



Union County Educational Services Commission
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(Att. 2)

**Report of the Superintendent to the Board of Directors
 October 4, 2017**

WESTLAKE:

Enrollment as of September 18, 2017 Actual: 76 Changes: Entered: 0 Exited: 0	Referrals: 1 Intakes Scheduled: 0 Accepted: 0
Fire Drills: September 15, 2017	Emergency Drills: Evacuation – Off site
Suspensions: 0	September 18, 2017

At Westlake, September is a busy month and students are happy to be back at school and in a daily routine. We have scheduled 24 IEP meetings so far for the month of September and October and are holding Pre-planning meetings for each student to collaborate and plan for their yearly goals and objectives.

The Westlake Parent Organization (WPO) sent out welcome letters to greet all families and invited them to join the WPO. They hold monthly meetings to fundraise and support Westlake school and families. This year, Westlake has 11 new students and efforts will be made to ensure a smooth transition into the Westlake family.

The SCIP Committee at Westlake will be meeting monthly and will guide the after school PLC's and Study Groups. Topics of discussion for the groups will enable us to move forward with great work that will enhance student learning.

Language Arts: In reading, some students are reviewing poems. This gave the class an opportunity to participate in comprehension activities through the use of a story element pocket chart. They also identified word families and action words. During class meeting, students practiced recognition of sight words. Teachers are also working on assessing student skills in reading and receptive/expressive language skills.

Math: In math, one to one correspondence activities are being worked on. Students received numbers and had to place the appropriate amount of objects in bags to represent the correct number. They also placed objects on boards, counted them back and identified the number either verbally and receptively with a hundreds chart. Each student participates at their own level and teachers have a chance to evaluate skills.

Science: Students have begun a unit with an introduction to land masses. Students also participated in an interactive Smart board lesson on different types of energy and matter. The lesson is geared toward different instructional levels to encourage participation by everyone.

Social Studies: In social studies students watched the CNN Student News and recalled details. Students worked in groups to complete and present a graphic organizer based on one current event. In the subject of

social studies, the students have started a new chapter on community helpers. The students are all very receptive to learning the responsibilities of each community worker.

Physical Education and Health: In physical education, Mr. Moss is working with students to develop an understanding of the rules, guidelines in the gymnasium, and his expectations for each student during physical education and health classes.

Each student took part in reading posters and coming up with gymnasium rules and procedures. In every class, students are going to be utilizing the exercise equipment for a 10- minute warm up. Every student will have their outcomes recorded to illustrate their progress from September to July. Following the warming ups students will participate in different games and activities.

In the upcoming few weeks we are going to start lessons about team building and playing games and activities within a group setting. Developing skills necessary for team sports is essential to help the students learn how to be part of a team/organization for when they get into the workforce.

Health: In Health, we are starting lessons with different types of guided dances (Chicken Dance, Cha Cha, Slide, etc.) from a website called, 'GoNoodle'. These guided dances incorporate video modeling strategies that the classes follow to improve flexibility, strength and coordination. Every student is also given a 'Catch Some Facts About me' which is going to be completed and displayed around the gymnasium. In the upcoming few weeks, Mr. Moss will be assessing the students on proper nutrition and focus lessons on why they need to eat certain foods within their daily meals.

Pre-Vocational Skills: and Pre-Employment Training Skills: Pre-Voc and vocational classes have begun to cycle through Mrs. Casey's room. All students and paraprofessionals reviewed the layout of the classroom and the locations of where the kits and materials are located. Clear rules were reviewed on the safety in a workplace. Students have found their workstations and had a choice of material for their daily task. Mrs. Casey has been collaboratively working with peers, and students to select the proper activity for individual instruction. Previous data collection and work performance sheets have been reviewed and compiled into current class data binders. Two classes have been working in the school store organizing the shelves and baskets. File folders have been added to a file cabinet that will be used as a central location to house laminated materials made to use in the store. For example, file folder games, money worksheets, stocking shelves or grocery lists will be included. One of the classes took inventory of what classes want to see in the prize case for the school reinforcement system. Twelve Good News awards were given out to students. The following skills were recognized: good transition, good work ethics, positive peer work, and following directions.

Vocational: Graphic Arts -The 4 groups were set up to switch classes so that all students will sample the four shops. Graphic Arts students reviewed the equipment, safety rules, supplies, tools, materials, and classroom expectations. Students reviewed skills they would use during the class such as sorting shirts by size, color and season, cutting rags, putting clothes on shelves, folding, buttoning, and general organization of the materials. Graphic Art students are working on welcome shirts for all new staff and students. We made welcome tags to adhere to their shirts. Students survey the new students for sizes, and then tallied and pulled inventory from shelves. The students will make and distribute the shirts by the end of the month. We will also fill orders sent in from students requesting new Westlake apparel. In coming silk screen jobs include: Toni's Pizza, Westlake apparel, embroidery blanket, and bags.

Sign Making/Engraving machine: Students are introduced to the Scott engraving machine. The machine can make various types of signs. All students are exposed to the this skill and produce a product that is sold to employees at the commission and other businesses. Other important skills that students are working on

include: assembly line production, sorting by size, shape, and color, and filing by letters, zip code, and color. Some of our students are working on data entry along with sign making on the computer programs.

The students have begun work in the Retail Center on fall items. They have printed ribbons and will soon begin to fill candy buckets and make dog biscuits, one of our most popular items. Students are busy preparing to print napkins which sell very well during during Halloween and Thanksgiving. All items will be on display in our school store for sale for Back to School night.

Print Shop: In the Print Shop students are exploring the jobs associated with the print shop (copying, collating, filing, laminating and more). We have completed laminating jobs and are beginning to receive jobs from the main office (copies and mail delivery).

Sweet Shoppe: The new students are adjusting nicely to our vocational program. We have already started to make candy to sell on Back to School night and for the farm in October. The Sweet Shop has already been opened and we were very busy the first day. Students from Hillcrest were very impressed with our food and how well they were treated. The students have prepared banana bread, pumpkin bread and sour cream coffee cake.

Food Science: During food preparation the students have practiced measuring solids and liquids. After they finished practicing they made vanilla milk shakes.

Jewelry: Students are working on designing/making earrings and matching/extending patterns through beading. They will be displaying the jewelry they make for sale in our school store.

