



Union County Educational Services Commission
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(Att. 2)

Report of the Superintendent to the Board of Directors
November 1, 2017

WESTLAKE:

Enrollment as of October 19, 2017 Actual: 76 Changes: Entered: 0 Exited: 0	Referrals: 3 Intakes Scheduled: 1 Accepted: 0
Fire Drills: October 20, 2017 Suspensions: 0	Emergency Drills: Active Shooter October 13, 2017

All of Westlake went on a school wide trip to Serenity Hills Farm and students had an amazing time riding horses, playing games and going for a hay ride. They were all able to pick pumpkins to take home and received goodie bags from the farm. The Crimi's treated all of the students and staff amazingly and even sent us home with some student pictures. In a combined effort, every class is making thank you cards and contributing some school made products to create a thank you basket along with Crossroads School to send to the farm.

The Week of Respect and Violence Awareness Week occur in October. The school safety team meeting was held and many new ideas and activities were discussed. This year we are implementing "Fist Bump Fridays." All students fist bump their peers and staff in support of positive interactions and reinforcement. Students are excited to participate in such a simple gesture that they see everyone in the school doing.

The Westlake Parent Organization (WPO) committee had their first meeting for the 2017-2018 school year. Mrs. Tantillo, the Westlake Principal, attended the meeting in an effort to continue to support the WPO and assist with their fundraising needs. Most recently, the annual Applebee's fundraiser event was set for Sunday, 10/22/17, in order to help coordinate sales and donate tickets for families in need to be able to attend. School community events bring out the best in one another and make new friendships possible for the families of our students. On November 14, 2017, the WPO will sponsor a parent workshop at Westlake school on the topics of Guardianship, Trust, Financial Planning and Social Security benefits.

The Westlake Girl Scouts and their families have been selling nuts and candy to raise funds for our Troop. More than twenty girls have shown an interest in joining our troop this year. Fortunately, the GS Council waives the annual \$40.00 registration fee for the girls, many of whom receive the free/reduced school lunch program. Plans are in the works for the Council to provide some staff and materials to assist with school based meetings at Westlake. This would be of great help since additional personnel are necessary to assist girls with their badge work and service projects during meetings.

Many Westlake staff and students attended the "Autism Speaks" walk at Nomahegan Park, Cranford, NJ on Sunday, 10/15/17. Numerous Westlake staff took turns hosting our display table while others participated in the 2 mile walk in support of our students some of whom wore capes and shirts letting others know that Autism was their superpower.

Pet therapy returned to Westlake, and the students were thrilled by the return of the dogs! Mrs. Attlesey's class helped escort the dogs around the building this month.

Boy Scouts began with a very large turnout. A mix of seasoned scouts and new faces came together to begin choosing our new target badges and to discuss some of the things we have worked on previously. Our social worker intern, Tom C. has volunteered his services in assisting as a co-leader this year.

Language Arts: All students are engaged in reading, writing and comprehension skills that enable them to work at their own pace. Students are listening and reading stories about bullying during the week of violence awareness week and the week of respect. They are also developing skills to participate in questioning and discussion on the topics of the stories they are reading.

Math: In math students work on individual math objectives. Mrs. Porchetta's class is currently working on addition using Touch Points. Students made their own book and will be playing a cooperative math game on Friday for reinforcement. Students are also working on sorting, identifying and counting coins.

Science: Mr. Carten's class participated in an interactive Smart board lesson on different types of land shapes. These include mountains, plains, and plateaus. Students are discovering that geologists have a very exciting job discovering changes in land shapes and how they evolve over time.

Social Studies: Students have been discussing anti-bullying and learning to respect their peers, teachers, and community workers. Students are role playing and acting out different situations regarding bullying and working on projects to display around the school. Mrs. Convery's class read a book entitled "Just Kidding" for the Week of Respect. The book was about a new boy in school who was picked on by another student. Students discussed several strategies for dealing with the situations outlined in the book, as well as how to be a good friend. The students also learned the difference between reporting and tattling.

Pre-Vocational Skills: and Pre-Employment Training Skills: Students are getting into a nice routine and are showing progress following the Vocational Room Rules and procedures. During the class students are asked questions to relate what they are doing to a real employment situation. Some students enjoy working on the computer doing Computers at Work – Data Entry or Order Processing while other students enjoy the hands-on tasks. Students also learned how to punch a time clock in the school store and became familiar with what is in the store. Stocking shelves, making displays, hanging and folding clothing, making signs, making change are some skills we touched upon. This year, Mrs. Casey has noticed an increase in the number of students who need breaks during class. She implemented an area in her room where students can take a break box back to their work area. These boxes have various materials for students to use during their break. The designated area helps staff and students keep the break materials organized and provides an opportunity for students to learn skills they can use during break time.

Several students were recognized this month showing improvement on their ability to stay focused on a task. Fourteen students received Good News awards this month. Some areas recognized were taking initiative on a job, time on task, becoming more independent, mastering a skill, exposure to new task, or maintaining an organized area. In speaking with one of the parents at Back to School Night they were interested in making a connection to the skill the student learns in Graphic Arts/ Retail with skills used in the home (folding, sorting, pairing, cleaning). Mrs. Casey researched age/level chores for the student and made a chore chart that could be used at home. October Vocational Good News Awards are now added to the Vocational Wall of Fame.

Vocational: Graphic Arts - Graphic Arts activities include cleaning screens in a certain step order, measuring backing for embroidery, cutting to size, applying to material and hooping in the measured spot.

Some students have taken an interest in learning how to thread needles for the embroidery machine. They learned how to use tweezers properly pulling thread into the foot guide. In Silk Screen students learned proper use of cleaning chemicals, washing out screens and using proper sponge. We filled Westlake apparel orders some which had a deadline for the Autism Walk. Students set up Tony's Pizza Delight for an upcoming order and are working on skills like folding, sorting, stacking, inking, placing in dryer, quality control, boxing, checking inventory and job orders. We also have some students who have worked on book keeping, data entry and order processing for the business end of graphic arts. Currently, we are now setting up personalized embroidery for Halloween treat bags and baby blankets.

Sign Making/Engraving machine: Students were introduced to the Scott engraving machine. The machine can make various types of signs. All students are exposed to this task and produce a product that is sold to employees at the commission and other businesses. Students are now working on the mechanics and measuring of the signs. They are also making key chains with their names on them. Students are very proud of the finished products.

Horticulture: Ms. Capizzi's class has begun to talk about plants and how they grow. They are learning about the different parts of the plant and are now talking about different tools they may see in the greenhouse when they go in. Ms. Capizzi has developed different sensory/task boxes for students to use to develop a variety skills needed in the greenhouse.

Print Shop: In the Print Shop students are exploring the jobs associated with the print shop (copying, collating, filing, laminating and more). They have completed laminating jobs for staff and LMA and received jobs from the main office (copies and mail delivery).

Sweet Shoppe: The Sweet Shop and Candy Business is off to a great start since the beginning of the school year. The students opened the shop on the second week of school and have been working every Tuesday. The Sour Cream Coffee Cake is the favorite. Students make one of the breads but we have to make 2 coffee cakes to keep up with the demand. Mrs. Palmer sold candy at the October Board meeting and as always, it is a great success. Board members are very supportive in purchasing items made by our students. The students just completed an order for a one-year old birthday party by making chocolate lollipop party favors. We also have an additional chocolate order for Halloween. Our new students in the Sweet Shoppe are gaining exposure to serving skills, baking, laundry and following recipes. They are all adjusting nicely and are eager to participate in the life skills vocational program.

Food Science: During food preparation the students have started to prepare lunch in the room. Mrs. Palmer's class and Mr. Carten's classes have made Chicken Italiano. They enjoyed eating lunch in the classroom. They have also prepared apple raisin muffins and parfaits learning about ingredients needed and the different ways to prepare all these recipes.

