



OFFICE OF STUDENT-RELATED SERVICES

SCHOOL COUNSELING SERVICES

The Office of Student Related Services' mission is to support the academic, social, and emotional wellness of all students by equipping them with resources and fostering knowledge and decision-making skills necessary to become highly motivated, goal-oriented, mindful, and proactive citizens of noble character in a multicultural and ever-changing global society.



**ESSEX COUNTY SCHOOLS OF TECHNOLOGY
OFFICE OF STUDENT RELATED SERVICES
SCHOOL COUNSELOR & SAC/SW ASSIGNMENTS
2020-2021 SY**

Dr. Patricia Clark-Jeter	Director of Student Related Services	pjeter@essextech.org	(973) 412-2203 Ext. 2230
Johanna Salvante	SRS Administrative Professional	jsalvante@essextech.org	(973) 412-2203 Ext. 2213
Sophia Freeman	Special Education Admin Professional	sfreeman@essextech.org	(973) 412-2203 Ext. 2219

DONALD PAYNE TECH COUNSELING ASSIGNMENTS

Zaida Guerrero	Guidance Secretary		zguerrero@essextech.org	(973) 412-2203 Ext. 2215
Tennille Rainey	Student Assistance & SPM Coordinator		traney@essextech.org	2257
PT Counselors	Grade	Assigned Student Caseload	Email	Extension
Denise Calimano	9-12	English Learners	dcalimano@essextech.org	2218
Watson Calixte	9-12	Students With IEPs	wcalixte@essextech.org	2220
Gerald Pagano	9	All GE	gpagano@essextech.org	2271
Watson Calixte	10	A-H	wcalixte@essextech.org	2220
Ayanna Mentor	10	I-V	amentor@essextech.org	2256
Gerald Pagano	10	W-Y	gpagano@essextech.org	2271
Denise Calimano	11	A – Perez	dcalimano@essextech.org	2218
Mary Larusso-Crincoli	11	Phillip - Z	mlarusso@essextech.org	2216
Ayanna Mentor	12	A - Leake	amentor@essextech.org	2256
Mary Larusso-Crincoli	12	Lespier - Z	mlarusso@essextech.org	2216

NEWARK TECH COUNSELING ASSIGNMENTS

Nicole Blasco	Guidance Secretary		nblasco@essextech.org	(973) 412-2203 Ext. 2280
Alghashiyah Murray	Student Assistance & SPM Coordinator		amurray@essextech.org	2265
NT Counselors	Grade	Assigned Student Caseload	Email	Extension
Marbely Perez-Serrano	9-12	English Learners	mperez@essextech.org	2276
Andrew Turner	9-12	All TEAL	aturner@essextech.org	2279
Marbely Perez-Serrano	9	A-Z	mperez@essextech.org	2276
Andrew Turner	10	A-Z	aturner@essextech.org	2279
Toni Ann Percontino	11	A-Z	tpercontino@essextech.org	2274
Toni Ann Percontino	12	A-P	tpercontino@essextech.org	2274
Marbely Perez-Serrano	12	Q-V	mperez@essextech.org	2276
Andrew Turner	12	W-Z	aturner@essextech.org	2279

WEST CALDWELL TECH COUNSELING ASSIGNMENTS

Toni Evans	Guidance Secretary		tevans@essextech.org	(973) 412-2203 Ext. 2232
Cynthia Toro	School Social Worker & SPM Coordinator		ctoro@essextech.org	2238
WCT Counselors	Grade	Assigned Student Caseload	Email	Phone Numbers
Emily Arcangelo	9-12	Students With IEPs	earcangelo@essextech.org	2261
Sherri Axelrod	9-12	English Learners	saxelrod@essextech.org	2278
Emily Arcangelo	9	A-Z	earcangelo@essextech.org	2261
Sherri Axelrod	10-12	A-Z	saxelrod@essextech.org	2278
Emily Arcangelo	9-12	ST (Grade Reports) Contact CST for Info	earcangelo@essextech.org	2261

[Reporting Child Abuse in New Jersey](#)

In New Jersey, anyone with reasonable cause to believe a child is being abused should immediately call the Child Abuse Hotline. If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE. You can call anonymously and do not need proof to report an allegation of child abuse. The Hotline is available 24 hours a day, seven days a week. **1-877 NJ ABUSE (1-877-652-2873) TTY 1-800-835-5510.**

