



Union County Educational Services Commission

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Report of the Superintendent to the Board of Directors December 4, 2019

WESTLAKE

Enrollment as of November 22, 2019	Referrals: 0
Actual: 69	Intakes Scheduled: 0
Changes: Entered: 0 Exited: 1	Accepted: 0
Fire Drills: November 6, 2018	Emergency Drills: Bomb Threat
Suspensions: 0	November 13, 2019

Since September, a big emphasis has been put on working together with parents on student behaviors. Westlake has seen a more daily student issues this year than in the past. Lessons about the “Zones of Regulation” are being taught in classrooms by social worker and teachers to support students in learning to identify their emotions and to learn coping strategies. A workshop by, Jessica Colon BCBA, was held on November 19, 2019 to teach parents more about the Zones curriculum and its application outside of school to assist in their home and to demonstrate what we are teaching students during the school day.

The Westlake Parent Organization has been off to a busy start with scheduling three parent workshops this year. On November 12, 2019 there was a Financial Planning workshop held to provide information to parents. The Zones of regulation was sponsored by the WPO and in March 2020 we have a tentative date for Frank Cicero to do a workshop for families on Sexuality for students with disabilities. They are also working on fundraising projects and Westlake School ornaments have been purchased and are being sold as a holiday fundraiser.

Westlake has been on several CBI trips in the past month. They include a trip to Runnells Hospital where the students were happily greeted by the residents and played Bingo and socialized. We also went on our scheduled trip to Linden Lanes where the students participated in a lively bowling game seeing who could get the highest score. The class also visited Shop Rite and Target where they purchased items from their shopping lists. When we visited Clark Commons several of the students brought money for items at Five Below that they had picked out on our previous trip and were able to purchase them. They were so happy with their selection and couldn't wait to get home to test out the new speakers they purchased. We were also able to select holiday socks at Five Below for our class business on this trip.

Our fall dance was a big success students created their own choreography and took turns teaching their peers. We have a team of 14 students with our team captain James. James worked with his peers to put together the team and in choosing a song for our December spirit day. Students meet once each week to

practice and are enjoying working as a team to create something special, as well as having opportunities to work with students from different classes.

“The Giving Tree” project was a great success. Students enjoyed having the story read to them by LMA students and we created a school wide project with a large tree in the Westlake Cafeteria. All students added to the tree what they respected and added their names.

Language Arts

In Language Arts, students are reading comprehension questions and underline key ideas after listening to a story. Students have been working on increasing their knowledge of sight words using Dolch sight word list. Individually, students continue to work on their specific programs which include, identifying community safety signs, utilizing the Edmark reading program, sight word recognition, and identifying emotions and actions.

Math

For Math students are practicing identifying numbers, writing numbers, and counting out a specific number from a larger group. Students have used mazes and scavenger hunts to identify the numbers they are learning in their environments. Individually students have continued working on their specific programs. These include 1:1 correspondence, touch math, money skills, matching, sorting, etc

Science

Students have been using the FOSS science curriculum and are studying the ocean animals and habitat in preparation to their trip to Jenkinson’s Aquarium. In science we used our unit on making observations and using our 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 students are continuing to study map skills and learn about the different directions on a map and how to use certain phrases to identify areas of a map (i.e. up, down, right, left). They are discussing the different roles of community helpers in our environment and carry over their discussions when on Community Based Instruction trips. In Mrs. Shaw’s class, the students are discussing the Life in Plymouth Colony. They have learned how the pilgrims built the village and homes. The students participated in a role play being a town crier. They also had a chance to announce the news to their classmates and have discussions about what home sweet home means to them and they came up with their own list for home sweet home.

Art

This month, students continued exploring the color wheel by learning about the secondary colors. Students made secondary color collage spiders on a marble painted web background.

Students then discovered how to make all the secondary colors by mixing the primary colors together. Students learned about another painting technique, masking, by using masking tape to mask the first initial of their first name and a boarder. Students were only given the three primary colors and then challenged to

make all the colors on the color wheel and filling up the entire page. Once students completed their paintings, we played a color mixing game with colored dice and clear acrylic primary color chips.

Now, students are beginning to work on self-portraits. Students began this lesson by listening to a story about celebrating each of our unique qualities. While reading this story, students were asked to look for and identify shapes the illustrator used to draw faces. Next we looked at photographs and paintings of people to find similarities and differences as well as look for common shapes in faces. Students were then given mirrors to look at their own faces and asked to draw the shapes that they saw directly on the mirror. Then, students were given a large paper and directed to slowly and carefully draw their self-portrait, beginning with the largest shapes. Students will continue to work on their self-portraits by adding color and details.

Physical Education

Currently in Physical Education, students are working on kicking skills, specifically in a soccer unit. The unit will allow students to work, learn, develop, practice and perform the required skills through repetition and lead up activities that are used in the sport of soccer. Skills will be reinforced through soccer games played between students. Students will also practice in stations with multiple repetitions in order to develop foot-eye coordination and the ability to throw and catch.

Health

Currently, students are engaged in activities related to the ‘My Plate’ and healthy food groups. This unit aims to develop the understanding and importance of healthy foods. To date, we are developing our knowledge and abilities to identify the need of learning each food group. Each class is learning at a different level and pace. Students are active and engaged through the lessons to enhance their knowledge. Mr. Moss has cut out photographs of hundreds of foods and liquids. Each class will work together to identify the certain food group we are learning about (grains, proteins, vegetables, dairy, fruits). During the entire activity, students are guided or self-guided to determine which food is placed correctly in the food group. Based on each class, students will be driving the lesson to question and answer to enhance communications skills amongst themselves.

Vocational

Sign Making/Engraving machine: Students continue to make custom signs using the engraving machine. It takes them time to identify the letters needed in making individual signs, secure them into place and learn the steps in order to make signs that are of quality standards for sale. All students are exposed to the experience this skill and produce a product that is sold to employees at the commission and other businesses.

Horticulture: Students are beginning to sell Tulip bulbs. They worked together and formed an assembly line to count out and package the tulips into bags to be sold. They did a great job working together. This week, students are planting Amaryllis bulbs and selling them at the holiday sale.

Print Shop: In the print shop students continue to work on various tasks. BH has shown good typing skills and has had “special” typing tasks such as, typing a letter and various lists. We have received our new task kits which, name badge assembly, coin sort and collating. We have completed laminating jobs and delivery jobs.

Sweet Shoppe: When we went shopping the students bought cookies for the Halloween dance and our supplies. We deliver the last of the breads and candies to Wagner's Farm Arboretum that were all made by Westlake students. The students have started making breads and candies for Thanksgiving and Christmas. The students are doing well in Food Science they are enjoying the work in the Sweet Shop. One week we actually served 70 customers and the students were able to handle it. The students are now making the pillows to sell at Christmas time. The PTO in Mrs. Fernadise children's school is going to sell some of our Christmas candy.

Jewelry: In the jewelry shop, students are making beaded key chains and practicing the steps toward making bracelets and necklaces ...both of which are made using the same steps. We hope to produce a wealth of products for upcoming holiday sales.

