



Union County Educational Services Commission
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(Att. 2)

Report of the Superintendent to the Board of Directors
May 1, 2019

WESTLAKE:

Enrollment as of April 16, 2019	Referrals: 6
Actual: 67	Intakes Scheduled: 5
Changes: Entered: 0 Exited: 0	Accepted: 1 – starting ESY 2019
Fire Drills: April 16, 2019	Emergency Drills: Evacuation - onsite
Suspensions: 0	April 10, 2019

Westlake has been receiving many new student intakes and scheduling tours over the past month. Outside fairs have been attended by the Administrators in an effort to inform parents and districts about our program. On January 27th we attended the School-a-Palooza and had a table that showed information about our school. We will also be attending a special education fair in Elizabeth, NJ on May 4th.

To support “Autism Awareness” month, posters were laminated by Ms. Pajewski’s class and displayed throughout the school. A bulletin board was created celebrating individual differences of our students with Autism. At the front entrance, the caption, “In a world where you can be anything, be kind.” is displayed above numerous Dr. Seuss certificates awarded to students who demonstrated kindness to classmates. All staff and students received shirts and wore them on April 2nd to support Autism Awareness. Students made puzzles pieces to show we are all different but all a part of the “puzzle”.

The Westlake Basketball game was a huge success! In practices, students worked on drills for passing, defense, and layups, as well as having the teams scrimmage against each other. The teams worked hard in preparation and it showed off during the game as both teams put on a great show, and all the players performed impressively. Mr. Moss did a great job in organizing the event, Mr. Peneno did a great job as the announcer, and Mr. Tantillo was once again a wonderful referee. So many staff contributed their time and energy to make it a wonderful event for the students.

The Boy Scouts will be taking their annual trip this week. For the 2nd year in a row they will be attending Special Needs Day at Liberty Science Center. The event is a great day for everyone who attends, as there is so much to see and do in a short period of time. Students are looking forward to the touch tunnel, the construction zone walk, and the IMAX movie as well as all the new exhibits featured this year.

DLM testing has started this month and will continue until all students have tested in the needed areas. All has gone well and the use of the iPads for testing works well to administer the tests.

Language Arts: In the area of Language arts, students have been exploring the writing process by working on sentence structure. Students are also participating in a co-op learning experience with Mrs. Flores from LMA each Thursday. The LMA students come and read a story and the class discusses what events happened in the story. It is a wonderful social interaction for all the students.

Some students started to read the new novel, “The Purse”, by Lee Roberts. Other younger students are working on comprehension and vocabulary. Some students use their vocabulary words to write grammatically correct sentences. This month one student wrote a short letter and he remembered to indent his paragraphs and to also indent for the closure to his letter.

Math: Some of Mrs. Palmer’s students and one of Mrs. Robles’ students went on a CBI trip to Target. The students were allowed to bring money with them and shop for an item of his or her choosing. The students had to read the cost of the item and compare that cost with the amount of money she/he brought to make sure it could be purchased. Students also had to make sure the amount of money was enough to cover the tax on their item. Other students worked on math concepts, learning about money, time, graphing, addition and subtraction and multiplication and division problems.

Science: Mrs. Attlesey’s students are working on a unit concerning forest habitats. They made a poster for the room and completed cut and glue activities. As they walk outside, the students are able to look in the woods to see firsthand science objects and terms that they studied in class. Ms. Capizzi’s students have learned about all 8 planets and different facts about them. They also learned about astronaut suits and space shuttles. Currently, the students in Mr. Carten’s class are discussing the Earth’s Climate and are studying the Water Cycle.

Social Studies: In social studies Mrs. Pajewski’s class has been working on holidays (Multi-cultural week) and map skills. (places/symbols found in the community Fire & Police Department, school, street and compass directions). Students have been using a map key and determining direction. They are also reading Time for Kids Magazine about the pyramids, treasures, and mummies of ancient Egypt. The students also read, “76 Little Ducklings” a story about how ducks care for ducklings.

PE: In Physical Education classes students completed a basketball unit. They built their basketball skills and knowledge over the past 6 weeks ending with our annual Westlake Basketball Game which was a big success and even went into a double overtime until finally the blue team won. There was a great number of student participation through team members, cheerleaders, hot shots tournament and the newest addition of the Westlake Dance Team.

Currently, students have the opportunity to use the newly acquired Rock Wall. Mr. Moss has introduced students to the wall by touching the rocks and grabbing them to pull themselves across while walking on the ground. To challenge the students, they were tasked with stepping on color spots on the ground that matched the colored rocks they held onto. To date, only two students have climbed across the wall without touching the ground. One student’s problem solving skills has enhanced his abilities to cross the wall without assistance from myself as the spotter.

Health: Nurse IJ continues health instruction with her class where students have concluded a health lesson on Sun Safety this month. They will begin a new lesson this week on Sports Safety Gears. Mr. Moss continues lessons about staying active so students can understand the importance of maintaining an active and healthy lifestyle.

Pre Voc – Students are focusing on work readiness – safety, independence, problem solving, organization, self- management, communication, and peer work in all areas relating to assembly, sorting and packaging. Students work on accuracy, logging in their progress, and reflection on their work. A total of 12 Good News awards were sent home. This is a great opportunity to communicate with parents and guardians about their student’s accomplishments.

Graphic Arts – Silk Screen- Since a paraprofessional has been assigned to help Mrs. Casey with graphic arts, she was able to complete an order for one of our sending districts – Union. Individual students have

been exposed to how to apply the correct pressure to the squeegee so the ink will go through properly and place it on the dryer without letting the wet ink touch any part of the shirt. The skills they are learning are high level and require close attention to ensure good quality shirts are made.

Currently, we are working on Union schools Kawameeh and Burnette Battle of the Books. Their order consists of a total of 30 maroon and white shirts with the opposite color ink on the shirt. They have been our loyal customer since the start of Westlake Graphic Arts program. We are working on taking a shirt inventory for new staff and students. The students also a new design for the Westlake spring line.

Embroidery- One student has learned to thread needles to the embroidery machine and change the bobbin on the machine. We have two orders for personalized baby blankets. New samples were made for display purposes for our Open house tour. These designs will be used to spruce up the school store and possibly generate more business. Some items on display were personalized beach bags, sport bags, monogrammed towels and aprons.

The grant application for Goldman Sachs TeamWorks was approved for the upcoming carnival. Mrs. Casey has started the planning process for the Annual Westlake Carnival with Mrs. Pajewski. They contacted the rental company, are reviewing the budget and needs for the event.

