



Union County Educational Services Commission
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(Att. 2)

**Report of the Superintendent to the Board of Directors
 November 7, 2018**

WESTLAKE:

Enrollment as of October 23, 2018	Referrals: 2
Actual: 67	Intakes Scheduled: 2
Changes: Entered: 0 Exited: 0	Accepted: 0
Fire Drills: October 23, 2018	Emergency Drills: Active Shooter
Suspensions: 0	October 17, 2018

Westlake held a successful Back to School Night on September 27, 2018 which was attended by many Westlake families. Parents were able to meet their child’s new classroom teachers and therapists, as well as hear about all the new learning their child was going to be exposed to during the 2018-2019 school year. The students in the “Sweet Shoppe” baked cookies, banana bread and served coffee to showcase some of their products. All students and staff decorated the school and bulletin boards around the building to present our school in a positive way.

This month was RESPECT and School Violence Awareness month. Activities were completed throughout the month to discuss Anti-bullying – Respect and being Kind to each other. We invited in “Hip Hop Fundamentals” a school wide assembly to empower our students to be assertive, but kind to one another.

The Girl Scouts proudly wore their troop sashes to the annual Serenity Hills Farm outing where they asked questions about “Patches” a favorite horse they rode at the stable. Thanks to the generosity of the Crimi family, the troop was able to earn their “Horseback riding” badge and receive “I love horses” fun patches. The scouts sold approximately 168 units of candy and nuts to staff and their families to help monetarily sustain troop activities.

Both Pet Therapy and Boy Scouts started this past month, and students welcomed the return of both. In Boy Scouts, students discussed the progress they made last year, as the scouts obtained the Good Citizens Badge. Students will finalize the work they started last year on the nature badge, and then start on two new badges: Disability Awareness and Golf. The scouts were excited by the new opportunities we will have this year. They also welcomed a new co-leader in Mr. Moss, our Physical Education Teacher who agreed to help out with the troop this year.

The WPO committee had their first meeting for the 2018-2019 school year on October 5, 2018. Mrs. Tantillo, the Westlake Principal, attended the meeting to continue to support the WPO and assist with their fundraising needs. Most recently, on November 13, 2018, the WPO will sponsor a parent workshop at Westlake school on the topic of Guardianship to help assist families.

Language Arts: Some students just completed Chapter 2 of Hatchet by Gary Paulsen and all students show comprehension through predicting what will happen and by identifying key details from the text. Some

students are even making connections to the main character. In other classes, students have been working on reading comprehension questions and underlining key ideas after listening to a story. They are increasing their sight word knowledge using the Dolch sight word list. Individually students continue to work on their specific programs which include, identifying community safety signs, Edmark reading program, sight word recognition and identifying emotions and actions, etc. Students meet daily for a reading group where they read together and review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Students with beginner reading skills are practicing identifying known sight words and/or phrases in the texts we are reading

Math: In math student learning focuses on individual goals. Mrs. Porchetta incorporates ordering staff “pizza lunch” as a math lesson on Fridays for her class to increase their money skills. Students are tallying orders, computing the amount of Pizza needed and calculating cost/tip for the delivery person.

Science: In science students are learning/sorting solids, liquids and gas. Here we are discussing various materials that make up solids. In some classes, students are making observations and using their senses to form a hypothesis to explore plants and trees in our environment. Students use the school grounds and garden to make observations and then use those observations to form a hypothesis when completing experiments based on each unit. Currently, students are deciding how seeds will grow in different environments.

Social Studies: In social studies, classes worked on defining respect through their senses. They also read common every day situation cards to decide whether the action was respectful or disrespectful. Moving forward they will discuss coping skills to deal with a negative situation or feeling they may face. Some students have been working on map skills. They have been identifying map symbols including street, water and compass. This month discussions and lessons were about Christopher Columbus, fire safety and respect. The students have started Seasons of Kindness placing leaves representing kind acts and words they have been using on our wall. Mrs. Capizzi’s class continues to work on learning about the daily news with the News2you website and in discussions about holidays.

Food Science: The food Science class served the Foundation meeting first period on October 4th. Students made baked goods and coffee and did an excellent job greeting and serving the Foundation members. The Sweet Shoppe has been running smoothly and students are working on their serving skills and taking orders. The in-school café is a great place for students to work on their social/emotional goals with their peers in a structured environment. They look forward to it each week.

Pre-Vocational Skills: and Pre-Employment Training Skills: During Pre-Voc class students are asked questions to relate what they are doing to a real employment situation. Some students enjoy working on the computer doing Computers at Work – Data Entry or Order Processing while other students enjoy the hands-on tasks. Students also learned how to punch a time clock in the school store and became familiar with what is in the store. Stocking shelves, making displays, hanging and folding clothing, making signs, making change are some skills we touched upon.

This year, Mrs. Casey has noticed an increase in the needs of students as they are requesting breaks during class. She implemented an area in the room where students can take a break box back to their work area. These boxes have various materials for students to use during their break. The designated area helps staff and students keep the break materials organized and helps keep individual personal baskets more at bay.

Several students were recognized this month showing improvement on their ability to stay focused on a task. Fourteen students received Good News awards this month. Some topics recognized are: taking initiative on a job, time on task, becoming more independent, mastering a skill, exposed to new task, or maintaining an organized area. In speaking with one of the parents at Back to School Night they were interested in making a

connection to the skill the student learns in Graphic Arts/ Retail to applying them at home. (folding, sorting, pairing, cleaning) Mrs. Casey researched age/level chores for the student and made a chore chart that could be used at home.

Mrs. Casey works with the group of students coming over from Crossroads School in the Pre-Voc room and School Store. On the first visit, students met Mrs. Casey who took them for a tour of Westlake. They were invited back to the Vocational room where they learned the layout of the room and where all the materials are located.

Vocational: Graphic Arts - Graphic Arts activities include cleaning screens in a certain step order, measure backing for embroidery, cut to size, apply to material and hoop in the measured spot. Two students have taken an interest in learning how to thread needles for the embroidery machine. Students learned how to use a tweezers properly pulling thread into the foot guide. In Silk Screening, students learned proper use of cleaning chemicals, washing out screens and using the proper sponge. They filled Westlake apparel orders, some which had a deadline for the Autism Walk. Students set up Tony's Pizza Delight for an upcoming order. Students worked on skills like folding, sorting, stacking, inking, placing in dryer, quality control, boxing, checking inventory and job order. Two students are even working on the book keeping, data entry and order processing on the business. Currently, students are now setting up personalized embroidery for Halloween treat bags and baby blankets.

Sign Making/Engraving machine: Students are introduced to the Scott engraving machine. The machine can make various types of signs. All students are exposed to this job opportunity and produce a product that is sold to employees at the Commission and other businesses. Students are now working on the mechanics and measuring of the signs. They are also making key chains with their names on them. This teaches students to have pride in the finished product.

Horticulture: Ms. Capizzi's class has been discussing parts of a plant and the plant parts we eat. They are working to clear out the garden for winter and plant indoor plants for the upcoming holiday sale in December.

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

Sweet Shoppe: The Sweet Shop and Candy Business are off to a great start since the beginning of the school year. Students have been sending candy and bread up to Wagner Farm Arboretum for 3 weekends this month. We are one of the few outside vendors they allow to sell during the Halloween Bright Lights. Currently, we have already sold 154 candies. Mr. Palmer brings the items up to farm on Friday morning. The students are also getting ready for the sale on Wednesday at the Commission Office and look forward to selling products they made to other District employees.

