



**Union County Educational Services Commission**  
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(Att. 2)

**Report of the Superintendent to the Board of Directors  
 December 6, 2017**

**WESTLAKE:**

<b>Enrollment as of November 21, 2017</b>	<b>Referrals: 2</b>
Actual: 75	Intakes Scheduled: 1
Changes: Entered: 0 Exited: 1	Accepted: 0
Fire Drills: November 8, 2017	Emergency Drills: Bomb Threat
Suspensions: 0	November 13, 2017

As part of the Life Skills enrichment, 9 students went on a CBI trip to the Hyatt Regency hotel for a jobsite tour with Mrs. Shaw. First, the hotel gave them a tour of the hotel and the students had a chance to talk to the workers about their job responsibilities. The students learned and watched how different departments operate and work collaboratively. During the Q&A session, some of the students were able to ask great questions such as how to get a job at the hotel without any experience and how each department operates. Most of all, the students enjoyed having lunch with the executive chef and how he became a chef. They also spoke to a human resource associate about his career at the hotel. A big thank you to Mrs. Shaw for setting up this wonderful opportunity for our Westlake students to experience,

Music has returned to Westlake school with Mr. Patrick Cerria. Students, staff and parents are so excited that this enrichment class has been brought back to our school. Mrs. Porchetta reported “music was a true highlight of the week and students are enjoying listening and moving to different rhythms.”

Boy scouts continues this year with more interest and 21 students participating in the monthly meetings. Students recently selected badges of citizenship in the community, and citizenship in the nation to work on this year with the help of their leader, Mr. Balassone. They will work on understanding what it means to be a good citizen both locally and on a larger scale, and take part in activities that demonstrate good citizenship.

**Language Arts:** In reading, students are working on the Edmark Program in Mrs. Porchetta’s class and they are progressing nicely. They have read two short stories “Cody’s Rock” and the “The Thanksgiving Helper” since the beginning of the school year. Story elements such as characters, setting and conclusion were reviewed as well as the use of descriptive language.

**Math:** In Mrs. Attlessey’s math class, students are working on linear measuring and modifications on rulers have been made for some students to enable them to line up the beginning of the ruler with the beginning of the object to be measured. Touch point math materials are being used to assist students with increasing their knowledge in mastering math skills of addition and subtraction.

**Science:** Mrs. Costello’s students spent a good deal of time this month learning about the solar system in preparation for their trip to the Newark Planetarium with Mrs. Pajewski’s class. They discussed the planets,

stars, constellations and other items found in our galaxy. Several activities and a few experiments were completed, including star slime and galaxy in a bottle.

**Social Studies:** In Mrs. Capizzi's class, students have begun a unit on expanding their knowledge of the community. Students continue to learn different community signs that they can identify when they are out in the community. They are talking about different communities and what our communities have to offer as far as places to go and people that can help us.

**PE:** In Physical Education classes students completed the soccer- kicking unit. Students each took part in games and drills, leading up to a split-class game; students vs. students. Some classes progressed to playing a quicker pace soccer match while others classes were at a slow pace soccer match.

Currently in Physical Education, we are working on building a foundation for football. Some of the students remember how to throw and catch a ball while others have needed to be reminded. Mr. Moss's goal is to teach the students how to play and expose them to the sport of football they can play, watch, and enjoy with their friends and families.

Every class, he starts by providing students a welcoming conversation. With recently purchased pedometers, each student is given an opportunity to see how many steps they have moved in PE class. Larger sized classes play warm up games, smaller sized classes utilize the exercise machines. After our warm up, students are broken up into stations to emphasize catching a ball with two hands. Students also practice throwing and catching 'running routes' like a receiver and catching the ball and throwing like a quarterback. Students are given the opportunity to either work with their peers or a staff member to challenge and enhance their hand-eye coordination and their skills. Each student is given an exit question about football pertaining to content knowledge of the sport. Questions vary and are differentiated to encourage students to think and expand their skills.

**Health:** In Health Classes, we are continuing our unit on being active and health. Lessons start with different types of guided dances (Chicken Dance, Cha Cha Slide, etc.) on a website called, 'GoNoodle'. From the guided dances we then follow a stretching video to loosen the muscles and joints. Students have interactive videos and worksheets which allow them to compare one category to the other.

**Pre-Vocational Skills: and Pre-Employment Training Skills:** All students have been working on increasing their tasks and being exposed to new skills. Students love coming to Mrs. Casey's vocational class and engaging in all the hands on activities. Nine students received Good New awards so far this month. The awards were given for improvement in transitioning to her vocational room, showing progress in their work ethic, increasing speed, accuracy, time on task and mastering a skill. It is important to communicate to parents even the small successes. Our students and parents need all the encouragement we can provide. Students look outside my room on the Vocational Good News Wall where they are recognized for the month. Crossroads students come to Westlake where they are exposed to learning skills in the Vocational room and the school store. The students have been given a recall sheet with a photo of what they were doing on their trip to bring home and share with their families. A running list that has been established in the school store where the CBI students can make lists, pictures and purchase items needed for the school wide reinforcement system and running the store. Students have been working on placing labels in ABC order creating mailboxes for the school wide postal system. We selected street names and made a map for the new street signs. Mrs. Roble's class will be making the letters needed to make new street signs for the Westlake hallways as part of the delivering mail program.

The Westlake school store is open for business and students have been working on setting up items for sale, punching a time clock and stocking shelves. Students have been counting money, making change and

keeping inventory. One student used her iPad to communicate with staff as she collected money for Jeans for Troops as donations.

**Vocational:** Graphic Arts – All students learned how to thread needles and were responsible to rethread the embroidery machine needles when the thread breaks. Students learned the function of a bobbin and how to change it on the machine. We completed an order for Tony's Pizza and Westlake apparel for orders and inventory in the Westlake store. Student's learned the following: how to take the order, check closet inventory, pull inventory with shirts sizes and colors needed, all shirts were labeled by size, learned how to get a total number needed, artwork was transferred and pulled up on the embroidery machine, setting up needles, checking threads, apply backing, hooping shirts, putting on hoops on the machine, track the embroidery as it is going, taking it off correctly, quality control, tear away backing, clip loose threads, size into right pile, tally, check total, pack box and write an invoice. Incoming jobs are: Quote for LMA shirts and work on creating artwork for incoming job and Graphic Arts will be working on designing personalized embroidered blankets and bag.