DecorDream Shop: In vocational, the students completed a personalized wedding sign for the Overlook Hospital. The students also made and took orders of personalized the trays for the Holiday gift. The students are producing various signs such as welcome home, sport themes, etc.

Retail: In the Retail Center we have begun taking orders for Thanksgiving napkin sets. Students are also busy making bows for our holiday items. We will begin making our holiday items as soon as all the napkin orders have been taken and filled. Students will be making items for sale at the Board of Education meeting, the Commission offices, PSE&G and our own Westlake student sale.

Therapies

Speech

This month we have continued to assess student's speech and language skills for progress reports. We have written PLAFPs and IEP goals for students' upcoming IEP meetings. We have programmed and backed up students' communication devices. As a department, we have trained classroom staff on how to target students' goals in the classroom. Therapists planned and implemented ADL and OT/Speech groups; activities included: making chocolate pudding, navigating an obstacle course and later this month we will make corn bread for Thanksgiving.

Therapists have pushed in to assist with CBI trips (Michael's, Petco, Shop Rite, Target, etc) and have worked with classroom teachers to make various supports to assist with student communication while out in the community (i.e. shopping lists, social scripts, etc.).

Physical Therapy

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

This month we instituted a "PT Progress Wall" in our therapy room. On this wall we are tracking progress towards our students' IEP goals. This wall allows for self-assessment as the students track their own progress and watch as their numbers increase. Hopefully our students will be able to take pride in their accomplishments with this wall.

Our students have been decorating our 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

We continue to assess student's fine motor skills, life skills and sensory needs to determine goals and objectives and progress with SGO's. We continue to consult with teachers to address sensory needs of their students and provide sensory strategies for the classroom and issue necessary equipment.

The Life Skills classes continue with Mrs.Pajewski, Ms. Porchetta, Mrs. Attlesey and Mrs. Fernandez classes. This month we have experienced some challenges with some of the classes and have modified our approach accordingly. This month the group activities for these classes included apartment skills (folding laundry, setting a table, washing dishes, sweeping the floor and making a bed), hygiene skills (washing hands/face and brushing teeth), and following a simple picture/written recipe/directions to make pudding and to carve a pumpkin. 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.

An OT iPad has been programmed for each store the students go to determining the aisle, We continue to work closely with the speech therapists in the ADL Support Groups. In addition to the activities mentioned above, students are working on motor planning skills, improving body awareness and incorporating basic concepts in movement.

Mrs. Edelstein assists with Mrs. Roble's class CBI trips. Visual materials have been made for each store the students visit. A worksheet and an iPad page have been created for each store, assisting the students in locating the aisle, price and items for purchase. Mrs. Shaw and the CBI workshop were very helpful in creating these materials.

Social Work

The early rush of IEP's settled down a bit this month as we had only 3 IEP meetings, and 3 Pre-planning meetings. We requested an extra meeting with Dr. Amy this month so that she could attend a team meeting with the family of one student who has been having behavioral challenges.

Medication continues to be a crucial element for our population. Even in the best cases we often face long lag times between Dr. Amy's recommendations and actual Dr. visits and implementation. In more challenging cases, families are resistant to make changes to medications, or to even consider using them at all. This presents challenges in cases where classroom strategies, behavioral strategies, and counseling strategies may not be enough due to a student requiring more interventions. As the challenges of our population continue to become more serious, these issues with medication seem to as well.

Beyond medication, families have had many additional needs this year. Several families have had housing issues that required working with CST's to change bussing or work to help return the student to Westlake. There have also been other bussing concerns involving behaviors, concerns with length of time of bus rides, and harness issues. Perform care applications are being worked on and submitted for multiple families as well.

During counseling students continue to work on their goals. We incorporate the Zones of Regulation into counseling sessions and work on emotional regulation and coping strategies, distinguishing big problems from little problems.

Group counseling sessions continue to be productive. In our Young men's group we have been working through feelings related to one of the students leaving the school for a long period and perhaps permanently. The group is a safe place for the young men to talk about conflicted feelings, sensitive issues, and topics that they generally don't talk to others about. Our social skills and friendship skills groups continue to be productive as well. The Shared social group has met for several sessions in the past month, and Hillcrest Academy South students have been embracing their role as peer mentors. We have played ice breaker games, and made keychains with beads that represented the student's dreams, favorite things, and best qualities. This sparked important conversations among the group about their futures and served as a bonding exercise at the same time.

Several parents of senior students are finding the IEP meetings quite emotional as they come to terms with their inevitable separation from the supports of Westlake and prepare for new challenges ahead. Students, in most cases, are looking forward to graduation as a rite of passage into the adult world. As we begin to enter the New Year, seniors are formulating questions about their future. To ensure a smooth transition to an over 21 program, the social worker is assisting with DDD, DVR and Support Care Agency Coordination while tracking all progress to date.

The Social worker visited "Lifetown" a model community in Livingston, NJ, for special needs children to practice their life skills in a controlled, sensory friendly environment. A school-wide grant proposal is underway for the expansion of a school "department store". The store at Westlake would build upon the Lifetown model community concept to desensitize students and provide practice on site in a manner that will be ultimately required in the community.

Meetings are on-going with Administration to work collectively on emergent issues. Several students have been functioning in a very dysregulated manner, warranting numerous daily crisis interventions that require assistance from additional staff in addition to the behaviorists. Social workers coordinate parents, CST's, Dr. Amy, collateral agencies and in some cases, prescribing physicians to mobilize in order to address social/emotional and behavioral issues of these students.

Behaviorist

November has consisted of many behavior department activities. Westlake's Registered Behavior Technician continues to participate in supervision by Westlake's two BCBAs on a regular basis. She has inputted and graphed all student data, participated in crisis intervention under the supervision of the BCBAs, and helped to make visuals and data sheets for many students.

A school-wide grant developed by the Westlake behaviorists, would allow for the purchase of a Verbal-Behavior Modules package that can be turnkeyed to staff and students across our schools. In addition, a Catalyst electronic system to easily record student behavior by classroom paras and teachers could be purchased for 10 students (piloted with these students). Verbal-Behavior, which addresses the functional nature of language, is so important to our learners, because we know that lack of basic communication skills is what prevents our students from becoming more independent, productive members of society. Without these skills, our students cannot successfully participate in community based life with their families (eg. trips to the grocery store, the movies, getting a haircut, etc). This program will allow

behaviorists to train staff in gearing their teaching to include verbal behavior language skills to ask for what they want and need, and to begin to socialize appropriately with others.

Behavior intervention plans have continued to be written and updated this month, and reviewed with parents at their IEP meetings. These students were observed, written assessments completed with teacher input, and data collected, inputted and graphed for all. The behaviorists met with the teachers of these students to review what strategies are working as well as to discuss new methods being included in the updated BIPs. The RBT has been assisting with data collection during classroom observations for students with new BIPs. Behaviorists have been training teachers as well as classroom staff on new BIP procedures.