Jewelry: In our jewelry making program, students worked on beading by pattern and making a beaded bracelet. Mrs. Porchetta is happy that many students retained skills from last year. These individuals were able to help others while working in pairs. It's hard to believe that we're more than half way through the month of October. Students are ready for our first CBI trip to the Clark Commons Mall this Wednesday. The jewelry program is in great need of supplies and students are up to the task of finding all of the items.

DecorDream Shop: In vocational class, students started to rotate into all the shops and teachers had the chance to meet four other classes. Mrs. Shaw started with an introduction asking the students what is DecorDream Shop. The students had the chance to ask questions and get to know each other. The students were happy to make a welcome sign for the Serenity Hills Farm and the owners were very appreciative.

In Life Skills, this year, there will be 2 different groups. Mr. Carten, Ms. Palmer, and Ms. Robles classes will be learning to fill out different types of forms and Mrs. Shaw's class and Ms. Porchetta's class will be learning how the banking system works. They started off completing the assessment to find out their strengths and weakness.

Retail: Students are continuing to explore different jobs available in the school store. These include taking inventory, stocking shelves, and following a shopping list.

Physical Education: In Physical Education classes, students are building upon their previously learned skills and exercise routines. Students are being exposed to various exercises to achieve and maintain an active and healthy lifestyle. They are learning exercises that use their own body weight, free from machines and allow for social interaction with families and friends.

Every class uses a pedometer to assess the number of steps moved. Students then participate in an exercise circuit of sweat. Some students consider this a miniature version of a 'Tough Mudder'. Exercises include, hopping from hula-hoop to hula-hoop, walking on unbalanced surfaces, jumping through an agility ladder and walking up and down steps.

Health Office: The health office continues to be a busy place with medications administered, student and staff injuries and parent communications. Nurse IJ is teaching health to four classes at Westlake and the students are very interested in her lessons. This year, the Commission for the Blind and Visually Impaired has been scheduled for on-site vision screening for our students on February 19th.

Health: In Health, students are learning why it is necessary to wash their hands, wash their faces, brush their teeth, apply deodorant, and most importantly to take a shower. Students read articles by World Health Organization (WHO) on washing hands and the consequences of not washing hands and watched videos of the proper techniques for handwashing. A reflective activity followed that allowed students to understand how fast germs spread. Some students applied 'glow in the dark paint to their hand' and were high-fiving their peers. When lights were turned off, students gained an understanding of germs as they saw their hands glowing. This resulted in Mr. Moss assessing each student's handwashing skills with soap and warm water.

Therapies: Speech: This month we have continued to assess student's speech and language skills to establish baseline levels of student individual needs and to write functional goals and objectives for upcoming IEP meetings. The speech department has created Boardmaker materials to assist students in completing various tasks (check-lists, schedules, PECS, etc.) and have pushed into classrooms to increase peer interactions (i.e. turn taking, answer social questions, etc.). We assisted various staff members with iPad issues (settings and controls, backup and restoring PLQ information, app selection). Therapists planned and implemented ADL and OT/Speech groups. Activities included: grooming skills, apartment tasks, making oatmeal, obstacle course, and carving pumpkins. For the "Week of Respect", we read books at various levels to open discussions of respecting others.

Physical Therapy: Currently we have two physical therapists working at Westlake School. One works three days a week and one works one day a week. There are 22 students receiving physical therapy (PT) services with a total of 32 individual treatment spots, two PT groups and two PT monthly consultations.

This month we attended the UCESC professional development day. Our full time PT finished her safety care recertification and participated in google training. In addition, she attended a two-day course approved by the Commission on sensory integration. The course was presented by Julia Harper, one of the world experts on this topic. We are excited to apply this new information to our treatment sessions here at school.

We continue to take data and monitor our students' progress towards their PT IEP goals. A select group of students are being monitored on two formal balance assessment tools; the Timed-Up-and Go (TUG) test and the Pediatric Berg Balance Scale (PBBS). Baseline data has been recorded. In addition, some of our students are using video modeling during their sessions for balancing on one foot and broad jumping. A group of students are self-assessing by recording their long jumping distances on a log during their sessions.

Occupational Therapy: Currently, the OT department consists of 2 occupational therapists working at Westlake (2 full-time OTs). A new part-time OT will be starting on October 29th. The OT's will make sure to orient her to the OT program at Westlake, documentation requirements and the use of IEP Direct. They will also be welcoming a Level II fieldwork OT student that week as well. The OT student is a former Westlake paraprofessional and we are happy to have her return.

This month we continue to assess students' self-care skills, household skills, fine motor skills, computer skills and sensory needs to write IEP PLAAPF's, establish goals and objectives and baseline levels for SGO's. We are currently condensing the AFLS goal bank by choosing goals that are most appropriate to the needs of our students, which can then be inputted into their IEPs. We continue to use the AFLS task analysis to assess our students' performance and measure progress.

We also continue to collaborate with speech regarding activities for the ADL support groups. Activities this month included apartment tasks, making cereal and oatmeal, obstacle course, and playing a gross motor game.

Social Work: Six pre-planning meetings and nine IEP meetings were covered since last report. Team members new to their sending Districts were familiarized with Westlake's educational and vocational program continuum. Parents have appeared satisfied with student progress and most interested in CBI opportunities for their children.

WPO meeting was attended to support the parent committee and to provide information to all Westlake parents as well as to fundraise to help support student programming. Contact was made and arrangements secured with Dr. Chet Miros of Guardianship Services of NJ who has agreed to speak to our parents about one route to obtaining legal guardianship for their special needs dependent. Arrangements were made to have a spring time fundraiser of used clothing bulk pick-up at Westlake School with the proceeds going to the WPO for support of student activities.

Staff and students wore blue articles of clothing on Oct 1st, "World Day of Bullying Prevention", in support of global efforts to "stomp out bullying" in schools. An array of lessons were taught this month in all classrooms to raise awareness and combat prejudice. Bulletin boards reflected positive messages that reminded our students to be kind and considerate daily.

In preparation for our Consultant psychiatrist, Dr. Amy Borg-Glickman, files were updated with information regarding recent medication and prescribing physicians. Dr. Amy has been extremely helpful serving as a knowledgeable liaison to the medical and psychiatric providers that serve our students. Dr. Amy is a valuable support to classroom teachers who report on perceived changes that might support the need for a student medication adjustment to increase desired behavioral outcomes. Nurse IJ has been of great assistance with her ability to build rapport with parents that has increased trust and helped the families see the school as a valuable support especially where medication is concerned.

Contact with the Division of Disabilities Coordinators from all counties has produced baseline information of the registration process for the 2019 and 2020 graduates. Many parents have not completed required paperwork which has resulted in the closing of their child's case and the need for reapplying in a timely manner.

Counseling appointments on an individual and group basis are on-going. Several students have necessitated an adjustment in their morning schedules to incorporate an early breakfast meeting appointment to de-escalate if necessary and center the student.

A coping group of teacher recommended students has been meeting to assist with anxiety issues. A group for students in the upper vocational program has been meeting to support their emotional needs as they advance in SLE based opportunities.

Behaviorist: Student BB, has successfully transitioned into the school for a half day since being accepted into Westlake in September. This student came to us with significant maladaptive behaviors and the Westlake team has created a positive welcoming environment. They have increased his time in the classroom setting with peers and under the direction of classroom staff. Behaviorists continue to monitor, collect, and analyze behavioral data to systematically increase time at school based on a decrease in target behaviors outlined in his behavior intervention plan.