Fabrics Plus Shop: Students were divided into two groups. The beginner group started working on how to operate a sewing machine and how to sew a straight line. The expert group started the first step of making a drawstring bag and the students were excited about making a drawstring bag for themselves.

Therapies: Speech – This month the speech department has set-up and organized speech language therapy office with new materials. Therapists read IEPs and background information for new students and informally assessed new students to gain baseline data and create goals/objectives. They coordinated with Occupational Therapists to plan ADL groups; this month in particular they made applesauce. The speech department has updated and programmed new information on several communication devices/ iPads. The therapists worked on social interaction skills with older students while discussing summer vacations. Lastly, they have trained new staff on the communication systems used by new students and created feeding cards for students with feeding precautions.

Physical Therapy: Currently we have two physical therapists working at Westlake School (one works three days and one works one day). There are a total of 33 individual treatment sessions and two IEP driven gross motor groups.

The therapists are very excited to have received a grant from the UCESF for a new rectangular platform swing for our therapy room. The materials have been ordered and we look forward to using this new piece of equipment with our students. It will be helpful for both sensory and orthopedic needs.

This month, the PT's have spent time organizing and rearranging the therapy room. Mrs. Feuerstein has begun to take baseline data for each student on their individual picture based "progress trackers." This allows students to self-assess and monitor their progress with specific physical therapy IEP goals. In addition, the therapists participated in a professional development course on Self- Regulation Strategies for Children.

Occupational Therapy: Currently, we have 3 occupational therapists working at Westlake (1 full time OT, 1 OT Mondays only, 1 contract OT Tuesday, Wednesday and Fridays). We are in the process of scheduling and assessing most OT students. All new staff are being oriented on the OT program at Westlake, documentation requirements and the use of IEP Direct. We continue to set-up and organize the motor and ADL rooms, including new technology that will be used for video modeling. We have met with several of the teachers to address the sensory needs of the new students and provide sensory diets and issue necessary equipment. Along with speech we are developing the curriculum for the ADL Support Group.

Social Work: The social workers are meeting with students and speaking with parents to try to ease any transition difficulties in coming back to school. They continue to work closely with the behaviorists as needed to address behavioral concerns. Group and individual counseling sessions began immediately as students arrived back. Assessments are being done, and groups are being formed accordingly. Students will be working on goals ranging from friendship and social skills to anger management and coping with anxiety, grief, and health issues.

Dr. Amy visited and quickly caught up on the latest medications and issues that students are facing. Several students were identified as a priority and Dr. Amy and the social workers are reaching out to families to continue to work on medication and dosage issues. In the place of an office staff meeting, a new social work meeting has been established to streamline information sharing while still ensuring that administrators are up to date on important issues.

Boy scouts will begin at the end of this month. Our new social work intern Tom will assist as a co-leader this year. Students will identify the next target badges as well as finish up work on the previous year's badges.

Nurse: Ms. Guinta has begun preparing for teaching health classes to students. Health classes will begin the first week of October. Currently, she is working to update student school medical plans and provide daily nursing services. Westlake has three students receiving daily diabetic care. Ms. Guinta also continues to work closely with Westlake's conferring Psychiatrist, Dr. Borg-Glickman to discuss student needs and concerns. This consultation helps to ensure student concerns are addressed in a timely manner.

Behaviorist: This month, the behavior department welcomed Caryn Gewirtzman, BCBA, full time to our school. There have been 11 new students to Westlake since June 2017. The behaviorists are in the process of getting to know the students' needs—specifically working with classroom staff in assessing skills and getting acquainted with students and their behavior intervention needs in order to write BIPs.

AFLLS assessments have begun to be completed by teachers, and behaviorists have begun to consult with teachers and help them to train paraprofessionals as needed. Behaviorists have begun to consult with and train classroom staff and therapists on their students' BIPs, behavior strategies and data sheets.

Five students who have IEP's in September require individual Behavior Intervention Plan. These include RS, SK, RD, SM, and AR. One student, CA, has a BIP currently which will be discontinued after his IEP this month. He has shown tremendous progress with his target behaviors.

Included in preparation for new behavior plans is formal observation of the student across settings, administering and interpreting the Motivation Assessment Scale and/or the FAST, data collection and analysis on target behaviors and meeting with teachers regarding strategies—both current as well as changes needed. Preparation of new materials including token boards and data sheets is also included.

Behaviorist meetings at Westlake have continued this month, in which individual student needs, classroom and school-wide needs as well as general behavioral procedures have been discussed. Mr. Peneno, Supervisor and Ms. Tantillo, Principal, also attend the Behavior meetings.

Weekly teacher meetings have occurred between behaviorists and teacher, and will continue throughout the year. In addition, the behaviorists are in the process of developing schedules, to include twice weekly visits to each autism classroom, and a minimum of once weekly visits to all other classrooms.

Mr. Peneno, Mr. Moss and Mrs. Salvatore have begun conducting training in Safety Care—a crisis care model. Certified teachers have received one full day of training thus far, with plans for a second day in October. The behaviorists have met with Ms. Foppert and Mr. Kowalski to review the plan to train staff moving forward. Lastly, the behaviorists consult with the social workers and the school psychiatrist, Dr. Amy, to provide data and input as needed.

Upcoming Events!

Back to School Night – Thursday, September 28, 2017

LAMBERTS MILL ACADEMY:

<p>As of Sept 19, 2017 LMA Actual: 42 LMA District - Non-New Point: 36 New Point Specialty at LMA: 6 Changes: 0 Entered: 2 Pending: 1 Exited: 2 Trinitas Hospital : Bedside Instruction: 37 (inpatient) Day Program: 35 Approved-Agreement signed: 13 Classified: 6 Regular Ed: 7</p>	<p>Fire Drills: 9/15/17 (1) Security Drills (1): 9/18/17</p>
<p>Referrals in September Intakes Scheduled: 0 Completed: 0 Accepted LMA placement: 0 Placement Pending : 1 (9/25/17)</p>	<p>Suspension out of school: 0 In School Suspension: 0 HIB: 0</p>

Administration

Lamberts Mill Academy is forging its way to increase a healthy and productive educational climate and culture for learning. Just as the steam-engine made the industrial revolution possible, our Project Based Learning activities will build enough STEAM to demonstrate mastery of the desired skills. Our focus is to infuse STEAM into our lessons to enhance the intensive therapeutic clinical services that achieves academic goals and objectives. Our students will have an opportunity to achieve 21st century learning skills to succeed in the competitive global environment’s information age, expressed by our sending districts. We are making, tinkering, and exploring physical and digital interactions. Our educators are building an entire educational ecosystem supporting students across all disciplines. We are committed to empowering students with the necessary 21st century skills and tools to create a more hands-on, innovative learning experience. As we gain momentum, we will have the academic/emotional grit to form an internal enterprise that improves knowledge retention, skill acquisition, and preparation for college and careers.

