

Robert Treat Academy
Charter School



March & April 2018
Volume 20, Issue 5

Treatonian

Principal's Message

Dear Parents,

Please enjoy the very heartwarming article titled Robert Treat Academy: One of Newark's first charter schools continues legacy of founder Stephen Adubato written by Elana Knopp of TAP into Newark on page 2-5. Enjoy!



Theresa Adubato



Two Campuses
One Community United by a
Passion for Learning



Stephen N. Adubato



Jackie Robinson

Newark, NJ—Hundreds of elementary school students file into the brightly-lit auditorium at Newark’s Robert Treat Academy Charter School, their hunter green uniforms crisp, the look on their faces expectant and serious. It is time for morning assembly.

The gathering of students, teachers and Principal Theresa Adubato each morning is a ritual that has become part of the school’s legacy, representative of its mission of guiding students on the path to living fulfilling, successful lives.

The assembly is led by students and built around values of kindness, hard work and making positive choices.

Each morning, students recite the school’s mission—and its message lives on long after they graduate.

“Those morning assemblies inspired me,” said RTA alumnus Kathleen Morales, a 2007 graduate. “I still remember what we said every single morning—'work hard, be the best you can be, be kind to one another and most importantly, make good choices'.”

Morales, who now lives in San Francisco and is quickly working her way up the corporate ladder in the underwriting industry, comes from a rough and economically-disadvantaged background.

Her mother, a single parent, was a Puerto Rican immigrant who had her and her twin sister when she was just 16, with the young mother struggling to pay the bills while she raised her daughters.

Morales recalls the many times she and her sister were picked up by RTA faculty members when they were unable to get to school or school-related events.

“They picked us up when we couldn’t get to school in the middle of a snowstorm,” she said. “My mom had to work to pay the bills, and Ms. Adubato made sure to pick us up and made sure we were at events. We never felt ashamed of our background because Ms. Adubato made sure we didn’t. She helped us turn a bad thing into a good thing. I didn’t get that white picket fence, those two parents and access to the expensive education but RTA stepped in,” Morales said. “Now I live a very blessed life. I have a good, stable job, a nice apartment and I don’t have to live paycheck to paycheck. I wouldn’t be where I am today without RTA.”

Morales represents the hundreds of graduates who are living the legacy that founder Stephen N. Adubato set out to create.

Robert Treat Academy was founded two decades ago by Adubato, an urban educator and lifelong Newark resident who believed that children in inner-city school districts were not being served by the existing public school system.

With the creation of one of Newark’s first charter school, Adubato set out to prove that urban minority children could be successful students if given the required tools by people who believed in their ability to achieve academic excellence.

Adubato is also the founder and former executive director of The North Ward Center, a private, nonprofit social service agency that has been involved in neighborhood stabilization efforts through a series of programs for close to five decades.

In 1996, the state legislature passed the New Jersey Charter School Program Act making it possible for citizen groups to apply for a charter—a contract with the State of New Jersey—to operate a public school, and Robert Treat Academy's charter was approved the following year as part of the first group of New Jersey charter schools.

Two classes each of kindergarten and first grade students were selected through a lottery and in September 1997, RTA became the first charter school in the state to open its doors.

During its first eight years, RTA added one grade annually and in 2005 graduated its first class of students.

In 2009, the RTA expanded by adding a second campus in Newark's Central Ward and in 2014, the North Ward Campus was designated as the Stephen N. Adubato (SNA) Campus.

RTA currently has 675 students across its two campuses.

Principal Adubato has led the school's administrative team since 2010 and reflected back on her pioneering father.

"At the time, not many people in the community knew what a charter school was," she said. "When the idea of opening a charter school was put before our founder Stephen N. Adubato, he jumped at the idea. As a career educator in the city of Newark, he understands first-hand the impact education has on the lives of children and the community. The impetus for opening a charter was to facilitate a proving ground for his personal philosophy on education. He believes that if you provide children with a clean and safe learning environment, establish high academic standards, provide safety nets, and hire staff who share in that belief, students will succeed and flourish. Our founder had the belief that Robert Treat would be a good school."

The school's 11-month school year begins in August and ends in June, with a seven-hour school day and school on Saturdays.

The school offers students an opportunity to take remedial and enrichment courses, including language enrichment, math, language arts, reading recovery, guided reading, tutoring, and homework assistance.

"Although the community in general did not know what a charter school was, they took a leap of faith with our founder because they trusted and believed in him," Theresa Adubato said. "In 1997, the Academy opened with grades Kindergarten and First. It was important the school build its own unique culture, slowly and purposefully. Parental participation and community input is an important part of our school culture."

In 2008, Robert Treat Academy was selected as a National Blue Ribbon School based on the academic excellence its students—one of only 15 charter schools selected for the honor that year.

In addition, the U.S. Department of Education chose RTA as one of only eight schools to feature on its website as a Model School.

In 2014, RTA was named a Reward School for the third consecutive year—the only charter school in the state to be named a Reward School for three consecutive years.

Reward Schools are schools in which proficiency levels for every category of students is in the top 10 percent of the state and overall proficiency is greater than 90 percent.

"The students of the Academy have a long history of academic success on state mandated testing," Adubato said. "There is no magic behind what we do. We have a very rigorous curriculum, we have numerous technology supports for students and teachers, we have strong parental support, a dedicated staff, and we have students who are taught from an early age the value of education. Anecdotally I would say all those factors in conjunction with a longer day, a longer school year and Saturday classes have resulted in student success. The basic belief we share as a school community is the simple notion that schools exist to educate children."

One of the initiatives that has helped propel students forward is the school's high school placement program, in which RTA works with more than fifty boarding, private day and public schools each year. For a full day in October, schools throughout New Jersey and across the country visit the school to conduct interviews with students.

RTA alumni have been accepted to some of the country's most prestigious boarding schools including Choate-Rosemary Hall, Phillips Academy Exeter, Phillips Andover Academy, The Lawrenceville School, St. Paul's, and Deerfield and have been offered more than \$30 million dollars in scholarships and financial aid.

The advent of the school's program was borne out of a desire to ensure that RTA graduates are given the best options for secondary school.

"In 2003, we found ourselves faced with a dilemma," Adubato said, noting that two years later the school would be graduating its first class. "There was the general consensus that these hard working and successful students should be given a choice about where to attend high school."

Adubato said the school made contact with local parochial, private and boarding schools, and in September 2005, RTA hosted its first annual Interview Day.

"Nearly 50 schools converged on the Academy and conducted hundreds of interviews with our students and their parents," Adubato said. "The most difficult part of that process was convincing parents whose children received acceptances with full scholarships to boarding schools to let them go. The Academy owes a debt of gratitude to those selfless and courageous parents. They opened the door for generations of students."

While it is the acceptances from private day and boarding schools that get the most attention, Adubato said, the most important aspect of the program is finding the school that best fits a student's academic, social and emotional needs.

"That is the true success of our high school placement program," she said.

RTA parent and board president Tahira Strand said the school has set a high bar for schools that have come after it.

