

Essex County Newark Tech Bulletin Board

January 2021
HAPPY NEW YEAR!

➡ START!



➤ Section 1 Important Items/Dates to Remember

➤ Section 2 The Counselor's Corner

➤ Section 3 ESL Department

➤ Section 4 Public Relations

➤ Section 5 The Parent Corner

➤ Section 6 Clubs & Athletics Corner

➤ Section 7 NT Highlights & Accomplishments



Table of Contents



Let's
DO
Lehigh
THING



IMPORTANT DATES/ITEMS to REMEMBER

MAIN OFFICE:

973-412-2266

ZOOM ID:

950 7620 7082

IT DEPARTMENT

973-412-2295

ZOOM ID:

998 4983 6130

* Please submit Lunch Applications
* Please submit District of Residence
Form & 3 Proofs of Address

* Virtual Wednesdays - All classes are
virtual every Wednesday

1/4 - 1/17 All classes VIRTUAL

Schools Closed:

2/12 - Lincoln's BDay (Observed)

2/15-2/19 - WINTER BREAK

2/22 - Hybrid Learning begins

Notas:

Si necesita ayuda en
español, comuníquese con
la escuela al 973-412-2227
/ 973-412-2272



Lunch
Applications
are due ASAP

Important!!!

District of Residence is due ASAP

STEP 1 List ALL Household Members who are infants, children, and students up to and including Grade 12 (if more spaces are required for additional names, attach another sheet of paper)

[illegible]

STEP 2 Do any Household Members (including you) currently participate in one or more of the following assistance programs: SNAP, TANF, or FDIPI? YES ☐ NO ☐

If you answered NO > Complete STEP 3. **If you answered YES > Write a case number here then go to STEP 4 (Do not complete STEP 3)**

<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>	Case Number: <small>Write only one case number in this space</small>
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STEP 3 Report Income for ALL Household Members (Skip this step if you answered 'Yes' to STEP 2)

A. Child Income

Sometimes children in the household earn or receive income. Please include the TOTAL income received by all Household Members listed in STEP 1 here.

	DHS Income	How often?			
		Monthly	Quarterly	Annually	Other
\$ _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. All Adult Household Members (including yourself)

List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars (no cents) only. If they do not receive income from any source, write "0". If you enter "0" or leave any field blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Member (First and Last)	Marriage/Partnership	How often?				Public Assistance or Child Support Income	How often?				Pensions/Retirement/All Other Income	How often?			
		Yearly	Quarterly	In arrears	In kind		Yearly	Quarterly	In arrears	In kind		Yearly	Quarterly	In arrears	In kind
_____	\$ ____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\$ ____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	\$ ____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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The "Sources of Income for Children" chart will help you with the Child Income section.

The "Sources of Income for Adults" chart will help you with the All Adult Household Members section.

Total Household Members (Children and Adults) Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member X X X X X X X X

Check if no SSN ☐

STEP 4 Contact information and adult signature. **Mail Completed Form To:**

I certify (promise) that all information on this application is true and all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my child may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

<div></div>		<div></div>	<div></div>	<div></div>	<div></div>
Street Address (if available)		Appt #	City	State	Zip
					Daytime Phone and Email (optional)
<div></div>		<div></div>			<div></div>
Printed name of adult signing the form		Signature of adult			Today's date

Notes:
Provide 3 Proofs
of address
w/District of
Residence form

<div style="display: flex; align-items: center; justify-content: center;"> Section A: STUDENT INFORMATION </div>			
Last Name:		First Name:	
Date of Birth:		Gender: Male or Female	
School for September 2021		Grade for September 2020-2021	
City of Birth	State of Birth	Country of Birth	
District of Residence: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Belleville <input type="checkbox"/> Bloomfield <input type="checkbox"/> Irvington <input type="checkbox"/> Livingston <input type="checkbox"/> Millburn <input type="checkbox"/> Montclair <input type="checkbox"/> Newark <input type="checkbox"/> Orange/Maplewood <input type="checkbox"/> Verona <input type="checkbox"/> West Essex <input type="checkbox"/> West Orange <input type="checkbox"/> Other </div> <div style="width: 50%;"> <input type="checkbox"/> East Orange <input type="checkbox"/> Glen Ridge <input type="checkbox"/> Hudson <input type="checkbox"/> Jersey City <input type="checkbox"/> Jersey Heights <input type="checkbox"/> Jersey Park <input type="checkbox"/> Jersey Terrace <input type="checkbox"/> Littleton <input type="checkbox"/> Madison <input type="checkbox"/> Maplewood <input type="checkbox"/> Montclair <input type="checkbox"/> Newark <input 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Signature of artist _____ Today's date _____

Contact Janet Hall 973-412-2266

Contact Nicole Blasco 973-412-2280



THE COUNSELOR'S CORNER

Notes:

Counseling Dept.

Who are your child's counselors?

Grade 9: Ms. Marbely Perez

Grade 12: last names Q-V

All ESL

mperez@essestech.org

Grade 10: Mr. Andrew Turner

Grade 12: last names W-Z

aturner@essextech.org

Grade 11: Ms. Toni Ann Percontino

tpercontino@essextech.org

Grade 12: last names A-P

Student Assistance Coordinator (SAC)

Alghashiyah Murray

amurray@essextech.org





THE COUNSELOR'S CORNER continued



Scholarship/Recognition
Shout-Outs!!
CONGRATULATIONS!!!

Congratulations to *Tatiyyanah Nelums* for being selected as a semifinalist for the Jack Kent Cooke Foundation College Scholarship Program. This year's semi finalists were chosen from a pool of over 5,800 applicants from students across the country

Congratulations to *Khamar Walker* on being selected for the College Board National African American Recognition Program. As a National African American Recognition Program winner, the College Board will help make it easier for Khamar to connect directly to colleges around the country.





THE COUNSELOR'S CORNER continued



GRADE LEVEL PARENT MEETINGS

Grade level Parent Meetings will be held this week!

Meeting for 9th & 10th grade parents will be held on Tuesday, February 2nd via Zoom @ 5:30 pm

Meeting for 11th & 12th grade parents will be held on Wednesday, February 3rd via Zoom @ 5:30 pm

ZOOM CREDENTIALS:

MEETING ID: 260 873 9730

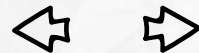
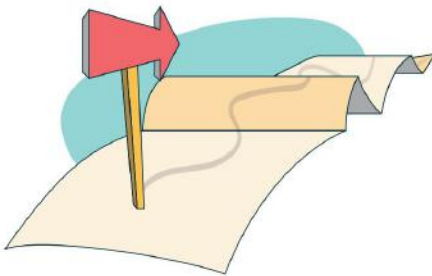




Notas:
Guia para padres
de estudiantes de
ingles como
segunda idioma

Guía para Padres

de estudiantes de inglés
como segundo idioma



ESL/WORLD LANGUAGE

Director:

Enrique Lomba

Ph: 973-412-2286

Email: elomba@essextech.org

Administrative Assistant:

Carmen Maldonado

Ph: 973-412-2227

Email: cmaldonado@essextech.org



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CONSEJOS para padres: Conferencias de padres y maestros

Durante el año escolar los maestros le invitarán a participar en las reuniones de padres y maestros (también conocidas como conferencias). Esto es muy común en Estados Unidos. Usted también puede solicitar una conferencia en cualquier momento.

Prepárese

Qué: La conferencia es una reunión que celebran usted y el maestro de su niño.

Cuándo: El maestro de su niño se pondrá en contacto con usted para fijar la cita de la reunión.

Por qué: La conferencia le brinda una oportunidad para hablar con el maestro de su niño.

Preguntas

¿Qué sucede si trabajo durante el día?

Dejele saber al maestro que sólo puede asistir a la conferencia en la noche.

¿Qué sucede si no hablo inglés?
Usted tiene derecho a solicitar que un intérprete esté presente en la conferencia. También puede traer a un amigo o a un familiar que se encargue de la interpretación. Es importante que su niño no sea quien le traduzca a usted.

¿De qué hablaremos?

Es probable que el maestro de su niño hable de las calificaciones, el trabajo en el salón de clases, la tarea y la conducta de su niño.

Cosas a tener presente

Si le invitan a una conferencia, esto no significa que su niño está en problemas. Los maestros tratan de reunirse con todos los padres.

