



Union County Educational Services Commission
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(Att. 2)

**Report of the Superintendent to the Board of Directors
 October 3, 2018**

WESTLAKE:

Enrollment as of September 18, 2018	Referrals: 2
Actual: 68	Intakes Scheduled: 2
Changes: Entered: 0 Exited: 2	Accepted: 0
Fire Drills: September 12, 2018	Emergency Drills: Evacuation – Off site
Suspensions: 0	September 14, 2018

At Westlake, September is a busy month and students are happy to be back at school and in a daily routine. We are beginning to schedule many IEP meetings, preplanning meetings and discuss plans for writing student yearly goals and objectives.

An assembly has been planned as well as other exciting activities for upcoming school-wide events that spotlight Anti-Bullying, Kindness and School Safety efforts at Westlake.

Mrs. Convery's class is continuing a project called, "A Picture is Worth a Thousand Words". This initiative began with a grant from the Foundation over four years ago. Students have permission to be photographed during the school year doing various activities. Mrs. Convery makes copies of the photos, creates a short caption and sends them home. This helps the families understand what their child is doing while here at Westlake. The program has been very well-received and hundreds of photos have gone home of special events, as well as everyday activities. The first photo will be a picture of the entire class and staff together (once all the permission slips are in).

Westlake School's professional development goal for 2018-2019 is to focus on the social/emotional skills and strategies to assist students in emotional growth. Mrs. Porchetta works with her class on social skills development. They are playing games such as "getting to know you" Jenga, Zingo and Listening Bingo. Students are paired in teams to encourage sportsmanship and cooperation. The class has a "Caught you Doing Something Good" jar in the classroom to encourage random acts of kindness. So far it has helped to increase positive behavior.

Language Arts: Students are working on an Edmark skills/programs for reading skills necessary for sequencing and comprehension. Two times a week during class meeting time, some students do a group reading lesson where they reinforce skills learned with a class read aloud.

Math: Students are working in several areas in Math: sorting items or coins, counting pennies, number recognition to 100, money math and several levels of addition. Some students have needed modifications like using Touch Math. Other students are working on number groups, greater and less than, and creating sets of numbers. Students have been using their 100 days of school worksheets as a visual to see how to

compare different groups. Individually students have continued working on their specific programs. These include 1:1 correspondence, touch math, money skills, matching, sorting, etc.

Science: In Mrs. Capizzi's class they have started an introduction to a science unit. Students will have science journals where they will keep all their learned information, experiments and observations.

Social Studies: Students in both Mrs. Fernandez's class and Mrs. Pajewski's class have started discussing maps and identifying bodies of water and land on a map. They are using vocabulary words that include map, globe, street and compass.

Physical Education and Health: In physical education, Mr. Moss is working with students on re-introducing themselves to the class procedures and rules, as well as why and how they need to take part in groups with their peers. Students are becoming acclimated to the class schedule and the teacher's expectations. Students are all getting to know their new classmates in games and activities of their choice and are learning to understand one another which also will provide Mr. Moss a chance to assess them in their game playing skills. When starting lessons and units, students are first going to take part in games and activities that allow each student to warm up properly. Students take part in games and activities that will promote cooperation, problem solving and task completion.

Pre-Vocational Skills: and Pre-Employment Training Skills: Students have found their workstations and had a choice of materials for their daily task. Some activities selected were dice packaging, silverware sorting, key packaging, follow models to assemble LED lamp and a music alarm. Mrs. Palmer's class has discussed and typed up their vocational goals for the year. Collaboratively they have designed a goals bulletin board that the students can reflect on throughout the year. We will be using WWW.123test.com to see what jobs fit their interest, values, skills, and personality. It will be added to the board next to their goals. Mrs. Casey has been collaboratively working with colleagues and students to select the proper activity for a baseline for individual instruction. Previous data collection, and work performance sheets have been reviewed and compiled into current class data binders.

Vocational: Graphic Arts - Individual Student Instruction- Student JM was selected and was very excited to be chosen for this position. JM organized the paper work in class binders. He organized a shelf with bags, taking out one needed for holding all the Serenity Hills farm thank you cards. We looked through embroidery designs we would like to use on the bag. Other jobs performed are learning how to fill out a work order request. He did this for the incoming job for Tony's pizza. JM learned how to pull inventory of burgundy shirts from our inventory (the clothes closet). JM organized them into sizes. He then went to the list and separated what was needed for the order and wrote down what was needed to be ordered. He folded what was left and put them back on the correct size labeled shelf. JM learned how to measure using a yard stick on material. He then practiced cutting through material to cut large rectangles used to line the bookshelf. JM organized the ink closet finding the white needed for the Tony Pizza job and setting it in the room where it is needed. JM and Mrs. Casey have dialogs on work ethics, behaviors, and responsibilities in a real work environment. It is a great opportunity for him to mature and realize the high expectations needed to obtain a job and a paycheck.

Sign Making/Engraving machine: Many orders are beginning to come in for name signs and two students have begun working with Mr. Carten to learn how to select the tiles and engrave the name plates. They are looking forward to learning this new skill.

School Store: During Mrs. Fernandez's vocational period, students are currently working in the school store to identify, sort, match, and find items in the school store. They are exploring different jobs available in the school store. These include taking inventory, stocking shelves, and following a shopping list.

The students have begun work in the Retail Center on fall items. They have made ribbons, a special birthday napkin order, and have already made several batches of dog biscuits. The students donated them on an animal adoption day held by a local shelter.

Print Shop: September is a time for students to begin to learn how the Print Shop works and students are exploring the jobs associated with the shop (copying, collating, filing, laminating and more). So far, they have completed laminating jobs for classroom teachers and are beginning to receive jobs from the main office (copies and mail delivery).

Sweet Shoppe: The opening of the Westlake Sweet Shop was on Tuesday, September 18th. The students worked on their ordering skills, serving skills, cleaning skills while being able to socialize with their peers and staff. The students have also received their first candy order for a Birthday party in which they made race car pretzels. Additionally, the students are making candy to sell during Back to school night.

Jewelry: Students are working on designing/making earrings and matching/extending patterns through beading. They will be displaying the jewelry they make for sale in our school store.

Décor Dream Shop: The Fabrics Plus has changed its name to, DécorDream Shop. Students were introduced to the DécorDream Shop and started learning about all the different skills needed to make home décor wooden signs. The first project, they are currently working on is to make street signs for the Westlake School hallways as part of the Westlake post office “mail delivery”.

