



Union County Educational Services Commission

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Report of the Superintendent to the Board of Directors November 6, 2019

WESTLAKE:

Enrollment as of October 23, 2019	Referrals: 1
Actual: 70	Intakes Scheduled: 0
Changes: Entered: 0 Exited: 0	Accepted: 0
Fire Drills: October 24, 2019	Emergency Drills: Active Shooter
Suspensions: 0	October 8, 2019

Westlake held a successful Back to School Night on September 26, 2019 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 of the new learning their child would be exposed to during the 2019-2020 school year.

The WPO committee had their first meeting for the 2019-2020 school year on October 15, 2019. Mrs. Tantillo, the Westlake Principal, attended the meeting in an effort to continue to support the WPO and assist with their fundraising needs. The WPO will again sponsor several guest speakers this year as we have many topics of interest. There will be two workshops in November. The first workshop is on Financial Planning for Special Education. Crossroads School families have been invited to attend. The second workshop will be on the Zones of Regulation. The parents also indicated they are interested in a workshop on Sexuality for Teenagers as Westlake has the majority of high school students. We are currently trying to secure Mr. Frank Cicero to come present this topic for parents.

A grant was written for the evidence based “Zones of Regulation” curriculum and supplemental materials. There is a need for a Social Emotional Learning (SEL) program to become more of a cornerstone of the counseling program at Westlake. A number of students are currently dysregulated, quick to escalate and disrupt their own educational program at the slightest trigger. By utilizing the Zones of Regulation throughout the school community it is believed students will begin to gain awareness of their behavioral deficits and begin to better understand themselves, optimally demonstrating an increase in self control. Delivery of the “Zones” has been ongoing and differentiated according to student needs. Teachers have been very receptive to the lessons and see the “Zones” as a means for students to better self-regulate when upset. Generalizing this curriculum to the parents will offer consistency and assistance in the home.

A school project is underway where students are reading “The Giving Tree” and working on a school wide project. This aligns to the Week of Respect and Violence Awareness Week for the month of November.

Westlake's Giving Tree will be showcased in the Cafeteria for all to see and students will include individual "hearts" and "acorns" on the tree with an anti-bullying message.

Social/Emotional

The focus this year at Westlake is on Social/Emotional learning and the well-being of our students. All classroom teachers have started lessons on anti-bullying, conflict resolution and respect. Staff members received training on the signs of bullying and the procedures to follow when reporting. Students are learning to respect their peers, teachers, and community workers during lessons. This year, we are using the social curriculum, "Zones of Regulation" with staff training provided on our first professional development day October 14, 2019. This training is also being offered to parents on November 19, 2019, in an effort to generalize skills learned at school into the students' homes.

Language Arts

In Language arts, classrooms work on reading through various ways and topics for students to learn according to their needs. Some students are reading novels; others are working on reading comprehension questions and underlining key ideas after listening to a story. Students requiring more individualized instruction work on their specific programs including, identifying community safety signs, Edmark reading programs, sight word recognition and identifying emotions and actions.

Math

In Math, the students are making great progress with learning the concepts of money and the value of coins by making purchases in our school store, selling our wonderful Westlake products in real-life situations such as the Can Do Café. CBI trips also provide opportunities for students to develop math skills while purchasing items at the Shoprite, Target, Michaels and Five Below.

Science

In Science, classroom teachers are utilizing the Foss Science Curriculum to teach a variety of topics through concrete learning and hands on materials. Some classes are discussing living things and use materials to design how plants use their external parts to help them survive and grow. Students explore what plants need to live and grow, and how can they identify living and nonliving things. Additionally, some students are learning about physical science including matter and descriptions of solid objects.

Social Studies

Students learned about Fire Safety this month in an effort to understand how they should react in a real life crisis situation. Depending on the age groups, students also learned concepts about Christopher Columbus, geography and basic map features such as land, water, and streets on both globes and maps.

Sign Making/Engraving machine: Students are making many engraved signs at the beginning of the school year as nameplates are needed at all schools for newly employed staff members. This year, the machine needs some maintenance and parts have been ordered in an effort to update and keep the machine working properly. Students are learning the mechanics of engraving and using measurement when making the signs.

Horticulture: Ms. Capizzi's class has been learning the basics to planting, plant wants and needs, plant parts and the life cycle of a plant. They have also used the Foss Science kit to support the horticulture program. Soon, students will decide which plants to grow from seeds indoors. In spring the plants will

move to our outside gardens. Last years' garden flowers are still in bloom and doing nicely. We may donate the flowers again this year to Runnell's when our students go to visit.

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, the main office, Mr. Peneno and LMA.

Sweet Shoppe: Students have been baking for the Sweet Shop and Wagner Farm Arboretum. Last week Mr. Palmer took the breads and candies up to the farm and they sold all our products in one night. Students made double the amount of chocolate pops, pretzels and bread to send to the farm for the next sale. Students worked on another job making birthday pops for a little girl who will be six. The Sweet Shop has been running smoothly. Hillcrest South comes in every week and they keep us very busy. Several of our Westlake classes also come in and the cart goes around the halls for classes to purchase baked goods.

Jewelry: In our jewelry making program students are working on beading by pattern and sorting. They are making their first jewelry items for upcoming sales. The students participated in both the design and purchasing of items to make beaded key chains.

DecorDream Shop: In vocational, the students started producing small sized wooden signs requested by the Overlook Hospital gift shop. The students also learned how to assemble a wooden frame by gluing and nailing the pieces together.

Retail: Students are working on purchasing items while on their CBI trips for the school store. They are also continuing to explore different jobs available in the school store. These include taking inventory, stocking shelves, and following a shopping list.

Physical Education

Currently in Physical Education, students are beginning a bowling unit that will allow students to work cooperatively to develop, practice and maintain skills in a sport they can play throughout their lives. Students will also be able to translate their cooperative learning, and gamesmanship skills to other units throughout the remainder of the 2019-2020 school year. Additionally, bowling is a skill that will be generalized to during Community Based Instruction when students go to Linden Lanes.

Health

In Health classes students are continuing to learn why it is important to be active and healthy. Using educational websites and articles for children, each student is completing activities to assist their understanding of healthy eating and drinking habits to promote good health.

Currently, students are active and engaged in 'food shopping' in the Westlake School store. They are going food shopping with a small order; one healthy drink, one healthy snack, and one healthy protein. After, students bag their products and wait for the next student to complete their food shopping. Once all students complete their food shopping, we have a class discussion to allow the students to determine why and how products are healthy.

Additionally, Mr. Moss has cut out photographs of hundreds of foods and liquids. Each class will work together to create two piles of healthy and unhealthy foods. During the activity, students are questioned about why foods belong in each category. Students work with each other allowing opportunities to improve communication skills while learning about healthy food choices.

Therapies

Speech

The speech department has created Boardmaker materials to assist students in completing various tasks (check-lists, schedules, PECS, etc.). We assisted various staff members with iPad issues (settings and controls, backup and restoration of PLQ information, app selection). We worked on increasing social skills and improving vocabulary related to fall, Halloween and other activities. Therapists planned and implemented ADL and OT/Speech groups. Activities included: making applesauce, following directions using preposition concepts to locate puzzle pieces, making oatmeal, and improving apartment tasks (folding clothes, washing dishes, setting the table, etc.) in our newly renovated ADL room.