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 have an opportunity to develop this skill and produce a product that is sold to employees at the commission and other businesses.

Horticulture: Students are learning and talking about plants and how they grow. They have discussed what a greenhouse is and what materials they might find in a greenhouse. Students made their own greenhouses that were put on the window to watch seeds grow. They also made fall foliage bookmarks to sell which they will do again with pressed flowers. As part of the horticulture program, students will begin planting Amaryllis next week and have those ready to sell at the Westlake holiday sale for the holidays. Students will also be going around taking a survey on the different herbs that teachers and staff would be willing to buy and would like to see sold so that we can begin to grow those as well.

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

Sweet Shoppe: The Sweet Shop has been so busy that we had to take reservations. The Hillcrest students come over and seem to enjoy socializing at our Sweet Shoppe Cafe. They order drinks and snacks while the Westlake students take their order and serve them. Student's wheel around a cart to sell food items and it has become very popular with many sales being made. The class is getting ready for the holiday sales and Mrs. Palmer will be deliver breads and candies to Wagner Farm Arboretum. Students are also making breads for the Thanksgiving turkey's bags and made cookies and apple cake for the PTO meeting on Nov. 14.

Jewelry: Students are making bracelets, necklaces and lanyards, all of which are made using the same steps. Ms. Edelstein provided visual card patterns and tons of beads she donated to our program. We have been able to produce a wealth of products for upcoming sales.

Fabrics Plus Shop: In vocational class, Fabrics Plus Shop, the students made their own drawstring bag using a sewing machine. They also were able to make NFL and Autism drawstring bags for the holiday sale. In Life Skills, the students are learning how to search for their job using the internet. The students were introduced to websites that are mainly geared towards specific types of jobs or companies and how to navigate the websites correctly.

Retail: In the Retail Center we have been taking orders for Thanksgiving napkin sets. We have received many orders and are busy preparing them for delivery. In addition, we are making 10 sets to donate to the

Thanksgiving baskets here at Westlake. Holiday preparations will begin as soon as all the napkin orders have been filled.

**Therapies: Speech:** This month the speech department has continued to assess students' speech and language skills for midpoint review levels for SGO's. They have written PLAFs and IEP goals for students' IEP meetings and have programmed and backed up students' IEP applications, such as Proloquo2Go. The speech therapists have trained classroom staff on how to integrate students' speech goals into the classroom. Therapists planned and implemented ADL and OT/Speech groups. Activities included: grooming skills, apartment tasks, making pudding, obstacle course, and scavenger hunts. Therapists discussed the upcoming holiday of Thanksgiving and spelled autumn words on their speech room Scrabble board. They attended trips with a variety of classes, such as bowling, shopping at the supermarket and observed/facilitated some students' communication during job academy.

**Physical Therapy:** Currently we have two physical therapists working at Westlake School (one works three days and one works one day). There are a total of 33 individual treatment sessions and two IEP driven gross motor groups. This month Mrs. Feuerstein attended a professional development course on the subject of evaluation and treatment of toe-walking and how it specifically relates to Autism. She also began using a new app called "Exercise Buddy" with some of her students. This app allows her to easily add video-modeling into her PT sessions. It also offers features such as muscle/bone/body part identification, visual timers and pictures of many useful exercises.

**Occupational Therapy:** Currently we have 3 occupational therapists working at Westlake (2 full time OT's and 1 COTA Mondays and Fridays). Sarah Rocha received her license and started October 26<sup>th</sup>. Melissa Sintra is working 2 days as of November 6<sup>th</sup> and began make-up sessions at that time. Our new staff continues to familiarize themselves with Westlake policies and procedures, the OT program, documentation requirements and the use of IEP direct. Mrs. Edelstein continues to supervise the COTA in the areas of treatment planning and note writing and co-signs all documentation including PLAAFP's and daily notes. There are 90 individual OT sessions and 6 groups with a total of 18 students.

The OT department is in the process of creating sensory diets and breaks for individual students and classrooms as needed. They are providing the classroom staff with necessary training and tools they will need to address the increasing sensory needs.

The OT and Speech departments continue to collaborate and plan activities for the ADL support groups. Activities this month included apartment tasks, carving pumpkins, making a scarecrow, making pudding, an obstacle course which included gross motor movements involving directional/spatial concepts and a scavenger hunt in the ADL room.

**Social Work:** This year we are facing a wide variety of health and behavior issues at Westlake. The social workers are working closely with teachers and behaviorists to address these issues from all angles at school. At the same time, we continue to work with student's families to offer support, resources, and to keep parents in the loop regarding issues at school. We have been regularly communicating with district CST's to monitor cases, request additional supports as needed, and discuss solutions to problems we see.

In individual counseling we continue to work on a number of topics with students. Students have created goals to work towards and have identified challenges and solutions. Some students are still working on accepting responsibility for their behaviors and develop coping strategies for areas of concerns. Some students are making giant gains and are working on maintaining their success. In groups we continue to work on social skills with some students, while overall working on transitioning group counseling to more clinical needs such as anxiety, grief, and health related matters.

Dr. Amy has provided great support and guidance with our more severe cases. Her assistance in speaking with doctors, parents, and staff is invaluable.

**Behaviorist:** This month, the behavior department has been heavily involved with responding to a significant amount of incidents where crisis management procedures have been necessary. The behaviorists have consulted with the teachers, observed and modeled strategies, and conducted team meetings with staff who work with the students involved in these incidents to provide additional support and updates to behavior intervention plans.

They have also distributed the first round of Safety Care certificates and began to plan for the next round of trainings (to be completed by C Gewirtzman, A. Moss and D. Cicalese).

The behaviorists have continued to observe, collect data from classroom data sheets, graph, and analyze assessments (e.g. MAS, FAST, AFLS) in order to complete behavior intervention plans and FBAs on several students. The behaviorists have given maximum support to one student who has required intensive individualized support due to an increase in aggressive behavior and elopements.

Changes to strategies have been made for several students based on recent data--including AR (due to high intensity SIB), ST (due to aggression), and BF (due to CBI trip needs). Weekly structured teacher meetings continued with both behaviorists for one teacher, and weekly meetings for D. Salvatore with a second teacher. In addition, behaviorists are scheduled to observe/consult/train weekly in each class (twice per week for 'autism classes').

Behaviorist has attended three trips during the past month—one to Shoprite and two swim trips in order to monitor and advise for students with increased aggression. All three trips went well.