"I believe that RTA has set standards for other charters," Strand said. "Our standards at RTA are set very high as far as behavior, appearance, attitude and wanting to learn. The students are groomed as soon as they come through the doors, so as they get older they know what is expected of them. This has given them a foundation and they will carry these traits with them as they go on to becoming young adults. Everywhere our students go outside of school, they are praised by others as being very intelligent and well-behaved."

Strand's two older daughters are graduates of RTA, while her youngest daughter is graduating this year and will be attending the prestigious St. Paul's boarding school in New Hampshire on a full scholarship.

"RTA is one of the schools that stands out because we produce cream of the crop students," she said. "We have acquired many connections with various institutions. I feel that my children have gained many opportunities. Robert Treat Academy has taught my daughters to have respect for oneself and others, to be kind and to reach back and give some of their time to their community."

Morales, who visits the school each time she returns to Newark and has participated in RTA's Alumni Work Force program—where former students come to work at the school during their breaks and to share their stories with students—said RTA will always be home to her.

"In terms of RTA, that's essentially family," she said. "Having a foundation, a family that supports you is crucial. We didn't have that, but we had RTA. I feel like I was raised in RTA."

Adubato said for many students, RTA has become their home away from home.

“Our parting message on the day they graduate is ‘you will always have a home at Robert Treat and we will always be here if you should need us,’” she said, noting that students and parents, both past and present, continue to pay homage to Stephen Adubato, fondly referred to by many as ‘Big Steve.’

“They and their parents know there would be no Robert Treat Academy if not for him,” Adubato said. “Of all of his accomplishments it is the success of the students of the Academy he is most proud of. He thought of charter schools as a ‘social experiment,’ where what was learned from these experiments could be shared with traditional public schools and replicated for the greater good. His vision for a good school has resulted in changing the course of lives. Our founder’s legacy is in each and every student who has been educated at the Academy.”



Parcc Schedule (ELA & Math)

April 30th-May 4th	8th and 7th grade (Makeup Friday May 4th)
May 7th - May 11th	6th and 5th grade (Makeup Friday May 11th)
May 14th - May 18th	4th and 3rd grade (Makeup Friday May 18th)
May 21– May 25th	Makeups entire week
May 30th– May 31st	Science Test

Stephen N. Adubato Students of the Month for February 2018

Jaron Afuola	104	David Solano	207	Shinard Woody	308
David Guerrero	107	Xavian Cintron	208	Jasmine Padilla	310
Angelo Rodriguez	201	Amanda Roman	210	Tyler Roman	Music
Angelyna Reyes	202	Fatima Tonacatl	301	Brian Castillo Calle	P.E.
Emily Pena	203	Arianna Ortega	302	Joshua Lopez Rafael Cruz	Science
Riyah Myrie	204	Richard Altamirano	303	Jocelyn Chavez	Technology
Maria Guaba	205	Bella Luna	304		
Andrew Herrera	206	Sharlene Galvez	306		



Jackie Robinson Campus Students of the Month for February 2018

Aissa Seidou	12	Britney Edionseri	22	Grace Scales	Technology
Kenzi Torres	13	Adrian Lopez-Silvero	23	Justin Morton	Music
Melanie Lopez-Silvero	14	Joseph Gonzalez	24	Ian Hylton	Art
Sarah Inweh	15	Autumn Denard	27		
Moises Castillo	21	Gabriella Luna	P.E.		



Stephen N. Adubato Students of the Month for March 2018

Joshua Lopez	104	Katelynn Figueroa	207	Sabrina Menjivar	308
Destiny Maury	107	Jaeden Cortes	208	Alexzander Abril	310
Galilea Velazquez	201	Brandon Hernandez	210	Kellani Laidley	Music
Elijah Henry	202	Jaslene Saguay-Morales	301	Mateo Rosendo	P.E.
Aakash Myrie	203	Kaylee Zarate	302	Tamia Louissaint	Science
Jonathan Colon	204	Jazir Brooks	303	Belinda Richardson	Technology
Bryan Calle Sanchez	205	Heidi Castillo	304		
Antonella Ortega	206	Phoenix Cutrona	306		



Jackie Robinson Campus Students of the Month for March 2018

Reward Afolabi	12	Sabrina Bailey	22	Eliana Lugo-Peralta	Technology
Leyanna Tucker	13	Donald Leonard	23	Emmanuella Okwuidishu	Music
Catherine Laurel	14	Julius Cruz	24	Gabrielle Chukwudinma Elayah Nash	Art
Zuri Ruffin	15	Nathan Harris	27		
Liana Zempare	21	Naazir Jackson	P.E.		





Principal's List-Cycle III

Room 310

Aimiokunvbivbie, Adesuwa

Room 304

Castaneda, Hector D.

Room 306

Cutrona, Phoenix L.
Ramos, Ryan R.
Rodriguez, Jayden I.
Salva, Aaliyah Y.

Room 204

Alvarez, Joseph A.

Room 201

Carpintero, Ethan A.
Leines Estrada, Mya A.
Rodriguez, Hector L.
Vega, Simon E.
Vega, Valerie A.

Room 202

Castillo Calle, Brian J.
Correia Da Silva, Victoria
Reyes, Angelyna M.
Santiago, Krystal M.

Room 205

Castaing, Jose I.
Laidley, Kristen A.
Myrie, Ishaan
Penafiel, Patrick J.

Room 203

Dismukes, Jacob J.
Guerrero, Miavalentina
Myrie, Aakash
Pena, Emily M.

Room 208

Padilla, Ethan E.

Room 207

Lagonigro, Angela
Narvaez, Krystal M.
Ramos, Elizabeth A.
Rodriguez, Maylynn E.
Rodriguez, Sara
Rodriguez-Lopez, Ronnie
Solano Patino, Jeami K.
Turner, Brandi D.

Room 210

Figueroa, Kimberly L.
Laidley, Kellani A.
Molina, Zashenka T.
Perez, Adrianna C.
Roman, Amanda
Zamora, Camila B.

Room 104

Lopez, Joshua O.
Solano, Alex P.

Room 107

Cruz, Rafael
Lopez, Kylee S.
Maury, Destiny B.
Stallings, Khalil O.

Room 14C

Bendolph, Reginae N.
Berrios-Diaz, Josiah J.
Edionseri, Janet O.
Green, Kori R.
Jones, Jennah E.
Laurel, Catherine E.
Lopez-Silvero, Melanie C.
Mathis, Troy
Tucker, Jaidyn A.

Room 15C

Okwudishu, Emmanuella Olu

Room 27C

Afolabi, Rest I.
Campbell, Kailan E.
Dailey, Laila A.
Denard, Autumn E.
Harris, Nathan J.
Osunde, Dave M.
Zempare, Janis A.

Room 12C

Afolabi, Reward A.
Campbell, Kairo A.
Harris, Noah J.
Iyoha, Osarugue H.
Maiga, Hidiya M.
McMickel, Aziza S.
Oliveira-Briere, Livia M.
Sass-Medina, Noah S.
Tutiven, Maddox D.

Room 21C

Batista, Genesis
Esteves, Catherine A.
Esteves, Elizabeth A.
Gonzaga Torres, Marjorie
Zempare, Liana M.

Room 24C

Chukwudinma, Faith U.
Gilliam, Nyla S.
Negron, Joshua E.
Nwobi, Arthur C.