Behaviorists have continued to utilize a shared system on the Google drive which includes staff access to any updates or changes in a student’s program. Team Communication logs have been shared digitally as well housed in each student individual portfolio binders to provide an open line of communication between all staff working with the student. Additionally, data sheets, Behavior Intervention Plans and Behavioral Strategies have been shared with staff through the Google Drive.

Safety Care training has continued this month. The behaviorists completed the Recertification Training offered at the Commission for all staff members on October 8th. The behaviorists also completed the Initial Training for new staff as well as the security monitors at Lamberts Mill Academy, Hillcrest Academy North and Hillcrest Academy South. In additionally, the behaviorists completed training the Crisis Team Members in Safety Care’s High Severity Modules late last month.

Behavior intervention plans have been written and updated this month for three Westlake students. All Behavior Intervention Plans have been implemented in collaboration between the classroom teacher and behaviorists and reviewed with classroom staff before implementation.

Behaviorists have scheduled and began meeting with teachers on a biweekly basis. The purpose of these consultation meetings includes reviewing behavior data collection/clarification on procedures, BIP review, and behavioral support for concerns that arise as needed. Behaviorists have also begun to conduct observations of individual students based on information gained through biweekly meetings and individual needs to provide additional support to classroom staff. Crisis calls that are unscheduled continued to occur this month, with several students. The Zen Den “calm environment” has been used with three students in a proactive measure to offer students the opportunity to become self-aware of their emotions and de-escalate their moods. The Zen Den has been successful since its creation in September 2018, with students taking approximately 10 minutes to be redirected back into their classroom.

LAMBERTS MILL ACADEMY:

As of October, 2018 LMA Actual: 36 LMA District - Non-New Point: 32 New Point Specialaty at LMA: 3 Changes: _____ Entered: Pending: _____ Exited:	Fire Alarms: 0 Fire Drills: 1 Security Drills (1): 1
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Trinitas Hospital : Bedside Instruction: 37 (inpatient) Day Program: 45 Approved-Agreement signed: 55 Classified: 31 Regular Ed: 24	
Referrals in October: <u>5</u> Intakes Scheduled:5 Completed: 4 Acceptance Letter Sent: 4 Sending District Accepted LMA placement: 3 Placement Pending : 2	Suspension out of school: 1 In School Suspension: 1 HIB: 0

Administration

We have had a very intense month of activities to support social emotional growth. Students took part in our National Bullying Prevention Rally and during the Week of Respect participated in a school wide activity called, *Bountiful Acts of Kindness*. Students recognized positive, respectful acts and gestures by filling out pumpkins and posting them on a hallway bulletin board. One morning the entire school interactively watched the film, *Lucas*, in their assigned life skills classroom. While watching the film clinicians and teachers paused on various topics displayed in the movie to provide opportunities for students to express their feelings.

The *Week of Respect* was heightened with a school wide, staff vs students volleyball game in the afternoon. Students got to show their team building skills, and how to respect one another with this event. We also had a guest speaker, Dr. Sconiers, on Hip Hop and Mental Health and anti-violence. Dr Randolph Sconiers DSW, LCSW presented a symposium to our students called *Mental-Hop* highlighting how mental health and hip hop culture intersect while discussing diagnosis such as PTSD and Depression. Dr. Sconiers brought awareness to mental health through music and famous icons, demonstrating how it can help remove the stigma of mental illness that still may exist today.

The 2nd annual “Child’s Play” obstacle course competition took place in which students competed an obstacle course set up at the school. Through these physical challenges they overcome their emotional obstacles. Finally, Detective Williamson of the Elizabeth Police Department met with LMA and New Point Students to discuss the dangers of violence, gangs and bullying, and positive ways to stay out of trouble. Honoring National Coming Out Day for the LGBTQ on October 12th, students at Lamberts Mill Academy introduced the LGBTQ Club in hopes that new members would join. The students decorated the DBT/Zen room with gay pride colors and refreshments, so the students felt welcomed. During the group the students discussed what the LGBTQ Club is about along with some history of the LGBTQ youth. The current students have utilized this small club to express their sexual identity as well as seek assistance from others to support them and understand the challenges that they face.

Our staff attended the Social Emotional Learning and Character Development professional development on 10/8/18. They took part in an engaging activity that can be used with students in their classroom. All staff expressed their “Shows and Grows” in their professional craft from the 2017-2018 school year. The purpose of the activity was to allow them to “feel” the emotion of positive attention when referring to their professional and identify the “What” of Social Emotional Learning.

Academics

Career and Technical Education: This month students have been working on understanding the concept of credit worthiness, researching consumer borrowing and comparing various types of car loans and lenders. Juniors and seniors embraced the challenge by using computers, notebooks and activity sheets. In Computer Science Discoveries students have been working on the problem solving process. Students were given three different problems which grow increasingly complex and are poorly defined to highlight how the problem solving process is particularly helpful when tackling these types of problems. Community service continues and students are excited to interact with residents of the Clark Nursing and Rehabilitation Center by providing them with a warm beverage, snack, table conversation and some well needed stretching. This past Thursday as we walked in, one of our favorite residents remarked "It's Thursday, I knew you were coming and I wanted to get up very early".

English Language Arts & Literacy: English has continued to work on independent reading and writing components and internalization for independent reading. Students have also held lengthy discussions on group novels, showcasing their comprehension of the plot line in addition to how it can relate to their own experience. English has also continued with the seniors on career development writing activities that supplement CTE classes. This month we also focused on a #WhyIWrite activity, which celebrates National Day on Writing (October 20th). Our students were inspired by author Jaqueline Woodson, watched a video where she spoke to a New Jersey school about her writings and answered their questions. We then wrote empowering and inspirational words in chalk on the sidewalks of LMA.

Social Studies: Social studies classes continue to pursue history as a backdrop to our current world. World History has focused on ancient civilizations as we review countries, their cultures, their government and economic systems, and the conflicts that occurred among those early communities. We have also marveled at the remnants of their civilizations, especially the structures remaining in Egypt. Did they have help from alien beings?

US History I students reviewed how the early peoples of North America help and hinder the new colonists. We have studied the failures of those early settlements, learned about the roots of religious freedom, and studied the early forms of government in the first colonies. On our horizon will be the break from England and the early expansion westward.

US History II has seen the growth of America as a result of the Industrial Revolution, highlighting our move from cottage production to factory production. Major changes in society happened, including the move from an agricultural society to an industrial one, the mistreatment of children as workers, the battles between factory owners and their workers who sought to organize and form unions, the change in transportation systems heralded by the railroads, and the implications of the Robber Barons, who often took so much from their workers but then gave things back to their communities.

20th Century Civil Liberties has tracked the start and growth of the Jim Crow Laws and its impact on the formerly freed slaves. These were reviewed up to World War Two where segregation was institutional by the armed services until the servicemen began to return home. We talked about the Plessey vs. Ferguson trial and the impact of the separate but equal decision. We also looked at the Nuremberg Laws enacted in Germany and compared them to the Jim Crow doctrines. Moving forward we will delve into the women's rights movement and the impact that has had on society in the USA.

Science: Our early schedule has been a bit fragmented so far, but we are solidly underway with some fun concepts in Science. Our hermit crabs from last year have returned to our classroom and are fun additions to almost any lesson. In chemistry, we are studying density and will be making density columns soon. In Earth and Environmental, we have been studying the lithosphere, the hydrosphere and what the landmasses on early Earth looked like (and how we know!). In Forensics, we have been working on our research projects about wrongfully convicted people, and our recent trip to the NJ State Police Museum reinforced some key ideas about good detective work. In Biology, we are discussing what criteria makes something 'alive' and will be investigating yeast in the next few days. We took a trip to the Turtleback Zoo and enjoyed a long discussion about what the jungle sounds like (probably not like all the construction at the zoo). Finally, all classes have been learning about the Brain Rules (only one rule so far). As an academic component to our Social Emotional learning goals, we are studying how our brains are structured and why humans do the sometimes-brilliant and sometimes-silly things we do.