Jewelry: Students made beaded key chains and eyeglass holders by creating their own patterns and using selected materials of their choice. They are working on creating jewelry pieces that will be showcased in the school store, as well as sold during the upcoming sales at the Commission and Westlake school. This year, an additional CBI trip was established to create opportunities for students to visit the nearby Clark Commons Mall. Students so far have visited Michaels Craft Store and Five Below to purchase and fulfill a list of supplies for their program. It was a very productive and fun trip.

Fabrics Plus Shop: Students have started working on how to operate a sewing machine and are creating drawstring bags, additional bags to carry their own belongings and scarves. These items will be for sale and we have several orders for the autism puzzle piece drawstring bags.

Retail: In the Retail Center students have been busy preparing for the Halloween season. All of the merchandise was counted, prepared and wrapped for sale. Some of the Board members bought items at the October board meeting (\$50) and we plan to go to the Commission office to sell our products next week. The students have been busy making, packaging and selling dog biscuits here at the school. They remain a very popular item and we have sold out twice in the last week.

Therapies: Speech: This month the speech department has created Boardmaker materials to assist students in completing various tasks (check-lists, schedules, PECS, etc.). They continue to help various staff members with iPad issues (settings and controls, backup and restore of PLQ information, app selection). Therapists planned and implemented ADL and OT/Speech groups. Activities include grooming skills, apartment tasks, making oatmeal, obstacle course, and carving pumpkins. Tara Pepe, along with Hope Weinstein, presented a workshop, entitled "Speech and Language Skills: Facilitating them in the Classroom" to Westlake and Crossroads paraprofessionals. For the "Week of Respect", therapists read books of various levels to open discussions of respecting others. Some students completed a worksheet to match manners with appropriate activities.

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. This month the PT's have continued 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.

Occupational Therapy: Currently we have 3 occupational therapists working at Westlake (1 full time OT, 1 OT Mondays only, 1 full time COTA). New staff members are being oriented to the OT program at Westlake, including documentation requirements and the use of IEP Direct. We have another full time OT who will begin work shortly.

This month we continue to assess student's self-care skills, household skills, fine motor skills, computer skills and sensory needs to write IEP PLAAPF's, establish goals and objectives and baseline levels for SGO's. We are using the AFLS and task analysis for these assessments.

The OT's are in the process of creating sensory diets and breaks for individual students and classrooms. They are providing the classroom staff with necessary training and tools they will need to address the increasing sensory needs and continue to collaborate with the speech department for activities in the ADL support groups. All therapists participated in 2 webinars during our full day professional development entitled, "Complex School Based Challenges and Assessment" and "Evaluation to Overcome Barriers to Participation."

Social Work: Group and individual counseling sessions continue, both as scheduled in IEPs and as needed by the students. Students are working on age appropriate goals including managing their emotions, coping with anxiety, grief, and health issues, working on conversation, friendship and social skills, and more. In addition to providing counseling sessions, there have been many crisis calls requiring the assistance of social workers. Assistance has taken the form of utilization of de-escalation techniques, employing the use of Safety Care behavioral techniques and/or requesting ambulance transport and other supports. This month there have been multiple occurrences that required several levels of interventions to ensure the continuation of a safe school climate for all. Dr. Amy Borg-Glickman continues to offer consultation to parents and acts as a school liaison to prescribing physicians. This is an invaluable service that Westlake can offer to frustrated parents who are seeking new ways to assist their child.

Ancillary meetings attended included DCF, HIB, School Safety Team and SIFI (Supervision in Field Instruction) in addition to the weekly Social Work forum. Mrs. Sandrock continues to work with a social

worker intern from Kean University providing him with support and an array of school experiences to assist him in completing his internship.

During Violence Awareness Week, our HIB assembly was “Hip Hop Fundamentals” that brought a message of peace, love, unity and fun to the staff and students of our great school. Their message was delivered through the power of the Hip Hop dance movement that seeks non-violent ways to settle differences. Staff and students danced to the music while cheering each other on as a united school community. Also, Westlake developed ways to put a stop to Harassment, Intimidation and/or Bullying which was broadcast school-wide. Classroom teachers created a collection of posters reminding our school community to respect and support one another. “Fist Bump Fridays” was instituted to acknowledge each other’s effort to remain peaceful and non-violent. A colorful collage was created by student Serena R. and her mother, our parent HIB representative, to remind us of our differences yet together we make a beautiful garden.

The American Sign Language (ASL) group of students have been meeting on a regular basis and learning how to converse with one another about their feelings. Materials purchased from the Foundation grant have been very useful in helping the group to creatively expand their knowledge of ASL.

Behaviorist: This month, the behavior department has continued to conduct classroom consultations, assess the skills and behavioral needs of students new to Westlake as well as ongoing needs of all students served.

AFLS assessments in the School Skills book have been completed by classroom teachers in the areas of Common Knowledge, Core Academics, and Applied Academics. Behaviorists have continued to consult with teachers on skill selection and train staff in errorless teaching procedures and use of probe data sheets. Teachers will be continuing to assess in three additional sections-One in the Community Based Skills book and two in the Vocational Skills book.

The behavior department has responded to a significant amount of incidents where crisis management has been necessary and crisis management has been utilized through the use of verbal de-escalation and physical management techniques. This month, behavior intervention plans were created and implemented for seven students. Additionally, six students are being observed and behavior plans will be created and implemented within the next few weeks. Formal observations, data collection and analysis of target behaviors, administration and interpretation of the Motivation Assessment Scale, and meetings with teachers are all being completed in preparation to write and implement effective Behavior Intervention Plans for these students.

As of October 9, 2017 all teachers and social workers at Westlake have completed their training in Safety Care. Caryn Gewirtzman, Behaviorist attended a four day training to become a trainer in Safety Care.

Behaviorist Meetings have continued this month as well with Mrs. Gewirtzman, Ms. Salvatore, Mrs. Tantillo, and Mr. Peneno in attendance. Topics discussed include individual student needs and review of individual behavior incidents, school-wide needs, and behavioral procedures. Behaviorists also continue to consult when called into Psychiatric consult meetings with Dr. Amy to provide additional information and data.

Upcoming Events

October 22, 2017 – WPO sponsored Applebee’s Pancake Breakfast

October 31, 2017 – Fall Dance in the Westlake Gym

LAMBERTS MILL ACADEMY:

<p><u>As of October 20, 2017</u> LMA Actual: 38 LMA District - Non-New Point:33 New Point Specialty at LMA: 5 Changes: 0 Entered: Pending: Exited: 3</p> <p>Trinitas Hospital : Bedside Instruction: 32 (inpatient) Day Program: 43 Approved-Agreement signed: 58 Classified: 29</p> <p>Regular Ed: 29</p>	<p>Fire Alarms: 3 Fire Drills: 1</p> <p>Security Drills (1): 1</p> <p>New Point Specialty at LMA: 5</p>
<p>Referrals in October</p> <p>Intakes Scheduled: 3</p> <p>Completed: 2 Accepted LMA placement: 2</p> <p>Placement Pending : 2</p>	<p>Suspension out of school: 3 In School Suspension: 0 HIB: 0</p>

Administration

Lamberts Mill Academy has officially launched the new school year by making strides in social emotional learning and character development through eSTEAM. We are presenting our project based learning activities through the following;

Week of Respect We had a Team Building Obstacle Course event to celebrate our skills and teamwork to avoid BULLYING and negotiate through our lives together. “Child’s Play” obstacle course came to Lamberts Mill Academy and provided an event for our students to participate in that lead into eSTEAM building. The students learned to lean on each other and overcome the obstacles in life through discussion and sharing positive praise with one another. The students competed and even shared strategies with Hillcrest Academy South as well as with Westlake School. All the students did a great job sharing and competing in a healthy atmosphere. Along with building friendships the students were engaged in learning how to build the obstacle course using Math and Science.

