



Union County Educational Services Commission
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(Att. 2)

Report of the Superintendent to the Board of Directors
May 2, 2018

WESTLAKE:

Enrollment as of April 18, 2018 Actual: 74 Changes: Entered: 0 Exited: 0	Referrals: 0 Intakes Scheduled: 1 Accepted: 0
Fire Drills: April 9, 2018	Emergency Drills: Evacuation (1 of 2)
Suspensions: 0	April 17, 2018

DLM testing started and teachers have been working with individual students in their classrooms to administer the State tests. Westlake has approximately 27 students participating in DLM testing. PARCC Testing will begin next week with only 1 student participating.

Westlake's annual basketball game was held prior to spring break! It was meaningful to so many of our families to be invited to this school-wide activity that students worked so hard to prepare for both basketball players, hot shots and cheerleaders. Parents were given the photographed face of their respective child on a stick as they entered the game. Many were very touched by this personalized detail and asked to take them home with them after the game. It is moments like these when families and staff can join together that build connections and sustain healthy relationships. Mr. Moss put in many hours behind the scenes to make sure the game was a huge success, and it paid dividends. The hot shots competition was held during halftime, and the show was stolen by Principal Tantillo who drained basket after basket as the crowd cheered her on. The entire day was one of the highlights of the year.

Our amazing local Girl Scout Council leaders held a meeting for our 20 scouts at Westlake with Earth Day in mind. The scouts made natural feeders using cheerios and pipe cleaners and later hung them from a tree in the picnic area. Our scouts planted a terracotta container with annual plants to take home to their families. The girls remembered the leaders from our "day camping" trip last spring and were happy to reconnect.

Ten of our Boy Scouts were treated to a trip to the Liberty Science Center in Jersey City. The trip began with a show at the new planetarium, which was remarkable and memorable. From there we explored many of the exhibits that the center has to offer including sections on animals, communication, health, the senses, and more. The Scouts favorites included the live animals that we saw, a rock wall that many of them climbed, and a giant sneezing "nose" that shot water vapor at students and demonstrated how germs can be spread. The largest highlight of all was the skyscraper exhibit, which allowed some of the scouts to attach themselves, and walk across the beams suspended high in the air. The students showed their fearlessness, as the staff watched from the ground. The trip was a huge success, and the scouts hope to be back next year!

The Prom committee continues to meet. We have sent out invitations to 51 Westlake students and 14 alumni. So far 13 students are coming! We have ordered several decorations with the money that was donated by Goldman Sachs. These decorations can be used again and for other events such as the Talent Show (back

drop) and or used in the de-escalation room (laser lights). Goldman Sachs will be sending 6 volunteers the day of the event to help set up and decorate the cafeteria.

Language Arts: In reading, students participating in the Edmark group were administered a post-test to measure progress. Other activities students are working on this month are sentence structure, main idea and finding details in a short text.

Math: In math the students have been working on their individual programs. Concepts include matching color/shape, identifying coins and their values, counting money, word problems, simple addition/subtraction, multiplication, and division. Other students are working on completing a touch point money practice booklet. Students are learning through hands on activities created with teacher made materials for math skills used with vocational programs.

Science: (Attlesey) In science, classes will soon complete lessons on bird traits. They have studied about types of bird's beaks, claws and the basic structure of bird's bodies. Many Westlake classes have taken or will soon be taking field trips to Jenkinsons's Aquarium. Lessons are focused on before and after the trip that align to things observed while at the aquarium.

Social Studies: In social studies Earth Day is being discussed. Students listed ways they can take care of the Earth and focused on the importance of recycling. They were asked to choose an item their family is able to recycle and research how much of this material is recycled in the United States.

Food Science: The Food Science class has been doing lab experiments. They become very excited when completing the experiments. The students are also doing a great job serving customers in the Sweet Shop. Some students who are very quiet are speaking up loud and clear to take orders from their peers.

PE: In Physical Education classes students completed a Basketball Unit and ended the unit with our annual Westlake Basketball Game. The students were able to play in a game in front of the entire student body. At half-time, selected students took part in a 'Hot Shot Challenge' where students (2), a family member (1), and a staff member (1) to determine the winner.

During daily classes, Mr. Moss starts by providing students a welcoming conversation. Student's then retrieve a basketball and we followed quick warm up drills to develop our gross motor skills. Depending on the class we either focused on dribbling a basketball, eventually teaching them to pass properly, shoot properly, and play defense properly or enhancing their gross motor skills and socialization skills with the students utilizing basic hand-eye coordination drills.

Our upcoming unit is Softball/Baseball/Wiffleball/Kickball with a goal that focuses on developing a sense of being on a team with others as well as developing our hand-eye and foot-eye coordination while taken part in games and activities with our friends.

Health: Nurse Ij started teaching health lessons and is focusing on getting to know student's abilities. Lessons on the first week of lesson focused on Healthy Foods. The lesson was designed to provide a pre-assessments and review to identify what the students already know. This was followed by lessons on each of the 5 food groups using the MyPlate diagram/picture Students sorted pictures of different types of food into the correct food group.

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: In the horticulture, Mrs. Capizzi's class has planted herbs and marigolds. They are growing nicely. Soon they will need to move the herbs to a bigger pot and hopefully will be able to start selling them as well. Students will start decorating flower pots for our Mother's Day sale. Hopefully now that the weather is warming up we can get outside to begin working on the garden and in the green house. We were also awarded the Union County's Dig In Garden Grant.

Post Office/Print Shop: In the Print Shop students continue to work on activities to develop skills necessary for filing, collating, laminating and copying. They are assisting Mrs. Pajewski with clerical jobs to help get ready for the carnival and students are delivering mail to classrooms and the main office.

Sweet Shoppe: Before vacation the candy business was very busy. Students made over \$400.00 by selling candy for the holiday to families. They also did very well selling chocolates to employees at the PSE&G trip. They sold every piece of candy made that was displayed on the table. Students also did equally as well during the Commission Sale. Students took inventory prior to spring break and there was no candy left. Since returning from vacation, students are currently working on products for Mother's Day and Prom favors for the upcoming Prom.

During Food Preparation this year, Mrs. Palmer is preparing breakfast and lunch foods with Mrs. Shaw's and Mrs. Porchetta's class to eat in the room during class time. Mr. Carten's and Mrs. Palmer's classes are also preparing lunch in the classroom and eating it during lunch.

Jewelry: In vocational class we are preparing for upcoming sales. Students are now helping to design their own earrings, bracelets and necklaces for spring. Our trips to Michael's craft store this month have all gone extremely well.

