



Union County Educational Services Commission
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(Att. 2)

Report of the Superintendent to the Board of Directors
April 4, 2018

WESTLAKE:

Enrollment as of March 22, 2018 Actual: 73 Changes: Entered: 0 Exited: 1	Referrals: 5 Intakes Scheduled: 4 Accepted: 0
Fire Drills: March 14, 2018	Emergency Drills: Lockdown – Active Shooter
Suspensions: 0	March 6, 2018

During Read Across America on March 2nd, students participated in a variety of classroom activities and read many Dr. Seuss books. Students also played Dr. Seuss bingo and many staff and students dressed up in honor of Dr. Seuss’s birthday.

School was closed on March 19th for a Professional Development Day. Westlake and Crossroads certified staff participated in a workshop entitled, “Fostering Conversation, Peer Interactions, Play/Leisure Skills and Problem Solving.” The workshop was presented by Rebecca Schulman from Behavioral Therapy Associates. The presentation was great and directly related to teaching social skills to all of the Westlake students. Paraprofessionals and Nurse Ij, completed Safety Skills training presented by Donna Salvatore, Caryn Gewirtzman, Bobby Peneno and Adam Moss who are all safety care trainers. Westlake staff are now fully trained and we will continue to review and practice all techniques.

Girl Scout cookie orders came in and student’s sorted cookies according to orders and delivered them to all students and staff that had placed an order. This skill was completed as a vocational task under the direction with Mrs. Convery.

Language Arts: In Language arts, Mr. Carten’s students have been exploring the writing process working on sentence structure. The students are starting a new novel “When a Hero Dies” by Anne Schraff. The story includes a mystery where one of the main characters Tony Gibbs is hunting down the killer of his best friend in a very dangerous part of the city. The students are showing great interest in Tony and his adventures.

Math: In math, students have been working on various types of functional money math problems. Students are using restaurant menus or price lists from department stores to solve money word problems. A couple of students are working on solving single step addition or subtraction problems while the rest of the students are working on solving multi step problems involving making change or determining how much more money is needed.

Science: Students in Mrs. Attlesley’s class are making on a chart in science comparing the basic traits of animals such as skin covering and what they eat. They have studied mammals and birds s so far. The class is looking forward to the class trip to Jenkinson’s Aquarium at the end of the month.

Social Studies: In social studies, some students are typing the first draft of their opinion paragraph and will meet with Mrs. Porchetta before finalizing it. Other students are answering “Wh” questions in relation to current event stories. A rubric will be completed in cooperative groups to be hung on our classroom bulletin board.

PE: Westlake is eagerly anticipating the upcoming March Madness basketball game on Thursday, March 29th. Parents, families and case managers are all invited to the event to cheer on their children participating in the game, hot shots and cheerleading. This year, we will also have Mrs. Tantillo, our school Principal participating in the “hot shots” tournament.

Currently, students are continuing to work on their basketball skills. Students are taking part in drills, skills, exercises and activities to be prepared for the game. Some classes are progressing at a slower pace and are still building their gross motor skills while other classes are enhancing their dribbling and ball skills. We are slowly working our way to passing, shooting hoops, and eventually playing defense. Mr. Moss’s goal of this unit is to teach and expand students’ skill levels.

During PE classes, Mr. Moss provides students a welcoming conversation. With pedometers, each student is given an opportunity to see how many steps they have moved in my class. At the end of class students are given an exit question about basketball pertaining to content knowledge of the sport. Questions vary and are differentiated.

Health: In Health classes students are continuing their understanding of being active and healthy. Guided dances (Chicken Dance, Cha Cha Slide, etc.) using ‘GoNoodle’ are used to start classes. In health, Mr. Moss is assessing students by playing an interactive game called ‘Kahoot. Some of the students are playing on their own assisted iPads while the rest of the students are utilizing computers individually and respond to questions for points.

Sign Making/Engraving machine: Students continue to learn the skills of assembling letters in place and carving out name plates. Currently, they are making key chains to sell during the upcoming spring sale.

Horticulture: Mrs. Capizzi’s students have started to plant herbs and have been watching/watering them daily. They also have planted marigolds that will be sold for Mother’s Day in recycled pots that they will make out of bottles. The Marigolds have already started to sprout little green stems and the students are really excited about it.

Post Office/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 for staff, and are receiving jobs from the main office (copies and mail delivery). Students continue to create a Mail Directory and mailing labels. This month students have started labeling and stuffing envelopes for our school carnival.

Sweet Shoppe: The Sweet Shop is operating smoothly. Several classes have reserved their tables and times. Mrs. Palmer’s students are always very professional when they serve the students and staff. The Hillcrest Academy students and staff also enjoy the café.

Jewelry: In vocational class, Mrs. Porchetta’s students are organizing materials and will replenish much needed supplies on their trips to Michael’s Craft store. The homeroom class has been working on their math skills while working in the bead shop. Mrs. Porchetta has created tasks for one to one correspondence, patterning, sorting, counting and addition/subtraction while making different jewelry pieces.

Fabrics Plus Shop: In vocational class, Fabrics Plus Shop, the students started a new project “Wood Sign”. The students watched a video showing how to stain and paint wood. They also learned how to use stencils and different tools. This month, our students made Welcome Home signs and Easter signs for the PSE&G and the Commission sale.

Life Skills: In Life Skills, the students learned how to ask for a reference in different ways. The students were given scripts and all of the students practiced in front of their peers to ask for a reference in person, by phone, and email. It was so great to see their confidence boosted as each lesson went by.

Retail: The Retail Center vocational shop continues to stock the school store with items purchased by students when they visit Target. Homemade greeting cards were added to the school made by Mrs. Dunietz, who donated the cards to Westlake. Students visited PSE&G for an Easter sale of Westlake items and the PSE&G employees purchased items such as: dog biscuits, chocolate bars, filled eggs and candy buckets. Other items for sale were jewelry and chocolate lollipops. Westlake students were treated to a pizza lunch and socialized with all of their customers.

Recycling/Paper Pads: Mrs. Roble’s students have been very busy working on Easter pads. Mrs. Palmer and her students went to PSE&G and paired a lot of our Easter pads along with her chocolates. Mrs. Roble’s students are also working on an order of fleur de lis pads for a private order.