Therapies: Speech – This month the speech department has set-up and organized the speech language therapy office with new materials. We have read IEPs and background information for new students and informally assessed students to gain baseline data and create goals/objectives. We have coordinated with OTs to plan ADL groups. We have updated and programmed new information on several communication devices/ iPads. We worked on social interaction skills, discussed summer vacations, and planned a scavenger hunt for seasonal puzzle pieces in the ADL room. We have also trained paraprofessional staff on the use of their new students’ communication systems.

Physical Therapy: Currently we have two physical therapists working at Westlake School. One works three days a week and one works one day a week. There are 22 students receiving physical therapy (PT) services with a total of 32 individual treatment spots, two PT groups and two PT monthly consultations.

This month we have created our schedules for the year, set-up our motor room for treatment and began writing goals for our new students in anticipation of their thirty-day reviews. We have attended all required professional development from our district including google training for set-up of our new chrome books.

We have begun taking baseline data on our students’ IEP goals to monitor their status post summer vacation. Overall our students are adapting well back into PT and we are looking forward to a great year ahead.

Occupational Therapy: Currently we have 3 occupational therapists working at Westlake (2 full time OT’s, 1 part time OT Thursdays and Fridays). The new staff is being oriented to the OT program at Westlake, including documentation requirements and the use of IEP Direct. We continue to set-up and organize the motor and ADL rooms, including new technology that will be used for video modeling. We have read the charts and IEP’s on all the new students. We are beginning to informally assess all OT student skills and develop goals and objectives for upcoming IEP’s. We have met with several of the teachers to address the sensory needs of the new/former students and provide sensory strategies and necessary equipment. Along with speech we are developing the curriculum for the ADLe Support Group. We have been collaborating with several teachers to develop the life-skills groups that will begin this week.

Social Work: Critical therapeutic issues that transpired during our summer session have been shared with pertinent staff. One family became homeless and has become more stabilized with collateral agency support and some assistance from the WPO and St Helen's Church. A few families have moved and requested guidance in order to have their children remain at Westlake. New students and /or those who have been increased from shared time to full time have been assisted with their adjustment to the school environment. Students who have been promoted to the Upper Vocational program have been acclimating to the new demands of a more departmentalized schedule and increased transitions.

Students new to Job Academy have been researching the offsite Cafe worksite to better prepare themselves for work and are excited to begin working in the community with customers. Ms Goodson, SLE instructor, has been working with social workers, teachers and the principal to identify future JA participants. A school bulletin board in the "Delicious Drive" school hallway showcasing student work with our vocational partners is underway in time for our "Back To School" night.

A workshop was attended about Sexual Trauma to better assist students that have been exposed to and have survived childhood sexual abuse (CSA). Gaining insight into the signs of CSA, the ways in which children can manifest abuse at school and at home and current effective therapeutic approaches that benefit students who are at risk was extremely valuable.

Conversations with teachers and collateral support agencies have been helpful to obtain as well as maintain outside support services for our students. IEPs have begun to be held in order to remain in compliance. Transition plans have been reviewed and respective graduation dates projected for students. Working several years ahead of graduation is beneficial for all parties involved in the transition process.

Nurse: This month was started with phone calls, emails and letters to parents/guardians, physicians and specialists as reminders and/or requests for the students' required treatment, emergency and action care plans, supplies and medications at the health office for the new school year. Medications and doctors' notes/orders sent to the health office by parents/guardians and/or students' physicians and/or specialists were received and organized accordingly.

The students confidential medical/health information were updated with new information from both the students' parents/guardians and physicians/specialists for the new academic year and distributed to certified staff for reference during the school hours as needed.

Three students diagnosed with diabetes received ongoing care and management at the health office in accordance with their prescribed diabetes management regimen. Families are notified by phone and/or in writing whenever blood sugar readings indicate hypo/hyperglycemia and, the prescribed management order is followed accordingly.

The evacuation go bag and supplies at the health office were updated and the expired supplies were replaced with new ones. Also, students' information in the go bag was updated.

Nurse Ij worked together with a guardian, teacher, the school cafeteria and Maschio's food services through phone calls, emails and letters home to resolve and clear the issue with a special diet menu for a student.

Behaviorist: The school year has begun with one new challenging student working with the behaviorists to transition into Westlake. He comes for one hour and 30 minutes currently and criteria has been written by the behaviorists to systematically increase time at school and join the classroom setting with peers. This will be based on a decrease in target behaviors and an increase in more appropriate work behaviors and social skills.

Safety Care training has continued this year with the completion of Re-certification Training offered at the Commission for all staff members. The behaviorists as well as the rest of the behavior team trained the following: paraprofessionals for a full day and certified staff for Westlake and Crossroads school completed the first three hours of the Safety Care Recertification training. Safety Care Training will continue for all staff on the time allotted for Professional Development in October.

Behavior intervention plans have begun to be written and updated this month, for students who have upcoming IEP's. For one student, the behavior plan will be discontinued due to the results of his data analysis, teacher input and decrease of the target behavior.

Behaviorists hope to begin scheduling weekly/biweekly consultation meetings with teachers. This has been discussed with Mrs. Tantillo, who would like to be involved in the initial meetings with each teacher. The purpose of these consultation meetings include reviewing behavior intervention strategies, plans, data collection and behavior goals for upcoming student IEP's.

Team communication sheets were implemented in the summer by behaviorists, with positive results. Behaviorists hope to continue the use of these in each student's binder, to encourage communication and consistency among each student's team.

Upcoming Events!

Back to School Night – Thursday, September 27, 2018

LAMBERTS MILL ACADEMY:

<p>As of September, 2018 LMA Actual: 31 LMA District - Non-New Point: 29 New Point Specialty at LMA: 2 Changes: ____ Entered: Pending: __1_ Exited: Trinitas Hospital : Bedside Instruction: 34 (inpatient) Day Program: 34 Approved-Agreement signed: 32 Classified: 18 Regular Ed: 14</p>	<p>Fire Alarms: 1 Fire Drills: 1 Security Drills (1): 1</p>
<p>Referrals in September: __6_ Intakes Scheduled: 3 Completed: 1 Acceptance Letter Sent: 1 Sending District Accepted LMA placement: Placement Pending : 1</p>	<p>Suspension out of school: 1 In School Suspension: 0 HIB: 1</p>

Administration:

We will continue to enhance the eSTEAM (emotional stability, Science, Technology, Engineering, and Math) and social emotional learning programs. eSTEAM activities will be infused into the classroom throughout the day. Teachers will also utilize Social Emotional Learning (SEL) commonalities to promote

respect and positive virtues using the MOSAIC curriculum. High interest electives will provide opportunities for students to collaborate on specialized tasks while developing social emotional skills in a club like setting. Students can choose to participate in the mechanical engineer club with small engine repairs, Mayan/Aztec study and cultural celebration planning club, gamify/chess club, Japanese Anime club, cosmetology club, guitar lesson/music appreciation club and the LGBTQ club which is facilitated by a therapist.