Fabrics Plus Shop: In vocational class, Fabrics Plus Shop, the students made great sales at the commission. The students made various welcome home signs and quotes and put stencil signs onto the tote bags. Students learned to screw down the nails into the hooks for the Welcome Home coat rack. They started learning distressing techniques to add warmth and character to the wood frames as well.

Life Skills: In Life Skills, the students learned how to fill out a blank job application form and had a discussion about understanding the importance of each question and how to complete the form.

Therapies: Speech: This month in speech the students worked on various ADL activities including themed Scavenger hunts for St. Patrick's Day and Easter. Students also worked on cooking activities including assembling a sandwich/making a smoothie, and followed multistep directions while playing a movement game. We have also worked with teachers and other support staff to review and implement student behavior plans and how we can better incorporate them into our sessions. We have worked with students to develop topic lists and various visual scripts to enhance their ability to initiate and maintain conversations. We have also met during after school time to plan and organize the Spring Fling.

Occupational Therapy: Currently we have two full time and one part time occupational therapist working at Westlake School. The part time OT has four students she will be responsible for and will be sharing five additional students with Sara Rocha. Our part time OT will be making up some sessions and open up slots for therapists to do additional groups. The OT's continue to collaborate with teachers and classroom staff regarding sensory needs of their students and provide necessary equipment and training. Sarah Rocha has written sensory diets for three students and has begun implementing them in the classroom.

We continue to collaborate with speech to determine activities for the ADL support groups. Activities this month included cooking/preparing snacks (fruit smoothies and turkey sandwiches), reading written/picture recipes and completing recipe reviews. Additional activities included an obstacle course and a spring

scavenger hunt. These activities incorporating fine, gross motor and cognitive skills, and following verbal directions. Spatial and directional concepts are emphasized during these activities.

Social Work: Four IEP meetings were held since the last report in order to revisit student progress and plan for academic and vocational futures. Districts and parents seek input and guidance from our staff at these important annually occurring meetings. A portfolio of student work coupled with objective data has reinforced the professionalism of Westlake's evolving academic and vocational program. At this time in the school year some graduates and their families begin to demonstrate feelings of anxiety about leaving Westlake. Phone calls from families have increased significantly as June approaches. Many families are asking for reassurance that all required paperwork has been completed and processed, a Support Care Coordinator assigned and an "Over 21" program funded for their graduate. Exit IEP meetings have been scheduled in an effort to make certain students will be appropriately connected to their next program site.

Behind the scenes much planning goes into the Team meetings with parents and Dr. Amy our consultant psychiatrist. It is through interpersonal relationships that trust can be established before approaching the delicate subject of behavioral and emotional supports such as medication. These meetings for select families seem very helpful to families who are struggling to find answers to better cope with the challenges a special needs child can present.

Mr. Caverly, our Kean MSW intern, continues to co-lead a weekly manualized CBT "Coping Skills" group for students as well as three other counseling groups to assist students. His internship is soon ending and he will be missed by many of the students with whom he has established a good rapport. We continue to meet weekly to review his progress recordings required by his program. Final paperwork is due to Kean this week which will be reviewed before submitting to the Kean Field Office. Overall, it has been a worthwhile experience for all involved.

In counseling sessions, we continued our group and individual work, and students continue to make amazing progress. Individual counseling sessions have progressed as students show that they have mastered skills, and overcome issues, and we move on to new challenges and concerns. We are pleased by the participation of the students, and their eagerness to want to come to counseling.

Behaviorist: At the beginning of this month the behavior department met with our consulting psychiatrist Dr. Amy, classroom teachers, therapists, parents, and case managers for several students (MF, AR,BF) who have been having frequent incidents of crisis behaviors. In preparation for these meetings, data on each of the students was analyzed and reviewed with team members. During the meetings, the team worked collaboratively to discuss the most recent behavior data, strategies and crisis protocols that have been put into place, medication changes, and behavior changes both at home and school. In addition to the formalized team meetings, both behaviorists have met with classroom staff to review and model updated procedures, crisis protocols, and behavior data for these students.

A team meeting was conducted to review the Behavior Intervention Plan including target behaviors, behavior function, and antecedent strategies for MM. Participants of this meeting included classroom staff members and therapists. Data collection procedures have also been reviewed with classroom staff and continue to be reviewed on an ongoing basis. Data also continues to be inputted on all students with BIPs, as well as graphed and analyzed by the two behaviorists on an ongoing basis.

On April 17th, the third behavior intervention training was provided to all Westlake staff (certified and noncertified). Both behaviorists have also begun a professional development online course entitled "Clinical Considerations for Crisis Behavior". This webinar will provide additional information and training on ethical and clinical considerations when developing behavior intervention strategies for students who engage in crisis behavior.

LAMBERTS MILL ACADEMY:

As of April 18, 2018: LMA Actual: 46 LMA District - Non-New Point: 42 New Point Specialty at LMA: 4 Changes: 2 Entered: 1 Pending: 0 Exited: 2 Trinitas Hospital : Bedside Instruction: 28 (inpatient) Day Program: 55 Approved-Agreement signed: 67 Classified: 31 Regular Ed: 36	Fire Alarms: 0 Fire Drills: 1 Security Drills (1): 1
Referrals in March: 5 Intakes Scheduled: 6 Completed: 5 Accepted LMA placement: 2 Placement Pending : 2	Suspension out of school: 0 In School Suspension: 0 HIB: 0

Administration

PARCC Preparation courses have begun. Students have been familiarizing themselves with the online testing format, types of questioning, navigating the tools, learning about their specific accommodations and how to ease anxiety during testing. Staff have been providing incentive programs for PARCC related activities as well as providing additional supports for students who have testing anxiety.

Our Anti Bullying Specialist is creating a peer mentoring and educational program to continue to foster a positive school climate and a community of up standers who stand up against bullying. Students will be working together to create their own school climate improvement projects.

Academics

CET: Students have been working on managing consumer spending where our main focus was on deciding where to shop. Retail, direct selling, catalog, mail order, television and internet shopping were some of our choices. We have also been working on individual budgets and identifying wants versus needs.

One of my main tasks has been trying to set students up for success by helping them to create short and long term goals. Using a true example of a budget helped to motivate students to set measurable and smart goals with hopeful and impactful outcome.

Students continue to volunteer at Clark Nursing and Rehabilitation Center.