Health Office: Nurse Ij is becoming acclimated to the health office, students and Westlake school. She has worked with the dietician at Maschio’s on student dietary needs and informed staff and parents of lunch selections. She has reviewed student prescribed EpiPens and asthma pumps in the health office, notified parents by phone calls of the ones that expired and the ones that were due to expire in less than a month, and sent home request letters for their refills and replacements. Required refills and replacements were all received from the parents as requested.

The students (IS, AF, RE) diagnosed with diabetes received ongoing care and management at the health office in accordance with their prescribed diabetes management regimen. Families are notified by phone and/or in writing whenever blood sugar readings indicate hypo/hyperglycemia and, the prescribed management order is followed accordingly. For students who exhibit or have situations of concern, such as NY and TH, Nurse Ij worked in collaboration with their teachers, paraprofessionals, behaviorists, social worker and families to figure out how to best assist the students.

Nurse Ij has participated in the CPR/AED and Safety Care Training classes this month. She will begin teaching health classes this week and has met and gathered information from the teachers and paraprofessionals on each student’s grade level and academic abilities, and the last health lessons that they had.

Therapies: Speech: In OT/Speech groups, students worked on making simple meals, such as turkey sandwiches, and scrambled eggs. They also participated in various movement activities; including, an obstacle course, “Dr Seuss” and “St. Patrick’s Day” scavenger hunts, and a “concepts in motion” game. Basic concepts and prepositions were taught in all groups.

ADL support groups worked on preparing meals and apartment skills, such as folding clothing and towels, loading and unloading the dishwasher, and vacuuming.

In individual and group speech sessions, students worked on vocabulary development, association and classification, making requests, turn taking, and social interaction skills. Younger students discussed seasons and weather, and higher functioning students worked on multiple-meaning words, antonyms/synonyms, and using Venn Diagrams to discuss same/different qualities.

Physical Therapy: Currently we have two physical therapists working at Westlake School (one works three days a week and one works one day). There are 21 students on our physical therapy (PT) caseload with a total of 32 individual treatment sessions, six students receiving IEP driven gross motor groups (divided into 3 groups) and one monthly consult.

This month Mrs. Feuerstein is continuing to use our iPad app called "Exercise Buddy" with some of her students. This app allows her to easily add video-modeling into the PT sessions. In particular, she is using the video models of balancing on one leg and horizontal jumping with a group of students. Final SGO recorded data clearly shows improvement when using the video modeling.

Occupational Therapy: Currently we have 2 full time and 1 part time occupational therapists working at Westlake. The part time OT started March 16th and will be working on Monday and Friday. She has 4 students she will be responsible for and will be sharing 5 additional students with Sara Rocha. She will be providing make-up sessions for those students for the months of January and February.

We continue to collaborate with teachers and classroom staff regarding sensory needs of their students and provide necessary equipment and training when needed. Sarah Rocha has written sensory diets for AR and MH. Most of the equipment for the calming room has been ordered. We still need to determine what type of lighting will be most appropriate for that room.

We continue to collaborate with speech to determine activities for the ADL support groups. Activities this month included cooking/preparing snacks (turkey sandwiches and scrambled eggs), reading written/picture recipes and completing recipe reviews. Additional activities included an obstacle course and a St. Patrick's Day and Dr. Suess scavenger hunt (incorporating fine and gross motor skills, language and cognitive activities). Spatial and directional concepts are emphasized during these activities.

The Prom committee has met and we are beginning to plan for the event. We received \$1200.00 from Goldman Sachs for this event!!

Social Work: A Clinical Team meeting was held with a full complement of members most recently to discuss and schedule parent meetings with Dr. Amy, consultant psychiatrist. Dr. Amy has been an asset to parents in overseeing the effectiveness of medication during the school day for a number of our students. Parents seek to gain more insight into ways to help their children through behavioral strategies and, as a last resort, medication.

Three preplanning and six IEP meetings were covered since last report in addition to managing daily student issues for the entire student caseload. Group and individual counseling has been ongoing with the assistance of our Kean University Social Worker (MSW) intern. Several students have requested additional sessions due to interpersonal issues and therapeutic intervention has helped to avert problems. Ms. Sandrock met with Dr. Maureen Himchick, Kean Field Instructor Site Supervisor for the social work intern to discuss final paperwork that was due prior to the intern fulfilling her hourly requirement at Westlake in late April. It has overall been a positive experience for both Kean and Westlake and the University is interested in another field placement for a second year MSW student candidate. Mrs. Sandrock lended support in the writing of the "Union County Kids Dig In" school garden grant which was completed by teacher Lauren Capizzi. The grant, if funded, will provide materials to raise the existing garden beds to a more comfortable height for our students with mobility issues.

Behaviorist: The behaviorists completed Safety Care Training for the paraprofessionals and nurse on our March 6th and for some staff that missed training on February 9th. This training was led by the behaviorists, Mr. Peneno and Mr. Moss. A full day Safety Care training was conducted on March 19th on physical interventions for all paraprofessionals and school nurse. On Tuesday, March 20th, the safety care trainers

reviewed a few restraints and answered questions as a review at the all staff meeting. This consisted of practice and troubleshooting of any Safety Care techniques and holds previously learned. A vignette for practice of selecting various techniques for students who begin acting out was distributed to participants, but time did not allow a group discussion on this.

Safety Care 5 began being offered by Mr. Peneno, the behaviorists and Mr. Moss on March 22nd. These meetings will potentially be offered daily in order to assist all staff with continued exposure to restraint techniques and to help staff feel more comfortable when responding to behavioral incidents.