The catalyst in achieving success is the implementation of our MOSAIC period. During MOSAIC we will have high interest groups developing Social/ Emotional Learning and Character Development. Educators pair and bond with students to develop a positive purpose at our school. A mosaic is a work of art made up

of smaller, individual tiles. Lamberts Mill Academy has a rich mix of individuals building off of each other to achieve a healthier educational program.

We had a successful open house night with many families in attendance. It was a beautiful night and our “school family” was able to interact informally over autumn refreshments. We then had our families follow their child’s schedule to meet with teachers individually. We discussed our Project Based Learning initiatives to provide a demonstration of learning, as well as, the emphasis on interdisciplinary content areas planning around STEAM.

Academics

English Language Arts & Literacy

As students arrived they were surprisingly welcomed with a variety of young adult novels they had requested on a wish list which was acquired both by the commission and myself. Through the support of administration the reading has begun to take on a greater level of importance to the students. Students have begun the year completing an academic vocabulary assessment to depict their baseline knowledge and create their own learning goals. We have also created a one-pager summarizing who they are through combination of art, writing and self-expression using various mediums. As students have learned about each other the learning community has already been established for students to take risks such as reading aloud and sharing their writings for peer critique. Through embracing diversity we celebrated National Hispanic Heritage Month by having book talks from Hispanic authors inclusive of Sandra Cisneros and Paulo Coelho.

Science

Biology classes are hotly debating whether viruses are alive (scientists debate this too!), using what we learned about the characteristics of life. Environmental science students are learning about water and water filtration. They built little water filters out of plastic water bottles to see what materials do the best at filtering wastewater (our local stream water with some additives!!). We are also tying in the discussion of water with some mapping exercises (connecting to History) and to a book that will be covered in English class. Chemistry students are working hard to measure items in different ways and conceptually understand what matter is. We will be tackling the concept of density soon, and can make some rainbow density columns to see layers of liquids. Our forensics class is about to embark on their first project on people who were wrongfully convicted. We will take apart the cases and examine how the criminal justice system uses (or abuses) different types of evidence.

History

All history classes started the school year by participating in the historical writers workshop. This workshop lasted a full week and covered everything from how to identify types of sources to how to interact and successfully complete Document Based Question (DBQs) assessments. Students explored their historical writing utilizing the events of and the days after September 11, 2001 as a case study. Throughout the writer's workshop, students utilized image and text sources to explore the events. Students applied their findings to answer two key questions: “How did Sept. 11, 2001 impact the general public?” and “How did the events of Sept. 11, 2001 impact the United States and the world?” Students ability to answer the Sept. 11, 2001 DBQ will serve as a baseline for the new department wide SGO. Throughout this year students will be challenged to utilize evidence based writing through the lense of their area of historical study.

Mathematics

All Mathematics classes spent the first few weeks of school participated in the STEAM activity, “Straw Tower Challenge”. Students worked in pairs to study, design and construct a free-standing tower out of a set number of drinking straws and tape. This activity allowed students to focus on different geometric shapes, and ways to reinforce their tower. By participating in this challenge students learned to work together, problem solve and use trial and error techniques. While judging the towers students measured how tall each tower was, and were taught that the successful towers had a strong foundation. This will be a theme for all

mathematics class for the 2017-2018 school year; to build up their basic fundamental skills to be successful with more advanced math this year.

All Mathematics students will be spending some independent time working on improving math fluency skills with the use of Kahn Academy and the Google Chromebooks.

Career and Technical Education CTE

As the school year started off on a positive note, I will be focusing on learning how to use NJCan in order to help my students get the maximum usage from the program. I am hoping to get as much input from administration as possible. I look forward to helping my students reach their goals. I am excited about helping my students with career planning. By using the textbooks and the internet students will learn about themselves, about careers and making career decisions.

Physical Education and Health

Students have been working hard to start the year at Lambert's Mill Academy. We began the school year with the Fitness Unit where students participated in Fitness Monopoly. Just like the board game students roll dice to move to the next exercise. Exercises include yoga, pilates, cardiovascular, strength training, and stretching. Corners are hot spots and have a special exercise such as a scooter, rowing machine, or stationary bike. Students loved the variety and challenges faced during the activity and all enjoyed themselves. For Health, students were given the class syllabus and we reviewed my expectations for the year. We then discussed what the term Health means to them and reviewed the "Health Triangle" and the importance of an overall healthy lifestyle that includes physical, mental, and social/emotional well being.

World Language

This month students are working on the unit Daily life "*Personal Identity*" in Spanish class. Students are able to develop the class rules and identify individual phrases in context. Forming class rules is one part of the process of conveying clear expectations to students, which is critical for creating a productive learning environment. Other areas that need to be addressed within the first week of school are giving students a list of materials that will be needed daily and communicating the methods that will be used to assess their work (i.e. rubrics and reflection forms). Also, students have taken a pre-assessment to aid in placing them in different levels, while also allowing the teacher to collect data for the SGO starting point. Based on a student's current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling about a scene at the Spanish home. Therefore, students had ample opportunities to practice and understand the lesson about greeting each other in Spanish. Assessment in TPR Storytelling is ongoing. The students start to celebrate the Hispanic Heritage Month from September 15th through October 15th by working on a project called "Famous Hispanic Person Newspaper".

LMA Clinical Department

As a new school year begins lifeskills groups are acclimating to new students and staff to the LMA community. Lifeskills continues to take place first thing in the morning with the goal to jump start their day while encouraging positivity and motivation. The students began the 2017 school year by reviewing the student handbook and processed rules and expectations of LMA. During the month of September students targeted goal setting and engaged in team building activities as a means of promoting group cohesion to set the positive framework for the school year.