Sign Making/Engraving: The engraving machine can make various types of signs. All students are exposed to the skills involved in making a sign. Currently, students are working on the mechanics and measuring of the signs. They are making key chains to sell for the Spring season and at the Easter holiday sale.

Horticulture: Students are beginning to work on cleaning up the garden to get ready from spring planting. Ms. Capizzi applied for the Union County's Dig In Garden Grant again this year to help subsidize funds to grow vegetables and flowers.

Post Office/Print Shop: The Print Shop has completed a few smaller projects involving folder organizing and copying. Students also continue to work on our office kits and various jobs received from the main office (copies, shredding, and mail sorting/ delivery).

Sweet Shoppe: Spring Candy Order forms were sent out to all the students and we received \$792.00 worth of orders. Therefore, we have been working very hard to complete all the orders. The students are also baking for the sale at PSE&G and making more pops, pretzels, and chocolate covered cookies. We already have orders for Communion and Graduations for next month. The students also donated breads and candy to gift bags for the people who came from the county and state department on March 29. The owner of Candyland Crafts in Raritan has requested samples of our chocolate to display in his shop. He was very impressed with the way the students decorate the candy.

The students in Mrs. Robles class worked on a special project making goodie bags for the Child Study Team members that came to a workshop at Westlake on Friday, April 12th. The goodie bags included a recycled paper pad, a Westlake pen and a small bag of 'Table Confetti' (tiny colored shapes to sprinkle on a table for decorative purposes). These items were all packaged in plastic bags with curly ribbons. The students and teachers completed 60 goodie bags all in one day!

Recycled Pads - The students have been very busy making Easter recycled paper pads in preparation for the sale at PSE&G. Today Mr. Robles saved the day by answering a distress call to go to Michaels and buy more hot glue sticks so the chocolate lollipops could be glued onto the pads in time for Monday morning's sale!!

Jewelry: Many students are designing their own creations of bracelets, necklaces, earrings and assembling practice kits. This allows for the reinforcement of fine motor skills, following directions, matching and extending patterns.

Retail/School Store: Westlake currently has regular jobs set up for Crossroads visits on Tuesday and Mrs. Casey and Mrs. Fernandez coordinated this project. The Crossroads Middle School students work on packaging, counting money, stocking shelves, cleaning, inventory and, opening and closing procedures. On Monday, Wednesday, and Thursday students work regular hours in the school store selling items to staff.

DecorDream Shop: The students made a sign to thank the Hyatt Regency for inviting them to the 2nd Annual Job Site Tour this year. They loved our sign so much they ordered 12 more signs for their employees. For the Commission sale, the students started learning the process of making handmade soap. The students learned the temperature melting point of the soap base as well as the correct measurements for oil essence.

Life Skills: In Life Skills class, the students learned how to apply for a New Jersey Non-Driver ID Card. After that lesson, two students came back and told me that they got the ID. Two students felt that getting an ID for themselves made them feel very grown up. As part of the Life Skills class, 11 selected students went on a tour at the Hyatt Regency in Jersey City. The tour was amazing. The students got to see all the different departments on site such as the restaurant, kitchen, PBX, housekeeping, front desk, room service, purchasing, stewarding, and much more. Most of all, the students enjoyed the Q&A session with the employees. It was great to see their interests and enthusiasm during the visit. Thanks to the Hyatt Regency employees for hosting our 2nd Annual Jobsite Tour. They were so kind and patient with our students. Mrs. Shaw was happy to send some pictures and information of this trip to their parents.

Therapies: Speech: The speech department continues to modify students' AAC devices and implemented core vocabulary words into their everyday communication. In ADL groups they targeted various speech/language as well as fine motor skills by participating in the following activities: making chocolate pudding, completing obstacle courses and apartment skills. Activities for students will include going on an egg hunt and target following directions, labeling and requesting. Students have begun thinking about what they would like to do for the upcoming talent show.

Occupational Therapy: The Occupational therapists continue to assess student's self-care skills, household skills, fine motor and computer skills. They work with classroom teachers on the sensory needs of individual students in order to increase their independence in the school and home setting. The OT department measures student performance and progress through the use of task analyses that are aligned with the AFLS assessment.

The OT department collaborates and works with the Speech department on group activities for the ADL support group. Activities include following a simple picture/written recipe to make instant pudding and hygiene skills such as brushing teeth and applying deodorant. These skills were worked on this month through a variety of lessons that engage students to become more independent in their daily life. Additional activities included cleaning the apartment by following a work schedule to complete simple household chores.

Group Yoga continues to engage students in mind, spirit and body awareness. The therapists use the Musical Yoga Adventures CD allowing them to work on social skills, ADL skills (removing shoes, pouring water, rolling up yoga mats) and motor skills (flexibility, balance and motor planning). This activity is highly motivating for the students that participate. They remain engaged with the teacher and their peers for a full hour.

Social Work: Seven IEP meetings were held this month to plan for the next school year. As students approach the age of 18 parents require more assistance to better understand and to navigate the application process for adult services. Students are looking forward to spring break and some have vacation plans to travel while others will be relaxing at home. For some students time away from school is upsetting to them as it represents a change in their daily schedule. Parents often report that their child looks forward to attending school and are happiest when boarding the school bus each morning.

On-going individual and group counseling sessions help to support students with their goals. During one counseling group Maslow's hierarchy of needs was utilized to explore personal values as students decided what to pack in their suitcase if going on a "Spring break" island vacation. Basic needs varied in the group. However, favorite food items as well as a parent were on most lists as students are at different stages in the parent-child separation/individuation process.

There has been a growing camaraderie with the students in the American Sign Language group to sign to one another and a willingness of others to learn some signs. A personalized word search using ASL was given to students to decode and practice their skills.

Social workers continue to monitor student needs as well as the needs within the building to raise awareness to, i.e. social issues, environment concerns, animal rights, and personal health through bulletin boards, posters and student work.

Ms. Gronert, and Mr. Balassone began the shared social group between the students at Westlake and the students at Hillcrest Academy South. The first several meetings were a big success with students from both schools raving about how much they enjoyed it. In our first session, we played ice breakers to help the students get to know one another. Everyone got along well and enjoyed getting to know each other. Westlake students met following the group to explore topics for future sessions, and those ideas were conveyed to the Hillcrest South students. The HAS students took charge and created an awesome activity for our second group based on that feedback. They should be commended for their work in helping make this group a success!