Mathematics: This month students in all Mathematics classes learned about different types of graphs, specifically scatterplots. They learned about data, relationships that may exist amongst two different variables, and how they graph it. Students spent time recognizing positive, negative and no correlation; along with creating 'line of best fit' to represent the plots. The Smartboard was incorporated so students can create their graphs and present them to the class.

Data collection was taught so it can be tied in with October being National Bullying Prevention month. Students created hypothesis regarding two factors that contribute to bullying, violence and respect, and attitude feelings. Students then created different surveys, and were able to analyze the data using Scatterplots on the Smartboard. This allowed students to apply the knowledge taught in math class to a real-world topic; bullying prevention.

Spanish: This month students are working on the unit "*La Identidad*" in Spanish class. Based on current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling. This language acquisition strategy allows students to learn grammar, reading and writing along with vocabulary. The students had ample opportunities to practice the learned skills and knowledge while the assessment in TPR Storytelling is ongoing. Students took a reflection assessment at the end of the story. Therefore, the teacher got a feedback about how to help students on the next lesson. Also, the students celebrated National Hispanic Heritage Month. They recognized the contributions made and the important presence of Hispanic Latino Americans to the United States and celebrated their heritage culture. The students finished up their poster/presentation projects on "*La Herencia Hispana*" displayed on the Spanish bulletin board in the hallway.

Physical Education and Health: October was a busy month for the students at LMA in Health and Physical Education. We finished with the Football Unit by practicing catching and throwing a football, running routes, offensive and defensive schemes, and rules and regulations of the game. We followed these up by partaking in lead-up activities and playing in flag football activities. We are now currently at the tail-end of the Soccer Unit. Students worked on the mastery of miscellaneous soccer skills such as dribbling, kicking, trapping, and gameplay. Classes have been playing in competitive lead-up activities and soccer games to finish out the unit.

Students were given the opportunity to participate in an amazing class trip thanks to our friends at Hunterdon County Educational Services Commission. Students were treated to multiple activities set-up throughout the campus such as hiking, farm animals, fishing, volleyball, and soccer. We were then treated to a wonderful BBQ lunch followed by making smores by a campfire. Fun was had by all and new friends were made. Hoping to be back again in the spring to catch more fish!!

For Health class we continue to study and perfect our personal hygiene routines. Students are learning why it is so important to have good hygiene as it relates to social and emotional health. All students were also given toothbrushes, toothpaste, and floss thanks to donations from local dentists. We will continue to reinforce healthy hygiene to finish out the unit.

LMA Clinical Department

Lifeskills groups had an eventful October working on the topics of Respect and Bullying. Students defined what it means to demonstrate respectful behavior both in school and in the community. Each group used different activities from the Let's Get Real Curriculum to educate the students on anti-bullying laws and respect for one another. Lifeskills groups chose different ways to depict the message of Week of Respect and School Violence Awareness Week and this is what some students said....

"...we illustrated how a person feels that gets talked about in a negative way versus a positive way. We discussed how words can be hurtful and the pain can last even longer than if you have a fight."

"...through magazines and articles we created a poster to depict "See Something, Say Something"

"...we wanted to create an anti-bullying Public Service Announcement(PSA) creating a plot, storyline, characters, a dialogue and assigned parts/responsibility to the members in the group. Our principal was even kind enough to allow our group to film the final "principal" scene in his actual office."

"... we made a poster with words of advice from students that related to anti school violence, anti bullying, and respect delivering the message that the LMA community is against school violence and bullying."

New Point Specialty

October was marked by concentrated effort to talk about Bullying across the New Point Specialty Campus. Teachers and therapists held discussions with students about Bullying and not being a bystander when it occurs on our unit. The students attended an excellent assembly on Hip Hop and Mental Health on October 19th. The NPS students also were invited to hear Detective Williamson speak on October 24 at Lamberts Mill Academy.

In English Ms. Fort continued discussing Edgar Allen Poe and his suspenseful writing during the month of October. The vocabulary groups looked at Greek and Latin roots, to increase vocabulary levels.

In Science, the students started looking at the basic unit of life, the cells. This will coincide with Mr. Convery's SGO and bodily systems.

In Social Studies, we examined Spanish Explorers; Columbus, Cortes, DeSoto, DeLeon and their contributions to the discoveries in the New World.

The students also looked the Chicago Black Sox Scandal of 1919, The Cuban Missile of 1962 and last Orson Welles's great radio hoax on Halloween eve, *The War of the Worlds* by H.G Wells

The students went Trout fishing on October 29th at Pequest Trout Hatchery. Continuing our community service program, the students worked the Food pantry on October 26th.

Trinitas

Materials on all levels were provided on Christopher Columbus. Older students read a Scholastic News article, "The Columbus Day Debate," which addressed why many places in the United States are choosing not to honor the famous explorer and instead honor indigenous people on the second Monday in October.

Indigenous Peoples Day, celebrating the Native Americans past and present, is observed in some states (ex: Alaska) and cities. Many Italian-Americans think we should have separate holidays, one to honor Columbus, the brave explorer, and another to honor the Native Americans who suffered because of his actions. Younger students (K - 2) also enjoyed picture books about Columbus.

CROSSROADS:

Enrollment as of October 26, 2018 Actual: 43 Changes: Entered: Exited: 0	Referrals: 1 Intakes Scheduled: 0 Accepted: 0
Fire Drills: 10/30/18	Emergency Drills: 10/24/18

Classroom Accomplishments:

In Allison Gebler’s Class, Room 102

Thematic units included instructional lessons on farming, the plant cycle, and farm animals embedded into our Science and Social Studies curriculum. In the area of English Language Arts students were introduced to the words associated with different fall weather images: leaves, autumn, jacket, raking as well as numerous items that can be identified in the fall months by our students. Students sang seasonal songs in morning meeting involving each of these terms and visual prompts were given to students in need.

In the area of Math students completed activities with an emphasis on counting, size comparison, and color labeling/matching activities with apples and pumpkins. An introduction of using parts of a whole in addition, was demonstrated by cutting apples in half and then placing them back together to create the whole. Our class then used these apples to create do-it-yourself stamps using paint.

In the area of Science / Social Studies students completed anchor charts of apples and pumpkins through matching or guided support. Repeated practice of these charts targeted the parts of each item, the lifecycle of each plant, and the senses involved in the exploration of both. The class enjoyed cutting into the apples and pumpkins to determine what they looked like inside, how they smelled, felt and even tasted! The cooking lesson explored this month was Crock Pot Apple Sauce and Green Apple Play-Doh!

Centers for the month of October focused on multiple Verbal Behavior and Communication Skills: Jack-O-Lantern Emotions (developing facial expressions on pumpkins printouts using Play-Doh), Pumpkin Pictures (sequencing mixed up images to reveal a photo), Monster Riddles (listener responding by feature, function or class to determine which monster the riddle is describing), and I Spy Monsters (scavenger hunts for identical images of Halloween themed items).

In the area of individualized goals, Niall has begun to functionally use his PECs book to request his wants! Tanzania has demonstrated her understanding of language by building her tact repertoire to nouns. Alex has improved his ability to follow an arrival sequence by only requiring verbal or gestural prompts for most steps. Kairo has expanded his tacting of emotions by answering “how do you know?” questions (“She is happy. I can see her teeth.” “He is angry. No teeth, mad hands [fists]”)

Room 102’s Star Student, Niall, accomplished a daily living goal of toilet training by decreasing

negative behaviors related to his first introduction to not wearing pull-ups in school!

