



Union County Educational Services Commission
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(Att. 2)

**Report of the Superintendent to the Board of Directors
 June 6, 2018**

WESTLAKE:

Enrollment as of May 24, 2018 Actual: 74 Changes: Entered: 0 Exited: 0	Referrals: 8 Intakes Scheduled: 7 Accepted: 0
Fire Drills: May 15, 2018	Emergency Drills: Bomb Threat
Suspensions: 0	May 14, 2018

Westlake had its annual Prom on Friday, May 4th. Students aged 16 through 21 attended the Prom, as well as alumni of Westlake school. Students were all formally dressed in suits and dresses and entered into a beautifully decorated “*Enchanted Forest*” themed prom. Everyone had a fantastic time dancing to the music of DJ “Techno Wolf”. We are extremely thankful for all the help we had from staff and Goldman Sachs (8 volunteers). Several decorations that were ordered can be used again at Westlake for other events such as Talent Show (curtain back drop) and next year’s prom. Goldman Sachs has already committed to helping us out next year both financially and with volunteers.

The school carnival was held on May 24th and it was a beautiful weather day. We were lucky since there has been so many rain days this month. Robyn Pajewski, classroom teacher, took the leadership role in planning and organizing the carnival this year. There is a lot of work that goes into planning for this event and it went off perfectly. Goldman Sachs sent over 30 volunteers that run the games, face painting, tattoos, prize table and other activities. Goldman Sachs donated \$2,000 and Mrs. Pajewski received over \$2,000 from her husband’s work as well which made the carnival a great success. Students look forward to the carnival and often speak about it during the year.

The Westlake SCIP committee has been working on our PLC presentation for the June board meeting. Mrs. Attlesey and Mrs. Capizzi have both volunteered to present our presentation on June 6th. We are excited to show the board members all the materials we have made to support student instruction.

Mrs. Robles and Mrs. Palmer’s classes went together on a brand new field trip to Holland Ridge Tulip Farm. The students had a wonderful time, but the weather did not cooperate as it was a rainy, dreary day. Everyone was excited to see the farm, the tulips and the animals. The students enjoyed a hayride through the tulip fields and in spite of the rain, the fields were awash with color; rows and rows of tulips of every color as far as the eye could see. Then everyone went into the barn and we were delighted to see 2 alpaca's, 2 miniature horses, 2 donkeys, several goats and sheep, and a rabbit named Mouse. Our guides, who happened to be from Holland, took us to the cutting garden next where everyone was allowed to pick 2 tulips as our gift to bring home. At the end of our tour, students enjoyed an al fresco picnic lunch in a pavilion.

The Boy Scouts were treated to a visit by the Scotch Plains High School Crayon Club. The group of teens brought along an art project that our students enjoyed. The club socialized with our students, danced with

them, and read them a story. It was an enjoyable afternoon that the scouts really enjoyed. The scouts are finishing up their citizenship badges and we concluded our “Box Brigade” fundraiser to donate supplies to our overseas troops. We were thrilled by the number of items that were donated by our families. The student’s handmade cards were included in the boxes with messages of support and love for those in service to our country.

Since the end of the year is coming quickly, it is time to develop our yearbook. Students and staff had their pictures already taken and these pictures will be included in the yearbook. It is always great to see the finished product. Students love receiving their books and having their friends and teachers write messages for as a keep sake memento.

Language Arts: In reading students continue to make progress with sight word recognition, safety signs and details in a text. They also identified singular or plural words when assessing nouns and ordered events or steps within a short story. A class of students read a number of illustrated books, including Mufaro’s Beautiful Daughters, an African folk tale. The class combined Social Studies and Language Arts curriculum by reading about Mo Willems in a weekly Time for Kids magazine and read two of his books during Language Arts class, “The Pigeon Needs a Bath” and “A Big Guy Took My Ball”. The students enjoyed listening to the silly tales and asked questions and participated in discussions to work on their comprehension skills.

Math: In math students worked on recording the results of a survey using tally marks. This was followed up by analyzing results (greater/fewer, more/less). They continue to practice subtraction using Touch Point and hundreds charts. The daily number sentence is a countdown to the last day of school. This is helping to reinforce the concepts.

Science: Students made several crafts for moms to help the students celebrate Mother’s day, and they helped sell plants that they planted and decorated in the horticulture workshop. Students are working on a unit on Life Cycles, and so far have studied frogs, butterflies, and plants through a variety of activities.

Social Studies: In social studies, students are learning the reason why we celebrate Memorial Day. Topics such as respect for our country, the meaning of the American flag and ways to support those in the military were discussed.

Food Science: The Food science class has been enjoying lab experiments involving foods and serving people in the Sweet Shop Café on Tuesday mornings. Students have made different food items for many events throughout the school year, including the upcoming graduation luncheon at the end of the month.

PE: In physical education classes, students completed Whiffle Ball, Baseball and Softball Units. Students took part in drills, skills, and activities leading up to a split-class game, exposing them to a student versus student game. They played whiffle ball mainly to allow students to succeed, playing both indoors and outdoors. Mr. Moss’s goal of this unit was to teach students how to play baseball and softball, to run the bases properly, to utilize their gross motor skills, to be able to take part in a team sport, to understand the difference of right and left, and expose the them to games they can play with their friends and families.

Students are now at the beginning of a NET games unit. Starting with tennis and progressing to volleyball. Every class starts by providing students a welcoming conversation. Depending on the class, Mr. Moss focuses on gross and fine motor skills, eventually teaching them to hit the ball with their racquet properly. The main goal of this unit is to enhance their gross motor skills and socialization skills with the students utilizing basic hand-eye coordination drills.

Health: Mr. Moss and Nurse Ij continue to teach many different topics in health. This month, specific lessons of puberty and AED/CPR were taught to students as appropriate to their needs and parental consent. Students are starting new lessons on Healthy and Unhealthy Foods. Assessments were completed accordingly to determine each if each student is meeting the identified objectives.

Mr. Moss, our physical education teacher, along with Mrs. Sandrock and Mr. Balassone our social workers, taught a class for a group of students on Suicide Awareness. This was a sensitive topic, but one that needed to be addressed since many of our students ages 18 – 21 years old have made comments and have had questions since they do not understand the definition of suicide. The lesson was very affective in providing students with a greater awareness and opportunities to ask questions and find answers. This topic will continue in September for Suicide Prevention month.

Health Office: Students 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. The prescribed management order is followed accordingly. Nurse Ij collaborated with a mother's concerning incidents/episodes of seizure and panic attacks during the school hours and also retrieved documented information on students' most current medication.

The employees that needed assistance with care and reporting of work-related injuries were attended to in the health office. Nurse Ij met one-on-one with her teacher mentor at Westlake school and also participated in the UCESC nurses' monthly meetings.

