



**Union County Educational Services Commission**  
 45 Cardinal Drive • Westfield • New Jersey • 07090  
 (908) 233-9317 • FAX (908) 233-7432

(Att. 3)

**Report of the Superintendent to the Board of Directors**  
**July 11, 2018**

**WESTLAKE:**

<b>Enrollment as of June 7, 2018</b> Actual: 74 Changes: Entered: 0 Exited: 0	<b>Referrals: 4</b> Intakes Scheduled: 4 Accepted: 2 (ESY)
Fire Drills: June 1, 2018	Emergency Drills: Evacuation (on site)
Suspensions: 0	June 5, 2018

Westlake has been busy with many tours/intakes and three-day screenings. We just accepted two students to begin during the extended school year program. We have an additional three students who are scheduling three-day screenings and our very interested in our program for summer school. Families like that we are a smaller school than their home district programs and that our focus is to teach to each child's individual needs.

On Friday, June 8<sup>th</sup> we will have 15 to 20 volunteers for "Garden Day" at Westlake. The volunteers are from Mazar Accounting firm and they are friends of Mrs. Tantilto. Students will be gardening all day with the volunteers, cleaning and painting in the green house and attend a Science Fair at Lambert's Mill Academy. We are looking forward to getting our garden prepared for summer.

One Girl Scout's are "Bridging to Adulthood" in a ceremony where they will walk across a wooden bridge that symbolically spans "adolescence into young adulthood". Our Troop will celebrate and congratulate Daniela on her many years of being kind and considerate and a "sister" to all the girls. A framed certificate and a GS charm bracelet will be given to her as parting gifts. Various awards and the earned "Detective" scout badge will be given to all troop members for their participation.

Students were excited to take a field trip to Liberty State Park. It is always a fun day of picnicking, walking, bubbles, ball playing and kite flying. The students always enjoy flying a kite, as it is the first time some of them have ever flown a kite. The weather turned out to be perfect and everyone really enjoyed themselves this year.

**Language Arts:** Students in Mrs. Palmer's reading class just finished their 4th chapter book for this school year. They are reading "The Return of the Catman". They have had some very interesting discussions about the books they read. One student loves to take the books home and read ahead or finish the questions at home. Other classes focus on having students answer WH questions, reading sight words, understanding story elements, following sequencing patterns and comprehension questions.

**Math:** Classes continue to increase student knowledge in addition, subtraction, multiplication, division and word problems. Students are working on a measurement unit and measure different objects in and out of the classroom.

**Science:** Currently some classes are working on characteristics of reptiles in science and finishing making a chart on various animal classification traits.

**Social Studies:** Students worked on map skills and learning about manmade and natural boundaries. They also were learning about longitude and latitude. Some classes utilized the Time for Kids magazine following different real world events.

**Food Science:** During Food Science class, Mrs. Palmer's students prepared lasagna and Mr. Carten's class prepared Chicken Italiano. Both classes enjoy eating in the class room. Mrs. Shaw's and Mrs. Porchetta's classes have learned to set the table after they prepare different snacks. Students have come so far from the beginning of the school year and continue to become independent in the work that they do.

**PE:** As the school year comes to the finish line, Mr. Moss's PE classes are completing volleyball and a tennis unit. Students took part in activities leading up to a split-class game to expose them to a students versus students game. They played volleyball and tennis indoors and during the Westlake Carnival and the students enjoyed playing volleyball with their peer's outdoors. The goal of this unit was to teach students how to play tennis and volleyball, follow the correct rules, to utilize their gross and fine motor skills, to be able to take part in a team sport, and expose them to different sports.

Every class, Mr. Moss starts by providing students with a welcoming conversation. Each class focused on strengthening gross and fine motor skills, then leading up to teaching them to hit the ball with their tennis racquet properly. The main goals of this unit are to enhance their gross and fine motor skills and socialization skills with the students utilizing basic hand-eye coordination drills.

**Health:** Mr. Moss's Health Classes are completing health units on how the body functions. He assessed students by playing an interactive game called 'Kahoot'. Some of the students are playing on their own assisted iPads while the rest of the students are utilizing computers individually and responding to questions for points.

Over the Extended School Year program, students will be learning about the game of golf and other outdoor games to allow students the opportunity to participate in activities with their peers, to enhance their socialization skills, their motor skills, their coordination, and address their overall physical and mental health.

**Health Office:** Nurse IJ taught a health lesson on puberty to all female students and also taught a class with Mr. Moss to the ninth-grade students about CPR and AED. Students were very receptive and engaged by practicing compressions and breathing into a CPR training manikin.

The three students diagnosed with diabetes received ongoing care and management at the health office in accordance with their prescribed diabetes management regimen. Families are notified by phone and/or in writing whenever blood sugar readings indicate hypo/hyperglycemia and the prescribed management order is followed accordingly. Nurse Ij attended an IEP meeting for IS and discussed the health/medical status of the student with the parents and social worker.

The nurse has attended intake meetings for possible new students to ask pertinent medical questions concerning medication and health related issues. She meets monthly with the Commission nursing staff and discusses nursing issues and district policies and procedures.

**Horticulture:** In the horticulture program, students and staff have finally been able to get outside to clean out the garden to get it ready to raise the planting bed and plant our vegetables and flowers. The students in

Mrs. Costello's class did a great job removing lots of weeds that have grown. We received our grant money (\$450) from the "Kids Dig In" grant and are beginning to purchase the needed materials for the garden. We are looking forward to the volunteers coming to help us finally get the garden up and running. We have made thank you cards to give to them for donating their time to us and Mrs. Shaw's class made them thank you signs.

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

**Sweet Shoppe:** In the Sweet Shoppe Café, the students planned the menu for the Graduation Luncheon and wrote out their shopping list. They were able to go to Shoprite and purchase all of the food and order the cake. They enjoyed picking out the filling and the design. They prepared the salads and Mr. Carten's class set the tables and decorated the room. The students also helped to make chocolate lollipops for the graduates. Several students made the place cards and typed the names of the guests. Mrs. Palmer was proud of all the students for all they accomplished in preparing to make the luncheon special for all who attended. The class is now getting ready for Father's Day sale which will be held in the Westlake gym on June 14<sup>th</sup> and they are also making chocolate party favors for an upcoming 50th anniversary party.

**Jewelry:** In our jewelry shop, students are helping to design a new line of jewelry. Mr. Carten's class will be helping to replenish our supplies tomorrow as we have received interest and pre orders for bracelets. It will be our last trip to Clark Common's for the year and Mrs. Porchetta heard that the students are very excited to be going.

