



**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Crossroads School | Report Date: 11/2/2022 |
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| Enrollment: | |
| Current Enrollment as of October 25, 2022: | |
| Actual: 44 | Referrals: 6 |
| Changes: Entered: 1 Exited: 0 | Intake Scheduled: 3 |
| Acceptances: Undetermined | Disenrollments: 0 |

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| Emergency Drills: | |
| Fire Drill: 1 10/28/22 | Other (Lockdown): 10/26/22 |

Curriculum and Instruction:

Crossroads School is in full swing as we move on from assessments and recoupment to PLCs and planning. We are hard at work improving our data collection systems and working in teams to create meaningful changes to our goals and objective goal banks to better reflect our current population of students. While student intakes are quite steady, we have to be mindful of our staff and how many students we can safely and effectively support with the ongoing staff shortage.

Crossroads is continuing its relationship with the Westfield Police department and working to support our students and families. Chief Arancio visited our school to ensure our emergency management is working well and to discuss a partnership between the precinct and our school to ensure that lost or missing students can be returned to their parents in a calm, safe and timely manner by teaching our students to exchange information with a “uniformed” officer.

Classroom Highlights/Achievements:

Social Work/PTO:

We are pleased to have the PTO back up and running in person this October. Having Parents and Families back in the school building creates great energy! The Theme for this Month is Respect. The students became Respect Detectives looking for Respect in all various areas including respect for self - taking responsibility for themselves with self-care and self-awareness, respect for teachers -manners, greetings, and gratitude, respect for our friends - kind words and cooperation, respect for our environment - cleaning up and recycling and respect for our family - helping each other and love. The students created “respect detectives” in Art class as well.

Our class has been exploring the fall season and its associated colors. Marcellus participates in all arts and crafts projects, as well as sensory exploration opportunities.

Physical Therapy- Ms. Aliza:

Currently we have twelve students receiving individual physical therapy sessions. Our students continue to make outstanding progress with their PT goals and objectives.

S.L. has recently shown a burst of progress with balance. She went from balancing on one foot for 5 seconds to 20+ seconds almost overnight! In addition, she figured out how to jump on the hopscotch portion of our hallway sensory path this month! L.M. is working very hard on the stairs. Until recently she would only “scoot” down the

stairs in the sitting position. Recently she started taking some steps down with her feet during her PT sessions. E.O. is progressing nicely with squatting to retrieve items from the floor and holding larger items with two hands while walking.

Overall, our students are off to a great start in PT!

OT-Ms. Jessica:

This was a fun-filled month with many activities related to fall and Halloween theme treatment plans to improve fine motor skills, visual motor skills, and visual perceptual skills. Since October is Social Emotional Learning and Respect month, the students celebrated by learning how to be a “good friend and bad friend”, emotions, and how to be respectful. Many of these activities included fine motor skill tasks such as cutting, using the glue stick, and sorting pictures of good and bad friends. As well as completing a visual scanning activity by locating different facial expressions to further improve self-awareness of emotion regulation.

This was a busy month on the administrative side by attending a handful of initial/annual IEP meetings, and meeting teachers to modify sensory diets. The OT department is looking forward to the month of November to create a fun treatment theme related to thanksgiving, gratitude, and Native American heritage!

Mr. Rich PE/Health:

During the course of the past month, students have continued working hard on their daily health and physical education activities. Students have done a great job upstairs in the conference room and are improving weekly. Stressing things such as structure, getting into a routine and reviewing classroom expectations have been constant and made lessons very successful.

Students have been practicing a multitude of skills during class and are getting better every day! (walking, running, stretching, relay races on foot and scooters, obstacle courses, letter, number, picture, and color matching activities, striking a beach ball with 2 hands, striking a balloon with a tennis racquet, catching (following single and multi-step directions, etc.) Moving forward, we will continue to build off the above-mentioned activities and slowly add new and more challenging ones.

In health class, we are currently learning about community helpers. Students participated in various social stories, matching activities, and interactive lessons on the computer and completed various group activities.

Ms. Jessica Barnum, Art:

This month in the art room students have been working on several different fine motor skills, following step-by-step directions, and creative choices. Students worked on several methods of changing papers. We started the month with the physical skill of ripping paper. This is a fine motor skill that is both challenging and fun for many of our students. The added challenge is ripping the paper into smaller pieces. This encourages students to persist in making many small pieces to be used for the feathers on our owls. Additionally, we talked about the art-specific vocab term “texture” to describe the look and feel of the feathers. Students then worked on folding paper with their hands and fringing paper with scissors to create new types of textures.

Students also worked on following step-by-step directions. Students are progressing in learning the classroom procedures during art. I have observed many students complete a task and wait for the next direction. Students who are more advanced are given more materials ahead of time so that they can work on looking at an example and matching what they see on their own artwork. Students who need more support are given materials one at a time so as to not overwhelm the art-making process.

Students were also given personal choices in choosing different colors and placement of items in their artwork. I try to always have an area of their artwork that can be interpreted in their own way. This encourages students to make independent choices.

Ms. Peggy's Pre-k 102:

As a class, students watched as food coloring droplets were mixed with shaving cream. The children took turns mixing the shaving cream, and then they were given the opportunity to manipulate the shaving cream on a table covered with aluminum foil.

Another sensory activity the students participated in was mixing fall colors on a piece of paper inside of a gallon ziplock bag. Using his hands, Marcellus moved the paint inside of the bag around by pressing it on the outside of the bag. The students made beautiful designs.

The preschoolers' favorite activity was painting pumpkins with clothes pins. This activity requires them to pick up a cotton ball with the clothespin, dip it into orange paint, and dab it all over the pumpkin-shaped paper plate.

Ms. Consuelo Pre-k 101:

During this month our preschoolers were busy learning new skills such as washing hands, lining up, packing and unpacking book bags, and following verbal directions. The children in this preschool classroom are also enjoying learning about social interaction, taking turns, and cleaning up after using their toys.

The thematic units for this season are: "Pumpkins, color, orange, and leaves. The children enjoyed playing with sensory materials, creating crafts, and mixing colors red and yellow to make orange pictures, related to each unit. Some of the personal gains during this month include Albert showing his ability to exchange 1 picture (PECS) for edible items with 65 % accuracy. Khairo is able to tolerate others' proximity without crying. He is also learning to eat his favorite foods with minimal support. Nicholas is learning to pick up his favorite toys to explore them for short periods of time. He is also learning to eat his yogurt using a spoon and is having some success using the toilet. Jonathan is slowly adjusting to having new people and new routines during his daily routine. He is also learning to use Proloquo2Go to communicate his needs and wants. Overall, the preschool class has come a long way in a short period of time. All the children are adjusting well to school routines.

Ms. Susan's Room 110:**Science****Unit- Pumpkins**

We read the following books about pumpkins- From Seed To Pumpkin by Wendy Pfeffer and Seed, Sprout, Pumpkin Pie by Jill Esbaum. The students viewed a chart that showed the parts of a pumpkin. The students matched the word cards to the correct pumpkin part on the chart. We discussed the features of a pumpkin. We weighed our pumpkin, measured its height, used words to describe the outside of the pumpkin, and we placed the pumpkin in water to observe if it sank or floated. We also cut open the pumpkin to view the different parts. After making our observations, we scooped out the inside of the pumpkin and placed the strands and seeds on the table for further exploration. The teacher and students counted the number of seeds inside the pumpkin. The teacher placed the seeds in groups of 10 and practiced counting by 10s with the students. We also roasted the pumpkin seeds, and the students had a chance to taste the seeds. This hands-on pumpkin science activity explored all 5 of the senses.