Horticulture: In horticulture, students had a successful Mother's Day sale selling Marigolds. The students did a great job growing, decorating and selling the potted plants. We continue to grow our herbs and check on them daily. Now that the weather is warm and we received our grant we can get outside to fix up our garden. On June 8th, we have 15 volunteers coming from Mazar Accounting Firm to assist us in raising the flower beds in the garden. They will help do some of the pre-garden work, then plant vegetables, herbs and flowers with our students. The volunteers will also be cleaning up and painting inside of our green house to make it look good.

Post Office/Print Shop: In the Print Shop students are exploring the jobs associated with the print shop (copying, collating, filing, and laminating). We have completed laminating jobs for staff and are receiving jobs from the main office (copies and mail delivery). We continue to create a Mail Directory and mailing labels for students

In addition, the students have helped prepare for this year's carnival. They made copies of notices and assisted with cutting, pasting and counting items. The staff have also been busy with preparations including shopping for prizes, food, drinks, and decorations. Volunteers have checked in regularly to lend a hand for the event.

Sweet Shoppe: Students also taken around a cart of coffee, tea and baked goods to sell to staff. Hillcrest South students continue to visit the Sweet Shop serving as reinforcement for their students and opportunities for Westlake students to practice their skills learned, including serving and waiting on customers and increasing their social skills.

The candy business has been busy since Easter break. Candy favors were made for a birthday party, communion, and confirmation. The students then made gifts for the Mother's Day Sale. The sale went very well and they sold a lot of the gifts that they made. Currently, they are now preparing for graduation and the Father's Day sale. The students just received an additional order for chocolate favors for a 50th wedding anniversary.

Jewelry: Our vocational program (jewelry shop) is running smoothly and students continue to make earrings, bracelets and other items that they design themselves. Most of the products they made were sold at the Mother's Day Sale and you can truly see that the students enjoy the result of their hard work.

Fabrics Plus Shop: In our vocational class, Fabrics Plus Shop, the students produced various Mother's Day wooden signs. The students were grouped into different workstations such as, sanding, gluing/nailing wood, painting, applying / removing the decal /stencil, and nailing sawtooth picture hangers as well as stapling twine. The students also made decorative bottles using recycling glass for the Mother's Day sale. The students are currently working on Thank You wooden signs for Goldman Sachs who sent over 30 volunteers to assist with this month's carnival.

Life Skills: The students started working on a unit about the interviewing process. They discussed why and how to research a company before the interview and they also learned about possible questions they will be asked at the interview.

Recycled Pads: Mrs. Robles' students are working on making graduation pads from recycled paper. They have received outside orders from Lamberts Mill Academy and from the Westfield Day Care Center to create specially designed pads. On a regular basis, students make pads that they put with Mrs. Palmer's chocolate products.

Retail: Students sold items at the Mother's Day sale that they assembled and packaged on their own. They prepared a napkin order for an upcoming baby's first birthday from an outside order. Students also made 24 bags of dog biscuits that were donated to an animal rescue fundraiser. It was reported that they were a big hit and raised a lot of money for the organization.

Therapies: Speech: In individual and group speech sessions, students worked on vocabulary development, association and classification, making requests, taking turns, and social interaction skills. The speech therapists are helping students find their hidden talents for the upcoming talent show in June. Students are working on telling jokes, singing songs, and various other acts. The students are starting to rehearse and are eager to perform for their teachers and families.

Occupational Therapy: Currently we have 2 full time and 1 part time occupational therapists working at Westlake School. The occupational therapists continue to collaborate with teachers and classroom staff regarding the sensory needs of their students and provide necessary equipment and training. Sarah Rocha has written sensory diets for three students and the teachers have begun implementing these strategies in the classroom.

The OT's collaborated with the speech department to determine activities for the ADL support groups. Activities this month included cooking/preparing snacks (quesadillas for Cinco de Mayo and mini pizzas), reading written/picture recipes and completing recipe reviews. Additional activities included an obstacle course, apartment skills, and a scavenger hunt. These activities incorporate, fine, gross motor and cognitive skills, following verbal directions, and understanding spatial and directional concepts. Students also worked on visual perceptual skills by completing a puzzle on the butterfly life cycle.

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 and six students receiving IEP driven gross motor groups (divided into 3 groups) and one monthly consult.

Mrs. Feuerstein continues to use a color-coded muscle chart with students to teach muscle groups as they exercise. Some of our students are beginning to learn the muscle groups and they enjoy the challenge of placing an arrow on the appropriate spot on the chart to identify the muscles corresponding to their exercises.

Social Work: Students have begun to count down the remaining days of school as they anticipate a short break until ESY begins. Although many students appear enthusiastic about the end of the school year, some students, especially those graduating, exhibit some apprehension. The cohort of graduates has been creating vision boards in an effort to support one another with their impending transition from school to “work”. Several exit IEP meetings have been held with CSTs, Support Care Coordinators and tearful parents to ensure as seamless a transition to an “over 21 program” following graduation.

Case management for every graduate has been necessary to help parents adhere to the Transition timeline. Prior to graduation, the social worker has assisted parents with enrollment in DDD and Medicaid in order to gain access to an “over 21” program that their NJCAT designated tier will fund. In other select cases DVRS is the lead agency.

This past month has been packed with activities as we wind down the year and begin to move IEP anniversary dates towards the end of the year. Seven IEP meetings were held, with many more in the coming weeks. This change will allow teachers to spend a large portion of the year working with their student before amending goals and programs. Pre-planning meetings continue to be a productive time for staff to get together and discuss students as a team and ensure everyone is well prepared for upcoming meetings.

Individual and group counseling sessions continue and students work towards the goals discussed earlier in the year. Additionally, we have begun to review the approaching end of the year and the changes that will occur in summer school. Counseling sessions for several students are happening on a more frequent basis to specifically address issues such as anxiety and behaviors.

Behaviorist: On a bi-weekly basis, the behaviorists meet with our consulting psychiatrist Dr. Amy, along with the social workers to discuss students who have demonstrated limited progress improving their overall behaviors. The team will contact parents as needed by phone or invite parents in to discuss concerns that are seen at school, the steps we are implementing and evaluate the option of medications in order to make students more available for learning. The behaviorists provide evidence in the areas of concerns through behavior data sheets and graphs, as well as their direct observations of students. The team will have Dr. Amy evaluate certain students and do her own observation as they collaborate and analyze all evidence presented to establish an action plan on moving forward.

The behaviorists continue providing frequent consultation, training, modeling techniques, updating written protocols and team meetings for all staff in order to develop and implement effective strategies. In addition, a review of instructional goals and methods with the behaviorists, teachers and Supervisor of Instruction has been necessary, to bridge the gap between behaviors and instruction. A focus on individualizing instruction to gain skill acquisition for targeted objectives is the goal.