English Language Arts & Literacy: Students designed gift tags and gift wrapped with ribbon, books from our book drive. The book gifts are being delivered to each of our Commission schools. We are celebrating Poetry month with an array of stations for students to choose as they create a plethora of poems. Through guided practice and a multitude of hands on projects from exploring various poetry apps to magnetic poems and baggie Haiku creations several creative poems have been submitted to our Literary Magazine.

We have completed our Narrative unit through a narrative creation. Students have also participated in teacher student conferences after self-monitoring their progress. This proved effective in helping students accurately assess their progress. Students have been practicing the PARCC tutorial for ELA&L to become more familiar with the testing style so when the test arrives they can focus on the content.

Students participated in a field trip to the New Jersey State Theatre to see the classically trained duo violinists, Kev Marcus and Wil B. This duo is known as *Black Violin* and they merge classical, hip-hop, jazz, blues, R&B into their own unique inspirational style. This experience was a comparison to a trip we took back in the fall to see Regina Carter and her inspiring violin arrangement of Ella Fitzgerald's classic Jazz music at the NJPAC. The trips were based on the language of the arts melding music and literacy.

Science: We are eagerly awaiting spring here in Science class. We had a fun field trip to the Rutgers Farm in early April. Students got to touch (and smell) goats, sheep, horses, cows and pigs. Spring is a great time on a farm, so we saw baby lambs, calves and baby pigs. We also got to see sheep being shorn, which led to an impromptu discussion of wool and natural fabrics. Back in the classroom, most of us have been studying water, its chemistry and how it impacts biology, and environmental science. We have done several hands-on activities dissolving substances and exploring surface tension. This week we will explore acids and bases and learn to pH test liquids and test for total dissolved substances. We will put this skill to work as we set up our classroom aquarium.

Mathematics: Students working in Geometry continued to work with 3-Dimensional shapes and discussed different formulas for volume and surface area. We engaged in Project Based Learning by creating a walkway into the LMA Garden. Students were responsible for designing a wooden 'form', calculating how many bags of cement were needed to fill a 3 feet by 8 feet slab. They then worked together to excavate the dirt (volume) and fill it back in with the concrete using the wooden form as a visual guide. Students will continue this project by figuring out a pattern to lay natural flagstone on top of the walkway, along with calculating how many bags of mortar are required for this.

Students in Algebra have begun to learn about conics including parabolas, circles and ellipses. They have been learning about the distance formula, and how to use it on the coordinate plane system. Examples have been modelled on the Smartboard, and the use of TI-84 graphing calculators have assisted students with verifying the distance formula.

History: This month, students have been progressing as expected through their individual classroom curriculums. Students in World History completed their study on the Byzantine empire through an analysis of Justinian's Code. Students compared Justinian's Code to the laws of today. Students used both to craft laws they would have in their own society. Students started their unit on the rise of Islam, the middle ages, and the start of the crusades. Students started the unit by studying the rise of Islam and the social movements created by its emergence. After the PARCC testing, students will study of the middle ages, cultural developments of the era, and the development of feudal society.

Students in US1 have been studying the creation of the United States Constitution and the legacy of our first presidents. Students have been evaluating the structure of the constitution, its meaning and how it applies to them. They studied the 7 principles found in the original amendments to the constitution and used what they learned to craft principles for their school to follow. They successfully completed a constitution scavenger hunt identifying key rights, privileges, and roles in our constitution afforded to members of our government and society. They utilized what they had learned to draft their own constitutions for Lamberts Mill Academy that included a Preamble, a Bill of Rights, and Amendments. After PARCC they will study the first presidents and develop an understanding of the movement westward toward Manifest Destiny.

Students in USII have been studying World War II, its causes, and the root of the holocaust. Students followed the rise and purposes of fascism in Europe and its contributions to World War II. Students were challenged to search through previous units to identify events that could have caused World War II. When learning about WWII, students studied the motives behind key military battles using evidence from texts and lessons to predict the winners of each battle. Students participated in a debate over lend lease, utilizing evidence from congressional speeches to develop their argument. Students studied the attack on pearl harbor through images and diary entries to determine its impact on the American people. After PARCC students will continue their study of WWII through their holocaust curriculum focusing on anti-Semitism as a root cause. Upon completion, students will move into the post WWII world, the baby boom, and the cold war.

Students in Sociology continued their study of socialization and its impact on society. Students have evaluated the spheres of influence and how they impact the development of personality. Students connected the possible outcomes of an individual's interaction with the spheres of influence with the theories studied previously. Students have more recently been evaluating the concept of gender and its sociological difference from biological sex. They first developed an understanding of the varied theories behind gender and then used them to define gender identity. Students are currently evaluating how nature and nurture impact gender identity through a study on educational practices and advertising practices and how they differ depending on a child's gender identity.

Physical Education and Health: *Take me out to the ball game. Take me out with LMA. Buy me some peanuts and crackerjacks; I don't care if I never get back. Let me root, root, root for the home team. If they don't win it's a shame. For it's one, Two, Three strikes you're out at the old ball game!!!*

Students are swinging their bats and getting their mitts ready for another exciting unit of Baseball and Softball. We have been learning and practicing skills such as catching and throwing, ground balls, pop-ups, batting, and all the rules and history to the sports of baseball and softball. We are currently taking batting practices every day preparing for the 2nd Annual LMA Home Run Derby which will be taken place at the end of the unit. We will also be participating in good ole traditional wiffleball games as well.

For Health we have been working hard in the CPR/AED/First Aid Unit. Students have been learning and practicing their life-saving skills such as performing CPR, using an AED, and rescue breathing. We covered sudden illnesses such as strokes, seizures, and multiple environmental illnesses. Students are following along with the American Red Cross training manuals and videos and are working hard on mastering their life-saving skills.

World Language: This month students are working on the unit “*La Familia y las Celebraciones*” in Spanish class. Students were able to describe different outfits about the characters in the video “*Los Castelleros*”. The teacher wrote a short description of the people participating on the highest tower based on the video. Students have to look at the pictures on the board and describe it using the verb “*gustar, comer, gustar, tener and preferir*”. To ensure students' understanding, the teacher used different questions about the reading, “*Los Castelleros*” using the verbs “*necesitar, gustar, necesitar, tener and ser/estar*” as a Formative Assessment. By interacting with each other students enjoyed performing activities designed by the teacher, based on each student's current level of performance. Some of these activities included interviews, reading comprehension questions, writing assignments, listening activities. Therefore, students had ample opportunities to practice the new skills and knowledge using the family and celebration vocabulary that they have learned in class.