We welcomed Mr. Bell our new Social Studies teacher and Ms. Windham our new clinical therapist to Lamberts Mill Academy. Both staff members have been fully immersed in LMA's initiatives and have made some valuable suggestions to add to this year's strong opening of the 2018-2019 school year.

Academics

Career and Technical Education (CTE): As the students start the year we are currently focusing Finance, Computer Science Discoveries and Google Applications.

This area of finance focuses on students being financially responsible for their spending now and in the near future. We will investigate their current monetary skills. For example, when students go shopping do they do cost comparison in an effort to find the best value? Identifying the cost and meeting future needs and goals using short-term, medium-term and long-term goals are currently our focus.

In Computer Science Discoveries, students worked in groups to design aluminum foil boats that supported as many pennies as possible. At the end of this particular lesson groups reflected on their own experiences with the activity and problem solving.

English Language Arts & Literacy: English classes are focusing on independent reading and activities that have writing components to facilitate group reading discussions for internalization. Each grade level class has their own novel. On Mondays the seniors are working on the WIN "What I Need" approach that focuses on thoughts, ideas, and essay writing. Students will also be focusing on career development writing activities that supplement CTE classes. Students will be utilizing cursive writing to become accustomed to professional and leisure writing tasks. Articles of the week are being marked for reading and research.

Social Studies: In the opening days of school we reviewed several items in the classroom including a display of significant events in history, a display of important men and women in history, and several historical artifacts. These include two circa 1927 typewriters (an early word processor), a World War Two soldier's uniform, and an RCA Victor radio from 1945. I believe the students enjoyed learning about them and being able to touch them. The displays offered lots of conversations and the students even suggested other folks of importance who were added to the display.

The Social Studies classes began this year with a study of September 11, 2001. The students discussed its antecedents, the events, and its immediate and long term effects. We touched on a number of dynamics including the Islamic extremists who planned the event, the hijackers and their plans, the passengers and crews of the planes, and the impact resulting from the acts. We also talked about how this affected the world and led to the need for more security and stricter guidelines in a number of areas.

Students were asked to poll their family members and ask what they remembered about where they were when the planes struck. Nearly everyone reported it was an iconic moment in history and something they remember clearly.

We also compared September 11th to Pearl Harbor; two days when the USA experienced surprise attacks. We listened to the speeches of the two presidents and compared the immediate outcomes. We reviewed the systems for communication that existed at both times, realizing how slow it seemed in 1941.

The students concluded our study with a look at heroes, both human and K-9's, who helped search for victims and comforted the searchers. Often the students would ask why we are studying this again, with the answer being so that we do not repeat the difficult parts of history.

Students will now move on to the grade level subjects: World History; US History I; US History II; and the 20th Century history of Civil Rights.

Science: Students opened science with some fun videos demonstrating the importance of observations. My Forensics classes will soon begin a project, and Chem classes will shortly start hands-on learning how to measure, calculate volume and density. Our hermit crabs have made a triumphant return after a summer away (thanks Ms. T!) and students are happy to have them back. We have already thought of several questions we can answer about hermit crabs with experimentation!

Mathematics: Students in all Mathematics classes participated in a STEM challenge. Students were tasked to build the tallest, free-standing straw tower that can support itself, along with a tennis ball. Students discussed ideas for their towers, along with how the fundamental shapes are used in real-world applications (cranes, towers, tall statues). The importance of a good foundation was discussed, along with weight distribution accommodations. Students got to test and retest their designs while making modifications to them. Once the challenge was completed, all students got to measure the different straw towers to determine the winner.

Spanish: This month students are working on the unit Daily life "*Personal Identity*" in Spanish class. Students reviewed the class rules. Other areas that need to be addressed within the first two weeks of school are giving students a list of materials that will be needed daily and communicating the methods that will be used to assess their work (i.e. rubrics and reflection forms). Also, students have taken a pre-assessment to aid in placing them in different levels, based on test results This assessment also provided the teacher with valuable information necessary for the SGO starting point. Based on a student's current level of performance, students interacted with each other using TPR (Total Physical Response) Storytelling, introducing themselves and others. Therefore, students had ample opportunities to practice and understand the lesson about greeting each other in Spanish. Also, the students started to celebrate the Hispanic Heritage Month from September 15th through October 15th by working on a project called "*Los Hispanos Famosos*". The students researched the generations of Hispanic Americans who have positively influenced and enriched our nation and society.

Physical Education & Health: Students have been working hard and began the school year with the Fitness Unit where students participated in Fitness Monopoly. Just like the board game students roll dice to move to the next exercise. Exercises include yoga, pilates, cardiovascular, strength training, and stretching. Corners are hot spots and have a special exercise such as a scooter, rowing machine, or stationary bike. Students loved the variety and challenges faced during the activity and all enjoyed themselves.

For Health students were given the class syllabus and we reviewed my expectations for the year. We then discussed what the term Health means to them and reviewed the "Health Triangle" and the importance of an overall healthy lifestyle whether it be physical, mental, and social/emotional. We are just beginning to start our Personal Hygiene Unit where students will be reviewing healthy practices to maintain good hygiene and why it is so important.

LMA Clinical Department

overcame obstacles in their lives (ex: Roberto Clemente, Judy Baca, Rita Moreno). Welcome back to September 2018-2019 school year. The LMA clinical department is pleased to announce and welcome a new therapist, Ms. Angel Windham LCSW. We continue to facilitate lifeskills groups first thing in the morning as a way to jump start the day and increase daily motivation with the students. Lifeskills groups

started the year off by reviewing the student handbook and discussing rules and expectations of LMA. We will continue the month of September by identifying short and long term goals, creating vision boards and engaging in team building activities as a means of creating group cohesion.

New Point Specialty: There are currently 9 students enrolled in our program. Two students are attending Lamberts Mill Academy. Recently two students left the unit. However, we anticipate that new residents will join New Point shortly.

We are undergoing construction on the unit. New cameras are being place throughout the unit. Students are also getting new beds and dressers at this time.

Ms. Fort and Mr. Convery are assessing levels of new students and waiting on a few IEP’s from districts. We are also formulating ideas for our 2018-2019 SGO’s.