¿Qué aprenderé?

Usted conocerá más sobre las clases de su niño y averiguará si es que su niño tiene problemas.

¿Qué me preguntará el maestro?
A los maestros les gusta obtener información acerca de los alumnos de parte de los padres. Nadie conoce mejor a su niño que usted. Usted puede ayudar al maestro comentando sobre:

- Lo que a su niño le gusta hacer:
- Situaciones que pueden afectar a su niño (como un divorcio, un recién nacido o un fallecimiento)
- Necesidades médicas especiales o de aprendizaje

Usted y el maestro desean la misma cosa: lo mejor para su niño. Ambos pueden ayudar a su niño colaborando como equipo.



NEW JERSEY DEPARTMENT OF EDUCATION



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Listas de control para la conferencia de padres y maestros

Antes de la conferencia

- ☐ Pregúntele a su niño qué le parece la escuela.
- ☐ Pregúntele a su niño si hay algo sobre lo que él quisiera que usted le hable a su maestro.
- ☐ Indíquelo a su niño que usted y el maestro se reúnen para ayudarlo.
- ☐ Haga una lista de los temas sobre los que desea hablar con el maestro.
- ☐ Prepare una lista de preguntas como las siguientes:
 1. ¿Cuáles son las materias en las que mi niño es más fuerte y más débil?
 2. ¿Entrega mi niño la tarea a tiempo?
 3. ¿Participa mi niño en la clase?
 4. ¿Mi niño parece estar feliz en la escuela?
 5. ¿Qué puedo hacer en casa para ayudar?

Durante la conferencia

- ☐ Llegue a tiempo (o temprano).
- ☐ Termine la reunión a tiempo. Otros padres probablemente tienen programada su conferencia después de la suya.
- ☐ Haga las preguntas más importantes primero.
- ☐ Mantenga la ecuanimidad durante la conferencia.
- ☐ Relájese y sea usted mismo.
- ☐ Si su niño recibe servicios especiales, como clases de inglés, pregunte sobre el progreso de su niño en esas clases.
- ☐ Pida que le expliquen lo que no entienden.
- ☐ Pídale al maestro que le indique cómo puede ayudar a su niño en casa.
- ☐ Dele las gracias al maestro.

Después de la conferencia

- ☐ Hable de la conferencia con su niño.
- ☐ Hable sobre los puntos positivos.
- ☐ Sea directo acerca de los problemas.
- ☐ Comuníquese a su niño cualquiera de los planes que usted y el maestro hayan hecho.
- ☐ Manténgase en contacto con el maestro.

www.ColorinColorado.org

Información práctica, actividades, y asesoría sobre la lectura ¡en español!



NEW JERSEY DEPARTMENT OF EDUCATION



ESL/WORLD LANGUAGE

Notas:
Guía para padres
de estudiantes de
inglés como
segunda idioma

¿Qué necesito saber?

Como padre de un/a estudiante de inglés como segundo idioma, hay muchas cosas que necesita saber, incluyendo como su hijo/a es:

- **Clasificado/a** como aprendiz del inglés
- **Enseñado/a** inglés y otras materias
- **Probado/a** para confirmar el progreso
- **Reclasificado/a** como competente en el inglés académico y movido/a fuera de los servicios para estudiantes de inglés como segundo idioma

Esta guía le dará información básica sobre cada uno de los temas delineados arriba. También le ayudará a aprender cómo hablar con la escuela, hacer las preguntas adecuadas, y apoyar a su hijo/a en su trayectoria a aprender inglés académico.

Un estudiante de inglés como Segundo idioma está en el proceso de aprender a leer, hablar, escribir, y entender el inglés académico. Esto es el inglés que se utiliza en los salones de clase, en los libros, y en las pruebas. Los estudiantes de inglés como segundo idioma son estudiantes que no hablan inglés como su lengua materna y están en el proceso de aprender el inglés. (Colorado, Colorado, Glosario)

¿Cómo sabe la escuela que mi niño/a es un estudiante de inglés como segundo idioma?

Cuando matricule a su hijo/a en la escuela por primera vez, le entregarán un cuestionario sobre él o los idiomas que se hablan en la casa (en inglés se llama "Home Language Survey").



Si en la casa se habla otro idioma en vez o en adición al inglés, su hijo/a tomará una prueba para saber en qué nivel está su inglés académico. El resultado de esta prueba será el nivel de inglés académico que el estudiante tiene. Si no está en el nivel necesario para que pueda ser exitoso en sus estudios, se le clasificará como estudiante de inglés como segundo idioma. Cada estado tiene su propia manera de decidir si un estudiante es un estudiante de inglés como segundo idioma, pero todos utilizan el cuestionario sobre el idioma que se habla en casa y una prueba de inglés. Es la responsabilidad de la escuela avisarle de los resultados de la prueba y de ofrecerle opciones de servicios para el desarrollo de inglés.

¿Qué tipo de apoyo recibirá mi niño/a?

La ley establece que las escuelas están obligadas a enseñar inglés y otras materias, tales como matemáticas y ciencias a estudiantes clasificados como estudiantes de inglés como segundo idioma. Este tipo de educación se denomina desarrollo del idioma inglés, y ayuda a los estudiantes a mejorar sus habilidades para escuchar, hablar, leer, y escribir en inglés mientras aprenden otras materias. Hay dos tipos de programas para desarrollar el inglés:

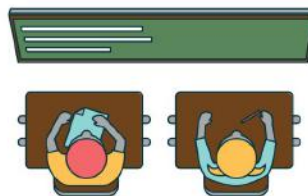
- Los **programas bilingües** utilizan dos idiomas para enseñarle a su hijo/a. Uno de estos idiomas es casi siempre su lengua materna.
- **Programas de inmersión de inglés** donde se provee instrucción sólo en inglés.

Las escuelas deben enseñar otras materias, como matemáticas y ciencias, de manera que todos los estudiantes puedan comprender y aprender. Como padre o madre de familia, usted tiene el derecho de preguntar en la escuela si su hijo/a está recibiendo este tipo de instrucción.



¿Cómo sabe la escuela cuando mi hijo tiene las competencias de inglés académico necesarias?

Cada año, las escuelas tienen que dar una prueba a todos los estudiantes clasificados en el programa de inglés como segundo idioma. El resultado de la prueba determina el nivel en que su hijo/a ha progresado para hablar, leer, escribir, y entender el inglés académico. Cuando llegan al nivel necesario, los estudiantes son reclasificados y no necesitan más servicios de desarrollo de inglés académico, aunque la escuela continuará chequeando el progreso por dos años, ya que es su obligación legal de hacerlo. En la próxima página hay un mapa que le ayudará a entender mejor el proceso de un estudiante de inglés como segundo idioma. Es importante que usted entienda este proceso para que pueda ayudarle a su hijo/a a ser exitoso/a en la escuela.



ESL/WORLD LANGUAGE

Guía para Padres

de estudiantes de inglés como segundo idioma



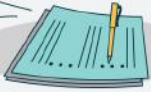
Para ser exitoso en la escuela, los estudiantes deben ser capaces de utilizar el inglés académico. Esto es el idioma que se utiliza en el aula de clases, en libros, y en pruebas. En los Estados Unidos, su hijo tiene el derecho de recibir apoyos adicionales para que pueda aprender el inglés académico. Los pasos incluyen: ser clasificado (classification), el desarrollo del inglés (English language development), y reclasificación (reclassification).



Cuando su hijo/a haya aprendido suficiente inglés académico y pasado la prueba, no recibirá más apoyos de estudiante de inglés como segundo idioma, (aunque continuará aprendiendo inglés con los otros estudiantes) y no tendrá que tomar la prueba nuevamente. Los maestros continuarán siguiendo el progreso de su hijo/a. Trate de preguntarle a sus maestros sobre el progreso de su hijo en todas las materias.



Si su hijo todavía necesita ayuda para aprender inglés académico, continuará recibiendo los apoyos necesarios.



¿Cómo sabrá usted que su hijo/a ya ha adquirido el inglés académico necesario? (Reclassification)

Todos los años su hijo/a tomará una prueba para comprobar sus habilidades lingüísticas. Si ellos pueden hablar, escribir, leer, y escuchar en inglés, se reclasificarán y no serán considerados estudiantes de inglés como segundo idioma.