Biweekly consultation meetings have continued with teachers and therapists as needed (at times more frequently). Crisis calls that are unscheduled, continued to occur this month, with 11 students with major daily concerns. Team meetings with consulting psychiatrist Amy Borg-Glickman helped to analyze student behaviors and appropriate intervention strategies. There have been student issues with CBI and school behavioral issues which have resulted in several students working individually in the behaviorist’s office at various times. Behaviorists have worked with these students as well as offered feedback to the classroom staff regularly about these students.

The behaviorists continue to provide assistance for commission-based activities, including participation in a Superintendent and Principal meeting with staff from Crossroads, Mrs. Foppert and Mr. Kowalski. This meeting helped to ensure consistency across the schools for Safety-Care staff training, professional development opportunities, the RBT role in each school and any concerns throughout the district.

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 November 2019</p> <p>LMA Actual: 45 LMA District - Non-NP: 41 New Point Specialty at LMA: 4</p> <p>Changes: <u>2</u> Entered: <u>0</u> (Non-NP) <u>0</u> (NP) Pending: <u> </u> Exited: <u>2</u> (non-NP) <u>0</u> (NP)</p> <p>Trinitas Hospital: Bedside Instruction: 29 (inpatient) Day Program: 50 Approved-Agreement signed: 44 Classified: 29 Regular Ed: 15</p>	<p>Referrals in November: 8 Intakes Scheduled: 8 Completed: 5 Acceptance Letter Sent: 2 Sending District Accepted LMA placement: <u>1</u> Placement Pending : 1</p> <p>Fire Alarms: 0 Fire Drills: 1 November Fire Drill on 11/06/19</p> <p>Security Drills: 1 11/13/19 - Shelter in Place Suspension out of school: 15 In School Suspension: 3 HIB: 2</p>
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Administration

During the month of November LMA staff and students have been very busy helping to support a healthy physical, mental, social and intellectual environment where students can learn and grow. To enhance the positive behavior program and promote student growth across multiple domains LMA has partnered with G&G barber shop. Our G&G barber will provide haircuts once a month for students who have earned enough positive behavior points.(\$15.00) Our goal with the positive behavior barber program is to teach and support positive behavior within our school by offering them an incentive to strive for. So many of our students are concerned with their appearance, but don't have the financial means to go to a barber or stylist.

In addition to our barber program, LMA has started programming our schoolwide PBIS management system. (PBIS rewards) This system will assist LMA in creating and tracking our new Positive Behavioral Interventions and Supports program. This multi-device platform makes it easy to continuously recognize students for meeting our behavior expectations from anywhere in the school, not just the classroom. The benefits of our schoolwide PBIS program consist of: Improved school culture, building social skills, reduction of discipline referrals, reduction in suspensions, increased instructional time, improved social and emotional development, improved school safety and increased student engagement. In conjunction with our school wide PBIS program, LMA has received our school store Kiosk. The Kiosk was built and put together by students in Mr. Lopreiato's advanced science class. The Kiosk will be used not only as a place to hold our school wide incentives, but it will be used to enhance our students financial literacy skills. Students will practice the financial literacy skills that they learned in Mr. Bell's Social Studies(civics) class as they take turns running the school store inventory and sales.

Towards the end of November our students have started preparing for Thanksgiving by creating and writing Thanksgiving holiday cards for a nearby nursing home. Keeping in the spirit of the upcoming Thanksgiving holiday our students were treated by the commission to a Thanksgiving lunch meal which they thoroughly enjoyed. Closing out our last week of school before the holiday, our students will be participating in the Thanksgiving Turkey trot hosted by the LMA Physical Education department. Students who are interested will run a 5K on campus grounds. The Turkey trot is a fun way to burn off calories before the Thanksgiving meals.

Academics

Middle School

Over the past month students have been unplugged from the computer. My lessons covered the input and output aspects of computers in a context that is relevant and familiar to students. The students will evaluate in the coming weeks the ability of various applications (apps) to analyze the specific problems that they were designed to solve, the inputs that they need to work on and the outputs they provide to users.

Students have been working on Khan Academy where they have taken a mission tour and now working on pre-algebraic solutions. The pre-algebra has reintroduced the concept of the orders of operations.

Students have looked at chemicals and they are able to explain how chemicals symbols are used to write the names of elements. We have also explored the chemical symbols as a shorthand universal way of writing. Chemicals are usually one or two letters with the first always being a capital letter and sometimes taken from the names of the elements.

We went over a brief history about how the elements were first arranged according to increasing mass. Mendeleev who first arranged the elements, did the first periodic table of elements. Later scientists rearranged the elements in an increasing order of atomic numbers. We have been playing a memory game which we will continue to do sporadically with the elements and shorthand versions of their names.

High School

English Language Arts & Literacy

Students have been diligently working on their argumentative essays practicing various strategies to enhance their writing both independently and collaboratively. Students have enjoyed greater access through our Chromebooks via working remotely with the teacher to have real time assessment and individualized assistance in their skill set development. We are looking forward to our upcoming mock debate to use our argumentative essay data to promote our arguments through public speaking skills. ELA&L has joined in collaboration with Ms. Flores reading program at Westlake School and have been choosing various children's books to give positive messages to enhance the reading program. Additionally, we learned about the aspects of choosing reading material and then have practiced oral reading skills and story book reading before students read to the Westlake classes.

Through our Curriculum Director's initiative, students read various Bully stories and letters for the month of October from the multiple copies of the novel *70 Authors tell their stories: DEAR BULLY* edited by Meagan Kelly and Carrie Jones. We continued in the month of November by writing our own Dear Bully letters and drew comics as well each text expressing students' personal stories and ways to combat bullying through the eyes of a bully and/or a victim. Students are excited to see our future district wide Bully anthology.

Our MOSAIC group is grounded in our group norms and developing their strength through creating a definition and poster of Positive Purpose. Positive Purpose is the reason you were born to follow your own heart. This has steered students into creating their MOSAIC smart goals for further social emotional development. This has continued to transfer into the school's positive culture as students reference the displays and skills within the content area classroom.

Subsequently, through project based learning and community service activities, students are making Thanksgiving greeting cards for the local nursing home. For our Lamberts Mill Academy Community Thanksgiving meal, students designed and created individual name tents for all students and staff. In great anticipation of this school wide gathering for both our middle schoolers and high schoolers, we integrated within our class do now #Gratitude. This hashtag was a transference of concise writing skills we have focused on within our Argumentative writing Unit. We are writing these on leaves in the cafeteria to add to the warmth and aesthetic decorations for the days gathering. Lastly, students designed a pamphlet on *How to Cook a Turkey Dinner* which is supplemented within our annual Turkey drive winners' packages.

Social Studies

All classes continue to review current events each week as they unfold. We watch a production of CNN10 - a 10 minute newscast that highlights the most important events of the week in a very polished fashion. Our students take notes about each story and then we follow up with lively discussions. Recently we have talked about climate change, a huge oil spill adjacent to Brazil, the wild fires in California and efforts for solar energy off the Atlantic coast.