New Point

Mr. Convery/ Ms.Fort:

The end of September ended with 14 students on roll at New Point Specialty. The students celebrated Spanish Heritage and History month by looking at the lives of Famous Hispanic Americans and the power of the Spanish American voting block in 2016

The students continued on our math program: Mount New Point. This program was used as an assessment tool for New Point students. Students were not allowed to go up Mount New Point until they scored an eighty on any peak assessment step.

Ms. Fort came up with two great trips for the students of New Point. We did a Physical Education/Biology trip to Echo Lake in Springfield. We looked at the local ecosystems present and later took paddleboats on the lake. This was a great start.

Mr. Convery took the students to The Statue of Liberty on the 16th. We are discussing Immigration in U.S. II, and places to explore. We gained knowledge of the landmark, from its design changes to its present condition in 2016. We learned about the Black Toms incident of 1916. German terrorists blew up an ammunition dump in Jersey City and the explosion severely damaged the torch arm with shrapnel. We took many pictures and had a box lunch there.

The students are studying historic figures in Spanish American History. These included Roberto Clemente, Oscar De LaHoya, Nancy Lopez and Admiral David Farragut. They studied the many contributions of these people.

The Social Action club kicked off its 10th year, by working at the Westfield Food Pantry on September 22. The students take orders over the phone, prepare orders for clients and deliver them to their cars. The students take inventory and restock the shelves.

Trinitas

Since instruction is 1:1, we have been assessing the students who have been approved for instruction (in reading and math), in order to provide appropriate materials while waiting for home districts to provide IEP’s, and/or books and materials. It is an opportunity to get to know students’ interests, and engage them in learning. The students being taught range in grades first through 10th. Since there was a delay in approvals due to a change in staff requiring a new “Hospital Physician Statement”, we have not called in the hourly tutors yet. We expect to have many approvals to begin instruction soon.

CROSSROADS:

Enrollment as of September 20, 2017 Actual: 46 Changes: 0 Entered: 1 Exited: 1	Referrals: 1 Intakes Scheduled: Pending Accepted: 1
Fire Drills: 9/25/17	Emergency Drills: 9/26/17

The 2017-2018 School Year began on September 5th, with the Union County Educational Services Commission staff meeting at the Westlake Campus for introductions, awards and participation in professional development opportunities.

Supervisor of Instruction, Melissa McLaughlin, and Principal, Reed Leibfried, welcomed back the Crossroads Staff with a faculty meeting at 45 Cardinal Drive. The administrative team introduced new faculty, discussed our school community mission and core values and reviewed our focus for professional learning communities during this lengthy meeting. Policies and procedures were also reviewed, and department meetings held with our behavioral team, clinical team, paraprofessionals, therapists and our classroom teachers. The Crossroads Family left at the end of our first school day of the 2017-2018 school year, gleaming with positivity and passion!

On September 6th, 2017, Principal Reed Leibfried, had the pleasure of participating in a professional development training on “Safety Care,” This program emphasizes proactive and preventative instructional

and behavioral strategies to assist our faculty in creating a safe and nurturing classroom environment for our students and staff. Crossroads Staff members, Danielle Ciccalese, (Behaviorist), Christine Gottessman (Behaviorist) and Dina Almeida, (Occupational Therapist), led this informative and outstanding professional development opportunity for all Crossroads classroom teachers and other Commission staff.

Crossroads staff also led our first professional learning community meeting. Through collaborative discussions and meetings with our SCIP Committee, we agreed to focus this year on best instructional practices and coaching opportunities for our teachers and therapists. The implementation of the agreed upon best practices, will improve classroom instruction, increase student achievement and decrease problematic and aggressive behaviors. The Crossroads Family is excited to assist out students and families in each and every way possible for the 2017-2018 school year.

CLASSROOM ACHIEVEMENTS and ACCOMPLISHMENTS:

In Kristina Cassidy's Early Learners class, room 104, students read *Let's Find Out, "Make a New Friend"* and discussed different ways to make new friends. They were exposed to different ideas of how to play nicely with their peers as they practiced sharing and turn taking.

Seamus V. is the class student of the month. He has been doing a great job at sitting at his desk and doing his assessments. He independently found a snack folder on his communication iPad and used two words to communicate the snack he wanted. His smile showed how proud he was of himself.

In Stephen Goham's class, room 105, the school theme this month was to develop and practice classroom rules, manners and routines. The staff focused on creating structure and social interactions within the classroom and familiarized students with peers and staff. The development of relationships was encouraged with ball playing and turn taking games.

Language/Reading included Edmark & Phonic reading levels. Students reviewed previously learned words with the utilization of flashcards, comprehension tasks, etc. Math included all content areas; addition, subtraction, time, money and problem solving. Students completed worksheets and manipulative manipulation.

Students were assessed in various areas. New student, Samuel F., impressed his teachers by displaying strengths and skills in Visual Perception tasks. Samuel is able to match both identical & non-identical pictures to objects, identify letters & numbers when given a choice and will utilize language to effectively communicate correct responses.

In Kristen Fisco's Intermediate class, room 106, the monthly theme was Apples/Johnny Appleseed. Students examined the inside of an apple and labeled each part. They demonstrated the correct use of utensils while cutting an apple in half and dipping the open face into paint. They then stamped the apple onto a piece of paper. The students noted the design that the apples created and located the star that forms from the center of the apple. Students also listened to a tale about Johnny Appleseed. They identified facts and completed a chart describing Johnny Appleseed, which included his name, birthday, where he was born, when he died, and why he was famous.

In Christina Witte's Middle School class, room 109, students started out the new school year by learning about their new classroom environment. They read "Pete the Cat: Rocking in My School Shoes" and did a scavenger hunt throughout the building; finding places such as the library, gym and the OT room, as well as the people in different locations. They also read "The Kissing Hand" and discussed the feelings of missing their parents; what makes them sad and happy. They wrote a poem to their parents and made a kissing hand cookie, tracing their own hands in cookie dough and placing a Hershey Kiss in the palm of their hand.

In Science and Social Studies, they learned about apples and the story of Johnny Appleseed. They began their middle school project-based learning groups and took turns exploring their senses related to apples; learning about the life cycle and parts of an apple and making applesauce. In Math, they grouped, sorted, counted, split and ordered apples.