Unit- Halloween

We will be reading the story "Goodnight Goon" by Michael Rex. We will make Halloween slime. The students will follow a recipe to create their own individual slime. Slime is a great tool for sensory play, as, part of an anti-anxiety kit, and to develop fine motor strength.

We read the book Spooky Wheels on the bus by Elizabeth Mills. We worked on answering Wh questions and sequencing pictures after we read the story. We also made pumpkin prints using apples and paint.

Social Studies:

Unit- Week of Respect

We read- Fill a Bucket by Carol McCloud. The book's message is that we fill each other's invisible buckets when we show respect and kindness to others. When we are unkind to others, we dip into their bucket, and it empties our own. Our happiness increases when we treat each other well. After reading the book, the students participated in a "Sorting Activity," where students identified pictures of behaviors as either "bucket fillers" or "bucket dippers." The pictures that are "bucket fillers" went into the bucket with a smiling face. Some examples of bucket fillers are using kind words, sharing, or helping others. The pictures that are "bucket dippers" went into the bucket with a frown face. Some examples of bucket dippers are being mean to others, yelling, or not sharing. Each student also made individual buckets that were filled with kind words and deeds. The purpose of this lesson was to get students to think about their own thoughts and feelings and those of others and to give students some awareness of how their choices (words & actions) can make a difference.

Ms. Natalia Room 111:

For the month of October, we had a month full of fun learning experiences! We explored the adventures of Christopher Columbus through reading, writing, and crafts. We also celebrated Hispanic Heritage Month by having our students identify social and cultural differences and similarities. Students engaged in a scavenger hunt that consisted of facts pertaining to the many wonderful Latin countries. To wrap up our theme, each student got to pick a country and complete a short research paper on that particular country.

Our class has continued to work on strengthening their pre-vocational jobs by completing the many tasks here at Crossroads. So far, we have worked on completing Ellison orders, sorting magazines, doing laundry, and collecting recyclables, and this month we are working on utensil orders and kitchen inventory.

For science and social studies, this month's thematic units include Halloween, the life cycle of a pumpkin, bats, and Christopher Columbus. Students have been engaged by participating in arts and crafts activities, experiments, watching short films, and reading informational stories.

For direct instruction, all students continue to be assessed on their VB MAPP goals, SRA and working on their IEP goals. They have also been getting familiarized with their independent task schedules and learning how to ask for help when needed and how to get the attention of their teacher when they have completed their tasks.

Ms. Hannah Room 104:

In October, students in room #104 have been working on their VB-MAPP skills. Through group and individual instruction, students are engaging in skills such as matching, following a routine independently, requesting, 1:1 correspondence involving numbers and people, etc. Students have been progressing in the different routines of the day as well. This includes routines like unpacking in the morning, completing an independent activity schedule,

lunchtime, morning meeting, and toileting.

Students in room #104 have proven to progress better when following routines. Using this knowledge, Rasheed has shown progress since September in being able to last longer in our morning meeting routine. He has made great strides in his listener responding and matching to sample skills. He has been developing this skill through tasks like independently putting the date on the calendar and pointing to different clothing materials and matching the season in the slideshow to an image on our calendar board. These tasks started with intrusive prompting for Rasheed but very quickly became an independent task for him. He has shown great improvement in this area. In October, we have been following a seasonal theme to learn about fall. Students engaged in an interactive Storytime about Scooter and the different colored acorns he likes to snack on. We continued with the idea of acorns by coloring an acorn with corresponding numbers and cooking to make desert acorns out of cookies, Nutella, and sprinkles. Students have also been creating individual handprint portfolios representing each letter of the alphabet. They have completed A for Alligator and B for Bumblebee, so far. Next, we will be doing C for Crab.

Ms. Gabi Room 105:

In Room 105, Gabriela Valdés' class focused on the thematic unit of Fall and exploring all that it brings. We used fallen leaves to make wreaths, made mummies out of black construction paper and yarn, and made fall-colored sun catchers for the classroom. Target skills included fine motor skills and waiting for "go and stop" directives.

Students learned about weather vocabulary during Morning Meeting. We practiced choosing colors independently for a craft and saying them vocally or through an AAC device.

Math:

- Students completed 1:1 correspondence games using pumpkins. Matching in an array of 12 was also incorporated through a board game.

Science / Social Studies Thematic Units:

- Leaf crafts
- Sensory play

Individual Progress:

- José is learning how to build a car track independently, including putting together the separated pieces and finding the battery-powered car.
- Joshua is learning how to attend when playing catch with his teachers. He is focusing on making quick eye contact and having his hands in a ready position.
- Matthew is working on 1:1 correspondence when counting the numbers 1 and 4. He uses counters and presses the numbers on his AAC as they are being dropped into a bowl.
- Noah is working on completing ABC and ABB patterns. He has to say each item aloud at the start of finding a new piece to the pattern.
- Sidney is taking the lead on morning meetings and being our counting leader.

Room 105's Star Student:

- Matthew Munera is our star student of the month for his confidence in speaking vocally. He can be extremely shy, and lately, he has been saying so many words and phrases such as "Pizza please", "water", and "go to the bathroom". We are so proud of Matthew and cannot wait to see how many more words he starts learning to say!

Our favorite thing about October was all of the sensory play with leaves and sticks.

Our classroom is looking forward to doing activities for Thanksgiving.

Ms. Anna Room 106:

In Ms. Anna’s room, 106 we have been working on fall-themed activities for Math, ELA, Social Studies, and Art.

In Math, the class has been matching and sequencing on our October Interactive Bulletin Board. They also have been counting the days in the month in Morning Meeting.

In ELA, Josselin and Yachin have been going to SRA group with Ms. Anna, Miss Dallas, and their friend Leo. Aiden has been identifying his name in Morning Meeting and during his Direct Instruction. Abhinav will be assessed for Emark next week.

The class has been reading books about the fall. They are learning about the weather change, things to do in the fall, and what kinds of foods we eat in the fall. The class ripped up fall-colored paper and glued it on top of a tree trunk for our classroom bulletin board.

Room 106 is looking forward to Halloween activities next week!

Ms. Alexis’ Room 109:

For the month of October, the students helped make mozzarella cheese sticks. Each student helped roll out the dough, place the cheese stick in the middle and then fold over the dough.

The students each took a taste of it.

