



Union County Educational Services Commission
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(Att. 2)

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

WESTLAKE:

Enrollment as of February 21, 2019 Actual: 67 Changes: Entered: 0 Exited: 0	Referrals: 2 Intakes Scheduled: 2 Accepted: 0
Fire Drills: February 19, 2019	Emergency Drills: Lockdown external threat
Suspensions: 0	February 6, 2019

This month, Westlake submitted a grant to the Westfield Service League for funding of a communication device to use in our speech department for students that need a voice output, but do not have the skills to navigate proloquo2go on the iPad. We met with a representative from the Westfield Service League to explain and show what this specific communication device would do for our students. We also showed the representative the Zen Den and all the materials purchased from last year's grant. The representative was extremely impressed with the tools we use at Westlake and all the opportunities we work so hard to give our students.

As part of Professional Development Plan, we are working to increase social opportunities for our students. This year, Westlake added a voluntary dance team. Students practice and perform different dances in front of the students and staff. Our dance team performed at the February Spirit day event and did a fantastic job learning new advanced choreography. There is a team captain of the Westlake Stars who continues to work with his peers to create choreography that can be modeled and taught to each student. Students are working hard to create a halftime show for our upcoming basketball event.

For Valentine's Day each Girl Scout selected crystal beads with the assistance of Mrs. Porcetta to create a stunning bracelet design to gift to their family member. The bracelet materials were purchased with funds from GS product sales supported by generous Westlake staff. As a service project the Scouts also sponsored a table for complimentary colorful paper Valentines for students to send to family members. In addition, our scouts have partnered with HAS students under the direction of Ms. Clark, to assist with collecting much needed canned pet food for the Linden Animal Shelter.

The Boy Scouts met several times and discussed disability awareness. The students were shown adaptive equipment that people with different disabilities can use and were shown an inspiring video from someone with Cerebral Palsy, who gives motivational speeches about using your disability as an advantage. The scouts learned about various types of disabilities, as well as tips to interact with others who have disabilities, and how to handle talking to others about their own disabilities.

Language Arts: Students in Mr. Carten's class are reading a novel called "Catman." This book has been very motivating to the students as they can relate to the story and the things that happened in the book to

their own lives and perceptions. Other students work on reading skills through learning sight words, reading safety signs and listening to stories.

Math: Mrs. Pajewski's students have been working on their individual math programs. Concepts include matching color/shape/size, identifying coins/values, counting mixed coins/bills, simple addition and subtraction. Some students continue to practice three digit addition and subtraction with/without a calculator. They are also reviewing multiplication facts 0-5.

Science: In science, Mrs. Capizzi's students are finishing up a unit on animal habitats. They have learned about six different habitat types, the ocean, arctic, grasslands, wetlands, rainforest and desert. Students really enjoyed learning facts about the different habitats and the animals that live there. Next, they will be moving on to our solar system unit.

Social Studies: Mrs. Attlesey's class has focused their social studies lessons on Black History Month. The students are being exposed to the inventions made by Black Americans that have an impact on their lives. The students watched short videos and followed up with pictures to color in. Ground Hog's Day was discussed and the class made a "pop-up" ground hog card and did a graph on whether or not he would see his shadow.

Students in Mrs. Convery's class have studied Groundhog Day, Chinese New Year, Presidents' Day as well as Black History Month. They began the month studying Groundhog Day. Students read a story and graphed the class predictions on whether the groundhog would see his shadow. Then they studied Chinese New Year and learned it is the year of the pig. After that they read stories about Presidents Washington and Lincoln. The students enjoyed listening to Arlie, a LMA student, who read them a story entitled: "George Washington and the General's Dog". For Black History Month students will study two important figures in the fight to end segregation: Ruby Bridges and Rosa Parks

PE: Currently, we are working on their basketball skills to get ready for March Madness and the annual basketball game. Students are actively engaged with their peers to understand safe practices, participating in games and activities that each utilizes motor skills. Some students remember how to dribble a basketball, some need prompting; some are helping and lending a helping hand to their peers. Some students do need prompting to remain on task. Mr. Moss's goal is to teach the students how and why, expose them to the sport they can play, watch, and enjoy with their friends and families.

Health: Students are in the process of understanding what 'stress' means. First to teach them, Mr. Moss plays a game with students which allow them to see that stress can be controlled and avoided. Volunteers are instructed to toss bean bags until there are none left. Bean bags act as 'external stresses'. The objective is to catch as many bean bags as possible.

In the health office, Nurse IJ ran a vision screening on 2/19/19 with 39 students signing up to have their vision checked. Time only allotted for 27 students to be seen so the vision screening will continue at another date.

Pre-Vocational: Vocational students have been working on AFLS Basic Skills:BS 1 follow simple verbal directions, BS5 Learns new skills quickly, BS6 follow specific job task and BS 26 maintaining a clean and tidy work area. Being exposed to these skills in various vocational activities will help prepare them to be a productive member of the community. So far this month, eight students have added to the "Vocational Good News" wall. They have shown great effort in all the tasks given.

Graphic Arts: A special Graphic Arts design project that will be completed this month with Mrs. Convery's class. Modes of transportation were discussed then each student chose a transportation model. The students

followed multiple steps to design and complete the artwork. The students' final projects will be photographed and uploaded to Instagram this month. Graphic Arts students have taken inventory on the shirts we have and need for Westlake new students, staff, cheerleaders, and Job Academy. Once the orders arrive, the students will separate different types and styles of shirts for each order.

Embroidery machine – Mrs. Casey was able to reformat the CPU part of the machine and it is now working. We will now be able to start working on Westlake apparel. During individual instruction we were able to thread all 15 needles and uploaded one design. Students will try a design and perform any necessary maintenance needed to have the machine ready for regular use.

Carnival date was set and sent to Goldman Sachs. Mrs. Pajewski and Mrs. Casey have been working on the initial stages of planning for the annual Westlake Carnival.

Horticulture: Students have been learning new topics such as bugs in the garden and plant parts we eat. They have also been discussing new items we want to grow and sell as well as what we want to plant come spring. For Valentine's Day students are selling Carnations. They helped create signs to hang up around school advertising the sale as well as make note cards to go along with the flowers. Students also wrote a list of example notes the other students could write when they purchase a flower.

Post Office/Print Shop: In the Print Shop students have rotated to their new shops. Group three is exploring the jobs associated with the print shop (copying, collating, filing, laminating and more). We have completed copying jobs from the staff, worked on our office kits and various jobs received from the main office (copies, shredding, and mail sorting/ delivery).