¿Cómo es su hijo/a identificado/a como estudiante de inglés como segundo idioma? (Classification)

Cuando usted matricula a su hijo en la escuela por primera vez, se le preguntará que llene un cuestionario sobre el idioma que se habla en su casa.



Si en su casa se habla un idioma que no sea inglés o en adición al inglés, su hijo tomará una prueba para comprobar sus habilidades lingüísticas.

¿Cómo su hijo/a va a aprender inglés académico? (English language development)

Dependiendo de los resultados de la prueba de habilidades lingüísticas, su hijo/a recibirá dos clases de apoyo. Primero, la escuela está obligada a dar instrucción especial para desarrollar el inglés académico (ESL o ELD por sus siglas en inglés). Segundo, la escuela tiene que asegurarse que su hijo/a entiende el contenido de sus clases. Si usted no desea que su hijo entre en un programa para aprender inglés, usted puede rechazar los servicios.

La escuela también tiene la obligación de enseñarle a su hijo/a las mismas matemáticas, ciencias, y estudios sociales que a los hablantes de inglés. Trate de siempre preguntarle al maestro sobre el progreso de su hijo/a en todas las materias.



ESL/WORLD LANGUAGE

Notas:
Guía para padres
de estudiantes de
inglés como
segunda idioma

¿Con quién puedo hablar si tengo preguntas?

Su mejor fuente de información es la escuela de su hijo/a. Los maestros/as no siempre tienen toda la información necesaria sobre cómo su hijo/a está aprendiendo el inglés, pero les pueden dirigir a alguien que la tenga. Siempre que vaya a hablar en la escuela, recuerde que usted tiene el derecho a un traductor y puede pedirlo si desea.

Maestros/as de desarrollo de inglés

Maestros/as de desarrollo de inglés son los que les enseñan inglés a su hijo/a. Ellos saben sobre cómo su hijo/a está aprendiendo inglés y se reúnen con otros maestros/as para planificar las lecciones curriculares de su hijo/a. Estos maestros/as reciben capacitación especial en el desarrollo de idioma.



Lo de puede preguntas ...

¿Qué tipo de programa utiliza la escuela para enseñar inglés?
¿En qué nivel se encuentra mi hijo/a? ¿Dónde se encontraba el año pasado?
¿Cuándo cree usted que mi hijo pueda reclasificar?
¿Cómo puedo apoyar el desarrollo de inglés académico de mi hijo/a en casa?
¿Qué apoyo recibe mi hijo/a en el salón de clases para ayudarle a desarrollar sus habilidades?
¿Qué apoyo recibe mi hijo/a en el aula para ayudarle a aprender sobre otros temas? (Esto se denomina "grado de conocimiento")

Docentes o maestros de salón de clases

Docentes o maestros de salón de clases enseñan otras materias a su niño/a, tales como matemáticas y ciencias. En la escuela primaria, su niño/a puede que tenga sólo un maestro. En la escuela secundaria y preparatoria, tienen más, casi siempre uno por materia.



Lo de puede preguntas ...

¿Cómo desarrolla mi hijo/a su conocimiento en el nivel necesario para su grado?
¿Cómo puedo apoyar el aprendizaje de mi hijo/a en casa?
¿Qué apoyos recibe mi hijo/a en la escuela para ayudarle a desarrollar el inglés académico?
¿Qué apoyos recibe mi niño/a para ayudarle a aprender en el nivel necesario y no se rezague?

Enlaces de padres

Enlaces de padres sirven como vínculo entre la escuela y las familias. Estas personas también se llaman coordinadores de familias. A menudo son bilingües y son un importante apoyo para los padres.

Lo de puede preguntas ...

¿Con quién puedo hablar sobre el desarrollo del inglés de mi hijo/a?
¿Cómo puedo solicitar un traductor/a en la escuela?
¿Con quién puedo hablar si creo que mi hijo es superdotado/a?
¿Con quién puedo hablar si creo que mi hijo/a tiene una discapacidad?
¿Con quién puedo hablar si mi familia necesita ayuda para encontrar recursos en la comunidad?

Lo de puede preguntas ...

¿Qué procedimientos utiliza la escuela para la reclasificación de mi hijo/a?
¿Qué apoyos recibe mi hijo/a en las clases de desarrollo de inglés?
¿Qué apoyos recibe mi hijo/a en sus otras clases para ayudarle a desarrollar su inglés académico y asegurarnos que está entendiendo?
¿Qué apoyos recibirá mi hijo/a después de que reclasifique?

Directores/as

Directores/as y subdirectores/as gestionan todos los aspectos de la escuela, incluyendo a los maestros. Si usted tiene preocupaciones que no pueden ser atendidas por los/as maestros/as de su hijo, entonces debe hablar con el director/a de la escuela.



Conozca sus derechos

Como padre de un estudiante de inglés como segundo idioma usted y su hijo/a tienen derechos. Estos son:

- **Acceso** – Los estudiantes de inglés como segundo idioma tienen el derecho civil de aprender inglés, además del derecho civil de aprender contenido sin ser segregado de sus compañeros de aula.
- **Notificación** – Las escuelas están requeridas de notificar a los padres de niños en inglés como segundo idioma todos los años para reportar el progreso en el aprendizaje de inglés del niño.
- **Opciones** – Los padres tienen el derecho de rechazar los servicios ofrecidos o a escoger otro método de instrucción, si es ofrecida, tal como educación bilingüe.
- **Comunicación** – Las escuelas están requeridas a garantizar una comunicación adecuada y que los padres entiendan, y los padres tienen el derecho de solicitar traducción de materiales y de tener intérpretes en las reuniones.
- **Programas especiales** – Los estudiantes de inglés como segundo idioma tienen que tener el mismo acceso a programas especiales tales como: cursos avanzados, estudiantes talentosos y dotados, o educación especial si tiene problemas de aprendizaje.

Cada Estado tiene una oficina que apoya a los estudiantes de inglés como segundo idioma, a sus padres y al personal de la escuela que trabajan con ellos. Estas oficinas tienen páginas de web para ayudar a padres y muchos veces están traducidas en diferentes idiomas. Abajo se encuentran las direcciones de las páginas de web de los estados del noroeste:

Alaska: <https://education.alaska.gov/EDFA/TitleIII/A/>
Oregon: <http://www.oregon.gov/education/parents/PID.html>
Washington: <http://www.k12.wa.us/PIA/parentBilingual/Parents.asp>
Montana: http://cpi.mt.gov/Programs/IndianEd/index.html?ppm1_5
Idaho: http://www.idaho.gov/el_migration/

Agencias e iglesias que ofrecen servicios de interpretación: <http://www.wednet.edu/education/norwest.asp>



PUBLIC RELATIONS



COVID Testing Sites:
Essex County Offers FREE COVID-19
tests to all Essex County residents
ages 8 and over

Please visit EssexCovid.org to
schedule your COVID-19 test!

Food Distribution:

Lunch for students is available from
1:30 until 4:00 pm (Mon-Tues-Th-Fr)

Location: NT Parking Lot (Wickliff
Street)

Food boxes are also available at
Payne Tech, contact 973-412-2266
for more information

PUBLIC RELATIONS

Essex County Executive's Office
405 Dr. Martin Luther King, Jr. Boulevard, Room 405
Newark, NJ 07102



Leading the Way to Stop the Spread

"The first COVID-19 vaccines are now being delivered nationwide. We are working closely with Governor Phil Murphy, Health Commissioner Judith Rodin, your mayor, public safety & local health officials on our pandemic response & have set up vaccination sites throughout Essex County. We encourage all residents to help stop the spread of the coronavirus by wearing a mask, maintaining social distance, washing hands & getting a safe, effective vaccine."

Joseph N. DiVincenzo, Jr.

Joseph N. DiVincenzo, Jr.
Essex County Executive



Putting Essex County's Health First Important COVID-19 Vaccine Information

Essex County Executive Joseph N. DiVincenzo, Jr. • Essex County Sheriff Armando Fontoura
Essex County Board of Commissioners

VACCINE INFORMATION

County, town, limited access districts are included. Vaccines will be distributed according to the NJ State Department of Health's phased guidelines.

Frontline healthcare workers will receive the first available doses.