Behaviorist: This month behaviorist department has been functioning with one less behaviorist, due to an extended absence of one of the behavior specialists. Some biweekly teacher/behaviorist meetings have occurred on an as-needed basis in order to prioritize needs of the students and teachers. 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, and responsible parties (teacher/behaviorist) complete the listed activities by the next meeting. These notes are shared with the teacher and administrators.

In addition, Team Communication logs continued to be shared digitally as well housed in each student's individual portfolio binder to provide an open line of communication between all staff working with the student. These team communication forms are updated regularly by the behaviorists, as changes are made to procedures used with individual students, and new information is obtained from various sources (e.g. therapists, parents, Dr.). The team communication logs serve the function of allowing the entire team working with that student to receive the most updated information. Staff members are also instructed to initial the hard copy of the log with each update. Additionally, data sheets, Behavior Intervention Plans and Behavioral Strategies have been shared with staff through the Google Drive.

Mrs. Salvatore has continued to be an active member of pre-planning and IEP meetings, Administrator/behaviorist meetings and consulting with school Psychiatrist, Dr. Amy. During these

meetings, Mrs. Salvatore has provided behavioral data, current strategies and observational notes for many students.

Westlake Mission Statement

Westlake School is dedicated to providing a safe, nurturing, positive environment by emphasizing high expectations for all students, fostering independence, encouraging confidence and a collaborative commitment to functional academic excellence.

LAMBERTS MILL ACADEMY:

<p>As of April 2019 LMA Actual: 38 LMA District - Non-New Point: 35 New Point Specialty at LMA: 4 Changes: <u>7</u> Entered: <u>5</u> (Non-NP) <u>1</u> (NP) Pending: <u>4</u> Exited: <u>0</u> (Non-NP) <u>1</u> (NP) Trinitas Hospital : Bedside Instruction: 39 (inpatient) Day Program: 64 Approved-Agreement signed: 65 Classified: 31 Regular Ed: 34</p>	<p>Fire Alarms: 0 Fire Drills: 1 4/16/2019 -60 seconds 7 minutes, 30 seconds Security Drills: 1 (Emergency Evacuation Drill)</p>
<p>Referrals in April: 11 Intakes Scheduled: 11 Completed: 11 Acceptance Letter Sent: 11 Sending District Accepted LMA placement: <u>6</u> Placement Pending : 4 (one district non-acceptance of placement)</p>	<p>Suspension out of school: 5 In School Suspension: 0 HIB: 1</p>

Administration

The month of April was a huge success for LMA with an influx of referrals, intakes, and new students beginning this month. During the month the administrative team at LMA participated in 12 tours of the school, of which one was a parent tour and 11 were intakes. LMA had five new students begin this month, with more to join our family the beginning of May. We are excited for on boarding our new students.

LMA recently celebrated Autism Awareness week. Typically, students are encouraged to wear blue in efforts to bring awareness to Autism. However, with a recent movement, to not only bring awareness to autism, but to demonstrate acceptance, love and understanding for those with the disorder, LMA students were encouraged to wear red instead. The turnout was phenomenal. For the remainder of the week, students created artwork and banners with the symbols of autism, participated in sensory snacking, shared stories about how Autism affects their lives, and made action plans to spread support and compassion for those with Autism. LMA students also read to the students of Westlake to encourage and peer model social behaviors and interactions.

To increase our community-based instruction, our field trips focused on career building and soft skills of pro-social behaviors at the workplace. The students visited the Spanish Tavern and were able to observe the restaurant workplace. They learned multi-tasking at a fast-paced environment in the areas of communication, resiliency, patience, attention to detail, and math. They also visited the Apple Store where they were able to

observe 21st century career skills in business and information technology. The students also had the opportunity to learn the “basics” of iMovie editing and video development.

Our Zen Zone has been successfully utilized by staff and students. The room offers an opportunity to get refocused and find their center. Our Zen Zone restores the moment to have new awareness of things missed during the day. Students incorporate strategies like deep breaths and the feeling of sunlight on their skin. It’s our place to let go of stress as well as strengthen and realign our mind, body and spirit.

The Zen Zone has also been the “Dog House” for our Therapy Dogs to de-escalate and improve the mental health of our school. The Therapy Dogs provide tactile stimulation to help disrupt an emotional overload for our students. They provide pressure against their chest or abdomen to create a calming effect to reduce moments of distress.

During the month of April, the test coordinator at LMA administered the NJSLA assessment for our New Point students at the Commission. Both LMA and New Point students were given the opportunity to practice test-taking skills and explore content practice questions with the online TestNav software. Practice assessments were given in the areas of Mathematics, English/Language Arts, and Science. We are wishing all our students a promising test season.

CROSSROADS:

Enrollment as of April 18, 2019 Actual: 49 Changes: Entered: 2 Exited: 0	Referrals: 1 Intakes Scheduled: 1 Accepted: 2
Fire Drills: 4/18/19	Emergency Drills: 4/18/19

Allison Gebler’s Classroom 102-

In Allison Gebler’s class, Room 102, the thematic unit focused on Spring and life cycles through all subjects. In the area of English Language Arts students completed arts and crafts based on the letters of the alphabet. The class continues to view letters based upon upper and lower case formations, the letter sounds, and identifying words that begin with the focus letter using magnets (which include a written and picture form of the word). The crafts associated with each letter are completed using visual directions, with assistance from 1:1 aides, and will be sent home with each student at the end of the year as a gift to their families.

In the area of Math students completed practice egg hunts by searching the room for a specific number of eggs. Each student was assigned a color of egg to search for so that all students have the opportunity to be successful in their hunt. The culmination of this activity will be an outdoor egg hunt the week before Spring Break.

In the area of Science / Social Studies students engaged in interactive smartboard and Circle Time lessons regarding Earth Day. Crafts of flowers and trees were assembled and painted by each student to introduce them to the life cycle changes associated with Spring. The class began preparing for Mother’s Day by incorporating a month long gardening experiment of planting and caring for flowers to be sent home to each student’s mother and/or grandmother.

Centers for the month focused on revisiting play skills through stations of toys: cars and roads, magnetic fishing, Mr. Potato Head, food and cooking, and items related to various community helpers. Considering two new students began in our class this month, a refresher on social skills involved with playing and sharing has allowed for modeling and development of appropriate interactions with peers and toys.