Room 23C

Lopez-Silvero, Adrian C.
Lugo Peralta, Eliana
Negron, Christopher
Williams, Tahiyah R.

Room 22C

Martinez, Isamar

Honor Roll-Cycle III

Room 301

Arroyo, Ayden E.
Beade, Aiden M.
Cardenas, Lany S.
Cosme Naya, Janylah A.
De Leon, Emy S.
Espinal Volquez, Carola T
Flores, Kimberly
Johnson, Robyn E.
Li, Eric
Matute-Gomezcoello, Angel
Rivera, Nico O.
Rodriguez, Jacob
Silva, Anthony H.
Small, Adrian E.
Soto, Abigail M.
Tejeda, Keysha A.
Tonacatl Guevara, Fatima
Velazquez Guerrero, Samue

Room 304

Baskerville, Jaeden A.
Castillo Calle, Heidi M.
Ceballos Vermenton, Kayle
Luna, Bella R.
Marallano, Samantha L.
Offiah, Ikenna P.
Ramirez, Angelise L.
Reyes, Chloe I.
Tonacatl-Guevara, Sayra G
Torres, Alexander P.
Vargas, Madison V.
Vizuite, Maximiliano C.

Room 201

Garcia, Leah L.
Ginorio, Raquel A.
Johnson, Brianna N.
Rivera, Jenniece M.
Rodriguez, Angelo
Romero, Victoria M.
Rosa, Jay M.

Room 303

Acevedo, Aidallie B.
Barillas Manzano, Nayeli
Bobadilla, Carolina E.
Brooks, Jazir
Ceballos Vermenton, Jayle
Fonseca, Zaily R.
Guzman, Deborah J.
Josiah, Clarence D.
Maldonado, Joshua
Milligan, Davian A.
Morales, Kaylee E.
Pena, Leah D.
Romero, Angelina
Sanchez Cortez, Jacob P.
Torres Velez, Camila
Vega, Alonso S.

Room 306

Alix, Ariana N.
Galvez, Sharlene A.
Gittens, Nigel A.
Jackson, Elijah O.
Maldonado, Ryan F.
Pena, Khloe A.
Pisano, Vincenzo G.
Rosario, Mia I.
Stallings, Isaiah N.

Room 202

Brooks, Cyrae L.
Carchipulla, Katherine A.
Colon, Dylan N.
Ramirez, Melanie A.
Rivera, Jessenia M.
Rodriguez, Joseph M.
Santiago, Michelle A.

Room 308

Aimiokunvbivbie, Imuwahen
Duthie, Sophia G.
Menjivar Farez, Sabrina E
Nieves, Analynn E.
Olea-Hernandez, Isabella
Rhodes, Tatiana E.
Roldan, Liliana N.
Tyler, Jaimane F.

Room 203

Amador, Makayla S.
Duthie, Matthew R.
Gonzalez, Tristan A.
Menjivar, Yaritza E.
Mosley, Amani B.
Paladines, Emely K.
Rivas, Danae
Zarate, Alana N.

Room 205

Calle Sanchez, Bryan F.
Cardenas, Luna T.
Cordero, Brandon A.
Guaba, Maria I.
Maury, Seydi L.

Room 310

Abril, Alexzander M.
Arroyo, Brendaliz S.
Barber, Aubrey M.
Hernandez, Andres J.
Hopkins, Mason C.
Laurel, Edward W.
Ortiz, Genesys B.
Santiago, Angelina J.
Santiago, Michael A.
Vega, Samantha V.

Room 302

Book, Michael J.
Cruz, Alexander A.
Espinal Volquez, Carolis
Fuentes, Angel L.
Soto, Jordan A.
Velasquez, Veronica M.

Room 208

Bobadilla, Alexandra A.
Cortes, Jaeden I.
Guerrero-Valencia, Ariann
Molina Basante, Dereck A.
Ramirez Catota, Alexander
Romero, Brianna
Rosario, Jocette E.
Tyler, Jenebah F.



Room 204

Castaing, Samantha J.
Lance, Antonio M.
Myrie, Riyah
Suchite-Rodriguez, Andrea
Torres, Lisbeth N.

Room 206

Diaz, Mithayus L.
Latchman, Ciara C.
Penafiel, Aysha D.
Sanchez, Jassiel
Toledo-Navarro, Daniel A.
Ware, Mikaylah K.
Zapata, Andrew D.

Room 207

Crespo, Stephanie R.
Cruz, Destiny E.
Figueroa, Katelynn L.
Jackson, Isaiah A.
Martins, Jailynn
Richardson, Sara R.
Rosado, Jason E.
Shipman, Michael D.
Solano, David A.
Velazquez, Milagro I.

Room 210

Baez, Delaia L.
Beade, Alain M.
Blair, Angela A.
Duran, Destinee
Hernandez, Brandon A.
Johnson, Everett M.
Martinez, Gian W.
Melgar, Ana L.
Muniz, Roselyn
Pisano, Richard I.
Salas, Matthias E.
Santiago, Jasmine
Vega, Gabriel J.

Room 104

Alix, Jordan A.
Chalmers, Genesis A.
Louissaint, Tamia J.
McKinnon, Rajahn S.
Middleton, Zariah A.
Paladines, Carlos D.
Parham, Kiara
Quinones, Jason
Rosario, Jacob E.

Room 107

Bernardino, Akira Jin C.
Glover, Ethan T.
Guerrero, David J.
Herrera, Izabelle E.
Martinez-Molina, Evelyn J
Quinde-Paez, Gabriel A.
Quishpe Cevallos, Mike
Rivas, Milanis A.
Rodriguez, Karen
Rosario, Dennis A.
Serrano, Madison R.
Strand, Dru M.

Room 12C

Ballard, Jayden M.
Harris, Jaiden M.
Isahawk, Aamir J.
Simmons, Teresa R.

Room 14C

Appiah, Nana A.
Cruz, Julian N.
Dzokoto, Nunana J.
Seidou, Hamadou

Room 15C

Batista, Enmanuel
Corales, Tyler-Shea
DeLana, Lucas F.
Hylton, Ian C.
Hylton, India I.
Inweh, Sarah E.
Jackson, Tre'Von M.
Roundtree, Ethan J.
Ruffin, Zuri A.
Sogunle, Mariam A.

Room 27C

Dzokoto, Ntifafa J.
Franco, Robert J.
Gonzaga Torres, Shaylla J
King-Price, Gabrielle M.
Martin, Seth A.
Murph, Marc A.
Saidu, Khalilullah O.
Smith, Dennis C.
Ward, Nishani H.

Room 21C

Botts, A'Nyla M.
Castillo, Moises S.
Cruz, Alexander E.
Doirin, Alice A.
Ellis, Jamoni R.
Isahawk, Aaliyah C.
Jones, Jordan S.
Marallano, Sara L.
McSween, Nigel Z.
Richardson, Sariah J.