LAMBERTS MILL ACADEMY:

<p>As of March, 2018</p> <p>LMA Actual: 46 LMA District - Non-New Point:41 New Point Specialty at LMA: 5 Changes: 3 Entered: 2 Pending: 0 Exited: 1 Regular Ed: 30</p>	<p>Trinitas Hospital : Bedside Instruction: 40 (inpatient) Day Program: 47 Approved-Agreement signed: 71 Classified: 41</p> <p>Fire Alarms: 0 Fire Drills: 1 Security Drills (1): 1</p>
<p>Referrals in March: 7 Intakes Scheduled: 6</p> <p>Completed: 5 Accepted LMA placement: 2 Placement Pending : 2</p>	<p>Suspension out of school: 2 In School Suspension: 0 HIB: 0</p>

Administration

Here at LMA we pride ourselves in creating a variety of programs for career exposure and educational instruction in and out of the classroom. Our goal is to introduce students to multiple hands on learning opportunities to help them acquire the skills to live in the world today and prepare them for successful transition to adulthood post-graduation. Our career exposure activities are fostered through our Mosaic and STEAM programs. They include but are not limited to: Child's' play workshop, horticulture experience, community outreach and volunteer internship, building maintenance and repair workshop, yearbook committee and photography instruction, peer mentor programs, and the Drone Academy. These programs provide learning opportunities for career exploration, employability skills, instructions, rules, and schedules. Academic, communication, and social skills are also incorporated into these programs.

Trips to the community occur concurrently with classroom instruction. Students initially learn and practice a skill in the classroom and eventually practice the skill by applying it in a home or community setting. Examples of these trips include: working in the Clark nursing home, Career exploration in the neighboring town businesses, visiting the Spanish Tavern where students create opportunities to be emerged in the culture of the language they are learning, attending a performance at NJPAC to see literature learned in language arts come to life on stage, and exploring content learned in science by visiting raptor trust and the Rutgers farm. Students involved in these programs increase appropriate behaviors for work and community settings, independence and mobility, and the ability to generalize skills and knowledge to new situations.

Student government has been hard at work creating team building events where students and staff compete together in activities to build positive relationships between our school community, build confidence, and create positive learning opportunities for students and staff. Students meet with our PE teacher, Mr. Peters, to build activities for students and staff to compete in based on what they have been practicing in class.

Our Makerspace is up and running ahead of schedule. The Drone program has evolved into creating a STEAM based space for students to use their skill and develop their passions in hands on activities and workshops which will lead to greater exposure and career opportunities.

We were proud to present Alexis Stewart as our unsung hero this year. Alexis has been with us since 8th grade and is a true testament to our program’s therapeutic approach, nurturing environment, and ideology on student success. Alexis will be graduating this year and has already been accepted to Union County College for fall 2018.

CROSSROADS:

Enrollment as of Actual: 46 Changes:0 Entered: 0 Exited: 0	Referrals: 2 Intakes Scheduled: 1 Accepted: 1
Fire Drills: 3/27/18	Emergency Drills: 3/9/18

Michelle Mancini’s Kindergarten and First Grade Class:

All of our early learner students are making excellent progress and accomplished specific goals that our staff have been working on consistently throughout the school year. Kairo C., has now mastered identification and mathematical understanding of numbers 1-10. Many of the other students in the class mastered letter recognition, identifying numbers, completing a puzzle and continue to practice and improve their overall communication skills.

Mrs. Mancini’s class enjoyed a community based instruction field trip to the Menlo Park Mall in Edison and enjoyed practicing numerous daily living skills while dining at the Rainforest Café. The students practiced identifying animals and practiced appropriate social behaviors in a restaurant.

Class highlights include learning about Dr. Seuss, St. Patrick’s Day, and Easter. Students read “The Cat in The Hat” by Dr. Seuss on the iPad and made Dr. Seuss hats. They read the book “The Night Before St. Patrick’s Day” by Natasha Wing and increased knowledge of St. Patrick’s Day by reviewing the color green, making shamrocks, and making pots of gold. For Easter, students read the book “Giggle Bunny” and made Easter eggs and Easter baskets.

Consuelo Alzate’s Class:

During the month of March, students have been busy learning new and challenging skills such as, manding for missing items, requesting and taking sensory breaks independently and following an activity picture schedule. These activity picture schedules are an essential component of daily instruction at Crossroads School. These schedules allow our students to know what to expect throughout the day which assists their anxieties regarding change and transitions. Students thoroughly enjoyed learning about Dr. Seuss, during Read Across America Day! During our science lesson, the children made “Green Eggs and Ham” to honor

Dr. Seuss' Birthday. They also enjoyed participating in the Pinewood Derby. Raphael was the classroom winner and his accomplishment was announced to the entire school.

Kristina Cassidy's Class:

Students celebrated the birthday of Dr. Seuss by wearing wacky socks. Students created white and red foam slimes then used a pattern to make a Cat in the Hat. They also celebrated St. Patrick's Day in the month of March. The class filled in the colors of a rainbow using fruit loops and also filled in the clouds using marshmallows. Our group therapies led this activity ensuring that our students were practicing correct motor skills as they performed the task. Students made leprechaun balloon rockets for science and the leprechaun had to race to the pot of gold. The students, especially Manny C., loved this activity. Students also made a rainbow using their handprints.

Manny is the student of the month. Manny recently mastered tacting 10 actions when describing the actions of one of his peers. Our staff is ecstatic that he is currently practicing tacting two-component verb-noun and/or noun-verb combinations. He has been making improvement expressing his wants and needs in the classroom, comes to groups with his friends and will independently complete familiar work with minimal to no prompting. Congratulations to Manny!

Our class thoroughly enjoyed our visit to Clark gym, where our students were able to generalize the skills they learn in the Commission Offices while working on Physical Education classes with our teacher, Mr. McCarthy. During all of our community based field trips, the children will continue to work on behavioral, gross-motor, and fine motor skills.

Crossroads Paraprofessional Raheem A., created an amazing March movie themed bulletin board/door/classroom entrance for the classroom. This artistic masterpiece has been enjoyed by our students, staff, parents and district personnel. Raheem received a written thank you and congratulations from Crossroads School Principal, Reed Leibfried. Nurse Joan P., was kind enough to bring in her popcorn machine and assisted the class in making their own popcorn. It was a fun learning experience for them.

Stephen Goham's Class:

Students celebrated Read Across America by reading Dr. Seuss books such as "The Cat in the Hat", "Green Eggs and Ham", "The Lorax", "Oh, the Places You'll Go!" "One Fish Two Fish Red Fish Blue Fish," and others. Children discussed instructional concepts such as the writing process, rhyming words, and creating illustrations. Students enjoyed decorating their classroom bulletin board with famous Seuss characters. On St. Patrick's Day, students participated in St. Patrick's Day activities learning new vocabulary words such as clover, luck, gold, shamrock, leprechaun, magical, harp, etc. Students completed worksheets involving cloze sentences, reading comprehension, alphabetical order, problem solving, and map skills. Students also enjoyed engaging in a fun Lucky Charm cereal graphing activity where the students were challenged to sort, graph, and compare & contrast charts with their friends.