Community Based Instruction and Special Events:

Professional Development:



**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Hillcrest Academy North | Report Date: 10/31/2022 |
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| Enrollment: | |
| Current Enrollment: 84 Acceptances: 6 | Intakes: 6 (6 pending) Disenrollments: 4 (attendance) |
| Emergency Drills: | |
| Fire Drill: 10/20/22 | Other: Internal Communication Drill: 10/31/22 |

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| Curriculum and Instruction: |
| <p>English: Students are starting each class answering critical thinking questions. Students began the IXL English Diagnostic. Students learned about point-of-view and read an article where they had to determine facts and opinions (previously learned in September) and then analyze the author’s point-of-view. Students also learned about thesis, claims, assertions, evidence and analysis. Together we used an article we previously read to explain all the terms and come up with parts of an essay. We also used a crime “Who Did It?”, “Tragedy in the Bathroom” to go over as a class and write up a “crime report”. The students are now working on their own called “A Matter of Diamonds” where they have to figure out by looking at a picture and reading a prompt, who stole the diamonds. They then create a claim and assertion, they look for evidence to support their claim and assertion, and they then analyze the evidence. They will then write up a “crime report”.</p> <p>Creative Writing: Students are starting each class coming up with a story about a picture or are writing an answer to a creative question. Students learned about imagery and the five senses. They described in written words a nature picture. They then were given someone’s description and had to draw the picture based on the written description. Then they read “The Veldt” by Ray Bradbury and students highlighted where imagery was used. They are currently answering questions about imagery in the short story.</p> <p>Economics: Students have been studying the three Economic Theories (Capitalism, Socialism, and Communism). They have been analyzing the advantages and disadvantages of each theory and comparing them. World History students spent the first weeks studying the Themes of Geography and the Characteristics of Civilizations. Students are now using those concepts to study Ancient Mesopotamia. Criminal Justice students have been learning about their Constitutional Rights and how those rights are applied to the Criminal Justice System. All students have been working on improving their writing skills using Claim, Evidence, Analysis and will continue improving their skills throughout the year.</p> |

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| Community Based Instruction and Special Events: |
| <p>October is always a good month in the social work office – with the Week of Respect taking place the first full week of the month, which was October 3 - October 7 this year. Each day of the week was a different “Spirit Day” and the day started with a quote about respect. The SEL lesson for the week was about HIB policy and respect. The Theme of the Month of “RESPECT” was followed with SEL activities throughout the rest of the month. As always, the social worker continues to meet with students as concern arises. The school also joined a national</p> |

plastic film recycling challenge this month that will last until April 15. As a school, we will collect plastic bags and count the weight each month. This program is through the company TREX, and each school will receive a participation trophy – with the winner receiving a trex bench.

Professional Development:

During our PLC time in the month of October, they continued to set PLC goals for the 2022-2023 school year. Lessons in Success Seminar for the first part of the month focused on the importance of RESPECT! On our scheduled PD Day, staff focused on lesson planning and questioning and discussion techniques.



**Union County Educational Services Commission
Superintendent Report**

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| School/Department: Hillcrest Academy South | Report Date: 10/28/2022 |
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| Enrollment: | |
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| Current Enrollment: 72 | Intakes: TBA |
| Acceptances: 6 | Disenrollments: 3 (2 refused to attend, 1 conduct) |

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| Emergency Drills: | |
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| Fire Drills: 10/20/22 | Other: Lockdown, External Threat 10/15/22 |
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| Curriculum and Instruction: | |
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Ms. Arora’s Forensic Science classes:
 Students worked on observation skills. In this unit, they learned how to become a good observer and were provided virtual training. They also were exposed to solving small riddles on the basis of those skills. In Environmental Science, students researched management of natural resources, natural hazards, and disaster. In this unit, the classes understood how to manage those resources in a sustainable way, so everyone is able to benefit from those resources in the present as well as in future as well as provided detailed descriptions about disasters. In Biology they learned about cells and how the cell membrane assists in transportation. In all the subjects, students were learning the parts of microscope and how to use them through virtual labs utilizing digital microscopes provided to Hillcrest Academy South Campus (HAS) from a Union County Educational Services Foundation grant.

Ms. Ferrari’s mathematics classes: The students in were required to work on IXL Recommendations for one full hour each week for the month of October. This was in an effort for students to reach their Target Goals for Student Growth Objective number 1 (SGO 1) that states by March of 2023, 75% of students will reach their individual target score in the numbers and operation strands of IXL. A rubric was provided for students underlying clear expectations for student work in IXL. Algebra I students worked on simplifying expressions and solving equations, multistep linear equations, equations with variables on both sides, inequalities, absolute value, ratios, and proportions. Dr. Balsamello observed an algebra class and provided detailed feedback about the lesson. The feedback provided a positive springboard to create more innovative lessons. The algebra students made notable improvements on solving equations. The usage of scaffolding, building on prior knowledge, and practice with paper and pencil is a huge factor in these improvements. Geometry students worked on angles and angle relationships, the distance formula, the midpoint formula, and basic geometric constructions.

Mr. Barone’s Physical Education and Health classes:
 The students in were introduced to a new unit called Taking Charge of Your Health. Numerous important topics have been discussed such as building health skills, making responsible decisions, goal setting, and being a health literate consumer. The students now understand that although some people refer to these topics as “health skills”, they are actually life skills that they will take with them after graduating from high school. Mr. Barone has also been taking advantage of the nice weather and brought classes outdoors to participate in activities such as basketball and other cardiovascular activities.

Mr. Peters's Physical Education and Health classes:

Students participate in many sports utilizing the parking lot at Lord and Taylor. Students are engaged in sports such as basketball, football, soccer, frisbee, and even cardiovascular exercises such as walking and running. For Health classes they worked in Unit 1: Health and Wellness and have discussed topics such as social and emotional health, mental health, and physical health. Students are currently learning how to improve themselves in all three areas and how to maintain it throughout their lives.

Ms. Vlastaras' English classes:

Students have been focusing on reading informational texts as part of their research in order to find credible sources that they can use for their essay. The essay they are working on is an argumentative essay, in which students are arguing whether or not animals should be used in medical experiments and testing. This relates to the short story that we have been reading in class, *Flowers for Algernon*, in which a mouse and a man are the test subjects of an experiment attempting to increase their intelligence. The students have practiced writing thesis statements and are currently working on completing a graphic organizer for their essay which includes developing their reasoning, finding evidence, and outlining each of their paragraphs. In the upcoming week the students will have completed their organizer and are going to work on putting together their essay in order to develop a draft, and final version of their essay. In creative writing the students are reading *The House on Mango Street* and are working on writing tasks in response to the reading in order to analyze how the author uses figurative language, social commentary, and voice in order to discuss events and characters. As we finish reading the selection of vignettes, students will work on developing their own vignettes in a "this is me" style project, where they use autobiographical information to create a collection of short stories. In Computer Science the students finished the introductory unit on code.org which introduced them to inputs and outputs. They worked on a project which centered around an app proposal, including discussing what problem the app would solve, what user inputs and outputs would be, and how such an app would function. The unit the students are now working on is all about web development, so they have begun working with basic HTML coding in order to understand how a website is built through code. They have practiced the basics of coding, creating paragraphs within the body of code, and will soon begin learning how to troubleshoot issues with their code before working on a project where they have to code a webpage.

Ms. Fernandez-Siejack's classes:

In Algebra II students finished up graphing linear inequalities. They then began working on the equation part of a line with finding slope. From there, students found the equation of a line given the y-intercept and slope, afterwards with a point and a slope, and then with two points where they had to find the slope first before plugging in the slope they found and one of the points. Finally, students worked again with graphing but this time they graphed two lines on the same graph to find the point of intersection which would solve the system. Students of Probability and Statistics began lessons in probability about what is more or less likely to happen in an event. Then they moved on to certainty and impossible events of pictures. Finally, students worked on measurements of central tendencies. They worked on the difference of each of the central tendencies (mean/median/mode/range), then they worked on each one individually, then lastly, they worked on how to interpret graphs to find the answer of the central tendencies.