Sweet Shoppe: During this month, the students prepared candy for School-a-Polozza. The students made 50 cupids. They also made 60 candy pops for a sweet sixteen party and 30 unicorns for a birthday party. Of course, we also made breads, candies, and pillows for the Valentine's Day sale. Students sold candy and pillows to the staff at the Commission Office and Mrs. Palmer went back at night to sell to the Commission Board of Education.

Jewelry: This month students have been busy getting ready for upcoming sales. This included activities such as shopping for needed supplies, designing, assembling and pricing jewelry. We also organized materials for the Girl Scouts and assisted Ms. Sandroock who helped the students create beautiful bracelets as gifts for Valentine's Day.

Fabrics Plus Shop: In vocational class, DécorDream Shop, the students produced another batch of the wooden signs for the Overlook Hospital gift shop this month and we were able to send some samples of the personalized signs as well. The students learned how to make homemade candles for the Valentine's Day Sale. The students enjoyed making rose and strawberry scented candles.

Life Skills: In Life Skills, Group A, the students worked on filling out the various forms such as the student information and class schedule forms when given a scenario. Some students were able to fill out the forms independently and some others required assistance by answering questions using pre-cut out answer strips.

Retail: Students continue to run a functional school store with regular daily business hours. This store provides valuable opportunities for students to practice a variety of skills across curriculum. It also provides opportunities in school jobs and vocational training (i.e. housekeeping, general maintenance, stocking, organizing shelves, inventory, data entry, sales clerk, announcements, surveying student and staff demand, decorating, purchasing orders, accounting, shopping lists, and visiting other schools on a cart).

Job Academy/SLE: Currently, eight Westlake students attend the Can-Do Cafe and continue to make progress in developing their employability skills. Two students have started attending at the Can-do-Cafe and both have made a smooth transition to the Cafe work environment. Skills the students are working on include tasks to open the Cafe and how to operate the iPad cash register and take inventory. Students clean the counter tops, fill sugar bins and prepare coffee to serve to customers.

Therapies: Speech: The speech department created pages on Proloquo2Go and other augmentative communication devices and applications for students to participate in class and therapy groups.

In ADL groups, students worked on making peanut butter and jelly sandwiches, toast and hot chocolate and worked on apartment skills. Basic concepts, including hot/cold, soft/hard, wet/dry were discussed. Students used their iPads to label and request items in all sessions.

In individual and group speech sessions, students worked on following directions, choosing and directing activities with verbal and augmentative communication, vocabulary development for winter themed activities, created valentines and played games to reinforce peer interaction.

Physical Therapy: Westlake students continue to demonstrate steady progress towards their IEP goals. K.B. has shown a recent improvement in participation during his sessions. He is now performing activities such as the scooter board and ball skills that were very challenging in the past. K.H. is now walking independently throughout the whole day and no longer seeks out external supports for balance. She has shown significant improvements in skills such as stepping up and down steps and stepping over hurdles.

Our weekly PT group is continuing with Yoga. We meet every Tuesday for one hour (in combination with our OT). We work on motor planning and bilateral coordination as we perform various yoga sequences and practice breathing exercising. The students in this group are getting very used to the routine of entering the room, taking out a mat, following along with the yoga sequences and cleaning up at the end. They are combining motor skills with communication goals by utilizing their iPads during the session. This group is a nice break for our students during their fast paced day.

This month we will finish collecting data on two formal balance assessment tools; the Timed-Up-and Go (TUG) test and the Pediatric Berg Balance Scale (PBBS) which were used for PT SGOs. A group of students continue to self-assess by recording their long jumping distances on a log during their sessions.

Occupational Therapy: This month we continue to assess student's self-care skills, household skills, fine motor skills, computer skills and sensory needs in order to increase their independence in the school and home setting. We measure the student's performance and progress through use of task analyses that are aligned with AFLS.

We also continue to collaborate with speech regarding activities for the ADL support groups. Activities this month included following a simple visual and written recipe to make hot chocolate and toast as well as a heart shaped peanut butter and jelly sandwich (in honor of Valentine's Day). We also held groups with a focus on apartment skills and a scavenger hunt that incorporates following written/picture clues to learn basic concepts with an end component of completing a seasonal puzzle as a group. These life skill groups continue to be very successful and enjoyable for our students. We also make sure to continue integrating technology during these sessions through the use of OT Ipad's that have been programmed to go along with the activities, allowing the students to make choices, label items used/actions completed, and to communicate with their peers.

Yoga group continues weekly (co-treating with PT). We use the Musical Yoga Adventures CD allowing us to work on social skills, ADL skills (removing shoes, pouring water, rolling up yoga mats) and motor skills (flexibility, balance and motor planning). These students really seem to enjoy yoga and are making progress.

The prom committee continues to meet and is in the beginning stages of planning for this year's prom. The theme is "Under the Sea". Initial contacts have been made with Goldman Sachs and they have agreed to finally support us and provide volunteers to assist with the setup the day of the prom, which is wonderful news!

Social Work: Individual and group counseling/social skills sessions continue to be held. Several students look forward to their sessions with peers from classes other than their own expanding their friendship circles.

Our young men's group has been having important conversations about the issues they face as they get older. These students have really taken charge of the group by both bringing up topics they want to discuss, and by offering each other intelligent and helpful advice during group counseling.

Collaboration with Consultant Psychiatrist, Westlake BCBA's, teachers and collateral support agencies through Perform Care is on-going for several select students to assist with school based services as well as obtaining support services in their home after school hours. A monthly DCF meeting was attended and pertinent information shared. The parents of graduating seniors have appreciated support and guidance from the Westlake social worker and District CSTs in navigating required paperwork for "over 21" programming best suited to the needs of their child.

Twenty-three bags of neatly packaged dog biscuits were prepared by Mrs. Convery's vocational class and donated to a local animal rescue group fundraiser at Petsmart. Shoppers learned about the efforts of Westlake special needs students and how to place a future order for the coveted product.

Information was acquired about the e-commerce business "Soaperior Organix" created by a parent in the local area. The company was started with the goal of teaching vocational skills to children on the Autism spectrum. It may be useful for Westlake to advertise the many vocational business products to raise community awareness of students with special needs and their vocational capabilities practiced at Westlake.