Students progressed in their individualized goals by: Niall has mastered occupational dressing goals by independently pulling up and adjusting his pants. Alex continues to perfect his communication through the Proloquo2Go app by navigating folders to find specific requests with minimal assistance. Kairo has improved his social awareness, with support from his positive behavior plan, and now acknowledges the absence of others in the room along with the possible reason they are not in attendance. Jianna and Karan are beginning to become comfortable with the routines and behavioral expectations of the classroom. The best part of this month was getting to meet their new classmate Karan!

Room 102's Star Student, Jianna, has made a significant effort to adjust to her new school by participating in parallel play with peers, demonstrating knowledge of the location of her classroom, practicing manding using a PECS communication book and tolerating an introduction to toilet training.

The staff in Room 102 voted for Niall as Student of the Month. The progress Niall has made this year in his ability to follow one step directions, maintain a clean learning environment, request items and activities, and tolerate group lessons is beyond commendable. The smile he portrays over his successes makes the experience of teaching him even more rewarding!

Consuelo Alzate's Classroom 103-

Another exciting and rewarding month for our preschool class. The thematic units for this month are "Autism Awareness and Easter". In the area of social play, the students have enjoyed "Egg Hunting" in the classroom. Every day they find a "little surprise" that they really look forward to. In the area of English/Science, students learned about the colors yellow and blue, and how mixing these colors create their own version of green.

At the individualized level, all children continue to show great improvements. Dilan and Lyla are now using full sentences to communicate their needs and wants. Sebastian and Lyla are able to identify numbers 1 to 5. Jose is currently being toilet trained and Ezequiel is able to match 5 items in the same category. All children are now able to respond when been called by name.

Classroom student of the month is Dilan. He has adjusted very well to the daily routine and dynamics. He is able to use full sentences to communicate and can identify all his classmates by name. Dilan is able to follow a video model during yoga, uses a fork when eating and has even learned to put on his socks and shoes!

Briana Gallo's Classroom 104-

For the month of April, the class focused on Easter. In the area of English Language Arts, students participated in interactive books about Easter, dying eggs, and the Easter bunny. In the Area of Mathematics, students played fun games that involved matching colors, counting jelly beans, and sorting jelly beans. In the Area of Social Studies, the class discussed the different holiday traditions that families have on Easter, such as, hunting for easter eggs.

The students also participated in some fun activities including, scooting around to play pin the tail on the bunny, painting eggs with Q-tips, lacing bunnies and eggs with string, and different spring themed arts and crafts. They also enjoyed an awesome OT Group, where the students balanced eggs on spoons and opened the egg to a surprise inside.

Room 104's Star Student is, Mordecai! This month Mordecai has really shined. He is counting to 30, identifying some letters, following 2-step directions, reading his address and phone number, and much more! He has also been a great leader for his classmates and makes sure everyone is following directions.

Lindsay DeNigris' Classroom 108-

This month Room 108 is working on several different thematic units. They started the month by talking about April Fools' Day. The students engaged in an adapted book where they had to match different pieces to the page that we are reading. They talked about how April Fools' Day started and the funny pranks people pull on one another.

The class also continued with our spring unit. Students have been working on categorizing the different activities and clothing we wear during the four seasons. To conclude the spring and weather unit, the students and staff all voted on which season is their favorite.

For Easter, the class read "*Happy Easter, Biscuit!*" The students had fun taking turns and lifting the flaps of the book to find the eggs in the Easter egg hunt. After the book, students glued different colored strips down to decorate their Easter eggs.

The student of the month is Sophia Cobo! She has made great progress since January. She has been working on following directions and Sophia has been doing wonderful. She has been using her iPad to communicate more frequently to make requests and engage in group and individual lessons. She is very focused and works diligently when it comes to her individual programs.

Christina Witte's Classroom 109-

This Month our middle school students worked for about 2 weeks on a big job for a local church. They stuffed 3450 Easter Eggs with more 58 lbs of candy! The students really enjoyed the job and it provided valuable opportunities for everybody to be meaningfully involved. Some students filled up and divided the candy, some assembled the Easter eggs, some filled them with candy, others used counting aides to package the eggs, bag them into sets, or tape the eggs shut.

Students also built two small green houses and put them into our garden outside. They planted seeds and transplanted some of our seedlings they grew earlier this year. Right before the holiday break we joined the students from Westlake School during their holiday sale at the Commission Offices and sold our home-grown organic herbs and tomato plants.

This month students are celebrating Earth Day through various cross-curricular activities. They are continuing our school-wide recycling efforts and are proud to announce that the Middle School recycled more than 80 lbs of paper and more than 500 gallons of plastics and cans last month. Our monthly trip to the recycling center is truly adding perspective and real-life application to all our students. Learning more about conservation, students have been re-purposing ordinary items for different crafts and lesson materials, including egg cartons to count with one-to-one correspondence, while discarded bottles have turned into lava lamps during our science experiments. The students are particularly enjoying our Makerspace Program at the library, where they worked on engineering recycled marble runs, constructing high towers and more.

Susan Parenti's Classroom 110-

Science: Plant Life Cycle- The students learned the basic life cycle of a plant, including how plants begin, grow, change and give life to new plants. The students watched a Brain pop video followed by creating their own life cycle of a plant craft.

Science Unit: Earth Day April 22nd - The Importance of Earth Day. The class discussed ways in which we can take care of the earth. They made Earth day promises where students filled in the blank "I promise to help the Earth by"

Social Studies: Unit- Recycling- Students discussed the importance of recycling and what materials can be recycled. They sorted pictures of paper, plastic and aluminum- and identified the symbol for recycling- the recycle loop and talked about the meaning of it.

For Easter, students made an Easter basket and dyed Easter eggs. The middle school will also participate in an Easter egg hunt.

Natalia Amador's Classroom 111-

For the month of April, Room 111 continued to work on Read Across America by exploring all Dr. Seuss books. Students also learned about Easter through a fun lesson that teaches everything from sorting to place value. Mrs. Amador has incorporated independent tasks by making stations for the class that allows students to sort, stuff, and organize eggs.

For Earth Day, students explored the history behind this important day by reading books, watching videos, and making crafts. They extended this lesson in science by planting seeds and learning the parts of a flower, as well as the life cycle of a plant.

During Pre-Voc, students worked on completing Ellison orders, sorting magazines, doing laundry, collecting recyclables, taking utensil orders and kitchen inventory. They are also working on office supply orders and restocking the soda machine.