Ms. Wrzesinski's US History classes:

Students in US History I completed the following assignments and topics. The Pre-America unit included the fall of the different empires in North, Central, and South America and the explorers/ countries that were responsible for the downfall. It also included the permanent settlements of Spain, France, and Netherlands in North America as well as the tragic impact on Native American Populations. Students then started their colonial unit and reviewed the reasons people would want to leave their homelands and how difficult it is to establish a brand-new city or town. Students specifically discussed the settlements of Jamestown in Virginia and Plymouth Colony in Massachusetts. In World History students completed the following assignments and topics. They finished their Ancient Civilizations unit and specifically reviewed the ancient civilizations of Mesopotamia, Egypt, Indus River Valley, and Ancient China. Students then discussed why a specific area of land was chosen, the significance of farming and animal domestication, the different religions, and practices as well as the main characteristics that make up a complex civilization. Students then moved on to their Classical Civilization units that occur close to the year zero. Students have discussed Classical India and have just started Classical Roman Empire.

Ms. Cioffi's English lessons:

Students concluded their basic skills review of annotating, summarizing, and identifying the main idea. They now have begun the skills and content of the English Curriculum. First, students learned how to identify central ideas in a text, how to cite textual evidence, and how to analyze textual evidence to support answers. Then, lessons focused on the author's purpose, point of view, and how to distinguish between the author stating facts and opinions in order to lay the foundation for evaluating arguments. Once those skills were mastered, English classes began working on evaluating argumentative pieces. Students read a Pro-Con article and identified the author's claim, supporting evidence, and then wrote a short response identifying which author wrote the strongest argument. Future plans for English are for students to learn about counterclaims and various elements of a strong argument and to continue evaluating arguments. This will prepare students to write their own argumentative essays based on research they conduct.

Ms. Flores's Spanish classes:

This month students accomplished their Hispanic Heritage project, which was shared around the school on Friday, October 14th with a day that highlights the cultural diversity of our Spanish community through music, dance, art, storytelling, research and more. Also, the students celebrated National Hispanic Heritage Month in which they recognized the contributions made and the important presence of Hispanic Latino Americans to the United States and celebrated their heritage culture. In doing so, the stress is on communication through the acquisition of listening, speaking, reading, and writing skills. Classroom time is spent studying and practicing the grammatical structures, creating the reproduction of the sounds of the language, reading a wide variety of authentic materials, and working to improve writing skills. Based on the student's current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling. Also, students have the opportunity to convey their feelings about what "Respect" means to them through different activities. See this UCESC link for the [Hispanic Heritage October 2022](#) picture folder.

Ms. Duarte's History classes:

Students continued to work on delving into topics that translated to real life scenarios that individuals experience today. For example, in USII students studied immigration in the early 1900s by learning about immigrants who came in through Ellis Island and Angel Island. Classes were able to compare and contrast their experiences to then use this information to create comic strips illustrating immigrant's journeys. This all came full circle when we looked at the situation taking place with Deferred Action for Childhood Arrival (DACA) students and the uncertainty they face with regard to their stay in the United States. In all, students were able to discuss ways in which immigration continues to be a hot topic in today's society. In Economics students learned about the ways in which government and businesses work together by looking at different ways the government gets involved in what businesses do on a daily basis. We then discussed the advantages and disadvantages associated with these interventions. We look forward to continuing our discussions and expanding our knowledge.

Community Based Instruction and Special Events:

The HASCSP (HAS Community Service Program) hosted HAS' observances of the annual Week of Respect and School Violence Awareness Week with a variety of school wide activities. Student toastmasters read quotes from famous people that had strong messages of respect and peace. Staff and students were then able to engage in discussions regarding ways that they could demonstrate respect to their community, peers, and themselves, along with the importance of always seeking peaceful solutions to conflicts that may come up in their lives. Lunchtime fundraisers were held to benefit the Community Foodbank of NJ, as well as another organization to be determined soon. As a sign of solidarity and commitment to these principles, staff and students were presented with peace ribbons and signed individual respect pledges, as well as a Peace Poster. We look forward to proudly displaying them when we return to the 1571 location! The HAS "Think Pink" committee coordinated the 12th annual "Think Pink Day" in recognition of breast cancer awareness. Throughout the day, current breast cancer research facts were shared, and a "Noodles for a Purpose" fundraiser was held to benefit the North Jersey affiliate of the Susan G. Komen Foundation. As a follow up to this, preparations are underway to host the 11th Annual Breast Cancer Awareness Assembly in early 2023.

Ms. Schulhafer, the shared Guidance Counselor with HAS and Hillcrest North, worked alongside both school's social workers and her leave replacement guidance counselor to hold senior meetings. Ms. Schulhafer reviewed each student's grades, credits, credit retrieval courses, and graduation plan to ensure each student is aware of their graduation requirements. Ms. Schulhafer also created new schedules for students and held intakes. Ms. Schulhafer will continue to monitor the student's academic progress and address any concerns.

Professional Development:

Professional development was held at HAN on 10/10/22 regarding Danielson's Domain 3b that is also part of each school and staff members Professional Development Plans. HAS and HAN staff were provided training then time to create and share out questioning techniques to be implemented into their lesson plans that spark meaningful discussion amongst students as well as provide students with the tools they need to facilitate meaningful discussions. Additionally, Mr. Van Cleef and Dr. Balsamello continue to conduct walkthroughs that are aligned with staff professional development plans (Domain 3b) as well as the UCESC's SEL themes and Domain-of-the-Month, October being Domain 2b, during faculty and PLC meetings.



Union County Educational Services Commission Superintendent Report

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|---|-------------------------------|
| School/Department: Lamberts Mill Academy | Report Date: 11/2/2022 |
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| Enrollment: 45 | |
| Current Enrollment: 45 LMA Campus: 31 New Point: 14 New Point at LMA: 4 | Intakes: 8 Acceptances: 6 Disenrollments: 1 |
| Emergency Drills: | |
| Fire Drill: 1 (10/20/22) | Other: 1 Lockdown Internal Threat (10/18/22) |
| Curriculum and Instruction: | |
| <p>Social Studies: In history classes this month, we explored many topics and conversations that are relative to our lives. We discuss current events as well as many topics throughout history. In US History 1 we focused on and discussed colonization and slavery. In US History 2, we discussed more topics regarding the Gilded Age and the Progressive era. In Art History and World History we explored ancient civilizations that included Ancient Egypt and Ancient Greece. Students explored art and architecture and studied art pieces throughout that time period. Students in all history classes also studied and participated in Hispanic Heritage month which started on September 15th and ended on October 15th. Students did research and celebrated the histories, cultures, and contributions of American citizens whose ancestors came from Spain, Mexico, and the Caribbean and Central and South America.</p> | |
| <p>Mathematics: Students in Consumer Mathematics have continued to explore, and work with money, paychecks, reading a paycheck and unit pricing. These students have been working with the essential question, “Why do I need to know mathematics”, and applying it to everyday life experiences pertaining to money and balancing a budget. Additionally, students have been practicing basic math skills, and applying it to different applications.</p> <p>Students in Algebra classes have been reviewing how to identify and find different variables. Students have been exploring with using the graphing calculator in order to solve different variables. They have also been learning how to use the ‘chunking’ method to keep organized with boxes. This also allows students to check, and verify their answers are correct. Finally, all students in mathematics have been working on IXL.com to receive their diagnostic levels to determine their weaknesses, and work on recommendations.</p> | |
| <p>Science: In science students continue to learn about science in a variety of ways - videos, note taking, research-based assignments/projects, and writing tasks. For the purpose of learning about a Filipina scientist and national war hero, students created a timeline to display Maria Orosa’s achievements and contributions. Every class read the narrative as a group and each student then identified 4-5 events of their choice to complete the assignment.</p> | |

Students also had the opportunity to taste the banana ketchup, accompanied with eggs and turkey sausage. The feedback was positive and was an enjoyable experience for the students to share. Departmental SGOs were also executed this month; students reading science related text and answering questions multiple choice and short answer questions to evaluate their reading comprehension. Data collection is also practiced tracking and monitor the progress of each student. Google classroom continues to be a reliable educational tool used to post assignments.