Early in the month, the behaviorists met with Carrie Datillo, Director of Curriculum, to discuss strategies to integrate incident reporting data into the Google platform to streamline the procedures and more efficiently graph the data. A follow-up reporting meeting will take place to include administrators, on June 1.

Safety Care trainings continue and this month, the behaviorists held a 2 hour training for volunteer staff on high severity crisis management techniques. In addition, the behaviorists continue to hold Safety Care 5 training every Friday morning along with the other Westlake Safety Care trainers. This training is open to all staff, and provides practice and modeling for all Safety Care physical holds as well as proactive strategies.

Upcoming Events:

- June 8 – Garden Day with Mazar Accounting Volunteers
- June 18 – Talent Show/Music Assembly
- June 22 – Karate Demo
- June 26 - Graduation

LAMBERTS MILL ACADEMY:

<p>As of May 23, 2018</p> <p>LMA Actual: 42 LMA District - Non-New Point:38 New Point Specialty at LMA: 5 Changes: 3 Entered: 1 Pending: 0 Exited: 3 Trinitas Hospital : Bedside Instruction: 30 (inpatient) Day Program: 58 Approved-Agreement signed: 69 Classified: 34 Regular Ed: 35</p>	<p>Fire Alarms: 0</p> <p>Fire Drills: 1</p> <p>Security Drills (1): 1</p>
<p>Referrals in May: 4 Intakes Scheduled: 4 Completed: 2 Accepted LMA placement: 0 Placement Pending : 1</p>	<p>Suspension out of school: 3 In School Suspension: 0 HIB: 0</p>

Administration

Our students have been continuing their Project Based Learning activities in the classrooms and concurrently building solid healthy relationships with each other. As we approach the end of the month we have been ensuring that our garden is prepared for sowing and all root systems have a healthy aeration. The newest addition is a limestone walkway that our students utilized intercurricular skills to communicate, debate, agree on design lines, measure, set design lines, dig, mix concrete, pour a foundation, design the pathway, lay the stone, add the mortar.

PARCC is officially completed and we are back on schedule for developing our 18 to 21 year old program at LMA. We have made connections with local businesses in the area including but not limited to Five below, Whole foods, Retro fitness, Loreal, and Pet Value. Students will learn important vocational skills in the classroom labs designed to aid students in preparing for community based instruction opportunities.

Academics

Career and Technical Education: Students are preparing for the business/entrepreneurial world with computer applications integrated into each instructional cycle. Students are improving keyboarding skills by developing speed and accuracy while using the right and left hands equally for maximum proficiency. Students also continue to visit residents at the Clark Nursing and Rehabilitation Center to develop compassion and a sense of volunteerism.

English Language Arts & Literacy: In recognition of Teacher Appreciation Week the senior class created individual inspirational postcards with a sweet treat of lollipops attached for each teacher.

Students were excited to re-engage in our classroom content after the PARCC testing period by continuing our class novels. This book club approach has enriched the learning community by encouraging students to form a strong group bond over the text content. The strategy has helped students support each other as they push beyond the limits of their literacy skills. Students have begun to express their knowledge learned from the novels using three modalities to create dynamic innovative projects. Students also participated in #Poetry Challenge, creating an array of poems after exploring techniques to enhance the effectiveness of their own voice in their writings.

Science: We are working on a more integrated curriculum in our science classes this marking period, allowing us to increase project based learning and hands on explorations. We have learned how to hatch brine shrimp in our classroom, which required understanding how to create a saltwater solution and pH to balance it. We then gathered data on the hatch rate of our brine shrimp. Next, we will test different levels of alcohol on the hatch rate. We have explored the crystal structure of salt in the microscope and discussed how it works in our cells. We will learn about adaptations of saltwater plants and animals. Several students took a wonderful trip to the Sandy Hook National Park in May. We spent a spectacular day with naturalists exploring the seashore, including the geology of shoreline boulders. We then moved over to the bay side and used giant nets to pull out a variety of creatures like shrimp, amphipods, and juvenile fish. We also got to hold and touch a horseshoe crab. Finally, a number of students are spending some extra time in Science class preparing to do a Science Expo for our Westlake students. Students are creating hands-on demonstrations that can be shared with other students. They are learning about science concepts and giving back to our community at the same time.

Mathematics: Students working in mathematics classes have been learning about and applying probability, permutations and combinations. They have been discussing odds and probability of an event occurring and giving various examples of when they see and use probability outside of the classroom. Students also worked on a 'playlist project' in which they created musical playlists and developed questions dealing with probability, permutations and combinations. They were able to use a 'jigsaw' method of sharing work in smaller groups to reinforce the learned concepts.

History: This month, students have been progressing as expected through their individual classroom curriculums. Students in World History have been studying the middle ages, cultural developments of the era, and the development of feudal society. Students have used primary and secondary sources to evaluate and determine differences in daily life of the feudal lords and serfs. They are presently studying the impact of the Catholic Church on the development of society and government. At the moment, students are evaluating its impact through art and illuminations.

Students in US1 have been studying the concept of Manifest Destiny, the Louisiana Purchase, and the desire to move west. Students began their study of the presidency by evaluating Jefferson's political motives to move west. Students drew connections through primary and secondary documents, extrapolating how the war in Europe and the Haitian revolution all aided in America's purchase of the Louisiana territory. Students further analyzed the significance of the Haitian revolution through the story of Toussaint Louverture, summarizing his story via imagery. Students then used the journal descriptions of Native American encounters to map out Lewis and Clark's journey and predict what the American explorers could have learned from the natives.

Students in USII have been studying the social, political, and economic impact of the holocaust. Students have analyzed the holocaust through the pyramid of hate, evaluating each level within actions taken by the

Nazi's before and during the holocaust. Students were challenged to generalize the concepts of hate, stereotyping, and prejudice by identifying and drawing comparisons to contemporary world issues.

Students in Sociology have been evaluating the concept of socialization and its impact on society. Specifically, students have been evaluating the impact of the spheres of influence on child development and deviance. Students have achieved this through analyzing clips from popular media, analyzing real life case studies, and drawing comparisons from personal experience.

Physical Education and Health: Students participated in our softball/baseball/wiffleball unit. Multiple skill sets were emphasized including catching and throwing, swinging a bat correctly, fielding different positions, pitching, and game strategy. We finished up the unit with a Home Run Derby which is always a hit with the students. We are now strolling into the Golf Unit where students will learn every aspect about one of the best life-long games.