In Stephanie BarAm's Middle School class, room 111, to mark the change of seasons from summer to autumn, students learned about the fall harvest, the leaves turning color and apples. They read about Johnny Appleseed and viewed the Disney movie. They read books about how fruit and vegetables grow from flowers, and the autumn picking of ripe fruits and vegetables. They made applesauce and ate apple cider jelly, apple granola bars, apple pie and sampled several types of apples.

All students received direct instruction, which included lessons such as tracing their names and practicing their addresses and phone numbers. Students also worked with tracing numbers one through five and correspondence counting.

Ms. BarAm is currently working with the Middle School Committee to plan social studies and science lessons, along with community based instruction. In July, she attended a two day workshop on ABA and participated in Safety Care training on September 6th.

In Quentin McCarthy's PE/Health classes, students have been working hard during class. They started off the year by finding their baseline abilities. They participated in stations to maximize learning potential and have been working on skills such as balancing, kicking, sorting based on color, fine motor skills and hand-eye motor control. Students also participated in scooter activities.

In health class students began learning about nutrition and the different food groups. They continue to learn about a healthy diet using the My Plate.

Workshops and Committees:

- 9/5/17: Staff Development
- 9/6/17: Safety Care Training
- 9/12/17: Staff Meeting
- 9/14/17 & 9/28/17: Pre-IEP Team Meetings
- 9/19/17 & 9/26/17: PLC Meetings

HILLCREST SOUTH:

Enrollment as of 09/25/17 Actual: 100 Changes: 0 Entered: 0 Exited: 0 Suspensions: 3. 1 for aggression in EPS towards staff, 1 for possession of marijuana, and 1 for aggression towards staff and caused a school-wide disruption.	Intakes Pending: Reg. Ed.: 0 & Sp. Ed.: 0 Waiting List: Reg. Ed.: 0 & Sp. Ed.: 0
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September began with two additional classrooms that provided a teacher with a classroom instead of being mobile on a cart as well as a Study Hall for students to have a place to work quietly or to be used for conduct issues. We were also able to begin the school year close to full enrollment due to holding interviews in Elizabeth over the summer. We started on 09/07/17 with 104 students. Two students were also on the rolls at Hillcrest North, one student dropped out to pursue a GED, and two moved out of district. Additionally, Hillcrest Academy South Campus (HAS) created and introduced a new credit retrieval/ accrual program that utilized Google Classroom. This provided the students scheduled in the courses to become familiar with 21st century technology, utilize appropriate skills, and work on their courses from any device.

Ms. Mendo, the shared School Guidance Counselor, worked on various tasks typical to the beginning of the school year that included organizing student transcripts then reviewing and adjusting student schedules as needed. She met with several students to discuss their credit and graduation status and developed a plan for potential graduates to recover credits. This plan included completing courses in the new Credit Retrieval Google Classroom program, Elizabeth's Saturday Recovery program, and/or summer school. A list of the class of 2018 was devised and Ms. Mendo will begin working with these students to discuss financial aid and post-secondary plans and options. Students will be taking the PSAT/SAT next month at their respective academies in Elizabeth. Ms. Mendo developed a list of these students and submitted it to their counselors to ensure that they were registered. She will be meeting with these students to discuss the importance of this exam and its impact on their graduation.

Hillcrest Academy South Community Service Program (HASCSP) has a dynamic year planned with community service outreach activities that will consist of a combination of in-school and off-site projects. The HAS Student Council E-Board for 2017-18 has been established and they were busy brainstorming ideas for school-wide activities in order to generate school spirit among the student body. Leadership opportunities abound for our students throughout these programs, which will allow them to develop skills in leading peers, training others and professional interaction with our community partners at the local, state and national level. We are proud of our established partnership with Junior Achievement of New Jersey. Currently, we are making plans to visit Finance Park later this fall. To commemorate the 9/11 National Day of Service, the HASCSP hosted a fundraiser to benefit the American Red Cross and their efforts to help those individuals affected by Hurricanes Harvey and Irma as well as other natural disasters. The HAS Respect Committee is being formed in support of New Jersey's Anti-Bullying Law. All HAS students have the opportunity to participate in the Freerice program sponsored by the United Nations Food Program. The goal of the Freerice program was to promote education and to end world hunger. This is achieved by students playing an educational game and thereby earning "free rice" for each correct question. These questions are geared to reinforce student knowledge in all academic areas and provide SAT preparation. From there, corporate sponsors committed to the program will then donate the rice earned to countries around the world in need of food. We are excited to be entering our fifth year of this exciting initiative.

The 2017-2018 school year is off to a great start in Ms. Holden's classes. During the month of September, students read and analyzed excerpts from Flight 93. In commemoration of September 11 2001, students viewed a docudrama on the tragic events that occurred on that date and read first person accounts of several of the survivors. While reading the first-person accounts, students determined the meaning of words and phrases as they were used in the text and analyzed the cumulative impact of specific word choices on the meaning and tone. In addition, students engaged in several lively discussions which dealt with terrorism. Several students related their first-person account of the terrorist from Elizabeth who was arrested in Linden last year. Also, in celebration of Spanish Heritage Month, students researched a famous Spanish American and wrote a short report.

Ms. Cioffi's English courses focused on learning the routines and rituals of the class to ensure a smooth and organized classroom structure for the rest of the year. Students have been learning to come to class on time, get all materials needed immediately upon walking into the room, and completing the Do Now silently for the first 5 minutes of class. Classes have been centered on review of basic skills such as making summarizing texts, identifying character traits, making claims, and using evidence and explanation to support their claims. The teacher utilized these lessons and activities performed in class to assess the level of performance of each student in order to prepare lessons plans based on student needs. Students will also introduced to the independent reading program. Students will select high interest novels in hopes to engage their interest in reading and learning and continuing to review skills, such as characterization, theme, context clues, and central idea. Further plans for these classes are to continue practicing the routines and rituals of the

classroom consistently, continue independent reading to improve students' ability in sustained reading and reading ability, and to begin learning the skills linked to the English Curriculum Maps.

Ms. Gilchrist, the School Social Worker, spent significant time during the summer months to arrange for a Rutgers Masters Level Social Work Intern. Through an affiliation with Rutgers University School of Social Work in Newark a first-year student will be completing her clinical internship at HAS. Ms. Rosas will be present three days a week for five hours each day. Her primary focus will be case managing Special Education students and being the Advocate for approximately ten students who are not in the Success Seminar. She will attend all DCP, I&RS Meetings, and any additional meetings deemed important for the successful completion of her tenure at HAS. Additionally, Ms. Gilchrist has assisted students who have reported that they may have issues with their schedules and provided support for the administration in terms of difficulties arising when students had conduct issues.