LMA Clinical Department

Lifeskills groups began this month working on stress management and positive coping skills by engaging in classroom discussion and hands on activities. As PARCC testing was approaching the lessons focused on ways to manage anxiety. The groups participated in relaxation and mindfulness activities to prepare the

students to sit for the test. These group lessons targeted the goal of reducing anxiety, while encouraging students to do their best throughout testing. Once PARCC testing is complete group lessons will conclude with post graduate plans and summer transition for those students that are not graduating.

New Point: Students went over and got acquainted with PARCC testing procedures. The students had no problems with the three days of testing. The students were well behaved and seemed to work diligently throughout the testing.

The students looked at the tragedy of HMS Titanic, using a STEAM approach. The STEAM process looked at bad steel plates and rivets and a slow burning coal fire as a reason for the Titanic's tragic ending. Improper radio distress signals and careless sailing protocol were also contributing factors in the Titanic's fated maiden cruise.

In History, we looked at the end of the Civil War. The Civil War ended on April 13, 1865. Slavery had ended, but the country would need a period of time to heal itself. Reconstruction would not heal the country, but would fuel Racial tensions until the Civil Rights Movement of the 1960's.

The Social Action Club serviced the Westfield Food Pantry on April 27th.

Trinitas We have had quite a number of new students recently, so we have been very busy contacting schools to obtain course schedules, assignments and materials for our students (which we do not always receive, despite repeated requests). Until material arrives we create a curriculum for the students in all subject areas utilizing the books and materials that are here. This can be quite challenging because the students are not always able to identify the courses they are taking.

English assignments from school districts for middle and high school include reading Charlotte's Web (4th grade), The Giver by Lois Lowry (7th grade), The Boy in the Striped Pajamas by John Boyne (7th grade), Fahrenheit by Ray Bradbury (9th grade), That was Then This is Now by S.E.Hinton (9th grade) and a volume of short stories by Louisa May Alcott and Stephen Crane, among others. Younger students complete work in phonics and levelled reading texts.

Assignments for the other academic areas also range from the primary grades through middle school and high school. Students who do not have assignments from their schools are learning about our environment in honor of the upcoming Earth Day. One interesting article was about a school in Connecticut that planned a full week of activities that sparked discussions about ways to incorporate the three "r's" of recycling into everyday life.

CROSSROADS:

Enrollment as of Actual: 48 Changes:0 Entered: 2 Exited: 0	Referrals: Intakes Scheduled: 2 Accepted: 2
Fire Drills: 4/25/18	Emergency Drills: 4/13/18

Consuelo Alzate's Class: During the last few weeks, the students in this class have improved tremendously. Fernando has returned to school and is adjusting well to the daily routine. Academically, in the area of visual perception, he is now able to match four pictures to their name. In the area of Mand, he is able to use an i-pad to communicate his favorite foods, some toys, people, places and activities. Alex has made nice gains in the areas of verbal communication; he is now able to tact ten single words. Alex is also

showing improved ability to identify letters, numbers, shapes and people. In the area of Listener Responding, he is able to complete four motor actions upon request.

Tanzi and Raphael are excelling in the areas of reading and math. Lucky is improving his social play skills. He is able to tolerate proximity with other students and is able to take turns without disruptive behaviors. Raphael is able to count 1 to 17 and is showing improved visual perception skills. Raphael, Alex and Tanzi are able to match 10 to 15 pictures to words without support, as well as matching non-identical items and actions. Fernando, Alex, Tanzi and Raphael are now able to follow a 3 steps independent picture schedule.

Kristen Fisco's Class: A thematic unit for the month of April was Earth Day. Students identified ways to keep the earth clean. Students participated in an "Our Class Cares" activity. During this activity, each student selected an example of how they can take care of the Earth from Pro Lo Quo (ex: turn off lights, unplug cords, recycle) to verbally use their own words. Next, students placed a corresponding sentence strip or PECS card onto the Earth poster. Then, students identified items you can recycle (aluminum cans, glass bottles, and plastic bottles) and sorted them into the recycling bin. Students also identified living things. They identified the holiday Earth Day by singing along to "If you care about the Earth, keep it clean." Then, students alternated reading/read along with the instructor "The World We Live In." Students followed either verbal or written directions to locate pictures of living things around the classroom such as leaves, flowers, trees, etc. As each item is found, students either dotted next to the name of the item on a checklist or wrote down the name of the item.

The field trip this month will be to Medieval Times. Students will observe medieval clothing, eating styles, and showmanship. Students will practice ADL skills, eating in a restaurant setting as well as good sportsmanship by cheering on their knights.

This month, Ms. Fisco will be attending a STEAM training. Participants will discuss low floor high ceiling math tasks, which are accessible to all students, but can be extended to challenge all learners. Participants will explore existing tasks through examples and learn to create new tasks of their own. Using a "speed dating" style collaboration and design thinking activity teachers will have the opportunity to design a variety of meaningful and engaging hands on projects that bring STEAM to any content area. They will learn about how to create a badges program to prompt STEAM-based skills. Many students do not self-identify as techies, yet with exposure to Maker activities, they readily app smash, prototype, and 3D print. They will share and discuss the joys of making and tinkering for lower and middle school students in a non-MakerSpace. An introduction was provided regarding design thinking, a hands-on experience in its application, and a discussion of its application in various subject areas and grades. The methods for evaluating student work, and examples of student tasks and student work was also given. Adding Art to STEM helps draw reluctant students into math, and develops inquiry skills. They will see and make 3-5 projects integrating Math and Art and discuss implementation tips and will learn how each project can develop higher level thinking. Students will explore the use of role-play simulations in the science classroom to engage students with concepts at the molecular level Students will also discuss of the value of role-play followed by group practice and development of novel role-play activities.

Natalia Amador's Middle School Class: For the month of April, students celebrated Easter by incorporating many fun activities into our curriculum. They explored this topic by reading books, making crafts, and most importantly working together as a team on educational scavenger hunts. They expanded the lesson by working on context clues to find where the Easter eggs were hidden. They truly enjoyed it! Students also learned about Holocaust Remembrance Day.

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, students are working on stocking up the kitchen with needed items and taking utensil orders.

In Social Studies, students explored why we celebrate Yom Hashoah (Holocaust Remembrance Day). They read a story written by Jennifer Dobner, called *Escape From the Holocaust: How Nicholas Winton saved 669 Children*. They expanded the lesson by researching Yom Hashoah traditions and comparing/ contrasting it to ours.

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 double-digit multiplication. Jefferson and Uthmaan are both working on single-digit multiplication by grouping. They are all reinforcing their academic goals by using Khan Academy and Spelling City twice a week.