The basketball team was able to participate in a wonderful opportunity as well with a class trip to Hoops Heaven in Bridgewater, NJ. There they worked with one of the best basketball coaches in the state and participated in a full court practice. Students had a great time and enjoyed themselves immensely.

In Health class students focused on 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. Students reviewed signs of sudden illnesses such as strokes, seizures, and multiple environmental illnesses. Classes now are covering blood-borne pathogens and diseases caused by animals, insects, and plants. 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 finishing the unit "*La Comida*" in Spanish class. The teacher presented different Summative assessments, such as projects about how to describe different types of foods, how to create a Menu, how to write a script about visiting a Spanish restaurant and how to use different types of food to remember the body parts. Based on skill levels students interacted with each other using TPR (Total Physical Response) Storytelling about a scene at the Spanish restaurant. Assessment in TPR Storytelling were ongoing and enabled students to practice the verbs *cocinar, preferir, pagar, recomendar, pedir, preguntar* to order food.

LMA Clinical Department

As the end of the school year approaches, each Lifeskills Group has been targeting end of the year plans and activities. Students have been focusing on termination for the school year, summer plans, summer employment and how to obtain a job. They have worked on budgeting skills, planning for the future, and how to live independently and prioritize responsibilities while living independently. The seniors have been engaging in discussions about post graduate plans such as college and job placement and those not graduating identified their summer plans.

New Point: New Point completed its last PARCC testing for the year. We now have 15 students at New Point who are completing their academics for the end of the year. We have been to two shows this month. We saw the musical, "Beauty and the Beast" and also F.Scott Fitzgerald's "The Great Gatsby". We looked at the tragic life of this author and how this story was really an autobiography. The Social Action Club also worked at the Westfield Food Pantry on May 25th.

Trinitas: Students range in grades from K-12 and work mostly on individual assignments sent by their schools. However, students have also been fascinated this month with the “Ant Mountain.” We have observed a colony of hard-working harvester ants create an amazing network of tunnels and chambers. The younger students have taken turns in caring for the ants by feeding them small pieces of celery, apples, and carrots and drops of water. Materials have been provided for many reading levels to support this activity including an animal fantasy, “Two Bad Ants,” and a non-fiction book, “What are ant colonies?”. A fact sheet that came with the Ant Mountain helped to provide answers to many of the questions from the older students.

CROSSROADS:

Enrollment as of May 23, 2018 Actual: 48 Changes:0 Entered: Exited: 0	Referrals: Intakes Scheduled: Accepted:
Fire Drills: 5/11/18	Emergency Drills: 5/15/18

Consuelo Alzate’s Class: May has been a busy month for this classroom. The children went on a field trip to “Fire me Up” where they enjoyed socializing with children from other classrooms and children from the community. They had the opportunity to choose a ceramic item and used paint to make their very own design. They used their creation as a mother day’s present. In class, the children read books and watched videos about mother’s day. They also made their very own personalized Mother’s Day cards.

All students are progressing in different areas of their development. Alex is more aware and able to use different PECS to make requests. Tanzi is now using the bathroom facility independently. Fernando is able to recognize his printed name from 4 choices. Raphael is following a picture schedule with more consistency and Lucky is learning to self-feed.

Kristina Cassidy’s Class: During the month of May, the classroom focused on Mother’ Day. Students listened to the book, “Love You Forever” by Robert Munsch. They had a discussion of Mother’s Day and all the things you can do to celebrate. Students created cards for their moms and wrapped gifts, which were decorated bowls, plates, or mugs from our Fire Me Up trip the previous month.

Students learned about plants growing in the spring and about the life cycle of a plant. They labeled parts of a flower (roots, stem, leaf, and flower). Students will plant their own seeds and will continue to watch them grow into flowers. They will also follow directions to make their own plant using pudding and crushed Oreos as dirt and a lollipop as the flower.

Kairo is the student of the month. He is getting adjusted nicely to the classroom and the routines. He is able to sit at his desk and complete tasks with support, working one-on-one with multiple staff members. He enjoys earning slime, play dough, and the iPad and is making progress with TouchPoints and simple addition with objects.

The class went to Clark Gym where they were able to generalize skills learned in gym class in a different setting. They worked on behavioral, gross-motor, and fine motor skills. They will also be going to the Regatta Playground where students will work on social skills.

Stephen Goham's Class: The highlight of this month includes a thematic unit on baby chicks. The class loved learning about the various stages and the process a chicken goes through while developing inside an egg. The children thoroughly enjoyed visiting room 109 to observe the daily changes. The students learned new vocabulary such as embryo, yolk sac, incubation, egg tooth, shell, pipping, etc. Once hatched, the students were able to monitor the baby chick's growth and provide hands-on care.

Also this month, the students continued to strengthen their knowledge of a plant's life cycle. The students can name, locate, and describe various parts of the system such as soil, seed, roots, stem, leaves, bud, bloom, and flower. The students planted several different types of seeds in their own individual pots and will observe and record the phases.

After months of struggling with telling time to the minutes, Siley J., is able to do so with greater mastery. Her responses are quicker, more accurate and efficient.

Jacob L. is also working towards mathematical mastery and can make simulated purchases of multiple items using \$1, \$5, \$10, and \$20 bills along with mixed change. He can add values in excess of \$100.

Kristen Fisco's Class: A thematic Unit/Monthly Theme the students will engage in this month will be Memorial Day. In order to support this unit, students will recall Memorial Day facts and identify a hero. In this activity, students will complete a "Hero" Book for Memorial Day. Each student will select their hero: army, navy, marines, air force, coast guard, or just the United States military in general. Next, students will color and cut out their booklet. Students will write/cut and paste an acrostic poem to describe their hero using the letters h-e-r-o, drew/cut and paste their hero, and write/use PECS cards to talk about their hero. Students will also attend to a short story. Students will identify how many stars and stripes are on the flag of the United States of America. They will also identify the colors of the flag and the meaning of the stars and stripes.

As a field trip, our class will be venturing to home depot. While at the store, the students will demonstrate appropriate social interactions, practice pushing the shopping cart, discriminate which flowers they would like to buy, use money skills to make purchases for Mother's Day flowers, and practice waiting in line. Upon returning to school, the children will each decorate a flower pot and plant their new flowers into the pot.

Students practiced various social interactions this month by playing musical chairs and freeze dance next door in Steve Goham's class. This also gave them the opportunity to practice transitioning into different classrooms around the school, which is something they will need to engage in while in middle school next year.

Natalia Amador's Middle School Class: For the month of May, students learned and celebrated Mother's Day, Cinco De Mayo, and Memorial Day. They explored these topics by reading books, making crafts, and cooking to promote cultural awareness.

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 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.