Physical Therapy

Currently we have two physical therapists working at Westlake School. One therapist works three days a week and one is there one day a week. We have 22 students receiving physical therapy with a total of 30 individual sessions, 2 groups and 2 quarterly consultations.

Mrs. Feuerstein will be monitoring dribbling and broad jumping skills with students. Students will have a designated "Progress Tracking Chart" hanging in our motor room to allow for self-assessment with these skills (among other skills). Hopefully our students will be able to take pride in their accomplishments while watching their scores improve on their charts.

Students have been decorating the large tree mural in the motor room with fall colored leaves. We incorporate them into obstacle courses and other gross movement activities such as squatting. Overall our students are progressing nicely with their PT goals and objectives.

Occupational Therapy

Currently we have 3 occupational therapists working at Westlake; two full time OT's and one part time OT who works Wednesdays). The ADL and motor rooms are organized and being used by all therapists for sessions.

We continue informally assessing all OT students and developing goals and objectives for upcoming IEP's. The OT's have met with several of the teachers to address the sensory needs of the students and provide sensory strategies and necessary equipment. Along with the speech therapists, the OT's have developed the curriculum for the ADL Support Group.

Life Skills groups are provided to Mrs. Pajewski, Mrs. Porchetta and Mrs. Attlesey's classes. This month the group activities focused on apartment skills, hygiene skills, and following a simple visual and written recipe to make apple sauce and instant oatmeal. OT iPad's have been programmed to go along with these activities, allowing the students to make choices, identify items used, and to communicate with their peers.

Social Work

The biannual School Safety Team meeting was held with parent representation. Since last report one alleged HIB investigation was conducted and submitted for review. This investigation was deemed a student conflict versus bullying. Westlake is constantly honing the school program to ensure the safe monitoring of all students and remain as structured as possible throughout the school day. “Mr. Fitz”, our security monitor, has been a great support assisting with calls requiring a higher level of attention such as elopements.

During the “Week of Respect” teachers taught a variety of creative lessons that highlighted positive peer interaction. The week culminated with the much anticipated “Be Great” Anti Bullying magic show arranged by the ABS. Students were educated and entertained while magical tricks illustrated how kindness matters. Mr. Peneno, who wears many hats, served as MC.

Individual and group counseling has begun. Groups are developed to support specific needs of the students. For example one group focuses on social and friendship skills, and another group focuses specifically on young men’s issues. Westlake and HAS are continuing this year to have a shared social group. Mr. Balassone and Ms. Gronert met to discuss the group and the first session will be held shortly.

A grant was written for the evidence based “Zones of Regulation” curriculum and supplemental materials. By utilizing the Zones of Regulation throughout the school community it is believed students will begin to gain awareness of their behavioral deficits and begin to better understand themselves, optimally demonstrating an increase in self-control. Delivery of the “Zones” has been ongoing for counseling groups on each Social Worker’s caseload and differentiated according to need. Teachers have been very receptive to the lessons and see the “Zones” as a means for students to better improve self regulation strategies when upset.

Behaviorist

This month, our newly appointed Registered Behavioral Technician, Karly Barreto, has begun to work alongside the behaviorists. She has been involved with data collection and input, assisting with behavior crises, and consulting alongside the behaviorist in various classrooms who require additional behavioral support.

The Behaviorists have also begun to hold biweekly meetings with all teachers. These meetings give teachers a chance to receive support from the behaviorists as it relates to students’ success and achievement in their classrooms and provide an opportunity for the behaviorists and teachers to collaborate. Data collection procedures, analysis of student behavior data, use of specific behavioral strategies as well as instructional support as it relates to student behavior are routinely discussed during these consult times. An action plan is included in the written report of the meeting, and responsible parties (teacher/behaviorist) complete the listed activities by next meeting. These notes are shared with the teacher and administrators.

In addition, Team Communication Logs continued to be shared digitally to provide an open line of communication between all staff working with the student. These team communication forms are updated regularly by the behaviorists, as changes are made to procedures used with individual students, and new information is obtained from various sources (e.g. therapists, parents, Dr.). The Team Communication Logs allow the entire team working with that student to receive the most updated information.

Additionally, data sheets, Behavior Intervention Plans and Behavioral Strategies are shared with staff through the Google Drive.

Behaviorists have been active members of many pre-planning meetings for IEPs as well as IEP meetings along with participating in Administrator/Behaviorist meetings this month. Behaviorists attended and participated in preplanning and IEP meetings for seven students. Behavior Intervention Plans (BIP) have been written or updated for three students and a Functional Behavioral Assessment will be conducted to begin a BIP for another student. These BIPs were created in consultation with the classroom teacher and any other pertinent team staff members (e.g. OT, mobility specialist), and after student observation by the behaviorist.

The Behaviorists have also participated in a meeting this month with the consulting Psychiatrist, Dr. Amy. During these meetings, behaviorists provided behavioral data, current strategies and observational notes. There have been consults completed informally in many classes with new students, or students who either have an increase in various target behavior or a change in behavior or needs. The Behaviorists have also consulted in classrooms with new staff or who are in need of continued training on various student-specific techniques for various reasons.

Supervision and assistance during crises was provided to support the staff and keep students safe. The Zen Den continuing to be a valuable tool to help de-escalate students and to proactively prevent various aggressive episodes. Despite this successful de-escalation occurring regularly, several crises requiring restraints occurred this month.

Lastly, this month both behaviorists have continued to lead re-certification workshops in Safety Care. At this point, all certified and the majority of returning support staff with the exception of one paraprofessional have been re-certified in this crisis management protocol.

Westlake Mission Statement

Westlake School is dedicated to providing a safe, nurturing, positive environment by emphasizing high expectations for all students, fostering independence, encouraging confidence and a collaborative commitment to functional academic excellence.

LAMBERTS MILL ACADEMY:

<p>As of October 2019</p> <p>LMA Actual: 45 LMA District - Non-NP: 40 New Point Specialty at LMA: 4</p> <p>Changes: <u>5</u> Entered: <u>2</u> (Non-NP) <u>0</u> (NP) Pending: <u>1</u> Exited: <u>2</u> (non-NP) <u>0</u> (NP)</p> <p>Trinitas Hospital : Bedside Instruction: 32 (inpatient) Day Program: 45 Approved-Agreement signed: 45 Classified: 26 Regular Ed: 19</p>	<p>Referrals in September: 10</p> <p>Intakes Scheduled: 10 Completed: 6 Acceptance Letter Sent: 6 Sending District Accepted LMA placement: <u>1</u> Placement Pending : 1</p> <p>Fire Alarms: 0 Fire Drills: 1 October Fire Drill: Thursday 10/24/19 Security Drills: 1</p> <p>October 8, 2019 - Lockdown Internal Threat Suspension out of school: 2 In School Suspension: 2 HIB: 2</p>
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Administration

We started October 2019 with Fall festivities. Our students enjoyed pumpkin picking at Vonthun Farms. In addition to pumpkin picking, Vonthun’s offered us harvest festival events; apple cider tasting and a petting zoo. Next, our students spent the day as junior archaeologists at the Sterling Hill Mining Museum. Our students took a tour of a live mine, explored the history of mining and got a chance to try their hands at mining for minerals. All of our students were amazed at the Rainbow Tunnel. The Tunnel showcased zinc ore, which glows brightly with rainbow like colors. Later in October our students visited the Newark Museum. The students learned about contemporary art, American art, decorative arts and the different art from Asian and Africa as well as the ancient worlds. In preparation for Halloween the students enjoyed watching the kid friendly Disney movie Maleficent. Maleficent is a spooky movie about witches and fairies. Maleficent was a perfect introduction to the Halloween season because shortly after we plan to host a Halloween party and costume dress up for our students which will be held on Halloween day. In addition our staff and students will be decorating our garden, “The Spooky Garden” and reading Halloween stories to students at West Lake School.