English:

In ELA&L, we have completed our diagnostic within the IXL program. We continue with digging deeper into skills for our First Unit of Argumentative Writing and Informational Text Close Reading. We have read varied text practicing close reading by using strategies such as connections inclusive of text to self/ text to world and to other texts. We used graphic organizers to lay out the various key information gathered from both text and video presentations. Lastly, students wrote summaries using textual evidence to support their ideas.

Spanish:

Students in Spanish courses celebrated National Hispanic Heritage Month to recognize the contributions and influence of Hispanic Americans to the history, culture, and achievements for the United States. Classwork and discussions primarily focused on the topics of identity and culture.

Physical Education/Health:

Students are working hard in the Health and Physical Education classes. Although we are still without a gymnasium due to the flooding, students are still able to participate in many sports on nice days. Utilizing the parking lot of the Lord and Taylor, students are engaged in sports such as basketball, football, soccer, frisbee, and even cardiovascular exercises such as walking and running. For Health we are working in Unit 1: Health and Wellness and are discussing topics such as social and emotional health, mental health, and physical health. Students are learning how to improve themselves in all 3 areas and maintain it for their lives.

Career Exploration:

Our seniors and post grad students began a look at the world of work that will impact them after they complete their education. We completed interest surveys, skill surveys, and set up simple life goals. We then began to look carefully at a range of jobs, the training that was necessary, and the range of salaries that they might expect to receive. Several of our students have held jobs and we used their experiences to support our conversations about interviews, interview skills, and the general questions that they might ask at an interview. We also did a bit of role playing as the students posed as managers and interviewees.

Pathways/Career Preparation (Post Graduate Program):

The post grads finished their unit on proper health support and nutrition. As they move to a life position where these responsibilities may fall largely to them, discussions were held to see who already takes charge of these areas for them. We also reviewed resource options for seeking this support as independent young adults. We next moved to a discussion about fitness and the importance it plays in regulating our workdays and supporting a healthy mindset. We talked about a range of activities that could easily be inserted into our lives without disrupting our day-to-day activities but still support our fitness needs.

The group continued to look at community involvement and have already been participating in areas of support for LMA. The students take a major role in the management of our school store. On a daily basis, they also prepare orders for student delivery just before lunchtime. The students have continued our ecology program meant to collect most of the recyclable items used at LMA. They gave the program the name BiRP (recycled bottle program), have made signs, and plan to recycle the drink bottles into cup coasters, pendants, and key chains. WE have also again gone shopping at Shoprite of Clark to bolster our school store supplies. We also visited and had a tour at Vicki's Diner in Westfield. The manager explained the functions of the different areas, and we were able to interview several of the staff to learn more detail about their jobs. Our visit concluded with a small snack where the students built a budget, calculated the tip, and thanked everyone for their support.

As we returned to Lord & Taylor we also stopped in at a coat/luggage store and a bank for brief explanations about their functions and job opportunities. Later this week, we will return for another morning of help at the foodbank and will next week visit and tour the Westfield Department of Public Works.

Clinical Department:

During Lifeskills for the month of October we focused on the SEL theme of respect. We kicked off the month working on the Week of Respect where some students created posters or google slides to demonstrate their view on this topic. Some students chose to share what “Respect” means to them and when they’ve demonstrated respectful behavior both in and out of school. Lastly students had the opportunity to earn recognition through our display wall for acts of kindness or respectful behavior they may have demonstrated toward another peer or staff. Students were educated on New Jersey Anti-Bullying laws and how HIB laws are addressed in schools. They were encouraged to share their own experiences with bullying or ones they may have observed and processed how this may have affected them in school. Students also engaged in lessons that identified the differences between conflict and bullying, and how individuals can work toward conflict resolution.

Community Based Instruction and Special Events:

Week of Respect 10/3-10/7 - All students at LMA recognized each other for acts of respect and posted them in the school hallway.

Mr. Bell’s Post Graduate program is continuing to go out in the community to different businesses and organizations gaining and exploring different work skills and disciplines.

Professional Development:

Professional Development this month included certified staff working on IEP Direct and identifying characteristics of an LMA student.

All certified staff received updated training on HIB policies, procedures and new NJ DOE Reporting Forms (HIB 338 Form)



**Union County Educational Services Commission
Superintendent Report**

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|--|-------------------------------|
| School/Department: Nonpublic Services | Report Date: 11/2/2022 |
|--|-------------------------------|

Enrollment:

Current Enrollment as of October 31, 2022:

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|--|----------------------------|
| Total Comp Ed Services: 1,177 | Acceptances: N/A |
| Total Supplemental Instruction Services: 476 | Intakes: N/A |
| Total Speech Services: 154 | Disenrollments: N/A |

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|------------------------|-------------------|
| Fire Drill: N/A | Other: N/A |
|------------------------|-------------------|

Curriculum and Instruction:

- The Nonpublic Services Department continues to collaborate with the public-school districts we contract with to effectively utilize IDEA-B proportionate share funds for eligible students.
- Nonpublic School Textbook, Security and Technology orders continue to be reviewed and processed.
- Title I Services are being coordinated for students from Belleville, Nutley, Plainfield and Roselle attending nonpublic schools.
- The Nonpublic Nursing Program is up and running in all the nonpublic schools in Union County. The Nonpublic Nurses continue to assist in maintaining student health records (A-45) and completing specific screens for students' grades K-12.

Community Based Instruction and Special Events:

Professional Development

Nonpublic staff attended the October 10th Professional Development Day. Staff participated in a an Achieve NJ Refresher, Danielson Overview, PDP & SGO discussion and GCN training.