Behaviorist: This month, the behaviorists have focused on planning for a three hour Professional Development Day that we held for the entire Westlake staff (teachers, therapists, paraprofessionals and administrators). The workshop entitled 'Matching Strategies to Functions of Behavior' included a power point with lecture material, hands-on exercises, and videos. There was a great deal of participation and informative questioning and discussion with staff during the PD Day, which confirmed that staff seemed to find the session informative.

The behaviorists have also continued biweekly meetings with all teachers this month. These meetings give teachers a chance to receive support from the behaviorists as it relates to students' success and achievement in their classrooms and provide an opportunity for the behaviorists and teachers to collaborate. Data collection procedures, analysis of student behavior data, use of specific behavioral strategies as well as instructional support as it relates to student behavior are routinely discussed during these consult times. An action plan is included in the written report of the meeting.

There have been consults completed informally in many classes with students who either have an increase in various target behavior, a change in behavior or needs, or staff that is new to a classroom or who are in need of continued training on various student-specific techniques for various reasons. Some of these students have also required a change in data collection methods, as well as a change in strategies. These changes are typically reflected on the team communication forms.

Continued supervision and assistance during crises continued this month, with the Zen Den continuing to be a valuable tool to use to de-escalate students and to proactively prevent various aggressive episodes. Despite this successful de-escalation occurring regularly, several crises requiring restraints occurred this month.

Updated written strategies have been created this month for students and student BIP's have been updated. As always, these Behavior Intervention Plans were created in consultation with the classroom teacher and any other pertinent team members (e.g. OT, mobility specialist), and after direct student observation by the behaviorist as well as assessment regarding the function of the behavior which the teacher completes at the request of the behaviorist. Behaviorist also have begun to work with classroom staff on collecting ABC, partial interval, and frequency data for individual students and have met with teachers to trial and model antecedent strategies to address target behaviors. Continued assessment, observation and analysis of data will occur throughout the remainder of the month and further recommendations and formal strategies will be developed for students as needed.

LAMBERTS MILL ACADEMY:

<p>As of February 2019 LMA Actual: 37 LMA District - Non-New Point: 31 New Point Specialty at LMA: 6 Changes: <u>3</u> Entered: <u>1</u> (Non-New Point) New-Point <u>2</u> Pending: <u>4</u> Exited: <u>0</u></p> <p>Trinitas Hospital : Bedside Instruction: 41 (inpatient) Day Program: 49 Approved-Agreement signed: 65 Classified: 30 Regular Ed: 35</p>	<p>Fire Alarms: 0 Fire Drills 2/19/2019- 1:30pm: Security Drills: (N/A) Referrals in February: 4 Intakes Scheduled: 4 Completed: 4 Acceptance Letter Sent: 4 Sending District Accepted LMA placement: 2 Placement Pending : 2</p> <p>Suspension out of school: 0 In School Suspension: 0 HIB: 1</p>
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Administration

During the month of February, LMA continued the implementation of transitional services with the senior and junior students. On February 7, 2019, Union County Community College representatives and advisor came to visit LMA as a private Open House for our students. The presentation included a look at the campus, college courses and tracks offered, and individualized opportunities to complete and submit the applications for the senior students. The students were thrilled that they applied to the college, and immediately went to class with an increased work ethic in order to improve their grades for their final transcript.

On February 8th, 2019, Dr. Maurice Elias presented to the staff regarding the integration of Social Emotional Learning into the classrooms and across the curricula. Social and Emotional learning are important aspects for the special demographics here at LMA. Throughout the training, Dr. Elias was able to demonstrate to the teaching staff how to incorporate Social and Emotional Literacy. Some important takeaways were the many possibilities to teach essential life, transition, coping, and character building skills in any and all subject areas. There was a huge emphasis on being able to teach academic skills alongside explicit instruction of SEL skills. Teachers were allotted time to prepare and plan ways to implement SEL into teachable moments during the academic day.

Academics

CTE

Students have been learning the pros and cons of savings and how to investigate before opening an account in a bank. Students looked at some of the skills needed for saving and investing. Saving and investing as part of financial well-being was also emphasized.

Students were introduced to ordered and unordered lists in HTML and they worked through a few levels in which they used varying codes. They then went back to their projects, where they added new HTML pages. Inside the new pages, students wrote the HTML to display recipes, top ten lists, or any content that used the new tags that they have learned.

English Language Arts & Literacy:

Through Observing Black History Month, students researched Black Authors and created a trading card for display. These cards were then designed depicting the game “Top Trump cards” and value was given to each author based on various criteria inclusive of impact on society, decade they lived, writing prizes, and most languages translated into.

Students were able to develop their reading strategies and see the fruits of their labor with Read Theory conferences on their progress. Additionally, students peer conferenced on their 2nd marking period grades reflecting on their academic progress and created goals for the third marking period to continue improving their success rate. We began honing in on our Unit 2 Argumentative writing essays learning how to distinguish between real and fake websites through a scavenger hunt emphasizing credible evidence and choosing topics for our culminating projects.

Social Studies:

February has been an active month as we continue a review of our historical roots. As much as possible we also draw comparisons between the examples of history and events that are going on today. Quite often we also draw current events into our discussions. Students had a very active conversation about the events that surrounded Watergate during President Nixon’s term and some of the things our students feel they see in the media. .Even Cardi B, the female rap star was mentioned as a source for questions and comments. I am quite pleased to see and hear the students’ grasp of daily events even though their sources might not be as traditional.

World History is moving into the reign of the dynasties of ancient China. It provides many avenues for review and projects. US History I just completed its work with the Civil War and is moving into the Reconstruction period. This too has been an eye opener as the students realized the Emancipation Proclamation only freed the slaves in the border states - an active conversation ensued about why. US History II is enjoying the relevance of the Roaring Twenties and the many challenges that law and order seemed to endure. 20th Century Civil Liberties just completed a small global review as we compared the problems and work of Nelson Mandela, Mahatma Gandhi and Martin Luther King, Jr. On those study days our world did seem a bit smaller and closer.

Science: February has been short but productive. We took full advantage of the Polar Vortex and tried to blow frozen bubbles (it didn’t work well, but we had fun trying!). In Biology, we did a potato experiment to model movement of water in and out of cells. In Chemistry, we have been exploring bonding and formula mass with M&Ms. Our Forensics class is studying Forensic Anthropology and will soon explore the science

and art of facial reconstruction. In Earth and Environmental, students started poster projects on selected topics. We are researching what interests us and learning how to use technology and do public speaking as well.