Samuel F. is student of the month for March. He is a first year student at Crossroads School and has shown tremendous educational, emotional and behavioral progress since September. Sam utilizes flashcards, pictures, and supplemental materials to identify sight words in the Edmark Reading program. He is developing short phrases/sentences to write with prompting.

Kristen Fisco's Class:

For the month of March, a thematic unit utilized is Read Across America. The students first attended to "Green Eggs and Ham" on the iPad. After reading "Green Eggs and Ham", the students had the opportunity to cook green eggs (in the microwave). The students then predicted if they would like green eggs, if they would not like green eggs, or if they would not even try green eggs. The students then each conducted a taste test. Finally, the students noted their results on a worksheet and placed their green egg name tag into the appropriate category on a t-chart poster that was then displayed outside of the classroom. Each student was

encouraged to read as many Dr. Seuss books as possible and track which books they had read daily on their “Hats off to Reading” list (students wrote or cut and pasted pictures of books). We also read the “Bartholomew and the Oobleck” on the SmartBoard. Students followed sequenced steps to make an Oobleck using water, food coloring, and cornstarch.

Natalia Amador’s Middle School Class:

For the month of March, students celebrated Dr. Seuss’ birthday and St. Patrick’s Day. They explored these topics by reading books, watching videos, and working on different projects. Students read “Fox in Socks” by Dr. Seuss and learned how to identify rhyming words. They also learned about the history of St. Patrick’s Day and wrote a short essay on what wishes they would make if they had a pot of gold.

The class has continued to work on strengthening their pre-vocational skills by completing the many tasks available here at Crossroads and by attending community-based instruction. So far, they have worked on completing Ellison orders, sorting magazines, doing laundry, collecting recyclables, taking utensil orders and kitchen inventory. This month, they are working on recycling and the school store.

For science and social studies, the middle school teachers have been incorporating project based instruction. This month, the thematic unit topics included: Dr. Seuss, rhyming words, fish graphing, shape sorting, and information about the state of New Jersey.

All students continue to work on their direct instruction and VB-MAPP goals. Josh has shown progress with his WH questions and subtraction with regrouping. Aiden is working on DLS and a new reading program called Reading Mastery. Jefferson is working on strengthening his study skills by using a Venn diagram to compare and contrast different text and learning how to plot points on a coordinate plane. Uthmaan is working on his money skills and sight word identification. They are all reinforcing their academic goals by using Khan Academy and Spelling City twice a week.

Susan Parenti’s Middle School Class:

Social Studies Unit-The students read a St. Patrick’s Day book. They discussed that it is an annual feast day which celebrates Saint Patrick, the most commonly recognized of the patron Saints of Ireland, and is generally celebrated on 17th of March. The day is a national holiday of Ireland. They discussed the traditions, symbols and foods of Ireland and located Ireland on the map.. Students made a St. Patrick’s Day pizza by following a recipe using english muffins, pizza sauce and cheese. Students also cut a pepper to make a shamrock for the top of the pizza. In addition, the students followed a recipe to make Lucky Charms Rice Krispies.

Reading - To celebrate Read Across America the students read the following Dr. Seuss books, “The Cat in the Hat”, “One Fish Two Fish Red Fish Blue Fish”, “Green Eggs Ham” and “Horton Hears a Who”. For each story the students answered comprehension questions and participated in a variety of math related games, cooking, and crafts. Students also made a “Cat in the Hat” craft and answered WH questions about the book. The students listened to “Horton Hears A Who” on the computer. After they finished the read aloud, students had a discussion about the lessons in the story. The lesson of the story is a person's size does not matter. They also talked about how Horton helps the people of Whoville. After reading “One Fish Two Fish Red Fish Blue Fish” each student was given a cup full of different colored cheddar goldfish and a graph. The students sorted the fish by color and placed them on their graph. Once they sorted their goldfish, the students then added up their totals. The students also enjoyed making green eggs and ham after reading the story.

The class went to the Clark library on March 6th. Students used the computer to search for books through their database. They wrote down the call number and followed the signs in the library to find the books. The students also participated in various centers that were set up downstairs by Hope, the speech teacher.

They also went to Shoprite on March 13th. Students worked on conversational skills, waiting skills, creating a shopping list, reading a shopping list, locating items in the store and check out skills.

Allison Gebler's Middle School Class:

Students used a variety of skills in the areas of math, reading, following a picture schedule, motor skills for pouring/mixing/assembling and color labeling/matching to complete a variety of cooking tasks. Although the collective favorite of the students and staff was pancakes the class also made Dr. Seuss' truffula trees out of pretzel rods and icing, fish bowls using colored goldfish crackers, and cornbread muffins. The class also celebrated St. Patrick's Day by creating Lucky Charms Rice Crispy Treats during the Middle School Science and Social Studies rotation schedule.

The pre-vocational jobs this month included: utensil orders and kitchen inventory. The students in our class practices social skills, verbally or with their AAC devices, to greet and interact with staff in other classrooms while collecting orders for utensils. Each of the young men in Room 111 developed their one-to-one correspondence skills by counting out the orders each classroom requested and packaging them for delivery. Students also practiced receiving money and delivering change during their vocational task of operating the school store.

Everyone in the classroom was very happy to celebrate the birthday of Andrew M. a few days early since school would not be in session for his actual birthday, March 19th. Andrew selected and assisted in purchasing one of the snack items served at his birthday party.

Andrew was also Room 111's March Star Student. Andrew has successfully mastered a variety of sorting by location activities within the household. These include items you may find in a bedroom, kitchen, living room or bathroom. He has even started to use ProLoQuo to match these items to the appropriate location in his own home via photos provided by his family.