**LAMBERTS MILL ACADEMY:**

<p><b>As of November 20, 2017</b>  LMA Actual: 36  LMA District - Non-New Point:32  New Point Specialty at LMA: 4  Changes: 0 Entered:  Pending:  Exited: 2</p> <p><b>Trinitas Hospital :</b>  Bedside Instruction: <b>30</b>  (inpatient)  Day Program: <b>37</b>  Approved-Agreement signed: <b>50</b>  Classified: <b>22</b>  Regular Ed: <b>28</b></p>	<p>Fire Alarms: 0   Fire Drills: 1   Security Drills (1): 1</p>
<p>Referrals in November: 10  Intakes Scheduled: 8  Completed: 5  Accepted LMA placement: 2  Placement Pending : 1</p>	<p>Suspension out of school: 0  In School Suspension: 0  HIB: 0</p>

## **Administration**

We are very excited to begin training from the NJ Drone Academy. Our teachers will begin training on November 28th and it will continue until we accomplish the 3rd drone training course in January. Our eSTEAM team has been meeting constantly to review and plan aligning the curriculum maps to incorporate the Drone Engineering.

Our school wide behavior system is proving to be fruitful as students have been increasing their status on the points and levels. As of now, 3% of our students are on Level 3, the highest behavioral level that may be attained, 65% are on Level 2, 27% are on Level 2, and 5% are on Level 1. The students have been advocating for special interest electives, Through the power of “Student Voice”, we now have a Basketball Club and a Cheerleading Club that practices every Friday. We hope to have an exhibition of skills in the near future. The students are very proud and have gained the confidence to develop and organize more student lead Electives, “Stay Tuned”.

We have organized the 2nd Annual “Turkey Trot” to be named the “Mike Fitzsimmons Turkey Trot” in honor of Mike Fitzsimmons for his consistent generosity for the students of Lamberts Mill Academy. Each year Mr. Fitzsimmons donates 20 Turkeys to be raffled off to the students of Lamberts Mill Academy. We all “Gobble Up” the chance to make our students aware and to appreciate the kindness of others. They truly show their appreciation by competing in the “Mike Fitzsimmons Turkey Trot”. It was a huge success with the WHOLE school participating and bonding while “trotting” along on a beautiful fall day.

## **Academics**

**English Language Arts & Literacy:** Students attended a production at New Jersey Performing Arts Center. This experience provided students an opportunity to be involved the arts while reflecting upon their literacy grounded in the New Jersey learning standards. It began with various in class activities and then the award winning violinist, Regina Carter provided a beautiful and inspiring arrangement of Ella Fitzgerald's classic Jazz music at the NJPAC. This celebration of Ella Fitzgerald's work was followed with an open question and answer period.

Students have become adjusted to the routine of our independent reading initiative and taking to the various strategies in which to increase comprehension and enjoy a multitude of genres as a learning community. To embrace National Family Literacy Month students have been sharing their reading interests and how they can share this with their families. Student initiatives have been integrated through family discussions at meals surrounding literacy, searching out a play and even trips to the library and Barnes and Noble as a family outing.

**Science:** It seems as if this month went quick! We ended last month with a trip to Raptor Trust, a wild bird rehabilitation facility. We listened to a speaker and got to see an owl up close. We also took a quick trip to the Covanta Resource Recovery facility in Rahway, NJ. The facility burns garbage from Union County (including LMA) and converts it to electricity. We were able to see the enormous amount of trash humans create, and we got a great lesson in how to convert heat into electricity. We also explored how policies on recycling and garbage affect people’s behavior. At the end of the month, we will tour the Pequest Fish Hatchery. We will take a tour to see how humans re-create, or model, an environment to farm fish.

Within our individual classes, we have explored the lead-in-drinking water crisis in Flint, Michigan with our Environmental students. Our Biology students used a bubble liquid to explore how membranes work (you can pass a whole juice bottle thru a bubble membrane without breaking the membrane). We also explored osmosis and transport through membranes using eggs. Our Forensics students presented their posters on wrongly convicted individuals and we have had some interesting discussions around our criminal justice system. We also fingerprinted ourselves and determined what structures are found within our own fingerprints. Our Chemistry students learned about phase changes of matter, which is never complete

without making ice cream in a bag. As we finish our unit on solutions, before Thanksgiving, we'll also get a chance to take a colloid (heavy cream) and turn it into butter.

History: This month, students have been progressing as expected through their individual classroom curriculums. Students in world history are reviewing the first civilizations. Students have mapped out ancient Mesopotamia and ancient Egypt and have spent time learning about their cultural developments. When learning about ancient Mesopotamia, students debated the ethics of the Code of Hammurabi. They also translated their intended meaning and applied it to present society and laws. When reviewing ancient Egypt, students have spent some time learning about the achievements of the three kingdoms and their differences. They analyzed the ancient Egyptian creation story, the nature of the Gods, and how they influenced cultural development. Students are currently experiencing the mummification process by mummifying an apple and using subject specific information to craft a background story for their mummy. After the completion of this project, students will move on to study ancient India and ancient China.

Students in US1 have been studying the first British settlements and the build up to the American Revolution. They have studied each colony's independent cultural development and progression and the role that geography played in their development. The students developed an understanding of triangular trade through a board game that asked students to represent a British settlement and use data to make informed trades to acquire needed material. Students applied this information to the crafting of a travel brochure for a particular colonial region. This project asked students to identify geographical, social, and economical aspects of the region and support their views with evidence. Students are presently crafting evidence-based paragraphs which argue which side was justified in Bacon's Rebellion.

Students in USII completed their study on the worker strikes and displayed their knowledge via handmade picket signs. Additionally, students worked on their presentation skills by showing their signs to peers teaching each other about their specific strike. The study of the worker's strikes was the start of our analysis on the Progressive Era. Throughout this study, students compared the early civil rights perspectives of W.E.B DuBois and Booker T. Washington through their speeches and writing and, evaluated achievements of the women's rights movement via secondary documents. Students have more recently been studying American Imperialism. Students came to an understanding of the Spanish-American War and its impact on American imperialistic efforts through evaluating primary and secondary sources. Students are currently working on yellow journalism. They are using their knowledge of American Imperialism and the Progressive Era to make a newspaper article in the style of yellow journalism. Upon completion, students will move into the causes of WWI and the war itself.

