



Union County Educational Services Commission

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Report of the Superintendent to the Board of Directors March 4, 2020

WESTLAKE:

Enrollment as of February 20, 2019 Actual: 64 Changes: Entered: 0 Exited: 0	Referrals: 4 Intakes Scheduled: 3 Accepted: 0
Fire Drills: February 24, 2020	Emergency Drills: Lockdown external threat
Suspensions: 0	February 3, 2020

The Spring Carnival date was set and sent to Goldman Sachs. Mrs. Pajewski has been working on the initial stages of planning for the annual Westlake Carnival that will be held on June 4th. We are currently fundraising for this event and Goldman Sachs usually wires money to our school to assist in making this event and wonderful experience for the Westlake students.

This month for CBI, went to Shoprite and Clark Commons. In Shoprite they had to purchase items for the class. Students were given a shopping list. At Clark Commons they had to purchase items for our Carnation sale. The students will be going to Target and Shoprite again at the end of the month. They are looking forward to bowling this month too. CBI has been very beneficial this year. Mrs. Convery's class went to Target this month and was able to purchase our Google Nest Hub that was purchased with a grant from the UCESF. Once the device is hooked up we look forward to having our questions answered just by asking them out loud. Other trips have been exposing students to the community by going to Shop Rite, Clark Commons, Bowling and Target. Students have made some purchases for the classroom or staff members.

This month students continue to review the Zones of Regulation. Students are practicing identifying our feelings/emotions each morning. Students do seem to be gaining a better understanding of emotions. One student recognized when another student was absent, he placed the student's name in the blue zone to signify concern.

Mrs. Roble's class sold Raffle tickets to Westlake staff for a Valentine's Day Heart Shaped Chocolate Box filled with truffles. This product was made by 2 students in Mrs. Palmer's class and the proceeds from the raffle will benefit the Westlake Spring Fling. They made \$75.00 on the raffle.

Language Arts

The students in language arts classes have begun working on creating a book using the letters of the alphabet. The students read sentences focusing on words beginning with a specific letter of the alphabet. Next the students answer questions about the sentences and write or identify words starting with that letter. The words chosen are functional words that the students are familiar with such as color, food, or animal words. The class also completes an activity focusing on following directions for the letter of the week.

Math

In math students are using touch math to better understand numbers and form number groups. This skill is being generalized to packaging items for a fundraiser. Students also learn to use math in other contexts across the curricula, using touch math as a model. Students explored measurement and compared different sizes.

Science

The students in science classes are busy forming hypotheses and conducting experiments to test their hypothesis. Students are learning new questioning techniques as well as working as a group to answer questions in Mrs. Fernandez's class. Students continue to use the FOSS science curriculum kits focusing on the solar system, plants and animals etc.

Social Studies

Students are covering a unit on famous Black Americans for Black History Month. They include Rosa Parks, Maya Angelo, Jackie Robinson, Kobe Bryant, and JZ. Mrs. Convery's class studied Groundhog Day, Chinese New Year, Presidents' Day as well as Black History Month. They read a story and graphed the class predictions on whether the groundhog would see his shadow. Next, the students studied the Chinese New Year and learned it is the Year of the Rat. They read a story about the various traditions associated with the Chinese New Year. To commemorate the holiday the students each colored, cut out and displayed a Chinese lantern. Presidents Lincoln and Washington were also studied and the students participated in a President's Day bingo game.

PE

We are currently interviewing for a new Physical Education and Health Teacher. On Fridays, Ryan Peters the Physical Education Teacher from LMA is working with Westlake students. Substitute coverage is also provided to ensure students continue to develop gross and fine motor skills.

Health

In the health office, Nurse IJ is teaching about bathroom etiquette to students. Good hygiene and bathroom independence is a challenge for some students. The next lessons will focus on clothing to wear for different types of weather.

Art

Students began the month of February studying the scientist/photographer Wilson A. Bently. They observed how each snowflake is made of six identical arms or branches. Students then learned how to draw their own snowflakes using repeating lines and shapes in a radial design. Finally, students used their prior knowledge of cool colors and crayon resist painting to paint the background of their snowflake designs.

Since February is also Black History month, students spent time observing works of art by Alma Thomas and learning about her life. She is an inspirational figure and was an influential 20th century artist. Students learned about Abstract Expressionism and color field paintings. Using a focal point, students used dot paints to create color field paintings of concentric circles.

Students continued to be inspired by Alma Thomas and made a collage heart project for Valentine's Day. Students practiced purposeful paper tearing and applied the paper in either stripes or concentric hearts.

Horticulture

Students sold carnations at the Valentine's Day sale and many students bought them to bring home. Students have started to plant seedlings and care for them in the classroom in order to begin planting our garden this spring.

Post Office/Print Shop

In the Print Shop students continue to make copies as jobs for the main office and deliver mail to the classrooms. The students have counted, pasted and mailed Box Tops for Education. Students have also copied and distributed additional forms for families. We have copied letters requesting donations for our annual carnival. Students have stuffed and addressed envelopes in preparation for this event

Sweet Shoppe

Mrs. Palmer's class made many chocolates for Valentine's Day and Mrs. Palmer sold the candy at the board meeting. The class went to the Commission offices and sold their chocolate products. The students did very well selling a lot of chocolate. On the following day the students sold candy in the gym to their peers. The students also made several orders for the staff.

Jewelry

This month students have been busy getting ready for upcoming sales. This included activities such as shopping for needed supplies, designing, assembling and pricing jewelry.

Décor Dream Shop

In the sign making class, the students completed an order of home décor signs to ship to Overlook Hospital Gift Shop where they will sell our signs. The students started working on Valentine's Day Soap Making. The students went shopping at Clark Commons to purchase soap making materials and working on the Lavender scent soap with various toys inside of the soap.

Retail

The Retail Center vocational shop was very busy this month. There were two sales; one here at the school and one at the Commission office. Items for sale included socks, candy bars, dog biscuits, dollar items and candy filled containers. Students purchased items for their families and enjoyed selling all of the items that they make.

Job Academy/SLE

All 21 SLE students are progressing at a steady pace. Worksite evaluations indicate that our students like their assignments, understand what they are doing and why, and can articulate the areas of their performance they feel needs more improvement.

Speech Therapy

This month, the Speech Department presented a professional development workshop to paraprofessionals in the Commission titled: "Promoting Effective Communication Skills in Students". They discussed general strategies staff can utilize across different settings in the Commission to support students' speech and language development.

ADL groups focused on following directions and vocabulary development during cooking activities (i.e. making sandwiches, toast and hot chocolate). Students worked on following directions containing prepositions while completing various obstacle courses and they learned how to sequence steps for various ADLs (i.e. brush teeth, setting the table, etc.).

Therapists pushed into classrooms and assisted classes while out on CBI trips and facilitated student communication. Various social scripts and other materials were created and utilized during these activities. Therapists also planned various themed activities for: Presidents day, Martin Luther King Day and Valentine's Day.

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.

Our students continue to chart their progress on our "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. This month Mrs. Feuerstein was able to push into one of our student's job sites. This was an invaluable experience that will allow me to now structure his future PT sessions around more functional activities to allow for improved participation at this job.