For social studies and science, they are learning about Memorial Day, seasons, and the life cycle of a chick. They are exploring these topics through hands-on -activities, readings, and crafts. Our students are completely fascinated and excited about the baby chicks that will be hatching soon. Mrs. Witte is doing a fantastic job teaching our students about the life cycle of a chick.

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: May was a very exciting month for classroom 109. They started incubating chicken eggs on the first day of May. While waiting for them to hatch, students learned all about eggs and chickens. In math, they learned about the appropriate temperature settings in the incubator and monitored and compared the temperature each day. They also checked for the humidity level. They counted, compared and did some general math with different eggs. Students read about the chicken development, wrote about the life cycle of a chick and made their own silly chicken stories. Some wrote paragraphs, while others created a story using picture symbols. In science, they examined eggs, looked at all the parts of an egg through a magnifying glass and tested different eggs to see which one was hard boiled or raw, fresh or old. They also tested physics laws and used a water bottle filled with water to suck out the inside of an egg, and finally made "naked eggs", dissolving the calcium in the eggshell with vinegar.

On May 22 our chicks finally hatched. It was so exciting to see them push out of the eggs. The students took our baby chicks outside on a sunny day and watched them pick around outside. We are now waiting for a duck egg to hatch. They take a little longer in the incubator, so the students are eagerly looking forward to another hatch day.

Allison Gebler's Middle School Class: In Allison Gebler's class, Room 111, students successfully completed the first year of Science with the DLM assessment. With the end of the year approaching, the young men in Allison's class have been reviewing the changes their lives are going to be taking. Discussions involving new teachers, classmates, schools, pre-vocational jobs, etc. have centered around books, social stories, and PECS communication. In order to practice the social skills necessary for interacting with new peers, students have been selecting outdoor activities to share with other classrooms (such as giant bubbles, tic tac toe bean bag toss, frisbees, balloon helicopters).

Students followed visual schedules to create adapted art projects to decorate Room 111 for the Spring. During the Science and Social Studies rotation, each class created hot air balloons as part of the *Oh The Places You'll Go* graduation theme, took part in a sink or float experiment, learned about the processes involved in the development of fertilized chick eggs, and created crafts related to Memorial Day. Additionally, students developed their planning, fine motor, and visual perceptual skills by assembling decorations to be used for their graduation.

Using an adapted book that incorporates visual reading comprehension, through questions answered with PECs, the young men in Room 111 learned about the different ways to serve one's country. They were also introduced to the reasons we celebrate these servicemen and women for Memorial Day while reviewing symbols of America.

Room 111's May Star Student is Justin. Justin has been working very hard to express himself verbally and without prompting when there is something he needs. Currently, Justin is now requesting over 10 reward/food items using full sentences. He is also utilizing his token economy with minimal support to gain the items and activities he requests.

Field trips this month have included: Westlake School and Clark Commons Shopping Center. While at Westlake, staff and students explored the school to take pictures for Jack's Pictello story regarding his transfer there this summer.

Speech Department: Jillian has improved her ability to identify familiar pictures by attribute with regard to colors when the attributes and object labels are signed to her. Kevin has made great strides in responding accurately to social information questions using Proloquo2Go.

Our middle school students continue to participate enthusiastically in Tinker Tuesdays, a makerspace (STEAM) program Crossroads has developed at the Clark Public Library. This month students made rainbow volcanoes, built foam block structures which they “blasted” by jumping on an attached foot pedal, read an interactive story on the iPad entitled *Just Me and My Mom* by Mercer Mayer, assembled Keva planks into various structures and made paper robots. Jessica helped to facilitate a wonderfully enriching and entertaining two-class trip to Medieval Times Dinner and Tournament.

The unusually hot May weather has ushered in the need to stay cool this month. During language groups students have been experimenting with making various healthy fruit sorbets from scratch, to include mango and strawberry flavors, using fruit, honey, ice and a Vitamix blender. Students have enjoyed preparing this simple, refreshing treat.

This month Eileen, Jessica and Hope are participating in our highly anticipated inaugural school carnival, to be held on Friday, June 1st. Each therapist will be running her own station, to introduce our students to the fun activities typical of a carnival experience. The speech department looks forward to this event-filled day.

Occupational Therapy: Elaina H. is our student of the month because she is typing full paragraphs from a visual model as well as typing answers to “who” and “what” questions. She continues to work on initiation skills with less resistance.

The O.T. department has been busy with parent observations. Therapists continue to encourage parent involvement so that there is carry-over into the home.

As we move into the Spring season students have begun to focus on outdoor movement skills. Many of the O.T. groups have started pre-jump rope skills that will lead to individual as well as group “jumping”. These techniques work on bilateral integration as well as sensory development.

Physical Therapy: 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 IEP directed PT group and one consultation. In addition a prospective PT student began observing at Crossroads on Mondays and Fridays.

Our students are continuing to progress nicely with their PT goals and objectives. 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. He can now reach the top of the playground structure independently and enjoys sliding down as well. R.M. and M.O. continue to progress with reciprocating their feet while walking up and down the stairs.

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 05/25/18 Actual: 104. Changes: 5 Entered: 1 Exited: 4 (2-Moved out of state, 1-GED, & 1-Attendance) Suspensions: 10. 6-Aggression/ Threat/ Disruption of Educational Environment/ Contract Violation, 1-Weapon Possession, 2-Drug Policy Violations, 1-Threatened then Assaulted staff	Elizabeth requested no new students begin at Hillcrest Academy for the remainder of the 2017-2018 school year.
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During the month of May the students at Hillcrest Academy South Campus (HAS) took the PARCC and NJSLA-Science tests. The PARCC assessed students in English Language Arts (ELA 9, ELA 10, and ELA 11) and Mathematics (Algebra I, Algebra II, and Geometry). Both the ELA and Mathematics PARCC tests consisted of three units, totaling six testing days. The PARCC tests not only provided students with an opportunity to meet their graduation requirement, but the results also yielded information for teachers and parents to identify students' strength and weaknesses so that appropriate, enhanced instruction can be provided to meet their individual needs. The students also took the NJSLA-Science test for the first time this year. HAS followed a modified schedule for these testing weeks. The Seniors continued to work on their Credit Retrieval courses. With the June 1st deadline approaching, they have been working arduously to ensure all coursework is completed and they can be approved for graduation. Ms. Mendo has been working with the Credit Retrieval grading and facilitating teachers to determine students' final grades.

The HAS Community Service Program (HASCSP) selected students who attended the 2018 Junior Achievement Career Readiness Workshop held at the corporate headquarters of Allstate. During the program, students participated in interactive group sessions led by corporate executives. These sessions were designed to teach students the skills they need in order to embark upon their careers after HAS. We were extremely grateful to both Junior Achievement and Allstate of New Jersey for the grant they provided to make this outstanding opportunity possible.