During October our students participated in the Week of Respect. The students participated in events that demonstrated respect to others. For example, our students took place in a contest where they had to come up with a poster that demonstrated the perfect “recipe for respect.” The students that created the winning poster were treated to lunch. Also students that were caught being respectful were given “respect bucks” that they were able to use at the school store. In keeping with the respect theme LMA hosted two presentations, the first was by Health and Hip-Hop and the second was by Kris & Aron. Both of these presentations focused on empathy for others, anti-bullying and positive peer relations. Professional development was given to staff on our Harassment Intimidation and Bullying policies and finally our students are being rewarded on Fridays with electives and mini specials of their choice as a positive behavior reinforcement.

Academics

Middle School

Ms. Falconer

This month students have been working on the states in matter. They have been scanning each chapter for vocabulary that is not familiar to them before we start working on chapters. We are currently working on physical and chemical changes in matter. We are also looking at root words, technological terms and their definitions.

This week we started off our lesson by demonstrating physical changes in substances. The students also noted that chemical changes also result in new substances. Food digestion involves both physical and chemical changes. To reinforce both physical and chemical changes students studied the concepts of rusting, burning, cutting and freezing to try to classify each example of physical and chemical change.

Students have been working on pre-algebraic problems in order to strengthen their knowledge for the basic operations such as addition, subtraction, multiplication and division. We have also been looking at word problems and understanding the verbiage used. Additionally, students worked on a timed “do now” challenge at the beginning of each class period.

Computer Science provided the opportunity for students to collaboratively problem solve. During these lessons, students get a chance to use their social and emotional skills in determining the outcome of each challenge. As the students continue to focus on “Processing”, they share possible solutions to see that there may be more than one answer to a particular question and the way that answers can be reached.

Ms. Principato

In Language Arts we began reading *The Hate U Give*, by Angie Thomas. This young adult fiction novel about a female black teen who witnesses the realities of race and police brutality in contemporary America ties in with our Marking Period 1 theme of Ever-Changing Identities as well as our Social Studies topic of Active Citizenship. The students have completed a Unit Test on the first three chapters of the book which assessed their basic comprehension, identifying characters, analyzing quotes, determining figurative language, and basic terms like main character, narrator, point of view, setting and genre. We have continued to build on these concepts through analyzation of the book, higher order thinking through questioning, making connections to the text through personal experience and about other people we have read about in short articles on Common Lit. I have also introduced the concept of drawing inferences. We continue to add new vocabulary words to our word wall and practice writing in our daily Do Nows. We also began writing persuasive paragraphs, working our way to writing a persuasive essay. We will be going on a field trip to the Newark Museum on October 25 to view their Building Bridges exhibit.

In Social Studies we are continuing to learn about active citizenship and cultural understanding through reading various articles about refugees, Malala Yousafzai, Mohandas Gandhi, and Starr, the main character in the book, *The Hate U Give*. Students completed a lesson on civic values and were tested on the various ways people practice civility in real life situations. They were also tested on how certain characters in the book practiced specific civic values as learned in class. We have watched CNN 10 to learn about current events and to practice listening open mindedly to different viewpoints.

High School

English Language Arts & Literacy

We have gained a baseline for instruction within both our SGO's and Unit I Argumentative Writing and Informational text close reading. Through varied content area readings, students have gained clarity on how to gather and use of textual evidence to support their views. Students have analyzed the use of point of view and inferences initially in readings and then are using these aspects to replicate it in their writings. As part of a class incentive, students were given the opportunity to participate in a writing contest creating their own scary story for an award at our upcoming Holiday event.

Additionally, students read and discussed varied nonfiction text about the Addams Family film's author, Charles Samuel Addams. Several students had chosen an argumentative essay debating "Does the location you grow up affect who you become?" Upon learning Charles Samuel Addams is from Westfield, students had a lively debate which enhanced their argumentative essays.

Social Studies

World History has continued to hone their Geography skills as they study the globe and the methods and techniques to manage map studies. We have looked at the continents, major oceans and seas, the topographical highlights, and lifestyles based on their climates. We have also looked at the challenges that some parts of the globe presents and the techniques that those populations have designed to respond to their own climate demands. We will next move on to the start of the world's great civilizations - their growth, impact, and contributions.

US History I is concluding its study of the growth of the early Americas and will move on to the age of exploration, the movement from the old world to the new world, the important explorers, and the beginnings of life on North America and the impact on the native Americans and their relationships with the explorers.

US History II has completed a review of the opening stages of the Industrial Revolution. We have looked at changing job patterns, the growth of factories and the decline of cottage industries, the major inventors and their inventions, and the change in the lifestyle of population as they moved to the cities for factory jobs and left the agrarian work of the country. We saw the cruelty of child labor, the early stages of unions, and the growth of industries who monopolized their products to the distress of society. As this era slows we will then move on to look at the Gilded Age of prosperity.

20th Century Civil Liberties has concluded its study of Jim Crow in America. This has included the impact on the Black community, the groups who sought to make it prevail, and the ways it touched housing, the economy, education, and government. We looked at groups who imposed harsh sanctions and used violence to maintain Jim Crow. We talked about the Green Book and evaluated an actual facsimile of the 'Negro Travel Guide' that was used for safe journeys in the south by Black Americans. We learned about Sundown towns, the double standards, and Plessy vs. Ferguson creation of separate but equal. We will next move on to the Nuremberg Laws and compare these sanctions to Jim Crow.

All classes have also continued with a look at current events on Fridays. Using CNN10 we are presented with the latest news stories in a concise and interesting fashion, we have looked at natural disasters, the unrest in Turkey, a wind farm in the North Sea and a woman in Chicago who has started a Peace House to support a neighborhood racked with violence. Students are involved in active discussions and reflect on how some of these topics relate directly to their lives and futures.

Science

October has been a productive month in Science class. Biology students are busy studying the characteristics of life and investigated organisms that accomplish 'life' in crazy ways. Our Environmental students are learning about renewable and non-renewable energy types. Chemistry students are learning about properties and changes in materials. Our seniors are working on their Forensics projects and will present their posters next week. A number of students went to the Sterling Mine in Ogdensburg, NJ where we investigated the geology of NJ, got to discuss mining as an Environmental issue, and even discussed labor laws in the US as a result. Students brought back pumpkins from another field trip, so last week we made pumpkin slime, discussing the chemical reaction and resulting non-Newtonian fluid. We also made elephant toothpaste in a pumpkin, which is a fun exothermic reaction that utilizes living yeast.

Mathematics

Students working in the Drone Academy have completed building a Level I drone. All the mechanical components have been completed including soldering wiring to the electric board, following different wiring harnesses and securing critical components of the drone (GPS, satellite, voltage regulator, ESC motors and the power supply). Looking at the future, students will be using computer software to complete setting up the drone for flight. Students have also been getting simulated flight experience using Real Flight 8 to familiarize themselves with the controls of the remote, and the two main joysticks. They are seeing how these controls affect different movements of the drone (throttle, roll, pitch and yaw) so they can begin flying the Trainer Drone.