Some of our students have made notable progress this month towards their goals. K.H. has been struggling with gait this year secondary to an orthopedic intervention and new braces on her feet. This month she attempted the treadmill for the first time in school despite her initial fear. This new activity will be instrumental in improving her gait and endurance. T.B. has been working on bending down to pick up items off the floor without using his crutches. He can now perform this task which will have functional carry over to his job at the Can do Cafe.

Three of our students continue to enjoy a weekly relaxing yoga group. They are all improving their body awareness, bilateral coordination, balance and flexibility in a very enjoyable session. It is fantastic to see their progress with various yoga poses. Overall our students are progressing nicely with their PT goals and objectives.

Occupational Therapy

Currently we have three occupational therapists working at Westlake (two full time OT's, one part time OT who works Wednesdays). The OT's continue to meet with teachers to address the sensory needs of the students in their class and provide sensory strategies and issue necessary equipment. They presented at the professional development day, February 7th, on Sensory Processing/Sensory Integration in the classroom

setting. The goal of this presentation was to provide teachers with useful information regarding the sensory needs of our student population and how they can specifically apply these strategies in their classrooms.

The ADL support group and Life Skills classes for Mrs. Pajewski, Mrs. Porchetta, Mrs. Attlesey and Mrs. Porchetta classes continue. This month the group activities focused on apartment skills, hygiene skills, and following a simple visual and written recipe to make tortilla snowflakes and heart shaped toast. 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. Rosemary Edelstein continues to participate in CBI trips with Mrs. Robles class, providing picture lists of community/store signs and grocery items for purchase that are used during these trips.

Social Work

Students were excited to have Mr. Balassone back at work and eager to catch up through their counseling sessions. Students continue to work on their goals, and using the Zones of Regulation, specifically working on their coping strategies, distinguishing big problems from little problems, and emotional regulation.

Mr. Balassone is coordinating and preparing students for the Westlake Basketball game to be held in April. The Shared Social Group with HAS continues on Fridays, and Boy scout meetings are going very well.

Seven IEP and pre-planning meetings were held this month. Several parents required assistance with paperwork to access services for Performcare. Parents of graduates appreciated phone calls to inquire about the status of Transition plans for their child. Several parents have expressed gratitude for guidance as they near the end of the process. Due to late birthdays, some students are not eligible yet for a Support Care Coordinator (SCC) until age 21 and must wait before selection can be made. In cases such as these, parents have looked at Over 21 sites in advance and can eventually inform the SCC of their preferences. Very few Districts have Transition Coordinators and parents have looked to Westlake for support to secure the next phase of Transition in a timely manner.

Materials from an individual UCESF grant helped purchase supplemental "Zones of Regulation" social skills curriculum with interactive materials. The "Zones" program has been a very helpful tool that is utilized throughout the school. These new materials allow for more participation with the aid of lamination and Velcro boards so that students can identify an array of basic emotions at their fingertips. Working with teachers in social skills groups to teach the zones has been a positive experience to see students begin to make connections when looking into a mirror to mimic an emotion. Our current population requires daily practice and staff utilizes the terminology throughout the day.

Behaviorist

The Behavior Department has been involved in varying capacities this month. Westlake's Registered Behavior Technician continues to participate in supervision under the guidance of Westlake's two BCBAs on a regular basis. She has continued to be involved with data collection and input, assists in creating classroom visual supports and materials, is an integral member of our crisis team, and participates in classroom consultation alongside the behaviorist in various classrooms who require additional behavioral support. Westlake's Registered Behavior Technician also participated in Professional Development at the end of last month and is now a certified Safety Care Trainer. Having an additional trainer is a tremendous asset to our school and our staff.

The Behaviorists have continued to hold biweekly meetings with all teachers. This month, behaviorists continue to be involved in the meetings that the administrators hold individually with teachers. These interdisciplinary meetings have allowed the behaviorists to receive direct feedback from the teachers regarding specific ways in which support or assistance is needed, while administrators are weighing in on student issues. They also 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 all the written meeting minutes, and responsible parties (teacher/behaviorist/Administrators) complete the listed activities by next meeting. These notes are shared with teacher, administrators and behaviorists.

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 serve the function of allowing the entire team working with that student to receive the most updated information and staff is instructed to initial the hard copy of the log with each update. Additionally, data sheets, Behavior Intervention Plans and Behavioral Strategies are shared with staff through the Google Drive.

There are behavioral issues that occur within the school that has limited some students from participating in Community Based Instruction due to transition concerns and safety of the students. Currently, one student with behavioral issues is working individually in the behaviorist's office or in the Zen Den with staff including the behaviorist(s) at various times to provide structured programming, a quieter environment and developing a supportive rapport with a new paraprofessional. A plan is being worked on to desensitize the student to periods of time to be in the classroom, then to transition her fully. The Behaviorists have worked with these students as well as offered feedback to the classroom staff regularly. The Behaviorists have also continued to regularly be involved in parent and district/case manager contact as needed. This has been done via phone, in person meetings as well as emails.

The Behaviorists have participated in a meeting this month with the consulting Psychiatrist, Dr. Amy. During these meetings, the Behaviorists have provided behavioral data, current strategies and observational notes for many students. The Zen Den continues to be a valuable tool to use to de-escalate students and to proactively prevent various aggressive episodes; however, despite this successful de-escalation occurring regularly, several crises requiring restraints occurred this month.

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 February 2020</p> <p>LMA Actual: 42 LMA District - Non-NP: 39</p> <p>New Point Specialty at LMA: 2 Changes: <u>3</u> Entered: <u>2</u> (Non-NP) <u>1</u> NP Pending: <u>1</u> Exited: <u>3</u> (Non-NP) <u>1</u> (NP)</p> <p>Trinitas Hospital : Bedside Instruction: 28 (inpatient) Day Program: 46 Approved-Agreement signed: 51 Classified: 23 Regular Ed: 28</p>	<p>Fire Alarms: 0 Fire Drills: 1</p> <p>2/13/20 - Shelter in Place</p> <p>Security Drills: 1 2/3/20-Lock Down Drill</p> <p>Suspension out of school: In School Suspension: 8 HIB: 0</p>
<p>Referrals in January: 9 Intakes Scheduled: 6 Completed: 6 Acceptance Letter Sent: 4 Sending District Accepted LMA placement: 2 Placement Pending : 6</p>	

Administration

It's been a busy February at Lamberts Mill Academy. We had another trip to the State Theatre where our students received an introduction into the arts. Our students thoroughly enjoyed their trip and feel as if their eyes have been truly opened up to a whole new world.

We finally had our Library kickoff. Our students have opened up a new Library in our English/Language arts class. A handful of our students gave a presentation to the student body on how our library would run and informed them of the proper procedures involved with reserving and withdrawing books. In addition, LMA was contacted by a local school district who is interested in donating books to our library.

We took a trip to the ice-skating rink as a part of our physical education class. Our PE classes are designed to be more than the ordinary PE classes. Mr. Peters our PE teacher has a goal which is to introduce our students to physical activities and sports that our student population would normally not engage in.