We are learning about the Nuremberg laws in Germany before WWII and will soon contrast them with Jim Crow in the US South in 20th Century Civil Liberties. World History has begun its look at Ancient Greece and the contributions that civilization has made to humankind. US History I has arrived to the new world and is looking at the growth of the colonies as our nation begins its birth. US History II has arrived to post WWI and is immersed in learning about the Roaring Twenties era.

Many of our US History II students recently visited Ellis Island as part of our look at immigration at the turn of the 1800's - 1900's. Much time was spent reviewing the experience and this culminated in the visit as we walked in the steps of our ancestors. Some of our students role played the part of an immigrant as they arrived at Ellis Island, hoping they would be accepted into the United States. It was a very impactful visit which concluded with several follow through activities.

Science

Forensics students are wrapping up fantastic presentations on people who were wrongfully convicted, setting the stage for understanding what good Forensics looks like. Chemistry students have been playing with blocks, exploring the composition of elements, compounds and mixtures. They also completed an experiment graphing the heating curve of water. Environmental students are preparing to explore the natural resources of different areas of the world with hands-on projects. All students watched the recent Today Show expose' about mica mining in Madagascar and how child labor is used. This abuse made students angry and generated a lot of questions. Biology students are working to understand the differences in cells and had some stimulating discussions about some disgusting parasites. We used that discussion to refine our thoughts of gratitude for the month of November. We are starting to generate some testable questions about our classroom Bess Bugs and will then design some tests. Finally, we are about to participate in a national soil collection program through the University of Oklahoma. Up to fifteen students can volunteer to take soil samples from their homes. OU will grow the fungi in the soil, send us photos of them and then send them to the National Cancer Institute to examine different molecules for activity against cancer cells. This is a very exciting, worthwhile program for the students.

Mathematics

Students in the Algebra courses have been learning about linear equations, and slope on the Coordinate Plane system. They have been creating different linear equations on the Interactive Smartboard. In addition to finding different linear equations on the Smartboard, students have been overlaying the Coordinate Plane system on everyday pictures to discuss what the slope is, and how to find it mathematically. Lastly, students got the opportunity to watch numerous video clips in which slope was depicted. They were able to describe the slope accurately, and see how it applies to the real world (roads, hills, floors, etc.).

Students taking Geometry are learning about geometric proofs, and conditional statements. They are getting experience viewing, identifying and writing different conditional statements to determine how they are used in commercials. Once they have a firm grasp of the conditional statements, they are applying them to transversal geometry, and identifying missing angles from a transversal. This skill is helping them with their reasoning and logic skills for Geometry.

Spanish

This month students are working on unit II "*La Vida Escolar /Las Celebraciones*" in Spanish class. The Theme for the Spanish classes this month is "¡Es un buen día!" (A Good Day). The students were focusing on our connections to the world and what positive influences we can bring to each day to make a difference. Students explored what makes for a great day for different people in the Spanish-speaking

world from a child who is bullied every day. Students created a visual display about the Giving Tree book for the Westlake School for Week of Respect and School Violence Awareness Week.

Also, the students distinguished the similarities and differences between the patterns of celebrations of the target culture related to activities, holidays, and celebrations of the local culture in different Spanish countries. This unit fits precisely in the social studies component of high school standards, where students are exposed to different experiences, traditions, and lifestyles of other people around the world with “*El día de Los Muertos*”. Students are able to demonstrate an understanding of the relationship between practice of the culture studied. For instance, students have multiple opportunities to compare and contrast “The Day of the Dead”, which is one of the oldest traditions celebrated in Mexico, dating back since the rule of the Aztec Empire and “Halloween”. In addition, the students continue to read to students at Westlake school. Reading books in Spanish and English to students in different classrooms provides opportunities for LMA students to gain self-confidence and leadership skills.

Physical Education and Health

For the month of November students have been working hard mastering their sports specific skills in the Volleyball Unit. Students are practicing skills such as bumping, setting, spiking, digging, and serving (underhand and overhand). We have been partaking in lead-up activities and are participating in 2-on-2 and 3-on-3 games.

In Health classes the students continue to learn about Healthy and Safe Relationships. They are reviewing 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

Each life-skills group targeted topics of healthy boundaries, communication styles and conflict resolutions. We identified and defined what it means to have boundaries and why this is important in all relationships as it pertains to ourselves and others. The students discussed communication styles (passive, assertive and aggressive communication), and were engaged in discussions on when they might use the different styles of communication and why it’s important to use effective communication skills in order to maintain our relationships. The students engaged in role plays with their peers to apply their interpersonal effectiveness skills that they learned throughout the month. Lastly we prepared for the Thanksgiving break as we shared what we were thankful for in our individual lives.

Trinitas

Many students have received assignments from their sending districts which students work on daily. Special social studies lessons focused on the Veteran’s Day holiday. Newspaper articles and Scholastic News articles were read and discussed. Students learned about the origin of the holiday, and the importance of honoring the members of the Armed Forces who help keep us safe. We are currently tracing the origins of harvest festivals and of the American Thanksgiving holiday. In science, students have been observing leaves changing colors, because of the change in the amount of daylight and the cooler temperatures.

New Point Specialty

Enrollment as of 11-19: 14 residents

Students at LMA-4

Students are engaged in all NJCCS according to their IEP.

This month, we focused on the study of wolves and ended the unit visiting the Lakota Wolf Preserve. We enjoyed going to NY and the MoMA to enhance our Humanity program. This month in Science we have spent a considerable amount of time going over the solar system and will visit the Kean College Planetarium for a hands on expo with the professor in charge. Our students continue to interact with project based learning activities based on Global events.

The teaching staff have collaborated and worked on their SGO's.

On November 11th, students went to the Hillside NJ Food Bank to complete two hours of volunteer work.

A guest presenter, provided by the Trinitas Board of Directors, spoke to the students about banking and money management on November 25th.

CROSSROADS:

Enrollment as of November 21, 2019 Actual: 43 Changes: 0 Entered: 0 Exited: 0	Referrals: 2 Intakes Scheduled: 2 Accepted: 1
Fire Drills: 11/16/19	Emergency Drills: 11/21/19

Crossroads School administration met with our Sunshine Committee on multiple occasions to create an exciting opportunity for our staff to participate in Thanksgiving activities and simultaneously fundraise for a worthy cause. A school-wide "Turkey Bowling," fundraiser took place at Crossroads School throughout the month of November. Classroom staff members creatively decorated "bowling pins," through a team building exercise that was designed to continue the positive school morale of our staff throughout the month of November.

After a lengthy tournament, Crossroads School Paraprofessionals, Mr. Spencer Powers, and Ms. Dallas Betancourt were crowned champions of the first annual "Crossroads Turkey Bowling Championship." Special thanks to the following Crossroads Staff Members: Mrs. Diana Bock, Paraprofessional, Mrs. Lindsay DeNigris, Classroom Teacher, and Ms. Allison Gebler, Classroom Teacher, for their collective collaboration, organization and implementation of this event.

Allison Gebler - Elementary Classroom

In Allison Gebler's class, Room 102, the thematic unit focused on seasonal changes, Veterans Day and Thanksgiving through Social Studies, Science, Art, ELA and Math.