2021-2022 ENROLLMENT MIDDLE SCHOOL PRESENTATIONS
REQUEST OUR STAFF TO HOST AN ENROLLMENT INFORMATION
SESSION FOR YOUR PARENTS, STAFF, OR STUDENTS!
[ECST Middle School Presentation Request Form](#)

Features of School Counseling Program

Academic Counseling
Character Education
College & Career Readiness
Community Service/Service Learning
Crisis Intervention
Graduation Requirements
Individual/Group Counseling
Positive Behavioral Interventions & Supports

Intervention & Referral Services
Naviance
Parent Conferences
College Board Advanced Placement
Section 504 Rehabilitation Act
Social-Emotional Learning
Scholarship Opportunities

Academic Counseling

MONITORING ACADEMIC PROGRESS:

Power School

[Click here](#) to access the PowerSchool Parent Portal.

- Parents should log in to PowerSchool frequently to check their child's academic performance
- Click on the Quarter grade for each subject for specific assignment information
- If your student is having academic difficulty please email the teacher cc your child's school counselor
- If student is failing a subject they will be placed on an Academic Contract



SCHEDULING:

Students should meet with counselors in the Winter/Spring of every school year to discuss academic progress and courses for the following year. Counselors will give students course selection sheets to discuss potential class choices with parents. Honors and AP Classes will be given to students who have met academic requirements & test scores. It should be completed, signed and must be returned to the counselor.

****While school is not in session students should scan and return these sheets via email to the assigned counselor to expedite the scheduling process.****

CHARACTER EDUCATION



www.Character.org

In the Counseling Offices and throughout our schools we strive to lead our students in the 6 pillars of Character Education and the 11 principles of effective character education. We attempt to reinforce these good practices in individual counseling, group counseling, class presentations, Week of Respect activities, Sports & Club principles and all throughout our school community.

11 PRINCIPLES OF EFFECTIVE CHARACTER EDUCATION Effective Character Education:

1. Promotes core ethical values as the basis of good character.
2. Defines “character” comprehensively to include thinking, feeling, and behavior.
3. Uses a comprehensive, intentional, proactive and effective approach to character development.
4. Creates a caring school community.
5. Provides students with opportunities for moral action.
6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strives to foster students’ self-motivation.
8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.
9. Fosters shared moral leadership and long-range support of the character education initiative.
10. Engages families and community members as partners in the character-building efforts.
11. Evaluates the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character.

Character Education Partnership

COLLEGE & CAREER READINESS

21st Century Life & Career Skills

The Essex County Schools of Technology adhere to the New Jersey Standards for College & Career readiness integrating it throughout our curricula including:

- The 12 Career Ready Practices
- Personal Financial Literacy
- Career Awareness, Exploration
- Career and Technical Education

The Office of Student Related Services utilizes Naviance to help students explore different career and college paths.

COMMUNITY SERVICE/SERVICE LEARNING

Each student in the class of 2022 and beyond is required to complete 60 hours of community service to graduate from Essex County Schools of Technology. These numbers have been prorated for the class of 2020 & 2021. The suggested amount is 15 per year to make it manageable. Students are able to accrue 10 hours per sport/club they join at the school for a maximum of 40 hours of the 60. The other 20 hours must be completed at community organization outside of the school sports/clubs. In the attached form we have included to log for hours and suggested community organizations. The logs should be submitted by May of each school year to the designated staff person in each school.

MENTAL HEALTH/CRISIS INTERVENTION RESOURCES

NJ DOE QUICK REFERENCE MENTAL HEALTH GUIDE

The Quick Reference Mental Health Guide: Social-emotional and mental health supports for students and staff developed collaboratively by the New Jersey Department of Education and the New Jersey Department of Children and Families.

NJ Crisis Intervention Response Network

The New Jersey Crisis Intervention Response Network (NJCIRN) - Both active and retired police, fire and rescue personnel act as trained peer support counselors. The network coordinates a number of teams providing coverage to the entire state. For more information or to make requests for Crisis Intervention Response Network services call (609) 394-3600.