Union County College visited LMA to speak with our 11th and 12th graders. The goal of the presentation was to educate our students on the application process, how to apply for financial aid, as well as give a look into the community college life. This program was a big hit for our students who stated that they were unaware of how involved the process was.

Finally, the therapy dogs visited LMA. Our students get a chance to visit with the therapy dogs. Research says that interacting with therapy dogs has been shown to reduce blood pressure, provide physical stimulation and assist with pain management as well as provide social benefits. When meeting consistently with the dogs our students gain social benefits as well as increased self-esteem.

Academics

Middle School

Over the course of the past month, students have been evaluating scientific news articles. Our most recent article “Dogs are helping to save Florida’s citrus groves from a devastating disease” had students enquiring and asking many questions. In addition to responding to a four question multiple choices at the end of the article, students also respond to the following: Summarize the current article; Explain in your words what surprised/scared/impressed/interested them about the article. Students are able to list data and facts from the article, write one or two questions that Google may be able to answer and ultimately draw a picture or attach a photo that is not from the article.

This month students have been working on mastering essentials in math. Students have been exploring their math skills for at least 20 minutes per day with the hope of gaining success. They have been showing improvement in completing their one minute speed drills and are applauding themselves for their efforts. We will continue to work on improving their times and completing the assignments within the class period.

High School

English Language Arts & Literacy:

Our Unit II Narrative Reading and Writing Unit is in full swing with students exploring the use of figurative language in literature. We looked at varied perspectives in our MOSAIC group to gain clarity in social situations. This was melded in our ELA&L class with students exploring points of view analyzing a story through another’s eyes and the effects it produces. Our narratives have been explored through varied mediums of podcasts, Moth Storytellers, TeenTedTalk and ReadAlouds.

We celebrated World Read Aloud day by listening to famous African American celebrities read our favorite children's books. We noted techniques for reading children’s picture books and then took turns practicing reading children's books for the Westlake Reading program. We embraced World Kindness day on February 17th by watching the movies “Up” and “Bugs Life ” in our MOSAIC group. We noted all the kindness that happened in each movie and then explained how the particular kindness could be extended here in our LMA community. Students played varied student made games based on African American Authors exploring the literary impacts they have had on society.

We had our LMA Literacy kick off with Middle school students visiting the LMA Library. High school students facilitated book reviews through videos and PowerPoint’s of their favorite novels. Middle school students then were introduced to our book loaning program and took books out on their own with guidance from the upperclassmen.

Social Studies:

The excitement of history continues to unfold each and every day. In addition to our course content, we watch the important events that we see in current events. These have included the election process as the Democrats continue to look for their lead candidate, the fear of the Coronavirus as it continues to grip parts of the world, the end to the bushfires in Australia - at last - and the passing of Kobe Bryant among others.

US History I is close to concluding the study of the Civil War and will soon examine a post-war America involved in the period of Reconstruction. US History II has moved towards the end of WWI and is looking

at Wilson's proposal for the League of Nations and the verge of the roaring twenties when America unwinds from the burdens of war.

World History has studied the industrialization of England and then America and the impact these events had on each as well as the greater world. 20th Century Civil Liberties has studied the roots and impact of organized labor and the trends it brought to home life in America and the burdens felt by the industrialists.

Science

Biology students have been studying carbs, lipids, and proteins, including learning how to read food labels. We've had some riveting discussions about what makes foods 'healthy' and why so many Americans are obese. We measured out the amount of sugar found in some foods and the amounts were surprising to see (try it with ketchup or bbq sauce). We also discussed enzymes and learned that we should never put fresh pineapple in jello molds. In Environmental Science, we stepped outside to see how we salt our roads and sidewalks to keep them from freezing and how easily that salt can get washed into our nearby stream. We watched a documentary about the crisis in Flint, Michigan and learned about lead in water. We explored the EPA website and checked up on our area waterways. Chemistry students turned to M&Ms to understand atomic structure and valence electrons. Learning never tasted so good! Forensic students watched a fascinating 60 Minutes episode about how wrong eyewitness testimony can be. That led to an impromptu book club as several of us read the book *Picking Cotton*, about the case featured by 60 Minutes. Then we saw in the Star-Ledger that two men from NJ were recently released from prison after eyewitness testimony was questioned. On Valentine's Day, we enjoyed making pink slime and a big mess.

Mathematics

Students in Consumer Mathematics have been working on a unit learning about the different methods of transportation. Students also learned about the NJ Transit train system by using the Interactive SmartBoard to plan different routes to popular locations in the area. The students then chose which mode of transportation for each individual situation, and debated why they would choose one over the other to their peers.

Students in Geometry courses have started a unit on 2-dimensional area and perimeter. They have been applying abstract concepts to the world of Architecture. Students have the opportunity to read floor plans for different types of homes, buildings and apartments. Discussions on how area can be calculated, and why individuals need to know how to calculate area with the different types of floor plans have been conducted the past week. Students are now going to draw their 'dream home' using architectural tools (T-Squares, boards, triangles), and use an appropriate scale measure to accurately label each room and measurement.

Spanish

This month students are finishing the unit "*La Vida Escolar*" in Spanish. Students acquire vocabulary and communication skills as they complete the do now and mini lessons through auditory, visual, and kinesthetic activities about school and celebration vocabulary. Students are familiar with the school vocabulary, the verbs "*vivir, hacer, necesitar, tener, ser/estar, ir, gustar, and preferir*" possessive adjectives, and school phrases. Through interdisciplinary instruction and different activities, the students are able to connect a school story about "The rules in a Japanese school", which tells the parallel stories about different school rules in Japan where the Japanese refer to "Rules" as "the most important to follow in the Japanese school". The students acquire knowledge about current and future uses of rules in the schools, building social & communication skills.

The students continue the co-op learning experience with the students in Ms. Convery's and Mr. Carten's classroom at Westlake every Monday and Friday while reading different stories and discussing what events happened in the story. It is a wonderful social interaction with the higher functioning students. Also, the students are working on a project for Black History Month called "*Encontrando mis raíces*". They complete cultural interview questions based on the essential questions: What is your definition of "culture?" and "How do you define "family"?"

Physical Education and Health

February has been an exciting month for Health and Physical Education at Lambert's Mill Academy. Students have been working hard practicing and mastering their badminton skills and preparing for the 4th Annual LMA Badminton Tournament. The tournament was a great success and all students had a wonderful time. Finals for the tournament took place in the gym with the participants putting on some of the best badminton play this school has ever seen.

In observance of Black History Month students learned about some of the most influential people in athletics such as Jackie Robinson, Jesse Owens, and Muhammad Ali and their influence on American life and culture.

For Health, students continue learning about the hottest topic right now: Vaping and E-Cigarettes. We began the unit learning about the adolescent brain and how easily an addiction can form. Now we are covering the addiction of nicotine and then moving on to the dangers of Vaping and E-Cigarettes.

LMA Clinical Department

In the month of February we have been working on anger management skills and how we incorporate this into every day socialization and social skills. The students learned about how anger influences our behaviors and reactions. Students were encouraged to identify their own personal warning signs, and placed them on their anger thermometer for use as a visual. We used scenarios identifying the different possible outcomes with the use of healthy anger management skills vs. unhealthy ways of coping with anger, and the consequences that can be associated with it. Since February is Black History Month we will be wrapping up the month with different activities focusing on the importance and why we celebrate it. Lastly, the clinical team welcomed its newest staff member, Ms Josephine Sharkey.