As more doses become available, other critical populations will receive doses. These populations include, but are not limited to:

- Healthcare Workers:** Hospital care, long-term care, nursing homes, assisted living, hospice, palliative care, mental health, public health, group homes, etc.
- First Responders:** Police, fire, emergency medical services, corrections, and other law enforcement.
- Other High-Risk Groups:** Individuals with underlying medical conditions, individuals who are 65 years of age or older, individuals who are immunocompromised, individuals who are pregnant or breastfeeding, and individuals who are in long-term care or congregate settings.

After critical populations are vaccinated, vaccinations will be available for the general public.

APPOINTMENTS & INSURANCE

When vaccinations are available, the sites will be open from 9 a.m. to 5 p.m. Residents can make appointments at www.EssexCOVID.org or by calling 973-877-8456. Appointments can only be made after the County receives the vaccines. Vaccinations will be given in two doses. Residents making reservations to receive the vaccination will receive two appointments. It is critical that residents attend both appointments.

Residents will be asked to provide their medical insurance information and their insurance provider will be billed \$14.94 for the first dose and \$28.39 for the second dose. If a resident does not have insurance, the cost of the vaccine will be covered by the Health Resources and Services Administration's Provider Relief Fund. There will be no out-of-pocket expenses charged to residents.

ESSEX COUNTY VACCINATION SITES

- Essex County College**
303 University Ave., Newark, NJ 07102
Municipalities Served:
East Orange, Irvington & Newark
- Essex County Donald M. Payne, Jr. School of Technology**
400 South Street, Newark, NJ 07102
Municipalities Served:
East Orange, Irvington & Newark
- Livingston Mall/Garage**
112 Eisenhower Pkwy., Livingston, NJ 07033
Municipalities Served:
Belleville, Livingston, Millburn, Maplewood, Newark, Orange & South Orange
- Smart West Orange**
203 Prospect Ave., West Orange, NJ 07092
Municipalities Served:
Cedar Grove, Essex Fells, Montclair, Newark, North Caldwell & West Caldwell
- West Caldwell Tech**
632 Prospect Ave., West Caldwell, NJ 07092
Municipalities Served:
Bloomfield, Caldwell, Fairfield, Glen Ridge, Roseland, North Caldwell, South Orange & West Caldwell



In addition to wearing a mask, washing our hands, social distancing and getting tested, we encourage residents to help stop the spread of COVID-19 by getting vaccinated. Our comprehensive plan provides vaccination centers that are convenient to all Essex County residents. We encourage everyone to get the vaccine.

—Joseph N. DiVincenzo, Jr.

Joseph N. DiVincenzo, Jr.
Essex County Executive
and the Board of County Commissioners

YOU ARE INELIGIBLE TO RECEIVE A COVID-19 VACCINATION TODAY BECAUSE:

- ☐ You do not have an appointment
- ☐ You are exhibiting COVID-19 symptoms
- ☐ You have tested positive for COVID-19 within the last 90 days
- ☐ Your answer to one of the EUA screening questions has changed to "Yes"

We are currently registering individuals in Group 1A for the COVID-19 vaccinations.

If you are a healthcare worker or work in a health care setting visit,
www.EssexCOVID.org or call 973-877-8456
to register for an appointment.

Group 1A

- Doctors**
- Nurses**
- Pharmacists**
- Dentists**
- Physical Therapists**
- Occupational Therapists**
- Other licensed or registered professionals**
- Community Health Workers**
- Promotoras**
- Home Health Aides**
- Visiting Nurses**
- Doulas**
- Health Educators**
- Essential Care Givers**
- EMS**
- Paramedics**
- Funeral Staff**
- Mortuary Staff**
- Autopsy Workers**
- Public Health Professionals**
- Those working at vaccination sites:**
 - Trainers
 - Students
 - Volunteers
 - Vaccinating Site Staff
 - Contractors
- Healthcare support staff including:**
 - Facilities management
 - Security
 - Food Services
 - Environmental Services
 - Administrative Services
 - Human Resources
 - Reception
 - Language Services
 - IT
 - Laboratory
 - Other health care support areas



In addition to wearing a mask, washing our hands, social distancing and getting tested, we encourage residents to help stop the spread of COVID-19 by getting vaccinated. Our comprehensive plan provides vaccination centers that are convenient to all Essex County residents. We encourage everyone to get the vaccine.

—Joseph N. DiVincenzo, Jr.

Joseph N. DiVincenzo, Jr.
Essex County Executive
and the Board of County Commissioners

ESSEX COUNTY COVID-19 VACCINATION LOCATIONS

Residents from each town can **ONLY** go to the site that is designated for them.

Vaccination sites are open Mondays to Saturdays

Hours are 10 a.m. to 6 p.m.

Hours for West Caldwell Site are 12 p.m. to 7 p.m.

To make an appointment,

visit: www.EssexCOVID.org or call 973-877-8456

Vaccinations will be given in two doses. Residents making reservations to receive the vaccination will receive two appointments. It is critical that residents attend both appointments.

Residents will be asked to provide their medical insurance information and their insurance provider will be billed \$16.94 for the first dose and \$28.39 for the second dose. If you do not have insurance, the cost of the vaccine will be covered by the Health Resources and Services Administration's Provider Relief Fund. There will be no out of pocket expenses to residents.

KMART-WEST ORANGE
235 PROSPECT AVENUE, WEST ORANGE
West Orange, Cedar Grove, Essex Fells,
Montclair, Newark, Nutley & Verona

ESSEX COUNTY COLLEGE
303 UNIVERSITY AVENUE, NEWARK
(BYM ENTRANCE ON WEST MARKET STREET) and
ESSEX COUNTY DONALD M. PAYNE, JR.
SCHOOL OF TECHNOLOGY
400-544 WEST MARKET STREET, NEWARK
Newark, East Orange & Irvington

WEST CALDWELL TECH
630 PASSAIC AVENUE, WEST CALDWELL
West Caldwell, Bloomfield, Caldwell,
Fairfield, Glen Ridge, Newark,
North Caldwell & Roseland

LIVINGSTON MALL/SEARS
112 EISENHOWER PARKWAY, LIVINGSTON
Livingston, Belleville, Maplewood,
Millburn, Newark, Orange &
South Orange



THE PARENT CORNER

Welcome to the Parent's Corner!

Here you will find the most recent PTA information as well as resources that may help you and your child.

December's Issue offers resources for Algebra I, Algebra II, & Geometry along with directions for Powerschool and Schoology as well as other helpful resources!

PDF versions of all documents can be found on the Newark Tech website
(www.essextech.org/ParentResources)



PTA

PTA District Coordinator:
Delores Wallace
Email: dwallace@essextech.org

WHY JOIN PTA? THE NUMBER ONE REASON TO JOIN PTA IS YOUR CHILD!

Use your PTA Membership to:

- **Get Connected.** PTA provides opportunities to meet and network with other parents, teachers, and school administrators. There's no better way to know what's happening in your child's school and community.
- **Speak Up.** PTA can be a way for you to more effectively be the voice for change at your child's school.
- **Watch Yourself Grow.** As a PTA volunteer, you can use your skills and hobbies for a relevant cause while setting a good example for your child and all children in the community.
- **Give Back.** By becoming part of PTA, you will be part of the solution, to help make positive changes in your child's school and in the lives of many children.
- **Effectively Engage.** Spend quality time with your children through PTA programs, events and resources. Not only will you show how much you care about them but will also demonstrate the importance you place on their education.

About National PTA

National PTA® comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of parent involvement in schools. PTA is a registered 501(c)(3) nonprofit association that prides itself on being a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education. Membership in PTA is open to anyone who wants to be involved and make a difference for the education, health, and welfare of children and youth.

PTA Mission

The overall purpose of PTA "To make every child's potential a reality by engaging and empowering families and communities to advocate for all children."

Contact National PTA at 800-307- 4PTA (4782)
or go to PTA.org, for more information about your
National PTA Membership Benefits.

To do list:
-Contact Ms. Wallace
for application





To do list:

-email Ms. Wallace
Re: PTA Membership
Drive

Hi Newark Tech PTA families,

We're excited to tell you about a new way you can support our school through everyday purchases - all from home!

Our MemberHub e-store has a new category called "Givebacks." Here, you'll find products and services designed to help you raise a happy, healthy family and keep your kids learning & safely entertained from home. Here is how it works:

1. You shop and get special savings on family offers through our givebacks program.
2. Our PTA receives a passive donations from your purchase of up to 20% of ALL sales go back to our PTA!
3. We can then help fund programs in our school supporting our families.