Christina Witte's Middle School Class: This month students are celebrating Earth Day through various cross-curricular activities. They are continuing our school-wide recycling efforts and are proud to announce that the Middle School recycled more than 80 lbs of paper and more than 500 gallons of plastics and cans last month. Our monthly trip to the recycling center is truly adding perspective and real-life application for all our students. Learning more about conservation, they have been re-purposing ordinary items for different crafts and lesson materials, including egg cartons to count with one-to-one correspondence, while discarded bottles have turned into lava lamps during their science experiments.

They also had a community-based instruction trip to the Clark library, where students are continuing to learn how to use and navigate the Dewey Decimal System to find books. They also do different level scavenger hunts, to find books by topic, researching questions within particular books and/or finding pictures inside a particular book. They love our STEM education program in the library. Among other things, students explored coding techniques using coding toys and games, as well as experimenting with textures and slime.

Finally, students have started our manufacturing workshops to make scented candles and bath salts. We received these materials through an Entrepreneurship grant. This opportunity has given much more depth to Elaina's and Devin's math skills in the last few weeks, as they were looking at the cost of items, budgeting materials and calculating prices of items to be sold. Other students are using picture sequence directions to gain independent work skills or applicable work behaviors, such as gaining the attention of a teacher when they are done, or self-checking their work. Everybody has been exploring different aspects of the process and finding their niche to meaningfully contribute to the manufacturing process.

Susan Parenti's Middle School Class: Social Studies- students discussed the importance of recycling and what materials can be recycled. They sorted pieces of paper, plastic and aluminum and identified the symbol for recycling, the recycle loop, and talked about the meaning of it.

To celebrate Earth Day students discussed ways in which we can take care of the earth. They brainstormed different ways to conserve energy and help the Earth. The students also followed a recipe to make Earth Day cupcakes and worms with dirt.

Students also discussed the holiday, Easter. They made an Easter basket, dyed Easter eggs and participated in an Easter egg hunt.

Allison Gebler's Middle School Class: Students and staff reviewed how they spent their Spring break. A variety of life skills and social interactions were discussed, via PECs, regarding who students interacted with during their vacations and which activities they took part in. This activity was made possible by the wonderful parents of Room 111 who provided written descriptions of their child's week away from school.

The class also expanded their social interaction abilities through turn taking during the game Peanut Butter and Jelly. Each student must collect cards displaying two pieces of bread, peanut butter, and jelly. Once complete everyone enjoyed creating the sandwiches for themselves to eat.

Students used reading, math, visual perceptual and sorting skills in an assortment of Earth and Arbor Day activities. Using an adapted book that incorporates visual reading comprehension, through questions answered with PECs, the young men in Room 111 learned about the importance of doing one's part for the Earth. The vocabulary within the book and ways in which citizens can assist in protecting the Earth were reiterated during many craft activities including "Give a Hoot, Don't Pollute" owl craft and Earth Oobleck.

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 Shoprite thus far.

The Professional Development trip, to be taken by Miss Gebler for the LLI Atlantic Gaining STEAM Conference, will demonstrate hands project based learning across curriculums. This conference consists of active learning workshops that promise artifacts, not just ideas, and will be extremely beneficial during the inaugural year of the DLM Science and Crossroads' MakerSpace Program.

Speech Department: Fernando has made improvements in generating grammatically correct sentences to request. For example, he is able to say "I want bike please" on Proloquo. Max is able to follow a 1-step direction during therapy activities (e.g., color the sun yellow).

Hope went with two classes to the Liberty Science Center; it was an enriching learning experience for the students. The middle school continues to go to Shoprite and deliver the requested groceries to the entire school.

Spring is being celebrated in the classrooms this month. During speech group, the students played "springo," (speech bingo) to brush up on their spring vocabulary. The activity was engaging for students of all levels. Some students had to guess the object based on a description and some just had to identify the picture by creating a match. Eileen incorporated movement and following directions into her speech group this month.

Occupational Therapy Department: Seamus is OT student of the month for being able to consistently use the iPad buttons for "yes", "no", and "I need help" when placed in different areas of the page.

During the middle school O.T. groups the focus has been on leisure activities and functional socialization skills amongst peers. The earlier learners have been participating in sensory-motor groups to work on body awareness, sensory regulation, and motor planning as a prep for fine motor work.

- Kim V. attended a continuing education course entitled: Dyslexia: Building NEW Neuropathways to Master Visual and Auditory Memory, Visual Perceptual Skill Development and More.
- Alex C. (the OT intern) completed her 12 week fieldwork supervised by Dina A. She left for the program a tactile alphabet to assist students with learning the correct letter formation through a multi-sensory kinesthetic approach. She will be missed!
- Dina A. completed the Safety Care training with the para-professionals.

Physical Therapy Department: Currently at Crossroads School we have one physical therapist working two full days each week. There are 15 students receiving physical therapy (PT) with a total of 17 individual

treatment slots, three students receiving an IEP directed PT group and one consultation. This month a prospective PT student began observing at Crossroads and she plans to be here every Friday.

Our students are continuing to progress nicely with their PT goals and objectives. A few nice weather days this month have allowed us to practice carrying over PT goals in a functional setting on our new playground. O.E. has shown amazing progress negotiating the playground structure compared to last spring/summer. P.E. is new to PT and is off to a good start as he acclimates to his new program. We are very proud of S.V. who can now jump over hurdles after months of practicing!

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.

HILLCREST SOUTH:

Enrollment as of 04/20/18 Actual: 106 (107 as of 05/07/18, after PARCC testing) Changes: 2 Entered: 2 Exited: 1 Suspensions: 2. 1 for willful disobedience, disruption of the educational environment, and aggression towards staff and 1 for violation of contract, refusal to work, and intimidation of staff.	Intakes Pending: 4 Waiting List: 0
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This month the students at Hillcrest Academy South Campus (HAS) took the SAT at their Academy in Elizabeth. Ms. Mendo, the shared School Guidance Counselor, worked with the counselors from Elizabeth to ensure the students were registered and knew the logistics of the test day. Prior to the test date, Ms. Mendo met with the students to discuss the importance of the SAT as a graduation requirement. The students who have not met the ELA and Math Assessment Requirements begun to work on the Portfolio Appeal. They worked closely with their teachers to ensure it was complete by the end of the April. Seniors continued to make progress in their credit retrieval courses. The students also attended an assembly on substance abuse and prevention presented by Prevention Links.