**Union County Educational Services Commission
Superintendent Report**

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|--------------------------------------|-------------------------------|
| School/Department: Technology | Report Date: 11/2/2022 |
|--------------------------------------|-------------------------------|

Enrollment:

N/A

Emergency Drills:

| | |
|------------------------|-------------------|
| Fire Drill: N/A | Other: N/A |
|------------------------|-------------------|

Curriculum and Instruction:

- Improving internet access at L&T
- Improving internet access at Holy Spirit
- Working with multiple vendors to organize delivery and configuration of infrastructure projects at 1571
- Working with hyperconverged infrastructure vendor to refresh network backbone
- Meeting with trades regarding IT timeline at 1571
- Website project
- E-Rate project scheduling
- Cybersecurity improvement project
- Apple School Manager and Jamf configuration
- iPad deployment work
- Backup infrastructure upgrade roadmap
- Asset Management system setup
- GAFE cleanup
- ECF work
- Finalized surveillance project, recommended to BA
- Finalized VoIP project, recommended to BA
- Finalized computer footprint for 1571
- Resolved projector board placement issue, forwarded quotes for brackets

Community Based Instruction and Special Events:

Professional Development:



**Union County Educational Services Commission
Superintendent Report**

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|--|-------------------------------|
| School/Department: Transportation | Report Date: 11/2/2022 |
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| Enrollment: |
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| N/A |
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| Emergency Drills: |
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|------------------------|-------------------|
| Fire Drill: N/A | Other: N/A |
|------------------------|-------------------|

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| Curriculum and Instruction: |
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Data necessary for submission of the DRTRS (District Report of Transported Resident Students) reports for state aid were delivered to participating districts on October 14, 2022. The Commission’s own data submission for the DRTRS will be transmitted over the internet to the Department of Education prior to the established deadline date of November 15, 2022.

The Emergency Snow Notices were mailed the week of October 24, 2022, to all parents whose children are transported through the Commission. The letter outlines procedures to be followed in cases of inclement weather.

Emergency Exit Drills were mailed the week of September 30, 2022, to all schools serviced through the Commission’s Coordinated Transportation Program. These drills must be conducted twice yearly by the school principal, and a form returned to our office.

Competition has eased among the contractors bidding or quoting on available transportation routes. Many rides for unanticipated transportation requests are very difficult to obtain. Rides that are secured are at higher prices since there are far fewer interested vendors and vendor staffing issues. The impact of the more stringent driver testing protocols is evident as few contractors have available drivers. Even bus aides have become difficult to obtain, as they tend to rely on drivers for their “ride to work”, i.e., they are picked up at home before the run begins. 49 routes went to bid on November 2, 2022. We anticipate another bid in January since we have 10 emergency routes currently running.

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| Community Based Instruction and Special Events: |
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| Professional Development |
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**Union County Educational Services Commission
Superintendent Report**

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|---|-------------------------------|
| School/Department: Westlake School | Report Date: 11/2/2022 |
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|-------------------------------------|--|
| Enrollment: | |
| Current Enrollment: 58 | Intakes: 0 |
| Acceptances: 0 | Disenrollments: 5 Students on wait list who require 1:1 Paras |
| Emergency Drills: | |
| Fire Drill: October 28, 2022 | Other Lockdown Internal Threat: 10/25/2022 |

Curriculum and Instruction:

Mr. Carten’s Class:

This month students have been exposed to traditions, culture and ways of life in the Hispanic community. Jennifer Lopez, Rita Moreno, Cesar Chaves, Sonia Sotomayor, George Lopez, Roberto Clemente is just a few of the famous Latin people studied. Language arts we are working on fact and opinions, capitalizations. In math, students are working on money skills identifying coins, adding various coins and bills which are functional skills needed for independence. Currently, in science we are studying the solar system and the Sun, Mercury, Venus. The students are structuring a model of the finger. Social studies we are learning about the 50 states. California, Colorado have been covered so far this month. During October for bullying and anti-violence month. The students have read about bullying, name calling, respect, and Timmy the tattler. We also had a storyteller relate a story about respect via zoom. In food prep we have made an egg burrito, zombie lips for Halloween. It is made out of apples for the lips, peanut butter or Nutella and put goldfish as the teeth. Other options that were used were almonds or marshmallows. The students enjoyed making the healthy treat.

Mrs. Convery’s Class:

Our class was assigned the important task this month of reciting the Pledge of Allegiance through the loudspeaker to the whole school. The students took turns each day (The student who uses a communication device to speak was also able to participate. We programmed four steps into his device, and he seamlessly went from step to step to complete the task.) They did a great job! In the area of academics, the class has been engaged in the topics of money, multiplication and graphing during our math classes. Language Arts classes have been covering reading for comprehension and answering “wh” questions on the material read. We completed a unit on pumpkins. They were the topic of an issue of Scholastic magazine this month. We supplemented the magazine by studying how pumpkins grow, the different parts of the pumpkin and the different colors and sizes of pumpkins. We also learned how giant pumpkins are grown and watched a video of a giant pumpkin boat race. During the Week of Respect, we watched and discussed several videos including one from Sesame Street entitled “Word on the Street” in which all kinds of people, young and old, were asked to define respect. I have used this particular video for several years now, and it remains a timeless classic that we all can relate to from our childhood. The students also studied the Indian holiday of Diwali. We listened to a video, read a book and created our own rangoli using markers and coffee filters.

Mrs. Fernandez’s Class:

This month we have been continuing to explore many new concepts and skills in our class. In math, students are practicing identifying numbers, writing numbers, and counting out a specific number from a larger group. Students have used mazes and scavenger hunts to identify the numbers they are learning in their environments. Individually, students have continued working on their specific programs. These include 1:1 correspondence, touch math,

money skills, matching, sorting, etc. In Language arts we have been working on reading comprehension questions and underlining key ideas after listening to a story. Students have been working on increasing their sight word knowledge using the Dolch sight word list. Individually students continue to work on their specific programs which include, identifying community safety signs, Edmark reading program, sight word recognition, identifying emotions and actions, etc. We continue to meet daily for our reading group where students read together as a group. In this group they review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Students with beginner reading skills are practicing identifying known sight words and/or phrases in the texts we are reading. In Social Studies we are continuing to study different cultures and visit a new country each month. This month we visited Paris, France and we are learning about the Eiffel tower.

Mrs. Gewirtzman's Class:

This month was filled with Social Emotional Learning for the students in the classroom. During morning meeting time, we worked on various means to greet each other including waving, shaking hands, high fives, using our devices and verbally greeting one another. In Social Studies, we did two different activities, one about personal space where students had to sort examples and non-examples and another about ways to calm our bodies when we are over stimulated. We also learned about fall themes in science and throughout our activities across subject areas, fall and Halloween themes were embedded. Students continued to be assessed using the AFLS assessment this month. Students were assessed in the School Skills portion of the assessment which covers Applied Academics, Social Skills, Common Knowledge, and Core Academics. Using this assessment, Mrs. Gewirtzman has begun to select skills to target to address any gaps or splintered skills each student may have. Students have also continued to practice their independent activity schedules daily. These aim to reduce prompt dependency for students and serve as a pre-requisite for vocational skills they will need to be successful in the future. It also helps students follow multiple step directions and works on sequencing tasks for completion. Mrs. Gewirtzman also attended training this month to be recertified as a Safety Care Trainer as well as lead two Safety Care Recertification trainings.