**Fabrics Plus Shop:** In our vocational class for the Fabrics Plus Shop, the students started making Father's Day home décor signs and more Thank You signs for the Mazar Accounting Firm volunteers this month. The students were happy to hear that Goldman Sachs volunteers loved their wooden signs. This month, we made a job responsibility list. The students write their names for the job they completed and then the job responsibility list will be attached to the back of the wooden sign. This job list gives them pride in what they are making. Students were also able to take a few personalized orders from our school staff, despite their busy schedule.

**Life Skills:** In Life Skills, the students continued the interviewing process unit this month. The students practiced the possible questions they will be asked by the interviewer and the students also rehearsed how to respond to behavioral questions at the work place.

**Recycled Pads:** Vocationally, Mrs. Roble's class is making graduation hat pads for their annual order from Hillcrest South. They just completed an order for the Westfield Day Care. Students were very happy to get Statue of Liberty shapes as they were going on a class trip to Liberty State Park. Students continue to recycle paper in an effort to save trees and keep our recycling program going.

**Retail:** In the Retail Center, students filled a special order for chocolate bars and napkins to celebrate someone's 99th birthday. Students filled an order for printed napkins and helium balloons for an awards ceremony.

**Therapies: Speech:** Over the past few weeks, the speech department has worked on some of their end of the year responsibilities including ordering new materials, thinking about schedules for ESY, printing out daily note logs, etc. They have also spent time programming and backing up student iPads. Therapists worked together to help students practice for the end of the year talent show (learning jokes/lyrics to various songs).

**Occupational Therapy:** The OT's continue to collaborate with speech to determine activities for the ADL support groups. Activities this month include cooking/preparing snacks (such as orange Julius, snow cones and s'more), reading written/picture recipes and completing recipe reviews. We played the floor board game Skillastics. This game incorporates turn taking, using dice, moving a marker, performing a variety of gross motor skills and social skills.

Several students assisted Mrs. Edelstein in preparing the place cards and program for the graduation luncheon. They worked on computer skills, (typing and printing), using the copying machine and fine motor skills (cutting and folding paper).

**Social Work:** The parents of the 10 seniors scheduled to graduate this month have been in regular contact in order to work out remaining details for the transition into a new program. Many, if not all, parents have conveyed some feelings of sadness about the upcoming change in placement. For many families who have been with Westlake for so many years, having to separate from us is difficult for the entire family. As the social worker that has worked for a long time with our Westlake families, Mrs. Sandrock does her best to assure them that we are only a phone call away should they need additional assistance coping with the "necessary loss" after graduation that leads into their child's future.

DVRS and Support Care Coordinators have been in regular contact, frustrated by slow or nonexistent responses from larger Districts, for requests of crucially needed, time sensitive information. As a receiving school, the Westlake School social worker is in a pivotal role, able to troubleshoot and facilitate a solution for these issues that would otherwise delay the Transition process for our graduating students and impede placement in a coveted vocational opportunity.

Since last report a 'Suicide Prevention' presentation was given to select students. The group of males and females took part in a discussion defining the topic while underscoring the seriousness of the word itself. The cohort discussed core do's and don'ts about how to handle a possible situation should they themselves experience depressive symptoms or be in a conversation with someone else who spoke of ending their own life. Westlake subscribes to the "See something, say something" school-wide motto that is the cornerstone of our HIB and School Safety program. Students are taught to not keep secrets or be a powerless bystander but to share information immediately with school personnel.

Our nurse has been a great asset in the management of our student caseload. To her merit, she displays a constant willingness to collaborate and, whenever necessary, to contact families regarding pertinent medical issues and/or medication questions to assure best outcomes for our students. She can balance the demands of a busy office while attending to matters of concern requiring triage.

A graduate student luncheon was held to celebrate the many years of sustained effort that 10 students have put forth to transform themselves with the effort of many from young child to young adult. Teaching staff, parents, Administrators as well as UCESC's Job Academy Director and staff shared in the accolades and festivities. Our PTO raised funds to support the catered luncheon. Graduates received gift bags filled with lovely memorabilia and individualized presents that they will treasure for the years to come.

This year, Mr. Balassone, Mr. Carten and two paraprofessionals with 10 of our students have been selected for the BMW car club trip which will be held on June 15th. Students have been notified, and permission slips have been sent home. There is lots of excitement about the trip this year, and we are looking forward to another fun filled day!

**Behaviorist:** June has begun with two students having a three-day trial period in Westlake classrooms. Behaviorists implemented strategies during this time with students, created materials, began assessments (e.g. AFLS) and trained pertinent staff involved with these students, including Differential Reinforcement of

Other Behavior, timer, visuals (e.g. daily schedule, work/break prompts), as well as Safety Care management strategies. Both trials were very successful, despite a history of problem behavior (including aggression) with both students. As a result, both students were accepted into Westlake and will begin shortly.

Safety Care training has continued this month, with the introduction of the High Severity Training offered at Westlake for interested staff members. This brings Westlake total of staff members who are High Severity Trained to 8. Behaviorists will continue with Training this month, attending the Safety Care Trainer Certification renewal, along with Robert Peneno and Adam Moss. This training will be June 11th and 12th. The following week, Donna Salvatore will be scheduled to train the newly hired School Safety Monitor, along with assistance from fellow trainers as needed to complete physical portion of material. Finally, on June 22 and June 25 the behaviorists will be training all certified Westlake Staff in High Severity Safety Care procedures. This will assist greatly in ensuring the safety of staff as well as students who might need more intensive physical management procedures.

**Structured Learning Experiences: (SLE)** – Throughout their SLE work-site experiences, students were focused on developing critical work skills including; Attitude, Initiative, Concentration, Cooperation, On-the-job Learning, Flexibility, Behavior, Dressing Appropriately and Self-Advocacy. Reflective discussions with their work-site mentors and with their Skills Trainers (UCESC staff), provided meaningful insight about the progress they were making in their development of the critical employability skills. Students are completing a work project that they will share within their classrooms to reflect on the skills they have learned. Ms. Goodson and the SLE staff provided all students with meaningful feedback that will assist students in the reflective process.