Mathematics:

Students in Algebra classes have been continuing to learn about graphing on the coordinate plane system. They continued to practice working with graphing calculators TI-84 to graph linear equations, systems of equations and now quadratic functions. Students have been able to apply these topics to technology while using the interactive Smartboard in the classroom.

Students in Geometry classes have been working with finding area and perimeter of various different two-dimensional polygons. They have been applying this skill to helping Westlake's ADL room W06. Students have been drawing the floor plans to scale for the room, along with applying mathematical skills with regard to 'rearranging' the space of the room. This gives students the unique opportunity to actually see their design, along with using the correct measurements of the floor plan.

Students in Consumer Mathematics classes have been working on financing larger items such as vehicles. They got the opportunity to see how different loan rates will affect their monthly payment. They also discussed and argued the pros and cons of financing vs. leasing a new vehicle. Finally, students were given the opportunity to present what option they prefer, and why.

Spanish

This month students have been continuing to learn to work on the unit "*La Familia y las Celebraciones*" in Spanish. Students acquire vocabulary and communication skills as they complete the do now and mini lesson through auditory, visual, and kinesthetic activities about family and celebration vocabulary. Students are familiar with the family members, the verbs "*vivir, hacer, necesitar, tener, ser/estar, ir, gustar, and preferir*" possessive adjectives, and family phrases. Through interdisciplinary instruction and different activities, the students connect a family story with the Japanese Drone mascot tradition with "Yukimaru". This activity tells the parallel stories about Drones and family in Japan where the Japanese refer to Yukimaru as "the mascot of the Oji Town". The students acquire knowledge about current and future uses of Drones in the family, building social & communication skills.

The students continue co-op learning experience with Mrs. Convery's and Mr. Carten's classroom at Westlake every Thursday while reading different stories and discussing what events happened in the story. It is a wonderful social interaction with the students.

Also, the students are working on a project for Black History Month called "*Encontrando mis raíces*". The students complete cultural interview questions based on the essential questions: What is your definition of "culture?" and "How do you define family?"

Physical Education and Health:

February has been an exciting month for Health and Physical Education at Lambert's Mill Academy. Students have been working hard practicing and mastering their badminton skills and preparing for the 3rd Annual LMA Badminton Tournament. The tournament was a great success and all students had a wonderful time. Finals for the tournament took place in the gym with the participants putting on some of the best badminton play this school has ever seen.

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

In Health we continue to work on the Body Systems Unit. Students have been learning about the muscular and skeletal system and how they work together. Students competed against each other in miscellaneous activities to maximize learning potential.

LMA Clinical Department

During Life Skills groups the students have been engaged in some great discussions. After working on goal setting for the new year the students began healthy discussions on stress management and what they do to work through their stress on a daily basis. Students made the connection between technology today and social media as a source of increased stress for many of them. They were actively engaged and enjoyed hearing the data on how this has increased anxiety and stress amongst teens, leading into the larger discussion on how much technology influences their day to day lives and decision making. Students were encouraged to identify stress management plans that helped to decrease their stress in healthy ways outside of the use of technology.

We acknowledged that February is Black History month and devoted time to discussing historical figures from past to present, and how they influenced present day society.

New Point Specialty

February is a month that Black History and Presidents' Day are celebrated. The students looked at the contributions of prominent African Americans in the civil rights movement, science, medicine, inventions and lastly entertainment. The students read and answered questions about Vivien Thomas, Matthew Henson, Jesse Owens, Harriet Tubman and viewed a very dramatic play entitled **The Meeting**. This fictitious play is about Malcolm X and Martin Luther King meeting in New York. The play allows each man to state their opinions on Civil Rights in 1965. The students were impressed with the play and shared views and reactions to it.

Our study of Black History allowed us to encompass Language Arts, Science, Art, Math and of course History into our lessons. We are hoping to do this in March for Women in History month.

SOCIAL ACTION CLUB

The Social Action Club worked at the Westfield Food Pantry on February 22nd. The students took orders and prepared food for individual families. Ms. Fort organized a clothing and shoe drive for a group of students in Newark. We are hoping to deliver these goods as soon as possible

Trinitas: Since February is Black History Month, students read biographical selections from classroom materials and library books. Of particular interest was an article in the Star-Ledger about two college students who participated in a sit-in at a Woolworth's lunch counter in North Carolina in 1960. The two men, now in their 70's live in New Jersey. A Scholastic News article, "Sitting in for Freedom," related how their simple act of defiance helped define the civil rights movement. Younger students read picture books about George Washington and Abraham Lincoln to find out why we honor these presidents by celebrating their

birthdays. Some students were interested in the origin of Valentine’s Day. They read about one legend that dates as far back as the days of the Roman Empire.

CROSSROADS:

Enrollment as of February 25, 2019 Actual: 45 Changes: Entered: 1 Exited: 0	Referrals: 2 Intakes Scheduled: 2 Accepted: 2
Fire Drills: February, 4th	Emergency Drills: Upcoming

February was a busy month at Crossroads School. The variety of instructional units covered in classrooms alone is evidence of this: Groundhog’s Day, Chinese New Year, the 100th Day of School, Black History Month, Dental Health Month, Presidents’ Day, and even the Super Bowl were all incorporated into instruction for Crossroads School students throughout the month. The creativity of staff is truly awe inspiring.

One standout student in the month of February was Kairo C. Kairo is a second grader at Crossroads School. In an effort to improve Kairo’s functional communication, Teacher, Allison Gebler, has had Kairo surveying staff and students in the hallways and classrooms on various topics. Today’s survey was “The best name for a class fish.” After greeting participants, and asking the survey question, Kairo records the answer on his clipboard and departs with an appropriate social greeting. It’s so great to see this fast-paced little man, slow down for a chat. Plus, with each survey completed, he’s one sticker closer to earning a class pet. Can you guess what kind of class pet Kairo is hoping for?

In preparation for Valentine’s Day, students in middle school classes learned about the origins of Valentine’s Day cards. Each student wrote a letter to his or her parent(s), learned their home address, addressed the envelope and mailed the letter to surprise their folks with a token of gratitude and appreciation. On February 14th, Crossroads School students participated in Valentine’s Day Enrichment. Students cycled through four different stations around the building: 1)making their way through an obstacle course after retrieving the directions for their gross motor activity from a heart-shaped paper pulled off a closeline from their scooters, 2) following the directions to make Valentine’s Day trail mix in the kitchen with their classmates, 3) creating a heart-shaped frame to bring home their picture to a special someone at home and finally, 4) dancing their hearts out during freeze dance and musical chairs.