Mrs. Pajewski's Class:

During our morning meeting, we review the calendar, reading/language, writing and math skills. In math the students are separated into small groups according to ability. JM and JA are currently working on higher level skills (addition, subtraction, multiplication). The other students are working on basic skills (counting, sorting, classifying and number identification). Together we have focused on geometry. Students have reviewed symmetry, segments and shapes (including spheres, cubes, cones). In reading we have been working on comprehension and sequencing events. JA and JM are focusing on comprehension skills (Reading for Comprehension series). Together we have read stories about Apples and Leaves. Social Studies topics have focused on HiB/Respect and Scholastic magazine. Our magazine topics have included Who is Awake (Owls at night) and Pick a Pumpkin (pumpkin facts). HIB/Respect. We listened to the story Follow Rules and created a list of respectful rules we follow and a video about being kind/respectful to others. We also enjoyed our assembly with the Storyteller. For science we continue to use Mystery Science. We have been studying the topic Animal Biodiversity. The current topic has been frogs (different species), their calls and life cycle. Students have participated through videos, experiments, worksheets and projects. In work readiness students have enjoyed using the laminator to complete jobs for staff, sorting/counting and packaging. This month we welcomed DW to our class. The students seem to enjoy his company

Mrs. Palmer's Class:

The students have made Halloween candy for the Commission Board meeting, for the Church of the Holy Cross vendor sale, for the North Plainfield Rotary Club and for Ms. Sandrock. Mrs. Palmer went to the board meeting and sold the candy. Ms. Palmer and Ms. Robles went to the church and sold the candy. Ms. Sandrock will pick up her candy on Wednesday. Mr. Emmer has also ordered 100 pops for his business. During this past month the students have been learning about Hispanic cultures and countries. They have read about Peru, Brazil, and Jamaica. Several of the students have come from those countries and enjoyed sharing their heritage. We have colored flags and answer questions about the countries. In the science unit students are learning about the solar system. They have read about Mars, Jupiter, and Saturn. We have watched videos and color pictures of the planets. In reading we are learning about vocational words. The students have filled out applications and asked people for references. They have also been reading want ads answering the questions.

Ms. Porchetta's Class:

In reading we listened to the story Carla's Sandwich written by Debbie Hermen. This gave us an opportunity to discuss tolerance and accepting differences. We also graphed our favorite sandwiches as a math activity. In science we learned about patterns in weather. Goodbye Summer, Hello Fall written by Kenard Park was a perfect follow up story. The students also enjoyed hearing about each other's favorite fall activities. In social studies we focused on this month's SEL theme anti bullying and respect. Classroom rules and the importance of following them were reinforced. Different scenarios were presented, and students determined whether they were respectful or not. They also added their own ideas to the discussion. In vocational students are working on skills in the bead shop tailored to meet their individual learning goals. These include sorting/stringing beads by pattern, bagging items, cutting cards, assembling key chains just to name a few.

Mrs. Robles's Class:

In October, for SEL, our class watched two read aloud stories entitled, "Take Care of Things" by Cheri J. Meiers any and "Kind Katie" by Lauren D. Cardoso. The class decorated their hands and shared ways they are respectful or kind to their classmates. They also each chose a letter from the word respect and decorated their letter. In Social Group with Mrs. Sandrock, the students identified actions that were kind or ot kind and categorized them on a chart. In Science the students watched two videos - "A Virtual Tour of a Pumpkin Farm" and "A Pumpkin Grows". The students each made a book in which they sequenced the stages of a pumpkin's growth. In Social Studies the students watched a video about supermarket foods and read the chapter about grocery stores in the Attainment Life Skills book. Using pictures, the students identified grocery store foods. In math the students continue to work on sorting by attribute and identifying colors and shapes. They also work on sorting and identifying coins. In language arts the students continue to work on identifying their names and stating their addresses. They also continue to work on categorizing food and clothing items.

Mrs. Shaw's Class:

In Reading / Language Art: the students worked on WH questions using various RESPECT/Anti-bullying themed story books such as A little respectful spot, and I can follow the rules. In Math, the students focused on solving word problems. The students learned how to identify the actual question and to find keywords. The students also completed Halloween themed math worksheets related to their goals. In Social Studies: the students read and listened to the articles about "We are good citizens" The students had a discussion about how to identify and describe the character traits of a good citizen, as well as understand what makes a good citizen. The students also learned about how Indian and Indian heritage all around the world celebrate Diwali. AL's parents kindly sent traditional Diwali sweets and the students and staff enjoyed tasting them a lot. In Science, the students worked on Halloween themes. The students learned about the facts and life cycle of a bat, and spiders as well as learning about the structure and function of their skulls and skeletons. In Vocational / Life Skills, the students worked on various restaurant skills this month. The students learned how to roll utensils using real napkins and utensils. The students worked on how to order at the restaurant as well as assembling burgers and pizza by customers' specific orders.

Vocational Class:

This month our students have started participating in their external Work Based Learning experiences. We have 7 students participating at the moment. Our students are going to Olive Garden where they are preparing the restaurant to open for customers. The students are assembling the sugar bowls, cleaning and setting the tables in 2 sections of the restaurant and vacuuming the carpets. We are also going to Walgreens to work on a variety of skills such as checking expiration dates, stocking products, and blocking shelves. One of our students is working with one of our custodians in the school building to vacuum the carpets, change the garbage, and clean the mirrors in the restrooms. Toward the end of the month, we will be completing ShopRite from Home customer orders. Our students have been very excited to begin their Work Based Learning experiences. While they are out in the community students work on problem solving, professionalism, and self-advocacy. They are addressing any initial concerns with their job coach and checking in with me a minimum of 1 time per week. Upon completion of their week students are also submitting job reflection sheets.

Ms. Barnum- Art:

This month in the art room students have been working on several different fine motor skills, following step by step directions and creative choice. We started the month with the physical skill of ripping paper. This is a fine

motor skill that is both challenging but fun for many of our students. The added challenge is ripping the paper into smaller pieces. This encourages students to persist in making many small pieces to be used for the feathers on our owls. In addition to ripping the paper we incorporated the vocabulary term “texture” to describe the way feathers feel and look.

Students also talked about color theory concepts such as mixing paint colors red and yellow. Students filled out a chart to reinforce their understanding that red and yellow make orange. Then students followed up by mixing paint colors to see it happen in real time. Students progressed in their use of the paint brush since they had prior knowledge and experience painting in the previous month. I observed students holding the brush

Students also worked on their first sculpture project. Students were challenged to build a sculpture that was freestanding by creating and gluing tabs. The process of building a three-dimensional sculpture encourages students to work on precision and patience especially with gluing many parts to make them structurally able to stand. Students painted their sculptures and added small details to personalize it. Students are progressing in learning the classroom procedures during art. I have observed many students complete a task and wait for the next directions.

Mr. Shanfield – Physical Education & Health:

October is here, and it already feels like fall and the holidays are around the corner. This month the students are engaged in so many activities including dance and movement, scooter relay races, track relay races, agility ladder (incorporates the five fitness components). From the first weeks of school until now the students are showing amazing progress in all the activities, we are engaging in. School Spirit, we had a dance and reintroduced student of the month, which all the classes participated in and it was so much fun watching everyone dancing and engaged.

Health:

Health class has been an exciting month where the students worked on the five food groups and healthy eating habits. October is the month of respect and the students worked on a school wide project where they all made banners that could be hung in their classrooms to remind all of us about how to be respectful and kind to one another. During ALL my lessons I promote and encourage Social Emotional Learning to ensure that it’s important to know that everyone is important and is cared about.