**Upcoming Events:**

- June 8 – Garden Day with Mazar Accounting Volunteers
- June 14 – Westlake Sale: Items for Father’s Day
- June 15 – BMW Trip to Thunderbolt Raceway
- June 18 – Talent Show/Music Assembly
- June 19 – ESY Orientation Meeting
- June 22 – Karate Demo
- June 26 - Last Day of School – 6:15 pm Westlake Graduation

**LAMBERTS MILL ACADEMY:**

<p><b>As of June, 2018</b></p> <p>LMA Actual: 42          LMA District - Non-New Point:38          New Point Specialty at LMA: 5          Changes: 3 Entered: 1          Pending: 0          Exited: 3  <b>Trinitas Hospital :</b>          Bedside Instruction: 34          (inpatient)          Day Program: 47          Approved-Agreement signed: 53          Classified: 24</p>	<p>Fire Alarms: 0</p> <p>Fire Drills: 1</p> <p>Security Drills (1): 1</p>
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Regular Ed: 29	
Referrals in June: 11 Intakes Scheduled: 11 Completed: 11 Accepted LMA placement: 11 Placement Pending : 6	Suspension out of school: 0 In School Suspension: 0 HIB: 0

**Administration**

Students have spent this year using clinical therapeutic approaches in tinkering, creating, designing, and producing STEAM based activities through project based learning opportunities. Our clinical therapeutic approach of academic engagement has afforded our students not only a marketable knowledge base to stabilize their adult lives, but also know how to apply this knowledge and use it to create meaningful career and college based skills.

You can bare witness to these skills in our everyday classroom settings whether it is designing and producing an end of the year talent show or science expo, running a functioning business like our school store, creating a food source and providing community outreach opportunities or participating in the drone program.

**Academics**

**CET**

The Clark Nursing Home recognized a select few of our students for their outstanding volunteer services to their residents. Each student that volunteered was given a certificate, a pin and sweet treats.

Lamberts Mill Academy's yearbook was done with many helping hands. It is sometimes difficult for another person to stand and pose for a picture, but our students were resilient in their efforts to make this year a true success. Thanks to another graduating student this year, our cover was chosen. Kudos to our yearbook team.

We looked at multiple sub topics in financing and much success was noted. A few strategies were applied to enable comprehension and interpretation of financial literacy skills. Students were able to evaluate themselves and appreciate the subject matter and its contents.

Two students participate in the SLE program this year. Both students developed work readiness skills at the Can Do Cafe, Models and Shoprite. Students will continue this program when we start the new year in September.

**English Language Arts & Literacy:**

Students have completed the year strong with great involvement in our poetry challenge. Many of these submissions were incorporated in our annual Literary Magazine publication. Various creative projects have been submitted to depict the in-depth class novels we have read. Various Project Based Learning activities

have the students a flutter in the building inclusive of designing magnetic pop up poetry cards to be sold through our student government fundraisers. We honored our Academic Honor Roll students with a Chinese food luncheon to celebrate their accomplishments this school year. After having our class novel experience, students expressed an interest in taking their reading a step forward during the summer by joining a variety of book clubs.

### **Science:**

The highlight of the month, and I dare say, the year, was our **Science Expo**, held on June 8th in the gym. I cannot begin to tell you how fantastic our LMA students and the Westlake students were. LMA students have been working for weeks to prepare stations with hands-on demonstrations and activities. As the Westlake students entered the gym, they each received their own lab coat. They could then circulate thru 13 stations that allowed them to try out any number of activities. Students had a blast making butter in a jar, making ice cream in a bag, making fossils, making lava lamps, playing tunes on water glasses, making and flying a hoop glider, etc. Students got to see and touch hermit crabs and participate in hermit crab races! At 10 of the stations, students could take home their projects. The gym was packed with happy students and I could not be prouder of our LMA scientists. They were experts at their projects and were super patient and enthusiastic with our Westlake guests. It was a spectacular day in the name of Science. Special thanks to the janitors for set up and clean up assistance, and Mr. Sambat who was crucial to helping create, organize and decorate for the Expo.

### **Mathematics:**

Students in Math class discussed the measurements, angles and trajectories of professional sports, with an emphasis on the FIFA World Cup Tournament. Different math classes discussed a variety of components of the game, and were able to work with the Smartboard to show different angles, bends and measurements associated with a soccer game. Finally, students got to make their own scale size 3-dimensional soccer ball by using templates consisting of different polygons and hexagons.

The students at LMA also engaged in project based learning, when they were tasked to assemble raised garden planters for Westlake School. Students used their learned skills in the Math to support outside vocations. Students worked together to read a diagram, and to measure and assemble the raised garden planters. Students at LMA have also been working on the Drones in the Drone Academy. They have been getting more hands-on experience assembling the Drones, and have been learning about battery management, and how to calculate drone run time by reading different battery labels.

### **History**

This month, students have been progressing as expected through their individual classroom curriculums. Students in USI finished their unit on manifest destiny and life in the west. Within this unit students analyzed and interpreted varied visual and written primary sources concerning slavery, the early civil rights movement, and westward expansion. Students were challenged to apply these understandings in crafting children's books explaining the experiences of one of the groups of people impacted by westward expansion. Students in World History finished their unit on the renaissance and reformation. Students reviewed the impact of literary writers and artists whose work motivated political and social movements. Students were then challenged to research an individual from the renaissance and reformation and craft an argument as to why they should be entered into the history hall of fame. Students in USII completed their unit on the Cold

War. Students analyzed the social movements that occurred in the Cold War era through political documents, propaganda, and viewed documentaries on McCarthyism, international spy programs, and the international arms race. Students were challenged to craft an argument explaining whether they believed the Cold War completely ended using content from within their unit.

### **Physical Education and Health**

For the past month students at LMA have all been participating in the Cooperative Games Unit. We have been learning and partaking in games such as Ladderball, Cornhole, Foosball, Ultimate Frisbee, Nok Hockey, Can Jam, Spikeball, Table Tennis, Pool, and Washer Toss. All these sports are great for teams/partners and teaches students not just a great life-long activity, but the importance of working together to achieve a common goal.

Students have also been treated to a wonderful event that takes part every 4 years: The World Cup. Students have the opportunity to learn about all the countries involved in the Cup and experience the excitement that comes only once every 4 years. We have been watching the games live during class.

For Health we have been covering everything students need to know to have a fun and safe summer. We reviewed the importance of protecting our bodies from sunburn, we covered the different species of poisonous plants such as poison ivy and poison oak, and we learned about different insects like ticks and mosquitos and the importance of protecting our health from them.