Sociology students have entered into an in-depth study of culture. They began their study by looking into cultural universals and their impact on norms, mores, and folkways. Students used this knowledge to identify norms, mores, and folkways in their own culture. Students have most recently been studying culture shock, ethnocentrism, and cultural relativism. During this time, they have analyzed a New York Times article highlighting "Kite Fighting" and how it displays culture shock via an evidence-based writing prompt. To better understand ethnocentrism and cultural relativism, students have been using pop culture and political events to define these terms. Students are currently evaluating American cultural values and their application to their own daily lives.

Mathematics: Students in Geometry have been exploring angle relationships, and transversals with parallel lines. They have been using the Smartboard with Smart Notebook to explore real world transversals found on Google Maps. Students were able to prove angle congruence using vertical angles, alternate interior angles, alternate exterior angles and supplementary angles by using Smart Notebook tools to measure angle degree measures.

Students taking Algebra have been working with compound inequalities and how to visually represent them on the Smartboard. They have been reading different types of 'PARCC-Like' word problems, and showing the steps in order to represent the solution set to problems. Students also spent time creating their own word problems with real-world examples of compound inequalities.

This past month I have been reaching out to seniors and juniors to see where their career interests lie. Having students set goals for themselves continue to be fascinating. As the month rolled along, I started to look for additional students who would be a good fit for the Student Learning Experience (SLE). I have reviewed the possible students with the Principal and the Clinical Director to check for eligibility. Students are then submitted to the SLE department for review.

The process for a student to gain this experience has to go through a few steps : The first is the approval by staff in the building; the second is for the Clinical Director and staff to reach out to the student's sending district for approval and the third step requires parents to sign a Union County Educational Services agreement for their child to participate in an unpaid school sponsored structured learning experience.

Students responsibilities include maintaining regular attendance, demonstrate honesty, punctuality, courtesy, cooperative attitude, proper health, good grooming habits, appropriate dress and a willingness to learn.

Communication with the immediate supervisor and workplace mentor is a must, and helps avoid any difficulties that may arise while on the job site.

I push in to a few classes and I have students as a pull out working on google, banking and financial literacy.

Physical Education and Health: Students have been actively engaged in the Floor Hockey unit in Physical Education. We have been working hard mastering skills such as passing and shooting, offensive and defensive strategy, as well as goaltending. After practicing skills students take part in live 2-on-2 or 3-on-3 games and are giving 100% effort making sure to work up a sweat. In Health classes students are finishing up the Prescription Drug unit. We have been covering the benefits of prescriptions drugs and also the abuse of them. Students read articles about the abuse of painkillers in the state of NJ and the repercussions of them. We will be heading into the Drug Use and Abuse unit covering illegal drugs in our society.

World Language: This month students are working on unit II "*La Vida Escolar*" in Spanish class. Students determined 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 practices 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". Students discuss about it and enjoyed hands on activities including "*Pan de Muertos, Calaveras, and ofrendas*". Also, "*Día de los Muertos*" is a very interesting tradition for students to learn about, since it addresses multiculturalism and helps students develop a sense of diversity and respect for other cultures. As an assessment students will write and illustrate their own version of the story. Students will be required to write their journal entries, provide input and feedback, ask questions, and contribute to class discussions.

### **LMA Clinical Department**

This month during lifeskills each group has been engaging in topics of healthy boundaries and appropriate communication skills. We have identified what it means to have boundaries and why this is important in all relationships, as well as the use of effective communication skills to maintain these relationships. The topics are presented with various modalities such as role playing, interactive games and lecture and debates.



**New Point:** This month the students of New Point in Social Studies were looking at and observing the historical significance of Veteran’s Day and Lincoln’s historic **Gettysburg Address**. In English, the students were editing their summer edition of the literature magazine. This magazine features stories, articles, poetry and illustrations from the summer enrichment program. It is a very interesting periodical and all students work on it. In Science, we looked at the development of self - driving cars and the technology behind them. We traveled to the Lakota Wolf Preserve on November 15th and learned about wolves and foxes in an enclosed environment.

Lastly, Mike Fitzsimmons came through AGAIN on November 20th with eight baskets of Thanksgiving food. Mr Fitzsimmons is a true friend to New Point Specialty. The unit celebrated its annual Thanksgiving Day dinner with residents and staff on November 21st. We are setting up a date with Mr. Fitzsimmons for December for an annual visit with his Vietnam Veteran’s group.

**Trinitas:** Social Studies lessons focused on the importance of voting on Election Day. Older students examined a sample ballot. We also discussed Veterans’ Day, and honoring our armed forces who help keep our country safe. We are currently tracing the origins of harvest festivals and the American Thanksgiving holiday.

In Science, the younger students continue to care for their lima bean plants. Hands-on activities also include examining different kinds of seeds, (maple, pine cones, acorns, etc.), and learning why they travel in different ways. Also, students have observed different kinds of leaves, and learned why they change color in the fall.

**CROSSROADS:**

Enrollment as of November 21, 2017 Actual: 46 Changes: 1 Entered: 1 Exited: 0	Referrals: 2 Intakes Scheduled: 1 Accepted: 1
Fire Drills: 11/16/17	Emergency Drills: 11/21/17

**Crossroads Classroom Achievements**

**In Kristina Cassidy’s class, room 104,** students read and completed their scholastic weekly reader, “Ready, Set, Thanksgiving!” The class then talked about how they celebrate Thanksgiving and what kind of food they eat. They used their fine motor skills and followed directions to make mini turkeys using Oreos as the body, icing to hold the feathers, candy corn for the beak and M’M’s as eyes. They will be making a pumpkin pie for their Thanksgiving classroom feast prior to Thanksgiving break.

**In Stephen Goham’s class, room 105,** students had a busy month. New fall/ Thanksgiving vocabulary words were explored during English Language Arts instruction through a variety of approaches- a fast flash card review, receptive and expressive identification, board-based words scrambles, and finally a cut and paste newspaper & magazine hunt. Some students utilized story webs and other graphic organizers to practice comprehending and retelling the texts. Students utilized historical event surrounding Thanksgiving to practice sequencing. Others answered simple “Wh Questions” related to the theme-based information shared.