Ms. Ferrari's students had a very successful and productive September that began with reviewing and implementing routines and rituals. The students in her Algebra I, Algebra II, Geometry, and Success Seminar learned and practiced the expectations and objectives set from the HAS Program Overview. The students reviewed the HAS syllabus for their course work along with the grade break down of the course. The students have taken baseline assessments for each course. The students worked diligently simplifying algebraic expressions and evaluating equations. They have not been permitted to use calculators enabling them to improve in the area of adding, subtracting, multiplying, and dividing rational numbers. The geometry students have studied the proof of the distance formula using the coordinate plane. The students have applied the distance formula and the midpoint formula to a number of problems. The Algebra II students have reviewed linear equations and functions and have been introduced to solving systems of equations. Ms. Ferrari worked collectively with Ms. Wrzesinski, Mr. Sobieniak, and Ms. Holden to find teaching materials for success seminar that complement the outline for the course.

In Mr. Sobieniak's Algebra I classes the students revised real numbers operations. They also learned order of operations and to simplify algebraic expressions with real numbers. Students in Trigonometry classes focused on simplifying and operations with radical expressions. They also learned Pythagorean Theorem as it applies to real life applications. Students in Probability and Statistics classes learned about representation and summary of data and measures of central tendency. They were investigating many real-life applications problems, utilized the Smartboard throughout their lessons, and used some interactive resources for the Do Now assignment and other lessons.

Mr. Grez's Biology and Marine Biology classes began the month by diving into the nature of science and its applicability to their lives. Many students were pleasantly surprised as to how much science they actually "do" on a daily basis. Moving on from the nature of science, students began to tackle the scientific method. An integral part of their growth this year will be to improve students' ability to argue effectively using scientific evidence. Through a generous grant from the Union County Educational Services Commission Foundation students will have access to a variety of primary science sources to aid their arguments. Next month, students will be delving into some serious content. Biology students will be discussing and analyzing DNA and inherited traits as well as cell structure and function. Marine Biology students will be exploring tides and the unique geography of the oceans.

Students in Mr. Sternberg's Chemistry classes learned about the Periodic Table and became acclimated with its symbols and meanings. Students demonstrated proficiency in determining the number of subatomic particles (protons, neutrons, and electrons) from the data it presented. Moreover, they could deductively conclude the amount of each particle given certain information. They also learned necessary Chemical vocabulary, words they need throughout the course to succeed. They took their first assessment and their scores averaged in the 90s class-wide. We also began to embark on a project for students to "adopt" an element and create an advertisement about it using its chemical properties that have been researched online.

Afterward, the students will then pull apart the Atomic Theory and be able to explain the history and evolution of this exciting scientific concept. Mr. Sternberg's Forensic courses were introduced to the science. They began with a discussion of the Law and how it must be followed to convict a suspect. Next, they reviewed the all-important Locard Principle, which stated that all objects in contact with a scene leave a trace. Students worked to explain introductory legal proceedings and break down the forensic teams' components into individual responsibilities. The classes explored the history of Forensic Science from millennia ago up until today. Students learned why eyewitness testimony is flawed and what factors lead to incorrect recollection of an event.

Ms. Scheetz's art classes began the year introducing ourselves through the use of hand-made, designed name cards. This warm-up project familiarized the students with classroom procedures, art supplies, and a brief critique. This year's curriculum and projects will be inspired by art movements and important pieces throughout the ages beginning with the stone age. Students learned about and analyzed cave drawings and looked for its purpose. Students put themselves in the place of Paleolithic times in order to figure out why such drawings were important to prehistoric peoples. Each student drew a doodle of several things from memory that helped define them as individuals in their society. They also worked with similar materials as people used 40,000 years ago such as powdered pigments and charcoal. Students made a connection, as they will with all artwork studied this year, from the past into their present lives.

September marked the start of a new school year and the opportunity to exchange pleasantries while diving straight into coursework for Ms. Duarte and her students. In order to assess students' current standing with regard to reading and writing we used current events to gauge their current academic level. This included exploring the way in which their clothes are made through a reading of the NY Times Upfront article, "The High Cost of Cheap Fashion". Students delved into discussions of the ethics behind the garment industry and what can be done to better the circumstances of individuals across the globe. The current level measurement will serve as a baseline for future growth throughout the academic year. In Economics, students delved into the course work by looking at resources and exploring the way in which incentives drive the way resources are allocated. This exploration led to the creation of various scenarios by the students and great conversation. These topics afforded students the opportunity to delve into classroom discussions, express their opinions through writing, and gain insight into issues that directly impact their lives in the 21st century.

Ms. Wrzesinski's U.S. History I and Modern World History classes demonstrated critical thinking and analytical skills for the month of September. They did this by looking at the differences between primary and secondary sources and the differences between fake news and real news. Students also looked at current events articles that were aligned with the common core standards and answered questions plaguing our country today.

In HAS's Physical Education classes, Mr. Barone introduced students to a unit on billiards. Mr. Barone covered basic rules, different scenarios one may face in game play, holding the stick, and breaking the rack. Many of the students never played before so this was a great opportunity to learn something new. In addition, Mr. Barone was excited to see other students happy to assist others who have not played before.

During Health Education classes, students started the year off with an "ice breaker" activity that allowed the students to get to know one another. Mr. Barone felt because there were many new students to the school, allowing students time to ask each other questions was an excellent way to get the students engaged in conversation. Mr. Barone noted that when students are more comfortable in their surroundings, they are more likely to participate.

Ms. Rubin, the School Nurse, made calls to all the absent students' parents each day. The nurse has saw an average of 10-15 students per day and one student was sent home ill. The nurse sent notes home to parents for those students listed with food allergies, to get allergy action plans in place. The nurse assisted with

entry procedures, including bag searches. In Health Education classes, the students were introduced to “what is health?” and annual screenings have begun. This year, the health curriculum covers Drug, Alcohol, and Tobacco education. The nurse received a grant with materials to simulate alcohol and drug impairment. The students will be using the materials later in the year.