### **World Language**

This month students worked on the unit "*La Comida*" in Spanish class. As part of the lesson plan, the teacher created a Pre-assessment about the unit to place students by levels of achievement. The teacher presented a video about how to describe different types of healthy foods and asked questions about how to keep students on healthy eating habits. The TPR (Total Physical Response) Storytelling strategy allowed students to learn grammar, reading, writing and vocabulary. Students had ample opportunities to practice and understand the lesson about healthy issues in Spanish. The teacher checked students' comprehension daily by asking questions about the story "*La Comida Chatarra*". Students calculated caloric intake of different meals. Students also had the opportunity to ask a native Spaniard the same set of questions in order to compare the type of hobbies and caloric intakes of a typical Spanish student with those of American students.

### **LMA Clinical Department**

Students have worked hard this year in life-skills to enhance their social-emotional goals and to build upon healthy interaction with different peer groups. They finished the year strong by wrapping up with summer goals and planning for their time off.

During Life-skills students have been working on termination for the school year, summer planning, summer employment and the skills necessary to obtain a job. We continue to engage in discussion and assist students with post graduate plans such as college placement and job placement. Students identified healthy ways to maintain their friendships through the summer while school is no longer in session. Lastly, if students are not attending ESY they developed a list of goals to support all social and emotional needs until the return to school in September



### **New Point**

Students contributed works to Ms. Fort for our Lit magazine. The Lit magazine was handed out at graduation on June 14th.

The students have worked very hard in creating our garden across the street from our school. They are planting herbs and flowers. Things are looking good. Mr. Gillickson, of New Point has taken the lead in this project. Mr. Gillickson goes out of his way to provide trips and services to our students at New Point . Students also worked the Westfield Food Pantry on June 29th. The students of New Point have worked this program for 10 years.

### **Trinitas**

The students are very busy trying to complete the work sent from their districts. . The students really enjoyed checking out the progress the ants made in making their tunnels every day.

Recently the students have had the opportunity to watch the life cycle of the butterfly up close. We are very happy some of the butterflies have emerged to the delight of the youngsters. The younger students have read about these beautiful creatures and discussed the life cycle. They have completed writing assignments and coloring pages illustrating the changes in the lives of the butterflies.

The younger students also learned about plants. They planted seeds and watched the seeds produce small lima bean plants. The students have had corresponding worksheets as well.

In English, older students have been completing their assigned readings which include The Giver by Lois Lowry, Night by Nobel Peace Prize winner Elie Wiesel, Inherit the Wind by Jerome Lawrence and Robert E. Lee, and Of Mice and Men by John Steinbeck. The novel Night has given those students who have been studying WWII a primary source that has great impact.

### **CROSSROADS:**

Enrollment as of Actual: 48 Changes:0 Entered: Exited: 0	Referrals: 1 Intakes Scheduled: 0 Accepted: 0
Fire Drills: 6/15/18	Emergency Drills: 6/18/18

### **Aliza Feuerstein's Physical Therapy Monthly Report:**

Currently at Crossroads School we have one physical therapist working two full days each week. There are 15 students receiving physical therapy (PT) with a total of 17 individual treatment slots, three students receiving IEP directed PT group and one consultation. In addition a prospective PT student began observing at Crossroads on Mondays and Fridays.

Our students are continuing to make progress with their PT goals and objectives. Nice weather days this month have allowed us to practice carrying over PT goals in a functional setting on our new playground. E.P. especially enjoys the playground. This is great as in the past he was apprehensive with unsteady playground surfaces such as the bridge. Now he runs around freely enjoying the movement experience. R.M. has progressed nicely with stretching. He is tolerating longer periods of both manual and lower body extremity stretching.

Each student continues to track their progress on their individual picture based "progress trackers." This allows students to self - assess and monitor their progress with specific PT IEP goals. The students enjoy giving themselves stickers as they progress with items on their charts. It is also a useful way to visually track our students' progress.

### **Occupational Therapy Department Monthly Report**

During the month of June, the OT department has been getting ready for our graduation. Both Dina and Kim spoke during the middle school ceremony about graduating students.

Andrew M., is our student of the month for making his needs known, following his schedule, attempting to communicate verbally, and SMILING.

As Crossroads occupational therapists, we have continued to attend community-based trips with the Middle School. A trip to the Clark Commons was one of the best trips this year because each student was successful in locating the one item they were assigned to get. They were able to purchase their item with minimal assistance.

### **Speech Department Monthly Report**

Gatik has almost mastered his goal to match 25 non-identical pictures. Alex is using Proloquo on the iPad to request. Tanzi is making amazing progress in answering "what" questions about objects; she is able to answer "what" by selecting the correct object from an array of 5. For example, if asked "what do you wear on your feet?" Tanzi selects the picture of the shoes and says "shoes."

Hope continues to go with her students to the Clark Public Library on Tuesdays to conduct Tinker Tuesday. The kids have enjoyed using their minds and hands to explore new activities. Hope takes the time to notice each of the students' specific interests during Tinker Tuesdays, to ensure it is fun and enriching for all.

The speech therapy department played an active role in planning, setting up, and executing the first annual Crossroads Carnival. Eileen planned an awesome flower-planting activity. Each student was able to make and take home a beautiful yellow flower in a flowerpot. Jessica created an obstacle course for each class. The course included materials borrowed from the OTs, PTs and gym teacher. Visuals were also used to aid the students in successfully completing the course. Hope took the time to plan much of the Crossroads Carnival. She created the schedule and timeline. Her support and assistance was greatly appreciated.

### **Kristen Fisco's classroom monthly report**

For the last ten days of school, my class has completed the "Last Ten Days" unit. They followed along reading social stories regarding "Saying Goodbye to my Friends", "Saying Goodbye to my Teacher", "Summer School", "Summer Camp", "At the Playground", "At The Beach", "Ice Cream Stand", "At The Zoo", "Cleaning up the Classroom" and "The Last Day of School". There were numerous follow up activities including; Beach Sensory Bags, a Summer Words lesson, a Nature Scavenger Hunt, Nature Bingo, Flip Flop Footprints, All About Bugs Lesson, Frozen Yogurt Bites, Ice Painting, How to Make S'mores Writing, Cold S'mores Cooking Lesson, Ocean Alphabet Sensory Tray, Playground Safety Lesson, Playground Writing, Sand Foam, Ocean Safety Lesson, Ocean Writing, Ice Cream Craft, How to

make an Ice Cream Cone Writing, Ice Cream Party, Five little Monkeys Puppets, A Visit to the Zoo Writing, Zoo Snack Mix Cooking,

### **Susan Parenti's middle school classroom monthly report**

Butterfly life cycle- The students learned about the life cycle of a butterfly. It includes a process called metamorphosis where each butterfly goes through 4 stages; the egg, to a caterpillar, then to a chrysalis, and finally, they turn into an adult butterfly. The students read a book titled, "Caterpillar to Butterfly" and asked WH questions. We discussed each stage and the students put the pictures in the correct order. We also had live caterpillars which is was a wonderful opportunity to encourage children to observe closely and ask questions. The students observed one organism over time and compared its early development (caterpillar) to its later development (butterfly). A fundamental observation skill in science is comparing and contrasting. The students learned that butterflies go through a growing process during which their appearance changes drastically. We also listened to the story "Very Hungry Caterpillar". The middle school also released the butterflies outside in our garden.