Field trips this month have included trips to Westlake, the Clark Gym, BJ's, Garwood Bowling Lanes and a rescheduling of the Dunellen Movie Theater. The students in Room 111 exceeded expectations on all of these trips by minimizing inappropriate behaviors in the community, relying on their token economies for support, and participating in the different activities provided on each outing.

Speech Department:

Kevin has made nice progress following routine directions, labeling nouns and objects and spontaneously making requests. Danyael's ability to match object to object and picture to picture has significantly increased. The middle school students continue to participate in various community activities. These activities include participating in a makerspace (STEAM) program at the Clark Public Library, recycling bottles and cans, and shopping for Crossroads School at ShopRite in Clark. After completing the shopping lists, the students then deliver the food to the appropriate classrooms. The speech department continues to collaborate with teachers' theme related group activities. This month students focused on St. Patrick's Day activities which included, making rainbows using colored water and paper towels and "magic leprechaun rocks". Hope Weinstein has received materials through a funding from the UCES Foundation Building Foundation Grant to develop a Makerspace program.

Occupational Therapy Department:

The student of the month is Fernando. He has made significant progress in the area of functional attention and on task behaviors in the O.T. room. Prior to this month, he needed to have OT in the classroom

secondary to negative behaviors with the transition to/from therapy. The past three sessions have been conducted in the OT room using the iPad and keyboard with voice output as a means of communication. Fernando has actively participated and maintained focus on fine motor and ADL tasks including beginning shoe tying skills for 15-22 minutes of each session using the iPad, his token board and a sensory warm-up. There has been a marked decrease in negative behaviors.

During the middle school O.T. groups, the focus has been on leisure activities and functional socialization skills amongst peers. The students have enjoyed board games, crafts and motor play with the focus on taking turns and having fun. The occupational therapy department planned, designed and executed a beading activity for Hobby Day. Each student in Crossroads as well as a group of students from the Transition program was able to choose beads and make a keychain fidget to put on their back pack or belt loop. The size and shape of the beads available were based on skill level. Therefore all the students, including the early learners were able to complete the activity with the least amount of manual assistance as possible.

Physical Therapy Department:

Currently at Crossroads School there is one physical therapist working two full days each week. One student was added to the PT caseload this month after a district evaluation. There are now 15 students receiving physical therapy (PT) with a total of 17 individual treatment slots, three students receiving IEP directed PT group and one consultation.

Our students are continuing to progress nicely with their PT goals and objectives. Lucky has shown definite progress on stair negotiation. He used to require moderated assistance to walk up the stairs and now he can ascend independent with one hand on the rail. Elijah enjoys practicing the new skill of riding an adaptive bike. Gautham continues to adapt well to his recent initiation of PT. He is doing a great job with sit-ups, push-ups and other challenging core exercises.

Each student continues to track their progress on their individual picture based “progress trackers.” This allows students to self-assess and monitor their progress with specific PT IEP goals. The students enjoy giving themselves stickers as they progress with items on their charts. It is also a useful way to visually track our students’ progress.

As the caseload continues to grow currently, there is only room for one (non-IEP directed) motor group. Our youngest class enjoys coming to the motor room on Friday mornings for a structured movement break where we practice age specific gross motor skills.

HILLCREST SOUTH:

<p>Enrollment as of 03/23/18 Actual: 106 Changes: 0 Entered: 0 Exited: 0 Suspensions: 6. Two for assaulting a peer. 3 for aggression towards staff. 1 for possession of drug paraphernalia.</p>	<p>Intakes Pending: Waiting for EPS Approval. Waiting List: 0</p>
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The students at Hillcrest Academy South Campus (HAS) took the English section of the Accuplacer. This part of the Accuplacer consisted of three sections: Sentence Skills, Reading Comprehension, and Writing. Ms. Mendo, shared School Guidance Counselor, met with the students prior to them testing to review its importance. The students understood that this test determined their English course placement in college and that their writing score could also provide them with an opportunity to meet their English Language Arts graduation requirement. The students at HAS were also scheduled to take the SAT on Wednesday, March 7th, 2018 that was rescheduled for March 21, 2018 due to inclement weather. Ms. Mendo worked with the

counselors in Elizabeth to ensure all students were registered, were familiar with the test format, and understood that it was a requirement for graduation from Elizabeth Public Schools. Ms. Mendo continued to meet with individual seniors to review the students' graduation status and concerns regarding credit retrieval progress, attendance, and grades. Students understood that their graduation would be in jeopardy if all requirements were not met. Ms. Mendo attended a PARCC and NJSLA-S training at the Commission and gained knowledge of the test administration, procedures, and security plan of the assessments.

The HAS Community Service Program (HASCSP) concluded their annual pop top drive to benefit the Ronald McDonald House in New Brunswick. Students then visited the House to deliver the pop tops and to participate in their "Cook and Care" program as a way to provide comfort and support to the residents. The HASCSP supported the American Heart Association by sponsoring our 8th annual "Hoops for Heart" basketball game. Over fifty HAS students and staff worked together to make this event a total success. All proceeds from this event will go directly to the American Heart Association. March was Women's History Month and in recognition of this, students within the HASCSP organized our second annual Women's History Awareness Day. Students created a thematic bulletin board, colorful hallway displays, and orated famous events in American history that showcased woman's accomplishments. The HAS "Friendly Visitors" went to Runnells Center for Rehabilitation and Healthcare in order to lead a morning of recreational therapy for the residents in their long term care facility. Student volunteers hosted a bingo-type card game designed to sharpen the senior's memory and numbers skills. It was heartwarming to see the friendships that were forged between the seniors and our students that day.

Ms. Gilchrist, School Social Worker, supervised the Rutgers Social Worker Intern. Spirit days continued with an effort to improve student culture, morale, as well as increase grades, improve academics, and elicit positive behaviors. Ms. Gilchrist attended the monthly DCF meeting and pre tested DCF involved students. The Social Worker met with Dr. Glickman, UCESC's Psychiatrist, to discuss DCF and other students who were in need of additional counseling support. Ms. Gilchrist sponsored an honors breakfast for approximately 28 students who excelled in academics, behaviors, and attendance. It was extremely successful and was planned to occur at the end of every marking period.