On September 26, the students will be going to the Montclair Art Museum for a day. On September 20th, the students worked at the Westfield Food Pantry for the Yom Kippur holiday. New Point students have worked this event for the past 10 years and have found it to be a very worthy experience.

Trinitas: Since instruction is 1:1, we have been assessing the students who have been approved for instruction (in reading and math), in order to work on skills and provide appropriate materials while waiting for home districts to send IEP’s, and/or books and materials. It is an opportunity to get to know students’ interests and engage them in learning. Special lessons have focused on National Hispanic Heritage Month. Some of the students enjoyed reading biographical selections about famous Hispanic Americans who

CROSSROADS:

Enrollment as of September 20, 2018 Actual: 43 Changes: 0 Entered: 1 Exited: 1	Referrals: 1 Intakes Scheduled: Pending Accepted: 1
Fire Drills: 9/20/18	Emergency Drills: 9/26/18

The 2018-2019 School Year began on September 4, with the Union County Educational Services Commission Staff meeting at the Westlake Campus for introductions, celebrating achievements and participating in professional development opportunities.

Supervisor of Instruction, Melissa McLaughlin and Principal, Reed Leibfried welcomed back the Crossroads Staff with an all faculty meeting at 45 Cardinal Drive. The administrative team introduced new faculty, discussed our school community mission and core values and reviewed our focus for professional learning communities during this lengthy meeting. Policies and procedures were also reviewed, departmental meetings held with our behavioral team, clinical team, paraprofessionals, therapists and our classroom teachers.

Professional development opportunities were given to the Crossroads Staff on September 4 and 5. Staff actively participated in “Safety Care,” training, Google Chromebook training as well as other breakout sessions spearheaded by Commission Personnel. The Crossroads Family was extremely excited to welcome back our returning and new Crossroads Students for the 2018-2019 School Year!!!

Classroom Achievements and Accomplishments:

Aliza Feuerstein’s Monthly Report: Currently Crossroads School has one physical therapist

working two days a week. Eleven students receive physical therapy services with a total of 14 individual treatment spots and two PT groups. Therapy sessions take place in the motor room.

This month I organized the motor room to prepare it for student treatment. I set up my schedule for the year and attended all required professional development courses including google training and setting up my new Chromebook.

My students are adjusting well back into their therapy sessions. I am re-assessing our students after summer break to make sure I have correct baselines for their IEP goals.

Anna Garrison's Elementary School Monthly Report: During the month of September, students worked on the thematic unit of transitioning back to school after our collective summer vacation. We read several stories about the first day of school while discussing the emotions of being nervous and tremendously excited for the first day of school. We even made, "jitter juice" to help students with their first day jitters. The students really enjoyed the activity. We also went over the school rules as well as the classroom rules. After reading, "Pete the Cat, Rocking in my School Shoes," we went on a scavenger hunt within the school and had to identify which school location was being described. This activity helped the students learn about different school locations and gain familiarity.

This month, we are also practicing how to sit nicely in our chairs during instruction. The students had a difficult time the first week but now they have increased their time remaining seated. Fernando I., from Elizabeth Public Schools has done excellent with remaining seated during group instruction. He is currently practicing his individual token board system and it has helped him tremendously. We also do morning meeting daily and it helps increase the students' social skills. Last week, Manny C., from Linden Public Schools, was experiencing a challenging time with morning meeting specifically with greeting his peers and staff. Through practice, and collaboration with our behavior team, he has shown tremendous improvement in this area over the first month of school.

Mrs. Garrison's students have been practicing their social skills as well. They greet their teachers and friends daily. They also are practicing waiting and taking turns nicely. Juliana R., from Roselle Park Public Schools, is practicing taking turns, sharing and participating in group activities with her peers. The class is also working on communication techniques. The students are practicing using their "words" to make requests for items they may want or need.

Classroom Teacher Briana Gallo's Monthly Report: It's the first month back to school and our students couldn't be happier to be back. Everyone seems to be adjusting nicely to their new classroom, staff, and friends. This month we have been working on our social skills, classroom rules, and classroom structure/routine. Through the use of PECs (an individual communication device), our students have been following picture schedules to establish routines, as well as, visual aids to help assist them in learning the classroom rules. We have also been using structured play time for the students and staff to get to know one another and to help enhance our students' social skills.

All our students this month have been off to a get start, but our Star Student for September is Mordecai C. from the Garwood Public School District. Even though this is Mordecai's first year at Crossroads, his energetic and positive personality has made him a great role model for his classmates. Mordecai is also an amazing artist and has been a big help with decorating our new classroom with our class art projects.

Susan Parenti's Middle School Classroom Monthly Report: To transition our students to a new school year, we read the story "First Day Jitters" by Julie Danneberg. The first day of school is always filled with a mix bag of emotions, from excitement to fear. This book shows students that they are not the only ones a little anxious on the first day of school.

We also followed a recipe to make jitter juice. We used ginger ale, fruit punch, ice cream and sprinkles. We created the most delicious Jitter Juice to take away those butterflies in our bellies.

We read the story "The Kissing Hand" by Audrey Penn. The students can relate to the little raccoon in this book. On the first day of school there are many mixed emotions everywhere. Some children are so excited about starting school and some don't want to leave their parents or their home. It is a great way to discuss feelings. The students worked on the following feelings: happy, excited, mad and sad. We identified the feelings using picture cards.

Our students and staff are working extremely hard on all academic disciplines, but are tremendously excited about this month's Science and Social Studies themes and curriculum. The class studied apples and the apple lifecycle by reading a book about the life cycle of an apple. After a short discussion about what children learned from the text, we used the Apple Sequence Cards to review each phase of the apple life cycle. Then students created their own life cycle of an apple craft. We discussed Jonny Appleseed and how he planted and supplied apple trees to much of the United States of America. The students also followed a recipe to make applesauce and infused technology by studying a educational video on Brainpop!

Christina Witte's Middle School Classroom Monthly Report: We started out the school year by familiarizing ourselves with our classroom routines, rules and expectations. We established our set of classroom rules, as well as individual rules and we looked around the classroom and tried out different items and activities to see what types of things we can earn. Our first word of the week was: "drill". We learned about what the word means, came up with examples and practiced parts of these drills inside the classroom. We also discussed and practiced some strategies in dealing with the unexpected sounds and changes of routines during drills.

We started back up our school-wide recycling program during pre-vocational instruction by handing out the recycling bins and paper recycling boxes. Our first community-based instruction trip this school year headed to BJs Wholesale. We purchased items to replenish our school store, as well as the Crossroads kitchen. Direct Instruction has been utilized to probe all the students in order to assess the retention of the previously learned material, as well as to re-assess their skills through the VB-MAPP individual student educational assessment.