Room 24C

Abou-Rjaili, William
Acosta, Gabriely J.
Amado, Joseph A.
Billups, Genesis J.
Chukwudinma, Mary O.
Cruz, Julius N.
Gonzalez, Joseph
Jackson, Naazir Q.
Martinez, Carlos J.
Notemwanta, Osayonamen
Smith, Mia J.
Vazquez, Roselyne

Room 23C

Acosta, Jaylenne G.
Beachum, Malachi T.
Castillo, Samantha M.
Chambers, Chelsea I.
Gherardy, Jakob G.
Goeh-Akue, Celesta A.
Jackson-Williams, Ronell
Leonard, Donald E.
Lopez, Sebastian
Martins, Ashley G.
McSween, Matthew J.
Miranda, Mireya S.
Notemwanta, Esosa
Nwobi, Samson C.
Ortega, Ashley M.
Roundtree, Eric C.
Scales, Grace J.

Room 22C

Bembry, Hayat R.
Gonzaga Torres, Chelsea M
Nwobi, Gabriel C.



Jackie Robinson Campus Citizens of the Month for February 2018

Zuri Ruffin

Eliana Lugo Peralta

London Alston

Ali Seidou



Stephen N.Adubato Citizens of the Month for February 2018

Jacob Rosario

Kaylee Morales

Abigail Marengo

Dianelys Diaz

Angelina Santiago

Natasha Leines



Stephen N.Adubato Citizens of the Month for March 2018

Maximiliano Vizuete

Samantha Ginorio

Aubrey Barber

Olea Hernandez

Sophia Duthie

Xavier Pagan



Jackie Robinson Campus Citizens of the Month for March 2018

Enmanuel Batista

Esosa Notemwanta

Ntifafa Dzkoto

Juel Cruz



Wiffle Ball

Mr. Bush, Phys. Ed. JRC

The area of focus in Physical Education class for the month of April is Wiffle Ball. Wiffle Ball, which is similar to baseball and softball, is an exciting and challenging sport. Throughout the unit, students will learn the basic concepts of running bases, throwing, catching, and offensive and defense strategies.

The main focus is for the students to understand the importance of how to properly strike a ball with our wiffle ball bats. Each student should understand the step-by-step process of how to properly stand in the batter box, grip the bat, and swing the bat. Students will spend at least one full day practicing the proper methods and safety procedures before moving on to our games. Once the students have gained a deeper understanding of each skill, they will participate in various activities.

As we move into our striking unit, safety is the most important concept the students must understand. If students are not using these properly, they can really hurt someone. Before each class begins, I will sit with the students and continue to stress the fact how safety is number one priority.

Preparing

Seventh grade, JRC

Students have embarked on the road of test preparation, writing several practice compositions, comparing assorted excerpts and other passages. For example, in one assignment, students compared two animal fables, one Jamaican and the other Liberian, which shared the theme of cleverness overcoming physical strength. Some students argued, persuasively, that the two tales were essentially the same, while others argued, equally persuasively, that the two stories differed crucially in their approaches towards fairness in competition.

Fundamentals of Hockey

Mr. Ontell, Phys. Ed., SAC

During the month of March, our PE classes focused on balance, coordination, and hockey fundamentals. Before every lesson, we remind one another of the guidelines for success. These include playing safely and showing sportsmanship. Many classes also had the opportunity to drive scooters which is always a great deal of fun and exercise!



Little Leprechauns

Kindergarten, SAC

A St. Patrick's Day celebration was in full swing in kindergarten this year. Students were leprechauns for the day and participated in an array of St. Patrick's Day centers. The holiday's theme could be seen throughout the day as students counted shamrocks and used them to practice number sequencing in math. Using, Lucky Charms cereal, our little leprechauns sorted the marshmallows and graphed their data. They listened to stories about leprechauns in reading. Students even wrote about what they would do if they were a leprechaun! Here are some examples of what our students would do:

If I were a leprechaun, I would hide my gold. – Aidallie Acevedo

If I were a leprechaun, I would collect gold to share. – Alonso Vega

If I were a leprechaun, I would make wishes. – Jazir Brooks

If I were a leprechaun, I will make a rainbow. – Angelina Romero

Guitar Lessons

Mr. Comanda, Music, SAC

March has been an absolute blast all around. Our older students have started their unit on guitar and are impressing me with their abilities. I have been teaching a new fingerpicking technique that is pretty advanced and they are just nailing it. Our younger students are playing percussion instruments and are having a blast jamming. We are having fun playing to the beat of different food names. No, that is not a typo. We literally name foods and play on each syllable. We are always hungry at the end of class. We have also been learning about Motown in preparation for our Spring Concert. More on that next month.

Sixth Graders Attend Model Seder

Sixth grade, SAC

The SNA sixth grade students have been learning about the Holocaust in their Character Education class. They have just finished reading the novel The Devil's Arithmetic. This is a historical fiction novel written by Jane Yolen. The book is about Hannah Stern, a Jewish girl who lives in New Rochelle, New York and is sent back in time to 1942 to experience the Holocaust during her families Passover Seder.



On March 20, 2018 the students went to Congregation Ahavas Sholom in Newark and together with 50 other students participated in a model Seder. They learned about the history of the synagogue which is the only remaining synagogue in Newark as well as many interesting customs and traditions. The students were able to make new friends from the Gottesman RTW Academy and Golda Och Academy. The students participated in a model Seder and shared a festive meal as they celebrated the concept of freedom together.

We are very thankful to the Gottesman Fellow for Jewish Culture and Educational Programming in Newark, and especially Ilyse Shainbrown for making this educational experience available to the Robert Treat Students.



Entering Final Months of School Year with a Bright Future on the Horizon

Seventh grade, SAC

The seventh Grade students here at RTA North have made quite an impression this year. They have consistently earned excellent grades overall, demonstrated maturity and strong character, displayed a positive attitude and example to others, and maintained their high level of motivation to succeed. This is clearly a winning formula! As we approach Spring Break, the seventh Grade students have much to look forward to. If their academic performance this year is an indication of what is to come, their eighth Grade year should be outstanding as well. In addition to this, they will soon enter the high school placement process that will require the academic achievement, commitment, and dedication that they have displayed this year. We are very proud of the way in which these students have conducted themselves, grown as individuals, and developed a strong sense of direction and expectations. Some of those things are not always easily learned. This group also shows a genuine appreciation and concern for each other as a class, which again is not always so evident. We expect them to continue their successes going forward upon our return from spring break and as they enter the fourth and final cycle of this school year. Our confidence in this group exists at the highest levels.

Our Minds are on Main Ideas

Third grade, SAC

When students read or write they must be clear about the main idea. The "main idea" is what the writing is mostly about. As writers, students must decide what their main ideas are and how to support them. As readers, students need to identify the main ideas in individual paragraphs and entire passages. Recently, we have reviewed some basics about the main idea. Your child should be able to tell you that the main idea of a single paragraph usually is found in the first sentence, which is also known as the topic sentence. On the other hand, the main idea of a multiple paragraph passage usually is found in the last sentence of the first paragraph. Each paragraph that follows supports the main idea of the entire passage. Grasping the concept of main idea and supporting details is important for students as they respond to practice questions.

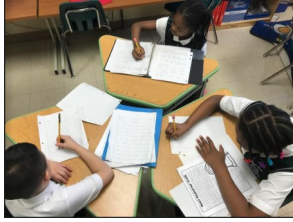
Final Stretch!