In Ms. Duarte's U.S. History II classes, students began to look at the Great Depression and learned to understand the time period as they watched the film *Cinderella Man*. The film offered students the opportunity to visually understand the circumstances facing families during the Great Depression. To conclude their study of the Great Depression students completed a written assignment in which they analyzed the film alongside the information presented in class. In Economics students used the Occupational Outlook Handbook database to explore various job options, their potential for growth in the future, and the education necessary for these careers. Students were able to learn about the relationships between growth rates within careers, level of education, and income. This information can be used as students think about their futures and explore various career opportunities.

Mr. Kaplan's 20th Century Civil Liberties class reviewed how students could utilize the virtual classroom 'Schoology.' Students became more familiar with the use of academically searching the internet along with the understanding how to connect multiple pieces of information. Students were able to work upon these skills by researching the Nuremberg Laws. Students discovered the groups and individuals involved and how these racial policies hold similar patterns to Jim Crow Laws. Students did this by breaking down primary source documents, researching expert opinions, discussing and debating key topics and synthesizing the information in a final assignment.

Ms. Wrzesinski's U.S. History I classes demonstrated critical thinking, map analysis, listening, note taking and analytical skills. This was accomplished by looking at primary and secondary sources, note taking and graphic organizer skills, and analyzing various texts and maps. The topics covered this month were the completion of the American Revolution, the Declaration of Independence and the Constitution. These topics

included the First and Second Continental Congress, Battles of Lexington, Concord and Bunker Hill. Followed by declaring independence, writing the Declaration of Independence, the analysis of the preamble, grievances and denunciation of the British and why the colonists were determined to structure their newly found government differently. Students then started to look at the U.S. Constitution which they are currently still on. Students have defined what a constitution is, the different branches of government that were established, and the first seven articles of the constitution. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today. The topics covered in Modern World History included the completion of the Imperialism unit with an indepth look into British imperialism of the Chinese. After this unit, students started their WWI unit. This unit started with the main causes of WWI which is known by the acronym M.A.N.I.A. Students broke down this acronym (militarism, alliances, nationalism, imperialism and assassination) and analyzed why each would start a world war. Students also completed a WWI map to better their understanding of where all the fighting was taking place in Europe. This was followed by technological advancements such as trench warfare, poison gas, German u-boats and machine guns. Students also looked at the drawbacks of WWI such as trench foot, trench rats and heavy casualties. Students are currently exploring the “Big Three”, Wilson’s 14 points, Paris Peace Conference and the Treaty of Versailles. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today.

Mr. Sternberg’s Chemistry students researched Covalent bonds. Students learned how to create covalent molecules, flush with polarity, and 3-D structures, by looking at the Periodic Table. Students used the octet rule to draw the Lewis Diagrams of molecules and label them appropriately. They used critical thinking, deductive reasoning, and simple algebra to successfully complete this state mandated requirement. March also brought forth the mathematics of chemistry-classifications and balancing of chemical reactions within closed systems. Students learned about the anatomy of a chemical reaction and how to determine the number of atoms within them. By reading the coefficients and subscripts within molecules of reactants and products, students mastered the skill of balancing chemical formulas in accordance with the Law of Conservation of Mass. After being assessed formally, the students learned how atoms bond together and created various structures with different functionality. Students were able to better visualize chemical reactions and understand the workings of the subatomic world. Students in Forensic classes researched the science of death and discovery. As forensic anthropology apprentices, the students did a wonderful job analyzing and deciphering clues from bones of the deceased. Specifically, they were able to differentiate sex, age, and race of the victim from what they learned in class. They showed remarkable aptitude when in came to deciphering anatomical skeletal features and bone length, width, and girth.

In Ms. Ferrari’s Algebra II class, students completed an entire unit on quadratic equations and functions. One of the most rewarding compliments Ms. Ferrari received from a students this month was “ I really learned something when you are teaching me.” The teacher provided the students with a number of examples and real-life examples on the Smartboard. They completed numerous worksheets and activities on quadratic equations and functions, graphing quadratic functions, the axis of symmetry and vertex, the zeros of the function, and the quadratic equations. Geometry students worked on a unit on similarity and proportions. Ms. Ferrari continually provide the students with real-life examples of proportions and similarity. Some examples included drawing on a paper that is painted on a building, a drone with a camera taking an aerial view, and different televisions at a Best Buy. The students were able to determine missing dimensions by applying properties of similarity to polygons and triangles. The Math Strategies students completed a unit on real-life applications of percents. The concepts included rate, salary deductions, commision, discounts, tax, tips, percent of increase and decrease, and scale drawings. The Success Seminar students studied famous, successful people, and the difficult obstacles they had to overcome. The unit included quotes from these”famous failures” and students answered questions that help prompt them to think about their own grit.

Mr. Sobieniak's students in Trigonometry classes learned to graph trigonometric functions and properties of these functions. They also learned different transformations of trigonometric graphs. Students in Probability and Statistics classes learned more about probability, conditional probability, and mutually exclusive and independent events. They also learned to solve probability problems by drawing Venn diagrams. The Success Seminar students learned more about college preparation. They also focused on learning strategies they need to develop to succeed after High School. Students also learned about study skills and to diagnose the underlying issues students have that prevent them from "studying smarter" and "not harder". Students of all mathematics classes were using Khan Academy to improve their algebraic skills on Fridays. They used interactive whiteboard in their lesson and used some interactive resources for Do Now's and lessons.

Ms. Cioffi completed the second unit of the English curriculum. Students ended the unit by learning how to analyze texts with different mediums and supplemental materials that are thematically linked. Students have read texts that were linked with poems and artwork, such as paintings and photographs, and then wrote reflections where they explored and analyzed how these pieces were linked and how they differed. Students also made judgements based on which piece showed the theme or the tone the strongest with evidence to support their opinion. The remainder of the month, classes reviewed the skills taught in Unit 2 and then completed the Unit 2 Common Assessments that the English Department created on Google Classroom.

In commemoration of Women's History Month, students in Ms. Holden's English classes completed a Webquest research assignment dealing with famous women. In addition, students enjoyed creating and presenting powerpoint presentations on the woman they had researched. Also, students read and analyzed the poem, *Phenomenal Woman* by Maya Angelou. Students also engaged in a lively discussions that dealt with the following topics: the importance of Women's History Month, famous women (past and present), and women's equality. Additionally, students debated the pros and cons of having a Men's History Month. Ms. Scheetz, shared Art teacher, and Ms. Holden collaborated for a field trip to Union County College for the Teen Arts Festival. Eleven students from HAS and eight students from HAN joined high school students from all over Union County in a celebration of students' creative endeavors.