Essex County Mental Health and Additive Services Providers Directory

<https://preview.tinyurl.com/EssexMentalHealthProviders>

NJ Children's System of Care PerformCareNJ

PerformCare is a full-service behavioral health managed care company, supporting members in the public sector. We are committed to providing superior, innovative solutions in behavioral health, developmental and intellectual disabilities, human services, and integrated health programs.

<http://www.performcarenj.org/index.aspx>

1-877-652-7624

GRADUATION REQUIREMENTS

To graduate, students are required to pass all required courses, complete community service hours and pass state assessments. The link below contains more specific information.

[Essex County Schools of Technology Graduation Requirements](#)

INDIVIDUAL/GROUP COUNSELING

School Counselors meet with students individually and in groups periodically to support good attendance, academic, social, and emotional well-being. Student should email their school counselor to schedule an individual counseling session and check their email and Schoology for group counseling sessions.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

Multi-Tiered Framework

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. PBIS is an example of MTSS centered on social behavior.

Three Tiers of Support

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 supports, they are not Tier 2 students.

Tier 1: Universal Prevention (All)

Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive, Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports require are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.

- [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches; Accessibility Statement | The Boggs Center](#)
- [Center on PBIS](#)
- [NJ Tiered System of Supports](#)

INTERVENTION & REFERRAL SERVICES

ADMINISTRATIVE CODE

In April 2001, the State Board of Education adopted new rules to provide district boards of education with standards for the delivery of intervention and referral services (N.J.A.C. 6A:16-7, Intervention and Referral Services*). (A copy of N.J.A.C. 6A:16-7 is provided in Appendix A.) The requirements set forth in the regulations are intended to provide schools with direction in formulating coordinated services and team delivery systems to address the full range of student learning, behavior and health problems in the general education program, such as those identified in the Overview section above. Under the new regulations, however, schools may also provide intervention and referral services for students who have been determined to

'Establishment and Purposes of Intervention and Referral Services' Pursuant to these regulations, district boards of education are required to:

"... establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties..." [N.J.A.C. 6A:16-7.1(a)]; and which are designed to:

"...assist staff who have difficulties in addressing students' learning, behavior, or health needs." [N.J.A.C. 6A:16-7.1(a)]

The regulations make it clear that I&RS activities should be focused on concerns with students, and that the end result of I&RS activities should be student improvement. It is equally important to note, however, that, an I&RS program must consist of a formal, coordinated and well- articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.

Phase 1: Request for Assistance

Phase 2: Information Collection

Phase 3: Parent/Guardian Notification

Phase 4: Problem Solve

Phase 5:

Develop I&RS Action Plan

Phase 6: Support, Evaluate and Continue the Process

[New Jersey Intervention & Referral Services](#)

For more information on an Intervention & Referral Service request please contact the Director of Student Support Services, Dr. Patricia Clark-Jeter (pieter@essextech.org).

- **Teacher I&RS Referral Form**
- **School Counselor I&RS Referral Form**

Naviance is a tool used to help students explore College and Careers. Students are assigned tasks every school year which allow them to get to know their learning styles, strengths, weaknesses and possible careers and colleges that would fit their needs. Naviance also provides SAT prep through KAPLAN, allows students to build a resume, request letters of recommendation and it is an integral part of our college application process. Below are the tasks assigned to students by grade with their expected completion dates.

Logging Into NAVIANCE:

Student Usernames are: ID#@essextech.org

Should a student forget their password they should follow the forgot my password instructions to reset it.

[ESSEX TECH NAVIANCE](#)

Course selection sheets will be emailed through NAVIANCE!

SENIORS:

- All seniors should be checking their emails (Inbox and Spam) Most college campuses and their offices are closed or are working with limited staff or remotely.
- Deposits are due usually the first week in May for tuition and dorms.
- EOF programs for NJ Colleges are up to the individual university
- Seniors should continue to review financial award letters and loan options
- The best way to get your question from a university is to call or email them
- Seniors should request transcripts and report cards to be sent to asking colleges/universities by emailing their School Counselor. Contact information for the requesting admissions office/contact person should be sent in the form of an email address.
- Complete 15 hours of Community Service/Service Learning

Juniors:

- Most colleges have cancelled in-person college visits and tours. But you can visit them virtually through your NAVIANCE account. Counselors can be emailed for any questions
- Juniors should be working on their College Essays and completing their resume in Naviance or "brag sheet".
- The College Supermatch should also be completed on Naviance. It will enable both students and parents to narrow down schools in which the student might be interested in. (Remember to include safety schools and reach schools.)
- Since your SAT score can be an important component to your college acceptance continue to review through Khan Academy.
- Complete 15 hours of Community Service/Service Learning

Sophomores:

- Complete *Do What You Are* and *MI Advantage*.
- Update your resume.
- Complete Advanced College Search
- Watch *Roadtrip Nation* Video & Complete Reflection via Google
- Complete *Game Plan Survey*
- Complete 15 hours of Community Service/Service Learning

Freshmen:

- Complete *Learning Style Inventory* and *Career Cluster Finder*
- Add Career Cluster to Favorites list
- Build a resume
- Complete Strengths Explorer
- Add Career Pathway to Favorites List
- Complete 15 hours of Community Service/Service Learning

PARENT CONFERENCES

Teacher-Parent Conferences

A parent-teacher conference is a great opportunity to:

- share academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments
- learn from parents or guardians to be better informed about students' strengths, needs, behaviors, and learning styles
- discuss enrichment or intervention strategies to support students' learning
- discuss issues that may be interfering with students' learning and growth

If you wish to speak to a counselor please email the counselor. All emails should have contact information such as your email and telephone number. Please indicate the nature of the conference. Counselor assignments are listed on this website.

SECTION 504 REHABILITATION ACT

[Section 504](#) is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that students with medical or other disabilities have equal access to an education. Qualified students may receive accommodations and modifications planned by persons knowledgeable about the students, the meanings of evaluation data, and placement and accommodation options. Information and resources on 504 are provided below.

Dr. Patricia Clark-Jeter District 504 Coordinator Director of Student-Related Services pjeter@essectech.org		
Watson Calixte Donald M. Payne Tech 504 Coordinator School Counselor wcalixte@essextech.org	Alghashiyah Murray Newark Tech 504 Coordinator Student Assistance Coordinator/SPMP Coordinator amurray@essextech.org	Cynthia Toro West Caldwell Tech 504 Coordinator School Social Worker /SPMP Coordinator ctoro@essextech.org

NJ DOE SECTION 504

<https://www.state.nj.us/education/students/safety/behavior/504/>

ESSEX COUNTY SCHOOLS OF TECHNOLOGY 504PLAN DISTRICT POLICY

<https://www.straussesmay.com/seportal/secure/DistrictPolicy.aspx?policyid=2018&search=504+Plan>

CASEL's Widely Used Framework Identifies Five Core Competencies

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The following traits include soft skill development for students in the creation of career and college goals:

- Character Traits
- Healthy Communication
- Vision of Self
- Talking to peers
- Future Goals
- Motivation

To reinforce healthy social-emotional learning certified staff members in the office of student-related services prepare weekly lunch-time counseling sessions open to all students on a variety of topics including but not limited to:

- | | | |
|----------------------|----------------------------------|-----------------------------------|
| ◆ Academic success | ◆ LGBTQ | ◆ Self Esteem |
| ◆ Anger management | ◆ Loss & Grief | ◆ Self-concept – Race / Ethnicity |
| ◆ Classroom behavior | ◆ Managing Conflicts | ◆ Stress & Anxiety |
| ◆ Drug & Alcohol | ◆ Transitioning to Our Schools | ◆ Time management |
| ◆ Family | ◆ Organizational & Study skills | ◆ Understanding yourself |
| ◆ Friendships | ◆ Peer relations / social skills | |
| ◆ Health & Wellness | | |