Students in Algebra 1 and 2 courses have been learning a lot about graphing linear equations on the Coordinate Plane system. They have been utilizing interactive, assistive technology including the Smartboard to graph linear equations a variety of different methods. They also have the opportunity to individually check for accuracy with the use of the TI-84 Graphing Calculator once they have points of a linear equation. These tools are helping to assist students with the graphing of different linear equations so they can visualize them, and look for trends.

Students in Geometry courses have also been utilizing the interactive Smartboard, but are using it to work with different types of line segments and angles. They are learning about different basic Geometric Postulates and how they relate to the Segment Addition Postulate and Angle Addition Postulate. As they are learning about these Postulates they are getting instruction with the use of Google Maps to show different streets, and relating them to different line segments and angles. They are able to measure different angles using an interactive protractor, and measure distances while using different scales. This experience is allowing students to apply fundamental postulates, to everyday applications.

Spanish

This month students are working on the unit Daily life “*Para Empezar*” and Personal Identity in all Spanish classes. Students are able to develop the class rules and identify individual phrases in context. Students create different posters about “*Las Reglas de la Clase*”, which are displayed on the Spanish bulletin board outside in the hallway. Other areas that need to be addressed within the first weeks of school are giving students a list of materials that will be needed daily and communicating the methods that will be used to assess their work (i.e. rubrics and reflection forms). Also, students have taken a pre-assessment to aid in placing them in different levels. Also, based on test results students completed an academic Spanish vocabulary assessment to depict their baseline knowledge and create their own learning goals. Based on a students’ current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling, introducing themselves and others. Therefore, students had ample opportunities to practice and understand the lesson about greeting each other in Spanish. The students celebrated the Hispanic Heritage Month from September 15th through October 15th by working on a project called “*Los Hispanos Famosos*”. This enabled the students to research the generations of Hispanic Americans who have positively influenced and enriched our nation and society around the world.

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.

Earlier in the month students were taken on a nature hike through the beautiful Watchung Reservation. Students enjoyed a two mile hike around Lake Surprise while learning about the history associated with the reservation as well as learning about nature and the healthy benefits of outdoor exercise. Students also had a nice lunch in a pavilion while taking in the fresh air and nature around them.

In Health classes the students have been learning about Healthy and Safe Relationships. They are learning about demonstrating positive communication skills that will lead to healthy relationships, understanding healthy and unhealthy relationships, and how technology influences relationships in today’s world.

LMA Clinical Department

Life Skills groups had an eventful October working on the topics of Respect and Bullying. We talked about New Jersey Anti-Bullying laws and how these bullying concerns are addressed in schools. Students easily engaged in discussions surrounding this topic and voluntarily shared their own experiences with 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.

During the Week of Respect students in Life Skills groups worked collaboratively to design their “Recipe for Respect”. Recipes were hung around the school. The winner of this group project received a lunch of their choice.

Trinitas: Many students have received assignments from their districts, and are working on them with their individual teachers. Younger students have enjoyed hands-on activities with plants. They examined different kinds of seeds (zinnia flowers, acorns, pine cones, maple tree deeds, etc.) and learned how they travel in different ways. Lima beans were soaked overnight, and students were amazed to open them, and find a tiny plant beginning to grow.

Older students, who did not have assignments from their district, read a Scholastic News article, “The Columbus Day Debate.” It addressed why some places in the United States are choosing not to honor the famous explorer, but instead will honor indigenous people on the second Monday in October. “Indigenous Peoples Day,” celebrating the Native Americans past and present is observed in some states such as Alaska and cities including Los Angeles. Some people feel we should have separate holidays, one to honor Columbus, the brave explorer, and another to honor the Native Americans, who endured great suffering.

New Point Specialty

Enrollment as of 10-22: 14 residents

Students at LMA-4

Ms. Mary Fay joined NPS teaching staff Sept 23rd. Students are engaged in all NJCCS according to their IEP.

This month we focused on social bonding with the residents as we have 4 new intakes. Our students interacted with the curriculum and project based learning working on Global events.

The teaching staff have collaborated and worked on their SGO’s

On October 15th, the students went to Stony Hill Farms in Chester, to pick pumpkins picking. Using team building skills the students were able to successfully get through a challenging corn maze.

New Point Specialty Unit and LMA collaborated on an Anti Bullying campaign. The students from both programs will attend an assembly at LMA on October 23rd presented by Kris Aron titled, “Rise Above All.”

CROSSROADS:

Enrollment as of October 25, 2019 Actual: 42 Changes:0 Entered: 0 Exited: 0	Referrals: 2 Intakes Scheduled: 2 Accepted: 2
Fire Drills: 10/28/19	Emergency Drills: 10/24/19

Crossroads School is pleased to present our first annual “Trunk or Treat,” celebration in honor of Halloween! Ten staff members are graciously donating their vehicles to allow students and staff to decorate their car trunks for this event!

Crossroads Staff have worked tremendously hard with our Parent Teacher Organization to create a multitude of exciting and fun activities for our students to enjoy on Halloween. The Crossroads School Community is collecting Halloween toys and gift items for our students, will continue to participate in our annual “Costume Fashion Show,” and embrace our first annual “Trunk or Treat” event!

On October 14th, Crossroads Staff participated in a professional development workshop at Crossroads School. Principal, Reed Leibfried, Supervisor of Instruction, Melissa McLaughlin, and our Behavior Team consisting of Christine Gottesmann and Danielle Cicalese worked collaboratively last year to select a reading program for our students. As a result of their efforts the SRA Reading Mastery Curriculum was presented to the certified staff. This English Language Arts strategy will be integrated into instructional lessons throughout the day.

Christina Witte’s Middle School Classroom

This month we are learning all about fall. We started with experiencing fall through our different senses and made sentences using our scent words. We are continuing working in the garden and we are still harvesting many tomatoes and some squash. This month we have made home-made bruschetta and we also cooked our own pizza, using the tomatoes to make pizza sauce.

We have also started using a new curriculum during language arts instruction. We have started reading the book “Holes” and the students have been learning about characters, settings, plots, the main idea and how to make predictions in smaller reading groups, using the “Attainment Right on Reader” program.

In preparation for Halloween, we have also been learning about the origins of it, starting with the Celtic tradition of Samhain. We have conducted different science experiments around buoyancy and through it we have created Halloween sensory bottles with different floating liquids, as well as the Cartesian diver experiment, where we made a floating ghost that bobs up and down.

Alexis Lorenz’s Classroom

The students this month have shown great improvement when sitting as a group for different activities. Each student has sat for the full thirty minutes while playing Uno or working on a class project. The students really enjoyed the monthly science experiment. This month we watched as rice danced in a mason jar. We used vinegar, water, baking soda, food coloring and uncooked rice. The students measured out all the ingredients and poured them into the mason jar. They picked food coloring to use and once the vinegar was put in, the students watched as the rice danced. The students seemed to really enjoy this experiment.

This month we started working on our giving tree. Each student stamped apples onto paper to help decorate our tree. We will continue to add to our tree as the year goes on. The students worked on having good manners in class by being kind to their friends, taking turns while playing games and saying please and thank you.