Eighth grade, SAC

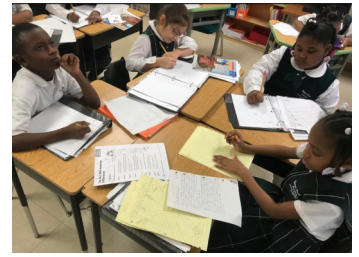
The eighth grade students at Robert Treat Academy are approaching their last three months as RTA Students. Each of them are well aware that their transcripts will follow them to wherever they go next, and that nothing exceeds the importance of their grades. In addition to this, their example to the rest of the student body remains at the highest level of importance. We expect this to continue throughout the remainder of the year. This is not always an easy thing to do as their excitement grows with the prospect of high school acceptances and graduation in the not too distant future. Motivation becomes very important at this point during the school year and we are planning some enjoyable events for the eighth grade to keep them at their highest level of responsibility and awareness. Let us keep up the good work and positive examples!

Important Women in History

Second grade, JRC



In honor of Women's History Month, second grade students read and discussed important women in history. Some of the women we discussed were Harriet Tubman, Susan B. Anthony, Sojourner Truth, and Helen Keller. We learned that each of these women were brave, determined, and persistent. Students then chose one of the women to write about. They were able to gather ideas as to why the person is important in history. They also explained different character traits that would describe the woman best based on her actions and words. Students did a great job with their writing and enjoyed explaining the importance of the different women in history.



Solar System

Fifth grade, JRC

During the month of March in science, fifth grade had been focusing on our solar system. We started an in depth study of gravity and how it affects us and the planets in the solar system. We have

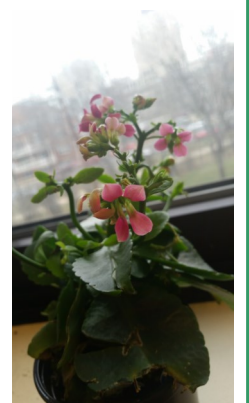
also taken time to focus on each planet and learn how it is similar and different to Earth. Students have also started creating their own posters to show the different planets in the solar system. We will finish this unit with a research project, where students will work in pairs and research an individual planet or object in our solar system.



New Plant

Sixth grade, JRC

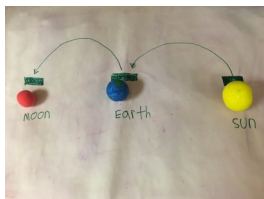
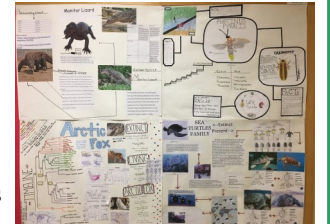
After a month of caring for our new class plant, the students' hard work has paid off! We have seen a lot of new growth on the plant, which brings some brightness to our classroom. The students have shown a lot of responsibility by watering the plant daily and removing the pieces that have dried up on it. Because they have each shared responsibility for the care of the plant, it has been a fun and fulfilling class project. We look forward to seeing what other wonderful things we can do as a class!



Science

Ms.Buff, Science, SAC

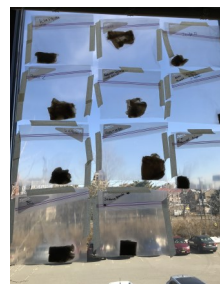
The seventh grade science class has been on an exploration through space. They are investigating how the sun, Earth and moon interact with each other in our solar system. They have designed 3-D models of solar and lunar eclipses as well as pamphlets and posters advertising upcoming eclipses. In addition, they have taken on the roles of the celestial bodies to learn exactly how each revolves and rotates. They did an "Earth Dance" where students dressed as the sun, Earth and moon, demonstrated the orbits of each. Their favorite activities have included learning the phases of the moon song and replicating moon phases with cookies.



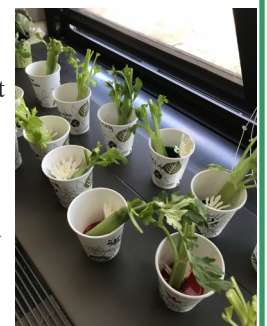
The eighth grade has been learning about how and where fossils form. They have studied the seven types of fossils and engaged in a lab where they made cast and mold fossils. A class highlight was their "All in the Family" animal taxonomy projects where they compared modern animals with their extinct ancestors. It was amazing to see how many modern organisms evolved over time.

Beans, Celery, Flowers, Oh My!

Fourth grade, JRC



Central's fourth grade has dug into science and are looking closely into the plant life. We have decided to see firsthand how plants, such as celery and flowers, get their food source. The students learned that the plant's stem has a system of water carrying tubes. The water is taken from the roots, is moved through the tubes into the plant's leaves, and is used to make food. We wanted to see it for ourselves. The students each received a cup of water with drops of food coloring, a celery stick and a flower. Within a day, the student were able to observe the celery and flower change colors. The students also took lima beans and placed them in wet towels in a zip lock bag. They were placed on the windows to collect sunlight. Within 2 days, students were able to report growth. The students took the lima beans home to continue to observe during the Spring break.



Fraction Kites

Third grade, JRC

This month, the third grade created Fraction Kites to represent their understanding and knowledge of fractions. Sometimes, the best way to learn about fractions is through a picture. When you read a fraction, first you say the top number which is the numerator. The top number represents the number of squares that are colored a certain color. Then you say the bottom number or denominator as an ordinal, or positional number (third, fourth, fifth, sixth, ect.) The denominator is the total number of squares on the kite. The last kite on the bottom right has two yellow squares. So the yellow bowtie says $\frac{2}{25}$ ths. The students were given a blank white kite in which they had to color it using 6 colors. Then the students had to write the fraction for each color they used on their bowtie.



Celebrating Dr. Seuss

Second grade, SAC

As Dr. Seuss said, “If you never did you should. These things are fun and fun is good.” Second grade had lots of fun celebrating Dr. Seuss this month. They were anxiously awaiting all of the fun activities that we had planned. The activities included making Dr. Seuss hats, watching Dr. Seuss movies, and reading different Dr. Seuss books. They had a blast really enjoyed this time with their friends and teachers. Now, they are focused and ready to get back to fractions, writing samples, and all of the wonderful things that they will learn next.



Investigating Physical and Chemical Changes

Fifth Grade, SAC

SNA fifth grade scientists recently conducted an investigation to observe how different substances interact with each other. Working in small groups, students created these four mixtures: water and baking soda, water and cornstarch, vinegar and cornstarch, and vinegar and baking soda. Before creating each mixture, students predicted what the reaction would be. It was interesting (and fun!) to see if their predictions were accurate. After observing each mixture, students recorded their observations in their notebooks.

Here is what they observed: all of the combinations resulted in new substances because they all formed mixtures. Combining water with cornstarch or baking soda resulted in a physical change as did the vinegar and cornstarch mixture. However, only the baking soda and vinegar mixture created a chemical reaction: it bubbled, foamed, and overflowed its container!



Music Newsletter

Ms. Walker, Music/Art, JRC

I would like to congratulate Robert Treat Academy’s star students of the month. This proves they are really working hard in class and trying to be the best they can be.