In the area of English Language Arts students reviewed vocabulary associated with different fall weather images: leaves, autumn, jacket, raking etc. Students sang seasonal songs in morning meeting involving each of these terms.

During Math instruction students completed a variety of activities involving the different attributes (amount, size, color) of leaves and turkeys. An introduction to sequencing was demonstrated by examining apples, leaves, and pumpkins; and by completing cooking activities.

In the area of Science/Social Studies students completed recipe experiments to explore topics related to fall. Students followed visual recipes to create sensory dough and fall slime. With the assistance of their personal aides, each student answered comprehension questions regarding process, utensil use and personal opinion of these recipes.

Centers for the month of November focused on Dramatic Play and Verbal Behavior Skills: Construction Water Play (discovering movement words-up, down, push, pull, float, sink- with our new table top water/sand activity center), Build a Turkey (creating a turkey with patterned feathers, through the use of visual directions, plastic feathers, and playdough), Fall Scavenger Hunt (locating and matching identical fall objects via a graphic organizer), Turkey Colors (identifying colors from a field of 8), and Following Directions (creating a variety of fall, Veterans Day and Thanksgiving crafts from multi-step visual directions).

Students progressed in their individualized goals. Jianna has improved his ability to follow an arrival sequence by decreasing physical prompts necessary and negative behaviors, for most steps. Niall has expanded the length of time in which she is compliant with remaining in group settings and activities. Sebastian has begun to verbalize his manding requests in partial and full sentences alongside his use of PECs. Dilan has been extremely successful during his first attempt at toilet training.

Room 102's Star Student, Niall, has surprised and thrilled us all with his explosion of skill acquisition in the areas of manding and listener responding this month. Not only is Niall approximating new single sound vocalizations, but he is incorporating his ability to mand for missing items into his conversational abilities by completing intraverbal songs with 1-2 of his less than 10 word vocabulary. He has made more than a few staff members cry this month with his progress. He is also completing many of the steps associated with a functional routine - after only one verbal directive - "throw in garbage", "wash hands", "put on/take off", "put away binder", etc.

The Character Trait of the month was gratitude. Our classroom participated in creating a bulletin board turkey, whose feathers represented the different areas in which our classroom expressed gratitude (towards family, towards friends, towards teachers, for food, for activities, for objects).

Our class will continue to work on task compliance and participation during group activities. This includes developing abilities to: take turns, share, provide social interaction (verbalizations, signs, high fives, eye contact) and remaining involved, based on individual goals, through-out group activities.

Room 102 is looking forward to learning about the many different winter holidays next month.

Christina Witte - middle school classroom

This month we are learning about Thanksgiving. Therefore, our social studies and science themes are based on early America in the 16th century. We are learning about Native Americans and explored how their geographic region influenced their natural resources, and how the natural resources shaped their culture and

tradition. In science we tried to replicate building some Wentus, Teepees and Igloos. We also explored the traditional Native American foods, such as corn, squash and beans.

On November 16th, we had our annual Middle School Thanksgiving Feast, for which our students vote on and choose recipes, write a shopping list, compare prices in store circulars, shop for the items on our Community-Based Instruction trip and finally prepare all the food from scratch. All the students show particular motivation and engagement during the cooking activities and even the students who have extremely limited diets have been a little more receptive to trying different foods during these activities.

Natalia Amador - middle school classroom

For the month of November, we have had a month full of fun learning experiences! We learned the importance of voting and what the process is like. To make the lesson relevant to our students, we hosted our own election where our students went out to other classes and had them vote for our Senator. We also learned about Veteran's Day through readings, crafts, and technology. Students were introduced to some of the symbols, song, and pledge that represent our country. This week we will be learning about Thanksgiving by exploring the rich historical and cultural aspects of this American holiday through cooking activities, crafts, and books. We will also be having a middle-school Thanksgiving dinner made by our students.

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. This month our community based instruction has consisted of visiting Westlake, Clark Commons, Shoprite, and Clark gym. Community based instruction has truly fostered a lot of independent skills and important daily living skills among our students. So far, we have worked on completing Ellison orders, sorting magazines, doing laundry, collecting recyclables. This month we 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: seasons, Election Day, Veterans Day, Thanksgiving, and community helpers.

For direct instruction, all students continue to work on their VB MAPP goals, reading curriculum and IEP goals.

Susan Parenti - middle school classroom

Veterans Day is an opportunity to teach the students the meaning and significance of the day. Also to honor and give thanks to those who have served or are serving in the military. The students read a story and we discussed all the military Veterans, the five branches and their roles. We discussed the characteristics of a soldier and we completed an activity. Students created a book and colored all the different soldiers. We read a weekly reader about Veteran's Day.

The focus of The First Thanksgiving for the students is to understand the experiences and hardships encountered by the Pilgrims on their voyage on the Mayflower to the New World and in establishing a new settlement. We also discussed how the Wampanoag Indians assisted the Pilgrims during their first year in Massachusetts. They instructed the Pilgrims on where to hunt for food and how to grow crops. The students learned how the Pilgrims shared a meal with Wampanoag people who had helped them and that this is what is known as the first American Thanksgiving celebration.

The students also watched a short video about the First Thanksgiving and put the events in the correct order. Students read the book: Bear Says Thanks by Karma Wilson and Jane Chapman. We also read Thanksgiving is For Giving Thanks By Margaret Sutherland. The students learned that it is so important to be thankful, and we have so much to be thankful for. As a class, we named things we are thankful for and created a chart. The students then used the chart to make a turkey and each feather stated something they were thankful for.

The middle school held a Thanksgiving feast. The students shopped for the items at Shoprite using a picture or written list to locate the items. Each middle school classroom prepared the food for the Thanksgiving feast. The feast also provided an opportunity to create a fun event and encouraged the students worked together as a team.

Lindsay DeNigris elementary school classroom

In November we finished what was left of our pumpkin unit and then moved onto election day. We read an adapted book about election day and then did some voting of our own. Each student got to enter our classroom voting booth and vote for their favorite food. Once the votes were in, they were counted up and the winner was announced. This was a very fun and engaging activity that the students really enjoyed.

After our Election Day unit, we began to investigate the life cycle of a turkey and the parts of a turkey. Students will also get to disguise a turkey. This is an at home project that gets the families involved. Students will get to choose with their families how to disguise their turkey so it will not get eaten. Once the disguised turkeys are sent back to school, the students will get to present their project to the class. We have three books for this unit that we will explore. Each one has a story map, yes and no questions, and comprehension questions that go along with them.

Once we finish our turkey unit, we will explore the holiday of Thanksgiving. We will be reading several adapted books about Thanksgiving, pilgrims, and Native Americans. We will talk about how things were then and now, including technology, transportation, and electricity. We will also discuss all of the things we are thankful for.

Room 105 got a class pet! After the teacher convention weekend break, we learned about having a pet in the classroom. We discussed all the things we would need in order to have a class fish and the rules that we would have when looking at him. We put together the little aquarium as a class and welcomed our new fish! Some students had ideas for his name, so we made a survey and asked around the school. The winner was Squidward!