For science and social studies, the middle school teachers continue to rotate classes and have been teaching thematic units. This month's thematic units included: parts of a flower, the life cycle of a plant, Easter, and Earth day.

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

Speech Department-

The students have continued to make progress in their speech and language goals. Fernando is putting together 3 buttons to communicate a message. For example, "Anna, I listened," "Jess, I need help, iPad." All of the preschoolers are using pictures and words to communicate and have come so far since the beginning of the year.

Hope continues to accompany the students to the Clark Library to enhance their learning through STEM activities. She gave a presentation to the parents of Crossroads regarding our Maker Space program. Jess continues to serve on the Scip committee and gives input regarding therapist and teacher collaboration. Eileen has done fun group activities that combine speech with motor movement.

Occupational Therapy Department-

April is Occupational Therapy Month in addition to Autism Acceptance Month. In honor of these concurring events, our students have worked hard promoting their abilities by decorating "can-do" flowers for our bulletin board.

We continue to work on increasing student to student social interaction during OT group sessions as part of our ongoing effort to incorporate learning gained during our two day visit and Professional Development with Dr Paul Callahan.

We are anxiously awaiting installation of our Sensory Path which was recently awarded in a grant to Dina Almeida.

HILLCREST SOUTH:

<p>Enrollment as of 4/18/19 Actual: 98 Changes: 3 Entered: 0 Exited: 3 (1 GED, 2 aggression towards staff) Suspensions: 10; 6 CDS, 1 CDS & Possessen, 1 assault on staff, 1 repeated bus disruption, & 1 second driving to school & disruption</p>	<p>Intakes Pending General Ed.: 1 Intakes Pending Sp. Ed.: 1</p>
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This month at Hillcrest Academy South Campus (HAS), Ms. Gronert, shared Guidance Counselor, continued to collaborate with Ms. Gilchrist, School Social Worker, and Dr. Balsamello, Principal, to meet with potential seniors to ensure they were on track to graduate. In addition, Ms. Gronert administered the English Accuplacer to the potential seniors to prepare for our field trip to UCC in May. Our students will be given the opportunity to explore the campus and register for their fall semester courses. Ms. Gronert also worked alongside Mr. Young, shared Supervisor of Instruction, to make sure all potential seniors met their state assessment graduation requirements. If they had not done so, then Ms. Gronert and Mr. Young worked together to prepare these students to complete the portfolio assessments. Throughout the month, the Guidance Counselor continued to meet with Ms. Dattilo, Director of Curriculum and Instruction, to prepare for the administration of NJSLA. Additionally, the [HAS Instagram \(http://Instagram.com/ucesc_has\)](http://Instagram.com/ucesc_has) page is activated with students and staff were excited to participate. Please visit our page at your convenience.

April was Autism Awareness Month and as a culminating event the HAS Community Service Program (HASCSP) hosted their fifth annual Autism Awareness Day. Students were presented with autism awareness pins, shared facts and personal experiences with family members affected by autism, and held a fundraiser to benefit the Autism Society of America. The HASCSP took part in the Union County Freeholders/Shade Tree Commission Arbor Day program. Williams Nursery in Westfield provided us with a flowering dogwood tree and instructions on how to properly plant and care for the young tree. We were grateful to Williams Nursery for helping beautify the HAS campus. The HASCSP supported the American Heart Association by sponsoring our 9th annual “Hoops for Heart” basketball game. All HAS students and staff worked together to make this event a total success. All proceeds from this event went directly to the American Heart Association. The HAS “Friendly Visitors” went to Runnells Center for Rehabilitation and Healthcare in order to lead a morning of recreational therapy for the residents in their long term care facility. Student volunteers hosted a bingo game designed to sharpen the senior’s memory and number skills. It was heartwarming to see the friendships that were forged between the seniors and our students that day.

Ms. Gilchrist reported that the Tuesday Spirit Day continued to be a success and there appeared to be more participants. The data was computed and it provided evidence that Tuesdays had an increased attendance rate of 79%. Ms. Gilchrist continued to attend the monthly DCF/HIB meeting, completed reports, and monitored students as well as identified new students for specialized services. She also met with Dr. Glickman, shared Districted Psychiatrist, and completed treatment plans for the 20018-2019 school year. The Social Worker begun to audit all aspiring seniors for the last marking period in preparation for either a June or August 2019 graduation. Credit retrieval continued on Monday and Wednesdays for all students who should be focused on their last subject.

Ms. Scheetz' Art students continued their painting unit during the month of April. Students studied the abstract still life works of Picasso to understand his compositional choices and stylistic approaches. Students were shown Picasso's, *Bull's Head*, *Fruit and Pitcher*, and presented with a real life still life which contained the same objects in the classroom. Students were able to view the inspirational objects (most likely a similar arrangement Picasso had in front of him at the time the painting was made) and compared and contrasted it with his final abstract work. Students found although the objects were similar, Picasso took creative freedom in changing the colors, forms, perspectives and substituted geometric shapes for the natural ones. The assignment was to use the objects as "inspiration only" and to design a still life using these objects in a unique, abstract composition. Students began with rough drafts of their compositions and later transferred them to canvas paper in order to paint. Students used their knowledge of color mixing and were introduced to new techniques such as texture and painterly style while using acrylics. Each student translated the given arrangement in their own unique way while using abstract expression.

Mr. Grez's classes started with the students who continued their in-depth studies of multiple scientific concepts. Environmental Science students completed studies of the Big Bang and the life cycles of stars. Moving on from the parts of a cell, Biology students completed a project that had them determining the genetics of specific Sesame Street characters and the projected traits of their fictitious offspring. Computer Science students finished coding their own personal websites using HTML and associated tags. Next month, Biology students will begin their studies of environmental specific genetic adaptations. Environmental Science students will be finishing the Big Bang Theory and its role in the formation of the universe and our home planet, Earth. Computer science students will begin studying Java and associated sprites.

In the Forensics Science classes the students finished studying anthropology that included the structure/function of bone, bone growth and development, the importance of mitochondrial DNA, and using bones to determine sex, race, gender, and height. The class worked on creating a new crime scene in the classroom. Ms. Dinolfo created several poster board displays to help students visualize the lessons. The students learned about the major types of evidence collected from a skeleton/dead body and the standard protocol for collecting evidence from the deceased. As part of the exercise the students properly collected, packaged, and labeled evidence from our deceased dummy. Students practiced paper bindles to package evidence and labeled all evidence using evidence forms and chain of custody forms. The class also finished odontology, bite mark analysis, and impression evidence. Students made their own bite marks on styrofoam plates and used marshmallows to determine their own bite marks.