HILLCREST/NORTH:

<p>Enrollment as of: 9/20/17 Actual: 85 Changes: Entered: 4 Exited: 0</p>	<p>Referrals : 4 Drills: 9/7/17 EM Overview 9/20/17 Fire Drill</p>
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During the first week of school in English, students were introduced to the rules and procedures of the classroom. Students learned about the course syllabus and schedule, and created a binder. Students also wrote a letter of introduction and played a compass game as a “getting to know you” activity. Students chose an independent reading book and have begun reading and tracking their progress on their book progress trackers. Students also completed a non-fiction writing assignment as a pre-test for an SGO. Students have continued to read their independent reading books and began practicing the first skill learned (annotating/active reading skills) on their books.

In Shakespeare - Students discussed what they already know and want to learn about Shakespeare. Students watched and discussed TEDtalks about how Shakespeare surrounds us and how influential he has been in music. Students also started learning about Shakespeare’s background.

In Science, the first month has started off great. New students have acclimated quickly to the rules and routines of both Forensics and Marine Biology. As a new course, Marine Biology has received a lot of praise and students are excited to “dive” right in. Students seem interested in the content and many are excited to be exposed to all new material. One interesting discovery is that many of our students have never even been to a beach, or aquarium. Students have set up their interactive science notebooks (ISN) and appreciate the way the ISN will keep their work organized and easy to access. Students are excited to express their creativity on their output pages in the ISN and think that it is helpful that they can express their learning in their own individual, unique way. We are all looking forward to a productive year.

Probability and Statistics classes are working on the three measures of central tendency. Emphasis is put on drawing conclusions from the data and the effects of outliers on the average. The mechanics are familiar to the students, whereas the explanations and conclusions is something we are learning together.

Trigonometry classes are reviewing the Pythagorean Theorem and its applications. Students reviewed some basics from geometry before previewing what trigonometry is going to cover. The idea that everything is relative is essential in trigonometry. With a right triangle taped on the floor, students can better visualize what is opposite and what is adjacent depending on where you stand on the triangle. Another visual is building the squares outside the right triangle that demonstrates the Pythagorean Theorem for several different right triangles.

Student in Physical Education and Health continue to learn about nutrition and cardiovascular health. Selected students have continued their CPR training while others have enjoyed basketball, softball, soccer, and volleyball.

This month our guidance and social work department worked on various tasks typical to the beginning of the school year, including organizing student transcripts and reviewing and adjusting student schedules, as

needed. Our counselor met with several students to discuss their credit and graduation status and developed a plan for potential graduates to recover credits. This plan included completing courses in the new Credit Retrieval program, Elizabeth’s Saturday Recovery program, and/or summer school. A list of the class of 2018 was devised and Ms. Mendo and Mrs. Goldenberg will begin working with these students to discuss financial aid and post-secondary plans and options.

The students at Hillcrest Academy North will be taking the PSAT/SAT next month at their respective academies in Elizabeth. Ms. Mendo developed a list of these students and submitted it to their counselors to ensure that they were registered. She will be meeting with these students to discuss the importance of this exam and its impact on their graduation.

Our first in-district professional development was targeted to teachers using Google in the classroom. It was given by an experienced teacher himself. He offered many tips and strategies including “courtesy mode” for keeping students on task. It was meaningful instruction with time to practice some new procedures. Among the changes, credit retrieval is built into the schedule as well as Success Seminar. Each marking period will have a different group covering one of the topics. They include Service Learning, Grit and Mindset, and College and Career Prep.

NONPUBLIC:

Chapters 192/193

Compensatory Education	1,000
English as a Second Language	2
Supplemental Instruction	550
Speech and Language	149
Examination/Classification	160
Annual Review	33
Home Instruction	3
Total Chapters 192/193	2,003
Public School CST Evaluations	1
Title I	0

We have had a successful beginning to our school year. This year began with a series of orientation meetings for Nonpublic Principals, nurses, 192/193 and focus room teachers. The teachers were given their revised schedules with the specifics outlined for contact time and noncontact time delineated. Expectations were reviewed and it was determined that any staff that had noncontact time would report to the Non Public office to work together on new educational strategies to improve student outcomes.

We enhanced our professional development at the beginning of the school year, with Mary Donovan who facilitated a workshop entitled, “Active Engagement Strategies for Each Direct Instruction Component”.

The department is finalizing budgets, eligibility and plans for Title I and IDEA with a number of districts.

Teachers attended their first PLC meeting on September 19. Both Michael Kowalski and Carrie Dattilo presented very helpful information on NJ Achieve to the entire staff.

The Director attended her first UCASE meeting on September 20, 2017.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 13
Project SEARCH-Overlook Medical Center Enrollment: 9
Westlake School (Job Academy): Projected 12
Lamberts Mill Academy (Job Academy): Projected 5
District Direct Programs: 2 (Plainfield & Elizabeth)

Highlights from the Transition Services Department this month include:

The Work Readiness Academy enters its second year of operation at maximum capacity with 13 students enrolled in the program (12 full-time students, and 1 afternoon shared-time student).

After a successful pilot year, the program schedule has been revised to maximize student time in the community. This year students will spend two full days and two half days at internship experiences at local businesses. They will spend another two half days in the training classroom. On Fridays, the students will work as a team to operate one or more school-based enterprises. This Fall the students are operating a car wash business. In addition, Fridays will be used to take outings to local businesses (job shadowing tours or job search activities) and other community resources (i.e. a bank, an urgent care, a fitness center). On Friday afternoons students will get the chance to participate in an elective class. The elective options will be related to helping students develop other independent living skills or making person-centered post-secondary plans.

The classroom program will again focus on teaching the students critical skills for employment. This year we are introducing a new curriculum to the classroom called *Digitability*. *Digitability* is web-based pre-employment transition program used in the classroom to prepare students with work-ready skills for the tech-driven workforce.

The students will also participate in a weekly goal-setting group led by Ms. JoAnn Purdy, our program Social Worker, and a 45-minute yoga class led by a certified instructor from Ashrams for Autism based in Morristown, New Jersey.

We are excited to announce that the Work Readiness Academy has added several new community partners this Fall to host student internships including:

Barnes & Noble Bookstore at Kean University
Kean University Occupational Therapy Clinic
Summit Medical Group - Pediatrics Department
Marshalls in Union, NJ

The Work Readiness Academy targets students with disabilities (ages 17-to-21) who are in need to a comprehensive transition program with a significant focus on community-based work-learning. Students are referred from sending school districts across Union County.