Field trips this month have included Serenity Hills Farm and Clark Gym. During our trip we went pumpkin picking, practiced turn taking on slides and appropriate social interactions with animals. Students in Room 102 enjoyed lots of gross motor movement with peers from Room 105 during our Clark Gym trip. It even led to the development of a leveled peer playgroup between Kairo and students from Room 105 with similar social, play and verbal skills.

Our class will continue to work on the expansion of individual independence throughout our daily routines including: arrival sequencing, toileting, activity schedules and token economy usage.

Room 102 is looking forward to our trip to Pump It Up with Room 104 next month.

In Consuelo Alzate's Preschool Class, Room 103

This has been a very busy, exciting and rewarding month for the Preschool Disabled Classroom Program at Crossroads School. The students thoroughly enjoyed our field trip to Serenity Hills Farm, in Califon New Jersey. Our youngest learners also loved the opportunity to exert physical energy at the Clark Gym, where they were able to interact with peers from another classroom.

All the children are showing great progress this month. Lyla has been very successful at toilet training, while Sebastian is rapidly learning to use PECS (Picture Exchange Communication System) to mand for food and a few toys. Jose is doing very well with consistently staying engaged and finding toys to play with. Ezequiel has learned to pull his pants and diaper up all on his own while practicing toileting. All the children are now able to sit and attend for longer periods of time. They enjoy sensory and social play the most.

In Anna Garrison's Class, Room 105

One of the thematic units our classroom studied during the month of October was the exploration of North America by Christopher Columbus. Students read several books and viewed an educational clip detailing the explorations and the significance of his contributions. The students made their own Christopher Columbus crafts and created a word wall that is prominently displayed in the classroom.

The students enjoyed learning about the different parts of a pumpkin in celebration of Halloween. They created a sample pumpkin where the students needed to label the parts on the outside, as well as learning the different parts on the inside. The students were able to apply what they learned and create their own labeled pumpkin. After that, students chose a pumpkin and did a "pumpkin investigation." They went over the size, shape, color, surface, height, and whether we thought the pumpkin would sink or float. The students really enjoyed this activity. They then counted the number of ribs to make educated guesses on how many seeds they thought were in the pumpkin. Once it was cut open, they counted the seeds in sets of ten.

Also discussed this month was Halloween. The class will go over Halloween safety and will write about their costumes. Students are excited about the upcoming Halloween activities which include crafts, games and a classroom Halloween party!

In Stephen Goham's Class, Room 106

Students enjoyed learning about the Skeletal System during the month of October. They were able to name, locate, and identify various bones in the body by playing games such as "Simon Say's..." and watching instructional videos such as "Rock 'N Learn Human Body" to strengthen their skills and knowledge base regarding the human anatomy. Students also participated in arts &

crafts activities creating skeletons using sensory driven items.

In Christina Witte's Middle School Class, Room 109

The classroom and school highlight of the month was our field trip to Serenity Hills Farm. Jillian was still fearful of the horses upon arrival, but this year she summoned the courage and requested on her own to go on the horse carriage ride. Rashid loved picking a pumpkin and picked out the biggest one he could carry. All the kids loved the hayride and the bounce houses.

Students continued learning about pumpkins following our farm trip and leading up to the Halloween. During middle school groups they learned about the life cycle of pumpkins. They examined one of the pumpkins, described it, made guesses about its measurement and then tested their guesses.

The Middle School started our community-based instruction trips and went to ShopRite to stockpile the Crossroads kitchen in the beginning of the month. Elaina was the student star of this specific trip. During direct instruction, she has been learning and practicing how to find items on a shopping list in store circulars, write down and compare different prices, how to classify items into grocery store categories and more. On this past trip to ShopRite, Elaina showed considerable improvement in her ability to generalize these skills and apply the previously taught concepts in the natural context. Given her shopping list, Elaina was able to find the appropriate aisle for several of the items on her shopping list (e.g. sugar = baking needs). After finding her actual items in that aisle, she was quickly able to identify the cheaper price for each item and count out the specified quantity on her list. This was a very special and rewarding moment.

In Susan Parenti's Middle School Class, Room 110

Students enjoyed learning about Pumpkins this month. Students weighed a pumpkin, measured its height and used words to describe the outside of the pumpkin. They placed it in water to observe if it sank or floated and then cut it open to view the various different parts. After making their observations, they scooped out the inside of the pumpkin and placed the strands and seeds on the table for further exploration. They counted the amount of seeds inside and placed the seeds in groups to practice counting by 10's. The seeds were roasted and the students had a chance to taste them. This hands-on pumpkin science activity explored all 5 of the senses.

For Halloween, the class read the story "Goodnight Goon" by Michael Rex. Students made Halloween slime in which they followed a recipe. Slime is a great tool for sensory play as part of an anti-anxiety kit, and to develop fine motor strength. Students also followed a cooking recipe to make Frankenstein pudding cups. They filled cups with vanilla pudding-tinted with green food coloring and topped with crushed Oreo's. They drew faces on the cups and decorated them using their imagination and creativity.

During the Week of Respect, students read, "Fill a Bucket," by Carol McCloud. The book's message and underlying theme is that we fill each other's invisible buckets when we show respect and kindness to others. When we are unkind to others, we dip in their bucket and it empties our own. Our happiness increases when we treat each other well. After reading the book, the students participated in a "Sorting Activity," where students identified pictures of behaviors as either "bucket fillers" or "bucket dippers." The pictures that were "bucket fillers" went into the bucket with a smile face. Some examples of bucket fillers are: using kind words, sharing, or helping others. The pictures that are "bucket dippers" went into the bucket with a frown face. Some examples of bucket dippers are being mean to others, yelling, or not sharing. Each student also made individual buckets that were filled with kind words and deeds. The purpose of this lesson was to get students to think about their own thoughts and feelings and those of others and to give

students some awareness into how their choices (words & actions) can make a difference.

In Natalia Amador's Middle School Class, Room 111

Students had a month full of fun learning experiences. They explored the adventures of Christopher Columbus through reading, writing and crafts. They also celebrated Hispanic Heritage Month by having our students identify social and cultural differences and similarities. Students engaged in a scavenger hunt that consisted of facts pertaining to the many wonderful Latin countries. To wrap up our theme, each student got to pick a country and complete a short research paper on that particular country.

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

For science and social studies, the middle school teachers have been rotating into all the classes and we have been teaching thematic units. This month's thematic units include: Halloween, the life cycle of the apple, bats, and Christopher Columbus. For direct instruction, all students continue to be assessed on their VB MAPP goals and working on their IEP goals.

Speech Therapy

The preschool disabled classroom students have been using more sounds and words to requests as the year has progressed. They are also beginning to understand the visual schedules in the speech therapists offices. Hope continues to attend the Clark Library with the middle school classrooms and conducts Maker Space groups with the students. Eileen is a member of our Halloween Committee and has been assisting her colleagues with the planning and implementation of our Halloween Festivities and Fashion Show.

Occupational Therapy

During the month of October we welcomed our new Occupational Therapy Intern from Quinnipiac University. She will work with our students and be an extended member of our staff through the first week of January 2019. This month we continue to practice our integrated model of therapeutic sessions by "pushing in," several classrooms to collaborate with the classroom staff and discuss best practices for each individual student. Children are adjusting to their therapy schedules and our sessions are off to a tremendous start.