The month of February was dedicated to Black History Month. Our 5th through 8th graders watched “Hidden Figures” and they were able to reflect on a few scenes and have a discussion about how they felt. They also submitted an essay with their reflections.

Our Black History Month program was certainly one to remember. It started with an amazing poem called “Hey Black Child” that was performed by first grader Aziza McMickel. It was followed by a play from our 4th grade class which was narrated by 8th grader Nyla Gilliam. The play was called “Beautiful Blackbird” and our 3rd and 4th grade classes created projects that were displayed in the hallways that were inspired by this story. Following the play, Gabriela Hueting, who played Misty Copeland in our live wax museum, gave us an experience of a lifetime. Her dance performance brought some people to tears. It was riveting. The program closed out with a performance from our choir. In our live wax museum we met Ruby Bridges, Ida B. Wells, Michael Jackson and Nelson Mandela, just to name a few. All of our actors and actresses did an amazing job.



Our 7th grade students learned about Jean Michele Basquiat and created a piece inspired by him. They had a lot of fun thinking outside of the box. It was put on display outside of the art classroom. The artwork came out amazing. Here are a few pictures of their work.

“The artist doesn’t see things as they are, but as he is.”



Focusing on Basketball Fundamentals

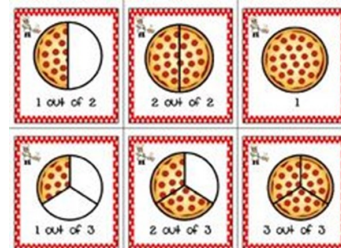
Mr. Bush, Phys. Ed., JRC

The area of focus in Physical Education class for the month of March is basketball. Students should understand the importance of how to properly shoot, dribble, and pass the basketball. The students will start off practicing the basics and learning the proper technique of each skill before playing in any activities. Once the students have gained a deeper understanding of each skill, they will participate in various basketball activities. The main goal for each student in our basketball unit is to improve their basketball skills, work together as a team, and gain a deeper understanding about the game of basketball.

Fractions

Third grade, JRC

Third grade students having been learning all about fractions with the development of the idea of partitioning a whole into equal parts. The whole can be a shape, line segment, or anything that can be divided equally. Students have then transitioned their thinking about fractions to points on a number line. Students have also compared fractions with same numerators or same denominators, recognized and generated simple equivalent fractions, and solved problems involving fractions. Discussing fractions with your child whenever you come across a “real life” example can



also help the child gain familiarity with fractions. Sporting events, newspaper articles, recipes and hardware stores are all good sources.



Ecosystems

Fifth grade, JRC

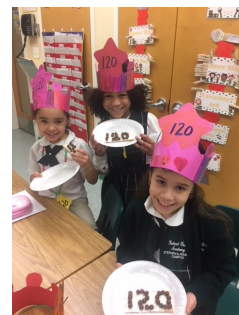
In Science, the fifth grade students learned about the different types of ecosystems. An ecosystem is a community of living organisms in conjunction with the nonliving components of their environment (things like air, water and mineral soil), interacting as a system. Students worked in partners or a group of 3, to make a PowerPoint presentation using the information they learned regarding an ecosystem of their choice. The students then made “ecosystems in a box” using various types of materials.



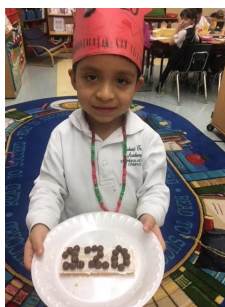
120 days

First grade, SAC

First grade celebrates 120 days of learning. In order to uphold the innovative and challenging standards RTA has always been known for, we celebrated the 120th day of school. We wanted to embrace the 120th day of school to meet the standards that extend the counting sequence to 120. First grade was excited to continue this tradition.



Students anxiously awaited this big day since August. Starting on the first day, students counted and kept track of our days in school. In mid-February our special day was finally here. The first grade took part in fun filled activities revolving around the number 120. Some of the exciting activities included a 120th day snack. Students made 120th day crowns and necklaces. Projects were displayed in the 120th Day Gallery, located in the lobby of the Stephen Aduato Campus. Our celebration ended with students sharing a collection of 120 edible items with each other. It was a memorable day of learning.

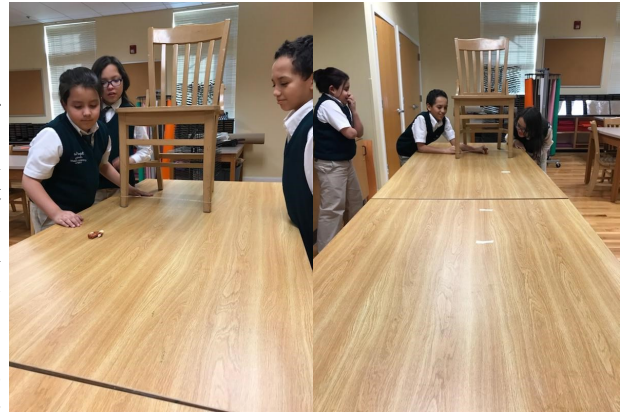


Test It! Stored Energy in a Rubber Band

Fourth grade, SAC



Fourth graders explored a hands-on activity comparing the different amounts of stored, or potential energy, within a rubber band. Their task involved examining exactly how much energy went into a rubber band that stretched around the legs of a chair. Students utilized an action figure to gauge just how far it would travel across the length of two tables. While the rubber band transferred energy to the toy, students analyzed precisely what the marks on the tables (labeled with tape) represented after each student took a turn pulling the toy back and then releasing it. Where did the energy originate from? Students' predictions and evaluations were observed and recorded, leading to an effective discussion surrounding the following main idea: the farther you pulled back the rubber band, the more energy you released in order to move the toy at different speeds and distances!



145th Street

Seventh grade, JRC

This month, the seventh graders began reading their next novel, *145th Street* by Walter Dean Myers. In a kind of literary rear window, Myers uses 10 short stories to create snapshots of a pulsing, vibrant community with diverse ethnic threads, through all of its difficulties. Beginning with the tale of a wry character who stages his own funeral on a sweltering 4th of July to celebrate the money he has received from canceling his life insurance policy, Myers then follows with a chilling story of a cop shootout gone wrong. Many of the stories are told through the voices of witty, intelligent teens; Jamie Farrell, in particular, is a standout as he relates his changing luck in "The Streak" and makes other cameo appearances. But even the more poignant stories told in the third person—such as that of Billy Giles, a middling fighter hired by the local gym to make contenders look good, and "Angela's Eyes," infused with superstition, in which Angela possesses the ability to foresee death and destruction through her late father's eyes—keep an inviting, conversational tone. Myers creates an overall effect of sitting on the front stoop swapping stories of the neighborhood. Most students will find that they could settle in for hours and take it all in.

Bringing life to the Classroom

Sixth grade, JRC

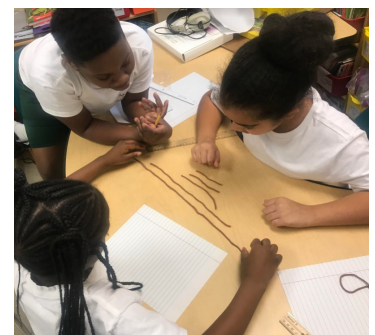
Students in the sixth grade are getting really excited about the Stand and Deliver project that started this week. Students will be completely responsible for the care of our new class plant and keeping track of its progress. Our class will be responsible for helping our plant flourish and thrive!