HAS seniors were busy wrapping up their required community service hours for graduation. In honor of Memorial Day, students visited the Veteran's Memorial Home in Edison. During the visit, students mingled with the veterans and their families. Additionally, the HASCSP supported the Commission-wide "Jeans for Troops Day" and hosted a fundraiser to benefit the GI Go Fund organization. This nationwide event was designed to raise awareness of the needs of veterans returning home from their service to our country.

Proceeds from this event will be used by this nonprofit organization to help returning veterans find employment, housing, health care and educational opportunities.

Ms. Gilchrist, the School Social Worker, completed all necessary paperwork to finish out Ms. Rosas' Internship. This included her Rutgers Supervision class. The certificate of completion will be mailed to participants after May 31st. The results of the School Climate Survey were encouraging. Prior to the introduction of School Spirit days, Wednesday was the least popular day in terms of attendance. Conversely, Friday was the best attended day of the week. After the results were tallied, it appeared that Wednesdays were now equally as popular as Fridays with Tuesday being the worst day in terms of attendance. Ms. Gilchrist was committed to continue School Spirit Days until the end of the school year. It has proven to be an effective incentive for student culture, morale, academics, and behaviors. School Spirit Days continued to be extremely popular with both staff and students. Next year School Spirit Day may be changed to Tuesdays to provide additional evidence of the impact of this incentive.

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

support. Ms. Gilchrist took twenty-five students to Loews Mountainside for an incentive movie trip. These students all excelled in behaviors, attendance, and academics. For the first time, there were three students who have perfect straight A's on their report cards. The Social Worker also tracked the seniors in their quest for graduation. She monitored their Credit Retrieval and class grades. She was also in contact with guardians to keep them abreast of their student's progress or lack thereof.

The students in Ms. Holden's English classes read and analyzed how an author unfolds an analysis or series of ideas or events including the order in which points were made as well as how they were introduced and developed with the connections that were drawn between them. Students also chose a painting from a list of 10 of the most expensive paintings ever sold and critiqued the painting. In addition, in commemoration of Memorial Day, students read and analyzed *In Flanders Field* by John McCrae and completed a Webquest on Memorial Day.

Ms. Cioffi's English classes began working on the skills and content in Unit 4 of the English Department curriculum. Most of May has been focused on reading literature based on different cultural perspectives and written outside of the United States. Students read pieces, evaluated them, and reflected on what they were learning from perspectives based on different cultures and countries. Students then read two pieces that were linked thematically and wrote an essay based on the two pieces.

Ms. Cherville's students learned vocabulary on transportation, occupations, animals, healthy activities, and eating habits. They practiced using this vocabulary through a variety of activities including reading, comprehension, creating short stories, making multiple comparisons, classifications, and role playing conversations. We celebrated el Cinco de Mayo by enjoying a variety of educational and fun videos as well as eating chips and salsa. Our Multicultural Day Celebration was postponed to June 2nd when we planned to have a variety of activities to celebrate diversity.

Ms. Duarte's Social Studies students continued to study WWII and the idea of hatred as they delved into a study of The Holocaust. Students concluded the viewing of the film *The Pianist* and reflected on the lasting implications this momentous event has had on the world. Most importantly, students came to an understanding of the need to be upstanders in moments of injustice. In Economics students explored the rising college debt crisis and the effects these huge debts are having on young Americans through an article and video study. These resources assisted students in formulating arguments for fair college pricing and helped them get a better understanding of the relationship between going to college, financing one's education, and selecting a career that can sustain one's debt.

Ms. Wrzesinski's classes reviewed primary and secondary sources, note taking, and graphic organizer skills, and analyzed various texts and maps. Students also researched current event articles that were aligned with the common core standards and answered questions plaguing our country today. The topics covered in her U.S. I courses included the government programs in the 1800s as the US was changing and the supreme court cases that backed this change. Students then started their Manifest Destiny unit to understand why Americans wanted to go west of the original 13 states. Topics included the definition of Manifest Destiny, what resources there were to be gained in the west, the settling of new lands, the discovery of different Native American tribes, plants, and animals as told through the Lewis and Clark expedition, the struggles with the Native Americans for land and the sentiment of a majority of Americans to kick them off the land or even cause genocide to remove them, new presidents such as Thomas Jefferson and Andrew Jackson and their achievements and finally a Manifest Destiny common assessment that was created by the social studies department.

In Ms. Wrzesinski's Modern World History classes students covered the unit regarding the Rise of Totalitarianism, causes of WWII, and the impact of WWII on the world. The topics covered were totalitarian leaders such as Hitler, Mussolini, and Emperor Hirohito of Japan. This was followed by the

causes of WWII such as appeasement, the Treaty of Versailles, Hitler's annexation of Austria and the Sudetenland in Czechoslovakia and finally his invasion of Poland. Students researched military strategies used, a two front war that divided the Germans, D-Day, Hitler's invasion of Russia, the League of Nations, an in depth look into the Holocaust and survivor stories and eventually the defeat of the Axis powers and the liberation of the concentration camps.

Mr. Kaplan's classes saw the end of the unit on the Montgomery bus boycott, it's final thesis paper, and the continuation of the Civil Rights movement. The primary focus of this month was on the difference in philosophy between Malcolm X and Martin Luther King jr. Skills such as research and writing were heavily focused on as students dissected numerous speeches and documents on these two prolific characters. Students were able to work upon this by investigating the two characters backgrounds, speeches, and video clips. Students discovered the complex situation that surrounded these figures and the key messages involved in their push for greater equality. Students did this by breaking down primary source documents, researched expert opinions, discussed and debated key topics and synthesised the information in multiple writing assignments.

Students in Mr. Sobieniak's Trigonometry classes learned to prove trigonometric identities and to solve trigonometric equations. Students in the Probability and Statistics class learned properties of discrete random variables. They also learned to calculate the variance of random variables and properties of cumulative distribution functions. The Success Seminar students created a plan for their community service project idea. They also learned more about historical figures who were well known for how he or she helped less fortunate people. Students of all mathematics classes utilized the Khan Academy to improve their algebraic skills on Fridays. They also used interactive SmartBoard throughout all classes.

Ms. Ferrari reported a very successful and productive month. The students in the Algebra II class worked on a unit on rational functions. The students graphed a simple rational function and noticed its shape was a hyperbola. The students were able to make comparisons between quadratic functions and rational functions by analyzing the formulas and the corresponding graphs. In addition, students worked on adding, subtracting, multiplying, and dividing rational functions. Geometry students worked on a unit of right triangles. They successfully completed a "Project Assessment" on the Pythagorean Theorem where they cut out 3X3, 4X4 and 5X5 squares out of graph paper and arranged the squares to make a right triangle in the middle. Ms. Ferrari found this project to be particularly effective. It seemed to be difficult at times for students to retain the concepts presented to them, however this activity offered a visual explanation and assisted the students with retention. The students made posters out of their arrangements and then decorated their classrooms. In addition, students were introduced to special right triangles and finding sine, cosine, and tangents of the angles of a right triangle.