Physical Therapy

Currently Crossroads School has 11 students receiving physical therapy services with a total of 14 individual treatment sessions and two PT groups. In addition, a new student will receive one physical therapy consultation session per month. Our students are off to a great start during their physical therapy sessions. M.C. (one of our new students) has achieved many of his PT goals already and is proving to be a fast learner of motor skills. E.D. has shown outstanding progress with negotiating our playground structure which allows for more participation with his peers. After months of practice S.V. is now independently jumping over hurdles which is a newly acquired skill.

This month Aliza Feuerstein attended the UCESC professional development day, finished her Safety Care recertification and participated in google training. In addition, she attended a two day course approved by the commission on sensory integration. The course was presented by Julia Harper, one of the known world experts on this topic. Aliza is excited to apply this new

information to her treatment sessions here at school.

HILLCREST SOUTH:

Enrollment as of 10/24/18 Actual: 94 Changes: Entered:13 Exited:2 (Attendance Policy Violations). Suspensions: 3. 1 for being in possession of a concealed weapon as well as disruption of the educational environment and aggression towards staff, 1 for causing an unsafe driving environment on the bus and aggression towards staff, and 1 for disrupting the educational environment and aggression towards staff.	Intakes Pending General Ed.: 10 Intakes Pending Sp. Ed.: 1 Waiting List: 0
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In October, Mr. Reichman joined Hillcrest Academy South Campus (HAS) as the new Chemistry certified teacher. He is shared with Hillcrest Academy North Campus (HAN) and will switch during the second semester. Ms. Dinolfo also joined HAS as a substitute in the Biology and Forensic classes. Ms. Wrzesinski went out on maternity leave, therefore Mr. Hill transferred to her Social Studies classes as the long-term Social Studies certified substitute.

Ms. Gronert, the shared Guidance Counselor, continued to build a rapport with the staff, students, and Elizabeth Public School (EPS) staff. The Guidance Counselor collaborated with Union County College (UCC) and the Success Seminar teachers to assist the seniors in applying to UCC and administering the Accuplacer in school. She has worked with Dr. Balsamello, HAS Principal, and Ms. Gilchrist, HAS School Social Worker, on the the school’s attendance initiative and held a “Perfect Attendance Breakfast” for 18 students who exhibited perfect attendance for the month of September. The guidance counselor worked with EPS to register and notify the students about the importance of taking the SAT and PSAT at their EPS Academy on October 10th. On October 12th, the Guidance Counselor interviewed alongside Dr. Balsamello and Mr. Marquet, HAN Principal, potential students for both Hillcrest Academy schools. Ms. Gronert has worked to audit these students transcripts and create their schedules to ensure a smooth transition.

October was a busy month for the HAS Community Service Program (HASCSP). In an effort to spread some Halloween fun, students within the HASCSP made goody bags and cards for the children served by the Emmanuel Cancer Foundation. The HAS “Think Pink” committee coordinated two events in recognition of breast cancer awareness. The first event was the 9th annual “Think Pink Day” and “Noodles for a Purpose” fundraiser, to benefit the North Jersey affiliate of the Susan G. Komen Foundation. As a follow up to this, the “Think Pink” committee made preparations to host the 9th Annual Breast Cancer Awareness Assembly in November. The HAS Rock the Vote committee ran a voter registration drive at the HAS complex during their annual Back To School Night. The committee is proud to announce that they were able to assist 14 students and 2 families in registering to vote in the upcoming midterm election. The Respect Committee coordinated school-wide activities for our annual Week of Respect and most notably unveiled the school’s “Respect Wall”. During School Violence Awareness Week, the Student Council Executive Board hosted the 6th annual “Pizza for Peace” fundraiser to benefit The Emily Fund for a Better World and their statewide efforts to provide education and awareness on the importance of school safety. E-Board representatives also attended a School Safety Team meeting with school staff and two representatives from the Westfield Police Department. Hispanic Heritage Month ended in mid-October and as a culminating event, the Sharing Our World as We Share Our Culture committee organized a school-wide celebration. HAS student volunteers have been invited and encouraged to participate in the 2019 Prudential Spirit of Community Awards. Through this program, students are able to articulate how they have been able to make a difference through volunteering. We are so very excited about recognizing our students for their volunteer service!

Ms. Gilchrist reported that Tuesday Spirit Days have been a burgeoning success. This academic year the topics are more diverse and coincide with Respect Week as well as School Violence Awareness Week.

Students who participate have been invited to the Westlake Cafe. This experience has been beneficial to the Westlake and HAS students and staff. Ms. Gilchrist has attended the first monthly DCF/HIB meeting for enhanced services for identified students. She is completing the BIS pre-test for three additional students within a 30 day time frame. Ms. Gilchrist participated in the semi-annual HIB meeting with the Westfield Police and Student Council members. Ms. Gilchrist had the first perfect attendance breakfast for the month of October. All 18 eligible students were present. Ms. Gilchrist is instrumental in acclimating the new Guidance Counselor to the culture of HAS as well as the Elizabeth District requirements. She assisted with the SAT initiative, Saturday school registration, and transcript audits.

Ms. Rubin, the School Nurse and Health Education Teacher, has been assisting with entry procedures, including bag searches. The school nurse made calls to all of the absent students' parents each day. She has been compiling attendance letters for students with excessive absences as per the NJDOE. The nurse has seen an average of eight to 10 students per day. The nurse called parents to follow up on notes sent to parents for those students with food allergies, asthma, and other health concerns. The nurse assisted at the Westlake School several times this month during emergencies. The nurse assisted with a new student intake where the student requires medical forms on file. The nurse assisted one student with a vision referral for a free eye exam and the student also received free glasses. The student was very appreciative. Mrs. Rubin went to a professional development workshop for School Health that was very informative and useful, especially the topic about what to do after a school crisis. Required health screenings continue throughout the year. Ms. Rubin and Ms. Ferrari are running the new HAS School Store. Snack sales, enabled students to participate in selling items during lunch, started this month and were very successful. The orders for "school spirit wear" have been processed and the items are in production. The students seem very excited about our school store. In Health class, the students worked on the NJDOE required topics of "respect week" and "violence awareness week". The next module in health class will be the cardiac and circulatory systems.

The students in Mr. Barone's Physical Education classes have continued with their unit on soccer. They were introduced to basic soccer skills such as dribbling, passing, and shooting. In addition, other aspects of the game such as the importance of moving without the ball were discussed. The students now understand that although they may not be in control of the ball, all members of the team have an important role and that they need to keep moving to keep the passing lanes open. In Health classes, Mr. Barone completed a lesson about dating violence to coincide with School Violence Awareness Week. Mr. Barone explained some components of a healthy and unhealthy relationship and also stressed that violence of any kind can not and should not ever happen. Students were also introduced to a unit on the heart and circulatory system. Students will understand that the heart is a muscle and blood carries oxygen and vitamins and minerals throughout the body.

Mr. Reichman's students met him for the first time in October and began learning about Chemistry. Thus far, they have learned about different practices of science, properties, and characteristics of matter and ways of classifying matter. They can identify different types of changes and how energy is transferred in physical or chemical changes. Mr. Reichman's classes will soon be doing a POGIL (process-oriented guided inquiry learning) activity about atoms, molecules, compounds, and use Chromebooks to investigate chemistry using online interactive chemistry simulations.

Ms. Cioffi's students continued to practice the routines and rituals of the class. Students have also continued to follow the independent reading program and routines and rituals set in place for reading. Students practiced reading and writing skills using their independent reading book and other supplemental texts read in class. English courses are nearly halfway through the material on the first unit of the English curriculum and have learned how to annotate texts, identify characterization, theme, studied different point of views, and different types of conflicts. Students have also learned to write responses about their reading and are learning to cite textual evidence to support claims and provide analysis of textual evidence to support their answers.