Students in Ms. Parenti’s class discussed some influential public figures such as Barack Obama, Rosa Parks, Ruby Bridges and Jackie Robinson in celebration of Black History Month. The students answered “WH” questions while considering the themes of civil rights, friendship, culture and history. Student’s in Ms. Amador’s class utilized higher order thinking skills to elaborate on what they learned and related those lessons to their lives here at Crossroads School.

In preparation for Groundhog’s Day some students focused on math facts, counting out how many days there are in six weeks just in case ol’ Punxsutawney Phil saw his shadow. Other classes focused their Groundhog’s Day learning around English Language Arts, completing cloze sentences and decoding secret messages and crosswords with their reading partners. While the instruction of others, focused on the Science of the subject; researching the habitat of groundhogs and what they eat. One common thread is that everyone was hoping for an early spring!

Middle School students have begun their horticulture program, learning about how plants grow. They've examined several seeds in preparation for planting parsley, basil, chives and tomato plants. Through the funds received from a foundation grant, Ms. Witte and her colleagues were able to purchase the planting supplies and indoor growing frame and lighting system. The seedlings will later be transplanted into bigger pots and offered for sale to fundraise for the continuation of the horticulture program. Many students take special interest in this project as they care for the plants daily and watch them grow.

Presidents' Day and the 100th Day of School were celebrated in different ways from classroom to classroom. One student depicted his understanding of a presidential person by listing and defining qualities he believes a president should possess. In other classrooms, teachers read stories about the two important presidents and related that back to important people in the students' school environment or in their own lives.

Regularly scheduled Community-Based Instruction trips have continued throughout the month. Physical Education Teacher, Quentin McCarthy, continues to motivate students to keep it moving with his gross motor groups at Clark Dept of Recreation. Crossroads Middle School Teachers continue to collaborate with teachers and administrators at Westlake School to expose and familiarize our blooming adolescents to the prevocational labs, forming a profile of student interests and strengths as they reach the time of transition.

Crossroads School teachers, paraprofessionals and related service staff, alike looked forward to our February 8th Professional Development Day. There is nothing more exhilarating to educators than learning about new ways to improve and strengthen our practice. Friday, February 8th was spent doing just that. Staff spent the morning engrossed in clinical child and adolescent psychologist, Dr. Paul Callahan's presentation on making group and social learning successful for our student population. Dr. Callahan's sentiments were delivered after spending Thursday, February 7th observing group learning throughout our classrooms. It was a treat to have Dr. Callahan visit and share his vast knowledge and developmental strategies to enhance social learning for our students. Staff had time to reflect on their practice, determine their strengths and collaborate to improve in the future, which is truly essential in maximizing the time our students spend in school. Staff walked away from the day with a tangible sketch to follow during future group learning opportunities, created by those that will implement it. It will be an invaluable tool and none of it would have been possible without the meaningful input staff demonstrated during the day.

HILLCREST SOUTH:

<p>Enrollment as of 2/22/19 Actual: 106 (as of 2/26/19) and Sp. Ed. seats are full. Changes: Entered: 2 Exited: 1 to pursue GED. Suspensions: 3 for aggression & disruption of educational environment.</p>	<p>Intakes Pending General Ed.: 2 Intakes Pending Sp. Ed.: 0</p>
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The February 8th staff professional development day was a success. Dr. Elias from Rutgers University and a leading authority on Social Emotional Character Development (SECD) provided the combined staff from Hillcrest Academy South Campus (HAS), Hillcrest Academy North Campus (HAN), and the Lamberts Mill Academy (LMA) a morning full of information and ideas that could be implemented. The afternoon consisted of staff identifying what SECD related themes they may already use as well as all staff met in their departments to infuse SECD in their lesson plans. After speaking with Dr. Elias, Dr. Balsamello, along with Mr. Marquet from HAN, envisions the appropriate implementation as a three year goal with the assistance of

Dr. Elias and his colleagues that includes possibly infusing the Mosaic curriculum that is currently being utilized at LMA.

The [HAS Instagram](http://Instagram.com/ucesc_has) (http://Instagram.com/ucesc_has) is now up and running with students and staff excited to participate. Please visit our page at your convenience!

Ms. Gronert, the HAS shared Guidance Counselor, worked alongside Ms. Gilchrist, HAS's Social Worker, to meet with every potential graduate to ensure they have a post-secondary plan. The Guidance Counselor went over their PARCC scores, any additional graduation requirements that need to be met and assisted students in filling out FAFSA forms. The Guidance Counselor made sure the transition into the second semester was smooth and that all students understood their new schedules. Ms. Gronert worked with the staff of Hillcrest Academy South and the administration to ensure all grades were input into PowerSchool. In addition, Ms. Gronert has continued to collaborate with Union County Community College to administer the Algebra I Accuplacer test and arranged for a campus tour. The Guidance Counselor will continue to monitor the progress of Credit Retrieval and meet with the potential graduates to ensure they are on track to graduation.

Students involved with the HAS Community Service Program (HASCSP) organized the fifth annual collection drive to benefit the American Recreational Military Services (A.R.M.S.) organization to support their efforts in providing care packages to local troops that have been deployed overseas. February is Black History Month and in recognition of this, the "Sharing Our Culture as We Share Our World" committee organized our eighth annual Black History Month Celebration. Both students and staff were able to enjoy a culture-rich day of history, music and a sampling of authentic foods. Students also crafted Valentines that were distributed to the Center for Hope Hospice. HAS students love to remember their furry friends and therefore hosted their fourth annual "Paws and Claws" drive benefit the Friends of Linden Animal Shelter. Donations of pet food, toys and used towels are being requested to support the shelter's efforts of providing a safe, warm home for the unwanted animals they receive.

Tuesday School Spirit Days continued to be a resounding success. Theme days were popular with both the staff and students. Eligible students continued to visit the Westlake Cafe where the Westlake students practice their serving skills and the HAS students provided appropriate social interactions as well as enjoyed delicious treats.

Ms. Gilchrist continued to attend the monthly DCF/ HIB meeting and completed reports and monitored students as well as identified new students for specialized services. She met with Dr. Glickman, School Psychiatrist, and completed treatment plans. The Social Worker continued to track the seniors and identified areas of concern. A second semester audit for seniors began on the 18th of February. This was completed collaboratively with the School Guidance Counselor.