Ms. Cherville's Spanish classes started their second unit "School Life". The students learned about school systems in other cultures. They compared and contrasted school systems in Latin America to the school system in the United States. They also learned how to ask and answer questions in the target language. They learned how to express likes and dislikes. They worked on an "All About Me" project in which they demonstrated their ability to talk about themselves and others in the target language.

The students in Mr. Barone's Physical Education classes took a break from their volleyball unit and have returned to lessons and mini basketball games as a warm up to the Hoops For Heart basketball fundraiser that will be done prior to spring break. The students look forward to this fundraiser every year and it brings the school together for a good cause. Mr. Barone stressed the importance of cardiovascular fitness everyday to the students and he explains how basketball is a great lifetime activity that is great for your health. In Health classes, students completed a unit on Alcohol and were introduced to a unit on Illegal Drugs. The students now understand that misusing medicines and drugs can lead to addiction and abuse can have negative consequences for the user, friends, family, and society.

Ms. Rubin, School Nurse, made calls to all of the absent students' parents each day. The nurse has been assisting with entry procedures, including bag searches. The nurse saw an average of 17 students per day and three students were sent home ill. The nurse assisted with any needs at Westlake School when the Westlake Nurse was involved with student medical emergencies. In Health classes, the students learned about marijuana and its effects on the body. They will continue the unit on Drugs and Alcohol, with lessons about street drugs and its dangers.

HILLCREST/NORTH:

Enrollment as of: 3/23/18 Actual: 90 Referrals : 0	Drills: 2/28/18- Fire drill 3/15/18- Lockdown drill Changes: Exited: 2 (Assault)
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This month, the students at Hillcrest Academy North took the English section of the Accuplacer. This part of the Accuplacer consists of three sections: Sentence Skills, Reading Comprehension, and Writing. Ms. Mendo met with the students prior to them testing to review its importance. The students understood that this test determined their English course placement in college and that their writing score could also provide them with an opportunity to meet their English Language Arts graduation requirement. The students at Hillcrest North were also scheduled to take the SAT on Wednesday, March 7th, 2018 (rescheduled for March 21, 2018 due to inclement weather). Ms. Mendo worked with the counselors in Elizabeth to ensure all students were registered, were familiar with the test format, and understood that it was a requirement for graduation from Elizabeth Public Schools.

Individual meetings with seniors were continued this month. During this time, students' graduation status was discussed and concerns regarding credit retrieval progress, attendance, and grades were addressed. Students understood that their graduation would be in jeopardy if all requirements were not met. Ms. Mendo attended a PARCC and NJSLA-S training at the Commission this month. There, she gained knowledge of the test administration, procedures and security plan of the assessments.

In English, students have been learning about literary devices with a focus on literary terms and figurative language. Also, students completed their "food assignment" and shared with class. Last, students watched *Shakespeare Behind Bars* and *The Tempest*. They focused on the themes of loneliness and forgiveness, revenge and redemption, as well as how symbolism is used.

The trigonometry classes have begun to graph the three functions; sine, cosine and tangent. They can identify and sketch a graph with the amplitude, period and zeros of the function. Though there are many real world phenomena that follow such graphs, the analogy that seems to make it clear is a roller coaster ride. Sine will start at ground level (0), whereas cosine starts up on a platform (1). The period is how long it takes to complete a ride and the larger the "b," the faster it is able to complete a cycle. The smaller the "b," such as a fraction, the slower it runs and therefore takes longer to complete.

The Probability & Statistics classes have just completed the unit on the "Normal Distribution" and the "Bell Curve." The project was to consider the number of absences each homeroom has and determine which approximated the normal distribution more closely. Then they looked at the data for the entire school and created a histogram and considered the bell curve that might fit the data.

Students in the Career Explorations class have researched three career fields based on two assessments they have taken. Then they have chosen one field and are beginning to create a slide presentation on it. It includes job outlooks and education and skills required among other points.

Mrs. Machado started the month of March in Geometry finding congruence within triangles. Students understood that using two-column proofs to prove congruency was a way to exercise the most important muscle, their brain. Students collected given information and combined it with theorems and definitions that they learned throughout the unit to support statements and reasons, therefore correctly drawing conclusions. Building their logic and reasoning skills are the foundation of this course. Algebra 2 students are using

multiple representations to find two unknowns. Students collaborate and tackle real-life decisions using graphing or substitution method within systems of linear equations.

In the month of March, the Social Studies Department at Hillcrest Academy North tried to answer the question “who is the greatest American?” Students nominated Americans, past and present, and did research on their lives and accomplishments. They then designed a tournament, in which they were to choose which American was “greater,” using the measurements of dignity, well-being for others, and integrity. In the end, a class vote determined Harriet Tubman the winner.

Health and Physical Education classes continue to meet their curricular goals. Students continue to gain an understanding of living a healthy lifestyle. They have created an open dialogue with their instructors and have benefitted from questioning and discussion.

NONPUBLIC:

The Nonpublic ScIp Team in coordination with the Director of Curriculum and Instruction, and the Supervisor of Nonpublic Services Department presented the following topics at the Nonpublic Professional Development Workshop on March 12th from Teach Like a Champion:

- Culture of Error (Creating an environment where students feel safe making and discussing mistakes, so you can spend less time hunting for errors and more time fixing them.
- Excavate Error (Dig into errors, studying them efficiently and effectively, to better understand where students struggle and how you can best address those points.
- Name the Steps (Break down complex tasks into steps that form a path for student mastery.
- Board = Paper (Model and shape how students should take notes to capture information you can present.
- At Bats (Because succeeding once or twice at a skill won't bring mastery, giving students more practice for mastering knowledge and/or skills, while building self confidence and self-esteem.

The team goal was to present and share out new techniques to integrate practical, engaging strategies into daily teaching practices.