Math Strategies students finished a unit on linear equations. They completed a real life application of linear equations and wrote equations for cell phone bills, taxi/ Uber/ Lift tabs, and handyman's bills then graphed these linear functions. In addition, the students were assessed on slope intercept, point-slope, standard form, and parallel and perpendicular lines. The Success Seminar students completed research on a series of Ted videos to include *Do Schools Kill Creativity* and *How we're priming some kids for college and others for prison*. Then the students participated in a question and answer session about the videos. All of Ms. Ferrari's classes continued to participate in a T.E.A.M Incentive. T.E.A.M. stands for Together Everyone Achieves More. Ms. Ferrari tallied the students' attendance/ participation grades for each class and if a class received a 90 percent or above they were rewarded the following Monday.

Mr. Sternberg's Chemistry classes calculated the molar mass of both ionic and covalent compounds. Students used the Periodic Table and their knowledge of chemical formulae to calculate the mass (in grams) of a mole of a certain chemical. The classes also discussed solubility and learned how to read a solubility curve and how to determine if a solvent was capable of dissolving a certain amount of solute. Students then

drew their own solubility curve based on data from experiments. This was a new topic at HAS and the students did very well learning this material. The Forensic classes learned about chemical forensics and analysis. As forensic chemist apprentices, the students did a wonderful job analyzing and deciphering drugs from various tests. Specifically, they were able to differentiate between the different schedule of drugs from presumptive testing. They showed remarkable aptitude when it came to deciphering amongst them. During the Drugs and Toxicology unit, the students learned the different methods that scientists used to determine the identity of an ingested drug and/or poison and the penalties associated with their consumption and dissemination. As a unit project, they gave an oral report on the detritus that drugs contribute to society and the financial and legal ramifications they present in the United States.

After Mr. Barone's classes completed their unit on volleyball, the students were introduced to a unit on Speedball. Speedball is a very fast paced game that is a mixture of soccer and team handball. The students enjoyed this game because of the constant movement, high scores, and interaction with teammates. Mr. Barone explained the rules, skills involved, and numerous strategies students could use during game play. In Health, Mr. Barone's and Ms. Rubin's, (HAS's School Nurse) students were introduced to a unit on organ donation. Students learned how one can sign up at the MVC and what your driver's license will look like if you are a donor. In addition, students learned about why someone may need an organ transplant. The Health classes read an article about Selena Gomez and how she was recently a recipient of a kidney from a close friend of hers. Students learned that Selena was born with Lupus which causes her kidneys to fail. The students also learned that if Selena did not receive a kidney, she would have required dialysis.

Ms. Rubin made calls to all of the absent students' parents each day. The Nurse has assisted with student entry and dismissal procedures on a daily basis. Ms. Rubin saw an average of 15 - 16 students per day and three students were sent home ill. The Nurse assisted with any needs at Westlake School when the Westlake's Nurse is involved with student medical emergencies. Ms. Rubin provided a CPR mannequin to the Westlake Nurse for a demonstration of CPR for the students at Westlake School. The Nurse continued with the health screenings for vision and hearing and contacted parents by phone and by mail for those students who need follow up with their screenings. Ms. Rubin attended a suicide awareness professional development workshop at Monmouth University and shared the information obtained with the Social Worker. She also helped create a video for the Commission Annual Fundraiser Dinner having her students re-enact a lesson that demonstrated the use of the "Drunk Goggles" obtained from a UCESF grant.

HILLCREST/NORTH:

<p>Enrollment as of: 5/25/18 Actual: 90 Referrals : 1 (entered 5/14/18) Changes: 2 dis-enrolled for attendance 1 dis-enrolled for continued HIB and threatening behavior.</p>	<p>Drills: 5/24/18 Fire Drill 5/25/18 Lockdown Drill Discipline: 2 students were suspended out of school for 5 days for willful disobedience and open defiance.</p>
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In the month of May, the Social Studies Department at Hillcrest Academy North evaluated the economic, political, and military power of countries throughout the world in order to determine which country they'd consider the "biggest threat" to the United States. For this exercise, students first researched eight different countries in five different areas (population, alliances, military resources, economic resources, and leadership) and assigned their own scores for each area on a scale of 1 to 5. They then used these findings to come to their own conclusions on which country poses the biggest threat to the United States in the 21st Century.

In the month of May, in Art, Hillcrest North students worked on two special projects; needlepoint and sculpture. Hillcrest was awarded needlepoint materials by the Commission through a generous grant and

began mini projects in cross stitch and free stitch styles. Students were taught several easy stitches and designed samplers in order to create embroidered drawings on material. We related the process of stitching to various drawing techniques and contour variations. Students also learned and created mini cross stitch animals and letters. The students found the process very relaxing. Next, students began their final unit on sculpture/3D design. We began the unit looking at different hands and how their lifestyles changed the surface. We were able to identify who people were just by looking at their hands. We also looked at hand gestures, and talked about what hand gestures are universal and how some change symbolic meaning over time. Students are in the process of casting their hands in plaster cast and will develop them into self-portraits.

In English, students have been writing their portfolios, as well as PARCC testing. We are currently looking at how poetry uses characterization and theme. Also, students are finishing writing their poetry and using all stages of the writing process. Last, students watched *Romeo and Juliet*, focusing on the idea of love and impulsivity.

The Geometry class at HAN had fun studying repetitive patterns called tessellations using transformations. This unit was fun to learn the basic geometry knowledge found in art and made it possible for students to create their own projects. Geometry class turned into art class.

Students in Algebra began the month preparing for PARCC by evaluating real-life problems. Using systems of linear inequalities helped narrow down solutions of budgets, limits and minimums and maximums using graphs. Seniors worked on their portfolios to meet their graduation requirements and demonstrate their knowledge cumulatively for mathematics.

Students in Trigonometry are working with identities and simplifying expressions. Even if they never use such expressions in life, the skill for simplifying complex problems, pursuing answers with precision and justification can be applied everywhere.

Students in Prob & Stat are discovering how many ways events can occur when order does or does not matter. The simple counting principle has the students reviewing multiplication facts so they can solve without the calculator. An alternative way to solve it is using the permutation, combination and factorial key on the scientific calculators. Students are always amazed at how large the numbers can be for even a simple grouping or arrangement.