GRADE(S)	ASSESSMENT	FORMAT	DATE(S) ADMINISTERED
9-12	DISTRICT DIAGNOSTIC ASSESSMENTS	COMPUTER-BASED EDCONNECT	SEPTEMBER 21-25, 2020
	MAKE-UP DAY	HYBRID LEARNING	OCTOBER 28, 2020
10 & 11	PSAT	PAPER-BASED	OCTOBER 21 & 29, 2020
9-12	END OF Q 1		NOVEMBER 9, 2021
9-12	QUARTER 1 BENCHMARKS	COMPUTER-BASED EDCONNECT	NOVEMBER 9-13, 2020
9-10	NJ DOE START STRONG ALG I, GEO, ALG II, ELA 9&10	COMPUTER-BASED	NOVEMBER 16 & 17, 2020
9		COMPUTER-BASED	NOVEMBER 19 & 20, 2020
	NJ DOE START STRONG SCI 9		
8	ADMISSION ASSESSMENT TEST (TRIAL)	VIRTUAL – DIGITAL ASSESSMENT	WED, NOVEMBER 18, 2020
8	ADMISSION ASSESSMENT TEST 1	VIRTUAL – DIGITAL ASSESSMENT	SAT, DECEMBER 5, 2020
8	ADMISSION ASSESSMENT TEST 2	VIRTUAL – DIGITAL ASSESSMENT	SAT, DECEMBER 12, 2020
8	WIDA SCREENER TEST 1	COMPUTER-BASED	SAT, DECEMBER 19, 2020
8	ADMISSION ASSESSMENT TEST 3	VIRTUAL – DIGITAL ASSESSMENT	SAT, JANUARY 9, 2021
8	ADMISSION ASSESSMENT TEST 4	VIRTUAL – DIGITAL ASSESSMENT	SAT, JANUARY 23, 2021
9-12	QUARTER 2 BENCHMARKS	COMPUTER-BASED EDCONNECT	JANUARY 11-15, 2021
	END Q2		JANUARY 26, 2021
8	WIDA SCREENER TEST 2	COMPUTER-BASED	SAT, JANUARY 30, 2021
8	ADMISSION ASSESSMENT TEST 5	VIRTUAL – DIGITAL ASSESSMENT	SAT, FEBRUARY 6, 2021
8	ADMISSION ASSESSMENT TEST 6	VIRTUAL – DIGITAL ASSESSMENT	SAT, FEBRUARY 27, 2021
8	WIDA SCREENER TEST 3	COMPUTER-BASED	SAT, MARCH 6, 2021
9 & 10 EL	WIDA ACCESS FOR ELLS	COMPUTER-BASED	TBD
9-12	QUARTER 3 BENCHMARKS	COMPUTER-BASED EDCONNECT	MARCH 22-26, 2021
	END Q3		APRIL 15, 2021
11	SAT SCHOOL DAY	PAPER-BASED	MAR 24, 2021
12	NOCTI	PERFORMANCE-BASED (CTE CLASS)	TBD
		COMPUTER-BASED	TBD
12	COSMETOLOGY STATE BOARD EXAM	COMPUTER-BASED	TBD
9 & 10	NJ STUDENT LEARNING ASSESSMENT ALG 1, GEOM, ALG II	COMPUTER-BASED	TBD
9 & 10	NJ STUDENT LEARNING ASSESSMENT ELA 9 & 10	COMPUTER-BASED	TBD
11	NJ STUDENT LEARNING ASSESSMENT SCIENCE	COMPUTER-BASED	TBD
12	NJ DYNAMIC LEARNING MAP (DLM)	COMPUTER-BASED	TBD
10-12	AP US GOVERNMENT & POLITICS		MONDAY, MAY 3, 2021
	AP CALCULUS		TUESDAY, MAY 4, 2021
	AP ENGLISH LITERATURE & COMP		WEDNESDAY, MAY 5, 2021
	AP US HISTORY		THURSDAY, MAY 6, 2021
	AP CHEMISTRY		FRIDAY, MAY 7, 2021
	AP 2-D & 3-D ART & DESIGN & DRAWING		FRIDAY, MAY 7, 2021
	AP WORLD HISTORY: MODERN		MONDAY, MAY 10, 2021
	AP SPANISH LANG & CULTURE		TUESDAY, MAY 11, 2021
	AP ENGLISH LANGUAGE & COMP		WEDNESDAY, MAY 12, 2021
	AP COMPARATIVE GOVERNMENT & POLITICS		THURSDAY, MAY 13, 2021
	AP BIOLOGY		FRIDAY, MAY 14, 2021
MULTIPLE	SAT @ PT (OPEN TO PUBLIC)	PAPER-BASED	SAT, JUNE 5, 2021
9-12	FINAL EXAMS		TBD

2020-2021 SAT TEST DATES AND REGISTRATION DEADLINES

These test dates have been **posted by the College Board, but are subject to change due to COVID-19.**

The estimated score release dates are based on release schedules from the previous years.