Trinitas

Many students are working on assignments from their sending districts. Since February is Black History Month, other students have been reading short biographies of famous African Americans who overcame great challenges. (Ex: Jackie Robinson, Maya Angelou). Lessons also focused on why we honor Presidents George Washington and Abraham Lincoln by celebrating their birthdays. Materials on all levels are being provided. Also, since this is Leap Year, students will soon read about why we only have February 29th every four years.

NewPoint Specialty

Enrollment as of 02-18-2020: 14 residents at NPS

Students attending LMA-3

Students are engaged in all NJCCS according to their IEP.

This month we focused on Geography, Global Warming and effects on the Earth. Current Events are discussed as they relate to students in relation to Math Basics, Consumer math, US & World History, and other CCS academics subjects.

This month students studied Black History month and chose a prominent black individual to research, write and present their reports to the class. This exercise will repeat itself next week.

Language Arts- Students wrote to a creative writing prompt after reading a fictional story. Scholastic Magazines are constantly used in class as it pertains to the CCS.

Humanities- Students learned about Leonardo DiVinci and Michelangelo as they related to the play viewed at the Morristown PAC. Every Tuesday students have Music class with Mr. Danny and every Thursday students participate in Movement2B with Ms. Kara.

Students visited the Newark Airport. They had a behind the scenes tour of the airport and were able to board a United Airlines plane. Students were given the opportunity to ask questions regarding employment and career related topics.

Some students have been volunteering at the Hillside Food Bank twice per month.

Students will attend a new exhibit at the Morristown Art Museum "Animale". After the exhibit, students will go to the Artist Studio and create their own artwork. Students are also looking forward to going to Essex County College to see a play about Claudette Colvin in honor of accomplishments during Black History Month.

CROSSROADS:

Enrollment as of February 16, 2020 Actual: 47 Changes: Entered: 0 Exited: 0	Referrals: 3 Intakes Scheduled: 3 Accepted: 1
Fire Drills: February 24, 2020	Emergency Drills: February 26, 2020

Lindsay DeNgiris - Elementary School Classroom

This month we are working on several different thematic units. We started the month by learning about Groundhog Day. The students participated in an interactive story and then made a groundhog craft. We took a poll and students and staff predicted if Punxsutawney Phil would see his shadow or not. Luckily we were right and spring should be coming early.

After our Groundhog Day unit, the students focused on Dental Health Month. The students read an adaptive book using picture prompts on each page. We also talked about the different foods and drinks that are good and bad for our teeth. After these activities, students used a toothbrush to paint a yellow paper tooth white. The students then really enjoyed the book *"How To Catch The Tooth Fairy"*. We explored all of the fun and silly ways you can make a trap to catch the Tooth Fairy. Once we were done exploring the book, students completed a writing prompt on how they would catch the Tooth Fairy.

To celebrate Valentine's Day the students read an adaptive book that helped them learn how to make a valentine. By picking a friend to exchange a valentine, students worked on social skills and interacting in a positive manner with their friends. Additionally, students made an "I love you to pieces" project on our Fire Me Up trip to send home.

Allison Gebler - Elementary Classroom

In Allison Gebler's class, Room 102, the thematic unit focused on the many different February holidays and events: Black History Month, Dental Health Month, Groundhogs Day, Superbowl, Valentine's Day, and President's Day.

During English Language Arts, students reviewed the event sequences involved in the different holidays. Our class practices brushing teeth daily, but this month we also completed group activities to sequence visual steps of this process. Students reviewed vocabulary associated with this busy month and created valentine's using differentiated approaches: coloring, tracing, cutting and pasting.

While studying Math students completed a variety of activities involving the different attributes (amount, size, shape, color) of snowflakes and hearts. Students were introduced to color and size sorting via activities involving hearts, footballs, etc. During many of this month's activities, students were guided through lessons on 1:1 correspondence (such as counting how many valentines they need to make for their).

In the area of Science/Social Studies students completed recipe experiments to explore topics related to February. Students followed a visual recipe for red glitter slime. With the assistance of their personal aides, each student answered leveled comprehension questions regarding adjectives and verbs to describe the experience. Our class also completed a variety of craft and cooking lessons to honor African American Inventors: including George Crum's sweet potato chips and Alfred L. Cralle's ice cream scoops.

Centers for the month focused on Dramatic Play and Verbal Behavior Skills: farm and dollhouse play (discovering positional and movement words - on, in, up, down, push, pull), Love You to Pieces artwork (pre-writing skill of tearing tissue paper and gluing the pieces to a heart), functional hygiene skills (using toothbrushes to "clean" yellow teeth with white paint) and following directions (creating a variety of winter and holiday crafts/recipes from multi-step visual directions).

Students progressed in their individualized goals: Niall is continuing to expand his communication skills by searching his PECS book for "I want" and a reinforcer to complete his sentence strip. Jianna has begun another attempt at toilet training and has had minimal accidents. Dilan is becoming a superstar at toilet training by using his new "toilet time" watch to alert him when he needs to try to use the bathroom. Levi is adjusting nicely to his new school and can now independently locate our classroom. Sebastian has made leaps and bounds this year by achieving mastery in the majority of his goals; he's progressing so quickly he needed a whole new IEP 6 months early.

The best part of this month was getting to know our new paraprofessional Josephine.

Room 102's Star Student, Sebastian, is continuing his communication progress at home by bringing his PECS book to and from school. His amazing parents are also helping support the home-school connection by using his First/Then board when completing homework.

Our class will continue to work on adjusting to the updated classroom structure throughout our daily routines. This will help all the students prepare for the possibility of new peers and staff throughout the remainder of the school year.

Room 102 is looking forward to the possibility of celebrating March events with new friends next month.

Crossroads Middle School Program

During Science instruction we discussed the meaning of hibernation. The students watched a Brain Pop video that discussed Hibernation. The students learned the ways the animals prepare for the winter. We discussed the different animals that hibernate and where they hibernate. We also sorted various pictures of animals and the locations where they hibernate. To demonstrate understanding of the content material, the students participated in answering WH questions after the Brain Pop video, completing a worksheet and a craft. The students made a Bear hibernating in a cave.

We also discussed fun facts about a Groundhog in honor of Groundhog Day. For example: what they eat, where they live, and what they look like. The students enjoyed watching an informative video on groundhogs. The students learned if the groundhog sees his shadow, there will be six more weeks of winter. If he does not see his shadow, warm weather is near and spring will arrive early. The students made predictions of what would happen. We graphed the results and they completed a craft.

Incorporating social studies instruction with current events, the students used their excitement for football to complete a fun activity. We discussed what teams were participating in the super bowl. Each student made a prediction for the Super Bowl winner. We also went to each middle school class to ask the students and staff who they thought would win the super bowl. The students walked around to ask the survey questions. Then the students filled in the answer totals and we discussed what information we discovered. We graphed each column on the bar graph and discussed what column has the greatest and lowest amount.