The students also learned that the ladybug life cycle is not much different from the life cycle of a butterfly. The ladybug goes through the same four stages as a butterfly; the egg stage, the larvae stage, the pupa stage, and the adult ladybug stage. We also discussed how they look very different before they get to the final stage of their lives. The students observed the live ladybugs and we discussed each stage. The students continued to learn the stages of the frog life cycle. We discussed that the egg, tadpole, and frog are the three stages of the frog's lifecycle. We discussed how long it takes for a frog egg to hatch. The students also put the pictures of each stage in order and completed a frog diagram.

The middle school students worked hard on making decorations for the graduation. The decorations looked spectacular and were thoroughly enjoyed by the graduates, parents and families, and our invited district personnel that attended our graduation. The students also helped decorate the conference room and helped make desserts. Kaithlyn A., had an important job during graduation. She helped hand out the programs to the parents and family members as they arrived to graduation.

The Middle School Students worked hard all to year to raise money for a Graduation party. It was a great way for the students to learn all kinds of lessons in responsibility, including how to earn and save money. The middle school students raised money by selling items for the school store, making Otis Spunkmeyer Cookies, making candles and key chains. We raised enough money to go on a Middle School trip to Benihana Japanese Restaurant. The trip was Thursday, June 21<sup>st</sup>.

### **Consuelo Alzate's classroom monthly report**

During the last few weeks, the students in this class have improved tremendously! Tanzi A., has made great progress with her toilet training. She is using the bathroom facilities independently and successfully. She is doing exceptionally well in the areas of manding, visual perception, comprehension and verbal skills. She is using full sentences to communicate and is now actively trying new foods. She is transitioning very well from other areas including our playground and therapy sessions without a loss of instructional time or exhibiting problematic behaviors. Socially the children are also making gains as they are now able to tolerate group activities without exhibiting off task behaviors. Raphael M., and Lucky E., continue to show improvements in the areas of listening, communication, manding, and motor imitation.

We are nominating Tanzi as "student of the month" for her achievements in the areas of behavior, academics, socialization and following directions and self-help.

### **In Stephen Goham's classroom**

Our classroom highlight of this month includes a thematic unit on a butterfly's life cycle. The students learned to name, locate, and describe various parts of the system's vocabulary such as caterpillar, chrysalis, larva, pupa, metamorphosis, etc. The students observed the different stages through educational videos,

explored their habitats through weekly readers and online resources, and participated in arts & crafts projects. The students were also challenged to identify a butterfly's body parts such as wings, abdomen, thorax, and antenna.

### **Middle School Graduation**

Crossroads held its third annual middle school graduation and celebration on Friday, June 15. Our middle school had seven graduates as our school community celebrated these accomplishments with family members, sending district personnel and Commission representatives. Our graduation committee worked tremendously hard on transforming our conference room into an artistic, creative and musical adventure.

Countless family members thoroughly enjoyed this emotional event as they watched their children participate in this ceremony. Multiple Crossroads staff spoke lovingly and passionately about individual students and the relationships that were forged over the years working together. It was the first time in which sending district personnel were invited to the gala, and it was well attended with three different case managers attending the event.

### **Crossroads Carnival**

The first annual Crossroads School Carnival took place on June 1<sup>st</sup>. Students ranging from Kindergarten through Eighth grade enjoyed exploring the plethora of recreational and educational opportunities throughout the carnival. Sensory, recreational, musical and artistic crafts and activities were implemented throughout the day that were thoroughly appreciated by our students and the countless families that attended this first annual event.

The carnival was sponsored by MLB Residential Lending, LLC of Mountainside, a company owned by Samuel Lamparello, our Union County Educational Services Commission Foundation member. Crossroads School would like to thank Superintendent, Mrs. Terry Foppert and the Lamparello family for their support in creating this amazing opportunity for the children of Crossroads School.

The administration would also like to thank the talented Crossroads School staff for their efforts and issue special thanks to Mrs. Michelle Ortiz, head of Special Events for the MLB organization. We are already looking forward to the carnival next year!

### **HILLCREST SOUTH:**

Enrollment as of 06/26/18 Actual: 102. Changes: 2 Entered: 0 Exited: 2 (1-Attendance & 1-Assault on Staff) Suspensions: 5. 1-Aggression to Staff/ Threat/ Disruption of Educational Environment/ Contract Violation, 1-Assault on Staff, 3-Assault on Peer	Elizabeth requested no new students begin at Hillcrest Academy for the remainder of the 2017-2018 school year.
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The students at Hillcrest Academy South Campus (HAS) submitted their final Credit Retrieval courses this month. Many of the students took full advantage of the program and recovered multiple classes through Google Classroom. Ms. Mendo re-audited senior transcripts to ensure they were on track (passing all of their classes, met their testing graduation requirements, submitted and received grades for all of their credit retrieval work, and earned all of their community service hours) and that they would be approved for graduation by their sending district, Elizabeth Public School District. She met with any seniors that were failing classes and discussed strategies to improve their grades so that they could avoid having to graduate in

August. Students that required summer school due to credit deficiency received summer school contracts. Ms. Mendo reviewed the importance of attending summer school and the students understood that it would increase their chance of graduating with their cohort. An audit of the necessary 2018-2019 courses was developed based on the academic needs of returning students. This information will assist in creating the master schedule and individual student schedules for next school year.

One of the highlights for the HAS Community Service Program (HASCSP) during the 2017-2018 school year was when six HAS students were presented with a Presidential Volunteer Service Award at this year's annual Senior Recognition and Awards Night held on 6/14/18. In order to earn this prestigious award, students needed to volunteer a minimum of 100 hours in their community over the course of the school year. Students who received this award earned a pin, certificate, and letter signed by President Donald Trump. We were very proud of these students and how richly they have served their community over the course of this school year. Ms. Clark did an excellent job while she served as the Community Service Liaison and while monitoring the Study Hall.

