students are often heard speaking about the "tools" they learned. Important building blocks in this toolbox are organizational and executive functioning skills. Similar to the Orton-Gillingham program, this skill development, which encompasses setting goals, time management, task initiation, prioritization and planning, and self-regulation, is integrated through all grades



Students at The Craig School benefit from an individualized approach that creates pathways for increased self-awareness and self-esteem, an understanding of both their strengths and their challenges, and the opportunity for their true potential to shine.

and disciplines at The Craig School. Students must be able to organize their thoughts, their time and their materials to grow as learners, thinkers and citizens. Through our unique binder system to digital organizational platforms, organizational and executive functioning skill development is customized to each student's needs, allowing optimum learning and functioning.

Adding to these elements is The Craig School's focus on social and emotional supports that round out a whole-child approach to education. From mindfulness integration in the lower and middle school and self-advocacy programming in the high school, by supporting students socially and emotionally, we nurture a safe and supportive, positive school climate.


Finally, part of our mission is to promote a support system among our parents, to provide opportunities to share stories as parents of students with learning disabilities, and to partner with parents to create an educational environment primed for student growth and achievement. This thoughtfully created educational program removes traditional learning barriers for students with language-based learning disabilities. By removing these barriers, our students' understanding of learning differences expands and they embrace the aptitudes and gifts that make them so unique.

In our 41st year of operation, The Craig School uses well-established practices that are best for students with learning disabilities. The Craig School celebrates students' strengths and competencies, acknowledges and provides the appropriate instructional approach for students who may learn differently than peers, all while providing a thorough, well-rounded, robust research-based educational program distinctly created for students with language-based learning disabilities. Learn more at craigschool.org

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