**In Kristen Fisco’s class, room 106,** the thematic unit monthly theme is Veteran’s Day. Students identified the 5 branches of the military. They followed along and/or read aloud a Veteran’s Day emergent reader and colored pages as they moved through the book. Students identified the Marines, Army, Coast Guard, Air Force, and Navy by expressively identifying and pasting in pictures. They then followed along and/or read

aloud a “Thank you Veteran!” Weekly Reader. The students each answered questions identifying attributes about people in each branch of the military (Who wears a blue hat? Who wears white pants? etc.) Students completed the activity by tracing, writing, or matching letters to “Thank you Veterans!” Next, students practiced sequencing events using Veteran’s Day sentences or picture events. They cut/pasted words or PECS cards to complete fill in the blank sentences. (example: Veterans \_\_\_\_ held every \_\_\_\_ on \_\_\_\_\_ - year, is, day, November 11<sup>th</sup>). Students then matched and/or identified sight words relating to veterans as they traveled to different areas in the classroom. Finally, students read a Scholastic Let’s Find Out. They viewed information in a military care package bar graph and used 1:1 correspondence to answer corresponding questions (how many toothbrushes did they receive?)

The students are looking forward to a field trip this month to the Raritan Valley Community College Planetarium where they will observe stars and constellations as well as practice ADL skills in a cafeteria setting.

**In Natalia Amador’s class, room 108,** the following goals were mastered during direct instruction:

- Cristian G. mastered identifying nouns, adjectives, verbs and pronouns.
- Jefferson C. mastered placing words in alphabetical order and using the dictionary to find definitions.
- Joshua L. mastered identifying coins and counting a variety of coins.
- Uthmaan M. mastered capitalizing the beginning of a sentence and identifying punctuations.
- Aiden G. has mastered multiplying single digit numbers and is currently working on multiplying double digit numbers by a single digit number.

Students continue to work on individualized skills identified as an area of need in the VB-MAPP assessment during Direct Instruction periods.

**Speech:** The app of the month- Fun with Verbs & Sentences, is for students who are learning to speak in sentences, understand past and present verb tensing, and formulate basic syntax structures. The learner builds a sentence by choosing a subject, a verb, and an object or prepositional phrase. A brief animated video shows the sentence in action. The student then has an opportunity to voice record and/or narrate the sentence. A reward game can be played at desired intervals.

**OT:** The Occupational Therapy department recently acquired a new piece of equipment – The Southpaw STEAMROLLER. It is designed to provide deep pressure and heavy work using two sets of padded rollers allowing an individual to slide between or on top of the rollers. We are able to adjust the amount of pressure by using tension bands giving each child exactly what they need.

It is a wonderful addition to our department providing deep pressure for many of our students who need assistance with sensory regulation. In addition, it gives students an additional opportunity to work on motor planning skills, body awareness, bilateral coordination, core strengthening and upper extremity strength. The use of deep pressure and heavy work assists our students in improving their attention and focus as well as self-regulation. We have been using the STEAMROLLER for about one month and are already seeing the benefits to our student population.

## HILLCREST SOUTH:

Enrollment as of 11/17/17 Actual: 96 Changes: 3 Entered: 1 reentered (moved back to Elizabeth) Exited: 2. 1 transferred and 1 moved. Suspensions: 7. 2 Weapons possession and 5 disruption and aggression.	Intakes Pending: Sp.Ed. seat interview to be rescheduled from 11/21/17. Interviews scheduled in Elizabeth on 11/28/17. Waiting List: Reg. Ed.: 0 & Sp. Ed.: 0
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This month the students at Hillcrest Academy South Campus (HAS) took the Math section of the Accuplacer. The Accuplacer is a placement test used to determine students' academic level to appropriately place them in their college courses. Students can also use their score to meet their graduation requirement of Elizabeth Public Schools. Two of the students that tested, achieved the college level cut scores. The remainder of the students will be participating in the modified Union County College (UCC) Math Boot Camp Program. They have begun to work on the ALEKS program provided by UCC. Ms. Mendo, the shared guidance Counselor, along with the math teachers who received training, created usernames for the students, and determined a schedule for implementing the ALEKS program. This provided them with intensive tutoring to prepare them to retake the Accuplacer in January, in hopes of them scoring within the proficient range and thus allowing them to meet their graduation requirement and be exempt from remedial courses in college. The first marking period ended this month as well. Ms. Mendo inputted all student schedules in Powerschool and provided teachers with a short training on how to use the new version of the Powerschool gradebook. She will be reviewing student grades to prepare report cards to be sent home. Ms. Mendo continued to meet with students to discuss post-secondary plans and how to achieve them. She also tracked student Credit Retrieval progress and ensured students were on track for graduation.

November was a busy month for the HAS Community Service Program (HASCSP)! The "Think Pink" committee presented the proceeds from Susan G. Komen fundraising activities to the Susan G. Komen representative at the conclusion of our 8th Annual Breast Cancer Awareness Assembly. Selected students visited Junior Achievement's Program Headquarters in order to participate in Finance Park. This experiential learning opportunity was provided to our students through a generous grant from Junior Achievement and serves as a culminating activity for part of HAS' economics curriculum. Students that attended this event were also required to transfer the information that they learned back into their home community. In doing this, student's family and friends also benefited from valuable financial literacy lessons. The HASCSP also began their annual "gently used" coat drive to benefit Jersey Cares. All of the coats that are collected will help Jersey Cares statewide effort of providing a warm coat to those in need this winter. The coat drive runs through December 11th and your donations are greatly appreciated. In honor of Veteran's Day, students hosted a fundraiser to benefit the GI GoFund. In preparation for Thanksgiving, HAS students hosted a "Healthy Food Drive" to benefit the Community Food Bank of New Jersey. At the conclusion of the "Healthy Food Drive", twelve of our students visited the Community Food Bank of New Jersey in order to pack food baskets for families in need throughout Union County. We are excited to announce that one HAS student has been awarded a Certificate of Merit from the 2018 Prudential Spirit of Community Awards program! We are very proud of our student and her commitment to serving the community.

Ms. Gilchrist, School Social Worker, continued to supervise the Rutgers Social Worker Intern, Ms. Shirley Rosas. The Rutgers student shadowed Ms. Gilchrist and has begun to assist with her allocated advocacy calls. Additionally, six students were on her case load for case management. Ms. Gilchrist and Ms. Rosas were instrumental in distributing and compiling data for the Climate Survey. Due to the responses on the survey they have instituted School Spirit Day every Wednesday to improve school morale to hopefully increase attendance, academics, and conduct. The Social Worker attended the monthly DCF meeting and pre

tested DCF involved students on the new behavioral scale. Ms. Gilchrist also assisted the Principal during the morning routines by monitoring the “blind spot” outside and in the afternoon by distributing cell phones.