We also played a football bean bag toss game. We practiced our throwing skills by tossing the bean bag. The students kept score after each turn, practicing their adding skills to calculate their total points. The winner received a prize from our prize box.

The middle school team also worked on multiple thematic units of instruction and student interest and engagement. We read a book about Valentine's Day and made cards for their parents. We also read the book, "There was an Old Lady Who Swallowed a Rose". The students completed activities to go along with the story. We worked on object identification and sequencing skills.

During Black History Month, we discussed Barack Obama, Rosa Parks, Ruby Bridges, and Jackie Robinson We discussed their importance and what they accomplished for our country. The students participated in answering WH questions after a Brain Pop video and completed a craft. In honor of

President's Day, students and staff discussed why we celebrate Presidents day. We will talk about the role of a president and two famous presidents, George Washington and Abraham Lincoln.

The students read a story about the 100th day of school and completed various counting activities. They also followed a recipe to make rice Krispy treats. The students used a cookie cutters to create the number 100. We also played a game called 100th Day Hersey Kisses hunt. After hiding 100 kisses, the students found them and then matched the number of kisses found with numbers recorded.

For a Valentine's Day fundraiser, the Middle school students handcrafted kiss- a gram boxes. The students assembled the paper boxes, shredded colorful paper to place into each box and packaged each box with four Hersey kisses. The students also delivered the boxes on Valentine's Day to each classroom. It was a great opportunity for the students to work together and the money will go towards a middle school field trip.

Natalia Amador - Middle School Classroom

For the month of February, the students learned about Black History Month by reading books, watching videos, and working on different projects to learn about influential people like Ruby Bridges, Jackie Robinson and Rosa Parks. The student demonstrated improvement in using their higher order thinking skills to elaborate upon what they learned.

The students continued to work on strengthening their pre-vocational jobs by completing the many tasks here at Crossroads and by attending community-based instruction. So far, we have worked on completing Ellison orders, sorting magazines, doing laundry, collecting recyclables, taking utensil orders and kitchen inventory, and this month, they are working on office supply orders and restocking the soda machine.

The main goal for this month is to teach the students how to follow directions and work independently. It is important to foster in them a sense of accomplishment, along with a sense of independency.

For science and social studies, the middle school teachers have been rotating classes and we have been teaching thematic units. This month's thematic units included: Valentine Day, Black History Month, and President's Day.

All students continue to work on their direct instruction and VB-MAPP goals. Josh has shown progress with his WH questions and subtraction with regrouping, and place value. Robert is working on the structure of a sentence, asking people questions, and answering questions using a complete sentence. Uthmaan is working on his money skills and sight word reading. DJ is learning how to use flashcards as a study method for multiplication and definitions. He is also working on reading comprehension and fluency. Luis is working on his communication skills outside of the classroom, following directions that require him to interact with others, and typing. The students have also shown a tremendous improvement in the area ELA after the implementation of the SRA reading curriculum.

Crossroads Speech Department

Happy Valentine's Day to all! The students of Crossroads school continue to grow and improve with their speech and language skills. Jianna H. has become very successful using the iPad with the Proloquo2Go communication application. Eseosa P. continues to work on expanding utterances (subject, verb, object) using his iPad. Levi and Justin, our new elementary students from Woodbridge and Linden, are assimilating nicely into the Crossroads School community.

We worked alongside the speech therapy department at Westlake School to provide a speech therapy presentation for the paraprofessionals in the entire commission on February 7th as part of the professional development program. We provided helpful strategies for supporting speech and language in the classroom and community. It was a huge success! The speech department continues to conduct enriching speech group activities. This month, the theme is Valentines. We are leading a Valentine's Day cooking session with all the classrooms to celebrate the love-filled holiday.

The speech department has been working hard to bring a modality of communication to all students. With an increase of non-verbal students, it is important that we give every student a successful way to communicate. We continue to model and educate fellow teachers, paraprofessionals, parents/caregivers, etc. on the strategies to use with AAC users in the classroom and community. We can't wait to see our student's progress with these skills for the rest of the year.

Crossroads Physical Therapy

Currently we have one physical therapist working 2 full days a week at Crossroads School. There are 12 students receiving individual physical therapy (PT) services with a total of 16 individual treatment spots, one PT group and three PT consultations. This month a new preschooler was added to my caseload for PT twice weekly.

Our students are showing progress towards their PT goals and objectives as seen in this month's progress reporting. S.H. began PT this month and she appears to enjoy coming to her sessions. E.P. has achieved all his PT goals and was able to be discharged from PT. S.V. is using his Proloquo iPad program more frequently and appropriately during his sessions allowing for improved participation. G.S. and O.E. are enjoying PT push-in during their PE class which allows for more functional follow through of their goals.

HILLCREST SOUTH:

Enrollment as of 2/21/20 Actual: 93 Changes:14 Entered:4 Exited:9 (5 moved, 1 attendance, 1 GED, 2 assault on staff)	Intakes Pending General Ed.: tbd Intakes Pending Sp. Ed.: 2
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February was Black History Month and in recognition of this, the "Sharing Our Culture as We Share Our World" committee organized its ninth annual Black History Month Celebration. All students and staff were able to enjoy a culture-rich day of history through watching the award-winning movie Harriet and a sampling of authentic foods during student lunches.

Mr. Deo, Social Studies Teacher, will be leaving HAS at the end of the month when Ms. Duarte returns from maternity leave. HAS is grateful to Mr. Deo for his assistance and we wish him well on professional journey.

Ms. Gronert, the shared-time School Counselor at Hillcrest Academy South Campus (HAS) and the North Campus, administered the Accuplacer multiple times with Union County College to ensure our students were on track to graduation. The students were given the opportunity to pass the Accuplacer to meet their Elizabeth assessment graduation requirements. Ms. Gronert worked alongside Mr. Savoia and Ms. Dattilo to update our PowerSchool for the upcoming state testing. The School Counselor continued to meet with

students in regard to their academic status. Ms. Gronert continued to facilitate the Shared Social Skills group with the Westlake School and HAS students and prepared for future group sessions.

Ms. Gilchrist, School Social Worker, reported that Tuesday's Spirit Day was a continuing success. Pajama Day was always the fan favorite. This activity coincided with The Westlake Cafe as an incentive to participate in school spirit. The Social Worker attended the monthly DCF/ HIB meeting for involved students and has completed the pretesting 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 individuals and groups. Students were randomly selected according to their needs for either individual or small group support.

On January 24th, the Social Worker supervised an incentive field trip to the movie theater for those who earned honor roll status, perfect attendance, and the most improved during the second marking period. The Social Worker continued to track the seniors and undergraduates who were attempting to graduate in their cohort year. Ms. Gilchrist has continued to modify and organize the Credit Retrieval Lunch Program. This afforded the opportunity for all students to meet their graduation requirements. The Social Worker supervised the student schedules as well as the teacher rotation schedule. Participation was mandatory for all students expecting to graduate in 2020. Modified plans were being constructed with the Guidance Counselor and families notified.