Students have also learned how to incorporate quote integration and transitional words and phrases in their writing. Future plans for this class are for students to learn about figurative language, tone and word choice, and to write narrative pieces. This will prepare students for the English Department Common Assessments which will be administered after the completion of first Unit of the English Curriculum.

In commemoration of Hispanic Heritage Month, Ms. Holden's students read short excerpts on the lives of several famous Hispanic Americans. In addition, students read articles on school violence and bullying. Students then discussed ways that they could alleviate potential problems in these areas. Students especially enjoyed reading and analyzing *The Road Not Taken* by Robert Frost. Students then created their own poem based on the same theme. In addition, students read excerpts from *The Scarlet Letter* by Nathaniel Hawthorne and *The Legend of Sleepy Hollow* by Washington Irving.

All algebra and geometry students have been working on Friday Fluency in Ms. Ferrari's classes. The students take a drill on skills about fractions that include simplifying fractions in their lowest terms, improper fractions, adding, subtracting, multiplying, and dividing fractions. The department SGO drill indicated that only two students out of thirty five have mastery of fractions. This underlying skill deficiency has affected the students' performance in math. Each Friday, after the students take their drill, we have worked on fraction lessons. The fraction lessons include number theory and lessons that illustrate the different examples about how we solve fraction operations (i.e. illustrating why we use the algorithm multiplying by the reciprocal when dividing fractions.)

The students in Algebra II classes focused on graphing linear functions and their properties in Mr. Sobieniak's courses. They also learned to solve systems of equations by graphing, substitution and elimination. Students in Probability and Statistics classes learned more about measures of location for grouped data. They also learned to calculate quartiles, interquartile range, deciles and percentiles. Students were investigating many real life applications problems. The students in Success Seminar/ Math Strategy utilized Khan Academy to improve their algebraic skills. Students of all classes used the interactive SmartBoard in their lessons.

Ms. Duarte's students delved fully into their first unit of study. In USII students explored the growth of modern America by way of the Industrial Revolution. Students have continued to work on their writing as they compared and contrasted the experiences of Chinese Immigrants with that of European immigrants making their way into America through Ellis Island and Angel Island. We then explored living and working conditions within the United States through image analysis of Jacob Riis' photographs and a document based question on the rise of unions. These topics lent themselves to issues that are currently facing America in 2018, all of this added to great conversations and expressive writing pieces. Students were able to read about these issues, explore solutions to the current state of affairs, and disclose their opinions through written and class discussion. In Economics students have become familiar with ways in which they can plan for their future and most efficiently use their income. That is, our study of credit cards, interest, and taxes lent itself to students drafting written arguments speaking to the importance of financial literacy for young teens.

Students in Ms. Cherville's Spanish classes celebrated Hispanic Heritage month. They enjoyed music and food from different countries, decorated the school, and appreciated our diversity. Spanish learners learned verb structures, body vocabulary, adjectives, and expressions in the target language. They also used the acquired knowledge to write picture prompt descriptions and to perform a variety of meaningful interactions. Spanish speakers completed writing projects based on story books they read. They created several chapters continuing a story as well as created their own version of the story.

HILLCREST/NORTH:

Enrollment as of: 10/31/18 Actual: 80 Changes: Entered: 18 Exited: 2	Referrals : work in progress Drills: Fire Drill 10-22-18/ Lockdown 10-22-18
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In English, students have read numerous short stories including “Thank-You M’am” by Langston Hughes, “The Gift of the Magi” by O. Henry, “The Cask of Amontillado” by Edgar Allan Poe, and “The Lottery” by Shirley Jackson. Students have studied theme, and identified the theme in short stories and poems. Students also wrote a theme analysis where they had to identify a theme in a text, cite evidence to support the theme, and explain how their evidence supports their claim. Students studied character traits, characterization, and wrote a character analysis. Students learned about the different points of view a story can be told from, and analyzed the point of view in different stories. Students learned about irony both dramatic and situational, and read a story identifying various examples of irony. Students recently identified different types figurative language in poems. Students are currently writing a piece in which they must use five types of figurative language including a simile, a metaphor, a hyperbole, personification, and onomatopoeia.

In Creative Writing, students are starting each class writing a story for ten minutes. Students discovered description isn’t as easy as they thought. They wrote a description of a photograph, and then the students had to draw the description another student wrote. Students wrote six Word Memoirs which are displayed all over the school. Students then wrote obituaries for an object.

In the month of October, students in US History II explored the history of workers’ rights in America. They completed a Document Based Question assignment with documentation describing how workers were treated during the Industrial Revolution. Students were able to put themselves in the shoes of these workers, imagining the hardships of 12 hour days for only pennies an hour. Then, students learned their current rights as workers in our society. They created posters for workplace environments outlining their rights (minimum wage, workplace safety, protection against discrimination, etc). This gave students a full picture of the history of workers’ rights in our country.

A yearbook committee was formed, and students have met a number of times to discuss the theme and layout. Students will be taking a school wide poll to decide on a theme for the yearbook.

The geometry class has been working on the relationships with angles and solving for missing values. The skills from algebra are necessary for solving such relationships as vertical, complementary and supplementary angles. Combining like terms and solving two step equations were some of the skills needed. An introduction to Google classroom and Google sheets was used on the perimeter and area lesson.

The Probability and Statistics classes are also using Google Classroom, Sheets and Documents to analyze and draw conclusions from real world data. Students are realizing that average is not necessarily the mean. The median value may be more typical for the data and the range can indicate it. Visual displays of bar graphs and histograms are easily done with Google Sheets.

In health class, the students completed the following units: the nervous system, hearing, self breast and self testicular exam, the circulatory system and blood. PE classes continue to run smoothly as students are learning skills and sportsmanship.

UCC administered the Accuplacer in Math to our seniors to select students that qualify for the Pathways program. Two students passed on their first try and several others came close. Students will be given another chance later in the year.

The Attendance Committee has been working to improve the attendance of our students. They have been keeping track of weekly attendance. Those students with perfect attendance for the week have their names put in a raffle. Small prizes are given to two students but the recognition of their efforts encourages them to keep on trying. Perfect attendance for the whole month will be celebrated with the entire group.

Algebra students at Hillcrest Academy North have been utilizing online tools on Edulastic.com to become comfortable with individualized assignments and PARCC-like assessments. Mrs. Machado is working on getting all students familiar with being assessed online for each chapter, in hopes of reducing anxiety and increasing test-taking endurance for PARCC in the Spring of 2019.

Mrs. Machado is finding great success this year in having in class peer tutoring. All students are now flowing into the routine and procedures that help everyone work together as a team. Mrs. Machado's "Teacher's in Training" are a prime example of students increasing retention based on the learning pyramid. The key to subject mastery is teaching it to others. If they are able to accurately and correctly teach a subject to others, they'll have a very good mastery of the concepts, and superior retention and recall. According to the Learning Pyramid model, students are able to retain about 90% of what they're able to teach to others. By the month of October, one of the main activities that occur routinely in Mrs. Machado's classrooms is peer to peer teaching, where each group member takes the opportunity to teach the other group members the course material being studied. In addition to the learning that takes place, the classroom environment is strengthened and students all build a win-win attitude.

NONPUBLIC:

Nonpublic Teachers and Speech Therapists participated in a training of IXL. IXL is a personalized K-12 standards-aligned learning program in math and language arts. Teachers also participated in a workshop and discussion on the best practices of push-in services for supplemental and compensatory instruction. Teacher concerns will be shared at the Nonpublic Principal's meeting scheduled for November.