Spirit Days will be moved to Tuesdays for the upcoming school year. As per the Climate Survey, Tuesday was the day with the worst attendance. Ms. Gilchrist, the Social Worker, attended the last monthly DCF meeting and has completed the BIS post test for all DCF involved students. The Social Worker met with Dr. Glickman, district psychiatrist, to discuss DCF and other students who were in need of additional counseling support. All treatment plans were completed and presented to Dr. Glickman. Ms. Gilchrist took thirty-five students to The Supreme Hibachi and Grill for the Senior Luncheon. Additionally, the Social Worker ran the World Cup as an incentive for students who are currently passing all their classes. The Social Worker also tracked the Seniors in their final quest for graduation. She monitored their Credit Retrieval and class grades to determine who was a June or August graduate. She also contacted the guardians to keep them abreast of their students progress or lack thereof.

Ms. Duarte's classes wrapped up the school year and reflected on the lessons learned throughout the 2017-2018 school year. In USII students concluded their study of the Cold War through researching various policies that affected the United States and its neighboring superpowers in a discussion that extended into present day political issues. Then, students delved into the 1960's through an overview of the various social movements that took place throughout the time period that have extended into present day. In Economics students revisited the importance of spending and the use of budgeting as we studied the rising costs of higher education and the argument surrounding affordable higher education. All in all, the school year closed on a reflective note in which the classes highlighted issues that remained imperative to the growth of the United States.

Ms. Wrzesinski's classes demonstrated critical thinking, map analysis, listening, note taking and analytical skills for the month of June. 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 in U.S. History I were the completion of Manifest Destiny, Trail of Tears, Andrew Jackson, Mexican-American War, the causes of the Civil War, the Civil War and the start of Reconstruction. Topics included Manifest Destiny, sectionalism, slavery, abolitionists, Dred Scott case, Missouri Compromise, Compromise of 1850, Kansas- Nebraska Act, Bleeding Kansas, growing tensions between the North and South, the economic and cultural differences between the North and South, the major battles of the Civil War, the outcome and then briefly reconstruction. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today. In Modern World History the main units covered were the conclusion of the Cold War, postwar issues, globalization, human rights, human trafficking, terrorism and genocide. The topics covered were the rise and fall of the Soviet Union, satellite states, the division of Berlin, the Berlin Wall, Communism v. Democracy, space race, nuclear arms race, the fall of the Berlin Wall, Eastern Europe after communism, globalization, sweatshops, outsourcing,

human trafficking, Rwandan Genocide, and Darfur Genocide. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today.

Mr. Kaplan's classes focused on the issues facing communities of color in reference to the police. As instituted throughout the year, the skills such as research and writing were heavily focused on as students used these skills to discover issues on their own to work on. Students were able to do this by surfing the internet for articles, speeches, and video clips. Students discovered the complex situations surrounding these issues and learned to express their concerns in academic terms. Students did this by breaking down primary source documents, researched expert opinions, discussed and debated key topics, and synthesized the information in multiple writing assignments. The final part of the unit had students watch the episodic documentary on Kalief Browder, where they took notes and wrote a final research paper on the topic.

The students in Ms. Ferrari's Algebra II class completed a unit on Exponential and Logarithmic Functions. The students graphed exponential growth functions, studied the number 'e' and the properties of logarithms, and modeled with exponential and power functions. The students also worked on a "project assessment" that drove the question "Can you survive a fictional zombie apocalypse with the help of exponential functions?" The students were set up with a scenario that a doctor was working on an antidote when she was infected by the zombie virus. The students continued her work to model with exponential and logarithmic functions to determine how fast the virus spread and how long it will take for each continent to reach its threshold. With this knowledge, the students determined how quickly the antidote must be distributed to prevent each continent from reaching its threshold. Geometry students worked on a unit on circles. The students learned the tangent to circles, arcs and chords, inscribed angles, other angle relationships in circles, segment lengths in circles, equations of circles, and about locus points. Each day in June the students first completed a Do-Now about a concept that spirals back from a previous lesson. Then they were introduced to the concept for the day. Lastly they completed a worksheet about that concept. The Math Strategies students worked on a unit on exponential functions that included properties of exponents, exponential growth and the growth model, exponential decay and the decay model, logarithmic functions, and the number 'e'. The Success Seminar students researched a unit on social media. One of the key components discussed was that more than 90% of employers and recruiters conduct a quick "background check" of job applicants using search engines, over 70 percent of them have rejected seekers based on inappropriate posts. The students completed a "Dear Abby" essay in response to various questions such as "What does Facebook have to do with me getting a job?" The students also learned about other ways to use social media to job search such as using LinkedIn or a Google Plus Profile assist with your job search.

Students in Mr. Sobieniak's Trigonometry classes learned to prove more complex trigonometric identities and to solve more complex trigonometric equations. Students in the Probability and Statistics class learned some properties of normal distribution. During the last three weeks students also revisited what they learned throughout the school year. The students also had a few fun revision lessons with various math activities and math puzzles. The Success Seminar students continued to work on their community service project. They also learned how the government tried to improve and promote the nation's health and about government's main health promotion aims. Students practiced applying their knowledge in real life applications. All classes utilized the Smartboard throughout every lesson.

The lesson plans for Ms. Cioffi's English courses in June focused on reading texts from outside of the United States. Classes reflected on why it was important to read and be exposed to stories that differ from their own lives, especially stories that took place in different countries and cultures. In class, students read texts that followed characters and were by authors that had different point and of views, perspectives, and experiences than stories from the United States. Students then analyzed these different points of view and wrote expository reflections and essays based on their reading.

Students in Ms. Holden's classes read and analyzed "A Dream Deferred" by Langston Hughes. In addition, students read and analyzed Martin Luther King's "Letter from Birmingham Jail" and the "Declaration of the Rights of Man and Citizen". Students analyzed how the author unfolded an analysis or series of ideas or events, that included the order in which the points were made, how they were introduced and developed, and the connections that were drawn between them. Students also enjoyed participating in a Grammar Jeopardy event.

Ms. Cherville's students completed the sixth unit in the Spanish curriculum. As an assessment for the semester, Spanish learners read a nine chapter story book "Pobre Ana" and answered 90 comprehension questions. Most students successfully completed the project. They enjoyed the experience of reading a whole book in Spanish. Spanish speaking students had two writing projects for the end of the year: to create a children's story book and write summaries of a TV show. The last few days of the year the students enjoyed watching Spanish shows for listening and comprehension in the target language.