Ms. Picciano's art students began the semester learning how viewing art can be an experience where all the senses are evoked, and emotion can be felt. Several pieces of art were shown, and students were asked not only what they saw, but what they felt. For example, one painting featured men stripping a wood floor in the summertime and the other was a fresh meadow on a clear, breezy day. Students reported smells, sounds, textures and could empathize with the characters in the paintings. Art is a medium in which all the senses intermingle; for example, not only can you hear from what you see, but you can draw from what you hear. Students were challenged to "see the music" in several exercises and instructed to draw the movements, images and color they saw in different musical selections. During this process, they learned color and line symbolism, building blocks in art, and created their own pieces of Abstract Expressionism. The language of color and line without recognizable images, narrative or scenes, can have emotional and meaningful content. The students' initial assignment was to create name tags that, through the use of the line, color, shape, font and symbolism, made little pieces of art that expressed a little about who they were as a person. Students began drawing from observation this month as well. They practiced sitting with a drawing board and learned how to "see" what was before them in order to draw from life. They practiced creating basic skeletal foundations known as guidelines in which to build their forms around. Developing good observational skills lays the foundation for being able to draw. Finally, students learned how to shade and add highlight to objects in order to make their forms look three dimensional.

February was a busy month for the HAS Community Service Program (HASCSP). Student leaders coordinated HAS' entry for this year's Commission Bulletin Board contest. Our very talented students beautifully illustrated our district's theme of diversity. Our thoughts naturally turn to those we care about and love. Therefore, students crafted Valentines for the children served by the Emmanuel Cancer Foundation. Selected students visited the Ronald McDonald House in Long Branch in order to participate in their "Cook and Care" program as a way to provide comfort and support to the families staying in the House. Students visited the Community Food Bank to deliver the proceeds of our very successful food drive. While there, students packed boxes of food that will be distributed to families in need throughout

Union County. We would like to thank everyone in the Commission who contributed to this very worthy cause.

Mr. Reichman's Chemistry students have been working on multiple methods of writing an element's electron configuration, each focusing on different aspects of the arrangement of electrons around the nucleus. They will soon be applying this to the structure of the periodic table and periodic trends of properties of the elements. In Forensics, Mr. Reichman's students learned about different classes of drugs and toxins and their effects on the human body and mind as well as continued their exploration of real-life practices of forensic scientists using digital resources. HAS's Computer Science students published personal web pages using code.org's HTML lessons and activities and are learning about how CSS makes creating and designing a website easier.

Ms. Arora's Forensic science students reviewed topics such as on Death, Manner, Mechanism, and Cause. In this unit they learned the stages after death. As a forensic student they were able to tell the age of a deceased body. They viewed video clips on "mysteries of crime" in which forensic doctors analyzed the body by postmortem that reinforced the lessons. In the Biology classes, students worked on cell division and homeostasis. They watched reinforcing videos and animations on both the topics. They also completed a virtual lab on mitosis. On Fridays, classes work on the scientific method. In credit retrieval students were diligently working. Ms. Arora's homeroom received the highest attendance reward twice this month.

Ms. Cioffi's English classes continued to learn the skills and content of the Unit 2 curriculum. Students have learned how to annotate texts, identify characterization, theme, analyzed different points of views and perspectives, as well as learned about the different types of conflicts. Students have also learned to write responses about their reading and to cite textual evidence to support claims. Students practiced providing a more detailed analysis of textual evidence to support their answers by incorporating academic sentence starters into their writing. Students have also learned how to incorporate quote integration and transitional words and phrases. Future plans for this class are for students to learn about figurative language, tone and word choice, and to begin writing a long narrative piece.

In recognition of Black History Month, students in Ms. Holden's classes enjoyed reading and analyzing the poetry of two famous African Americans, Langston Hughes and Maya Angelou. Students also read excerpts from *Gifted Hands*, the story of Dr. Ben Carson. Classes also read *Raisin in the Sun* and compared the excerpts from the movie versions. In addition, students studied *The Gettysburg Address* and discussed its relevance in today's society.

Mr. Sobieniak's students of Algebra II classes learned how to solve quadratic equations. They also learned properties of quadratic functions and how to graph them. Students in Probability and Statistics classes learned more about measures of dispersion. They learned how to calculate and some properties of the mean absolute deviation, variance, and standard deviation. Students investigated many real-life applications problems. The students in the Success Seminar/ Math Strategy class utilized Khan Academy to improve their algebraic skills. Students of all mathematics classes also had Khan Academy incorporated in their lessons to improve their algebraic skills every Friday. The interactive SmartBoard was an integral part of every lesson to appropriately assess, engage, and encourage all students.

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 completed their Declaration of Independence section, the Constitution, the Articles of Confederation, Amendments, branches of government and their roles, key supreme court cases, key leaders of the time including George Washington and his farewell address, Hamilton, Adams, John Jay, etc. Students then took their Unit 2 assessments on these topics. Students just started Unit 3 for the third quarter and have thus far learned about Manifest Destiny, westward expansion, and migration of all types of people to the west for better opportunities in life. U.S. History II students concluded their Great Depression and the Dust Bowl sections of Unit 2. Students learned about FDR's New Deal programs that aimed at the 3 Rs (Reform, Recovery and Relief). Students also analyzed excerpts from FDR's fireside chats and the reaction from the American people. Students also studied women's suffrage and the 19th amendment. At the conclusion of the second quarter, students took their Unit 2 assessments. For the 3rd quarter, students have started the causes of WWII. They discussed the issues with the Treaty of Versailles that ended WWI, the hard punishment of Germany which led the world into WWII and how this produced the rise of the dictators in the world (Hitler, Mussolini and Emperor Hirohito of Japan). Modern World History students studied the Imperialism unit ending with the Imperialism of China. Students used their knowledge of Imperialism in Africa and India to build upon the idea of taking over a country by force for their resources. Students learned that the British were the first in China to force trade which paved the way for other European countries to colonize parts of China. Students finished this unit and moved to WW I. Thus far students have learned the causes of WWI which is known as M.A.N.I.A (militarism, alliances, nationalism, imperialism, and assassination). Students broke this down and were able to understand why each of these five characteristics all led to war. Students also analyzed maps to decipher why certain countries had alliances and others did not.

Mr. Deo's US II class completed their study of the Great Depression and President Roosevelt's New Deal programs. Students identified the causes of the Great Depression and compared American society to the previous decade of the Roaring 20s. Students prepared for an in-depth investigation into the causes of World War II amongst European powers and the eventual American involvement following the bombing of Pearl Harbor. Economics classes completed a series of studies on successful entrepreneurs in American society. Studies included real estate tycoons such as current President Donald Trump and stock market moguls. We also reviewed how a successful company is managed and the potential pitfalls that accompany periods of sustained economic growth.

The students in Mr. Barone's Physical Education classes continued with their Volleyball unit. Students reviewed some of the basic skills which include the forearm bump, set, underhand serve, and overhand serve. In addition, students reviewed the rules of game play. After practicing the techniques, the students went on to play modified games. The games have been getting better each week and the games are very intense. All of the students have shown improvement in all of their skills. In Health, the students have been discussing healthy friendships. Students have been discussing the traits of healthy friendships and also what some of the signs of a toxic relationship are. Many of the students have shared stories about previous friendships and what made them end that friendship and move on.