Ms. Rubin, the School Nurse, assisted with daily entry and exit procedures. The School Nurse made calls to all of the absent students' parents each day. She continued to compile attendance letters for students with excessive absences. When the secretary was absent, the nurse input the absentees into PowerSchool. The nurse saw an average of 15-18 students for health concerns each day. The HAS Nurse assisted the Nurse at the Westlake School several times this month. The HAS Nurse had CPR class at the Commission and received her recertification. Ms. Rubin and Ms. Ferrari ran the School Store three times this month during lunch periods. The students earned community service credit for helping with the school store. As an attendance incentive, students received credit to purchase items from the school store for each full week they attend school and were excited to earn snack items. In Health class, students completed lessons about the Nervous System and the Brain. The students will have CPR training next month along with lessons about Organ Donation.

The students in Mr. Barone's Physical Education classes continued with their unit on volleyball. Students have moved from modified games which focus on specific skills into full game play. The games were exciting and the students seem to enjoy the competition between one another. In the Fitness Center, students have been participating in ping-pong tournaments as well as billiards tournaments. In Health, students

completed a unit on the nervous system and were introduced to First-Aid and also CPR. The students will be able to practice hands-only CPR on the mannequins that we received from a grant a few years ago.

Ms. Duarte's students began to study issues in American society that penetrated time. In USII this was the issue of war with a close look at WWII that included the causes, the use of propaganda, and the impact the war had on global society. Students delved into the unit by writing a document based question, studied the impacts of the war on the American homefront, studied propaganda posters, and looked at the treatment of the Japanese in the United States. In Economics students looked at the impact of gentrification in New York City through a viewing of the HBO documentary, *Class Divide*. Students were able to discuss and form an understanding of the issues of class inequality and how this built on ideas such as race. Students were then able to extend these ideas and make predictions as to what could happen to their own neighborhoods should gentrification become a reality in Elizabeth.

Ms. Wrzesinski'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 included artwork, primary and secondary texts, and audio/video elements. Students were able to evaluate various events from the past and compared them with events in the present by reading and analyzing standard aligned current event 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. U.S. History I students analyzed topics related to Sectionalism, state rights, state sovereignty, Missouri Compromise, Compromise of 1850, Dred Scott vs. Sanford, John Brown's Raid, Kansas Nebraska Act, Bleeding Kansas, effects of slavery and how all of these issues led up to the start of the Civil War. U.S. History II students analyzed the Rise of Nazism, Rise of Hitler, Pearl Harbor, concentration camps, Hitler's Final Solution, D-Day, and other battles in WWII. Modern World History students analyzed primary and secondary documents related to Imperialism and started their genocide unit. Specifically, Indian Imperialism, Mangal Pandey, the Sepoy Rebellion, Chinese Imperialism that included the Opium Wars, Spheres of Influence, extraterritoriality, Treaty of Nanjing, Unequal Treaties, the Boxer Rebellion, and the start of the UN definition of genocide.

The students of Mr. Sobieniak's Algebra II classes focused on learning properties of radical functions. They also learned how to simplify radical expressions and to solve radical equations. Students in Probability and Statistics classes learned more about conditional probability and dependent and independent events. They also learned to use tree diagrams to calculate probabilities. Students investigated many real life applications problems. The students in Success Seminar/ Math Strategy class used Khan Academy to improve their algebraic skills.

The students worked diligently in Ms. Ferrari's classes to prepare for the New Jersey Student Learning Assessment (NJSLA). They completed a Do Now daily which included an application of the NJSLA mathematics reference. In addition, they received practice using the school's TI-84 to solve the multi-step problems. The Geometry students completed the Geometry Computer-Based Practice Test Unit one. They covered many difficult concepts that included changing degrees to radians, equations of circles, similarity, transformations, and two column proofs. The constant reinforcement about the importance of reading and comprehending each question is expected to yield positive results. The Algebra students worked on a number of concepts that were on the NSLA Computer-Based Practice Test. The concepts included adding and subtracting polynomials, multiplying polynomials including using the F.O.I.L method, solving polynomials in factored form, and factoring quadratic equations. It seemed imperative to cover these concepts before giving the students class-time to complete the Algebra Computer-Based Practice Test Unit one.

Ms. Cioffi's English classes completed practicing the skills and completing the activities in Unit two of the English Curriculum. Students enrolled in all English courses completed the Unit two English Common Assessments on Google Classroom where the teacher assessed their growth and knowledge of these skills.

Once assessments were complete, students began the Unit three English curriculum. Classes started by reviewing the skills that overlap in Unit one and three as review for students, especially for students not enrolled at HAS from September. Students reviewed skills such as Characterization, Point of View, Figurative Language, and Theme.

In commemoration of Holocaust Remembrance Month, students in Ms. Holden’s English classes read an excerpt from *The Diary of Anne Frank*. In addition, students completed a Webquest assignment and discussed the social conditions that were necessary for the Holocaust to take place. Students had lively discussions on evil and how people react to evil. Also, students read an article on the life of Anne Frank and utilized technology to enjoy a virtual tour of the Secret Annex. April was also Poetry Appreciation Month. Students enjoyed reading and analyzing the poem *First They Came for the Jews* by Martin Niemoller. Students then created their own poems First They Came for... and shared their poems with the class. In addition, all English classes took an assessment test on Unit Three.

HILLCREST/NORTH:

<p>Enrollment as of: 4/18/19 Actual: 89 Changes: Entered: 0 Exited: 7 (Attendance/moved out of state/ pursuing GED)</p>	<p>Referrals : 0 (referral appointments will be made week of 4/29) Drills: Fire Drill: 4/3/19 Off-Site Evacuation Drill: 4/17/19</p>
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This month at Hillcrest Academy North, Ms. Gronert worked with Ms. Goldenberg to administer and run the English Accuplacer with Union County Community College. The seniors at Hillcrest Academy North visited Union County College this month to tour the campus and register for their classes for the fall semester. The guidance counselor also worked with Mr. Young to review the potential student’s test results to decide whether or not students need to complete a portfolio for ELA or Math to meet their assessment graduation requirements. Ms. Gronert continued to meet with all the seniors to discuss their post-secondary plans and their credit retrieval progress. The guidance counselor will continue to meet with each student to ensure they are on track to graduate and monitor their credit retrieval courses closely.