Lamberts Mill Academy Jets Upstander Program The New York Jets have teamed up with STOMP Out Bullying and Lamberts Mill Academy to tackle all forms of bullying in our schools. We are committed to raising awareness, providing tools for educators, and preventing bullying for students. The Jets have generously provided our staff with the resources to build a school climate of “upstanders.” An “upstander” is someone who stands up against bullying by helping someone who is being bullied. Lamberts Mill Academy used these valuable resources to create meaningful dialog with students, educate students through proven social emotional learning methods, continue to promote character building in our schools, and involve both students and faculty in working together to change the school climate. We have been given an additional opportunity to participate in the New York Jets Upstander of the Week Program. This is a school initiative

that provides Lamberts Mill Academy with 3 **Jets tickets** to award one student each week for 16 weeks who demonstrates “upstanding” qualities.

In the spirit of promoting a community of upstanders at LMA students are researching what it means to be an upstander and how they can generalize this initiative or idea to their communities. Students who participate in high-quality community-based service-learning enjoy a number of benefits, both in their personal and professional life. Community service enhances students’ problem-solving skills, improved their ability to work within a team and enabled them to plan more effectively.

Think First (teaching students to respect themselves by the choices they make):

On October 3, 2017 The ThinkFirst National Injury Prevention Foundation visited Lamberts Mill Academy with the mission to educate our students on making healthy choices to impact their lives in a meaningful and positive way. Students were able to meet with health professionals as well as people who suffered a traumatic brain and spinal cord injury and learn that the majority of these injuries are preventable when people use basic safety precautions. Health educators and VIP speakers (Voices for Injury Prevention) explained how injuries occur, how they affect the body and how they can be prevented. Students were able to see firsthand that one poor choice could change their lives forever.

During this presentation students met with health educator, Marisa Valenti and discussed the anatomy of the brain and spinal cord, how injuries to these parts of the body occur, the physical results of injury, and how many of these injuries can be prevented. By teaching students to understand the frequency and permanence of these injuries it cultivated a respectful appreciation of the need for education prevention amongst teens.

All areas of prevention were discussed, including distracted driving, drunk and drugged driving, drowsy driving, speeding, seat belt use, helmet use, bicycle and pedestrian safety and more.

Ron Moore, who had also sustained an injury described how the choices he made led to an injury and changed his life forever. Students were given the opportunity to ask questions and create meaningful dialogue with Ron and Marisa which help students gain new perspective on the choices they were making in their own lives.

Students’ take aways:

Destiny: don’t do silly things just to fit in with a crowd.

Deya: If you feel like something is wrong don’t do it.

Tyler: Wear a seatbelt.

Enrique: I like how he kept it real and used his tragedy to help others.

Dani; Wear a seatbelt and no matter what situation I am going through I know I can get through it.

No amount of time can control my feelings forever.

Jess: Think through my decisions better and live in the moment because life is short.

Matt: One decision can drastically change your life.

Abdullah: Sometimes you don’t realize the things you have until they are gone.

Javin: Appreciate what you have.

Brandon: Live each day to the fullest.

Watchung Equine Therapy (students meet therapeutic needs through working with horses)

Students were given the opportunity to work with horses which contributed positively to the cognitive, physical, emotional and social well-being of our students with special needs. Working with the horses taught patience, physical and mental flexibility, perseverance, responsibility, coordination and balance and most importantly leadership.

Mosaic Curriculum Initiative Teachers launched the student directed learning opportunities/communities through the use of a **Mosaic** curriculum (i.e problem solving, communication skills, leadership activities, self-advocating, and peer mentoring). During this course of study students will generalize what they have learned in their student directed learning communities by creating, facilitating, and participating in student directed clubs. (i.e. school news letter/year book, maintenance/vocational, outreach community service projects, performing arts, chess club, video production, graphic design).

Week of Anti Violence

Acts against Violence Café Students practiced all week to showcase talents they are passionate about and what motivates them to keep violence out of their lives. The students culminated their talents at the end of the week by sharing their work at the “Acts Against Violence Cafe” along with a warm drink and pastries.

Beautification of LMA project Each Mosaic or Life Skills created a canvas (i.e. poster, or sectioned wall of school) to create a visual that inspires kindness and respect. Students chose from examples or created their own with administrative approval.

LMA Transition Programs

These programs are facilitated through multiple modalities: with school counselors 40 minutes per day 4 days per week through our life Skills curriculum, with educational staff in Career and technology courses minimum 3 days per week 40-minute periods. Consumer math scheduled based on grade level, and Individual pull out sessions as needed with educational and therapeutic staff.

Trips included: **Union County College Visit** Student were able to meet with professionals from UCC and gain valuable information for transition planning.

Job Corp

Part 1- 9th and 10th Grade

- Identify strengths, learning profiles, interests and preferences through student and teacher directed assessments
- Identify learning style and how to adapt study skills to match your strengths (time management, self-advocate, accommodations and modifications, utilizing family and community supports)
- Community outreach and career exposure (LMA speakers Bureau program, community outreach trips)
- Career Planner: (who am I, where am I headed, how do I get there, research various occupations of interest)
- Research potential employment and volunteer opportunities
- Explore colleges/majors of interest
- In-school Job Program (clerical jobs, Student Government jobs, event and school activities committee, school store jobs, peer mentoring program)
- Drivers Education and transportation Courses

Part 2- 11th and 12th Grade

- Resume writing
- Scholarship writing
- Student Learning experience (Career internships)
- Letters of recommendation process
- College Application Process
- Application process for Vocational school/ certificate of study programs
- Role play activities college/job interviews

- College essay writing
- SAT prep and registration
- How to complete FASFA and financial aid process
- DVRS registration
- College tour program (Students visit multiple colleges and experience student/campus life)
- Peer mentor program becoming an advocate
- Access independent living (budgeting, identify documents needed, real life connections)

Academics

English Language Arts & Literacy Students have been actively engaged in Global initiatives through Global Read Aloud facilitated by the English Language Arts & Literacy initiative and collaborated with the science teacher in the science curriculum. Secondly, we have gone global with our community outreach. Students have been involved in the Thousand Peace Crane Project. Through use of classroom management as well as an extension of the story of Sadako Sasaki students have created origami cranes towards the Thousand Crane Club in Hiroshima Japan. This initiative was thrust through the Week of Respect embracing the culture of peace in lieu of violence to solutions in the world.

During English Language Arts & literacy class we have initiated our Department SGO by working on our Read Theory Assessments. Students have self-directed their learning, increasing their vocabulary knowledge by researching, experiencing and sharing their techniques to learning new terms. Students have also begun with their baseline of reading volume integrated into our already implemented curriculum focusing on the needed skills to develop 21st Century global skills.

Science We have had a busy month in our Science classes. Twelve students took a field trip to the Raptor Trust, a wild bird rehabilitation center. We had a presentation about birds-of-prey and got an up-close look at a screech owl (spoiler alert: they are really small and cute!). After the presentation, we toured the grounds and got to see a lot of different species of birds. In chemistry, we finished learning about density and did a great job on our first practical exam. We are now learning about states of matter and changes to those states. In biology, we are learning about cells and cell theory. The forensics class is finishing up their poster/presentation projects on wrongful convictions. Our environmental class just had a visit from a Watershed Ambassador (from the Union County Parks Department, Americorps, and NJ DEP). We did a hands-on activity about water pollution reinforcing some things we already learned and giving us a good foundation to do some upcoming projects about water pollution events.

History Students in World History have been examining geography and its influence on culture. Students chose and researched a major world capital applying the 5 themes using both physical and digital resources. Students furthered their geographical understanding by applying the 5 themes to an analysis of hominid cave paintings in a virtual tour of Lascaux. They are currently moving into their unit on ancient civilization and developing an understanding in how geography influenced the development of the river valley civilizations.