We think this is an exciting new way to support our school and get family products and services at a discount. Check out our e-store:

<https://newarktechpta.new.memberhub.store/store?category=Sponsors>

Also - If YOU own a business and you're interested in doing an offer in our PTA e-store, please let us know! We want to include your business.

Kind regards,

Delores A. Wallace
District Parent Coordinator
Essex County Schools of Technology
Email: dwallace@essextech.org
Office #: 973 412-2293

Notes:

- Shop & save
- All sales go to PTA
- Check out e-store





Parent Resources

High School YEARS

Working Together for Lifelong Success

Essex County Newark Technical
Ms. Carmen Morales, Principal

Short Clips

Some assembly required

Putting together furniture or toys can make your teen a better problem-solver. When your family needs a bookshelf or dollhouse assembled, let your high schooler take the lead. She will practice reading diagrams, following steps, and fixing mistakes—all of which can help her in school and in the future.

Kindness is easy

Being kind in small ways shows others that you care—and it's simple. Encourage your teen to exhibit kindness throughout the day. For instance, he might make a snack for his sister when she's studying. Or he could make your neighbors' lawn when he's mowing yours.

Dangers of vaping

Teens may believe that vapes are safer than regular cigarettes, but they're not. Scientists are in fact still learning about the dangers of vaping. Regardless, both types of cigarettes are addictive—and illegal for children. Let your teen know these facts, especially if you suspect that her friends might be vaping.

Worth quoting

"The things that make me different are the things that make me me."
—A.A. Milne

Just for fun

Q: Why did the computer cross the road?

A: Because it was programmed by the chickens!



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Time to talk

Fifteen minutes may not seem like much. But research shows spending that amount of time each day talking with your teen can keep your lines of communication open. Try these four ways to make the minutes count.

1. **Chat with your teenager when he's relaxed and in a good mood.** Catch up with him after he finishes his homework, or knock on his door before he goes to bed. Start a conversation about your night and his, rather than asking him a list of questions.
2. **Watch for cues that your teen wants to talk.** If he has something on his mind—or just feels like talking—he may linger nearby while you cook or offer to go along on an errand with you. Encourage him to open up by casually asking how things are going.
3. **Do an activity together.** Your high schooler may feel more comfortable



discussing his life while you're taking a walk or driving to pick up dinner. Be ready to listen extra closely if he mentions a serious topic like a new relationship or a friend who is in trouble.

- 4. **Reconnect after interruptions.** If you have to stop a conversation to take a work call, for instance, let your teen know you still want to talk. ("I'll be off in 30 minutes. Can we talk more then?") Be sure to follow through when you are free.

Goal for it!

Academic goals help your busy high schooler focus on what matters the most. Share this advice for setting goals.

- **Be specific and realistic.** Your teenager is more apt to meet a goal like "I will get an A on my next geometry test" rather than "I will ace geometry this semester!" Or instead of a general goal ("I will be more organized"), she might concentrate on updating her planner daily.
 - **Make a plan.** Your child should decide what she'll do to reach each goal, such as staying a study group or packing her planner every day.
- idea: Suggest that she write and display each goal on a separate slip of colored paper.



1149

Page 2

The opioid epidemic and teenagers

You may have heard news reports about the opioid epidemic and wondered whether it could affect your teenager. Here are answers to questions about opioids, which include heroin and prescription pain relievers like OxyContin, Vicodin, and codeine.

Q: How can I talk to my teen about opioids?

A: Explain the dangers, including such serious consequences as addiction and even fatal overdose. When you hear sobering statistics in the news, like the number of overdoses in your state, share them with your high schooler.



I do if I think my child has tried these drugs?

A: Signs of opioid use include shifts in relationships with family and friends, not caring about one's appearance, changes in sleep habits, and poor concentration. If you suspect or discover your teen is using drugs, contact her pediatrician immediately.

Reading: The best vocabulary builder

Spot a teenager with a good vocabulary, and you're likely spotted a teenager who reads a lot. In fact, reading is the best way to build a strong speaking and writing vocabulary. Share these ideas.



■ **Seek out variety.** Books set in other places and time periods expose your teen to words he might not otherwise come across. Suggest that he read a book set on every continent. Or hang up a world map where he can mark locations he reads about. He might also read historical fiction to match topics he's studying.

■ **Abuse meanings.** Encourage your high schooler to learn new words as he reads. He could figure out definitions from the context or use a dictionary, an app, or an e-reader's look-up feature. To make the words "stick," have him post them on sticky notes with their definitions—and remove each one when he knows the word.

OUR PURPOSE
To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.
Resources for Educators,
a division of CCH Incorporated
(238 S. Street Avenue • York, PA 17403)
800-345-2072 • resourcesforeducators@rrmc.com
www.resourcesforeducators.com
(570) 454-5435

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High School Years

Q: What if a doctor prescribes an opioid for one of us?

A: Keep all medications locked up between doses. Also, promptly dispose of any leftovers. That will keep them away from teens who are tempted to explore medicine cabinets or face peer pressure from friends to do so.

Q: What are the signs of opioid use, and what should

Parent to Parent

Does multitasking work?

My son regularly scanned Twitter and texted his friends while doing homework. James told me not to worry—that he could "multitask"—but I wasn't sure.

I asked his homeroom teacher about this, and she said kids tend to make more mistakes and take longer to finish work when they multitask. To show my son the difference, she suggested this. I asked him to track how long it took him to do homework for a week and the number of errors made when the work was returned. Then, he tracked the same things for a week of homework with out tweeting and texting.

He was surprised by the results! Once James saw he could finish more quickly and do better work, he decided on his own to cut down on multitasking—giving him more time for chatting with friends afterward.



How to increase confidence

Feeling confident can pave the way for your high schooler's future success, both in and out of the classroom. Use these suggestions to boost her self-esteem.

■ **Stay upbeat.** Encourage your teen with positive statements like "I know you'll rock your presentation today!" Also, share what gives you confidence. "I was a little nervous about my presentation at work, but I felt good because I had backed up my points with solid information."

■ **Give her responsibility.** Put your teenager in charge of house projects like replacing a water filter or

a printer cartridge. Accomplishing tasks successfully and seeing family members benefit from her efforts will boost her confidence.

■ **Focus on what your teen can do.** Shine the spotlight on what your child is good at. Say she has a knack for explaining complicated ideas in simple language. Ask her to help her younger brother with his



fractions homework or to teach the whole family how to play a challenging board game.

Note:
Talk to my child - Communication is Key



Parent Resources continued



Public Service Announcement

FEDERAL BUREAU OF INVESTIGATION



December 15, 2020

Alert Number
I-121520-PSA

Questions regarding this PSA
should be directed to your
local FBI Field Office.

Local Field Office Locations:
www.fbi.gov/contact-us/field-offices

Transition to Distance Learning Creates Opportunities for Cyber Actors to Disrupt Instruction and Steal Data

This PSA was written with contributions from the Cybersecurity and Infrastructure Security Agency (CISA).

The FBI is raising awareness for parents and caregivers of school-age children about potential disruptions to schools and compromises of private information, as cyber actors exploit remote learning vulnerabilities.

Video Conference Disruptions

When used for real-time instruction, unsecured video conferences are vulnerable to disruption by unauthorized users (e.g., students not enrolled in the class, parents/guardians, or strangers). According to complaints received by the FBI, interruptions include verbal harassment of participants and teachers, use of offensive language, and displaying images containing pornography and violence.

Social Engineering and Phishing

Cyber actors rely on social engineering tactics, such as phishing, to deceive victims into revealing personal information or performing a task. Cyber actors can take advantage of the increased reliance on electronic communications between students, parents, and teachers to craft fraudulent emails. For example, a cyber actor can use the compromised email of a school official to request private information, send a victim to a malicious website, or convince a victim to download a malicious attachment. This could lead to the compromise of home computers or identity theft.

Cyber actors also register web domains that are similar to legitimate websites to capture individuals who mistype URLs, such as ending a school's name with .com rather than .edu. Subtle changes in website URLs could easily go unnoticed by a user, such as adding or changing a single character. For example, a user wanting to access www.cottoncandysschool.edu could mistakenly click on

www.cottoncandysschool.edu (changed one "o" to "c") or www.cottoncandysschool1.edu (changed letter "r" to a number "1").^{*} Victims who believe they have clicked on a legitimate link are in reality visiting a site controlled by a cyber actor.