Physical Therapist – Aliza Feuerstein

Currently we have one physical therapist working two full days a week at Crossroads School. There are 12 students receiving individual physical therapy (PT) services with a total of 15 individual treatment spots, one PT group and three PT consultations.

Our students are showing progress towards their PT goals and objectives as seen in this month's progress reporting. R.C. has been a reluctant participant in PT until this month. Now he usually comes happily and demonstrates improved participation allowing us to really work hard at his goals. E.D. is also participating

better in PT now and is showing progress with negotiating obstacles such as hurdles and steps which is important as balance has always been a struggle. G.S. and O.E. are enjoying PT push-in during their PE class which allows for more functional follow through of their goals.

Our Motor Room is more organized and inviting thanks to the addition of two new shelving units. Our equipment is now easily visible and accessible to all who use the room allowing this space to be more efficiently utilized by our students.

HILLCREST SOUTH:

Enrollment as of 11/22/19 Actual: 97	Intakes Pending General Ed.: 9
Changes: Entered: 10 Exited: 4	Intakes Pending Sp. Ed.: 2

During the month of November, Ms. Gronert, the shared School Guidance counselor, worked with Mr. Savoia from the Central Office to ensure a smooth transition with the end of the first marking period. Ms. Gronert discussed the process of finalizing grades in PowerSchool and made sure all staff were comfortable with using the Hillcrest Academy South Campus (HAS) PowerSchool. Ms. Gronert continued to monitor each students progress and met with them to discuss their grades, attendance, and credit retrieval for the *Attendance Matters!* Committee and the *Grades Matter!* Committee, part of the new school-wide initiative *Improving School Climate and Culture*. The Guidance Counselor contacted Union County Community College to set up a session for our potential graduates to take the Accuplacer. Ms. Gronert also facilitated the shared social skills group with HAS students as mentors for the Westlake students. The group will focus on topics such as traits of a good friends, kindness and respect.

The Spirit Day held every Tuesday continued to be a success. Attendance spiked on Tuesdays and the most popular School Spirit theme was Pajama Day. Ms. Gilchrist, the Social Worker, attended the monthly DCP&P/ HIB meeting for involved students. She has completed the pre-testing process. Additionally, she identified new students to participate in the grant. Ms. Gilchrist continued to confidentially meet with students to ascertain their clinical needs in terms of individual and group counseling as part of the *Improving School Climate and Culture* HAS initiative. Ms. Gilchrist also met with students for the two new committees: *Attendance Matters!* and *Grades Matter!* The semester incentive trip is upcoming for December and will include approximately 30 students who excel in attendance, academics, and conduct. The Social Worker continued to track the seniors and undergraduates who are attempting to graduate in their cohort year. Ms. Gilchrist has developed and initiated the *Credit Retrieval Lunch Program* to assist students in meeting their graduation requirements. This required reviewing the student schedules as well as the teacher rotation schedule so that the students have appropriate facilitators. Participation is mandatory for all students expecting to graduate in 2020.

The HAS Community Service Program (HASCSP) began their annual “gently used” coat drive to benefit Jersey Cares. All of the coats that are collected will help the Jersey Cares statewide effort of providing a warm coat to those in need this winter. The coat drive runs through December 6th and your donations are greatly appreciated. All donations can be sent to HAS care of Ms. Clark and there is a donation box in the breeze-way of HAS’s main entrance. As we enter the holiday season, students hosted a fundraiser to benefit the Community Food Bank of NJ. It is our student’s hope that their small donation will help the Food Bank provide meals to families in need throughout Union County. In honor of Veteran’s Day, students visited the Veteran’s Memorial Home in Edison. During the visit, students mingled with the

veterans while playing trivia games geared to stimulate their memory and conversation. Students then assisted the Home's recreation therapy staff with the veterans during their daily exercise program. Throughout the course of this outreach, our students engaged the veterans in lively conversation about the time they spent in the military and the wars in which they served. Additionally, students participated in a fundraiser to benefit Jeans for Troops. HAS is very grateful for our veterans and are indebted to them for their service.

The Algebra and Geometry classes worked on fluency this month. The students took drills on skills about fractions every Friday which included: simplifying fractions in their lowest terms, improper fractions, adding, subtracting, multiplying, and dividing fractions. Students increased their competency in fractions, which in turn increased their overall performance in mathematics. The Algebra I students continued to work on SGO 2 on solving word problems. The students used the C.U.B.E method to assist with reading, comprehending, and evaluating word problems. 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 Algebra I students began each class with two word problems. The skills the Algebra students worked on included: plotting points on the coordinate plane, graphing linear equations, graphing equations on a calculator, graphing intercepts, finding slope and rate of change, graphing using slope-intercept form, and graphing linear functions. The Geometry students completed their unit on reasoning and proof. The students took their assessment on inductive reasoning, making a conjecture, conjunction and disjunction, conditional statements, writing converse, inverse and contrapositive statements, to mention only a few. The students will be working on unit three towards the end of November by learning such topics as parallel lines and transversals, proving lines parallel, and parallel lines on the coordinate plane. Ms. Ferrari, Ms. Rubin, and Ms. Wraesinski continued to facilitate the HAS School Store. The response to the school store has been favorable among students and staff with over 20 students on the committee who organized the store and ran the store during the hours of operation. The students also calculated the unit rate of each item purchased at Costco and determined the best way to merchandise each item.

Mr. Sobieniak's students in Algebra II classes focused on learning properties of exponents and exponential functions. They learned multiplication, division and power rules of exponents. Students in Probability and Statistics classes learned more about measures of dispersion. They also learned about representation of data, scatter graphs, lines of best fit, and cumulative frequency graphs. Students investigated many real life applications problems. The students in Success Seminar/ Math Strategy class utilized Khan Academy to improve their algebraic skills. The interactive SmartBoard was incorporated into all student lessons. Mr. Sobieniak attended the Association of Mathematics Teachers Conference and reported new teaching trends and many new teaching ideas.

Ms. Cherville's Spanish classes completed three units on the weather, clothing, and food. In addition to using the learned vocabulary and structure in meaningful settings, the students were able to perform conversations using target vocabulary. They learned how to go shopping in a foreign country and how to order food at a restaurant when they go on vacation. They also learned about currency exchange. Spanish speaking students improved their reading and writing skills. They also worked on a variety of reading comprehension materials and texts interpretation.

Ms. Cioffi's English courses completed the district wide anti-bullying project. Students read and analyzed passages from the novel *Dear Bully* in small groups and independently. Students then took the readings from the novel as inspiration and wrote their own *Dear Bully* narrative to advocate for anti-bullying. Once the *Dear Bully* projects were submitted, classes continued learning the content and skills from Unit two of the English curriculum. Students read nonfiction and informational texts as they analyzed arguments and practiced identifying the elements of a strong argument. Students also 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. Additionally, students read a Pro-Con article about the *Green New Deal*. They outlined and wrote their own argumentative paper in which they argue whether the *Green New Deal* was a beneficial program with reasoning and evidence to support their argument.