Students in USI began the school year with unit on Native American cultures and the introduction of the first settlers. During this time, students utilized cultural descriptions to map locations of tribes. Additionally, students crafted their own theories using primary and secondary documents to explain what happened to the lost colony of Roanoke. Students are currently exploring the various theories behind the true causes of the Salem Witch Trials.

Students in USII have been examining the roles of the robber barons, captains of industry, immigrants, and factory workers in the industrial revolution. During this time, students have participated in a webquest detailing the journey of immigrants into their new lives in America. They studied the images of Jacob Riis to better understand the living conditions of the average American during this time period and the factory life of adult and child laborers. Additionally, they read through primary documents that discussed the Triangle

Shirtwaist Fire and analyzed the impact of this event on the movement toward social change. Students are currently using primary and secondary documents to take on the role of a worker on strike to display their knowledge of the labor unions at the turn of the century.

Sociology students have been working to develop a sociological imagination. They began their study by looking into the concepts of conflict and conformity to better understand the purpose of society. Students used their understanding of these concepts to craft a social experiment, which was successful. They have also engaged in a study of the three perspectives of sociology and are in the process of using their knowledge to develop an understanding of self and perception. During this time, they have watched both political interviews and their interpretation and portrayal on SNL, comparing how they differ and are similar. Students are now taking these concepts and crafting their own Looking Glass Self Portraits to reflect the application of concepts on themselves.

Mathematics Students in Algebra 1 and 2 courses have been working extensively with graphing linear equations using assistive technology. These students have been learning about how to correctly use graphing calculators to graph equations, inequalities and systems of equations. I was able to model for students by displaying the TI-84 on the Smartboard so students got the opportunity to watch the steps, and follow through using their own graphing calculator.

Other activities in the Math class involved a field trip to Conklin Farms. Students were able to pick a pumpkin and weight it. Once students returned from the Farm students created a histogram of all the recorded weights of the pumpkins. Students were able to work with the recorded data to determine the mean, mode, median, and quartiles of the data set. Finally, the graphing calculators were again used to show they can enter a data set and use different statistical functions to calculate and check previous learned statistics.

Career and Technical Education Students were treated to a trip to the Job Corp in Edison which is the largest free residential education and job training program for young adults ages 16-24. This program connects students with skill and education needed to fulfill some of their lifelong dreams. Visiting this site will help the students to evaluate their own personal skills, abilities and interests by sampling various occupations.

The Structured Learning Experience program is now in the beginning stages. We have identified four students who will benefit from this program. One of our students has been approved and will start very soon.

Community service has started and each week students are all eager to go and do their civic duties at the Clark Nursing and Rehabilitation Center.

Physical Education and Health October was a busy month for the students at LMA in Health and Physical Education. We started with the Football Unit by practicing catching and throwing a football, running routes, offensive and defensive schemes, and rules and regulations of the game. Following the students completed lead-up activities and played flag football.

In Health class students have been studying and comparing information found on over the counter and prescription medicines. Students also analyzed the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs on different individuals.

World Language This month students are working on the unit "*La Identidad*" in Spanish class. Based on current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling. This language acquisition strategy allows students to learn grammar, reading and writing along with vocabulary about identity, focusing only on students' learning. Assessment in TPR Storytelling is ongoing. The teacher checked students' comprehension daily by asking questions about the story "*Pepa en Argentina*". A vocabulary test and a reflection assessment at the end of the reading were used to determine

skill acquisition. In addition, the students finished up their poster/presentation projects on “*Cómo Soy Yo*” and displayed their work on the Spanish bulletin board in the hallway. Also, the students celebrated National Hispanic Heritage Month. Students learned the important contributions of many Hispanic Latino Americans to the United States.

LMA Clinical Department

Life Skills groups transitioned into the topic of respect and bullying. Students defined what it means to demonstrate respectful behavior both in school and in the community. Each group used different activities from the Let’s Get Real Curriculum to educate the students on anti-bullying laws and respect for one another. While in group some students created original artwork, posters, poetry, etc to be submitted for The Week of Respect and School Violence Awareness Contest. The LMA community had guest speakers addressing the theme of respect and bullying and all students engaged in these activities.

New Point

The end of October ended with 15 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 Spanish American voting block in 2016.

The students continued working on our math program, Mount New Point. This program was used as an assessment tool for New Point students. Students are making adjustments to the Mount New Point math program.

Ms. Fort organized two great trips for our students. First, she organized a cooperative program with LMA, featuring Rise Above, presented by Chris Aaron and his Anti-Bullying Tour. The show was a great success and a valuable learning experience for all.

Ms. Fort also organized for a visit from Detective Williamson of the Elizabeth Police Department. Detective Williamson talks straight to our students and has developed a great bond with the students of New Point Specialty.

Mr. Convery organized and took the students to Pequest Trout Hatchery on October 25th. The students learned about how Hybrid Trout species were developed for N.J.’s lakes and rivers. The students were given a chance to go Trout fishing on a private lake. The students were taught by volunteers how to fish safely.

The Social Action club kicked off its 10th year, by working at the Westfield Food Pantry on October 27th. 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. In addition, on Saturday October 7th, Mr. Convery and Ms. Sybil Bruton took five residents to work at the Westfield Food Pantry, due to donations made for Yom Kippur celebration. We celebrated at Blaze Pizza in Clark.

Trinitas

We continue to administer initial assessments in computational and reading (decoding only) skills to new students. We currently have students in kindergarten through high school.

For the “Week of Respect” students examined and discussed the classroom poster “What Does Respect Mean to You?”. Students also read the United Nations’ Universal Declaration of Human Rights and discussed how each article demonstrates respect to others.

In honor of Columbus Day, some older students reviewed articles entitled “The Debate Over Columbus” and “Goodbye Columbus Day”. They analyzed the pro and con sides of whether or not we should celebrate Columbus Day.

CROSSROADS:

Enrollment as of October 20, 2017 - 45 Actual: 45 Changes: 1 Entered: 0 Exited: 1 (MOVED)	Referrals: 3 Intakes Scheduled: 3 Accepted: 1
Fire Drills: 10/24/17	Emergency Drills: 10/26/17

Serenity Hills Farm Field Trip

For the second consecutive year, students and staff enjoyed a beautiful Fall day at the breathtaking Serenity Hills Farm in Califon, New Jersey. Mr. John Crimi and his wife Tracey, graciously invited Crossroads School and Westlake School students and staff to spend the day with his Family and multiple volunteers.

Students and staff participated in many joyous activities throughout the day. Each child was able to select their own pumpkin, ride horses with their peers and teachers, participate in face painting, play in the “bouncy house,” and socialize during the lunch hour.

The students, staff and parents of Crossroads School would like to thank the Crimi Family, and the countless volunteers who ensured we would have a positive time that we would always remember. We would also like to thank our Superintendent, Mrs. Terry Foppert, for organizing this annual and amazing field trip for the second consecutive year.

Back to School Night

Crossroads School Back to School Night was held at the Commission Offices on Thursday, October 19, 2017. Twenty-five parents attended and followed a detailed schedule of the evening. Principal, Reed Leibfried, and Supervisor of Instruction, Melissa McLaughlin, gave a short presentation that highlighted multiple exciting and innovative school initiatives and answered any questions before the parents met with classroom teachers and support staff. It was sincerely a great night. As the parent of Kevin D., stated, “Kevin has only been here since September, but we already see a major difference in his outlook on wanting to attend school.” All interactions with our parents were extremely positive and will help lead us into another great year.