Recommendations

The FBI recommends parents and caregivers implement cybersecurity best practices to minimize the effect of cyber attacks. At minimum, parents and caregivers of students engaged in distance learning should confirm local/home computer networks are secure by implementing basic cybersecurity measures at home and monitor device use to minimize risks to online safety.

Cybersecurity Best Practices at Home:

- Ensure personally owned devices run the latest version of the operating system
 - Upgrade devices running Windows 7 to Windows 10
- Ensure firewalls are properly configured and secure on routers and computers
- Replace default router passwords with strong, unique administrative passwords or passphrases
- Enable multi-factor authentication for all applications when this option is available
- Install software and application updates as soon as they are released
- Update and/or confirm wireless routers and other hardware are operating the most recent firmware
- Ensure personally owned computers use up-to-date antivirus, antispyware, etc.
- Teach children to recognize and report suspicious email messages and html links to an adult

Distance Learning Best Practices:

- Identify a point of contact at your school for questions relating to the security of school-issued devices
- Identify a point of contact at your school to report cyber incidents involving distance learning
- Understand how software and firmware updates are implemented on school-issued devices (e.g., automatic updates versus updates requiring user action)
- Change default passwords for school applications when permissible by the school
- Monitor children's online activities for unusual contacts or accessing suspicious web sites that are not affiliated with distance learning content

^{*} This is a fictitious example to demonstrate how a user can mistakenly click and access a website without noticing subtle changes in website URLs.

UNCLASSIFIED

UNCLASSIFIED

Federal Bureau of Investigation Public Service Announcement

- Consider covering device cameras when not in use for class sessions
- Confirm online conferencing platforms used by students are requiring passwords or other authentication methods (such as validation from hosts)
 - Emphasize to students not to share meeting passwords or html links

General Child Data Exposure Best Practices:

- Monitor privacy settings and information available on social media sites
- Conduct regular internet searches of children's information to help identify potential exposure and spread of their information online
- Consider credit or identity theft monitoring to check for fraudulent use of child identities
- If possible, provide minimal amounts of information on children when creating online accounts and user profiles (e.g., use initials instead of full names, avoid using exact dates of birth, do not include photos)

Additional Resources

- FBI's Safety Online Surfing Program - A free educational program for children that teaches cyber safety and helps them become better digital citizens in a fun and engaging way: <https://www.fbi.gov/about/community-outreach/safe-online-surfing-sos-program>
- FBI Boston Press Release (March 2020) reporting a number of video teleconferencing incidents and mitigation strategies for users: <https://www.fbi.gov/contact-us/field-offices/boston/news/press-releases/fbi-warns-of-teleconferencing-and-online-classroom-hijacking-during-covid-19-pandemic>
- CISA Tip: Avoiding Social Engineering and Phishing Attacks
- CISA and CYBER.ORG "Cyber Safety Video Series" for K-12 students and educators
- CISA Cybersecurity Recommendations and Tips for Schools Using Video Conferencing

Victim Reporting

The FBI encourages victims to report suspicious or criminal activity to their local FBI field office, and to file a complaint with the Internet Crime Complaint Center (IC3) at www.ic3.gov. In addition, report incidents involving distance learning or education technology tools to your child's school.

UNCL & CONFIDENTIAL

NOTES:
Cyber Awareness for Parents & Caregivers of School Age Children

NOTES:
Visit essextech.org/parentnewsletter
For a better view of letters!





Parent Resources continued

Polynomials & Rational Functions

Family Support Materials

Polynomials and Rational Functions

In this unit, your student will learn about a kind of function, *polynomials*. (In earlier grades, students learned about two special kinds of polynomial functions: linear and quadratic functions.) A polynomial is a sum of terms involving only one letter, called a variable, where the exponents of the variable are whole numbers. For example, $3x^3 - x^2 + 10$ and $5x^6$ are polynomials. But $6x^{-2} + 2x^{-1}$ is not, because the exponents are negative. And $2xy - 7x$ is not, because it involves more than one variable. Your student will connect different ways of representing polynomial functions, such as graphs and equations.

Multiplication and division of numbers will be extended to polynomials, so this is a good time to refresh skills with multiplying and dividing numbers by hand. When numbers are multiplied, we often use the distributive property, so that each piece of one number is multiplied by each piece of the other number. For example, 34 is 30 plus 4, or 3 tens plus 4 ones. The tens and ones of each number are multiplied by the tens and ones of the other, and then all the results are added. When polynomials are multiplied, we also use the distributive property. Here is an example of each:

$$\begin{aligned}(30 + 4)(10 + 5) \\&= 30(10 + 5) + 4(10 + 5) \\&= 30 \cdot 10 + 30 \cdot 5 + 4 \cdot 10 + 4 \cdot 5 \\&= 300 + 150 + 40 + 20 \\&= 510\end{aligned}$$

$$\begin{aligned}(x - 7)(2x + 3) \\&= x(2x + 3) + (-7)(2x + 3) \\&= x \cdot 2x + x \cdot 3 + (-7) \cdot 2x + (-7) \cdot 3 \\&= 2x^2 + 3x - 14x - 21 \\&= 2x^2 - 11x - 21\end{aligned}$$

Multiplication, with numbers or polynomials, can be represented in lots of ways, and your student should find a way that makes sense and is useful. Ask your student to show you how to multiply polynomials.

Long division with polynomials looks a lot like long division with numbers. Here is an example of each:

Division can also be represented in many ways, so if you or your student learned a different way of doing long division, that way can also be extended to polynomials.

Here are some tasks to try with your student:

1. Multiply 47 by 25, using any method you like. Try using that same method to multiply $(4x + 7)(2x + 5)$. What was the same? What was different?

Parent
Resources
for Math

Notes:

How to help my child w/Math



Parent Resources continued

Construction & Rigid Transformations

Family Support Materials

Constructions and Rigid Transformations

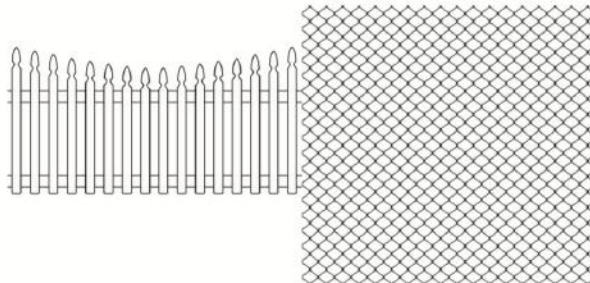
In this unit, your student will be learning about constructing geometric figures. A *construction* in geometry class is similar to a construction site in the real world—students use a variety of materials to build something. At the beginning of the unit they only have two options: draw a line or draw a circle. It seems like that's not enough to make much, but this image is made entirely of circles:



Can you see how to add lines to make a triangle, rectangle, or hexagon?

In this unit, students also revisit some ideas first encountered in previous grades: *rotation*, *reflection*, and *translation*, which are the three *rigid transformations*. You might invite your student to look for transformations and *symmetry* in their everyday life.

What do you see in these two fences?



Each fence has a vertical line of reflection, because if you folded it in half, the left and right halves would match up. The chain-link fence also has a horizontal line of reflection, because if you folded it in half the other way, the top and bottom halves would match up. The picket fence doesn't have any rotational symmetry, but you could rotate the whole image of the chain-link fence 180 degrees and it would look the same.

Parent
Resources
for Math

Notes:
How to help my child w/Math



Parent Resources continued

Linear Equations, Inequalities, & Systems

Family Support Materials

Linear Equations, Inequalities, and Systems

In this unit, your student will analyze constraints on different quantities. For example, the amount you spend on a bicycle may be limited by how much you have saved. To qualify for a sports team, you may need to practice at least a certain number of hours, or lift at least a certain number of pounds.

Here are some ways to write constraints using mathematical notation:

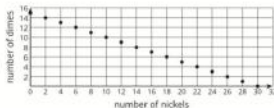
$w < 20$. An apartment building only allows dogs that weigh less than 20 pounds.

$m + g + b = 4$. A casserole recipe calls for four cups of vegetables. You have mushrooms, green beans, and broccoli.