Susan Parenti’s Classroom

During the month of October, we had many fun learning experiences. We explored the adventures of Christopher Columbus through reading, writing, and crafts. We 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.

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

For science and social studies, students have been rotating 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, SRA, and working on their IEP goals.

Allison Gebler's Primary Grade Classroom

Allison Gebler's class began a thematic unit focused on apples. Student target skills included identical/non-identical matching of apple lifecycle images, activities associated with the book *10 Apples Up On Top*, and a variety of process-based lessons regarding the use and categorization of apples.

In the area of English Language Arts, students were introduced to matching identical images regarding the stages of apple growth through the lifecycle. Students also sequenced the events involved in the lifecycle of an apple during different crafts and activities. All students, with assistance from classroom paraprofessionals continued and expanded on their use of PECS and visual schedules throughout their individualized daily routines.

During Math instruction, students reviewed colors and shapes associated with apples. Math center activities included 1:1 correspondence creating PlayDo apples using fine motor/sensory based number tree mats and by measuring apple height and width, using snap cubes. Students expanded their exposure to 1:1 correspondence and cardinality by matching identical apples and counting seeds present in an actual apple.

Science and Social Studies lessons provide students an opportunity to prepare an apple pie by following a visual recipe. Science Center activities included painting with apples as stamps to expand the presentation of shapes and colors to students. Students were introduced to the various weather changes associated with fall during Class Meeting. During Social Studies Center time students created and decorated our Classroom 102 Tree which will be adorned appropriately each month.

In the area of verbal behavior, students worked on identifying preferential rewards based on personal interests. Staff administered manding assessments, based on student preferences, via each student's individualized communication platform, and adjusted their token economies to represent high value objects and activities.

The best part of this month was getting to know our new student Roody! He has quickly adjusted to our school and classroom routines. We are very excited to have such a sweet and intelligent boy be a part of our classroom family. We were especially excited to get to celebrate his birthday during his first few weeks at Crossroads!

Our class will continue to work on finalizing student assessments, using VB-MAPP and ABLLS assessments, to determine maintained and regressed skill sets. Additionally, classroom staff will continue the focus on demonstration and repetitive completion of school, classroom, and daily living schedules.

Room 102 is looking forward to showing off our Halloween costumes and to meeting our new Paraprofessional, Dallas, towards the end of the month.

We are also very excited to embark on our journey to create a more sustainable classroom. With this effort in mind, our students are being exposed to practical meal utensils (washable plates, drinkware, and silverware) in order to decrease our classroom waste and directly link to home-based routines that might not include disposable mealwares.

Our Room 102 Student of the Month for September is Sebastian. He has adjusted to the introduction of his token board economy while adjusting to a new classroom without experiencing a regression in his behavior.

Crossroads Speech Therapy Department

Students' speech and language skills continue to grow and improve. Jose, Ezequiel, Alaiyaa and Rasheed are all working on their communication using their own individual phases of PECS. Fernando is using Proloquo on his iPad to consistently communicate grammatically correct sentences. The preschool went on a field trip to Alstede Farms. This was a very language rich environment and they worked on identifying and labeling various fall items at the farm. Also, the speech department (with the assistance of Jay Patel, Technology Assistant) printed out large core boards to be posted around the school. The purpose of these core boards are to support the language development of all of our students during instruction throughout the day.

The Crossroads School community, as well as the speech department welcomed our newest therapist, Catherine Serzan to Crossroads School in September. She has been an outstanding addition to our Crossroads Family. She is currently working with our students and forging positive working relationships with our families and staff.

Behavior Department Monthly Report

The beginning of the year is full of new goals for teachers, students and staff. Assessments and implementation of existing behavior intervention plans are the primary objective for September and October for the Behavior Team. These goals are achieved by supporting the implementation of skill acquisition programs throughout our classrooms. The primary assessment used is the Verbal Behavior Milestones Assessment and Placement Program which is completed with each student yearly. Some additional assessment curricula utilized includes the Assessment of Basic Language and Learning Skills Revised (ABLLS-R), Assessment of Functional Living Skills (AFLS), Edmark, SRA (Reading and Language Arts Mastery) and Touch Math.

In addition to the VB-MAPP assessment for skill acquisition (Milestones component), it is also used to help conduct Functional Behavior Assessments with the inclusion of the VB-MAPP Barriers component. These assessments are included in the creation of behavior intervention plans (BIPs). BIPs are supported by going over the written plan (antecedent strategies, data collection, etc.), modeling interventions and providing feedback to teachers, therapists and paraprofessionals. Changes to existing plans may need to be

made when changes occur to a student's schedule, classroom or staff. This requires additional support from the team and the addition of the new RBT has been priceless in this regard.

The behavior team would like to welcome Jennifer Bace and congratulate her on passing the Registered Behavior Technician exam. Qualifications for sitting for the exam include a 40 hour program including modules that follow the Registered Behavior Task List which includes skills such as; measurement, skill acquisition, assessment, behavior reduction, documentation and reporting, and professional conduct. Also included, was a comprehensive competency assessment with supervision from the Crossroads BCBA's. Ongoing supervision for the RBT position is maintained by the two Crossroads BCBA's and documentation is provided to the Behavior Analyst Certification Board (BACB).

Along with providing ongoing-in-vivo supports for crisis management, the behavior team has provided professional development to train staff at Crossroads, Westlake, Hillcrest North, Hillcrest South and Lamberts Mill Academy in the Safety Care Crisis Management program. Additional trainings are scheduled to include new staff and staff that were unable to attend previous trainings. The addition of Jennifer Bace, RBT, to the role of Safety Care Certified Trainer will occur in November and this additional trainer is a welcome addition in sharing the responsibility of training our large staff.

A big highlight of the month of October is the Parent workshop to design, create and learn to conduct "Independent Activity Schedules (IAS)" which allows students to build more independence into their days at home. Parents were provided a space to collaborate, print photos of activities from home, laminate and velcro those photos/icons to bring home to be utilized immediately. This was the second in the series of IAS workshops and the feedback from the parents has been fantastic.

HILLCREST SOUTH:

Enrollment as of 10/25/19 Actual: 87 Changes: Entered: 4 Exited: 6	Intakes Pending General Ed.: 12 Intakes Pending Sp. Ed.: 3
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Interviews were scheduled at Jefferson and Dwyer Academies on 10/25/19 in an attempt to fill open seats at Hillcrest Academy South Campus (HAS). Five students from Jefferson Academy and four students from Dwyer Academy are scheduled to begin on 11/1/19 and will be included in the November Monthly Report's statistics. The new initiative, Improving School Climate and Culture, is progressing with all staff involved with their students. The professional development day on 10/14/19 provided presentations from Prevention Links, who are scheduled to come to Hillcrest Academy South Campus (HAH) as part of the Advocacy meetings. The afternoon allotted time for staff to develop lessons and activities for the monthly Advocacy meetings.

The month of October included two state initiatives. The first was the Week of Respect enabled students to participate in activities such as HAS's Day of Respect, Respect Ribbons created by the Respect Committee, HIB Oath and Respect Pledges, Respect Wear-black/red to show respect for HAS, Respect Quotes read by students then discussed in classes, and a Respect Fundraiser to benefit Autism Awareness. October's other state required observance was the School Violence Awareness Week from 10/21-25/19 with activities focused on the importance of school safety and the emphasis of peace as the preferred path to take. Ribbons were handed out in homerooms to commemorate the week and students wore them daily to show

your support of ending violence. Students read quotes of famous people with a strong message of peace and classroom discussions occurred on the importance of tolerance, peace, and non-violent conflict resolution. The School Spirit Day related to the theme with students wearing tie-dye, white and peace apparel. There was also a School Safety Team Meeting with two representatives from the Westfield Police Department, a parent liaison, HAS's Anti-Bullying Specialist, as well as two student representatives. The last two activities were HAS's Day of Solidarity when students signed a Peace Poster and a Pizza for Peace fundraiser to benefit the Emily Fund.