Classroom Achievements

In Kristen Fisco’s class, room 106, the thematic unit and monthly theme for October was pumpkins. Students identified the lifecycle of a pumpkin. Utilizing the Scholastic Weekly Reader students identified where they could see pumpkins (patch, pool, porch, pie). Students then placed pumpkin cutouts in each of these locations on their individual mat. Next, students identified the beginning sound/letter for various items found in a pumpkin patch using the iPad. Then, students followed along with a Velcro poster to sequence the steps of a pumpkin life cycle. They each completed a cut and paste replica in the form of a corresponding worksheet. Students also practiced making predictions, performed experiments, and identified attributes about pumpkins. Each Student had their very own mini pumpkin, and the teacher had one big pumpkin. Students determined if their individual pumpkin was small, medium, large, tall, or short. Next, the students measured the height of their pumpkin using unifex cubes or an inch ruler. Students then counted the number of lines on the outside of their pumpkin. Students determined if their pumpkin would sink or float. The big pumpkin was cut open so students could extract pumpkin seeds and count the number of seeds on the inside. A corresponding worksheet was completed.

A video utilized this month taught our students about the significance of Columbus Day. Students learned about Christopher Columbus and his contributions in locating the Americas during his explorations. Students

learned Columbus sailed the ocean blue in 1492 to discover a western route to Asia, but discovered the Americas by mistake.

The Apple App of the month is Happy Halloween. Students viewed a slideshow of Halloween sight words paired with the pictures of items such as a skeleton, skull, pumpkin, goblin and mummy. Tech-speak options help to sound out each individual sight word by syllable and randomize the sight words so students are not recalling from rote memory.

In Christina Witte's class, room 109, students have continued a fall theme in October. In preparation for our trip to Serenity Farms, students learned about different things they will see and experience at the farm and learned to describe these things with their different senses. They also talked about the choices in activities and how they can make choices, as well as how to respond if they cannot have their preferred choice.

Students had a great time at the farm, enjoying pony and carriage rides, picking a pumpkin, playing in bounce houses and going on a hay ride. Several students stood out during this trip, such as Jillian who worked on her fear of animals and eventually pet a pony after 45 minutes of patience and active therapeutic strategies, or Devin who was using his strategies to overcome his anxiety and anger while waiting to go on the hayride.

Adding on to our farm experience they continued learning about pumpkins the following week. They examined one of the pumpkins, described it, made guesses about its measurement and then tested their guesses. Students also opened up a pumpkin, learned about its parts and life cycle and finally roasted pumpkin seeds and made pumpkin fritters.

The Middle School Program also started our CBI trips and went to the Westlake school, where our staff started their students' assessments on the jobs in the vocational room. Students also went to Costco to purchase supplies for our school store. The boys and girls unpacked, divided, stocked and calculated the prices for selling the items, and then started selling our items to the administrative office and Crossroads School staff.

In Natalia Amador's, Middle School classroom 108, the thematic unit and monthly theme was Hispanic Heritage Month. Students learned to identify social and cultural differences and similarities. As a group activity, the students listened to a book about Puerto Rico and El Salvador.

Students were able develop their knowledge about the cultural difference, language, and historical events. They researched a Hispanic country by utilizing the internet and wrote a report about important facts and interesting findings. They also participated in a scavenger hunt around the building where they found cards with historical events that pertained to a specific Hispanic country. As they found each card, they answered questions for that particular country. To wrap up our theme, we enjoyed a musical concert hosted by Mrs. Amador's Family at the Commission Offices.

Professional Development

Classroom Teachers and specific support staff and Administrators received their second professional development training in "Safety Care," on October 16th at Westlake. Crossroads Presenters, Christine Gottesmann (Behaviorist), Danielle Cicalese (Behaviorist), and Dina Almeida (Occupational Therapist), were outstanding throughout the day and led all participants in working together on the assessment and practicals to ensure success. Crossroads Paraprofessionals spent the day with Speech Therapist, Hope

Weinstein learning new applications that can be utilized to assist our students with their communication capabilities.

Community Based Instruction

Our Middle School students began their community based instruction field trips to Westlake, the Clark Library, and Clark Commons to mention a few of the locations. We are working with the Director of the Clark Library to utilize their Makerspace Room to expose our students to Technology and Science learning opportunities while they visit the Library.

HILLCREST SOUTH:

Enrollment as of 10/23/17 Actual: 100 Changes: 4 Entered: 2 Exited: 2r Suspensions: 2. 2 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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During the month of October, staff attended a professional development training on 10/09/17. Hillcrest Academy South Campus (HAS) staff participated in a morning session that was presented by Ms. Dattilo, Director of Curriculum, on creating student PARCC portfolios to increase collaboration. In the afternoon session, HAS staff began the process of filling out each student's demographic information. All teaching staff, administrators, the Guidance Counselor, and the Social Worker reviewed the strengths and areas that required improvement. The afternoon session inspired a new meeting format for future Study Groups and/or Faculty Meetings that was approved by the ScIP committee. The Safety and Security Monitors along with the Paraprofessionals participated in State mandated HIB webinars.

In observance of the Week of Respect and School Violence Awareness Week the HAS Community Service Program (HASCP) organized and facilitated numerous events along with members of the Executive Student Council (E-Board). HAS had a Day of Respect where students and staff crafted Respect Ribbons and wore them for the week. An anti-HIB Oath and Respect Pledges were reviewed and signed by staff and students. Students read Respect Quotes at the beginning of each period and brief classroom discussions about the importance of tolerance and respect occurred based on each quote. The Respect Wall was unveiled during HAS's Open House which reinforced our school's commitment of zero tolerance for bullying and a school-wide theme of respect. Staff and students wore our school colors (red, white, and black) for Respect Wear Day. All students who participated in every Respect Week activity earned the opportunity to order out for lunch. Additionally, Mr. Jasino, Principal of Lamberts Mill Academy, invited HAS students to attend an assembly and participate in an obstacle course that promoted teamwork.

During the School Violence Awareness Week all students and staff received black Peace Ribbons and took the School Climate Survey. Students orated quotes of famous people with a strong message of peace at the beginning of every period. Then each class had a short discussion on the importance of tolerance, peace, and nonviolent conflict resolution. On HAS's Day of Solidarity staff and students signed HAS's annual Peace Poster that was posted along side of the Respect Wall. HAS hosted a Pizza for Peace fundraiser and all the proceeds benefitted the Emily Fund. HAS also held the School Safety Team Meeting with a Westfield Detective, a parent representative, staff, and E-Board representatives. As an incentive, all students who participated in the week-long activities were eligible to order out the following week.

Twenty-one students participated in the UCESC's Week Respect and School Violence Awareness Week contest by creating posters, poems, or an essay. Submissions will be judged by Ms. Dattilo and the winners will have their work displayed at the Commission and receive a \$25 gift card.

HASCSP organized other events throughout October such as the 8th annual “Think Pink Day” and “Noodles for a Purpose” fundraiser that benefited the North Jersey affiliate of the Susan G. Komen Foundation. As a follow up to this, the “Think Pink” committee made preparations to host the 9th Annual Breast Cancer Awareness Assembly in mid-November. Hispanic Heritage Month ended in mid-October and as a culminating event, the Sharing Our World as We Share Our Culture committee organized a school-wide celebration. HASCSP organized the 8th annual fall/ Halloween Costume Drive to benefit Jersey Cares in Livingston. All items that were collected were distributed to children living in homeless shelters. In an effort to spread some fall/ Halloween fun, students within the HASCP made goody bags and cards for the children served by the Emmanuel Cancer Foundation. HAS student volunteers have been invited and encouraged to participate in the 2018 Prudential Spirit of Community Awards. Through this program, students are to articulate how they have been able to make a difference through volunteering. We are so very excited about recognizing our students for their volunteer service

The students at HAS took the PSAT/SAT at their respective Academy in Elizabeth. Prior to testing, Ms. Mendo, shared Guidance Counselor of HAS and Hillcrest North, informed the students of the importance of the test and its impact on their graduation. The SAT is a requirement for graduation from Elizabeth Public Schools and students can use their scores on the tests to meet their testing graduation requirement. The Accuplacer placement test was also scheduled. In addition to preparing students for college enrollment, this test provided students with another opportunity to meet their graduation requirement. Ms. Mendo met with several students to discuss post-secondary plans and options. She has also begun determining student tests for the PARCC test.