$12.5c + 15a \geq 1,000$. In order for a concert to be performed, the artists need to be sure of \$1,000 in ticket sales. Tickets for children under 18 are \$12.50, and tickets for adults are \$15.

$5n + 10d = 150$. You need \$1.50 in coins for a parking meter. You have a bunch of nickels and dimes in your pocket.

For this last situation, we can see that using more dimes to make \$1.50 means that we can use fewer nickels, and vice-versa. A graph allows us to see this relationship even more clearly.



Each point on the graph represents a combination of nickels and dimes that totals \$1.50. For example, if you use 8 nickels, you will need 11 dimes.

Parent
Resources
for Math

Notes:
How to help my child w/Math



Parent Resources continued



JOIN US FOR

After School Chat & Craft

MHA of Essex & Morris is proud to present a free virtual safe space open to anyone within the ages of 7-12. This open group is facilitated by registered Art Therapists.

To register and for more information:
Please reach out to gpalmer@mhaessexmorris.org
or call at 973-509-9777 ext. 151

**Beginning
December 9th
Every Wednesday**

3:30pm-4:15pm

This program is brought to you through the New Jersey Hope and Healing Crisis Counseling Program (CCP). The CCP is provided by Mental Health Association of Essex and Morris, Inc. in collaboration with the New Jersey Department of Human Services Division of Mental Health and Addiction Services, Disaster and Terrorism Branch, and is funded through a FEMA/SAMHSA grant.



Parent Resources continued



FREE SERVICES
ARE AVAILABLE
REMOTELY FOR
INDIVIDUALS,
YOUTH, AND
FAMILIES.

EMOTIONAL SUPPORT RELATED TO COVID-19

WHO WE ARE & WHAT WE DO:

NJ Hope and Healing Crisis Counseling Program (CCP) at Mental Health Association of Essex and Morris, Inc. is available to assist communities affected by COVID-19.

We are a neighbor helping neighbor team with staff available to provide the following free services:

- Emotional support
- Stress management
- Linkage to resources
- Develop new coping skills and communication techniques

REACH US AT:

973-509-9777 ext. 151 or email
gpalmer@mhaessexmorris.org

Mon. - Fri. from 8:30 a.m. - 5:00 p.m.



This program is brought to you through the New Jersey Hope and Healing Crisis Counseling Program (CCP). The CCP is provided by Mental Health Association of Essex and Morris, Inc. in collaboration with the New Jersey Department of Human Services' Division of Mental Health and Addiction Services, Disaster and Terrorism Branch, and is funded through a FEMA/SAMHSA grant.



Parent Resources continued

Teen help line

<https://www.2ndfloor.org/>

Emotional Support for adults & children

<https://www.njmentalhealthcares.org/>

Grief Counseling Support

<https://imagineNJ.org/>

Hopeline/Suicide Prevention

<https://centerforsuicideawareness.org/hopeline>

Parent Resources continued

Step by Step Powerschool Instructions

PowerSchool Student and Parent Portal

<https://essextech.powerschool.com/public/home.html>

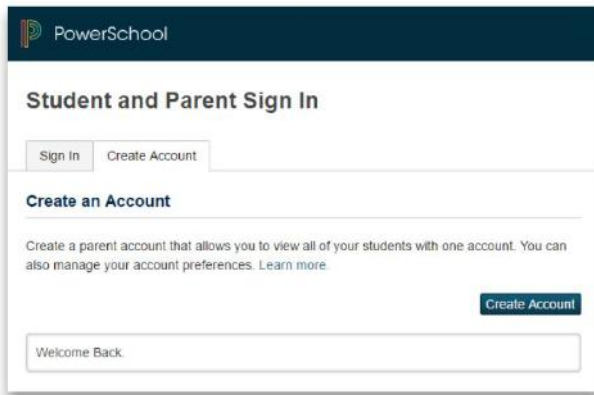
Creating a PowerSchool Parent Portal Account

On this page you will find instructions on how to create a PowerSchool Parent Portal account.

Prior to creating an account, you must have the Access ID and Access Password for your child(ren). Please note, every child has their own Access ID and Access Password. If you have more than one child you will need to obtain the Access ID and Access Password for each of them. Please contact your child's/children's school to obtain the Access ID and Access Password.

Step 1

After clicking **Create Account** tab, click on **Create Account** button.



PowerSchool

Student and Parent Sign In

[Sign In](#) [Create Account](#)

Create an Account

Create a parent account that allows you to view all of your students with one account. You can also manage your account preferences. [Learn more.](#)

[Create Account](#)

[Welcome Back](#)

Step 2

Create Parent Account – enter parent information and create a username and password.

- Password must be at least 8 characters long
- Do **not** include spaces or any special characters in your username



Create Parent Account

Parent Account Details

First Name	<input type="text"/>
Last Name	<input type="text"/>
Email	<input type="text"/>
Desired Username	<input type="text"/>
Password	<input type="password"/>
Re-enter Password	<input type="password"/>
Password must: •Be at least 6 characters long	



Parent Resources continued

Step 3

Link Students to Account

- Enter Student Name
- Parent Access ID and Parent Access Password required
- Relationship to student
- Up to 7 children can be linked

Link Students to Account

Enter the Access ID, Access Password, and Relationship for each student you wish to add to your Parent Account

1

Student Name

Access ID

Access Password

Relationship

-- Choose

Congratulations!

You have created a Parent Portal account and can now sign in.



PowerSchool

Student and Parent Sign In

Sign In

Create Account

Username

Password

[Forgot Username or Password?](#)

Sign In

Welcome Back.



Parent Resources continued

Step by Step Schoolology

What Is Schoolology?

Teachers use Schoolology to post their classroom materials online; provide a safe forum for students to discuss their ideas and collaborate on projects; and to assign and collect homework electronically. It helps students stay organized and it keeps the class connected.

Schoolology makes it easy for parents to stay involved in their children's education. A Schoolology Parent Account gives you access to:

- The classes your child is enrolled in.
- Your child's upcoming assignments.
- School and class announcements.

To sign up for your parent account go to www.schoolology.com.

1. Click Sign Up at the top of the page and choose Parent.
2. Enter your Parent Access Code. **Access Code: 9J3V-9ZKR-RQPG**
3. Fill out the form with your information.
4. Click Register to complete.

When you use a Parent Access Code to create an account, you are automatically associated to your child. You can add additional children to your account using the Add Child button.

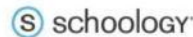
- Parent Access Codes are unique to each student but can be used to make multiple parent accounts.
- If your Parent Access Code does not allow you to register or, if the code does not have 12 digits, please contact the school for more information.



THE PARENT CORNER continued

Step by Step Schoology

Important!
Don't
Forget!



Parents: Register to view your child's activity

1. In your browser, navigate to www.schoology.com.
2. In the top right corner of the screen, hover over Sign Up.



3. Select Parent from the options in the drop-down menu.

4. You should have received a Parent Access Code from your child's school, in the format XXXX-XXXX-XXX. Enter that code here:



5. Enter your name, email address, and password. Once you log in, you'll be able to browse your child's activity by clicking the arrow to the right of your name and selecting your child's name from the top right drop-down menu:

6. You also have the option to associate additional children using Schoology with this account. To associate additional children, click the down-facing arrow in the top right of your Schoology account, select **Add Child**, and enter the Parent Access Code of your other child/children.

Now that you've successfully registered for Schoology to view your child(ren)'s activity, check out our [Parent Guide](#) in the Help Center: support.schoology.com.



Parent Resources continued

Schoology (en Español) Paso a Paso

¿Qué es Schoology?

Los maestros usan Schoology para publicar sus materiales de clase en línea; proporcionar un foro seguro para que los estudiantes discutan sus ideas y colaboren en proyectos; y asignar y recolectar tareas electrónicamente. Schoology ayuda a los estudiantes a mantenerse organizados y mantiene la clase conectada.

Schoology facilita que los padres se mantengan involucrados en la educación de sus hijos. Una cuenta para padres de Schoology le da acceso a:

- Las clases en las que está inscrito su hijo.
- Las próximas asignaciones de su hijo.
- Anuncios de la escuela y la clase.