Ms. Mendo attended a PARCC training at the Commission this month in order to prepare schedules and train staff. There, she gained knowledge of the test administration, procedures, and security plan. Guidance lessons were held during English classes to review the importance of the test and to disparage any misinformation. Students understood that the PARCC test was directly related to their graduation. Students were also familiarized with the new NJSLA-Science test. A schedule for the two weeks of PARCC testing was created, as well as for the two days of the NJSLA-Science. Students were assigned testing groups and were given individual schedules to follow. Ms. Mendo also ensured the roster of students testing was up-to-date. She reviewed IEPs and 504 plans of students to determine any accommodations needed.

Ms. Mendo also took a trip to Union County College (UCC) with students who completed their FAFSA requirements. While at UCC, nine students registered for fall classes.

The HAS Community Service Program (HASCSP) honored Global Youth Service Day with a school-wide bake sale that was held in order to raise money and awareness for the issue of childhood hunger. Some proceeds from this event will benefit the Share our Strength/ No Kid Hungry organization. April was Autism Awareness Month and as a culminating event the HASCSP hosted their fourth annual Autism Awareness Day. Students were presented with autism awareness pins, shared facts and personal experiences with family members affected by autism, and held a fundraiser to benefit the Autism Society of America. HASCSP took part in the Union County Freeholders/ Shade Tree Commission Arbor Day program. Williams

Nursery in Westfield provided HAS with a flowering tree and instructions on how to properly plant and care for the young tree. We are grateful to Williams Nursery for helping beautify the HAS campus.

Ms. Gilchrist, School Social Worker, continued to supervise the Rutgers Social Work Intern. Ms. Gilchrist has successfully completed the Rutgers University supervision course that was mandated in order to supervise the student. Ms. Rosas completed her internship at HAS on 04/18/18 and will be missed.

The School Climate Survey was reviewed to determine if any additional modifications were needed. Spirit days continued in an effort to improve student culture, morale, as well as increase grades, improve academics, and elicit positive behaviors. To date, Spirit Days were extremely popular with both staff and students participating on a weekly basis.

Ms. Gilchrist attended the monthly DCF meeting and was prepared to post tested DCF identified students. Additionally, she has identified two students who were in need of services. The Social Worker met with Dr. Glickman to discuss DCF and other students who were in need of additional counseling support.

Ms. Gilchrist planned to arrange a breakfast and other incentives for all students who were PARCC testing and met the established criteria that included daily attendance and appropriate conduct during the testing. The Social Worker also arranged and hosted an honors breakfast for those students who met the high HAS standards of attendance, academic achievement, and conduct that included weekly visits to the Westlake Cafe.

Mr. Sternberg's Chemistry classes 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 formulae in accordance with the Law of Conservation of Mass. After being assessed formally, the students learned how atoms bond together and create various structures with different functionality. In Mr. Sternberg's Forensics classes, students became forensic anthropology apprentices and performed well as they analyzed and deciphered 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 it came to deciphering anatomical skeletal features and bone length, width, and girth.

Students in Ms. Duarte's class began to study issues in American society that continued to make their way into talks surrounding the role of government in our everyday lives. In U.S. History II this was the issue of war with a close look at WWII including the causes, the use of propaganda, and the impact the war had on global society. Students delved into the unit by writing a document based question, studied the impacts of the war on the American Homefront, studied propaganda posters, and researched the treatment of the Japanese in the United States. In Economics students looked at the increasing instability of the US economy and engaged in an article analysis where they studied the debate with regard to the minimum wage. Students used the articles to write position papers and create political cartoons expressing one of the positions. In all, these discussions served as great tools to help students work on using factual evidence to support their arguments as well as helping students piece together history and present day events.

Ms. Wrzesinski's U.S. History I classes demonstrated critical thinking, map analysis, listening skills, note taking, and analytical skills. This was accomplished by looking at primary and secondary sources, note taking, developing graphic organizer skills, and analyzing various texts and maps. The topics covered this month were the completion of the Constitution, Amendments, and Federalists/ Anti-Federalists. Specifically these topics included the Bill of Rights Amendments and their explanations. Other topics included branches of government (legislative, executive, judicial) along with their checks and balances, federalists who supported a strong centralized government, anti-Federalists who supported individual state governments, and

the government in the 1800s as the US was changing. Students also researched current event articles and answered questions plaguing our country today. Modern World History classes covered the “Big Three”, Wilson’s 14 points, Paris Peace Conference, the Treaty of Versailles, WWI, and the Russian Revolution. Specific topics included Czar Nicholas II and his treatment of the Russian people, Lenin’s Rise to Power, the Rise of Stalin, life in Germany after WWI, and ended with the Rise of Hitler.

Mr. Kaplan’s classes saw the end of the unit on the Nuremberg and Jim Crow Laws and then started the Civil Rights movement. During the month of April, the key skills of the class continued to improve. Skills such as research and writing were heavily focused on. Students were able to work upon these skills by investigating the Montgomery Bus Boycott and the surrounding issues. Students discovered the complex situation surrounding the boycott and the key people involved. Students did this by breaking down primary source documents, researching expert opinions, discussing and debating key topics, and synthesizing the information in writing assignments.

Mr. Sobieniak’s Trigonometry students learned to calculate the length of arc of a circle, the area of a sector, and a segment of a circle. Students in the Probability and Statistics class learned about permutations, combinations, and how to use them to calculate probabilities. The Success Seminar students learned more about college preparation. They explored colleges, which could be their future choices. Students also learned about financial aids, different types of grants, scholarships, and different types of loans. Students of all mathematics classes utilized Khan Academy to improve their algebraic skills on Fridays and used the SmartBoard throughout every lesson.

Ms. Ferrari reviewed the practice PARCC exam for the students in Algebra II. The class read through the questions on the SmartBoard and worked out the problems. Ms. Ferrari modeled how to use the calculator PARCC provides. In addition she provided the students practice with the TI-84 calculators. Ms. Ferrari modeled certain functions such as dragging graphing an inequality on a number line. Students were provided ample time to fill in the open ended responses on their own personal computers. They were directed to demonstrate that they completed work to get a perfect score for their participation for the day. The teacher also reviewed the practice PARCC exam for the students in Geometry and modeled functions such as converting from the Radian Mode to the Degree Mode. This lent itself to have a discussion about the unit circle. In the Success Seminar course the students reviewed various TED YouTube videos. The videos opened up discussions about various topics about education, such as applications of creativity, the effects of poverty, and other obstacles educators and students have to overcome. The Math Strategies students completed a unit on linear equations and functions. They graphed linear equations and reviewed writing equations in slope-intercept form, standard form, and point slope form. They also applied linear equations to real life situations.