Ms. Scheetz joined HAS for semester II from HAN. Her art students began the semester learning about color and line symbolism, which are the building blocks in art. Students were able to understand the artists' intents in Abstract Expressionism through the language of color and line. Without recognizable images, narrative or scenes, they felt emotions and energy based on what they saw. Students were then led through an exercise where they drew to different sound effects and varied line based on the fluctuation and energy of the sound. They moved on to drawing with color pencils and sketched the lines, colors and shapes they saw in two different pieces of music used as inspiration for a final painting. Students also began drawing from observation this month. They practiced sitting with a drawing board and learned how to "see" what was before them. They practiced creating basic skeletal foundations of simple objects by breaking them down into smaller shapes. All students have improved greatly during the three days they have been practicing observation and drawing skills and will continue to learn more styles of drawing.

Mr. Grez also joined HAS from HAN for semester II. All his classes began the month by diving into the nature of science and its applicability to their lives. Many students were pleasantly surprised as to how much science they actually “do” on a daily basis. Moving on from the nature of science, students began to tackle the concept that scientists are from diverse backgrounds. Next month, students will be delving into some serious content. Biology students will be discussing and analyzing DNA and inherited traits as well as cell structure and function. Environmental Science students will be exploring the Big Bang theory and the formation of the universe, while computer science students will begin studying HTML.

Ms. Dinolfo’s students finished examining DNA. The classes then explained the location of DNA in the cells, the role it plays in everyone’s body, and demonstrated their knowledge of the structure. Ms. Dinolfo introduced various careers in forensic science. Forensic classes learned about relating story mapping to forensic television shows then practiced using story mapping to keep track of science and scientific method in those episodes pertaining to solving crimes.

Ms. Cioffi’s English classes learned the content and skills from Unit 2 of the English curriculum. Students have continued reading nonfiction and informational texts where they read and analyzed arguments and practiced identifying the elements of a strong argument. Students learned about the credibility of sources and practiced finding their own appropriate sources based on short research tasks. Students have also learned about thesis statements/claims and counterclaims. Classes then practiced writing their own thesis statements/claims and counterclaims in short responses. For the remainder of the month, students are going to learn about text structure and sequence and then prepare to write their own longer argument based on a research topic of their choice.

In recognition of Black History Month, students in Ms. Holden’s classes completed a webquest project on famous African Americans. Students also enjoyed reading and analyzing the works of two famous African American poets, Langston Hughes and Maya Angelou. In addition, students studied The Gettysburg Address and its historical relevance in today’s society. Students continued to work on developing their skills in writing claims and counterclaims. Strong emphasis was placed on citing and analyzing textual evidence and students continued to work on improving their listening skills this month.

Ms. Ferrari received accolades from both Mr. Young and Ms. Dattilo about her daily lesson plans and projected maps. Mr. Young commented on her lesson plans about regarding her sources, links, referencing the New Jersey Student learning Standards (NJSLS) and cited the Unit Plan on the Consensus Map. Ms. Dattilo commented that Ms. Ferrari’s projected maps were user friendly. She put each unit in a chart in which Ms. Ferrari referenced the NJSLS and provided a link for each lesson to teach each skill in each unit. Ms. Ferrari can click on a link for each particular lesson through either her lesson plan or projected maps.

Mr. Sobieniak’s Algebra II classes learned how to solve quadratic equations. They also learned to graph quadratic functions. Students in Probability and Statistics classes learned about permutations and combinations and how to use them to calculate probabilities. Students were investigating many real life applications problems. The students in Success Seminar/ Math Strategy class utilized Khan Academy to improve their algebraic skills.

Ms. Duarte’s units came to a close and new material was introduced in both the USII and Economics classrooms. In USII students wrapped up their study on WWI, the Roaring 20s, and the Great Depression as they completed their second computer administered unit exams. Leading up to this exam students explored life during the depression through a picture analysis that led to personal letters dated to the time period urging government representatives to assist the struggling United States economy. Then, students viewed the film *Cinderella Man* where they gained a deeper understanding of the struggles faced by Americans during the Great Depression. Students culminated the film by writing their own film critiques. In Economics, students are well into their business proposal projects for which they launched a product,

developed a slogan, logo, and mission statement. In addition, students developed an advertisement for their product and a business card; all of which is presented as a visual on poster form. In all, students have acquired new knowledge that has been displayed in multiple ways.

Mr. Hill has become an integral part of the HAS staff and we will be sorry to see him leave at the end of February, however we are excited that Ms. Wrzesinski will be returning from maternity leave. During the month of February, Mr. Hill’s U.S. History I, U.S. History II and World History classes demonstrated critical thinking and analytical skills through the evaluation of primary and secondary sources. Sources spanned all mediums, including artwork, primary and secondary texts, and audio/video elements. Students were able to evaluate various events from the past and compare them with events in the present by reading and analyzing standards aligned current events informational texts as a means of better preparing them to develop and implement thoughtful solutions to personal, community, and societal issues of the present and future. US I History students began their work in Unit 2 by analyzing sources related to the Revolutionary War and Declaration of Independence, Constitutional Conventions, and branches of government, making connections to discover how these events and documents led to the foundation of America. USII History students analyzed how various push-pull factors including WWI, post Civil War White Supremacy as expressed through Jim Crow laws led to the exodus of millions of Black Americans from the South known as the Great Migration. Students also learned about the Harlem Renaissance, Women’s Movement, the Great Depression, and the New Deal. Modern World students analyzed primary and secondary documents related to the development of the French, English, and Spanish territories in North America, the transition from indentured servitude to slavery and the development of a social and legal concept of whiteness in the British colonies/America.

Ms. Rubin, the School Nurse and Health teacher, assisted with daily entry and dismissal procedures. The School Nurse made calls to all of the absent students’ parents each day. She has been compiling attendance letters for students with excessive absences. When the secretary was absent, the Nurse input the absentees into PowerSchool. The Nurse has been seeing an average of 15-20 students for health concerns each day. There have been a number of new students at HAS again this month and Ms. Rubin was in the process of obtaining current health information from the sending academies. The School Nurses from WL, LMA, HAS and HAN participated in a PD on February 8 and also reviewed and reoriented themselves with the WL office for student care during coverage at that school. Ms. Rubin and Ms. Ferrari ran the School Store a few times each month during lunch periods. They have been introducing new items and the students were enthusiastic each time the store is available to them. They especially enjoyed that they received store credit for their attendance. In Health class, the students had lessons about the muscular system. Lessons will start on the nervous system and the brain in the coming weeks.