Ms. Gilchrist, School Social Worker, oriented the Rutgers Masters Level Social Work Intern, Ms. Shirley Rosas. Her internship officially began on 10/07/17 and she has been assigned six students for advocacy, six students for case management, and a pivotal role in the school climate survey project. Ms. Rosas will attend all other meetings that fall into her focus and schedule at HAS. The Social Worker attended the monthly DCF meeting and identified two students in need of services. Ms. Gilchrist assisted the Principal in morning and afternoon procedures. Ms. Gilchrist provided support for the Administration in terms of assisting with the difficulties arising when students demonstrated behaviors unbecoming of a HAS student.

In Mr. Grez’s Biology and Marine Biology classes, students began the month by continuing their journey towards SGO mastery by refining their skills at arguing using evidence. Biology students began their investigation into the complicated topic of cell structure and organization. Marine Biology students used their critical thinking skills to construct a concept map of the challenging topic of ecology and how it pertains to the system of the world’s oceans. Next month, students will be continuing their studies of serious content. Biology students will be discussing and analyzing DNA and inherited traits. Marine Biology students will be exploring tides and the unique geography of the oceans. In addition, Marine Biology students will be taking a field trip to the Turtle Back Zoo to observe first hand some of the organisms that they will be studying this academic year.

Mr. Sternberg’s Chemistry students studied the subatomic world by discussing the parts of the atom in detail. By searching the internet for elemental properties and creating a brochure aimed at describing chemicals and their physical properties, students were able to make real-world connections to these concepts. Afterwards, with further utilization of the internet and in combination with their notes, the students created a timeline containing pertinent dates and experiments which had furthered the atomic theory and contributed to the present day knowledge of chemistry. Students were recently introduced to the Periodic Table and its intricacies. They will learn what each group represents, how it is arranged, and why it is such a useful tool for scientists all over the world.

In Mr. Sternberg’s Forensics courses, students were introduced to the crime scene. Most of them expressed eager anticipation and shared their background knowledge of the subject. For others, curiosity was piqued by

shows they watched on TV. During the first week, students learned proper and legal protocol for arriving, assessing, and documenting a crime scene. They had opportunity to use this newfound knowledge to construct a 2-dimensional bird's-eye view of a mock crime scene in their classroom. They created polished sketches which included accurate measurements and a legend enumerating the numerous types of physical evidence they encountered.

Ms. Duarte's students delved fully into their first unit of study. In USII students explored the growth of the Progressive Movement in targeting issues within American society such as racism, women's rights, worker's rights, and immigration. These topics lent themselves to issues that are currently facing America in 2017; all of this added to great conversations and expressive writing pieces. Students were able to read about these issues, explore solutions to the current state of affairs, and disclose their opinions through written and class discussion.

In Economics, students have become familiar with ways in which they can plan for their future and most efficiently use their income. That is, our study of credit cards, interest, and taxes is now leading us to the creation of student budgets. These budgets serve to teach students about the importance of financial planning not only now, but as they grow older. All in all, the month has made way for great conversations and great learning experiences.

In Ms. Wrzesinski's U.S. History I classes students demonstrated critical thinking and analytical skills for the month of October. This was accomplished by looking at primary and secondary sources among other tasks. The topic covered was the Age of Exploration which included Portuguese and Spanish expeditions. Students looked at the who, what, where, when, how, and why of both countries and how they accomplished such incredible discoveries. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today.

The Modern World History classes reviewed primary and secondary sources among other tasks. The topic covered was the Renaissance which included Renaissance artists, writers, politicians, societal life and divisions, Machiavelli, and the printing press. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today.

Ms. Cioffi continued to practice the routines and rituals of the class. Students also continued to follow the independent reading program and the procedures set in place for reading. Students actively monitored how much they were reading and for how long in order to improve their sustained reading skills. Students also continued to practice skills using their independent reading book and other supplemental texts read in class and have learned characterization and theme. Students have also learned to write expository responses about their reading and learning to cite textual evidence to support claims and provide analysis of textual evidence. Students have also learned how to incorporate quote integration and transitional words and phrases in their writing. Future plans for this class are for students to continue to improve their ability in sustained reading and to continue to learn to analyze texts and write arguments and narrative pieces.

Ms. Holden's English Success Academy (an academy within an academy) was officially opened. The goal of the English Success Academy was to motivate students to always strive to achieve their personal best. Ms. Holden was in the process of changing the mindset of her students regarding what an English class encompassed. Additionally, students reviewed Bloom's Taxonomy with the vision that they will use the information to challenge not only themselves, but they will also challenge others in how they think. During the English Success Academy activity time, English Super Star students may choose from numerous resource activities. Students were also encouraged to submit their own ideas to be added to activity time. Many of the resource activities may be completed outside of the classroom. In addition, students read articles on school violence and bullying. Students then discussed ways that they could alleviate potential problems in these areas. Students enjoyed reading and analyzing excerpts from *The Scarlet Letter* by

Nathaniel Hawthorne. Students also viewed excerpts from the movie based on the novel. In addition, in commemoration of Hispanic Heritage Month, students researched the life of a famous Hispanic American.

The students in Ms. Ferrari's Algebra II courses completed an entire unit on linear functions. The lesson included finding the slope given two points, solving linear equations, and relating linear equations to real-life. Geometry students completed an entire unit on geometric constructions that included but was not limited to the segment addition postulate, the angle addition postulate, and applying the distance formula and the midpoint formula to real-life. Math Strategies students finished a unit on number theory and worked on a monthly budget project based on the job they aspire to have as a grown-up. The Success Seminar students completed research on the careers and presented their findings to one another. In addition, the Success Seminar students navigated the website <http://careerconnections.nj.gov> that had many interesting findings that included available apprenticeships and college scholarships for high school junior and seniors. All of Ms. Ferrari's classes participated in a T.E.A.M. Incentive. T.E.A.M. stands for Together Everyone Achieves More. The teacher tallied the students' attendance and participation grades for each class. If a class received a 90 percent or above they were rewarded the following Monday. The first week of the incentive only one class received a reward, however the second week produced three classes that received awards. The students seemed very responsive to this and to the curriculum. It was fun way to help make a difference.

In Mr. Sobieniak's Trigonometry classes students learned about sine, cosine, and tangent ratios in right angled triangles and how to apply them to find the lengths of missing sides and missing angles. Students also learned about angles of rotation and applied their knowledge in real life applications. Students in Probability and Statistics classes learned more about representation of data. They learned about scatter graphs, lines of best fit, cumulative frequency graphs and box plots and their' real life applications. The Success Seminar students focused on learning about Careers and Life Skills. They improved their skills in finding a job, resume building, and job applications.

The students in Ms. Scheetz's classes have been learning about and practicing creating still-lives in their drawing classes. They have been learning to work in graphite, charcoal, and shading in both of these mediums. Being able to create forms on paper from observation and arrange them in a composition served as the foundation to all other art processes. Still life has several purposes in art. It taught the students to learn to really "look" at objects and break them down into multiple, more manageable shapes. It was a sensory experience where they were reintroduced to the power of perception and hand/eye coordination. Students also learned that still-life could also be extremely expressive and filled with symbolism. Because everything in still life was chosen and arranged by the artist, the meanings could be interpreted and very personal. Students also were introduced to expressive works and textual evidence for what the artist conveyed. In class, we looked at each painting like a mystery, scrutinized the items, arrangement, and then came to a conclusion as to what the artist said and what it meant to them (the students) as it related to something today. Students also created their own still life work and learned techniques such as shading and highlighting in order to create a three dimensional illusion on a two dimensional plane.