In science and social studies we started a unit on water. We started learning about water everywhere in our world and the types of waters. We looked at some of the different bodies of water on the Google Earth. Several students were so excited about this application that I downloaded the app on the classroom iPad. I have already started to incorporate it into some smaller learning tasks, as well as individual reinforcers in alignment to the students' reward systems. We continued our water unit by learning about ocean animals, the differences between fish and non-fish animals that live in the water and we conducted several experiments with water, including removing the salt from salt-water, making a self-propelled squid and building an edible coral reef.

Chantel Abughazaleh Classroom Monthly Report: During the first two weeks of school, our theme was back to school. During circle time, we read books about coming back to school and how we might feel sad when leaving our parents. We also read a story about teachers and what the

job entails on an everyday basis. To promote fine motor skills, arts and crafts were used. The class followed a detailed model and created an apple, a school bus, a school house and a pencil. These beautiful crafts were displayed on the bulletin board in the classroom.

Another thing that we did was make oobleck in the classroom. This was a simple science experiment that was done together as a class. We followed a simple one picture diagram and created the oobleck. The students loved making it and really enjoyed playing with it and feeling the change in texture as well.

For next week, our theme of the week will be community helpers. The students will learn about different workers in the community and why they are important. They will learn this through stories, activities and more. We will also be doing the letter A for letter of the week. We will go on scavenger hunts, practice tracing and/or writing the letter A and identifying the letter. A weekly theme and letter will be used throughout the year to help instruct curriculum.

Allison Gebler's Monthly Report: In Allison Gebler's classroom 102, the thematic unit focused on back to school activities involving social introductions to new students and staff, classroom routines, material and reward locations, and a re-introduction to individualized token economies.

In the area of English Language Arts students were introduced to matching or identifying the letters of the alphabet, developing phonemic letter sounds, and writing or tracing the letters of their names. During Math instruction, students were introduced to matching or identifying the numbers 1-10, one to one correspondence and concepts of counting up to 10. In the area of Science / Social Studies students practiced various greetings to peers/staff and were introduced to matching or identifying categories, such as weather conditions, clothing and leisure activities.

In the area of verbal behavior, students worked on their ability to identify preferential rewards based on personal interests by following their individualized token economies. The best part of this month was getting to know the newest staff member in Room 102, Jackie! The students have quickly found her playful nature and understanding of their preferred reward activities to be her best attributes. Our class will continue to work on the assessment of previous mastered goals, demonstration of comprehension regarding classroom rules and individualized toileting goals. Room 102 is looking forward to developing friendships with new peers and staff, establishing classroom routines and Halloween activities next month!

Workshops and Committees:

9/4/18: Staff Development including Emergency Management

9/5/18: Safety Care Training

9/5/18: Google Training

HILLCREST SOUTH:

Enrollment as of 9/24/18 Actual: 83 Changes: 20 Entered: 19 Exited: 20. 19 graduated and 1 transferred to HAN Suspensions: 3. 1 for being in possession of a concealed weapon as well as suspicion of being under the influence of CDS, 1 for suspicion of being under the influence of CDS, and 1 for causing an unsafe driving environment on the bus.	Intakes Pending General Ed.: 13 Intakes Pending Sp. Ed.: 1 Waiting for EPS: 1 Waiting List: 0
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The school year at Hillcrest Academy South Campus (HAS) began with an introduction of a modified Credit Retrieval/ Accrual program and an updated Success Seminar. The Credit Retrieval/ Accrual Program allows students to earn credits through completed courses that were developed by staff using the Google Classroom Apps for Education. The Success Seminar provides underclass students with study skills skills and reinforces Language Arts Literacy and Mathematics. The aspiring seniors also learn study skills and provides guidance for planning for their future after high school.

HAS started the year with a new Guidance Counselor, Ms. Sara Gronert. HAS has secured a maternity leave replacement teacher, Mr. Denis Hill, for Ms. Kimberly Wrzesinski. Mr. Hill is currently substituting for one of the two Science teaching positions that are currently vacant. It is the hopes of the administration that both positions will be filled as soon as a qualified candidate is secured.

Two grants were awarded to staff at HAS in September by the UCESF. First Mr. Sobieniak with a mathematics related incentive program. The other grant awarded to Ms. Ferrari, Ms. Rubin, and Ms. Wrzesinski will provide a starting point for a School Store.

Since the beginning of the school year the Ms. Gronert, shared Guidance Counselor at Hillcrest Academy, has worked to build a positive rapport with the staff and students as the new counselor. She has worked with the administration in both Elizabeth Public Schools and the Union County Educational Services Commission to ensure the success of each student by auditing student transcripts and creating and or adjusting students' schedules to make sure they are on track to graduate. The counselor also collaborated with the administration and social worker to enroll students into Saturday School at Elizabeth High School, as well as the SAT. The guidance counselor is excited to be working alongside the staff at both Hillcrest Academy North and South and is looking forward to a great year.

Plans proceeded to implement Spirit Day on Tuesdays for the upcoming school year. Topics will include College Day and Sport Days as well as seasonal ideas. Additionally, Ms. Gilchrist, Social Worker, will confer with Ms. Clark, Paraprofessional and Community Service Liaison, to align Spirit Days with the Week of Respect, School Violence Awareness Week and other state mandates. Ms. Gilchrist will attend the first monthly DCF/HIB meeting on the 28th of September. She is currently in the process of determining who is eligible for DCF services. Preparation is being made to begin completing the BIS pre test. The Social Worker will also begin treatment planning for the DCF and Special Education students who will be referred to Dr. Amy Glickman for additional support. Ms. Gilchrist is developing a weekly as well as quarterly incentive awards to encourage students to attend, behave, and maximize their educational potential. The Social Worker is also tracking the Seniors who need independent studies. These students will be required to attend after school tutoring once a week in their ultimate quest for graduation. Participation is optional but the requirements are mandatory. Parents and guardians will also be notified to assist students. Ms. Gilchrist is instrumental in acclimating the new Guidance Counselor to the culture of HAS as well as the Elizabeth District requirements.