Mr. Barone’s Physical Education classes were introduced to a unit on volleyball. Similar to basketball, volleyball seems to be a “fan favorite” amongst all the students. Students first practiced some of the basic skills that included the forearm bump, set, underhand serve, and overhand serve. In addition, students reviewed the rules of game play. After practicing the techniques, the students went on to play modified games. In Health, students completed their unit on the skeletal system and were introduced to a unit on the muscular system. Some of the topics include caring for the muscles and the different types of muscular problems.

HILLCREST/NORTH:

<p>Enrollment as of: 2/22/19 Actual: 94 Changes: Entered: 8 Exited: 2</p>	<p>Referrals : 8 students started on 2/1 Drills: Fire Drill: 2/5/19 Lockdown: 2/21/19</p>
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This month at Hillcrest Academy North the guidance counselor worked alongside Mr. Marquet and Ms. Goldenberg to meet with every potential graduate to ensure they have a post-secondary plan. The guidance counselor went over their PARCC scores and any additional graduation requirements that need to be met. The guidance counselor made sure the transition into the second semester was smooth and that all students understood their new schedules. Ms. Gronert worked with the staff of Hillcrest Academy North and the administration to ensure all grades were input into Power School. In addition, Ms. Gronert has continued to collaborate with Union County Community College to administer the Algebra I Accuplacer test. The guidance counselor will continue to monitor the progress of Credit Retrieval and meet with the potential graduates to ensure they are on track for graduation.

In Math, students completed the Success Seminar Math Boot camp course with all seniors. The scores resulted in 77% of students increasing their Union County College Accuplacer score. Algebra 2 students finished the semester applying systems of linear inequalities and equations to real-life problems. The students were usually deciding possible spending combinations to stay within a budget or compared working wages to make a minimum income to sustain their basic living.

The Probability and Statistics classes are finding the standard value or z-score for individual scores in various scenarios. They include SAT scores, attendance reports, cholesterol ranges and Einstein's IQ. Students can then compare scores from two different tests relative to the class, not simply as a percent.

The Geometry class has begun to use properties of perpendicular bisectors, medians and midsegments of triangles. Some activities include accurate paper folding to demonstrate such properties. Other activities use coordinate geometry to demonstrate properties. For Valentine's Day, the students plotted points that created half a heart. Then they applied reflection property to design the other half and labeled the line of symmetry. Lastly, they drew an arrow through the heart by graphing a line in slope-intercept form. The students were rewarded with a heart-shaped cake. They were able to figure out how to create it from a square and circular shape put together.

In English, students began a new unit on the power of language and arguments. Students have been exploring the essential question of "How can arguments be won?" Students began with a miniature class debate in order to observe and discuss good argument techniques. Students have studied about the elements of a good argument, point of view, and how to write arguments. Students read Pro/Con articles about controversial topics in society such as gun control laws, the minimum wage, self-driving cars, and college athlete compensation. Students then created thesis statements on their chosen topic. Students also created claims and found evidence from their articles to support those claims. Students learned how to cite their evidence in MLA format. Students completed their argumentative essay on their position on their chosen topic by writing an introduction and conclusion. Students then checked, reviewed, and reflected on their writing by going through an essay checklist, highlighting all of the essential elements of their essay, and reflecting on their writing.

Students continued to write claims and support them with evidence and analysis using Langston Hughes' poem "Dreams." Students moved towards creating a claim connecting two pieces, and citing evidence from multiple sources to support their claim. Students are currently working on a song mash-up assignment in which they have to research two songs that have a common theme, create a claim identifying that theme, cite evidence from each song to support that claim, and explain the evidence.

Students also learned about author's purpose and point-of-view. They read several op-ed articles to determine and explain the author's purpose and point-of-view. Students are learning about the elements of an

argument: claim, evidence and analysis. Students are reading an op-ed and a speech to determine the claim, and defending the claim with evidence and analysis.

In Creative Writing, students are starting each class writing a story for ten minutes. We are continuing the short story unit. Students wrote short stories focusing on point-of-view. Students are learning about dialogue and the rules of dialogue. They are writing two short stories focusing on dialogue and revision.

In the month of February, students in Economics gained practical skills for choosing a credit card. First, students read articles and watched YouTube videos to gain insight on the different credit card offerings for beginners. Next, students used a graphic organizer to compare the perks of each card (bonuses, fees, cash back, ease of acceptance, etc). Students then used this information to write a paper in which they chose the card they believed was right for them. These skills will help students in their immediate future when they become financially independent.

In Social Studies, students focused on revolution and protest. During the month, students focused on what people do when faced with governmental adversity. We as a class continued to improve their internet capabilities along with their ability to academically read primary documents. Students were able to work upon these skills by looking at how the United States came to be, through both violent and philosophical revolution. These two concepts led students to question how and why people act the way they do. Students did this by breaking down primary source documents, researching expert opinions, discussing and debating key topics and synthesizing the information in a final paper.

Students in Spanish started off the semester course by identifying the 21 Spanish speaking countries, capitals, and flags. They also identified the reasons for learning the target language. They have learned 30 Spanish phrases. They learned how to describe people and places. They identified the difference between “ser-estar”. They are progressively learning how to hold basic conversations in Spanish. Spanish speakers are working on reading comprehension. They read a story book and answered comprehension questions. They also summarized articles from Scholastic magazines.

Things are back in full swing in the social work office in the month of February. Seniors are actively preparing for their futures; completing college applications, FAFSAs, and taking the Math Accuplacer. Our final MFAS program was rescheduled for March due to inclement weather, and everyone is looking forward to it. We continued to meet regularly with DCF involved students as well as other identified students. We have also coordinated work for three of our students who are on home instruction and have kept in contact with various professionals involved in the lives of our students. Finally, the social worker runs three weekly morning meetings to discuss students as part of our advocate program.

The health office is running smoothly. The nurse continues the challenge of obtaining health records from EHS or PMD’S for several of our new students. In Health class this month, the students began the unit on substance abuse, prescription medications and over-the-counter- medications. So far in class topics covered are tobacco and smoking, alcohol and alcoholism and the dangers of driving while under- the- influence. In physical education students played basketball, football, soccer, and billiards. Students also worked towards their fitness goals.

The nurse attended professional development workshop on 2-8-19 sponsored by the Center for Disease Control on “Preventing Adverse Childhood Experiences”. At the workshop we previewed a short 2018 documentary called “Runnin” by the Boston Globe about the opioid crisis. The film follows 3 friends and their families that live in a suburb of Boston and how the opioid crisis has affected their lives.