Mr. Barone's Physical Education classes continued with billiards games and ping-pong tournaments. In addition, the students continued with circuit training and were recently introduced to lessons on Yoga. Many of the students enjoyed incorporating yoga into their fitness routine. Mr. Barone enjoyed seeing the students who were hesitant at first, yet then really enjoyed and participated during the Yoga lessons. Mr. Barone explained to the students that many professional sports teams (including basketball and football) were beginning to incorporate Yoga into their training sessions. When in the gymnasium, Mr. Barone introduced students to a unit on Basketball that started with basic skills such as passing and dribbling.

During Health, Mr. Barone and Ms. Rubin, the School Nurse, cooperatively worked together. Their students finished a unit on the skeletal system and took their test. In addition, the teachers showed a short video clip called "Perspectacles" during Respect Week. This video showed a high school student who put on special

glasses and realized what other classmates are going through outside of school including family problems, drug addiction, etc. The students then had a class discussion about the video. Some students said they wished they could give someone a pair so they can see what is really going on with them. Ms. Rubin's classes also had lessons for Respect Week, and they were introduced to the topic of Medicine and Drugs.

Ms. Rubin made calls to all of the absent students' parents each day. The nurse has been assisting with entry procedures, including bag searches. The nurse has seen an average of 10-15 students per day. The nurse contacted the students Elizabeth Academy to obtain health records from their home school and most were received. The HAS nurse covered Westlake School several days this month when the Westlake nurse was absent and during medical emergencies. Ms. Rubin also assisted the substitute nurses at Westlake School when needed.

HILLCREST/NORTH:

Enrollment as of: 10/20/17 Actual: 86 Changes: Entered: 1 Exited: 0	Referrals : 1 Drills: 10/3/17 Fire Drill 10/4/17 Lockdown
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In the month of October, students in the Hillcrest Academy North Social Studies department gained new knowledge and skills. They attempted to answer the question “why government?” by reading the works of Thomas Hobbes and John Locke. After completing the readings, they worked to integrate textual evidence in their writing responses, as part of the Social Studies Departmental SGO. Meanwhile, in USII, students began studying the Industrial Revolution, with a focus on “The Men Who Built America.” These students too, used evidence from text to support their conclusions as to whether these men should be considered in a positive or negative light.

Forensics students are working on the foundation of police work, observation and the skills needed to solve crimes. This transformative process has pushed students to identify their own personal biases and reflect ways to remove their cultural filters when analyzing crime scenes. Students are excited to begin evidence collection and analysis this next month.

Marine Biology students are studying the history of marine biology and have a better understanding of why we need to study the ocean. A common misconception was addressed, “why study the ocean when we are not living near the ocean?” They identified many reasons the oceans need protecting including global weather, climate, and resources. Student are now diving into the ecology of the ocean and reviewing their basic biology knowledge through the lens of the marine world.

In Health class this month, the students continued the Human Sexuality unit. Topics completed were sexually transmitted infections, conception, embryonic and fetal development through the first trimester and fetal development through the second trimester. Students continue to work towards their individual goals in Physical Education classes.

In English, students continue to read their independent reading books on a daily basis. Students have been tracking their lexile level weekly using an online reading assessment. Students are learning skills that “good readers” use to approach texts such as annotating, context clues, and inferencing. Students practice these skills that increase vocabulary and enhance reading comprehension on their independent reading books. Student have also learned about identifying the main idea and details in non-fiction texts using current event articles concerning topics such as the wildfires in Northern California and gender stereotypes. Students have

been practicing the skills of summarizing, and citing textual evidence to support answers. Most recently students have learned about claims, and how to identify claims and evidence in a text.

In Spanish, students started the year with enthusiasm. They identified the 21 Spanish speaking countries. They identified their own reasons to learn Spanish. They learned school and family vocabulary and a lot of adjectives to describe it. They described people and objects. They designed an “All about me” poster as a wrap up of the first unit. The Spanish speakers worked on reading comprehension and writing. They translated five short stories from English to Spanish. For reading comprehension, they are completing five chapters of “El Desafío: & “Pobre Ana” short stories.

The Probability and Statistics classes are continuing their study of the measures of central tendency in different ways. The data may be in the form of stem leaf plots, line plots, and histograms. Drawing conclusions based on the data and their representations in graphs is a skill being emphasized. The math department is focusing on building up the basic skills and fluency for the students. The premise is that the more at ease they are with the basics, the better they can focus on the problem solving strategies.

In Creative Writing, students started planning their memoir. First they answered questions to get ideas of what they should write about. Then they created an inverted triangle to help them narrow the topic, and then they planned out their memoir. Students were introduced to several different types of beginnings to help them with their introduction. Students have started writing their rough draft.

This month, the students at Hillcrest Academy North took the PSAT/SAT at their respective Academy in Elizabeth. Prior to testing, they were informed of the importance of the test and its impact on their graduation. The SAT is a requirement for graduation from Elizabeth Public Schools and students can use their scores on the tests to meet their testing graduation requirement. The Accuplacer placement test was taken by all seniors. In addition to preparing students for college enrollment, this test provides students with another opportunity to meet their graduation requirement. Students at Hillcrest Academy North visited the Union County College campus. There, they partook in a presentation about the college and took a tour of the school. This trip afforded them the opportunity to attain a firsthand experience of college life. The guidance counselor met with several students to discuss post-secondary plans and options. She has also begun determining student tests for the PARCC assessment.

In Community Service, students are currently working on two projects for this semester. The first is a toiletry drive to collect donations for blessing bags which we will be giving to homeless shelters in Elizabeth. Students have learned how to draft donation request letters to corporations. They have also constructed fliers and asked students and staff to donate to their cause. The second project is sorting crayons donated from a local (non-profit) nursery school. They will then be melting the crayons down to make "new" mixed crayons to make coloring packets for sick children in hospitals.

During the Week of Respect, we engaged in several activities as a school to kick off a year of focusing on anti-bullying and treating others with respect. Each morning we began the day with a quote about respect during the morning announcements. The entire staff and student body signed our “Anti-Bullying Pledge”, agreeing to treat all with respect. We were also excited to kick off our “Student Advocate Program” this week, holding our first session where we completed the School Climate Survey. As part of the Student Services PLC, Mrs. Goldenberg will be scoring the surveys and working with the rest of the PLC to improve the overall school climate. Finally, Mr. Marquet and Mrs. Goldenberg spoke to each classroom about the HIB policy/laws and conflict vs. HIB. All students were encouraged to speak up if they witnessed a potential incident of HIB.

We are in motion with future planning, as the FAFSA for the 2018 - 2019 school year opened on October 1. Almost all of our seniors have obtained an FSA ID and most have begun working on the FAFSA. In addition

to all of this, we have Music For All Seasons coming to HAN on 10/24 for the first of five music presentations.

HAN had a well attended back to school night on October 11th. Parents and guardians met the teachers and staff and toured the classrooms getting a glimpse of their child's day. This year's theme is not to just be surviving, but succeeding. Part of our curriculum this year is the Success Seminar class which includes a Community Service component. Students feel empowered through the responsibilities and leadership roles they are taking on. They are participating in walks for charities on Fridays. They assist the office with mailings, delivering attendance sheets and create posters for upcoming events.

Addressing the problem of poor attendance, our school is piloting a program where students help students improve their attendance. Homeroom ambassadors were selected based on their essays to assist in keeping track of their homerooms' attendance. They must be organized and remain a role model with their own attendance. They are coming up with action plans for each student and identifying their support networks. There are also two officers for the ambassadors that serve as coordinator and secretary. They are both serious about their positions and very enthusiastic as well. Reinforcing good attendance requires recognition of successes. At the end of the month, the homeroom with the best attendance was recognized during the morning announcements, with posters showing their percent attendance and a special breakfast for that homeroom.

The Trigonometry classes have been studying special right triangles and the proportions they exhibit. With the knowledge from the triangle, students are able to apply the skills to other figures as well. They can find the areas of other shapes such as hexagons, equilateral triangle, parallelograms and squares. In fact they applied the skills to determining the position of home plate on a baseball diamond.