Mr. Sternberg's Chemistry students discussed the energy stored in bonds-specifically food energy. Students learned how Kilocalories and Joules were converted to useful energy from the food we eat. Classes discussed positive and negative calories and completed a project based on the film "Supersize Me." Students were able to interpret and explain the nuances contained in food labels. As students approached the middle of the month, classes discussed energy transformations, specifically changes in state. Students demonstrated mastery of phase change nomenclature, learned how atoms were arranged in the different states of their being at different temperatures, and how those models relate to the Kinetic Theory of Gases. They showed comprehension via a formal assessment at the end of the unit. In the Forensics classes students learned the anatomy of and observed hair and fiber evidence, which were an important part of any criminal investigations. They were taught the names of the parts of a strand of hair, how hair is used to gather information related to the suspect, or victim, and how fibers were used to make or break alibis. After this introductory content, the classes used microscopes to evaluate and explain subtle differences between human and non-human hair as well as man-made and synthetic fibers. Students used a wide range of magnifications and created labelled pictures that demonstrated their aptitudes. They also learned about real-life crimes that were solved with these different types of trace evidence.

Mr. Barone's Physical Education students completed their unit on Speedball, the fast paced sport that was a combination of team handball and soccer. The students were also introduced to a unit on wiffleball. In addition, the students were able to use the outdoor area for physical education when the weather permitted. Students were able to participate in cardiovascular activities outside such as basketball and walking. In Health, all students completed a unit on CPR and were able to demonstrate the correct way to perform it. The students learned how to spot a medical emergency and what the "Chain of Command" was, Check, Call, and Care. Teaching this in school allowed the students to be confident in an emergency situation.

Ms. Rubin, the School Nurse and Health teacher, made calls to all of the absent students' parents each day. The nurse assisted with entry and dismissal procedures as well as hall and lunch duty. The nurse saw an average of 15 -16 students per day. Two students were sent home ill. Ms. Rubin attended HAS's Senior Recognition and Awards Night where she provided music for the event. In Health class, the students completed their CPR, AED and Heimlich maneuver instruction. All of the students gave a hands-on demonstration of their CPR skills on the mannequins that were purchased through a UCESF grant.

## HILLCREST/NORTH:

<b>Enrollment as of:</b> 6/29/18 <b>Actual:</b> 90 <b>Referrals :</b> 0 <b>Changes:</b> none	<b>Drills:</b> 6/14/18 Fire Drill 6/15/18 Lockdown Drill <b>Discipline:</b> 1 three day OSS for subordination, willful disobedience, and open defiance.
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The Hillcrest Academy Staff celebrated their 2018 graduates with a dinner acknowledging the connections made with students and celebrating their accomplishments from all their years at HAN. Parents and students had the opportunity to express their gratitude for all the staff that helped impact students' lives and who have contributed to their success. Our Awards Night on June 13, 2018 was well attended and students were recognized for all their achievements throughout the year. Those on the honor roll and who maintained perfect attendance experienced pride for themselves and their families. Recipients of the Principal's awards and individual teachers' awards were posted all around the room.

Thirty-seven graduates walked in their graduation ceremony in Elizabeth on June 27, 2018. The students were proud for overcoming their personal obstacles and academic achievements. We sincerely believe this class is ready to go out and make a difference while remembering where they came from. They have made their decisions about their next step whether it is college, trade school, military or gainful employment.

The students at Hillcrest Academy North submitted their final Credit Retrieval courses this month. Many of the students took full advantage of the program and recovered multiple classes through Google Classroom. Ms. Mendo re-audited senior transcripts to ensure they were on track (passing all of their classes, met their testing graduation requirements, submitted and received grades for all of their credit retrieval work, and earned all of their community service hours) and that they would be approved for graduation by their sending district. She met with any seniors that were failing classes and discussed strategies to improve their grades so that they could avoid having to graduate in August.

Students that required summer school due to credit deficiency received summer school contracts. Ms. Mendo reviewed the importance of attending summer school and the students understood that it would increase their chance of graduating with their cohort. An audit of the necessary 2018-2019 courses was developed based on the academic needs of returning students. This information will assist in creating the master schedule for next school year.

In English, students read a portion from the myth of Hercules and watched the Disney film Hercules. Students then compared and contrasted the two pieces using a venn diagram. Afterwards, students wrote a compare and contrast essay in which they argued if the Disney version accurately portrayed the text. Students then worked on their close reading skills by reading a Newsela article about school lunches. Students identified the main idea and details in the article, and wrote a summary on it. Students worked hard to finalize their assignments, and finish the year with high averages.

Health class completed the unit on HIV/AIDS by watching the movie "Yesterday". In the story a young mom living in rural South Africa receives news that she is HIV positive. The story focuses on how she deals with her declining health and her daughter's future. Physical Education classes continue to meet their goals and objectives.

The Geometry class applied modern technology and their skills learned all year to create a 2D and 3D digital floor plan of their dream home. The website, floorplanner.com, gave students the opportunity to use 21st



century applications of mathematics. This project was given as an end of the year cumulative project based assessment.

PARRC portfolios were all approved which allowed several seniors to demonstrate proficiency and thereby meet the criteria to graduate. Many students had already met the requirements through Accuplacer, SAT's or PSAT's earlier in high school.

Trigonometry students completed the lesson on periodic functions to wrap up the year. Even if they never look for the "sine" of an angle again, their biggest takeaway is perseverance and solving problems that can be simplified and manageable.

The students in Prob & Stat completed the unit on networks and its applications. The obvious one is in computers. Designing routes for delivery as in the mail or packages is another practical application for them. Creating and reading matrices based on a network ties in with binary number systems as well.

The Social Studies Department at Hillcrest Academy North culminated the year by reflecting back on what they've learned. Students were asked to pick five topics they learned from the 2018-19 school year and write explanations of them for future students. This reflected not only student mastery of the material, but also a willingness to offer contributions to future classes.

Art students created three dimensional plaster sculptures this month inspired by George Segal. While Segal casted entire bodies, students used plaster cast to create molds of our hands. Each hand design varied in gestural and surface design. Sculptures were created with the intent in mind to be self-portraits because, our hands change throughout our lives depending on our jobs, hobbies and age. These self-portraits in hands were also inspired by mudras, the ancient art of using hand gestures during meditation. Hand gestures, as the students learned, are symbolic and "recycled". They are used to represent different messages and some hand gestures are universal while, some change meaning depending on the culture and time they are used. Three-dimensional design offers many design challenges and opportunities to experiment. Students were challenged while working in plaster and had to creatively problem solve for things like, broken fingers and working on the surface of plaster is quite different than paper or canvas. Students were really proud of their designs and each was very personal to them.