2020-2021 SAT TEST DATES AND REGISTRATION DEADLINES

Test Date	Normal Registration	Late Registration	Score Release
29-Aug-20	31-Jul-20	14-Aug-20	17-Sep-20
3-Oct-20	4-Sep-20	18-Sep-20	22-Oct-20
7-Nov-20	9-Oct-20	23-Oct-20	26-Nov-20
5-Dec-20	6-Nov-20	20-Nov-20	17-Dec-20
13-Mar-21	12-Feb-21	26-Feb-21	1-Apr-21
8-May-21	9-Apr-21	23-Apr-21	27-May-21
5-Jun-21	7-May-21	21-May-21	24-Jun-21

College Board Website: www.collegeboard.org

[Information for SAT Students Affected by Coronavirus \(COVID-19\)](#)

2020-2021 ACT TEST DATES AND REGISTRATION DEADLINES

The projected ACT Test Dates for the 2020-2021 testing season are shown below

ACT Test Date	ACT Regular Registration Deadline	Late Registration Period (additional fees apply)
12-Sep-20	7-Aug-20	August 8 – 21, 2020
24-Oct-20	20-Sep-20	September 21 – October 4, 2020
12-Dec-20	6-Nov-20	November 7 - 20, 2020
6-Feb-21	8-Jan-21	January 9 - 15, 2021
10-Apr-21	5-Mar-21	March 6 - 19, 2021
12-Jun-21	7-May-21	May 8 - 21, 2021
17-Jul-21	11-Jun-21	June 12 - 25, 2021

ACT Website: www.act.org

[ACT National Exam COVID-19](#)

AP/SAT/ACT Preparation Resources

In addition to SAT/ACT prep included in our curriculum, we encourage students to prepare for SATs/ACTs independently to help improve scores. Below are some resources that students can use to help prepare.

✚ [ESSEX COUNTY COLLEGE TEST PREP](#)

✚ [KHAN ACADEMY](#)

✚ KAPLAN TEST PREP LINK within student's Naviance profile

✚ SPRINGFIELD BRANCH LIBRARY - Contact Mr. Brown for more information 973-733-7784

Educators and Students: Get Support for This School Year

<https://ap.collegeboard.org/>

[Information for AP Students Affected by Coronavirus \(COVID-19\)](#)

[AP ® Classes and Review YouTube Live](#)

Scholarship Opportunities




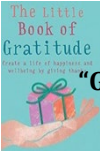




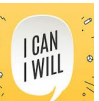








Students should be checking their Email, Schoology, and NAVIANCE scholarship opportunities in addition to the following research links below:

- www.hesaa.org
- www.collegescholarships.com
- www.scholarships4students.com
- www.fastweb.com
- www.scholarships.com
- www.iPivoted.org
- www.collegeboard.org
- www.chamberofcommerce.org/best-college-scholarships
- <https://usagrantapplications.org/free-college-grants/index-v3.php>
- <https://www.raise.me/>
- <https://opportunity.collegeboard.org/?navId=studentsearch-cbos>

In Naviance, students should click on “Colleges” then “Scholarships and Money” and select any of the scholarship search tools to look for potential scholarship opportunities.