It's a new school year and the Hillcrest Academy South Community Service Program (HASCSP) is off and running! We have a dynamic year planned with community service outreach activities that will consist of a combination of in-school and off site projects. The HAS Student Council E-Board for 2018-19 has been established and they are busy brainstorming ideas for school wide activities in order to generate school spirit among the student body. Leadership opportunities abound for our students throughout these programs, which will allow them to develop skills in leading peers, training others and professional interaction with our community partners at the local, state and national level. We are proud of our established partnership with Junior Achievement of New Jersey. Currently, we are making plans to visit Finance Park later this fall. To commemorate the 9/11 National Day of Service, the HAS Community Service program hosted a fundraiser to benefit the UN Food Programme. The HAS Respect Committee is being formed in support of New Jersey's Anti-Bullying Law. We are excited to announce that the new Freerice program, is now in beta

testing and that the finalized version of the program is expected to be released in the next few months. Once this occurs, all HAS students will once again be able participate in this educational program. The goal of the Freerice program is to promote education and to end world hunger. This is achieved by students playing this educational game and thereby earning “free rice” for each correct question. These questions are geared to reinforce student knowledge in all academic areas. From there, corporate sponsors committed to the program will then donate the rice earned to countries around the world in need of food. We are excited to be entering our sixth year of this important initiative.

During the month of September Ms. Cioffi’s English courses have been focusing on learning the routines and rituals of the class to ensure a smooth, organized classroom structure for the rest of the year. Students have been learning to come to class on time, get all materials needed immediately upon walking into the room, and completing the Do Now silently for the first five minutes of class. Classes have been centered on review of basic skills such as making annotating texts, reviewing plot elements, identifying character traits, and citing textual evidence. The teacher is using these lessons and activities performed in class to assess the level of performance of each student in order to prepare lessons plans based on student needs. The remainder of the month will also be used to introduce the independent reading program. Students will select high interest novels in hopes to engage their interest in reading and learning and continuing to review skills, such as characterization, theme, point of view and conflict. Further plans for these classes are to continue practicing the routines and rituals of the classroom consistently, continue independent reading to improve students’ ability in sustained reading and reading ability, and to begin learning the skills linked to the English Curriculum Consensus and Projected Maps.

The 2018-2019 school year is off to a great start in Ms. Holden’s classes. Time was spent on going over the routine and rituals of the class. Students set goals for themselves for the year and created their own Classroom Participation Rubric. In commemoration of September 11, students read and analyzed excerpts from Flight 93. Students viewed a docudrama on the tragic events that occurred on that date and read first person accounts of several of the first responders. While reading the first-person accounts, students determined the meaning of words and phrases as they were used in the text and analyzed the cumulative impact of specific word choices on the meaning and tone. Also, students engaged in several lively discussions which dealt with terrorism. In addition, students read and analyzed the plot elements of *The Last Leaf* by O. Henry. Also, in celebration of Spanish Heritage Month, students researched a famous Spanish American and wrote a short report.

Ms. Cherville’s Spanish classes started the school year with literacy in mind. First year Spanish students are working on building vocabulary. Second year Spanish students are reading *Las aventuras de Miguelito* which is helping them improve their reading comprehension, writing, and speaking skills in the target language. Spanish speaking students are reading *Cartas a Miguelito* and periodicals to improve reading comprehension. They are writing summaries and compositions to improve writing skills. We are getting ready to celebrate the Hispanic Heritage Month throughout the school when we will share food, music, and artifacts to display the culture that unite Hispanic countries.

Ms. Wrzesinski’s U.S. History I, U.S. History II, and World History classes demonstrated critical thinking and analytical skills for the month of September. They did this by looking at the differences between primary and secondary sources. Students also looked at current event articles that were aligned with the common core standards and answered questions plaguing our country today. U.S. History I classes started their unit one topic by looking at the European explorers that will eventually establish our nation. Students looked in depth at the first portuguese explorers that reached new lands. U.S. History II classes started their unit one topic by looking at the American Industrial Revolution. Students have been introduced to what an industrial revolution is, why it started around this specific time and how important natural resources are for modernization. World History classes started their unit one topic: geography and enduring issues. They

reviewed the concepts of why we study history, why is it important and then started the topic of the five themes of geography.

Ms. Duarte's classes started the school year with great energy as we shared our stories from the summer and took part in getting to know you activities. Students completed a host of activities from snapshot autobiography templates detailing significant moments in their lives to 'The Life & Times of Me' newspaper covers explaining significant events from their past and future aspirations. These activities offered everyone an opportunity to get acquainted as we delve into the new school year. In order to assess students' current standing with regard to reading and writing we used current events to gauge their current academic level. This included exploring the way in which we are becoming a cashless society and the role of the first amendment in sports through a reading of the NY Times Upfront articles, *The End of Cash? and Football and Patriotism*. Students delved into discussions on these topics and completed pre-assessments. The current level measurement will serve as a baseline for future growth throughout the academic year. We are excited to see what the new school year will bring and welcome new opportunities for growth.

In September, the students in Mr. Sobieniak's Algebra II classes reviewed many Algebra I topics. They also learned to solve complex equations and inequalities. The students also learned many properties of linear functions. Students in Probability and Statistics classes learned about representation and summary of data and measures of central tendency. They were investigating many real life applications problems. The students in Success Seminar/Math Strategy class reviewed many Math skills by solving a few fun Math activities and Mathematics Puzzles. Students continually used the interactive SmartBoard throughout their lessons.

All of Ms. Ferrari's classes have been working on establishing rules and procedures, rituals, as well as classroom and school expectations. The HAS Rules and Procedures are posted in the students' view and can easily be used as a reference. The students have assembled their math binders, individualizing a colorful cover sheet themed around Fibonacci's sequence/The Golden Ratio, and how many ways it is found in nature (i.e. conical shells, the shape of a hurricane, a sunflower, a galaxy, etc.). The students know to come into the room, grab their binder and Do Now's and start working when they enter. The Algebra I students began their first unit on basic algebraic concepts. They are applying real world applications such as using unit analysis to compare the speeds of trains around the world. The students used a concentric circle diagram to help classify whole numbers, integers, rational numbers and how this population of numbers relate to all real numbers. Additional skills the students are working on include, but are not limited to adding, subtracting, multiplying and dividing real numbers, order of operations, and simplifying algebraic expressions. The geometry students have begun their first unit on basic geometric concepts. They are applying real world applications such as determining how airport runways are numbered based on the angles they form with due north. The students will practice using the Pythagorean Theorem to help them conceptualize the distance formula. Additional skills the students are working on include, but are not limited to points, lines and planes, the segment addition postulate, angles and their measure, the midpoint formula and segment and angle constructions. Some Success Seminar III students were in my Algebra II class last year. This allows me to know my students and utilize algebraic concepts previously taught to connect directly with Accuplacer preparations. Some students are very motivated to achieve mastery of the concepts assessed on the Accuplacer exam. The response to the school store has been favorable among students and staff. The HAS School Store Student Committee is preparing for opening the store early in October. It is very pleasing to see how many people are coming together to come up with cost efficient ways to purchase products to sell, student incentives, and design creative spirit wear. It seems many are excited and motivated to see how the store will develop over the course of the school year.