Ms. Gronert, shared Guidance Counselor with Hillcrest Academy North Campus and HAS, prepared the students at HAS to take the SAT and PSAT at their respective academies on Elizabeth's SAT/ PSAT Day. Ms. Gronert also worked alongside Ms. Dattilo, Director of Curriculum and Instruction, and Mr. Savoia, Central Office Data Manager, to prepare HAS's student roster for NJSLA. Ms. Gronert made sure all grade levels were correct in UCESC's PowerSchool as well as Elizabeth's PowerSchool. The Guidance Counselor continued to meet with students individually and go over their academic plans. Ms. Gronert also participated in the Student Development Plan meetings with Dr. Balsamello, Ms. Gilchrist, the student, and their advocate.

The students of HAS were excited to resume the shared social skills group with the Westlake School students. The HAS students meet prior to meeting with the Westlake students to develop activities and ideas to discuss during our group. Ms. Gronert is excited to continue the shared social skills group with Mr. Balassone.

In an effort to spread some Fall/ Halloween fun, students within the HAS Community Service Program (HASCP) 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 10th 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 10th Annual Breast Cancer Awareness Assembly in November. The HAS Rock the Vote Committee ran a voter registration drive during their annual Back To School Night. The Committee was proud to announce that they were able to assist 22 students in registering to vote in the upcoming election. We continued to encourage everyone to join us in November and Rock the Vote! 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 7th 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. Hispanic Heritage Month ended in mid-October and as a culminating event the Sharing Our World as We Share Our Culture committees organized a school-wide celebration.

The weekly themes for School Spirit days were coordinated with state mandated projects and were a success with both the students and staff. Ms. Gilchrist, Social Worker, attended the monthly DCF/HIB meeting for involved students and began the pre-testing process. Additionally, she identified new students to participate in the grant. Ms. Gilchrist continued to confidentially meeting with students to ascertain their clinical needs in terms of individual and group therapy sessions. The Social Worker continued to track the Seniors and identified those aspiring students who refused to meet their graduation requirements by not staying for after school tutoring and/ or attending the SAT/ PSAT initiative day in Elizabeth.

Ms. Rubin, the School Nurse and Health Teacher, assisted with entry procedures, including bag searches. The nurse made absence calls daily. The nurse saw an average of 15 students per day and has been updating health files daily with student screenings. The school nurse at HAS covered Westlake School two days this past month and helped orienting one of the substitutes to the health office at Westlake. There was a new substitute nurse hired at the Commission and the HAS nurse gave him an orientation to nursing procedures at HAS. In health class, the students finished learning about the dangers of vaping and are now learning about healthy relationships versus abusive relationships.

The students in Mr. Barone's Physical Education classes completed 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, 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 cannot and should not ever happen.

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 the routines and rituals set in place for reading. Along with reading fiction novels independently, students have been learning the skills from Unit 1 of the English curriculum. Students have been reading nonfiction and informational texts where they read and analyzed arguments and practiced identifying the elements of a strong argument. Students learned about the credibility of sources and practiced finding their own appropriate sources based on short research tasks. Students have also learned about thesis statements/claims and counterclaims. Classes then practiced writing their own thesis statements/claims and counterclaims in short responses. For the remainder of the month, students are going to learn about text structure and sequence and then prepare to write their own longer argument based on a research topic of their choice.

During the month of October, students in Ms. Holden's classes were very busy. In commemoration of Hispanic Heritage Month, students read short excerpts on the lives of several famous Hispanic Americans. Students continued to improve their reading, writing, speaking, and listening skills as they read and discussed school violence and bullying. In addition, students read excerpts from *The Scarlet Letter* by Nathaniel Hawthorne and *The Legend of Sleepy Hollow* by Washington Irving.

Ms. Cherville's students worked on identifying verb structure of the target language. They learned how to talk about daily activities in school and their communities. Along with grammar structure, they learned vocabulary for school, occupations, transportation, and common nouns. They were able to demonstrate understanding by asking and answering questions. Spanish speaking students worked on reading and writing assignments which included book reports and PowerPoint presentations of Spanish speaking countries. We also enjoyed the music and food in the Hispanic Heritage Month celebration.

All Ms. Ferrari's algebra and geometry classes continued their work for Friday Fluency. The students have taken a drill on skills about fractions which included simplifying fractions in their lowest terms, improper fractions, adding, subtracting, multiplying and dividing fractions. The SGO I pre-test indicated that very few students have mastery of fractions. This underlying skill deficiency is affecting the students' performance in math. On Fridays, the students took their drill and then we worked on fraction lessons. The fraction lessons this month included number theory and lessons that illustrate the different examples

about how we solve fraction operations. For example, illustrating why we use the algorithm multiplying by the reciprocal when dividing fractions. The algebra I students completed their second unit on solving equations. The students used the C.U.B.E method to solve word problems in this unit. The C.U.B.E. method stands for Circling the numbers in the problem, Underlining what the problem is asking you to solve, Boxing the math action words, and Evaluating the problem. The skills the algebra students worked on in unit two included: finding square roots and comparing real numbers; solving one-step, two-step, and multi-step equations; solving equations with variables on both sides; writing ratios and proportions; solving proportions using cross products; and, rewriting equations and formulas. The geometry students completed their second unit on reasoning and proof. They applied real world applications such as writing a conjecture about how long it will take the robot Dante II to reach the bottom of the crater of a volcano. The skills the students worked on include: inductive reasoning; making a conjecture; conjunction and disjunction; conditional statements; writing converse, inverse and contrapositive statements; bi-conditional statements; deductive reasoning and laws of detachment; reasoning with properties of algebra; and, proving statements about segments.

Mr. Sobieniak's students in Algebra II classes focused on graphing linear functions and their properties. They also learned to solve systems of equations by 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 investigated many real life applications problems. The students in Success Seminar/ Math Strategy class utilized Khan Academy to improve their algebraic skills. All students of all classes utilized the SmartBoard as an interactive manipulative.

Mr. Reichman's Chemistry students have just begun a sub-unit focusing on the history and evolution of atomic models. They will learn about the most important individuals and the experiments they performed that pushed forward our understanding of matter and its organization. In Forensics, Mr. Reichman's students have been learning about different types of evidence and how they are used in the United States criminal justice system. Next they will be learning and putting into practice some important habits and techniques used by criminologists at crime scenes. The Computer Science students at HAS have been investigating what it means for a computer to "process" information and are currently working on a project to share with their classmates a particular smartphone app design, which will include a presentation and a peer-review session that allows students to practice their October SEL skill of the month, Speaking.