Ms. Cioffi focused on tone and mood in both Fiction and Informational texts. Students practiced skills in which they identified the tone of a text and cited textual evidence to support that tone. Students reflected on what specific word choices authors used that demonstrated tone and then evaluated and analyzed why an author felt that way towards particular subject matter. Students reflected on how an author’s tone, word choices, and information provided could affect the mood of the readers.

In commemoration of Holocaust Remembrance Month, students in Ms. Holden’s English classes read excerpt from *The Diary of Anne Frank*. In addition, students completed a Webquest assignment and discussed the social conditions that were necessary for the Holocaust to take place. Students had lively discussions on evil and how people react to evil. Also, students read an article on the life of Anne Frank and utilized technology to enjoy a virtual tour of the Secret Annex. Students took notes on the layout of the Annex and then pretended to be Anne Frank by writing their own diary entry that detailed their feelings about how they would react to living in the Annex. April was also Poetry Appreciation Month. Students enjoyed reading and analyzing the poem, *First They Came for the Jews* by Martin Niemöller. Students then

created their own poems *First They Came for...* and shared them with the class. In addition, Ms. Holden solicited and provided gifts and prizes for the annual UCESF dinner.

Ms. Cherville's Spanish classes learned the language mechanics to conjugate verbs in the present tense. They used the structure to write about their daily activities in school and at home. They also were able to describe their family members' favorite activities. They identified 30 new adjectives to describe a person's character and wrote about family and friends. They identified long paragraphs and answered comprehension questions. Spanish speaking students worked on writing assignments. They wrote comparisons between countries and famous people as well as their favorite movies.

The students in Mr. Barone's Physical Education classes returned to their volleyball unit from their practices for the Hoops for Heart basketball game, which was such an exciting game! Mr. Barone demonstrated and reinforced volleyball specific skills and students returned to game play. When in the Fitness Center, students continued to use the fitness equipment and continued tournaments in both ping-pong and billiards. In Health, students have completed their unit on Illegal Drugs. This unit coincided with the Prevention Links assembly all students were able to participate in about the use of illegal drugs and students learned about the harmful effects, both on the user and the user's family and friends. Students also learned that the use of drugs, especially opiates, is unfortunately on the rise across our state and our country.

Ms. Rubin, the School Nurse and Health teacher, made calls to all of the absent students' parents each day. The nurse has been assisting with entry and dismissal procedures as well as lunch duty and supervising the hallways as students switched classes. The nurse saw an average of 15 students per day. Ms. Rubin has assisted with any needs at the Westlake School when the Westlake's nurse was involved with student medical emergencies. The nurse chaperoned a trip to the Ronald McDonald House where the students prepared a meal for the residents at the house. The nurse will complete the health screenings for eyes and ears next month. In addition, Ms. Rubin solicited and provided gifts and prizes for the annual UCESF dinner.

HILLCREST/NORTH:

Enrollment as of: 4/20/18 Actual: 93 Referrals : 3 Changes: 3 entered	Drills: 4/20/18 Fire Drill and Lockdown Drill Discipline: 2 students were suspended out of school for 2 days for willful disobedience and open defiance.
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This month the students at Hillcrest Academy North took the SAT at their Academy in Elizabeth. Ms. Mendo worked with their counselors to ensure the students were registered and knew the logistics of the test day. Prior to the test date, Ms. Mendo met with the students to discuss the importance of the SAT as a graduation requirement. The students that have not met the ELA and Math Assessment Requirements have begun to work on the Portfolio Appeal. They are working closely with their teachers to ensure it is complete. Seniors are continuing to make progress in their credit retrieval courses.

Ms. Mendo attended PARCC training at the Commission this month. There, she gained knowledge of the test administration, procedures, and security plan. She met with the students scheduled to test to review the importance of the PARCC and to dispel any misinformation. Students understood that the PARCC test was directly related to their graduation. Students were also familiarized with the new NJSLA-Science test.

In the month of April, the Social Studies Department at Hillcrest Academy North began researching "how can the 2018 Senate and House elections impact President Donald Trump's power in the US?" They started

by learning about the Senate and the House and how they are designed to balance the power in the US government. From there, they researched the current balance of power between Democrats and Republicans in Congress and then how the current voting projections would impact that balance. With that information, they are now currently creating ways to campaign for the candidates they support in 2018.

In English, students have been taking the unit 2 assessments, as well as writing their portfolios. Students also learned about various forms of poetry and different elements needed to make a poem effective and meaningful. Students have reviewed the writing process and are currently writing their first poem. They will be writing a total of four poems for this unit. In Shakespeare class, students watched *MacBeth*, and focused on the idea of fate and revenge has on the play. Students went to go see *Comedy of Jersey Errors* on the Kean Stage. They enjoyed the play very much and wrote a reflection essay on what they learned.

In Math, students in the Trigonometry classes have been working on graphing trig functions. They studied the transformations of the functions and how to write the equation for such. The project was to create a roller coaster ride graphically and label the different equations that go with the different parts of the ride. They have to know that the speed of the ride is determined by the coefficient of the angle and the height by the coefficient of the function. Students in the Probability & Statistics classes have begun the section on probability. They have been applying their review of fractions when determining probabilities. They have learned to use the notations, formulas, and various representations for outcomes of events including lists, charts and tree diagrams.

In the health office the nurse began the yearly health screenings. The Nurse is planning a Cardiac Arrest table top drill with Mr. Marquet to be held in May. The nurse organized a CPR certification class for staff on March 13th and attended a meeting led by Mr. Kowalski regarding the revised procedures for workman's comp. Health class continued the unit on Substance abuse by viewing a video by the Wall St. Journal called "American Epidemic: The Nation's Struggle with Opioid Abuse" which is a documentary about 3 families' struggles with the impact of a family member's addiction. Physical Education classes continue to work towards their fitness goals.

The month of April found both Biology/Environmental Science classes delving deeper into content. They further enhanced their knowledge of DNA by studying its structure and the mechanisms by which it transmits traits to successive generations. From there they explored heredity and completed a project that analyzed the traits of Sesame Street characters and postulated as to what their potential offspring would look like based on Mendel's Laws of Heredity. Next month, Biology/Environmental Science students will begin studying biomes and ecosystem interactions.