Ms. Rubin, School Nurse and Health teacher, has been assisting with entry and dismissal procedures, including bag searches. The school nurse made calls to all of the absent students' parents each day. The nurse has been seeing an average of eight to 10 students per day. The nurse sent notes home to parents for

those students with food allergies, asthma, and other health concerns. The nurse had meetings with Ms. Ferrari to create a school store at HAS. A Commission grant was received to help us with startup and students are signing up to help as well. In Health class, the students are being introduced to “what is health?” and annual screenings have begun. This years curriculum will cover Personal Health Care, Body Systems, Health and Wellness, CPR, and First Aid.

The students began the year off going over classroom rules, procedures, and expectations for the 2018-2019 school year in Physical Education. Mr. Barone introduced students to a unit on billiards. He covered basic rules, different scenarios one my face in game play, holding the stick, and breaking the rack. Many of the students never played before so this was a great opportunity to learn something new. In addition, Mr. Barone was excited to see other students happy to assist others who have not played before. During Health, students started the year off with an “ice breaker” activity that allowed the students to get to know one another. Mr. Barone felt because there were a number of new students to the school, allowing students time to ask each other questions was an excellent way to get the students engaged in conversation. In addition, students were asked to answer the question, “What is Health?” in their own terms. Mr. Barone explained that health encompasses one’s physical, social and emotional health. Mr. Barone feels that when students are more comfortable in their surroundings, they are more likely to participate.

HILLCREST/NORTH:

<p>Enrollment as of: 9/21/18 Actual: 63 Changes: Entered: 2 Exited: 0</p>	<p>Referrals : working collaboratively with Elizabeth to increase enrollment Drills: Fire Drill 9-17-18</p>
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As the new school year starts, the Social Studies Department at Hillcrest Academy North has actively worked to set the atmosphere and culture for our students. The department has developed an Economics “Classroom Budget” that helps students learn and apply concepts of real-world budgeting. Each week, students are charged “rent” for their seat in class. Students must complete assignments in order to earn money to pay the rent. If students work hard and are responsible with their spending, they can begin saving money towards classroom rewards, like snacks. This year-long budget will become the cornerstone for our school’s Economics classes. The history department has also been in close cooperation with the English department in setting and reinforcing questioning and writing standards, setting a school wide tone that will help not only the students but staff as well.

In English, during the first week of school, students were introduced to the rules and procedures of the classroom. Students learned about the course syllabus, schedule, and created a binder. Students also wrote a letter of introduction, created a “Dreams” board, and played a habits game. Students have begun to independently read, and have read two short stories including “The Dinner Party” and “Lamb to the Slaughter.” Students practiced the first skill learned (annotating/active reading skills) on the story “The Dinner Party.” Students learned about the elements of plot and mapped out the plot elements in the “The Dinner Party.” Finally, students reviewed the main elements of a story including narrator, setting, protagonist and antagonist, types of conflict, and theme. Students closely read “Lamb to the Slaughter” while identifying those story elements.

In Creative Writing, students are starting each class writing a story for at least ten minutes. Students learned about synonyms and antonyms. They went over some of the English language’s most overused words: said, asked, good, and bad. Students brainstormed individually, and then with a partner, to come up with different

words they could use instead of the overused words. Then they put the words on a poster. Students are currently learning about connotation and denotation.

The Math Strategies elective class has shifted to become an online-like course to help prepare students for Accuplacer Mathematics testing. Mrs. Machado wants students to have everyday interaction with technology in order to best prepare them for technology-centered college courses and computer-based standardized tests via Khan Academy and Aleks. Mrs. Machado will begin to monitor their progress and assign tasks according to their skills that need improvement. The immediate feedback from each skill will give students an honest perspective of their understanding of various high school math subjects.

Probability and Statistics is being offered as the higher level math for the fourth year requirement. The first unit deals with the measures of central tendency. The emphasis is on drawing conclusions and making decisions based on data. The geometry class begins with the basic concepts and terms used in geometry. Frayer models are frequently used to distinguish terms by using non-examples as well as examples. The basic skills are being reinforced in all the classes as we demand that all work be shown. Furthermore, calculators are being withheld so as to refresh the skills that have become rusty. Khan Academy will also be part of the math strategies classroom for the underclassmen. They can move at their own pace in individualized instruction. The teacher can then spend more energy in other ways that help the students succeed in classes and on standardized tests.

Health class began with the unit on Organ donation. The students took a pre-test to see what they know about organ donation, then watched a video produced by the Sharing Network and took a post test to see what they learned now that they know more about organ donation. The next unit is anatomy and physiology. The first lesson was on the Skeletal System. Physical Education classes focused on rules and structures during their first two weeks of school.

Art students began the year learning about color and line symbolism. These 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.

NONPUBLIC:

A special thank you to Mrs. Foppert, Mr. Kowalski, Mrs. Winter, Mrs. Quigley Russell, Mrs. Jakubowski, Mrs. Squicciarini and Mr. Seidu for their efforts in providing a tremendously positive start to the 2018-2019 school year for the Nonpublic Services Department.

Nonpublic Teachers, Speech Therapists, Nurses and Child Study Team Members participated in departmental meetings reviewing continued departmental practices and introduced a few changes to further ensure compliance and continuity. This school year, Nonpublic Teachers are responsible for completing the PLAAFP (Present Level of Academic Achievement and Functional Performance) section of service plans

and will select appropriate goals and objectives for students. Nonpublic Teachers participated in a training session focusing on both topics.

The Nonpublic Nursing program is up and running in all of the nonpublic schools in Union County. The Nonpublic Nurses continue to assist in maintaining student health records (A-45) and completing specific screens for students grades k-12.

Nonpublic Teachers began providing services to students and Child Study Team Members continue to build their schedules. Technology and School Security Plans for nonpublic schools are in the process of being approved by their public school district.

The Nonpublic Department is exploring possible changes to PowerSchool to operate more effectively.

TRANSITION SERVICES:

Work Readiness Academy Individual Student Enrollments: 12

Project SEARCH-Overlook Medical Center Enrollment: 9

Westlake School (Job Academy): 14 (Projected)

Lamberts Mill Academy (Job Academy): 3 (Projected)

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

The **Work Readiness Academy** begins the 2018-19 school year with 10 full-time students and 2 shared-time students. The students spent the first three weeks in September participating in instructional activities aimed at helping them prepare for their initial internship placements.