Ms. Wrzesinski's U.S. History I, U.S. History II and Modern World History classes demonstrated critical thinking and analytical skills through the evaluation of primary and secondary sources. Sources included artwork, primary and secondary texts, and audio/video elements. U.S. History I students concluded their Age of Exploration unit and started their 13 colonies unit. The topics this far are: the Columbian Exchange, Encomienda System, Triangular Trade, Spanish Settlements of California, Arizona, New Mexico, Texas, French Settlements and Exploration, Dutch Settlements and Exploration, English Settlements and Exploration, Jamestown Colony, Plymouth Colony, Pilgrims/Separatists, Mayflower Compact, Massachusetts Bay Colony (MBC), Puritans/ Non- Separatists. U.S. History II students continued with their Industrial Revolution unit. This included mass production, assembly line, division of labor, monopolies, monopoly giants, captains of industry, robber barons, big business, capitalism, social darwinism, immigrant experiences, Ellis Island, Role of Immigrants in factories, immigrant life and living situation and urbanization. Modern World History students completed their Renaissance and Reformation

unit. Students discussed the Printing Press, Machiavelli, Renaissance Society, Protestant Reformation, Martin Luther, Church of England and started their Age of Exploration unit.

Mr. Deo's U.S. History II and Economics classes demonstrated critical thinking and analytical skills through an evaluation of the War on Terrorism and a study of the stock market. Sources included video, primary source articles, and an interactive simulation to better equip students with a solid knowledge base. Students were able to evaluate various events from the past and compare them with events in the present by arriving at a perspective and defending it from scrutiny and feedback including the course instructor and peers. The purpose of these case studies was to better prepare students to develop and implement thoughtful solutions to personal, community, and societal issues of the present and future. USII History students analyzed how the U.S. foreign policy has changed since 9/11/01 and the passage of the Patriot Act. Specific case studies included; the hunt for and capture of Osama Bin Laden, the rise of Al Qaeda following the war between Afghanistan, and the Soviet Union, Al Qaeda terrorist attacks on US targets internationally, and how this influences our current foreign policy. Economics students participated in a stock market simulation using the website "How the Market Works." Students traded and sold individual stocks and followed market trends to create a diverse portfolio of investments. A competition is currently being held among all participating students to see who can make the most of their investments moving forward.

The response to the HAS School Store has been favorable among students and staff. The HAS School Store opened on October 10th during lunch periods. The HAS School Store Committee operated the store and earned \$20 profit. The store empowered the HAS School Store Committee to sell various snacks that the students enjoy. The HAS School Store is as an entrepreneurial experience for the committee and it is their goal to become a self-sufficient entity.

HILLCREST/NORTH:

Enrollment as of: 10/25/19 Actual: 91 Changes: 2 new students, 2 dis-enrolled	Referrals: work in progress Drills: Fire Drill: 10/25/19 Shelter-In-Place 10/25/19
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In the month of October, Mr. Van Cleef's Economics classes evaluated the pros and cons of differing economic ideologies. Students first studied Capitalism, engaging in two simulation games before reading texts and drawing their own conclusions. Next, they tackled the topic of Socialism, designing their own simulation game after researching the topic. Students will conclude this unit by creating an economic system in which they determine the best ways to address societal issues through economic policies.

US History 2 during the month of October has focused on the "Industrial Revolution" specifically, "child labor" and how it affected the culture of that time. This concept led students to question how and why people live the way they do. Students did this by breaking down primary source photographs, while researching how and why the photos were taken. This research has led students to question both the source of the information and the time periods morality.

In Health class the students completed the unit on female and male reproductive systems. They also completed units on how to perform a Self-Breast Exam and Self-Testicular Exam. The nurse attended the 28th annual School Health Conference presented by the NJ chapter of the American Pediatrics Association on October 16th. The topics covered included Epilepsy, Vaping, Measles outbreak, Diabetes and High Blood Pressure. Students continue to meet their academic and fitness goals in PE classes. They are into the second and third unit in basketball.

October was an exciting month in the social work office. We got well underway on Student Development Plans (SDPs). We have completed about 45% and hope to have them all completed by the end of the first marking period. On October 10th we held our first advocate meeting and completed an activity related to anti-bullying as part of our Week of Respect. Other Week of Respect Activities included daily morning quotes, signing of the anti-bullying pledge, and wearing school colors on Friday. We will have our first 80-minute meeting on October 30 and the entire school will participate in an Advocate Meeting about conflict resolution. We had our first Music For All Seasons presentation which 22 students attended and was made possible through the HEART Grant.

Students are responding well to the new format for Success Seminar. They begin each morning by discussing and writing about an inspirational quote. One day a week they reflect on their attendance numbers and comment on the tier they are on. On Mondays, they reflect on the grades from the previous week. The underclassmen are also working on improving skills in math, language arts and life skills. The upperclassmen are more focused on planning for the future, college planning and preparing for Accuplacer.

Students in Prob & Stat have begun working in Google Spreadsheets. The tool is invaluable for large sets of numbers. At first they resisted learning the formulas for having the computer calculate measures of central tendency. Gradually they not only accepted it, but they are impressed how easy it calculates answers. Numbers alone are not enough for proficiency. Drawing conclusions from the data is a skill they need to develop more.

Geometry classes are working on special pairs of angles. In order to find missing measures, they need to develop the visual sense to identify the relationships between the angles. The ability to solve algebra equations is often required. Connections are apparent between Algebra and Geometry.

Mrs. Machado's Algebra students have begun to use graphing systems of linear equations to make real-life decisions. With fun research activities, students have concluded that Hybrid cars are a bad investment, which Limo service to hire for prom and why renting costs more than owning. For example, Hybrid cars don't begin to pay off the initial higher cost until after 16 years of driving. Purchasing a washer and dryer however, is a good investment instead of continued use of the local laundromat. Laundromat fees will surpass the cost of standard laundry machines in less than one year of use for an average family of four. Mrs. Machado is aligning the language arts skills to have students practice making claims and using the graphs as evidence to articulate an analysis. In success seminar with Machado, students have begun preparing for Union County's Placement math test and were tested for initial scores on October 29th.

The month of October found Chemistry, Biology, and Forensic Science students continuing their quest to master their applicable Next Generation Science Standards. Chemistry students finished learning about the origins of atomic theory from the early "plum pudding" model to the nuclear model and how to calculate

the average mass of isotopes and nuclear half-life. Biology students finished learning about theories of the origins of the universe and their bearing on the origins of life on Earth. Forensic Science students finished their studies of serial killers. Next month, Chemistry students will begin studying the what, how, and why of the periodic table. Biology students will begin studying the structure of large macromolecules and their roles in living things. Forensic Science students will begin their inquiry into the proper way to sketch a crime scene and how to collect and analyze latent fingerprints.

In Art, the month of October was devoted to students learning how to paint. In the beginning of the month, we completed our first acrylic painting of still life. Students used their previous knowledge and skills in drawing to create compositions from life. Each student created a very unique painting based on their perspective on the items on the table. They learned how to use acrylic paint, mix colors and apply texture in the “painterly style”. Students then created a second painting where they used a full size skeleton as their inspiration for an expressive interpretation of parts of the body. Students again used a viewfinder in order to crop out the specific area of the body they were to develop into a narrative painting. The skeletal area was drawn first on black paper with white chalk. White gouache was then added in layers to fill in bones that had a good variety of tones. Students were led through a mid-project critique that helped them work as a creative group to share ideas in order to add color, objects and symbols that would further enhance and deepen the meaning of the skeletal area. Students spoke about memories, about specific parts of the body which helped the artists complete their work with a focus and fresh ideas. All paintings were unique and expressed different feelings, bringing the dead back to life. Class ended with a critique where they were able to view the work as a collection. Their task was to assign rating cards to several of the works for discussion where they gained a deeper understanding of each painting.