The Director and Supervisor of Nonpublic Services met with members from the Archdiocese to discuss the current services provided to students in Catholic Schools throughout Union County. They also invited teachers from the Commission to participate in their upcoming professional development opportunities.

Nonpublic Services continues to explore moving from PowerSchool to Frontline IEP.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 12

Project SEARCH-Overlook Medical Center Enrollment: 9

Westlake School (Job Academy): 14 (Projected)

Lamberts Mill Academy (Job Academy): 3 (Projected)

Sub-Contracted SLE Programs with UC School Districts: 3 (Plainfield, Elizabeth, and Summit)

Students in the **Work Readiness Academy** continued in their first semester internship experiences. Students are placed in one experience two days per week and a second experience one day per week.

Other highlights from this month included:

Students created a business plan for their new business enterprise, “Readiness Easy Cooking” (REC). Lasagna will be assembled by the WRA students and sold to consumers. A taste test was held at “Back To Work Night” for parents, and at the UCESC Building for staff and office workers. WE MAKE IT, YOU BAKE IT! Is their motto.

Students learned the definition of integrity, the importance of having integrity at work, and discussed specific examples of decisions at work that may require using integrity.

Students gained an understanding of the importance of first impressions.

Students were introduced to the various components of Google Docs and learned how to insert pictures and tables, collaborate, and share with others (using “can edit” or “view only”).

Students were also introduced to the various components of Google Slides. They practiced putting different backgrounds on various slides, adding a new animation to each of the slides, and sharing their slide presentation.

Students created a Values Collage that included exploring who or what has influenced them, and how these people or events shaped their values.

Students visited the Strength and Fitness Center in Cranford where they finished identifying appropriate weight amounts on various machines. They were also introduced to the cardio machines available for them to use.

LETSCOM Fitness Trackers: Ms. McQuade received a grant from the UCES Foundation to purchase fitness trackers which will allow the students keep track of how many steps students take daily.

During their weekly skills group students began a lesson series on Self Advocacy. They are learning how to use “I” messages and other assertive forms of communication.

In recognition of the “Week of Respect” students in the Work Readiness Academy created a “Tree of Respect” bulletin board that will be updated weekly throughout the school year. Students will contribute by adding leaves to the tree that include reflections about respect, self-advocacy, responsible-caring, and gratefulness.

On Thursday, October 4th the Work Readiness Academy held a “Back to Work” event. Parents of students enrolled in the program visited with program staff during the first hour and then were invited to stay for the 2nd hour which featured a presentation entitled “Yes, Your Child Can Work” by the Arc of New Jersey’s Planning for Adult Life Program.

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** program at Overlook Medical Center is in its third year of operation. This Fall, the nine interns are participating in experiences with the following departments:

Infection Prevention
Neurology/ICU/CCU

Environmental Services
Overlook Foundation
Materials Management
Food Services-Overlook Cafeteria
Central Sterile
Dietary & Nutrition
Human Resources

Highlights from this month included:

Interns attended a hands-on fire safety training where they practiced “PASS” with fire extinguishers.

Interns also participated in Overlook’s Infection Prevention Fair.

In recognition of the Week of Respect, the interns created a KINDNESS tree to keep track of the ways staff and students respect one another.

In the classroom, the students learned about Workplace Safety, Self-Esteem, Self-Advocating, and Time Management.

On Wednesday, October 17th the program hosted the first of three Family Involvement Sessions. The interns and their parents were invited to the hospital for a program that included a presentation on the impact working has on Social Security Benefits. During the second part of the evening students and their parents learned about services offered through the Division of Developmental Disabilities (DDD).

The Project SEARCH Advisory Committee met on Tuesday, October 23rd at the hospital. Among the topics discussed were: the creation of a program video to support outreach and recruitment, a review of the student recruitment plan for 2019-20, and planning for the second year of an email mentoring program for the interns.

Applications for the 2019-20 Project SEARCH program will be available beginning November 1st.

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

Josh Bornstein, our Director of Special Projects spent part of September working with our partner districts to begin setting up our sub-contracted Structured Learning Experience programs. We will again be providing SLE services to identified students from Elizabeth Public Schools and Plainfield Public Schools. Our newest district partner is Summit Public Schools.

TECHNOLOGY:

The Technology Department has completed a master inventory list of all infrastructure technology including warranty expiration dates and replacement costs. This includes our one-to-one initiative Chromebooks and has allowed us to create a refreshment schedule for them. It has also clarified a great deal regarding our budgetary needs today and in the future where major technology projects as far as 3 years ahead can be financially planned for.

Accuplacer testing was successful this year with no IT issues reported. Communication between building administrative staff and IT personnel allowed us to prep labs and devices earlier this year ensuring success.

Deployment of new and improved battery backup units at all buildings' MDF and IDF closets has begun. We expect to have this completed in Winter of 2018.

UCESC has officially retired our outdated student information system, Morris Computer System (MCS). We are fully integrated with PowerSchool and continue to tailor it to our needs. This is one less physical server that we need to support, power, and keep under warranty.

In regards to saving energy and money on our server fleet, we are working with Edumet to virtualize our database server. Our portal server is already in the virtual environment and we have had a great deal of success with that changeover. We expect to have the entire Edumet environment virtualized in Winter of 2018.

Our E-Rate 2018 BEAR form has been completed and submitted.

UCESC's Office 365 and Chromebook initiatives have been united to allow our staff and students full access into the Microsoft suite of Office products via their Chromebooks.

We continue to work with our printer vendor Atlantic to better suit the needs of our district. Currently the personal printer fleet is very large and, since we find some printers experience heavier usage than others. We are working toward consolidation and replacement of smaller units with bigger multifunction machines that have a less expensive per-page cost.

The IT staff is working to create a refreshment schedule of our iPad fleet and our projectors. We are working with teachers to learn the needs of the classrooms to determine if our current hardware is supporting their curriculum.

We are working with our wireless vendor Aerohive to streamline the wireless networks across the district. There was some difficulty during professional development days when connecting to wireless networks at 1571. We hope that between the efforts of our internal staff and Aerohive's support, these issues will be resolved in Winter of 2018.

TRANSPORTATION:

Data necessary for submission of the DRTRS (District Report of Transported Resident Students) reports for state aid were delivered to participating districts on October 15, 2018. The Commission's own data submission for the DRTRS will be transmitted over the internet to the Department of Education prior to the established deadline date of November 16, 2018.

The Emergency Snow Notices will be mailed the week of November 5, 2018, to all parents whose children are transported through the Commission. The letter outlines procedures to be followed in cases of inclement weather. A call chain was also established with school districts for early notification to the Commission on days of inclement weather so that the Coordinator has time to notify each bus company of district decisions.

Emergency Exit Drills will be mailed the week of November 12, 2018, to all schools serviced through the Commission's Coordinated Transportation Program. These drills must be conducted twice yearly by the school principal, and a form returned to our office.

Competition has eased among the contractors bidding or quoting on available transportation routes. Many rides for unanticipated transportation requests are very difficult to obtain. Rides that are secured are at higher prices since there are far fewer interested vendors. The impact of the more stringent driver testing

protocols is evident as few contractors have available drivers. Even bus aides have become difficult to obtain, as they tend to rely on drivers for their “ride to work”, i.e., they are picked up at home before the run begins. Over eighty routes will be going out to bid later this month. It will be interesting to note the level of contractor participation.

cc: Eric Larson, Business Administrator/Board Secretary