The Project SEARCH-Overlook Medical Center program begins its second year with a full class of nine students. This year's cohort hail from the follow school districts in Union County:

Plainfield
Union
Elizabeth
Scotch Plains-Fanwood
Kenilworth

There is also one student enrolled from Montville Public Schools.

The students have spent the first month of the school year wayfinding around the hospital, completing mandatory hospital training including learning about emergency procedures and best practices for infection prevention. In addition, the students visited each of the departments that will be hosting internships this year to understand the specific duties and learning opportunities that each experience may offer. Students began their first internship rotations on Monday September 25th. The departments hosting student interns during the first rotation include:

- Food Services
- Dietary Services
- Infection Control
- Information Technology
- Environmental Services
- Materials Management
- Emergency Services (Expedited Care Unit)
- Overlook Foundation

Eight out of the nine students in Project SEARCH this year are taking traditional, fixed route public transportation to get to and from the hospital each day. This past August students worked with staff from UCESC and NJTIP at Rutgers to learn and practice the routes to and from their homes to the hospital. The students participated in individual travel training sessions. Each student completed 3-4 individual sessions with a trainer from NJTIP. On August 24th and August 31st, we held practice runs allowing the students to travel on their own with NJTIP and UCESC staff in the field monitoring at checkpoints.

We are grateful to the County of Union and its Board of Chosen Freeholders for providing funding support to help offset some of the costs of this valuable and intensive travel training program.

Next month we will be rolling out a Fitbit initiative at the program. All students and staff will be tracking their steps and caloric intake daily to build an awareness of the importance of maintaining good health and wellness both in and outside of work.

Project SEARCH is a collaborative effort between UCESC, Overlook Medical Center (part of Atlantic Health System), the NJ Division of Vocational Rehabilitation Services, the Arc of New Jersey, the NJ Division of Developmental Disabilities, and NJTIP at Rutgers, Project SEARCH

Finally, the Job Academies at Westlake and Lamberts Mill Academy will be launching students into the community beginning in October. Both schools are currently identifying student participants and internship interests. We are pleased to announce that this year we have hired a new Supervising Teacher for the Job Academies. Ms. Hermena Goodson started on September 25th. Ms. Goodson had previously worked as a Career and Business Education teacher at the Commission's Hillcrest Academy North for twelve years. We are thrilled to have her back in this role. Ms. Goodson will be working closely with Josh Bornstein, our Director of Special Projects, and the staff at both schools to expand and improve the Job Academy programs with an eye towards increased positive employment outcomes.

TECHNOLOGY:

We created a workflow procedure for lending technology to staff. After a complete audit of the non-public staff's IT equipment, we have all staff signing a responsible use policy agreement in addition to their acceptable use policy agreement.

All antiquated IT networking equipment has been removed from the central hub at 45 Cardinal Drive. This caused a connectivity issue with our wireless infrastructure but it has been corrected and stabilized. All three buildings are communicating faster and network traffic is traveling more effectively. Plans are in place to perform the same upgrade at the other two Commission locations.

Removal of the faulty Domain Controller at 1571 Lamberts Mill Rd. has ended the district-wide trust relationship issue on multiple computers. While we are still in need of an updated Domain Controller onsite there, we are stable once again and are back in the planning stages of deploying another server.

Several candidates were interviewed for our Technology Specialist position.

We reconfigured our Aerohive (wireless) environment to a more efficient model. After weeks of monitoring we are seeing faster speeds and minimal errors.

We have configured our printers to be made available in Google Cloud Print which will allow Chromebooks the ability to print to any location. This is still an ongoing process while we test devices from multiple locations.

Backupify, an online cloud-based backup solution for our Google Apps environment has been implemented and configured. All users' mail, calendars, contacts, and drive contents are backed up as time stamped images. This greatly improves access and visibility into our GAFE infrastructure and it also paves the way toward a data migration to the GAFE cloud.

We continued to improve security on our internet presence. In addition we obtained SSL certificates for our websites allowing for data encryption and room for growth once other systems go online.

All E-Rate related submissions have been completed.

We fully implemented Office 365 so all UCESC employees can enjoy Microsoft Office on up to 5 of their work or personal devices.

TRANSPORTATION:

The 2017-2018 school year is another busy one for the Transportation Department. As of September 1, 2017, the Commission had established 480 routes with private bus companies transporting approximately 2,500 special education, vocational, and public school students. These routes service 30 districts and 191 schools. The Commission is also providing after-school athletic and field trip busses for a participating district. Six participating districts contract with the Commission for all or part of their in-district transportation needs, including public and special needs transportation. The Transportation Department once again bid for nonpublic, private, and parochial school routes this past summer for the coming school year. Twenty-one routes were established transporting 735 students servicing 10 districts and 11 schools.

This year, the Commission is operating 7 routes on its own vehicles which are transporting 195 students from 11 districts servicing 5 schools and programs. In the month of September the Transportation Department began to establish the daily routes which will service the various Commission schools and programs throughout the rest of the school year. Primary among these is assistance to the Transition Program with transportation to and from student placements. The department will also be providing transportation for the Westlake School's S.A.V.E. program held at various locations, including the Clark Shop-Rite, Clark Nursing and Rehabilitation Center, Runnels Specialized Hospital and the Westfield Public Library. Additional regularly scheduled trips are also provided to the Westfield YMCA for swimming lessons. In addition lunch and breakfast delivery to Hillcrest Academy North and the Crossroads School is

also provided by the Transportation Department as well as transportation for the Hillcrest Academy North gym classes held at the Clark community center.

Twelve school vehicles were presented to the Motor Vehicle Commission for inspection on September 18, 2017. At the request of the Motor Vehicle Commission, the remaining twelve vehicles will be presented at a later date in October. The inspection team will provide temporary inspection stickers for these vehicles until inspection can be completed.

Since the start of school in September, eighty additional routes were created to accommodate late requests or changes to existing routes. Other changes to existing routes which were routine (address and phone number changes, additional or deleted students, etc.) numbered in the hundreds and contributed to the hectic climate of the beginning of school. Slowly but surely order was established from chaos so that by the second week of school a more controlled atmosphere prevailed and another school year was underway.

cc: Robert A. Behot, Business Administrator/Board Secretary