NONPUBLIC:

In October, the Nonpublic Teachers and Speech Therapists participated in Google Suite and Google Application training. Teachers will submit lesson plans and their monthly reports via the Google platform. Teachers also participated in a workshop based upon their book study *Teach, Reflect Learn: Building Your Capacity for Success in the Classroom*. The presentation consisted of a short video by Daniel Pink on the topic of teachers making an impact and a difference within the learning environment for their students. This led to a robust discussion and activities on self-reflection in teaching practices and student mastery.

Nonpublic Schools continue to submit their spending plans and book orders for Textbooks, Technology and Security. The plans will be submitted for board approval and purchasing. Nonpublic Nursing is up and running in all the participating nonpublic schools in Union County.

The Director and Supervisor of Nonpublic Services continue to meet with nonpublic Principals to review the current services provided to students within their school.

TRANSITION:

Work Readiness Academy Anticipated Student Enrollments: 12 (Max 12)

Project SEARCH-Overlook Medical Center Anticipated Student Enrollment: 9 (Max 9)

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

The month of October featured students enrolled in UCESC's Work Readiness Academy getting increasingly familiar and comfortable at their assigned community-based internship sites. Students spend three full days per week at their internship experiences - and each intern has at least two different sites.

Some of the highlights from the WRA in October included:

The Kindness Challenge: Students participated in the "Kindness Challenge" as part of our recognition of the Week of Respect and October as the month of Kindness. Students were given a list of tasks to complete to show acts of kindness to people around them. Gaining an understanding that when you are kind to someone, you are showing respect.

Accepting and Utilizing Feedback: Students learned how to decipher the difference between Praise, Criticism, and Feedback; they also learned strategies for accepting both positive feedback and constructive criticism.

Google Slides: Students had the opportunity to participate in a Google Slides Scavenger Hunt assessing their knowledge of the various tools one can use in a Google Slides presentation. They learned how to add animation to both the slide and objects inserted into the slides to make the presentation more engaging.

"What's My Attitude" (towards money): Students learned that one's attitude about money develops over time and is often influenced by family and parental input and values.

Both students and their parents filled out the "What's My Attitude" (towards money) Assessment. Students then used their parents' responses and compared them to their answers to see if they are influenced by how their parents feel about money!

Self Portraits (Self Discovery): Students took "selfies" expressing how they want others to see them. The students then drew a self portrait of themselves to share at "Back To Work" Night.

Other Highlights

RAW Car Wash (Student Business Enterprise): Students held three RAW Car Wash Events (1 in September and 2 in October). The last RAW Car Wash of the fall season took place Friday, October 18th, at which time parents and grandparents were invited to stop by and get their own cars washed. We were pleased to have many families participate!

Cranford Strength and Fitness Club CBI Trip: Students learned the proper techniques for lifting; the difference between a set and a repetition; muscle names and locations; and how to figure out the amount of weight to use for each exercise on the various machines at the fitness club. Students were also introduced to the variety of cardio machines available for them to use as part of their workout.

The WRA held its "Back to Work" Night (our transition version of Back to School Night) on Thursday, October 3rd. Parents spent the first hour learning about the program's weekly schedule, points system and assessment methodology. They also learned about some of the important topics that will be covered in the classroom portion of the training this year. During the 2nd hour, parents were invited to sit through a presentation on Applying for Medicaid and DDD, delivered by a representative from the Arc of New Jersey's Family Institute.

REC Taste Test: A taste test was held at “Back To Work Night” for parents. This taste test provided valuable information in regards to who would be interested in purchasing pre-made lasagnas and how often.

The Work Readiness Academy targets students with disabilities (ages 17-to-21) who are in need of 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 4th year of operation. Nine student interns are on-site at the hospital for the 2019-20 school year.

During classroom instruction in the month of October, students learned the following key content knowledge:

Effective time management is an essential tool for success in the workplace.

In order to grow professionally career ready individuals must learn how to prioritize tasks and work in the workplace.

Work-ready individuals must possess characteristics that are professionally desirable (professionalism and appropriateness)

It is important that students understand their workplace rights and responsibilities.

Also this month, a representative from the Infection Prevention Department joined the class to teach the students about staying healthy and safe. The students had the opportunity to try on personal protective gear.

The program took the following trips this month:

Disability Mentoring Day at Novartis Pharmaceuticals, Inc.

Intro to Ballroom Dancing at World of Happiness in Summit.

Seven out of the nine interns who graduated from the Project SEARCH-OMC program this past June are now competitively employed. The other two are actively job-seeking and we hope to have them employed in the coming months. Applications for the 2020-2021 program will be available in November.

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.

UCESC continues to offer a “push-in” SLE (Structured Learning Experience) services model to Union County-area school districts. This year Summit Public Schools, Plainfield Public Schools, and Elizabeth Public Schools are all partnering with UCESC to provide community-based SLE services to identified students in those districts. This cost-effective model helps districts save money while also meeting the

transition needs of students in their district who benefit from a community-based employment preparation experience.

In 2019, UCESC officially became a vendor for Pre-Employment Transition Services through the New Jersey Division of Vocational Rehabilitation Services (DVRS). UCESC is currently receiving referrals from the Union County DVRS office to provide Job and Career Exploration Services to students from school districts across Union County -- at no additional charge. This eight-hour module is delivered in a one-on-one setting and helps students begin the process of completing activities and informal assessments to identify their strengths, interests, and preferences related to possible employment options. Additionally, students are eligible to participate in a Pre-ETS funded "Work-Based Learning Experience". This 20-25 hour module enables students the chance to experience an unpaid internship at a local business where they learn entry-level job skills and expected behaviors appropriate for employment. UCESC is also now working on developing a "classroom-based" model to deliver 20-25 hours of "Workplace Readiness Training" to small groups of students or current classes.

For more information, district personnel should contact their local DVRS representative.

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 17, 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 15, 2019.

The Emergency Snow Notices will be mailed the week of November 4, 2019, to all parents whose children are transported through the Commission. The letter outlines procedures to be followed in cases of inclement weather.

Emergency Exit Drills will be mailed the week of November 11, 2019, 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. 106 routes will go to bid on October 30, 2019.

TECHNOLOGY:

The IT Department continues to work closely with the Business Office on the new billing workflow through our Student Information System PowerSchool. We will keep providing resources until the entire billing system is completed.

We have nearly completed building out the entire backup infrastructure. 90% of our server fleet are fully backed up nightly. We will continue to work on the project until the remaining machines are secure and then we can begin to backup critical workstations as well as test disaster recovery scenarios.

Now that backups have been established, we will begin dismantling the DFS configuration. DFS was extremely beneficial in removing our antiquated file servers from the network however, with a solid backup infrastructure; it is not as essential any longer.

We have corrected multiple issues within the wireless network improving coverage and performance. Our enterprise antivirus system is approaching end of life so we are building a new infrastructure and upgrading to the latest version of the software. We expect to deploy the new software to the district's endpoints by December.

The technology department understands that there are issues with the new copier environment having to do with workflow as well as functionality. We are working together to make improvements and provide the best experience to our staff.

cc: Eric Larson, Business Administrator/Board Secretary