Para registrarse en su cuenta de padres, vaya a www.schoology.com

1. Haga clic en Registrarse en la parte superior de la página y elijá Padre.
2. Ingrese su código de acceso para padres. Código de acceso: 8254-MN83-TXD8
3. Complete el formulario con sus datos.
4. Haga clic en Registrarse para completar.

Al utilizar el código de acceso para crear una cuenta, se le asocia automáticamente a su hijo. Puede agregar niños adicionales a su cuenta usando el botón "Add Child" (agregar niño).

- Los códigos de acceso para padres son únicos para cada estudiante, pero se pueden usar para crear varias cuentas para padres.
- Si su Código de Acceso para Padres no le permite registrarse o, si el código no tiene 12 dígitos, comuníquese con la escuela para obtener más información.



Parent Resources continued

Schoology (en Español) Paso a Paso

Notas:
Importante!
Que no me
olvide!

 schoology

Padres: Registrarse para visualizar la actividad de su hijo

1. En su navegador, dirijase a www.schoology.com.
2. En la esquina superior derecha de la pantalla, pase el cursor sobre Registrarse.
3. Seleccione Padres entre las opciones del menú desplegable.



4. Debería haber recibido un código de acceso para padres del centro educativo de su hijo, con el formato XXXX-XXXX-XXX. Ingrese el código aquí:


Sign up for Schoology Back

T28N-8HWV-C274

Enter the access code provided by your child's instructor

Continue

5. Ingrese su nombre, dirección de correo electrónico y contraseña. Una vez que inicie sesión, podrá explorar la actividad de su hijo al hacer clic en la flecha a la derecha

 schoology

de su nombre y seleccionar el nombre de su hijo en el menú desplegable de la parte superior derecha:

Sign up for Schoology

[Back](#)

T28N-8HWV-C274

First Name: Jane Last Name: Doe

name@example.com

••••••••••

••••••••••

☒ Subscribe me to the Schoology Exchange blog

☒ By clicking Register, you are agreeing to our [Privacy Policy and Terms of Use](#)

Register

Nombre del padre ▾

Nombre del padre ✓

Nombre de niño
Fair Lakes Academy

Agregar hijo

Su perfil

Fair Lakes Academy

Configuración

Suscripciones

Cierre de sesión

6. También puede asociar hijos adicionales que utilicen Schoology con esta cuenta. Para asociar un hijo adicional, haga clic en la flecha descendente en la parte superior derecha de su cuenta de Schoology, seleccione Agregar hijo e ingrese el código de acceso para padres de su otro hijo.

Ahora que se ha registrado con éxito en Schoology para visualizar la actividad de su hijo o hijos, consulte nuestra [Guía para padres](#) en el Centro de ayuda: support.schoology.com.





Parent Resources continued

Pandemic EBT Card
(P-EBT Card)

What does the P-EBT card look like?

NEW JERSEY

P-EBT



1234 5601 2345 6789
NJ Cardholder

About P-EBT

What is Pandemic Electronic Benefits Transfer (P-EBT)?

Pandemic-EBT (P-EBT) is a program to help purchase food for your school-aged child(ren) who were eligible for free- or reduced-price school meals, but whose schools went remote due to COVID-19.

P-EBT benefits in the amount of \$99.62 per eligible child are being issued for the 2020-2021 school year for the month of September for students receiving free- or reduced-price school meals who are attending schools with a remote learning schedule of at least 5 consecutive days. (This benefit is not available for students whose school are conducting classes in person or a hybrid of in-person and remote.) P-EBT benefits are now available to most families with an existing SNAP Families First EBT card. For non-SNAP recipients and certain SNAP recipients, P-EBT cards will be mailed in October.

Benefits were previously sent for students who received or became eligible for free- or reduced-price school meals for the 2019-2020 school year. If you have questions about benefits for the last school year see the 2019-2020 School Year Benefits section below.

Notes:

for assistance with
P-EBT Card
Contact Mrs. Pinkett
Ph: 973-412-2249
Email:
tpinkett@essextech.org





CLUBS & ATHLETICS CORNER

Athletics

Winter Sports:

Basketball / Bowling / Cheerleading

Practice begins Jan. 11th

Season begins Jan. 26th & ends Mar. 6th

Track & Field

Practice begins Feb. 1st

Season begins Feb. 16th & ends Mar. 27th

Volleyball

Practice begins Mar. 1st

Clubs:

Club Meetings are in progress!!

Note: to contact club advisors

Visit www.essextech.org

-Click Our Schools

-Choose NT

- Under Quicklinks choose NT Club Advisors Link


Sports & Clubs look great on College Applications!





ATHLETICS CORNER

GO
TERRIERS!!!



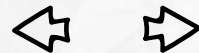
The Boys defeated Orange 60-50 & our Girls defeated Bloomfield 38-26. As most of you know we are not able to have any spectators at the games due to the NJ NJSIAA COVID restrictions, so I'd like to give a HUGE SHOUT OUT to our beautiful Cheerleaders for their energy and for bringing some good old fashion Newark Tech School Spirit back into the Terrier Dome!

Congratulations to Coach Braggs & Coach Phillips for doing a great job with our Basketball Programs!

Let's keep up the great work guys and continue to operate in the Spirit of Excellence and Humility. Terriers on 3 Family on 6!

~V. Principal: J. Williams

Sports & Clubs look great on College Applications!





CLUBS & ATHLETICS CORNER (cont.)

Boys Basketball	Head	Marques Bragg	marquesbragg@gmail.com
	Assistant	Rob Robinson	rob_robinson24@hotmail.com
	Assistant	Aldo Nolasco	anolasco@essextech.org
Girls Basketball	Head	Trevor Phillips	tphillips@essextech.org
	Assistant	Anthony Rock	arock@essextech.org
	Assistant	Robert Dolce	rdolce@essextech.org
Bowling	Co-Head	Kevin <u>Fremgen</u>	kfremgen@essextech.org
	Co- Head	Dennis <u>Salmanowitz</u>	dsalmanowitz@essextech.org
Cheerleading	Head	Regan <u>Rone</u>	rrone@essextech.org
Indoor Track	Head	Timothy White	timwhite322@gmail.com
	Assistant	Danielle <u>Todman</u>	zetason eofakind@gmail.com
	Assistant	Herb Ramos	hramos@essextech.org

Note:

How to get in
contact with my
child's coach



NT HIGHLIGHTS & ACCOMPLISHMENTS

Teacher/Staff of the Month

February:

Teacher of English
Jackie Shoop



Congratulations

Perfect Attendance

January ➡ 70%

Let's bring this up!!

GOAL for February ➡ 100%

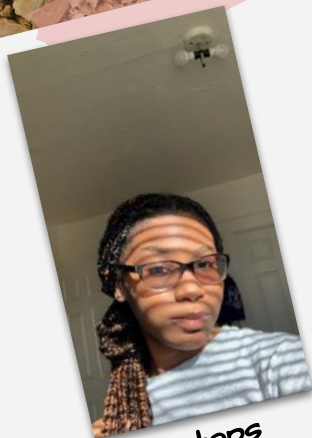
Student of the Month
(January)
next page

let's work together





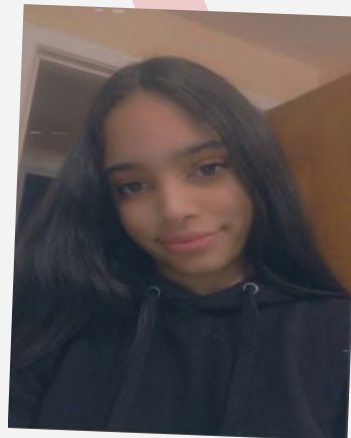
Students of the Month - January



Saniyah Baytops
Grade: 9
Business Tech



Delaia Boez
Grade: 10
Allied Health



Mariely Marte
Grade: 11
Business



Bryan Vasquez
Grade: 12
Engineering



GO TERRIERS!

Education is a shared
commitment between
dedicated teachers,
motivated students and
enthusiastic parents with
high expectations.

meetville.com

Bob Beauprez

Office Staff:

➡ Principal
Ms. Morales

➡ V. Principal
Mr. Williams

➡ Ms. Negron
Principal's Asst.

➡ Ms. Hall
V.Principal's Asst.

➡ Ms. Blasco
Guidance
Admin. Asst.

➡ Mrs. Maldonado
ESL/Athletics
Admin. Asst.