Behavior Department:

New students to Westlake have required assessment, observation, data collection materials created and trained on, visuals and other strategies created, trained on and implemented for from the BCBA and RBT. These students include LT, JK, JC, AS and AG. In addition, continuing students who have changed class placements have required some consult from BCBA & RBT from their new teachers or (e.g., AJ M, RM and MM). In addition, new staff has required training by BCBA & RBT—both paraprofessionals and therapists who have changed classroom or student assignments, as well as staff who are new to Westlake (this has included 8 staff members thus far). As of the writing of this report, four Behavior Plans have had to be developed and written. In addition, behavior strategies are being developed for three new students. The behaviorist has participated in these IEP meetings Safety-Care trainer training was completed for all Westlake trainers and several Crossroads trainers. Westlake trainers include both BCBA’s, the RBT and the School Safety & Security Officer. This was a 3-day training (8:30-4:30 two days, and 8:30-12:30 the third day). Trainers are now certified for the next year to teach both High Severity, School-Age and regular training for staff.

Social Work:

Thirteen annual IEPs are due this month, ten of which meetings have already been held. Three of these scheduled meetings have been conducted in-person at the request of parents as we work toward pre-pandemic routines as much as possible. Districts and parents who have been requesting trips into the local community and where indicated, Work Based Learning for their children are happy to know that we have restarted these external programs. Students are excited to be working off site with designated staff. During the “Week of Respect” there has been an all-school effort to have students focus on preventing bullying, harassment and intimidation. A staff meeting was held by ABS to review school efforts to maintain a safe learning environment. Storyteller of thirty years, Michelle Washington Wilson, entertained and educated staff and students with her stories and songs of

multicultural characters offering lessons of respect and non-violence. Social worker has been working with parents to assist in the application process of PerformCare and DDD for their children. This paperwork is a hurdle for many parents but necessary in order to gain access to adult services in the near future. During IEP meetings “Transition” at age 14 is discussed and an overview presented to parents to gain more insight into this unfolding process. Many Districts do not have Transition Coordinators and rely on the social worker to educate parents and assist them. Counseling sessions are held in accordance with the IEP. Several students struggle with increased expectations as demands increase. SEL groups are being conducted utilizing monthly themes to teach skills necessary for success.

Occupational Therapy:

October has been a fun month in occupational therapy. We have been busy incorporating activities for respect and anti-bullying, such as how to be a good friend and having manners, into sessions that also include fine motor, activities of daily living, sensory activities, and life skills. Fall themed activities have been a big part of OT this month. We have been incorporating cooking skills with making caramel apples and toast with jelly. We have been working on fine motor skills with making colorful leaves with tissue paper and making ghosts out of lollipops to “Say Boo to Bullying”. We will finish the month with some schoolwide fun Halloween activities and gatherings for our students. Happy Halloween to All!

Speech Therapy:

Happy October! This month was filled with lots of fall themed fun activities targeting functional communication both inside and outside the classroom setting! The speech department also welcomed a third member into our crew: Kaitlyn Acosta!! Kaitlyn has been a wonderful addition into the department and has helped immensely with facilitating pragmatic language skills within our group sessions. Many initial and annual IEP meetings were held this month (including Victoria’s first in person IEP meeting at Westlake!!). This was a great opportunity to discuss progress made and establish rapport with numerous parents and case managers.

In terms of content, this month the speech department has centered many sessions around anti-bullying, respect, as well as differences between good friends/bad friends. We dedicated many sessions discussing what it means to be a good friend and how we can be respectful both at home and in school. Lessons were differentiated to accommodate the various needs/strengths of the students. Activities include sorting pictures into good friend/bad friend, sorting pictures into respectful/not respectful categories, and having the children create a dialogue of kind and respectful words that they have said to others or that others have said to them. In addition to this theme, the speech department has also been introducing fall/Halloween books to facilitate literacy activities in our sessions (e.g., creepy carrots/there was an old lady who swallowed a bat). These books target skills such as problem solving, discussing solutions to problems, sequencing, auditory recall, and picture ID. The speech department is looking forward to another successful month coming up! We are ready to discuss gratitude, Native American heritage and eating yummy thanksgiving food!

PT:

Currently we have 17 students receiving physical therapy in individual and group settings. Our students are off to a great start and are excited to be back in PT! SGO baseline measurements on balancing on one foot and jumping distance are tracked weekly. Our students have been demonstrating nice progress in PT this month. C.V. increased his balancing on one foot time from 10 seconds to 18 seconds! (This data is tracked regularly for my SGO). I.S. is doing a great job going up and down the stairs. He is now alternating his feet and requires less cues to only hold one rail and stay to one side of the staircase. This month’s theme is respect and anti-bullying. We tried to incorporate these themes into our group PT sessions by working on cheering on our peers, taking turns and helping each other.

Community Based Instruction and Special Events:

Students are going out to work at various community settings. Olive Garden, Walgreens, Shoprite and soon students will be opening a food cart at Children’s Specialized and visiting a CBI trip to the Cranford movie Theater

Professional Development:

GCN Trainings and Safety Care Re-certification



**Union County Educational Services Commission
Superintendent Report**

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|--|-------------------------------|
| School/Department: Work Readiness Academy | Report Date: 11/1/2022 |
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| Enrollment: | |
| Current Enrollment: 27 (includes WRA & Project SEARCH) Acceptances: 0 | Intakes: 1 (SY 2023-24) Disenrollments: 0 |
| Emergency Drills: | |
| Fire Drill: 10/28/22 (Level 1) | Other (Specify Type): 10/26/22 (Lockdown/Active Shooter) |
| Curriculum and Instruction: | |
| WRA Program | |
| <ul style="list-style-type: none"> • Some of the instructional topics covered this month on “Classroom Days” included: <ul style="list-style-type: none"> ○ Effective Decision Making ○ Taking on Different Perspectives When Communicating ○ Accepting Feedback ○ Identifying Strengths ○ Dealing with Failure and Using Failure as a Learning Experience • Students continued to participate in Work-Based Learning Experiences three times per week. The Work Readiness Academy currently partners with more than 20 businesses in the Greater Union County area. • Students also started working directly with UCESC’s new Student Assistance Counselor, Elizabeth Ramirez, during a weekly group on Monday mornings. This month, they discussed self-affirmations and texting etiquette. | |
| Project SEARCH Program | |
| <ul style="list-style-type: none"> • Some of the instructional topics covered this month during morning classroom time included: <ul style="list-style-type: none"> ○ Self-Advocacy ○ Handling Stress ○ Active Listening ○ Appropriate Workplace Behaviors ○ Matching Skills to Jobs • Students continued to participate in their first internship rotations this month including new experience with the security and radiology departments. • Students also started working directly with UCESC’s new Student Assistance Counselor, Elizabeth Ramirez, during a bi-weekly group on Wednesday mornings. This month, they discussed self-affirmations and texting etiquette. | |

Community Based Instruction and Special Events:

Our program focused on Anti-Bullying strategies in October and learned more Respect, our monthly SEL theme.

Students took a community-service trip to GRACE food pantry in Summit. They also visited the Strength and Fitness Club in Cranford to exercise and enjoyed a walk-through downtown Cranford to see the Scarecrow Stroll, including one scarecrow made by our students and staff in partnership with Sweet n' Fancy Emporium bakery and shop.

Professional Development:

WRA staff participated in a full day of staff development on Monday, October 10th. Topics covered included: project-based assessment, FlexLessons in the VirtualJobShadow.com platform, and an overview training for Paraprofessionals on the new tool we will be using to assess them this year.