During the month of November, Ms. Cioffi’s English classes continued with the Independent Reading program and the procedures set in place by the teacher. Students were reading independently multiple times per week and actively monitoring their reading progress. Classes continued with strengthening their writing skills by following examples that were modeled by the teacher. Classes this month have learned about themes and central ideas and how an author introduces and shapes a theme or central idea in the course of a text. Students have written short essays in which they brainstorm, outline, and then wrote drafts where they identify a theme or central idea in a text. They also utilized supporting textual evidence and their own analysis to support their answer.

In commemoration of Veterans Day, students researched the origins of this important day in Ms. Holden’s English classes. In addition, students read excerpts from *The Magna Carta* and *Little Women* and cited the main idea of each excerpts and supplying evidence to support their answer. Students continued to improve their reading skills by taking online reading tests based on their individual lexile scores. Students also engaged in producing clear and coherent writing in which the development, organization, and style were appropriate to the task, purpose, and audience.

Ms. Ferrari reported a very successful and productive month in her Math classes. The students in Algebra II completed an entire unit on systems of linear equations and inequalities. The students overall grasped the concepts presented to them. They have completed numerous worksheets and activities on solving systems of equations and inequalities which included graphing, using the substitution method, and the elimination method. The Geometry students have completed a unit on logic. They have applied the concepts of conditional statements, converse, inverse, contrapositive statements, biconditional statements, conjectures, and counterexamples. The teacher is interested to see how the students will utilize the concepts they learned about reasoning and apply them to two-column proofs. All classes completed a one week review for the Accuplacer exam. There were two practice tests on the UCC Website. Each of the problems on a practice test were put up on the Smartboard and were worked through with the students. The students seem to get a number of the more difficult algebraic concepts, but struggled with some of the more basic concepts like adding and subtracting fractions with unlike denominators. As a result, the math strategies class completed a unit on fractions (rational) numbers and fractions were added to the unit on laws and properties of exponents in Algebra II. The Math Strategies course also completed a budget activity by balancing a checkbook. The Success Seminar students worked on their resumes, which are due December 1<sup>st</sup>. Ms. Ferrari had the opportunity to shadow Mrs. Mannino, Math teacher at Hillcrest North.

Mr. Sobieniak’s students in the Trigonometry classes practiced using trigonometry rules in right angled triangles in real life applications. They also learned the laws of sines and cosines. Students in the Probability and Statistics class learned how to calculate probability. They also learned about independent and dependent events as they practiced applying their knowledge in real life applications. The Success Seminar students focused on learning more about Careers and Life Skills. They improved their skills in finding a job, resume building, and job applications. Every student from the class succeeded in creating his/her resume. Students of all mathematics classes were using Khan Academy to improve their algebraic skills on Fridays.

In Mr. Grez’s Biology and Marine Biology classes, students began the month by continuing their journey towards SGO mastery by refining their skills at arguing using evidence. Biology students began their studies of DNA and inherited traits. They were even able to compare shared traits to see how genetically related they were to their fellow classmates. The Marine Biology students used their critical thinking skills to construct a graph of tide levels and extrapolate that the moon causes the oceans’ waters to rise and fall.

Mr. Sternberg's Chemistry classes explored the subatomic world by discussing the parts of the atom in detail. By searching the internet for elemental properties and creating a brochure aimed at describing chemicals and their physical properties, students were able to make real-world connections to these concepts. Afterwards, with further utilization of the internet and with the combination of their notes, the students created a timeline containing pertinent dates and experiments which had furthered the atomic theory and contributed to the present day knowledge of chemistry. The Forensics students were introduced to the crime scene. Most of them expressed eager anticipation and shared their background knowledge of the subject. For others, curiosity was piqued by shows they watched on TV. They learned its proper vocabulary and procedure for documentation, proper and legal protocol for arriving, assessing, and documenting, the accuracy and validity of eyewitness testimony, and proper protocol for the chain of custody. They used this newfound knowledge to construct a two-dimensional bird's-eye view of a mock crime scene in their classroom. They created polished sketches which included accurate measurements and a legend enumerating the numerous types of physical evidence they encountered.

In Ms. Duarte's USII class, students studied immigration in the late 1800s and extended this study by looking at recent trends within immigration. They viewed the HBO documentary *Which Way Home* that explored young children making their way into the United States. The discussions spurred on with the viewing of the documentary highlight the many viewpoints expressed throughout the United States and added context to other students' understanding of the immigration debate. In Economics, students concluded their monthly budget projects and participated in the Junior Achievement's Finance Park budget simulation. This experienced served as an opportunity to provide additional exposure to the need of budgeting in order to maintain a balanced future. A great deal is taking place and students are moving along swiftly.

Ms. Wrzesinski's U.S. History I classes demonstrated critical thinking and analytical skills. This was accomplished by looking at primary and secondary sources, note taking and graphic organizer skills, and analyzing various texts and maps. The topics covered this month were the different European settlements in North America. This included the settlements of the Spanish, French, Dutch and English. Students also looked at the difficulties that these colonists faced, why they would leave their homeland and what type of society they established. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today. Modern World History covered and completed the Renaissance period. This included an in depth look at Machiavelli and his impact on modern leaders today. Students also compared and contrasted Renaissance society to modern society in the following areas: society, entertainment, sanitation, unemployment, food, family/marriage, and social hierarchy. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today.

Ms. Scheetz's Art students worked on two projects this month that taught them how to use materials and manipulate them to get the look they wanted to achieve. Students worked with charcoals where they learned how to tone cylindrical objects in order to achieve the look of three dimension. They took their knowledge of cylinder work and applied it to trees. The classes each created their own unique tree. The rest of the month they learned about color theory. Students learned how to mix the primary colors into secondaries and tertiaries. Students were surprised to see how many colors they were able to make. Students were given a project that required them to abstract a guitar and choose one particular color scheme to use in their palette in their very first painting. Students created beautiful abstract art while learning how to control paint, paint behaviors, color schemes, painting procedures, and critique methods.