Ms. Holden's students developed their skills in argumentative writing. In recognition of Veterans Day, students read and analyzed *In Flanders Field* by John McCrae. In addition, in remembrance of President John F. Kennedy, students viewed a short documentary on his life and times and then reflected on the documentary. Students also continued to work on improving their lexile level through the computer program Read Theory.

Mr. Reichman's Chemistry students have over the last few weeks been learning about some of the most important and strange discoveries of the turn of the 20th century, such as those that deal with the world of quantum mechanics and the realm of the extremely small, where particles can act as waves and vice versa. In Forensics, Mr. Reichman's students recently focused on procedures on site at a crime scene, including how to handle evidence and specific methods and best practices to handle tenuous or fragile evidence. HAS's Computer Science students have started a unit on Web Development and have been steadily adding different HTML elements to their repertoires, which will be used for a project developing their own personal web pages. They have also started working in pairs using the industry standard practice of Pair Programming, which leans heavily on our November SEL skill of the month, Listening. Mr. Reichman's first marking period Service Learning students also planned and executed HAS's first Fall Field Day, which successfully incentivized student attendance the day before the NJEA teaching convention that offered fun games and activities for the whole school to enjoy.

Ms. Arora's Forensic science students worked on the crime scene. They researched scientific evidence like fingerprinting identification. They successfully took their own fingerprints, recognized the pattern of prints, and completed an analysis. They also watched video clips on mysteries of crime and wrote their own opinions. In Biology, students worked on the Physiology of plants such as photosynthesis and cellular respiration. Video resources reinforced how plants make food and oxygen for humans as well as how our bodies retrieve energy by consuming that food. Students in credit retrieval have worked on their assignments. Ms. Arora's homeroom had the highest attendance average for the last four weeks and the teacher hopes that trend will continue.

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 started their 13 colonies unit. The topics this far included Mid Atlantic Colonies, Southern Colonies, Colonial Social Classes, Colonial Industries, Colonial Economy, and Triangular Trade. Students also took unit 1 common assessments developed in the Social Studies department meetings. U.S. History II students concluded their

Industrial Revolution unit and started their WWI unit. Topics included immigrant life/ living situations/ urbanization, life of workers in the north vs south, Muckrakers, Jacob Riis, Main Causes of WWI, Neutrality, Woodrow Wilson, and Official Declaration of WWI. Students also took unit 1 common assessments. Modern World History students completed their Age of Exploration unit and are starting their Industrial Revolution unit. Students discussed topics such as Spanish and Portuguese explorers and trade routes, new land discovery, important explorers, and then started why the Industrial Revolution first occurred in England.

Mr. Deo's U.S. History II and Economics classes demonstrated critical thinking and analytical skills through an evaluation of World War I 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 from the course instructor and peers. The purpose of these case studies were 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 the causes of World War I and the alliances resulting from the assassination of Archduke Franz Ferdinand. Specific case studies included major European alliances, significant battles, weapons of war, 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. Students also took the Social Studies common assessments.

The students in Mr. Barone's Physical Education classes were introduced to a unit on basketball. After the students reviewed basketball specific skills such as dribbling, passing, and shooting on days they were in the large gym, they were introduced to modified games. One of the games that the students really enjoyed was the "3 Point Shootout." The students enjoyed this game because they were able to compete in teams and were constantly moving throughout the activity. Mr. Barone has been very pleased with the amount of participation throughout the unit. In Health, Mr. Barone's and Ms. Rubin's students continued with their unit on healthy relationships. Students have been discussing some of the important characteristics of a healthy relationship that include cooperation, communication, and compromise. The students understand that comprising is a vital part of any relationship.

Ms. Rubin, School Nurse and Health teacher, assisted with daily AM and PM procedures. The Nurse made absence calls daily and saw an average of 15 students per day. Ms. Rubin continued to update health files with daily screenings and provided Ms. Gronert with supplies for an activity at the Westlake School. The Nurse and Mr. Barone continued to share coverage of an extra 7th period Physical/ Health education class.

HILLCREST/NORTH:

Enrollment as of: 11/25/19 Actual: 93 Changes: 2 new students	Referrals: work in progress Drills: Fire Drill: 11/25/19 Lockdown 11/25/19
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This month, Ms. Gronert worked with Mr. Savioa to ensure a smooth transition with the end of the first marking period. Ms. Gronert discussed the process of finalizing grades in PowerSchool and made sure all staff were comfortable with using PowerSchool. Ms. Gronert continued to monitor each student's progress and met with them to discuss their grades, attendance, and credit retrieval. The guidance counselor contacted Union County Community College to set up a session for our potential graduates to take the accuplacer assessment. Ms. Gronert collaborated with Ms. Klinkova to administer the math portion of the accuplacer to the seniors in the beginning of the month. Ms. Gronert will continue to monitor each student's grades, attendance, and credit retrieval progress to ensure they are on track to be successful.

During November, Ms. Goldenberg worked closely with all teachers to complete Student Development Plans for all of our students. We are hopeful we will be 100% done by the end of the month. Related to this, we had our second monthly advocate meeting with the topic of "stress management", where students first participated in a lesson on stress management and then spent time identifying and practicing healthy coping skills. Our first School Climate Team meeting was held on 11/10 where HIB and school safety were discussed.

In Geometry, class students have begun completing two column proofs by identifying properties of equality, definitions and postulates. They worked with familiar steps from algebra and continued the concept of a reason for every step in Geometry as well. Probability and Statistics classes have continued to work on assignments in Google Classroom. Not only are they creating bar graphs and scatterplots, they are also drawing conclusions and making predictions based on the data. Finding the line of best fit (or trendline) and its equation allows the student to make a valid prediction.

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. The money saved in gas doesn'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.

Mr. Van Cleef's Economics classes have begun studying the question "what should I be doing with my money?" First, classes learned about the process of banking and how banks work. Next, they studied the concept of interest and how/why different banks offer different interest rates on Savings Accounts. Students will use this information to research Savings Account offers from banks in their area. In this process, students will apply what they've learned and use their knowledge to decide which Savings Account offer is best for them.

In US History 2, students have focused on the "Industrial Revolution" specifically focusing on "immigration" and how people from other countries were treated. This concept led students to question how people are titled and why that is the case. Students did this by breaking down primary source documents focusing on the bigotry faced by Irish immigrants in the early 1900s. This research led students to question the concepts of race and where we as a society are today.

In Health, students completed a unit on Human Reproduction and fetal development. They also studied birth control methods, emergency contraception, and prenatal care. In PE, students finished a unit on

football and have started a unit on wiffle ball. Students continue to meet their fitness goals during the Do Now.

Students in English class have spent a lot of time working on writing a short response using RACE as this is the focus of the English Department. The students read articles and watched videos, and then used RACE to answer the question “What is the author’s point and how did he/she prove it?” Currently students are expanding what they have previously learned to the five paragraph essay. Students are now focusing on claim (writing a thesis). They will then focus on evidence and analysis for the essay.