In Chemistry class, students learned about different practices of science, properties and characteristics of matter, and ways of classifying matter. They can identify different types of changes and how energy is

transferred in physical or chemical changes. They recently completed a POGIL (process-oriented guided inquiry learning) activity about atoms, molecules, and compounds. They will soon be using the PCs in the computer lab to investigate atomic models using computer simulations provided by the PhET website hosted by the University of Colorado.

This month, all students have been focusing on Listening Skills as part of their social-emotional learning in all content classes. The emphasis on social emotional learning is a much needed focus for all our students.

NONPUBLIC:

Nonpublic Department Teachers, Speech Therapists, Nurses and Child Study Team members continue to provide services at 47 of 53 nonpublic schools in the following districts: Berkeley Heights, Clark, Cranford, Elizabeth, Hillside, Kenilworth New Providence, Plainfield, Roselle, Scotch Plains, Springfield, Summit, Union and Westfield.

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

Additional 192/193 was applied for and additional security funding was disseminated to the nonpublic schools.

All nonpublic staff were in-service on our new data management system Frontline ESA.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 12

Project SEARCH-Overlook Medical Center Enrollment: 9

Westlake School (Job Academy): 10

Lamberts Mill Academy (Job Academy): 3

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

Students in the **Work Readiness Academy** completed their first half of the year internship experiences this month. Students are placed in one experience two days per week and a second experience one day per week. Beginning in March they will be rotating into one or more new experiences.

The program has added the following new business partners:

Salon Bella in Westfield

The Barker Lounge in Cranford

The JCC of Central New Jersey

ACME Markets in Kenilworth

Highlights from the classroom this month included:

Interview Questions: Students have formulated answers to common interview questions and have practiced their responses with a partner weekly. Students have also learned the technique of highlighting key words in their responses which allows for more eye contact when sharing their answer with both their partner/teacher/interviewer.

Using Voice to Text (Google Tool): Students are using the Google Tool of Voice to Text to fill in information that they will need to fill out a job application on a Google Doc. This Google Doc will be printed out and either used to take with them when filling out a job application or they can take a picture of the documents on their phone to have the information on hand when needed.

Health Class- Smoking (Cigarettes and E-cigs): Students learned about how smoking affects one's body, the difference between cigarettes and Electronic Cigarettes, how to make smart decisions about smoking, peer pressure to smoke, and how to say 'No' when dealing with peer pressure to smoke.

Creating a Resume: The students are in the early stages of creating a resume. Learning how to summarize who they are, their strengths, and how they are a good fit for the job they are applying for.

Being Aware of Your Surroundings: Students participated in various activities to help them be aware of their surroundings, Understanding the need to scan a room before they enter it or how they must scan a room to see what people are doing and where they are located so they do not interrupt or bump into others in the room.

Other Highlights:

Cranford Strength and Fitness Club: Students identified the muscles being used and logged their workouts which consist of completing 4 different exercises (12 reps, 2 sets each) then participating in a cardio workout on treadmills, ellipticals, stair steppers, and stationary bikes.

Field Trips:

Boxed- Students visited the Boxed Wholesale in Union, NJ learning how the company which sells bulk items, uses an automated system to collect the item of an order. The students also learned about what qualifications are needed for the various jobs offered at this facility.

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** program at Overlook Medical Center is in its third year of operation. Beginning in December, the nine interns started the second of three internship rotations. For the 2nd rotation, students are participating in experiences with the following departments:

Neurology/ICU/CCU
Environmental Services
Overlook Foundation
Food Services-Overlook Cafeteria
Central Access/Patient Admissions (New Department!)
Dietary & Nutrition
Human Resources
Information Technology

Instructional topics covered in the classroom this month included:

Developing Person Centered Planning Brochures

Students are each creating their own brochure with the following sub-sections:

1. My Vision for the Future
2. Great Things About Me
3. My Likes and Dislikes
4. What Others Need to Do to Support Me
5. How I Communicate
6. What's Most Important to Me

The Traits Coworkers Should Have to Keep Their Jobs

Assertive Communication

Completing Job Applications

Applications for the 2019-20 Project SEARCH program are due April 12th. Applications are available by visiting the project search website at www.projectsearch-unioncounty-nj.org or contacting Mr. Josh Bornstein at jbornstein@ucesc.org

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.

TECHNOLOGY:

After 2 years of careful consideration and migration, the Technology Department is proud to announce that our entire server fleet at our main data center is virtualized. We have worked diligently to maintain a 100% uptime of our systems while retiring outdated physical machines and finally all of our critical servers are safely stored in a RAID array. These include the following services: transportation, antivirus, accounting and personnel, print, virtual management, file share, employee data access, and document management. Not only has this shrunk our IT footprint but the electricity savings alone are quite impressive. Our physical server fleet cost approximately \$7000 to power for one year. Now it costs us approximately \$2500 saving us \$4500 per year. That's over \$22,000 in 5 years.

The physical file share server project was a complete success. Using Distributed File Service, we were able to migrate all shares to our virtual environment seamlessly with 100% uptime and then unnoticeably retire the two physical servers that sourced the data. We continue to improve this environment by building a 2016 file share server to be included in DFS so we have a server retirement plan as we move forward.

UCESF.org has officially become part of the district's Google Apps environment. We can now create unlimited email addresses for the foundation for free due to our existing Google relationship. GoDaddy will continue to host the website and domain however we no longer need to pay for email services.

Since Microsoft Server 2008 and Windows 7 are being retired at the end of 2020, we are planning the multiple upgrades necessary to keep our network protected. Over the summer we will build a new antivirus and transportation server environment to ensure security patches are installed and we are protected as much as possible.

TRANSPORTATION:

Nonpublic school transportation applications (B6T's) are due in the student's resident district by March 10, 2019. The nonpublic schools are responsible for the timely submission of the application to each student's resident district. Reminder notices were sent to each nonpublic school by the Transportation Office on February 7, 2019. Calendar requests for the 2019-2020 school year were sent to the nonpublic schools on February 7, 2019.

The next on-site school bus inspection is scheduled for March 18 & 19, 2019. The inspection team feels that two days are needed for inspection. The second day allows for re-inspection and a higher approval rate.

This continues to be a mild winter for transportation, certainly not as bad as past years. A few days of delayed openings and early dismissals have been needed; however, there has been only one day where all schools and districts were closed. The milder temperatures are welcomed by everyone.

cc: Eric Larson, Business Administrator/Board Secretary