In Social Studies, the month of April focused on a person’s drive. Students did this by focusing on how people overcome obstacles. This was done by listening to the play “Hamilton.” Students, as a class, would break down how the play Hamilton while students would come to understand how Alexander Hamilton came to be who he was. Students also continued to improve in writing and research using their auditory skills. Students were assessed of these skills by writing a biography/research paper on Alexander Hamilton.

Also in Social Studies, students in US History II explored the moral dilemmas the US faced in World War II. Students conducted research to gather facts in order to answer the questions “Was the US right to intern Japanese-Americans?” and “Was the US right to use atomic weapons on Japan?” Students were particularly interested in how the atomic bombs used in Hiroshima and Nagasaki were made and how they impacted the cities, so our next step will be to further research those areas.

In Language Arts, students picked a topic for an argument essay and researched their topic. They found sources that provided the information they were looking for, but also which were credible. They created a thesis, made a claim, found evidence to support that claim, and provided analysis. They are writing the rough draft. Students also took the Unit 2 Assessment. Students read a non-fiction piece on the risks of bottled water, and watched a video on the benefits of bottled water. The assessment tasks consisted of multiple

choice questions, an argumentative essay, and short answer questions. All of the tasks required students to use skills taught in Unit 2 such as close reading, identifying the main idea and details, summarizing, writing claims and supporting them with evidence and analysis, and writing counterclaims. Students have begun a new unit on poetry for April's National Poetry Month exploring the essential question "What defines a poem?"

In Creative Writing, students are starting each class writing a story for ten minutes. Students wrote short stories focusing on conflict. They wrote a story about stolen items, and the conflict associated with that. They are now working on a short story that will put all the literary elements they have learned about during the short story unit.

In Mathematics, students in Algebra 1 & 2 began the month preparing for NJSLA with task-like real-life problems and diving deep into showing understanding. Using systems of linear inequalities helped narrow down solutions of budgets, limits, minimums and maximums using graphs. NJSLA overall has been the focus for the month of April. Seniors worked on their portfolios to meet their graduation requirements and demonstrate their knowledge cumulatively for mathematics.

Geometry students have completed the unit on triangles and have moved on to quadrilaterals. They are applying knowledge of parallel lines and congruent triangles to parallelograms of all kinds. Paper folding has helped to visualize the theorems and postulates presented. Algebra is also needed to find the values of angles and sides based on those theorems.

Students in Probability and Statistics have begun the unit on probability. Simple experiments included tossing a coin and rolling a dice that shows independent events. Dependent events included selecting two female students as President and vice president of a club. In order to visualize the outcomes, students were able to draw tree diagrams, charts and lists.

Multicultural Day was a huge success due largely to the efforts of the students that reported on their chosen country's culture and demographics. The enthusiasm and pride was evident in and out of the classroom. The yearbook staff is very excited that the yearbook is complete. It will be edited and submitted within the next week.

In the health office the nurse began the yearly health screenings. The nurse organized a CPR certification class for staff on March 13th and attended a meeting lead by Mr. Kowalski regarding the revised procedures for workman's comp. Health class continued the unit on Substance abuse by viewing a video by the Wall St. Journal called "American Epidemic: The Nation's Struggle with Opioid Abuse" which is a documentary about 3 families struggles with the impact of a family member's addiction. Health class also completed a work sheet on marijuana. PE classes have completed the football unit and are now learning the sport of soccer. The "Do now" consists of physical fitness exercises that the students do independently.

Students in Mr. Reichman's chemistry classes recently completed a project-based assessment about theories of atoms, from the earliest ones over two millenia ago, to the most recent, and currently in-use, quantum model of the atom. They linked these topics with our Social Emotional Learning and Character Development, focusing this month on Speaking Skills, by each student presenting a portion of the information in their project to the class and engaging in group discussion about it. The next group of activities will also be focused on speaking and working in groups as they participate in process-oriented guided inquiry lessons (POGIL) about electron configurations and how they are linked to the periodic table and periodic trends.

In Spanish, students learned a variety of vocabulary in the target language which includes food, body, seasons, and weather. They practiced it in statements, short stories, descriptions, fun games, poems and

conversations. They demonstrated mastery of learned structures and vocabulary by answering questions and performing conversations.

Spanish speaking students worked on a variety of writing activities. They wrote about favorite past experiences, movies and books.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 12

Project SEARCH-Overlook Medical Center Enrollment: 9

Westlake School (Job Academy): 12

Lamberts Mill Academy (Job Academy): 5

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

Students in the **Work Readiness Academy** continue to participate in the second rotation internship experiences. Students are placed in one experience two days per week and a second experience one day per week.

Highlights from the classroom this month included:

Cover letters:

The students completed a cover letter to attach with the resume when applying for jobs.

Health Class/Nutrients We Need:

Students gained an understanding of how the body needs various nutrients to stay healthy. Carbohydrates, proteins, and fats were discussed. Students learned how carbohydrates give our bodies fuel, proteins build up and repair muscles, and fats store energy.

Being Dependable and Understanding How Bosses Can Be Frustrating:

Through the use of the James Stanfield curriculum videos and class discussions, the students learned about the importance of being dependable at work. Additionally, they learned that bosses can often change their minds -- and that it is the employee's responsibility to be able to adapt and be flexible when these changes occur.

Job Development:

Students were introduced to job search strategies. They created accounts on indeed.com and learned how to search for jobs using various keywords on indeed.com and snagajob.com. They also learned how to use Google Maps to identify businesses located near their homes that might have vacancies.

Career Clusters:

Students used the NJCAN.org website to assess what career cluster best match their interests. They use this information to logon to O*NET online to locate a job they may be interested in within that career cluster. Students researched what tasks, technology skills, abilities, detailed work activities, education and work style are used/needed for the job they chose. Additionally, the students noted information about the median wage, projected growth, and projected job openings for the selected job.

Other Highlights:

Cranford Strength and Fitness Club: Students visited the gym 2x this month and completed four different exercises (12 reps, 2 sets each) then participating in a cardio workout on treadmills, ellipticals, stair steppers, or stationary bikes. They also identified the muscles they used and recorded their workouts in their logs.

Field Trips:

Bridgewater Mall: The students were assigned the task to find a complete business casual outfit to wear on an interview. They were required to comparison shop and navigate their way through the mall by using the mall directory map.

Scotch Plains-Fanwood YMCA: We toured the YMCA, learned about services offered to the community and different entry-level positions available.