We are excited to have rolled out a revamped version of our Student Advocate Program, and we are hopeful that these changes will increase communication between the school and the home.

NONPUBLIC:

Chapters 192/193

Compensatory Education	1,085
English as a Second Language	3
Supplemental Instruction	578
Speech and Language	192
Examination/Classification	224
Annual Review	136
Home Instruction	5
Total Chapters 192/193	2223
Public School CST Evaluations	16
Title I	33

Title I programs have begun Elizabeth at OLGA and St. Genevieve's., Cranford at St. Michael's, Linden at Sinai Christian, Springfield at St. James, Scotch Plains at St. Bartholemew's, and Roselle at St. Joseph the Carpenter. The Title 1 teachers will be collecting permission slips, scheduling and have begun instruction. There is a possibility that one more Title 1 program will be starting sometime in November.

A Professional Development workshop was held for our teachers on October 12th. The morning session was a Skype presentation with the author of the book; “No Where to Hide”, written by Jerome Schultz. The afternoon session was a presentation on Mindfulness and practical strategies & techniques to implement within the classroom. The presenter was extremely informative and provided a lot of hands on strategies and tools for the teachers to use in their work. The teachers were very excited and appreciative of all of the information that they gained, from both presentations, which they will utilize to formulate and gather their data for their work with their students.

Our PLC and ScIP meetings for Non Public Services have started and are concentrated around data collection, improved student engagement, student assessments and increasing teacher effectiveness.

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 is in 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).

October marked the first full month of students participating in unpaid internship experiences. This year’s business partners include:

- Summit Medical Group (Mail Room and Pediatrics)
- Classic Cafe (Inside Summit Medical Group)
- Barnes & Noble Booksellers
- Kean University Barnes & Noble Bookstore
- Kean University Occupational Therapy Community Clinic
- Bob’s Store
- Panera Bread
- Modell’s
- Applebee’s
- Trinity Episcopal Day School

Students in the Work Readiness Academy also participated in several community trips this month including visits to:

- Auto Spa in Westfield
- Strength and Fitness Club in Cranford
- Target in Clark

Select students also participated in the Disability Mentoring Day at Novartis Pharmaceuticals in East Hanover.

The classroom portion of the program is focused on teaching the students critical skills for employment. This year we have introduced 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. This curriculum will be used with our subgroup of students with high support needs. The subgroup with low support needs will be developing digital literacy skills through project-based assignments that require them to utilize various Google Applications including Calendar, Gmail, Slides, Docs, Sheets, and Keep.

Other instructional topics covered this month include:

- How to write a business plan
- The 4 P's of marketing (Product, Price, Promotion, & Place)
- Understanding non-verbal communication
- Teamwork
- Personal hygiene
- Eye contact
- How to introduce yourself to someone
- Decision Making
- Confidence Building
- Understanding and Identifying preferences
- Identifying strengths
- Identifying Interests
- Criticism, Praise, and Feedback
- Logging in to Chromebooks and Gmail

The students also participate in a weekly skills 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.

On Fridays, students have been practicing collaboration and teamwork skills while operating a car wash business to raise funds for special end of year activities. The students were responsible for designing flyers, marketing and promoting the car wash, recruiting customers, creating a supplies budget, collecting funds and creating and distributing a customer service satisfaction survey,

First marking period elective options launched this month as well. Half of the students are in a baking/independent cooking skills elective, while the other half are developing person-centered post-secondary goals.

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 is in 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 spent this month participating in their first internship rotations. 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
- Mail Room

Each morning the students spend 60 minutes in the on-site program classroom at Overlook receiving instruction in employability skills. Topics this month included:

- Effective Communication
- Health & Wellness
- Self Determination
- Problem Solving

A Fitbit initiative was also rolled out this month. 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. Other highlights from October included:

- The students also attended OMC's Infection Prevention Fair.
- All students and staff received flu shot vaccinations.
- Two of the hospital's therapy dogs visited the classroom.

Finally, on October 18th, the interns' parents attended the first Family Involvement Session of the school year. The topic for this session was "Understanding SSI and SSDI Benefits".

The Project SEARCH program will be hosting Open House events on Tuesday, November 28th. School district personnel are invited to register and attend from 9am-10:30am. Prospective students and families are welcome that evening from 7-8:30pm. Please see the information sheets for more details.

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 both Westlake and Lamberts Mill Academy launched students into the community in October. At this point we have ten students from Westlake and 1 student from Lamberts Mill Academy participating in unpaid internship experiences. Our community partners for the Job Academies this year include:

- ShopRite of Clark
- Barnes & Noble of Clark
- Modell's of Clark
- Walgreens of Linden
- Panera Bread of Clark
- Marshalls of Clark

Students are also assigned to shifts at UCESC's Can Do Cafe in Fanwood. All students who are assigned to the Can Do Cafe this year will be learning Food Handling Safety through the ServSafe program. Select students will be identified to take the ServSafe Food Handler Safety certification test.

The Job Academies at Westlake School and Lamberts Mill Academy provide community-based work learning experiences to identified students. The program targets students with disabilities (ages 17-to-21). Students typically will initially be assigned to the Can Do Cafe, and then transition into more demanding experiences in the community.

TECHNOLOGY:

After a great deal of troubleshooting and repairing of the wireless infrastructure at 1571, the Technology Department performed a complete rebuild of the wireless local area networks. We tested over two weeks and everything is stable.

We are nearly done replacing all antiquated backend equipment from our network. By the end of this year the server and network infrastructure will be completely refreshed with up to date hardware and software. We had our first meeting with the Tech Liaisons and began an open dialogue about how best to improve our schools. We will have a weekly reporting system to help us better understand the IT needs of the students, teachers and classrooms.

Identified issues with Google Cloud Print were corrected and we began testing a new environment. We have had success with the new configuration but are still working to onboard all of the district's printers. We opened a DigiCert Enterprise Managed PKI account to attain necessary SSL protection for our web presence.

The last of the workstation trust relationship issues throughout the district were rooted out. The network has stabilized since the migration of the domain controllers.

We began a regular monthly audit of the help desk ticketing system and worked with our new Technology Department members to assist with clearing out old tickets by following up with staff.

Worked with E-Rate to ensure all Category 1 work is submitted. We attempted to request further Category 2 funding to assist with some network infrastructure needs but those funds are exhausted until 2021.

A new IT intern will assist us with a complete IT hardware audit for each school. We will use Google Sheets for information sharing and requesting.

We worked with the HVAC vendor to update their systems at 1571 and allow access over the wireless infrastructure. All access tests were successful.

Met with multiple vendors for installation of gymnasium sound system. We also discussed the possibility of upgrading our bell and announcement systems at 1571 and are awaiting quotes on all items.

TRANSPORTATION:

Data necessary for submission of the DRTRS (District Report of Transported Resident Students) reports for state aid were delivered to participating districts on October 13, 2017. 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 17, 2017.

The Emergency Snow Notices will be mailed the week of November 6, 2017, to all parents whose children are transported through the Commission. The letter outlines procedures to be followed in cases of inclement weather. A call chain was also established with school districts for early notification to the Commission on days of inclement weather so that the Coordinator has time to notify each bus company of district decisions.

Emergency Exit Drills will be mailed the week of November 13, 2017, 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. The impact of the more stringent driver testing protocols is evident as few contractors have available drivers. About ninety routes will be going out to bid later this month, the largest single bid opening in the history of the Commission's coordinated transportation program. It will be interesting to note the level of contractor participation.

The installation of video recording systems on all of the yellow school buses in the Commission's fleet has now been completed. Six camera systems were installed on all six of the Commission's 54-Passenger buses and six camera systems were installed on the Commission's smaller 20 and 24-passenger buses. On-site training in the operation of the camera systems for the 54-passenger buses was completed on October 13, 2017. Training in the smaller camera systems will be completed via a webinar.

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