NONPUBLIC:

Nonpublic School Services Department is preparing for district consultations with nonpublic schools to discuss programs and projected allocations 192/193, Technology, Textbooks, Security, Title 1 and IDEA-B programs for the 2018 – 2019 school year.

The Child Study Team is finalizing annual evaluations with all of our Nonpublic School students. They are also partnering with the Public Schools in Union County to assist with end of the school year evaluations.

Nonpublic teachers have been working with their students on strategies and test taking techniques to prepare for standardized testing.

The Nonpublic Title 1 program for the 2017 – 2018 school is coming to a successful end of year on April 30th.

All school board approval for the nonpublic technology and textbooks programs for the nonpublic schools have been approved and all purchases have been made and delivered.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 13

Project SEARCH-Overlook Medical Center Enrollment: 8

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:

Person Centered Planning- Students have been involved in various activities to help them develop an in depth understanding of their personal preferences, traits, and goals. They are focusing on what makes them unique (what they value, likes/dislikes, supports in their life, how they communicate best, and their future plans). This information will help create a brochure that can be used with other materials at a job interview.

Self Determination and Self Advocacy- Students are in the process of understanding the importance of being self-determined and how to self-advocate for their future and other important things they want to achieve.

“What does it mean to be financially responsible?”-Students were involved in various scenarios where they used various strategies to comparison shop for big purchases (phone plans, college, and a car). They also applied these strategies when mock shopping for a business casual interview outfit.

Career Clusters and Reality Check-The students in the Apple Group explored the 16 Career Clusters, took an assessment to help identify what career cluster their interests fall within, and identified careers which they might be interested in pursuing.

How to share expenses and an apartment with a roommate: The students in the Google Group are researching the expenses they would incur if they were to move to an apartment and share it with a roommate, determine if they would be able to afford it, and how to maintain a budget while living independently.

Other Highlights Included:

Community Trip to Menlo Park Mall- Students completed a mock comparison shopping activity for a “Business Casual” outfit for an interview. Students were taught how to figure out percentages off prices, how to stay within a budget, and how to comparison shop for the items they needed.

Cooking Elective: The Google Group enjoyed learning how to make homemade pizza and quesadillas.

Life skills Class: The Apple Group participated in lessons learning how to wash clothes and properly make a bed.

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

Students performed various lifting routines accompanied by cardiovascular workouts.

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 are now participating in their third internship rotations. The departments hosting student interns during the third rotation include:

Materials Management, Human Resources, Environmental Services (Housekeeping), Overlook Foundation, Donna's Café, and the Mailroom)

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.

Two other students have accepted employment opportunities in the community; "Kiere" from Plainfield Public Schools has been hired as a part-time associate at Home Depot and "Vincent" from Kenilworth Public Schools has been hired as a part-time worker in the Kenilworth Department of Public Works.

Intensive Job Development activities are continuing for the remaining four interns who we hope to secure employment for by the end of the school year.

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

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

- Career readiness skill building & networking
- Behavioral interview question practice. "Tell me about a time when..."
- Completing job applications and creating 'cheat sheets' for organizing important info
- Making and receiving professional phone calls
- Email Mentor Mock Interview Event

Other highlights this month included:

Overlook Medical Center received the *Employer of the Year Award* from the New Jersey chapter of the Association of People Supporting Employment First (NJ APSE) during the Facing the Future 26 Conference on transition and employment. APSE is the only national organization with an exclusive focus on integrated employment and career advancement opportunities for individuals with disabilities.

Overlook was recognized for its role as the employer host of Project SEARCH and was nominated by UCESC.

The UCESC staff from the Project SEARCH-OMC program have been nominated for an Atlantic Health "Mission Impossible" Award.

TECHNOLOGY:

The Technology Department continues to compile a master list of all technology needs and future purchase needs. We are including everything from hardware, warranties, licensing and software. Not only will this make a clear path forward while planning for our network's future but it will also greatly assist in finalizing our 3-4 year Technology Plan.

To improve power outage issues at all three locations we have been researching superior uninterruptible power supply options. We are considering whole building solutions (gas/natural gas generators) to main data closet battery backup units. While planning for long term solutions we will implement better local battery backup resolutions for our immediate protection.

A member of our team resigned and we have restructured internally. Our Tier 2 onsite support specialist doubled his hours and I have charged him with new and exciting IT outreach projects. The first phase of this venture will be focusing on working with staff at all schools to update our website with fresh material and offering assistance with GAFE and Chrome use for users who request help. The Technology Department is confident that this new approach will be an excellent addition to the services we currently provide.

During our Comcast service bandwidth upgrade we have been researching better access to the internet in the case of a power outage at 45 Cardinal Drive. Currently we have MPLS service which enables internetwork connectivity but relies on a single site accessibility. We are considering 4g backup internet service or dedicated modems at 1571 Lamberts Mill Road and Hillcrest Academy North to ensure a 100% uptime regardless of 45 Cardinal's online status.

Our PowerSchool implementation and migration from MCS is moving forward steadily. We are addressing issues with the lunch program vendor Maschio's by looking to 3rd party vendors to broker communication between the two systems.

Certain document management needs could be addressed by Atlantic's Docuware system. We've seen several presentations and are currently working toward a small implementation to assist with specific departments. If this system works as we believe it will, we plan to expand the usage to several other departments.

We have made arrangements with some schools to provided dedicated time to address IT issues. The IT department will be available to Non-Public staff every Monday afternoon. We will also report onsite at 1571 to resolve issues onsite every Tuesday and Thursday mornings. While this does not preclude ticket submissions, it will allow for one on one IT assistance when needed.

Removal of the recent fileless malware attack continues to progress. We have discovered how the malware continues to attack even after preventative polices have been created and enabled. This next-generation malware copies itself along with all supporting files and pastes itself throughout the file structure. The malware duplicates like a worm, runs processes like a rootkit and came in as a Trojan Horse. It has been a great challenge to completely eradicate from the network however we have made, and continue to make, great strides towards cleaning it out of every endpoint.

TRANSPORTATION:

An updated estimate of total yearly transportation costs was mailed to all participating districts on April 25, 2018.

The cut-off date for the submission of summer school transportation applications was April 27, 2018. The cut-off date for the submission of transportation applications for the 2018-2019 school year is June 1, 2018. Strict adherence to these deadline dates is required. Packets containing all necessary information for the submission of fall applications were mailed to participating districts on April 30, 2018.

Once again the Transportation Department will be providing a bus for the Union County Educational Services Foundation dinner on May 10, 2018. The bus transports staff to and from the event from two different school locations, helping to alleviate parking problems at the Stone House.

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