SAC/SW Monthly Calendar Themes

SUPPORT SERVICES THEME	DATES OF EVENTS/ACTIVITIES	MONTHLY SOCIAL-EMOTIONAL LEARNING THEME
 SEPTEMBER "Set Up For Success"	6-12 Nat. Suicide Prevention Awareness Week 9/15-10/15 Hispanic Heritage Month 16 Freshmen/Mentor Meet & Greet 22 Back to School Night 30 I&RS Monthly Meeting	Self-Esteem & First Impression
 OCTOBER "Safety & Respect"	Bullying Prevention Month 9 Professional Development 10/5-10/9 Week of Respect 10 World Mental Health Day 14, 28 Senior Mentoring SEL 22 College Fair 10/19-23 School Violence Awareness Week 10/26-30 Red Ribbon Week 29 I&RS Monthly Meeting	Conflict Resolution 
 NOVEMBER "Gratitude & Giving"	Nat. Homeless Youth Awareness Month National Runaway Prevention Month 12 1st Marking Period Ends 12-19 Transgender Awareness Week 14 School Fair 18, 25 Senior Mentoring SEL 19 I&RS Monthly Meeting	Mindfulness  
DECEMBER "Sharing Your Gifts" 	1 World Aids Day 2 Special Education Day 9, 23 Senior Mentoring SEL 17 I&RS Monthly Meeting	Self-Reflection
 JANUARY "New Year - Better Year"	15 Professional Development 18 Martin Luther King Remembrance Day 13, 27 Senior Men/ National Mentorship 28 2nd Marking period ends 28 I&RS Monthly Meeting	Positive Thinking & Goal Setting 
 FEBRUARY "Love- Love For Everyone" 	African American History Month 10, 24 Senior Mentoring SEL 12 Lincoln Birthday Celebration 15 Presidents' Day 25 I&RS Monthly Meeting International Boost Self-Esteem Month	Positive Relationships 
MARCH "Empowered, not Lucky"	Women's History Month 2 Read Across America Day 10, 24 Senior Mentoring SEL 12 Professional Development 25 I&RS Monthly Meeting	Character Building 
APRIL "Spring Forward" 	2 Good Friday 5-9 Spring Break 14, 21 Senior Mentoring SEL 22 Earth Day 22 Take your Daughters & Sons to Work Day 29 I&RS Monthly Meeting Alcohol Awareness Month	Positive Coping Skills 

	Community Service Month		
MAY "Self-Care and Preservation"	3-7 27 31	Screen Free Week I&RS Monthly Meeting Memorial Day Mental Health Month	 Self-Care Strategies
JUNE "Celebrate Your Success"	12 18 21	Family Health and Fitness Day Last day for students Last day for Teachers LGBTQ Pride Month	 Self-Confidence & Self-Love

[ECST SECTION 504 Policy](#)

POLICY	Essex County Vocational Technical Board of Education Section: Students 2018. SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS Date Created: January 2020 Date Edited: January 2020
2018- SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS	
[See POLICY ALERT No. 210]	
<p>The Board will comply with Section 504 of the Rehabilitation Act of 1973, the purpose of which is to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance.</p> <p>Guarantee of Rights</p> <p>The Board will provide a free appropriate public education to each student with a disability regardless of the nature or severity of the disability.</p> <p>The Board will make reasonable accommodations to ensure that no student with a disability, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board, including participation in non-academic and extracurricular services and activities.</p> <p>The administration will undertake to identify and locate all students with disabilities between the ages of three and twenty-two, who are residing within the district, but not receiving a public school education. The administration will take steps to notify such students and their parents of the district's duty to provide accommodations for students with disabilities as well as procedures to determine eligibility for such accommodations.</p> <p>Educational Setting</p> <p>The Board will ensure that a student with a disability participates with nondisabled students in activities and services to the maximum extent appropriate to the needs of the student with a disability.</p> <p>The school administration will place a student with a disability in the regular educational environment within the district unless the district demonstrates that the education of the student with a disability in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.</p> <p>Evaluation and Placement</p> <p>The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need accommodations, special education, and/or related services because of a disability. Evaluations may include, but are not limited to, a review of work samples, direct observation, interviews, and/or administration of assessment measures.</p> <p>Enforcement</p> <p>The Director of Student Related Services is designated by the Board as the District 504 Coordinator for matters dealing with Section 504 of the Rehabilitation Act of 1973 and can be contacted at the</p>	

following address or telephone number:

Office Address: 498 – 544 West Market Street
 Newark, NJ 07107
 Telephone: 973- 12-2213

Procedural Safeguards

The district will establish and implement a system of procedural safeguards with respect to the identification, evaluation, or provision of services under Section 504. This system includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq., Policy 2460, Regulation 2460.8, and/or the grievance procedures outlined in Regulation 2418.

Notice

The Board will notify members of the community that the Board does not discriminate on the basis of a disability in violation of Section 504 of the Rehabilitation Act of 1973. Policy and Regulation 2418 may be reprinted in part or in full and distributed to serve as adequate notice.

State or Local Law

The obligation to comply with the Rehabilitation Act of 1973 is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of disability, imposes prohibitions or limits upon the eligibility of a student with a disability to receive services.

29 U.S.C. 794 (Section 504 Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)

Adopted: 27 March 2017