REC Lasagna Last Sale of the School Year: The students participated in the last REC lasagna sale of the year. Before the final sale, students had made and sold 74 lasagnas! Way to go!

Skills Group - Mondays:

In April we re-addressed the topic of Weekly Goals as a regular working component of Skills Group which includes input from the paras each week. This topic now includes a daily component of "Progress on Goals" so that students reflect on their progress each day in conjunction with their supervising Paraprofessional. The Student Performance sheet was revised to accommodate these additions.

We began our unit on Social Skills over the course of the past few weeks where we addressed the topics: Personal Boundaries, Listening Skills, entering and leaving a conversation that includes appropriateness of the interchange, empathy using social stories and termination as many students will be graduating.

Life Skills - Enrichment:

We continued to work on every day, practical independent living skills as they pertain to work, home, and in the community. Topics addressed included: Organizing your home, yard, room, shed, or garage; Emergency Room, Urgent Care, Walk-In-Clinic - Differences and Similarities and how to use each; Brushing Your Teeth and Individual Safety in the community or on Uber, Lyft, bus, Train. Individual Safety with ride sharing will continue in May.

Individual Counseling:

The social worker continued to meet with four students on a weekly basis. She has found this consistency to be of benefit to the students. It allows them to address issues that may negatively affect their functioning.

Case Management:

All graduating students have been referred to DVRS. In each case, parents; each students' district Case Managers have been notified. I send any materials needed to the DVRS case manager upon request.

The social worker continues to assist the parents of graduating students as a liaison with DDD to assist with the intake application process, usually via conference call, or with the parent present at UCESC.

Dare to Dream:

Staff has begun to work with the students to develop a breakout session for students to lead at the Dare to Dream Student Leadership Conference on May 30th at Montclair State University. The topic will be Self-Advocacy through the development of Vision Boards.

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. The interns are in the midst of their third and final internship rotation.

For the 3rd rotation, students are participating in experiences with the following departments:

Environmental Services
Overlook Foundation
Engineering
Food Services-Overlook Cafeteria
Patient Transport
Dietary & Nutrition
Nursing Education
Information Technology

The job search and development phase of the program is now officially underway. We are excited to report that 3 of the 9 interns have successfully secured competitive employment. One student from Elizabeth Public Schools secured a job at Overlook with the Materials Management department. Another student from Plainfield Public Schools landed a job with Restaurant Depot. And finally, a student from Cranford Public Schools has accepted a full-time job with FLIK Hospitality Group, the Food Services entity at Merck's location in Rahway. The other interns will continue to work with the program job developer from Project HIRE (Arc of New Jersey) to identify potential job opportunities. The goal for each intern is a competitive job in the community, at least 16 hours per week and at minimum wage or higher.

The interns continue to participate in a weekly email mentoring program with liaisons from Union County-area businesses. The students and mentors spend 10 weeks exchanging emails as a means to help the students develop e-communication etiquette and literacy. The program will culminate with a "Reverse Job Fair and Mock Interview Day" on May 17th, 2019 where the students will present personal poster boards featuring:

- Their employment goal
- Their strengths
- Their hobbies
- Details about each of their three internship experiences
- Photos of their work at the internships

The interns will then be paired up with their email mentors for a mock interview.

This month the students started working on preparing their poster boards for the May 17th event.

The application window for the 2019-20 Project SEARCH program is now closed. We have received a record number of applications this year. Applicants and their families will be invited to our Interview and Skills Assessment Day on Thursday, May 23rd. Admission decisions will be made the week of May 27th.

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:

We are continuing to improve and secure our Distributed File System infrastructure. Having retired the 2003 servers we are now implementing new servers to reduce our risk of data loss while we build out our new backup system. This is a meticulous project to ensure data integrity as well as staff's continuous workflow.

The IT Department has configured an excellent backup solution for our district. It will allow us to house our data but utilize the cloud for redundancy in case of disaster. With this solution we can provide a Recovery Point Objective (RPO) of 30 minutes. This means we can restore a server from a maximum of 30 minutes ago (shorter for the servers hosting critical data). And we can provide a Recovery Time Objective (RTO) of between 15 minutes to nearly instantaneous; this refers to the point in time in the future at which the server will be back online.

In case of disaster, we plan on leveraging Azure Site Recovery (ASR) to allow us to push restored versions of all of our servers to the cloud at a moment's notice. Data can now be instantly replicated to Azure cloud for business critical VMware virtual machines. If we wanted to purchase this in the future it would run parallel with our own servers and in the event of a disaster we would simply failover to a replica of our server in Azure cloud effectively eliminating disruption. This is an excellent safety net in the worst case scenarios, our staff wouldn't even know we were down.

We have brought on a PowerSchool custom reports architect to assist us in creating the multiple reports we require. This company is an excellent resource providing unlimited PowerSchool support for the year. They will even assist us in building out sections that provide us with more visibility into our student body. The IT and Administrative departments are very excited to be working with this level of PowerSchool expertise. We plan to utilize this company not only to build out our PowerSchool infrastructure but also to help train our staff on the new software.

As we move closer to our managed print services contract end date, we are working with Atlantic to revamp our printer environment. We have mapped our entire printer infrastructure out and are auditing activity on each one to determine which could be replaced or combined into a multifunction unit.

The Russian spam attacks continue to pester our help desk ticketing system. We continue to bolster security and are working with FreshDesk to better protect ourselves.

NONPUBLIC:

Nonpublic Department Teachers, Speech Therapists 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.

Additional allocations for the Nonpublic School Security aid for the 2018-2019 school year are still being expended. Each nonpublic school is purchasing additional security enhancements through this program.

The Nonpublic Nursing program is running in the nonpublic schools we serve in Union County. The Nonpublic nurses are finishing state required health screenings (hearing, vision, height, weight and scoliosis) on all nonpublic school students, once parent consent is obtained.

TRANSPORTATION:

An updated estimate of total yearly transportation costs was mailed to all participating districts on April 16, 2019.

The cut-off date for the submission of summer school transportation applications was April 26, 2019. The cut-off date for the submission of transportation applications for the 2019-2020 school year is May 31, 2019. Strict adherence to these deadline dates is required. Packets containing all necessary information for the submission of fall applications were mailed to participating districts on April 29, 2019.

Once again the Transportation Department will be providing a bus for the Union County Educational Services Foundation dinner on May 16, 2019. The bus transports staff to and from the event from two different school locations, helping to alleviate parking problems at the Stone House.

cc: Eric Larson, Business Administrator/Board Secretary