The Nonpublic Teachers and Child Study Team are continuing to collaborate on streamlining and updating processes and procedures for service plans and development of PLAAFP (Present Level of Academic Achievement and Functional Performance for students grades K – 12.

The Nonpublic Department is preparing for consultation meetings to discuss 192/193 Services, Textbook, Technology, Security, Nursing and Federal Programs to prepare for the 2018 – 2019 School year.

The Title 1 Program was successful in ensuring that all students, particularly those who are low-achieving, demonstrate proficient and increased individual levels of achievement throughout the school year within the learning environments will be coming to an end mid-April.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 13
Project SEARCH-Overlook Medical Center Enrollment: 8 (1 terminated)
Westlake School (Job Academy): 12
Lamberts Mill Academy (Job Academy): 3
District Direct Programs: 2 (Plainfield & Elizabeth)

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). Students participate in internships at various local businesses with support from our program staff. The classroom portion of the program is focused on teaching the students critical skills for employment including digital literacy.

Instructional topics covered this month included:

Students were very busy this month preparing for their second mock interview. They worked diligently to complete the necessary components needed to “interview” for a job in their field of interest.

Creating/Updating Resumes: Students completed creating a resume/updating a previous resume. They identified keywords to use from job openings which described various qualities and qualifications needed for that position.

Creating a cover letter: To help students continue to demonstrate skills related to seeking and applying for employment in a desired job, the students created a cover letter to attach to their resumes, again using keywords from the job opening description.

Updated answers to the “10 Most Common Interview Questions”: Students reviewed their “work” experiences and focused on how to answer questions pertaining to their most recent “work” experiences.

Practiced interviewing techniques: Through role play the students practiced walking in to an interview, greeting the interviewer, body language, answering questions, asking questions about the job opening, and how to close a interview.

Critiqued videoed practice interviews: While practicing proper interview techniques, the students videoed each other using an iPad. Students then used a mock interview critique form to review the student who just interviewed. Areas that were critiqued consisted of Nonverbal Behavior/Body language, Verbal Communication, Asking the interviewer questions, and Closing the interview.

Other Highlights:

Cooking Elective

The Apple Group enjoyed making homemade pizza, quesadillas, and gourmet popcorn.

Life skills Class

The Google Group participated in lessons learning how to wash clothes, make a bed, and how to prepare for an emergency.

Working out at the Strength and Fitness Club in Cranford, NJ

Students reviewed the names of the major muscle groups in the upper and lower body. They learned how to find Maximum Heart Rate, what is meant by Target Heart Rate Zone, and how to determine their Target Heart Rate Zone. The students also learned about the Eleven Components of Fitness.

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. The students spent this month participating in their second internship rotation. The departments hosting student interns during the second 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.

Two student interns from the current cohort were offered and accepted employment opportunities at Overlook; “Jalen” from Township of Union accepted a job in the Dietary Services department. “Kevin” from Elizabeth accepted a position in the Food and Nutrition Services department.

Instructional topics covered this month in the Project SEARCH Overlook Medical Program included:

Self-Advocacy (Strengths, Preferences, Interests, and Needs)
Self-Disclosure in the Workplace and Reasonable Accommodations
Understanding the History of the Disability Rights Movement
Self-Discovery and Self Awareness
Other highlights included:

Louis Hoffman from NJTIP at Rutgers visited the program and conducted a lesson on the various options for purchasing NJ Transit tickets. Mr. Hoffman discussed single tickets, monthly passes, and mobile phone ticketing options via the NJ Transit App. In addition, the students took a walking field trip to Summit Train station to actually practice purchasing tickets from both the ticket vending machines and the ticket window.

Fox 5 New York visited Project SEARCH and aired a segment about the program on the 6pm news with Ernie Anastos.

Here is the link: <http://www.fox5ny.com/news/special-needs-students-hospital-internships>

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

TECHNOLOGY:

All 2003 domain controller servers have been removed from the infrastructure. The functionality level of our domain is still at 2003 while we continue to retire the older servers.

Hillcrest Academy North is now completely migrated to the Google Cloud and no longer uses any onsite file share server resources. With the success we've had at two schools, we will continue to move forward with Lamberts Mill Academy next.

We have increased our internet bandwidth pipe from 200mbps to 500mbps. This will allow a lot of flexibility while continuing to expand our Chromebook environment as well as allow teachers to comfortably create new web based curriculum.

Our E-Rate form 471 has been submitted. Comcast was awarded our business.

We are working to improve our power and connectivity issues and implement several redundancies to bolster our ability to function even through local outages.

Google Apps Password Synchronization has been completed. All accounts now have the same credentials and a reset of the Windows password will change the GAFE account one. This makes the account creation process much more efficient but also provides users with a much simpler approach to security management.

Working with Atlantic, we will be implementing a new document management software allowing a unprecedented level of tracking and filing multiple department documents.

We are enabling multiple staff members' accounts with remote access to the network. As we move further migrating files to the GAFE Cloud, there are still many that should not be stored there for several reasons. To address this security issue, we are providing VPN access and allowing staff to access their district computers from the home devices.

TRANSPORTATION:

On March 9th and 12th, 2018, the Motor Vehicle Commission conducted an on-site inspection of the Commission's fleet. Of the twenty-two vehicles in the fleet, all but two passed inspection. After re-inspection the two vehicles were passed and the fleet will be set for another six months of service until the next scheduled inspection in September.

An updated estimate of total yearly transportation costs will be mailed to all participating districts on April 16, 2018. Since billing for services rendered is done on a monthly basis and there have been many changes since the last report was sent, this report is needed by the districts for budget planning and preparation, especially with the end of the school year approaching.

The cut-off date for the submission of summer school transportation applications is April 27, 2018. Reminder letters were sent to all participating districts on April 3, 2018.

The Transportation office is finishing its busiest year ever. Bidding competition amongst the bus companies remains steady. This drives prices lower and continues to enable us to provide the most cost-effective services possible to our participating districts. However, the number of requests and hence the number of routes operating remain very high. The department has exceeded a total special education and vocational school transportation route count in excess of 600 for the sixth year in a row and a route count in excess of 700 routes for the third year in a row. The all-time high count of 775 routes, reached in the 2016-2017 school year, has already been surpassed this year, with our current route count at 781 routes.

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