Highlights included:

Students in the WRA were administered the ***Strong Interest Inventory*** assessment. The Strong provides robust insight into a person's interests to help them to consider potential careers, their educational path and the world of work. The inventory built on psychologist John Holland's theory and backed by more than 80 years of research into how people of similar interests are employed, and what motivates individuals in the workplace. Each student received a personalized iStart Strong Report painting a clear picture of how one's interests and themes link to various jobs, work settings, and career fields'

Students in the WRA also participated in a half-day functional skills assessment activity. The staff designed 10 different stations where students were asked to perform a variety of tasks. Staff at each station evaluated the students performance. The results of the assessment stations will be reviewed by staff to help identify individual student strengths and weaknesses.

Other instructional topics covered this month included:

Writing a Business Plan: The students are in the process of writing a business plan to provide a lunch pick up service called Readiness Pick Up (RPU)

Qualities of Good Character: Students identified the various traits that contribute to having good character.

Flexibility: Students identified various situations in life and at work when a person needs to exhibit flexibility.

Gmail: Students were introduced to the various features of Gmail and practiced sending emails multiple ways (forwarding, sending to a group, cc'ing and bcc'ing recipients).

Sensory Testing: Students participated in an activity involving Oreo cookies that helped them recognize how their senses influence their perception of foods through flavor and texture.

Our students also participated in two community trips this month. They visited “Grow-A-Row” at AGAR Farm in Hunterdon County where they participated in the harvesting of crops which will be distributed to food banks in the Tri-State area.

They also participated in a mindfulness walk along the Lenape Trail in Westfield where they learned how spending time in nature can help one “de-stress” and stay calm.

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

The **Project SEARCH** program at Overlook Medical Center began its third year this September. The program welcomed nine new interns representing the following school districts in Union County: Elizabeth, Plainfield, Cranford, Scotch Plains-Fanwood, and Kenilworth. We are also pleased to welcome one student from Morris School District (who attended the Newmark School in Scotch Plains last year). Two of the new Project SEARCH interns graduated from UCESC’s Work Readiness Academy, while another comes to us from the Commission’s Westlake School.

The student interns spent the first three weeks of the school year participating in orientation activities aimed at helping them get acclimated to the hospital environment at Overlook Medical Center. The interns practiced wayfinding and received their ID badges. They also learned about general hospital etiquette and respecting privacy. The students and staff were administered two-step Mantoux tests by the Employee Health office as part of the health requirement to intern at the hospital.

By the end of September all nine interns were deployed into their first internship rotations. This Fall the interns are participating in experiences with the following departments:

Infection Prevention
Neurology/ICU/CCU
Environmental Services
Overlook Foundation
Materials Management
Food Services-Overlook Cafeteria
Central Sterile
Dietary & Nutrition
Human Resources

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.

Josh Bornstein, our Director of Special Projects spent part of September working with our partner districts to begin setting up our sub-contracted Structured Learning Experience programs. We will again be providing SLE services to identified students from Elizabeth Public Schools and Plainfield Public Schools. Our newest district partner is Summit Public Schools.

TECHNOLOGY:

The IT Department worked tirelessly with the administrative staff to make much needed changes in the Special Education system Tienet. We attempted to work with Tienet support staff in the hopes they would assist us however, due to several factors, we found that the system is not malleable and that it no longer meets our needs. We are currently working to procure a new solution.

Our lunch payment system, PaySchools, was fully integrated into our PowerSchool database. This will allow for parents to make online payments to their children's accounts as well as improve our reporting capabilities. This is a dynamic system, communicating directly with PowerSchool to determine free and reduced lunch eligibility.

As we move closer to a paperless environment we are working to enable our staff to use digital signatures on PDFs through Adobe Acrobat. Since we have already purchased Adobe Creative Cloud Suite, we are working to expand our Adobe volume license agreement to include Acrobat.

After some slight repairs to the Docuware environment, we are fully functional with this software. Our document management process is now digital, making it much easier to store, search and retrieve data on demand.

We have replaced our Sonicwall firewall with a new, more robust firewall. This will allow for better bandwidth utilization and better control over internet access.

To better serve our largest location, 1571 Lamberts Mill, we are working with administrative staff to schedule an IT staff member there once a week to address IT issues onsite. This will also allow for the IT Department to move forward with a complicated project to migrate our server shares to Google Drive.

Capitalizing on the software made free to educational institutions, we are enabling staff and students with the ability to use Office 365 on their Chromebooks.

TRANSPORTATION:

The 2018-2019 school year is another busy one for the Transportation Department. As of September 1, 2018, the Commission had established 500 routes with private bus companies transporting approximately 2,700 special education, vocational, and public school students. These routes service 30 districts and 191 schools. The Commission is also providing after-school athletic, field and trip busses for a participating district. Six participating districts contract with the Commission for all or part of their in-district transportation needs, including public and special needs transportation. The Transportation Department once again bid for nonpublic, private, and parochial school routes this past summer for the coming school year. Seventeen routes were established transporting 595 students servicing 10 districts and 11 schools.

This year, the Commission is operating 8 routes on its own vehicles which are transporting 195 students from 11 districts servicing 5 schools and programs. In the month of September the Transportation Department began to establish the daily routes which will service the various Commission schools and programs throughout the rest of the school year. Primary among these is assistance to the Transition Program with transportation to and from student placements. The department will also be providing transportation for the Westlake School's S.A.V.E. program held at various locations, including the Clark Shop-Rite, Clark Nursing and Rehabilitation Center, Runnels Specialized Hospital and the Westfield Public Library. Additional regularly scheduled trips are also provided to the Westfield YMCA for an aquatics program. In addition, lunch and breakfast delivery to Hillcrest Academy North and the Crossroads School is

also provided by the Transportation Department as well as transportation for the Hillcrest Academy North gym classes held at the Clark community center.

Twenty-two school vehicles were presented to the Motor Vehicle Commission for inspection on September 17-18, 2018. All twenty-two vehicles passed and are set for another six months of service.

Since the start of school in September, approximately fifty additional routes were created to accommodate late requests or changes to existing routes. Other changes to existing routes which were routine (address and phone number changes, additional or deleted students, etc.) numbered in the hundreds and contributed to the hectic climate of the beginning of school. Slowly but surely order was established from chaos so that by the second week of school a more controlled atmosphere prevailed and another school year was underway.

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