Ms. Rubin, the School Nurse and the Health teacher, continued to assist with student entry and exit procedures. The Nurse made absence calls daily and saw an average of 16-20 students per day. The Nurse has been updating health files daily with screenings for the current students and new students. For the new students, the Nurse followed up on receiving A-45 health forms from the sending Elizabeth Academies and updated their health records accordingly. Ms. Rubin assisted with coverage of Study Hall, Hall Duty, and

Lunch Duty when staffing was low. The Nurse and Mr. Barone shared coverage of 7th period PE/Health classes. The Nurse was part of the school store initiative and updated spreadsheets weekly to include our new students. Each student received credit to use at the school store for each full week of perfect attendance. She shared the responsibility of shopping for school store stock with Mrs. Ferrari and Mrs. Wrzesinski. Ms. Rubin received bids for items to promote school spirit, which included tee shirts and drawstring backpacks. In Health classes, the students continued to learn about the components of a healthy relationship, which included friendship, peer relationships, and refusal skills.

HILLCREST/NORTH:

<p>Enrollment as of: 2/24/20 Actual: 90 Changes: 2 dis-enrollments (attendance), 3 students enrolled</p>	<p>Referrals: work in progress Drills: Fire Drill: 2/24/2020 Lockdown: 2/3/2020</p>
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February has been a busy month in the social work office. The social worker has continued her daily tasks of meeting with students at teachers’ requests or as the need arises. She also continues to meet with DCF students weekly and facilitated the district wide monthly meeting, as well as kept appropriate paperwork, consulting with Dr. Amy on these students. Lou Watson, a pianist, came for our fourth MFAS program of the year and was a big hit as always. Our SDP initiative is in full swing: every Tuesday, Wednesday, and Thursday morning the social worker participates in a meeting with Mr. Marquet, and an advocate to discuss a group of students. We then follow up during the teacher’s prep with those students as necessary. The social worker is also facilitating nine bi-weekly groups on three topics: substance abuse, emotional regulation and stress management. Our monthly advocate meeting took place on 2/20 and covered Conflict Resolution.

As a follow up to our February 7th, professional development day, ten students have been identified and a behavior plan is being developed to assist these students and provide support to staff. As part of social emotional learning, we celebrated Valentine’s Day with an ice cream social. Several students helped to serve ice cream sundaes made to order for community service.

During the month of February, the school counselor administered the Accuplacer Test multiple times with Union County College to ensure our students are on track to graduation. The students were given the opportunity to pass the Accuplacer to meet their assessment graduation requirements.

This month, Ms. Gronert worked alongside Mr. Savoia and Ms. Dattilo to update our PowerSchool for the upcoming state testing. Ms. Gronert continued to meet with students in regard to their academic status. Also this month, Ms. Gronert will continue to facilitate the Conflict Resolution group with the students and prepare for future group sessions.

In English, students are continuing the Narrative Story Unit. They have been focusing on theme and how theme has an effect on characters. One English class is using Socratic Literature Circles to have a deeper understanding of what they are reading by using dialogue and reflection. They read “The Zebra Story-

Teller.” After taking the Unit 1 English Assessment on Google Classroom, students began the Narrative Essay Unit. Students began the unit by writing a mini narrative snapshot. Students learned about the structure of all stories and mapped out a story using the Freytag’s pyramid. Students have had lessons on the elements of short stories such as types of characters, the different types of conflict, and types of narrators. Students learned how to write and use dialogue in stories and wrote a story with dialogue. Students learned about mood/tone and theme. Students also learned about the different types of point of view in narration and identified it in stories. Students completed a small project on figurative language in which they created different kinds of figurative language and represented their writing on a poster with graphics. Students also took the final SGO assessment which required them to read a short story and identify the theme by writing a response using RACE.

Students in Creative Writing class are starting each class answering creative questions. Students are focused on characterization for their short story. They are writing a story focusing on character development. Students are meeting with the teacher individually to review their drafts. Students are using previously learned skills of planning, drafting, revising, and editing to complete the narrative.

In LA Strategies, a new group of success seminar students started this semester. Students began the class by selecting a “just right” book as their independent reading book. Every Monday, students independently read their independent reading book and choose a journal question to write a reader response in their journal. On Tuesdays and Thursdays, the class reads an article, poem, or story from CommonLit.com, and answers questions and has a class discussion about the reading. On Wednesdays, there is a grammar lesson and practice questions. Students also practice grammar by completing MadLibs stories and sharing aloud. On Fridays, students reflect on their weekly attendance, behavior, and grades, and set goals for themselves.

The students working on the yearbook submitted the cover for printing. Pages have been designed and finalized to reflect the Hollywood theme. Seniors have completed their senior quotes, favorite movie quotes, and superlative choices. Seniors have also taken graduation pictures.

The month of February found Chemistry, Biology, and Forensic Science students continuing their quest to master their applicable Next Generation Science Standards. Chemistry students began their exploration into the periodic table and how electron configurations influence chemical properties. Biology students began their studies of the structure and function of plasma membranes. Forensic Science students learned how forensic anthropologists use human remains to determine age and gender. Next month, Chemistry students will continue their analysis of the periodic table and the causes of trends that exist within. Biology students will continue studying membranes and begin their studies of enzymes. Forensic Science students will begin their studies of casting impressions.

This month we started the second semester and a new Spanish course at HAN. All the students identified the twenty countries where Spanish is spoken, their flags and ten important reasons for learning this language. The Spanish learners learned common phrases, how to describe people and how to form simple sentences. For Valentine’s Day, they learned love phrases and used them to create love poems. The Spanish speakers read “Las Aventuras de Miguelito”, a reading comprehension book. They started a country project. They will develop GoogleSlide presentations at the end of the month.

In Health class this month, the students learned the steps on how to get a NJ driver’s license. These steps include early bird driver, young adult driver and adult driver all which depend on age. The students also

completed a lesson on distracted and safe driving. These include distractions in the car such as cell phone use and noise to learning how to share the road with trucks.

Physical Education students continue to work on meeting their fitness goals. They just began a unit on soccer and continue to work well together while learning the importance of “team playing” and individual skill building.

In the month of February, Economics students researched the Stock Market. First, they learned the basics of how the Stock Market works and the pros and cons of becoming an investor. Then, they began researching good investment opportunities by reading about individual companies and their characteristics. Finally, students chose five stocks to invest in for a Stock Market simulation project. Students will monitor the performance of these stocks throughout the rest of the school year.

US History II focused on the great economic collapse of the 1930s; The “Great Depression.” Students specifically focused on how and why the United States’ economic system nearly collapsed. Students learned how the stock market crash of 1929 set off a domino effect on every aspect of society. Students did this by breaking down primary source documents on the economic collapse along with a project that had students watch the movie “Cinderella Man,” which tells the true story of James Braddock a boxer from New Jersey and his experience in the Great Depression. This research led students to question how such an event could happen and what can be done to prevent it from happening again.

The Prob & Stat classes have completed the unit on standard deviation and z-scores. They are developing a deeper understanding of what “normal” is and described data relative to the mean. Applications exist in SAT scores, grades, IQ’s and business decisions as well.