The students in Mr. Barone's Physical Education classes continued with ping-pong and billiards games on days they were in the Fitness Center. In addition, students continued to utilize the fitness equipment during workouts. After the students reviewed basketball specific skills such as dribbling, passing and shooting on days they were in the gymnasium, 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 are constantly moving throughout the activity. Mr. Barone has been very pleased with the amount of participation throughout the unit. In Health, the students were introduced to a unit on Tobacco. In the first class, Mr. Barone's "Do Now" led to an interesting discussion. Mr. Barone had asked the students how they felt about the newer commercials regarding smoking and tobacco products. Many of the students shared that although some of the commercials were disturbing, they show the real effects of smoking and how their lives can be changed forever. Some of the students even shared that the commercials encouraged them to try and quit smoking and also encouraged family members to try a quit.

Ms. Rubin, the School Nurse, made calls to all of the absent students' parents each day. The nurse assisted with entry procedures every morning. Ms. Rubin saw an average of 19 students per day. She is still contacting the Elizabeth Academies for health records of several students, as an audit of health records will be done in December. Ms. Rubin covered the Westlake School several days this month when the Westlake nurse was absent. She also assisted at the Westlake School during several medical emergencies. The nurse completed obtaining information about TB testing of several students because there was possible TB exposure over the summer. This information was required by both Elizabeth Public Schools and the Department of Health. In health class, the students had lessons about Medicine and Drugs, that included how to read labels on prescription medication and over the counter products. The students were introduced to the dangers of tobacco use.

**HILLCREST/NORTH:**

<p><b>Enrollment as of:</b> 11/21/17  <b>Actual: 86</b>  <b>Referrals : 1</b>  <b>Changes:</b> Entered: 1 Exited:  1(attendance)</p>	<p><b>Drills:</b> 11/21/17- Fire drill  10/26- Off site evacuation  <b>OSS Suspensions:</b> (2) Willful  disobedience and open defiance (1) 1<sup>st</sup>  offense-violation of policy #5530</p>
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In English, students continue to learn skills that "good readers" use to approach texts including analyzing characters and identifying theme. Students have analyzed the characters in their reading books by identifying character traits, analyzing passages that define their characters, and finding examples of direct and indirect characterization of their character. Students have also learned how to identify theme in a piece of literature. Students explored the themes in a short story, their independent reading books, and poems. Students also read their independent reading books every day, and have been tracking their lexile level weekly using an online reading assessment. During independent reading time, the teacher and students engage in daily discussions about reading progress and strategies for improvement.

This month the students at Hillcrest Academy North took the Math section of the Accuplacer. The Accuplacer is a placement test used to determine students' academic level to appropriately place them in their college courses. Students can also use their score to meet their graduation requirement. Two of the students that tested, achieved the college level cut scores. The remainder of the students will be participating in the UCC Math Boot Camp Program. They will be working on the ALEKS program provided by UCC. Ms. Mendo, along with the math teachers received training, created usernames for the students, and determined a schedule for implementing the ALEKS program. This will provide them with intensive tutoring to prepare them to retake the Accuplacer in January, in hopes of them scoring within the proficient range and thus allowing them to meet their graduation requirement and be exempt from remedial courses in college.

AMTNJ held its annual two-day workshops for math teachers from all over the state. Of main interest were the presentations on conceptual fluency and integrating technology in the classroom. In the fluency workshops, different approaches to the same problem are analyzed for their efficiencies, appropriateness and structures. Ease with seeing a problem in these ways enables younger students to do mental math

calculations with otherwise cumbersome numbers. For the higher level math, seeing functions in other equivalent forms makes it easier to visualize graphs and more. Tools available in technology were demonstrated using Google sheets in statistics simulations. In addition to Google classroom, “Edulastic” is a free tool that syncs in well. This program is better suited for math questions and applications with abilities for graphing, real time scoring on question types similar to PARCC.

The trigonometry classes are working with the definitions of the “six trig” functions. Since they are simply ratios of two sides of a right triangle, they are also reviewing fractions, ratios and proportions as part of the Fluency Friday goal. The students are discovering they can find a missing side of a right triangle with just one more angle and a side. If they have just two of the sides in a right triangle they can find the measures of the angles and third side as well.

The Probability and Statistics classes have completed a unit on frequencies including relative frequencies with percents and cumulative frequencies. They create appropriate intervals for histograms and graphed the data both with graph paper and using Google Sheets. They have learned to use formulas in Sheets to find mean, median and mode as well as percents and sums. Knowledge of this tool will be vital in real world applications where numbers are cumbersome and unlimited.

The month of November brought on a new unit and set of skills to students in 20th Century Civil Liberties. During the month of November students continued to become comfortable with the amount of writing this class demands. Skills previously identified for the students to improve upon were focused on through the use of the virtual classroom ‘Schoolology.’ Students became familiar with annotations and the benefits of them. Students were able to work upon these skills by writing and researching the ‘Jim Crow’ laws. Students experienced this by examining the case of Emmett Till. They researched the story, individuals involved and how it affected and continues to affect the United States. Students did this by breaking down primary source documents, researching expert opinions, discussing and debating key topics and synthesizing the information in a final google slides presentation.

Students in US History I utilized Google Classroom in order to collaborate on a “Roadtrip” through the 13 Colonies. Students used Google Maps to plan the exact routes between major cities. Within each city, students researched and chose historical sites and national landmarks to visit. The collaboration over Google Classroom was a great way for students to learn geography, Google Maps navigation skills, and technological teamwork.

In Health class this month, the students continued the Human Sexuality unit. Topics completed were fetal development in the 3<sup>rd</sup> trimester, labor and delivery, newborn testing and problems. The DVD “In the Womb” was shown in 2 segments. This DVD illustrates what the students have been learning since the beginning of this unit. Students continue to participate in physical education classes and are working toward their fitness goals.

The social work office continues to be an exciting place this month. Ms. Goldenberg meets with students regularly as issues arise related to attendance, academics, or behavior and to monitor the student advocate program. She also assists seniors with college preparations. We feel we are ahead of where they have been in years past due to our newly designed Success Seminar course. The social worker intern, Karen Mitchell, has worked closely with the student attendance ambassadors to continue to monitor student attendance. Weekly meetings are taking place with Ms. Mitchell, Mr. Marque and student ambassadors to discuss concerns and strategies to improve attendance.

The attendance ambassadors are maintaining records and encouraging students to improve their attendance. Another 18 students had perfect attendance for the month of October and several students have achieved perfect attendance for the entire first marking period. These improvements demonstrate the success of the program and the commitment of the students.