In Creative Writing, students are starting each class answering creative questions. Students are still working on their short story. They finished revising their draft, again by teacher directed questions about the above as well as continuity, clarity, word choice, description and repetition. They then wrote a revised draft. They are currently editing and revising their second draft. They will soon type the final draft.

During Art instruction students continued practicing painting techniques and discussing famous art. Students learned about creating spatial depths in paintings through layering, size and perspective. In paintings, the background is overlapped by the mid-ground and again by the foreground in a two dimensional style. Students analyzed works by Frida Kahlo, Andrew Wyeth, and Horace Pippin, three artists who painted scenes based on memories with strong back mid and fore grounds. We used these influences to design a three dimensional painting based on a moment in time or, “a vignette”. Students wrote about a moment in time they could remember very well, or a dream that they would then transform into a three dimensional representation of that moment. Students then separated the memory into, “setting” (place), “physical details” like objects or people and “ambiance” like time of day or season. They further separated their memories or dreams into “background, foreground and midground to help them plan the scene and its components. Working with this plan, the students drew a quick rough sketch of their three dimensional “vignette”. This was a challenging project for the students which took a lot of planning, critical thinking and building skills to achieve. Students began with the setting which became the “background”. This place was painted onto a canvas paper and turned into a recessed box to hold their low relief. A frame was also constructed for each box and students painted and assembled all their details into the box adding supports and spacers to create different layers of the painting. Students will be writing about their memories, moments and dreams they represented in a physical form. These scenes were a representation of the memory therefore, specific characteristics appeared larger as they were more important, or floating or may not seem rational to the viewer at all. The style of Surrealism (Renee Magritte) was also introduced as many of their designs seemed dream-like or nonsensical.

The month of November found Chemistry, Biology, and Forensic Science students continuing their quest to master their applicable Next Generation Science Standards. Chemistry students continued their exploration into the atom by learning about the Bohr model and its integration with quantum mechanics. Biology students began learning about large biological molecules and their roles in living organisms. Forensic Science students learned how to take suspects’ fingerprints and to lift latent fingerprints off of common objects. Next month, Chemistry students will continue studying quantum mechanics and begin their analysis of the periodic table. Biology students will continue studying the structure of large macromolecules and their roles in living things. Forensic Science students will continue their studies of fingerprints and begin their inquiry into fiber evidence.

NONPUBLIC:

The Director and Supervisor of Nonpublic Services continue to meet with the nonpublic school administrators to review the following:

- Updated DOE Guidelines for Auxiliary & Remedial Services Chapters 192 & 193
- Child Find
- Delivery of services: pull-out vs. in-class
- Mandated teacher trainings

Teachers met for their monthly PLC meeting where three teachers presented a chapter from *Teach, Reflect, Learn-Building Your Capacity for Success in the Classroom*. The presentation focused on the continuum of self-reflection in one's teaching practices.

The Nonpublic Nursing Program is running in all nonpublic schools in Union County. The Nonpublic Nurses assist in maintaining health records (A-45) and complete specific basic screenings for students in grades K to 12.

The nonpublic schools are successfully receiving their individual textbooks and technology orders based on the school's allotted allocation for the 2019–2020 school year.

TRANSITION:

Work Readiness Academy Anticipated Student Enrollments: 11 (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 November 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 November included:

Gratitude was our character trait for the month of November. The students wrote thank you notes to their mentors at their internship sites to thank them for the opportunity and support they are receiving.

Students gained an understanding of the importance of prioritizing tasks and utilizing time management skills and strategies.

In Financial Literacy, students practiced writing checks and balancing checkbook registers. They also gained an understanding of the difference between wants and needs and how cost comes into play when a person makes a choice about what he or she wants to purchase.

Students are in the process of developing answers for common job interview questions to prepare them for mock interviews and future real job interviews.

Students continued to collect information for their person-centered plans by identifying great things about their classmates, their own likes and dislikes, and what others need to know to help support them.

Other Special Activities in November

The Seeing Eye visited WRA this month. The students learned about the Seeing Eye's mission and how they raise puppies and train them to support people who are blind or have visual impairments. The trainer, Sharon introduced the student to Nancy, an 8-year-old Black Labrador. The students also learned about the different jobs (both volunteer and paid positions) at The Seeing Eye and how they might participate in supporting the organization including fundraising. The students decided as a group to donate \$50.00 from the proceeds of their first "REC Lasagna Sale" to Pennies for Puppies.

The student-run "REC Lasagna Business" kicked off a new season of business. The students developed shopping lists, went to ShopRite to purchase the identified items, and made lasagnas to use for taste tests with professional staff at the UCESC building. They also created interest/preference surveys for staff to help identify potential customers and their preferred ingredients.

Students continue to visit Cranford Strength and Fitness club twice per month. They are working out performing 4 different exercises, 2 sets of each, and then using various cardiovascular machines.

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.

Some of the highlights from Project SEARCH during the month of November included:

Students learned about passive, assertive, and aggressive communication styles in order to answer the essential question: Why is it important to communicate well in your workplace?

Students also discussed why "over-sharing" might be a problem at work. They learned to differentiate appropriate vs. inappropriate topics for the workplace.

Additionally, with the support of a lesson from our Graduate Occupational Therapy intern from Kean University, students have been researching the benefits of leisure and recreational activities, including increased physical, mental and social well being.

The Project SEARCH interns participated in two special trips this month. They visited Newark Airport for a tour and to learn about the numerous opportunities for employment at the airport, as well as, at Port Authority.

They also took a class trip to the Connection in Summit to learn about the various classes and activities available, including those specifically targeted for people with special needs.

The on-site program staff, the interns and their families also participated in their first round of Employment Planning Meetings this month. At Project SEARCH, the entire team (including the assigned counselor from DVRS) meet 4-5 times per school year to discuss progress and plan for employment.

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 are now available.

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.

So far, the following districts have referred students to UCESC by way of DVRS, for Pre-ETS:

Summit
Elizabeth
Roselle Park
Westfield
Roselle

UCESC is in the process of 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:

A bid opening was held on October 30, 2019, for 105 routes established since the beginning of the school year. Competitive bidding prices are very high at this bid opening due to the current critical shortage of school bus drivers. However, it is still more cost effective for districts to utilize the Commission to coordinate routes. The Commission maintains an extensive vendor list and typically has more bidders to help drive down the cost.

The Commission's own data submission for the DRTRS was transmitted over the internet to the Department of Education on November 14, 2019.

Due to the high volume of late applications and changes in out of district placements still being received by the transportation department, we will be having a bid opening on December 4, 2019. Forty routes will be going to bid.

TECHNOLOGY:

The IT Department continues to provide billing system support and we have made multiple improvements with the business office.

The backup infrastructure is stable and has greatly improved our backup and disaster recovery plan. We continue to improve the environment.

DFS has been reconfigured and file shares are working better. We will continue to monitor. We continue to improve the wireless network's coverage and performance.

We are currently building the new antivirus architecture to migrate from the older systems.

The Technology Department is working to improve the new copier workflow to make it easier for some staff to manage.

cc: Eric Larson, Business Administrator/Board Secretary