The Geometry class has completed the unit on congruence of triangles and has begun studying the properties of the various centers of the triangle. These include the incenter, circumcenter and centroid. Paper folding has helped to distinguish between an angle bisector and a perpendicular bisector of a side of the triangle.

In honor of Black History month, students in all Ms. Mannino’s math classes learned of Benjamin Banneker’s accomplishments in math, astrology and agriculture. They watched a short video and then created a timeline of events in his life. Students also drew a profile of Martin Luther King, Jr by plotting points and connecting them. For Valentine’s Day, students created a graph of a heart with an arrow through it. Besides plotting points, it covered the point-slope equation of a line, reflection and symmetry. Another assignment involved calculating ratio, proportion and percent in making cupcakes for a large crowd.

This month, all seniors took their final assessment for Union County College’s Practice Placement Test. Mrs. Machado’s Success Seminar helped students increase their scores from October. The Success Seminar class transitioned into beginning real-life PARCC-like tasks. All seniors are guaranteed to meet their mathematics graduation requirement by completing a PARCC portfolio of assessments in number sense, geometry, functions and algebra.

Algebra II students worked through the chapter of Systems of Linear Equations. This chapter gave the students the opportunity to solve realistic word problems and truly prevent a customer from being taken advantage of. Together as a class they explored when is best to use specific coupons, how many tickets

need to be sold for fundraisers and much more. The students used handmade graphs, graphing calculators and Desmos.com to represent each situation graphically. Every graph provided enough information to be analyzed for the best calculated decision making.

NONPUBLIC:

Nonpublic Department Teachers, Speech Therapists, Nurses and Child Study Team members continue to provide services to the nonpublic schools in Berkeley Heights, Cedar Grove, Clark, Cranford, Elizabeth, Hillside, Kenilworth New Providence, Plainfield, Roselle, Scotch Plains, Springfield, Summit, Union and Westfield.

Nonpublic Teachers at the high school level worked in conjunction with the Nonpublic School General Education teachers developing study guides and providing online resources in order to meet student needs. Additionally, Nonpublic Teachers continue to integrate IXL Learning, an on-line education program for Language Arts and Math to assist in building well-designed and engaging hands-on educational activities to improve student learning and self-confidence within the classroom.

The Nonpublic Services Department sponsored training for the nonpublic and public school administrators titled Wingman for Schools. Wingman for Schools is a highly customizable, student-led, social/emotional learning framework which runs throughout the school year to change the climate and culture to create a strong, resilient school community.

Additional Funding for 192/193 services was submitted to the DOE.

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)

Some of the highlights from the Work Readiness Academy in the month of February included:

In recognition of “Diversity” as the character trait of the month, the students answered the essential question of “How do our differences make the world a better place?” They learned that differences make us unique and should be embraced. Students also helped create a bulletin board entitled, “Wheel of Diversity” reminding people that everyone should “Share our similarities and celebrate our differences,” a quote by M. Scott Peck.

Students have been introduced to “Flipgrid” to practice their interviewing skills. They have been practicing answering 4 common interview questions. Using this technology allows the students to self-assess their interview skills and those of their peers.

Students have been practicing their interview skills on a weekly basis. They had the opportunity to participate in Mock Interview #3 to gain experience and practice answering 4 common interview questions.

In Health, we continue to use the *Mike’s Crush* curriculum. Students answered the essential question: “Does your appearance matter?” which helped them to gain an understanding of the importance of good hygiene and clean clothes.

Students asked their mentors at their SLE Internship Sites for keywords to use on their resumes that they will be assembling the next the few weeks. In class students answered the essential question of “Why should you make a resume?”

Also this month, as part of their “REC Lasagna Business” students advertised, took orders, recorded orders, developed shopping lists, and shopped for the items to fulfill Lasagna orders.

Students visited Strength and Fitness in Cranford twice this month where they worked out performing four different exercises, with three sets of each. They also devoted time to using various cardio machines.

The Work Readiness Academy is projecting to graduate five students in June of 2020. This month our staff has been working collaboratively to begin identifying potential employment and/or volunteer opportunities for these students.

Seven out of eight students who graduated from the Work Readiness Academy in June 2019 are now competitively employed. One student applied and was accepted to the Project SEARCH program at Overlook Medical Center.

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 welcomed its 4th cohort this September. Nine student interns were selected this past May from an application pool of 20 candidates.

This year’s interns continued to participate in the second (of three) internship rotations. Overlook departments hosting internships during the 2nd rotation include: Primary Care Practice, Materials Management, Food Services, Emergency Department, Overlook Foundation, ISS, Patient Transport, and Patient Mobility.

In the classroom the interns spent most of February working on employability skills and job search and interviewing strategies.

The students learned:

How does the information on a job application help you make a good impression and improve your chance of landing a job interview?

The do's and don'ts of filling out application

What are the differences between personal and professional communication?

What are healthy relationships?

How can we share information about ourselves with potential employers?

For the second year in a row the Project SEARCH program is participating in an email mentoring program. Each intern has been paired with an employee from a local business in the greater Union County area. This year we have mentors participating from Nestle, Johnson & Johnson, Summit Medical Group, Hilton Hotels, Children's Specialized Hospital, the JCC of Central New Jersey and Merck. The interns and mentors will exchange emails for 8 weeks and then meet for a culminating event at Overlook that will include a mock interview and reverse job fair.

Ashley Ritchey from the New Jersey Self Advocacy Project visited the classroom to teach a lesson on healthy relationships

Our Graduate OT student intern from Kean University, Samantha, started introducing the students to Google Sites. The interns will ultimately be creating their own Google Sites to host their resume and other information about themselves to showcase with potential employers.

Special events this month at Project SEARCH included: Chair Yoga with Ashrams for Autism, Ballroom dancing at World of Happiness in Summit, NJ, and field trip to Millburn High School for the Each One, Teach One student self-advocacy conference.

Seven out of the nine interns who graduated from the Project SEARCH-OMC program this past June are now competitively employed. The other three 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.

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.

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

TRANSPORTATION:

Nonpublic school transportation applications (B6T's) are due to the student's resident district by March 15, 2020. The nonpublic schools are responsible for the timely submission of the application to each student's resident district. Reminder notices were sent to each nonpublic school by the Transportation Office on

February 10, 2020. Calendar requests for the 2020-2021 school year were sent to the nonpublic schools on February 10, 2020.

The next on-site school bus inspection is scheduled for March 13 & 16, 2020. The inspection team feels that two days are needed for inspection. The second day allows for re-inspection and a higher approval rate.

This continues to be a mild winter for transportation, certainly not as bad as past years. We have been lucky with no snow days or delayed opening/early dismissals, which usually wreak havoc on the transportation department and bus contractors. The milder temperatures are welcomed by everyone.

TECHNOLOGY:

The Technology Department is working with the MUJC to introduce new tools that will better safeguard our network and data.

Techspo proved once again to be an excellent resource for our IT team to promote new technologies throughout the Commission. We are focusing on augmented and virtual reality as well as several other options that will improve our students' experience in the classroom.

We are implementing new collaboration devices throughout some schools to introduce new curriculum opportunities for our teachers.

We continue to work with multiple vendors designing a new phone and internet system.

cc: Eric Larson, Business Administrator/Board Secretary