### **NONPUBLIC:**

All the Nonpublic programs listed below ended successfully as of June 6, 2018 and met the educational needs for Nonpublic students.

- Nursing
- Textbooks
- Technology
- Security
- Compensatory Education Services: Language Arts and Mathematics
- Child Study Team

The Nonpublic Department is preparing to implement a new provider of cloud solutions for document management and workflow automation for our 407-1 forms for the state programs through Chapters 192 and 193. This new tool will assist in organizing and streamlining the paperwork as well as bringing efficiency to the process.

Over the summer the Nonpublic administrators and office staff will be working hard to organize the department and prepare the necessary documentation to ensure implementation of services in September.

A special thank you to all the Nonpublic teachers, administrative assistants, child student team members, nurses, Title 1 teachers, and paraprofessionals for their dedication to UCESC, the Nonpublic schools and their students.

### **TRANSITION SERVICES:**

Work Readiness Academy Individual Student Enrollments: 13

Project SEARCH-Overlook Medical Center Enrollment: 8

Westlake School (Job Academy): 12

Lamberts Mill Academy (Job Academy): 3

District Direct Programs: 2 (Plainfield & Elizabeth)

The Work Readiness Academy wrapped up 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 participated in internships at various local businesses with support from our program staff. The classroom portion of the program was focused on teaching the students critical skills for employment including appropriate social skills and digital literacy.

On Tuesday, June 19, 2018 the WRA held its annual End of Year Recognition and Awards Ceremony. Five students are exiting the WRA, including three who are graduating from their local school districts. Jennifer J. from Summit is leaving us with a paid position at Bob's Stores Footwear and Apparel in Springfield. Zach M. from Union is leaving us with a paid position at Applebee's in Union. Eric from Westfield is leaving us to attend classes at Union County College. Matthew from Scotch Plains-Fanwood and Ryan from Cranford are both leaving the WRA and will be attending UCESC's Project SEARCH program at Overlook Medical Center next Fall. Bob's Stores Footwear and Apparel was honored at the ceremony as the WRA's 2017-18 "Community Business Partner of the Year". Ms. Rose Makris and Ms. Kari Miller shared honors as the WRA's "Paraprofessional of the Year".

Also this month, students in the WRA participated in running an end of the year car wash, went on a hike at Watchung Reservation sponsored by the New Jersey Self Advocacy Project, and met as a group to reflect on the year, review post-secondary goals, and share summer plans.

*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.*

On Friday, June 7th the Project SEARCH-Overlook Medical Center program held its graduation ceremony for the eight student interns in this year's class. After placing eight out of nine students from the first cohort in competitive employment, the program has placed six out of eight interns in the 2nd cohort in jobs -- including four who have been hired at Overlook. The graduation ceremony was held in the Bouras Auditorium at Overlook, and featured remarks from Union County Freeholder Chairman Sergio Granados, Project SEARCH Program Director Josh Bornstein, Atlantic Health Chief Human Resources Officer Nikki Sumpter, and Overlook Chief Nursing Officer MaryPat Sullivan.

Intensive Job Development activities are continuing for the remaining two interns who we hope will successfully secure employment this summer.

The Project SEARCH program has interviewed and accepted 8 new interns for next school year. Orientation for the new interns and their families was held in mid-June. Intensive travel training instruction will begin later this summer.

*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.*

On Friday June 8, 2018, UCESC's Director of Special Projects Josh Bornstein hosted an informational workshop for representatives from 15 of Union County's public school districts. The workshop topic was "Understanding Section 113 of WIOA: Pre-Employment Transition Services". Mr. Bornstein delivered a presentation explaining how our districts can access Pre-Employment Transition Services for select students at NO COST. UCESC was selected as a vendor of Pre-ETS earlier this Spring, and hopes to be in a position to begin accepting referrals and offering services next school year. Pre-Employment Services will be funded through the Division of Vocational Rehabilitation Services.

## **TECHNOLOGY:**

Our recent attempts to virtualize the Edumet environment have been very cumbersome. Due to the critical nature of this system, we cannot afford to bring the original server down and test with a potentially incomplete virtual copy so we have to make sure the Physical-to-Virtual process is perfect. We will continue working with VMWare support to complete this process and if it proves to be impossible, we will look into rebuilding the environment from scratch with Edumet.

The IT department has been working diligently to ensure a smooth integration with the new UCESC PowerSchool system. The migration from Morris Computer Systems has been slow but it is moving forward and in the right direction.

A full reporting of all yearly IT costs has been created helping us toward our goal of completing our 5 year plan as well as creating a fully functional budget for our department. We have spoken with multiple vendors and are working closely with the accounting department to ensure all of our costs are up to date and, most importantly, necessary for the district's daily workflow.

Research into the Dell Seed program has given us an avenue to test hardware before purchasing it. We have begun testing several laptop models and, if successful, we will look into testing backend infrastructure equipment.

The Google Cloud migration project is underway. With Hillcrest Academy North completely cut over, we are now working with the schools located at the 1571 Lamberts Mill Road building. We have reached out to all principals to understand which server resources cannot be offloaded to the cloud. We expect this phase of the GAFE data migration project to be completed in August.

After multiple resource issues in our virtual administration and printer environment, the IT Department has increased performance in these systems across the board. Unfortunately the print server still shows unacceptable levels of latency so we will rebuild the entire environment over the summer. This will be after we make improvements to the network equipment to ensure all printers keep their allocated addresses making for a complete system-wide improvement.

The current Active Directory structure is outdated and in need of major renovation. We are in the process of performing a logical rebuild so that we can implement a much more streamlined version that better reflects the current UCESC infrastructure. This project will be completed this summer along with a series of Group Policies that will better serve the staff and our systems.

### **TRANSPORTATION:**

The Transportation Department is starting off the extended school year with 380 routes, which represents a 5.3% increase (19 routes), over last summer. Competition among participating vendors is intense and competitive. The coordinator anticipates the usual influx of additional students once the summer program begins, so another record-breaking year in the transportation department has already begun.

For the extended school year, the Commission will be operating 5 routes on its' own vehicles transporting 21 students from 9 districts to 3 schools. In addition, the Commission's fleet will be providing assistance on the inter-office mail run, Crossroads lunch delivery, field trips and Transition Department Programs.

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