Measuring Lengths

Second grade, JRC

In Math, second grade students were introduced to a new chapter on Measuring Lengths. We learned that there are different tools to measure the lengths of objects including a ruler, yardstick, and measuring tape. Students worked in groups to practice measuring different lengths of yarn. They were able to order the yarn from shortest to longest and measure the different lengths. Students took turns measuring the lengths and were able to compare their measurements with each other. Second graders did a great job working together and making sure they were using the ruler correctly.



PyeongChang Winter Olympics

Third grade, SAC

Our third graders have been keeping up with current events this year and we have been reading all about the 2018 Winter Olympics in PyeongChang, South Korea. The opening ceremony was on the 9th of February and the closing ceremony was on the 25th of February. We learned that there were 102 events in 15 sports, with an estimated 100 nations taking part. And we couldn't wait to join in with the excitement! We read about the history of the Winter Olympics and we learned about the events and how much has changed and stayed the same over the last 94 years. We watched power point presentations and videos of the different sporting events! We are very inspired by the hard work and dedication the Olympic athletes show!



NATIONAL JUNIOR HONOR SOCIETY INDUCTION CEREMONY

Sixth grade

The 2018 RTA – National Junior Honor Society was honored to induct its newest members at a ceremony on Tuesday, February 27, 2018. The NJHS is a prestigious organization. In addition to the strong academic records which established their eligibility for membership, our chapter members are leaders in many student organizations and serve our school and community through many activities. We are proud of their record of accomplishments and welcome these new members who bring energy in support of our continuing work as NJHS members.



Congratulations to this year's inductees!

Joseph Alvarez
Hayat Bemby
Samantha Castaing
Julius Cruz
Mithayus Diaz
Britney Edionseri
Chelsea Gonzaga Torres
Kiyara Z. Goodson
Kyla Jones
Owen Kelly
Tamia Louissaint
Isamar Martinez
Gabriel Nwobi
Antonella Ortega
Carlos Paladines
Aysha Penafiel
Mike Quishpe Cevallos
Sariah Richardson
Jassiel Sanchez
Andrea Suchite-Rodriguez
Lisbeth Torres
Mikaylah Ware

Kindergarten's Reading Success!

Kindergarten, SAC

The Kindergarten students have been working hard learning the alphabet. They practice recognizing letters, letter sounds, and naming and identifying words that begin with a given letter. Students are applying these concepts and skills when reading and writing, associating letters to letter sounds. Their progress has been impressive! They look for words they recognize and sound out unfamiliar words when reading, making connections with pictures and text. They do the same when writing, looking for words they need help spelling in books, around the classroom, and in previous journal entries. It seems they will use any chance they get to spell out words—with puzzles, letter magnets, even the ActivBoard! Students are proud of their accomplishments and know they are succeeding in literacy!

Working Hard!

Second grade, SAC

Our second graders have been working hard! From rounding numbers and learning how to skip count in math to creating Venn diagrams and learning how to incorporate similes into their writing, the students have been very on task. Along with all of the hard work, we have also begun STEP testing! It is amazing how smoothly they transition and how focused they are during testing. The students put their greatest effort into everything that they do and we look forward to some fun time with our upcoming Dr. Seuss activities.

Seussville in Kindergarten

Kindergarten Team, JRC

For the month of March, the students had a spectacular time reading, writing, and creating art projects to celebrate the well-known Dr. Seuss. The



students enjoyed helping their teachers decorate their classroom and school hallway to resemble Seussville. Our class really enjoyed the week of Read across America as they had a fun activity prepared for them each day. After reading *Green Eggs and Ham*, the students made a prediction on whether or not they would like green eggs. The best part of their day was taste time! We also read, *Oh, The Places You'll Go* and our students each brought in something from a place they have been. *Wacky Wednesday* was the craziest when all of our students were al-

lowed to dress up and wear their hair as silly and zany as they wanted to. Our kindergarten students enjoyed having Mr. Parada come in and read *The Cat and the Hat*, students did an amazing job at retelling and comparing and contrasting *The Cat in the Hat* story and movie.



Realizing their Efforts are Paying Off!

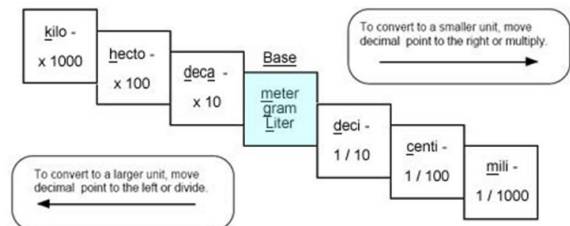
Seventh grade, SAC

The seventh Grade students at Robert Treat Academy have built a strong reputation on their actions this year. They understand the value of their education and their responsibility to attain the best grades possible. This has been a consistent theme within this grade and they have demonstrated their ability to strive high and achieve success. As their academic courses move into the most difficult and demanding part of the school year, they are maintaining this responsibility. It does take a great deal of effort and positive attitude to maintain that level achievement, but they are doing it. At times, reminders are necessary of what you are working towards--a bright and successful future and the life you desire to attain. Although still middle school students, they see the bigger picture here. We will guide them to that end, but it seems they also have a unique ability to guide themselves in many ways.

Make it Metric!

Fifth grade, SAC

During the month of March, the fifth graders are going to be learning how to convert metric and standard units of measure. The metric system is an internationally agreed upon decimal system that is used in almost every country around the world, with the exception of the U.S.A., Liberia, and Burma (also known as Myanmar). Each basic type of measurement (length, weight, capacity) has a basic unit of measure (meter, gram, and liter). The students will learn how to convert units of measure by arranging prefixes in order from greatest to least: kilo, hecto, deka, BASE, deci, centi, and milli. This will help the students learn whether to move the decimal point to the left or right when converting measurements such as $10.25 \text{ km} = 10,250 \text{ m}$. The students are going to become experts in no time!



Complexities of Music

Mr.Comanda, Music, SAC

This month has been, as usual, a very productive month. Our little ones are beginning to learn to read and decipher the complexities of music. From clapping rhythms to playing notes on the piano, they are well on their way to moving away from learning by rote to speaking the language of music. Our students have completed their unit on Orff Percussion with excellence and did a little unit on the music of Motown, whose positive message brings out the best in us and challenges us to always improve. Even our students whose fortes are not in singing found themselves belting powerful melodies. The power of music continues to amaze me. Our music department is working diligently as usual to prepare us for, if I may, the greatest concert this school has seen yet.

The Fourth Grade Loves *Love that Dog*

Fourth grade, JRC

The Fourth grade has spent the last month reading a novel written entirely out of poetry titled *Love that Dog*. Throughout this unit, the students read about a little boy whose teacher is trying to teach him about poetry and encourage him to write it as well. In the beginning of the book, the boy is opposed to writing by saying "I don't want to because boys don't write poetry. Girls do."