## **NONPUBLIC:**

On November 3, 2017, the Non-Public School administrators and two teachers from each school attended “The Best Intervention Is Effective Instruction” workshop. Instructional strategies were presented for the following:

- Attention Deficits
- Organizational Skills
- Communication
- Assessments
- Homework
- Reading Areas
- Collaboration with Non-Public Teachers within the Non-Public Learning Environment

The shared goal of the workshop was to improve student support and instructional strategies. A special thank you Dr. Egan, Principal at St. John’s, for hosting our workshop and Mr. Joel Castillo for providing lunch. On November 20<sup>th</sup> Ms. Lisa Compton gave a presentation to the UCESF committee describing how she utilized the grant funds she has received to improve student outcomes at St. Joseph the Carpenter School in Roselle. After thanking the Foundation members for their generosity she provided an inspiring and passionate review of the innovative programs she has introduced as a result of their support.

The Non-Public Nursing program is running in all of the Non-Public Schools in Union County. The Non-Public nurses assist in maintaining health records (A-45) and complete specific basic health screenings for students grades K - 12

The Non-Public Title 1 program is running in several schools within Union County for those students who qualify for the additional educational services.

The Non-Public Schools are successfully receiving their individual textbooks and technology orders based on the school’s allotted allocation for the 2017 – 2018 school year.

## **TRANSITION SERVICES:**

Work Readiness Academy Individual Student Enrollments: 13

Project SEARCH-Overlook Medical Center Enrollment: 8 (1 terminated)

Westlake School (Job Academy): 12

Lamberts Mill Academy (Job Academy): 1

District Direct Programs: 2 (Plainfield & Elizabeth)

### **Highlights from the Transition Services Department this month include:**

The Work Readiness Academy is in its second year of operation at maximum capacity with 13 students enrolled in the program (12 full-time students, and 1 afternoon shared-time student). Students participate in internships at various local businesses with support from our program staff. The classroom portion of the program is focused on teaching the students critical skills for employment including digital literacy.

### **Highlights from this month included:**

Students participated in a Mock Job Interview event.

Students attended performance evaluation meetings with the instructor and the assigned paraprofessional to review first marking period progress reports including goals for improvement.

Students assigned to the “Google” Group have successfully created Post-Secondary Transition Goals.

Students assigned to the “Apple” Group will begin working on their goals during the 2nd marking period.



The students also participate in a weekly skills group led by Ms. JoAnn Purdy, our program Social Worker, and a 45-minute yoga class led by a certified instructor from Ashrams for Autism based in Morristown, New Jersey. They visit Strength and Fitness Health Club in Cranford twice per month to practice utilizing a community resource related to promoting good health and wellness.

*The Work Readiness Academy targets students with disabilities (ages 17-to-21) who are in need to a comprehensive transition program with a significant focus on community-based work-learning. Students are referred from sending school districts across Union County.*

The Project SEARCH-Overlook Medical Center program is in its second year with a full class of nine students. The students spent this month participating in their first internship rotations. The departments hosting student interns during the first rotation include:

- Food Services
- Dietary Services
- Infection Control
- Information Technology
- Environmental Services
- Materials Management
- Emergency Services (Expedited Care Unit)
- Overlook Foundation
- Mail Room

Each morning the students spend 60 minutes in the on-site program classroom at Overlook receiving instruction in employability skills. Topics this month included:

- Ethics in the Workplace
- Community Resources
- Job Searching & Networking
- Budgeting & Meal Planning for Thanksgiving
- Banking Basics

The students participated in their first round of Employment Planning Meetings (EPMs) this month. The EPMs are a critical component of the Project SEARCH program as they bring together the student, the parents, the instructor, the skills trainer, the vocational rehabilitation counselor and the job developer to discuss the student's progress and set goals and action steps for the remainder of the year as it relates to achieving the end goal of securing competitive employment.

The Project SEARCH program hosted an Open House event on Tuesday, November 28th. School district personnel were invited to visit the program in the morning from 9:00-10:30am. Prospective students and families toured the program in the evening from 7-8:30pm. Recruitment for Cohort #3 (for school year 2018-19) is underway. Applications will be accepted on a rolling basis and are due April 27, 2018.

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

On Friday, November 3rd, Josh Bornstein, UCESC Director of Special Projects provided a Project SEARCH program update for the Union County Workforce Development Board. The County of Union's Board of Chosen Freeholders provides funding support for the Project SEARCH program here in Union County.

## **TECHNOLOGY:**

SSL protection was applied to all critical websites. We are currently working on getting SSL security applied to primary website.

Resolved the districtwide hardware acceleration issues between new Windows 10 PCs and Office 365 were resolved.

We completed an overhaul and reconfiguration of Backupify.

Options for a phone systems upgrade were explored.

We continued improving wireless network security and stability at the 1571 complex. The reports from the two other schools were assessed and environment is stable.

New networks within switch infrastructure were implemented however all Cisco equipment needs to be reconfigured. Currently, we are auditing all Cisco routers.

All responses from surveys sent out regarding data migration from local infrastructure to cloud were reviewed. Following the review, the IT department to work out the best path forward.

We continued working with Comcast and Cooperative to complete the final pieces of the service cutover.

A remote control and monitoring software for the Chromebook environment was researched and GoGuardian Teacher was recommended to the administration.

The technology department completed a reconfiguration of Google Apps Organizational Units to accommodate an accurate backup schedule and more streamlined user management interface.

Recovery limitations of Gmail within the management console were tested. We were able to restore full mailboxes after complete deletions. Backup and disaster recovery tests have been very successful.

## **TRANSPORTATION:**

A bid opening was held on November 1, 2017, for 79 routes established since the beginning of the school year. Competitive bidding was very light at this bid opening due to the current critical shortage of school bus drivers. However, the Commission still saves money over districts bidding their own routes themselves since our vendor list now numbers at more than fifty, and the Commission typically has more bidders, i.e., more competition, than a local district.

The Commission's own data submission for the DRTRS was transmitted over the internet to the Department of Education on November 10, 2017.

In an effort to ease congestion and increase safety, a new traffic pattern and new loading and drop-off procedures were established in the latter part of October at the Hillcrest Academy South, Lamberts Mill Academy and Westlake Schools location. With a few tweaks and minor adjustments, traffic is flowing more smoothly and safely at the opening and closing of school each day.

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