Health class finished the substance abuse unit on “smoking and tobacco” and the unit on HIV/AIDS. They also viewed a short film called “A Game for Life.” This film is a documentary about a program called “Sports for Social Change” which believes that messages about social issues can be made through sport. Physical Education courses continue to focus on fitness and teamwork.

The nurse took a group of six Hillcrest Academy North students to the Union County College/ Trinitas School of Nursing on May 11th. The students met 3 professors and were given a tour of the Simulation Lab. They learned nursing skills like hygiene and hand washing and how to give an intramuscular injection.

It was another successful Career Day at HAN with representatives sharing their time and counsel in diverse career paths. Students took notes and asked questions to make this a most valuable day. Students were inspired to pursue goals, some new, some renewed.

This month, the students at Hillcrest Academy North took the PARCC and NJSLA-Science tests. The PARCC assesses students in English Language Arts (ELA 9, ELA 10, and ELA 11) and Mathematics (Algebra I, Algebra II, and Geometry). Both the ELA and Mathematics PARCC tests consist of three units. The PARCC tests not only provide students with an opportunity to meet their graduation requirement, but the

results also yield information for teachers and parents to identify students' strength and weaknesses so that appropriate, enhanced instruction can be provided to meet their individual needs. The students also took the NJSLA-Science test for the first time this year. Hillcrest Academy North followed a modified schedule for the testing weeks. The Seniors continued to work on their Credit Retrieval courses. With the June 1st deadline approaching, they have been working arduously to ensure all coursework is completed and they can be approved for graduation. Ms. Mendo has been working with the Credit Retrieval grading and facilitating teachers to determine students' final grades.

NONPUBLIC:

The Nonpublic School Services Department has completed all district consultations with nonpublic schools regarding state and federal programs for the upcoming school year 2018 – 2019. UCESC Nonpublic Department is partnering with Berkeley Heights School District, as we bring on The Flex School, a nonpublic school in Berkeley Heights. Nonpublic Services will be handling all the state and federal programs for The Flex School.

The Child Study Team is finalizing annual evaluations with all our nonpublic school students. They are also partnering with some public schools in Union County to assist with the end of the school year evaluations.

Nonpublic school teachers are finalizing classes, monthly reports and completing documentation necessary for students to receive services next year for compensatory education, supplemental instruction and child study team evaluations. The Nonpublic Department teachers end their school year on June 6, 2018.

A special thank you to all the nonpublic teachers, administrative assistants, child study team members, nurses, Title 1 teachers, and paraprofessionals for their dedication to UCESC and the nonpublic schools and their students.

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 who they are. They are focusing on their individual visions for the future and what action steps they need to complete to help them succeed. This information will be used to create a brochure that can be used with other materials at a job interview.

Power Talk - Students in the Apple Group learned the importance of staying positive at work (and in life), to believe in themselves, the difference between saying "I can't" and trying something, and how to handle "put downs".

“I Messages”- Students in the Apple Group practiced using “I Messages” as an effective means of communication when there is a problem. Understanding that “I Messages” don’t make others feel offended by what is being said.

Time Management Skills- The students in Apple Group learned the importance of following and keeping a task list, prioritising tasks to be completed, and how to ask for help when feeling overwhelmed.

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

Other Highlights Included:

Trip to the Liberty Science Center: Students had the opportunity to learn about the various jobs offered at the the Liberty Science Center (both paid and volunteer positions), had a tour of the facility, and were able to participate in a science experiment.

WRA Car Wash Re-Opened For the Spring Season: Students held 3 car washes this month. The first car wash was a Community Service Event, which reiterated the importance of giving back to one’s community. Students washed the Commissions cars and vans.

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.

Five of the Eight interns in this year’s cohort have already secured paid employment including three who have been hired at Overlook!

Intensive Job Development activities are continuing for the remaining three 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:

- Why are self-advocacy skills so important?
- How can you effectively deal and resolve conflicts?
- Why is paying attention when receiving instruction essential to job success?
- Why is on task behavior an important skill in the workplace?
- Why are confidence and resilience important skills for work ready individuals?

The program held its annual Interview and Assessment Day for prospective interns. Ten candidates and their families attended the interviews on Thursday, May 17th. The candidates also participated in a skills assessment under the direction of on-site staff. The program intends to accept 8-9 new interns. Decisions will be made around the end of May/early June.

Overlook Medical Center received the *Community Partner of the Year Award* at UCESF's annual fundraiser dinner and reception. Overlook leadership attended the event including President Alan Lieber, Chief Nursing Officer MaryPat Sullivan, and Director of Operations Gerry Durney.

Project SEARCH is a collaborative effort between UCESF, 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:

The Technology Department has completely eliminated the fileless malware from our network. This new generation of malware infection was one of the greater challenges we've faced. Although extremely difficult and resource consuming, we have learned a great deal about how to better protect our network from future attacks like these and thus implemented multiple safeguards.

We have ordered a rack mountable air conditioning unit for the main IT closet at 1571 Lamberts Mill Rd. Installing this unit in place of vendor recommendations has saved us several thousand dollars and will keep the closet at temperatures safer for our infrastructure equipment. This solution is also controllable over a network connection which is critical when troubleshooting remotely.

Reconfigured server environment enabling tools that will improve performance and efficiency. All drive size issues have been addressed and systems are scheduled to self-clean weekly.

Created multiple backup environments to see which works best for our network. Acronis image level backup has been an excellent solution so far and we continue to evaluate our options.

We have been working with Comcast to determine options for redundant internet connectivity in the case of a power outage. There are multiple options that can allow sites to stay online even if 45 Cardinal Drive has any power issues. We will present these to administration at our June meeting.

After the success of virtualizing the Transportation environment, we are moving forward with a complete virtualization of the Edumet system. Currently our Edumet portal exists in the virtual environment but the database server still resides on a physical server. This project will be completed in June.

We have corrected the issues with the virtual environment portal. By reconfiguring several services the portal is now reliable and accessible however we will look to upgrade the VMWare environment over the summer, stabilizing the infrastructure even further.

TRANSPORTATION:

A set of updated estimate of yearly transportation costs is being mailed to the Business Administrators and Transportation Coordinators of all participating districts on June 1, 2018. The printouts must be checked for accuracy and any needed corrections made in preparation for the final billing, which will be distributed on June 29, 2018.

Bid preparation for the extended school year transportation has begun in earnest. Bid openings are scheduled throughout June with some extended school year programs beginning as early as the last full week of June. If this past school year is any indication, which was the Department's busiest on record, it will be a very busy summer indeed.

Due to an increased number of incidents and concerns over certain medical issues of students transported through the Commission, policies and best practices are being reviewed on the topics of epi-pen training, seizure management and service animals. The Coordinator feels it is necessary and appropriate to establish firm and clear guidelines regarding these medical interventions on the school bus

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