Throughout the course of the book, the students learn a lot about the little boy and the message behind the poetry. In addition, they also learn about the different types of poetry and how poetry is written. The students enjoyed this book a lot; so if you are ever in the mood to read poetry, you should pick up this book!

Month of Researching

Eighth grade, SAC

With February being Black History Month, the students were given an assignment where they were told to research someone they felt made a positive difference in fighting for equality. The eighth graders were able to take this information, and create a bio-poem about the person. This bio-poem consisted of a 10-line poem that described the morals, values and characteristics of the person. The students did a great job collecting the appropriate information needed to create a very well thought out poem, which they then presented to their classmates. This great project shed light on the hardships that many people faced in this world and the steps that are still needed until we can find true equality for all.

Continuing with the research theme, the eighth grade has been working hard with researching the different evolution of animals in science, and creating a research project that they will be presenting to their classmates. This is a great way to have the students become familiar with using technology as a way to gain information about a particular topic. In addition, this project, allowed the student has to show their creative side by creating poster boards that were a visual representation of their research. They really stepped up to the plate, and all of them did a fantastic job!

Jackie Robinson Seventh and Eighth grade visit the Jewish Heritage Museum in NYC

Eighth grade, JRC

Learning the past, confronting the present, educating the future.

The Museum of Jewish Heritage is New York's home for Holocaust education and our seventh and eighth grade classes visited during February. The Gottesman Fund sponsored the trip.

The students were led through the museum by a docent and learned about WWII and Nazi genocide of Jewish and communities in Europe. They explored cultural identity, responsibility to community and decision-making. They saw the ways in which individuals and nations responded or failed to respond to the crisis of the Holocaust. They examined treasured artifacts from Jewish life in Europe and photographs of families just like theirs. They listened to testimonies of survivors and their personal experiences during the Holocaust.

They spent the later part of the morning listening and asking questions of Sami Steigmann, who is a victim of the Holocaust. Sami was born in Czernovitz, Bukovina part of the Austro-Hungarian Empire which is today in the Ukraine. Sami was very young and was the subject of Nazi medical experiments. He is now dedicated to reaching as many young people nationally and internationally to promote tolerance and a better world. He gave a great bit of advise, "Never give up, Never lose hope and enjoy the life you have been given. Never be a perpetrator but most importantly NEVER, ever be a bystander." The greatest tragedy in human history, the Holocaust and all the genocides, happened because the world stood by and did nothing.



It was a wonderful experience and the students learned so much by talking to those at the museum and seeing first-hand the amazing exhibits housed at the museum.

What's going on in Science

Ms.Buff, Science, SAC

Eighth Grade Science

Did you know that the giraffe and antelope were cousins? The eighth grade has been researching animal taxonomy, which is the scientific classification of animal species. Every student selected a unique animal and has been investigating its family tree to find both living related species as well as extinct ancestors. They have been comparing species to make determinations regarding when and how species evolved. Research has been compiled into presentations that they will be sharing in class.

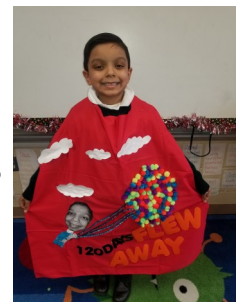
Seventh Grade Science

Students have been exploring how the subsystems of the Earth (atmosphere, biosphere, geosphere and hydrosphere) interact with each other. For example: a hurricane's wind and rain involve both the atmosphere and hydrosphere. The same hurricane's aftermath of a landslide will involve the geosphere and biosphere if land is moved and trees uprooted. They have also learned about the four types of mountains and how each is formed.

120 days Brighter!

First grade, JRC

Our 120th day Celebration was a success. The students had an amazing time going from one station/center to the next. They were able to do 120 exercises. They rolled a dice 120 times, record their results on a graph, and flipped a penny 120 times to discover that it landed on heads and tails about the same amount of times. Afterwards, the students discussed and wrote about how they would look and what they would do if they were 120 years old. We posted our 120th day projects for everyone to see. Our viewers were astonished at the level of creativity and hard work that was put into their assignments.



School Board Meeting Schedule

Thursday, March 15, 2018	Regular Monthly Meeting
Thursday, April 19, 2018	Regular Monthly Meeting
Thursday, May 17, 2018	Regular Monthly Meeting
Wednesday, June 20, 2018	Annual Reorganization Meeting for 2018-2019



Robert Treat Academy has chosen Facebook as an additional way to communicate with parents, students, and the community. Please check out our page and feel free to like us at www.facebook.com/RobertTreatAcademy.

Robert Treat Academy Charter School Calendar

Stephen N. Adubato & Jackie Robinson Campuses

SCHOOL CLOSING DATES	2017-2018	# OF DAYS STUDENTS/TEACHERS
	<u>2018</u>	

March	30	School Closed– Spring Recess	21/21
April	2-6	School Closed – Spring Recess	
	9	School Reopens	16 / 16
May	25-28	School Closed – Memorial Day Observance	21 / 21
June	21	Last Day of School – 8 th Grade Graduation	15/ 15

PARENT COUNCIL MEETING SCHEDULE 2017-2018

ALL MEETINGS BEGIN PROMPTLY AT 6:30 PM

<u>DATE</u>	<u>LOCATION</u>	<u>TOPIC</u>
Wednesday, March 21 st	SNA	SNA Night of the Arts
Thursday, March 22 nd	SNA	JRC Night of the Arts
Wednesday, April 25 th	SNA	JRC International Dinner
Thursday, April 26 th	SNA	SNA International Dinner
Tuesday, May 22 nd	SNA	JRC Spring Concert
Thursday, May 24 th	SNA	SNA Spring Concert
Friday, June 15 th	North Ward Center/ Branch Brook Park	Founder's Day *

(Although this is a student activity we welcome parent volunteers. Please sign up in the office.)

PARENTS MAY ATTEND EITHER MEETING DATE AT EITHER CAMPUS. THE DECISION TO HOLD THE LARGER EVENTS AT OUR SNA CAMPUS IS FOR THE COMFORT OF OUR PARENTS AND STUDENTS.

PROJECT CHILD FIND

1-800-322-8174

Project CHILD FIND is a free referral service and public awareness campaign to assist in the identification of unserved/underserved youth with a delay or disability from birth through twenty-one years of age. In addition, Project CHILD FIND develops and distributes information to the public about early intervention services and special education programs throughout New Jersey.

Project CHILD FIND's comprehensive efforts include:

- Assisting families of infants and toddlers, birth through two, concerned about their child's development by directing all requests regarding early intervention to the family's local Special Child Health Case Management Unit. If you need the number for your Special Child Health Case Management Unit, call: Project CHILD FIND 1-800-322-8174.
- Assisting families of preschoolers, ages three through five, concerned about their child's development by directing requests to their local school district.
- Helping families access community services through referral.
- Promoting community and public awareness of all children with disabilities by providing information.
- Assisting local school district boards of education to identify unserved children from age three through twenty-one who are in need of special education and related services.

Information through Project CHILD FIND may be obtained by calling the toll-free number, 1-800-322-8174, which is in service 7 days a week, 24-hours a day. All calls received are confidential.

Project CHILD FIND was established by the New Jersey Department of Education through I.D.E.A., Part B funds from the U.S. Department of Education.