

SPECIAL SERVICES MONTHLY

908.436.5200



DIVISION OF SPECIAL SERVICES



EPSNJ.ORG

2026 AUTISM ACCEPTANCE CELEBRATION & RESOURCE FAIR



The 2026 Autism Acceptance Celebration & Resource Fair featured a superhero theme, with attendees invited to come dressed as their favorite superheroes. Held at the Warinanco Sports Center, the event was hosted by the Union County Board of County Commissioners and the Department of Human Services in collaboration with the Division of Special Services.

Families and community members enjoyed a day filled with outdoor activities, including a live DJ, touch-a-truck experience, games, arts and crafts, giveaways, and light refreshments, along with opportunities to connect with a wide range of community resources and supports. Many staff members from Elizabeth Public Schools generously volunteered their time to help support the event and contribute to a welcoming and inclusive atmosphere. The celebration provided a meaningful opportunity for families to come together in a joyful setting that highlighted acceptance, awareness, and community connection.

Events like this reinforce the importance of strong partnerships and our shared commitment to supporting individuals with autism and their families.



KNOW YOUR IEP

Extended School Year



Extended School Year, often called ESY, is a special education service that may be provided beyond the regular school year when a student's IEP team determines it is necessary for the student to receive a free appropriate public education. Under N.J.A.C. 6A:14, ESY is not simply "summer school." It is an extension of special education and related services written into the student's IEP when a break in educational programming is likely to cause the student to regress to a lower level of functioning and the student cannot reasonably recoup those skills within an appropriate period of time.

ESY is considered individually by the IEP team. The team reviews relevant information such as the degree of the student's disability, evidence of regression, the student's ability to recover skills after a break, the student's rate of progress, progress toward IEP goals and objectives, vocational needs when appropriate, student work samples, reports, assessments, and other documentation. Parents are important members of the IEP team. Families are encouraged to share observations about how their child responds after school breaks, including changes in communication, behavior, independence, academic skills, daily routines, or related service skills.

ESY may be appropriate for a student who is likely to lose critical academic, behavioral, communication, functional, or related service skills during a school break and who is not expected to regain those skills within a reasonable time once school resumes. It may also be considered when the interruption of services would substantially interfere with the student's continued progress toward important IEP goals.

Families who are looking for additional summer learning, recreation, enrichment, or social opportunities will soon be able to review the district's "World of Summer Programs" brochure, which will highlight a variety of summer options available for students and families to explore.



ESY Applications

For this summer's ESY program, all applications for qualified students are to be completed via the PowerSchool parent portal. The process of notifying parents of the application is underway. If you have any issues logging into the system, please contact the help desk at: 908-436-5065

A MESSAGE FROM YOUR DIRECTOR OF SPECIAL SERVICES

Dear Special Education Community Members,

As the school year comes to a close, I want to thank you for your continued partnership and support. It has been a privilege to work alongside you in supporting our students' learning, growth, and success.

Summer is a time for families to rest, explore, and enjoy new experiences together. While changes in routine can be challenging for some children, maintaining a few familiar structures and talking ahead of time about upcoming plans can help children feel more secure and confident.

We also encourage families to support children in expressing their needs, wants, and emotions throughout the summer. Simple sentence starters such as, "I would like to..." can help children communicate more clearly and build confidence in sharing their thoughts.

As you read through this newsletter, I invite you to take a moment to review page 5, which features a powerful fictional piece written from the perspective of a student with low vision. This piece offers meaningful insight into the lived experiences of our students and highlights the importance of empathy-driven practices in our classrooms and schools.

Thank you for allowing us to be part of your child's educational journey. We wish you and your family a safe, restful, and joyful summer, and we look forward to welcoming our students back in the fall.

With deepest gratitude,

Director Morales-Frigoletto

Nancy Morales-Frigoletto,
Director

Thelusma Cadet, Scott Cohen,
Myraida Conceicao, Cheryl Ferry,
Maria Dolores Garcia, Julia Krisanits Lehman,
Dr. Steven Orozco, Ali Abdul Malik
Supervisors

HELPING YOUR CHILD THRIVE THIS SUMMER

Summer is a chance to relax, spend time together, and enjoy a change of pace. At the same time, the break from the school routine can be difficult for some children. Keeping a few familiar routines in place can help your child feel more comfortable and make the transition into summer—and back to school—a little easier.

A simple daily routine can go a long way. Try to keep mealtimes and bedtimes fairly consistent, and make time each day for outdoor play, movement, quiet activities, and breaks from screens. You don't need a strict schedule. Even a basic routine or a picture schedule can help children know what to expect and feel more at ease.



Summer Program

If your child will be going to summer camp, starting a new program, or moving to a new classroom in the fall, talking about those changes ahead of time can help ease worries. If possible, visit the new location, look at pictures together, or use a calendar to count down the days. Giving children time to prepare often makes new experiences feel less overwhelming.

Maintain Connections

Summer is a great time to stay connected with friends. A trip to the playground, a visit to the library, or a simple playdate with a familiar classmate can help children practice social skills and stay connected. Planning activities like water play, nature walks, or sensory play can also keep children active while supporting their sensory and movement needs.

Communication with Staff

If your child is attending a summer program, take a few minutes to share information with staff about what helps them be successful. Let them know about your child's interests, communication style, sensory needs, or strategies that help when they feel overwhelmed.

Downtime

Remember to leave room for downtime, too. Children often need quiet time to recharge, especially after busy days filled with activities. Reading together, listening to music, drawing, or simply relaxing at home can help children reset and enjoy the rest of their day.

★ **Most importantly**, don't worry about filling every day with special outings. Some of the best summer memories come from simple moments such as going for a walk, having a picnic, reading together, or spending time with family. We hope you and your family have a safe, relaxing, and enjoyable



MORE CELEBRATIONS



**Board of Education Meeting
April 23, 2026**



**Elizabeth High School Baseball
Commemorates Autism
Awareness**



Special Olympics



**Autism Awareness and Bring
your Child to Work Day
Celebration at Elmora School
No. 12**



Autism Walk - School No. 5



**Autism Awareness Walk -
School No. 4**



Autism Walk - School No. 7



**Autism Acceptance Play Day -
School No. 16**



**School No 19 - Rise and Shine
Celebration: Honoring Autism
Heroes**



PERSPECTIVE OF OUR STUDENTS WITH LOW VISION

Dear Stakeholders,

Hi, I'm a student in EPS, and I have low vision. I wanted to share what school feels like for me, because it's not always obvious from the outside.

A lot of the time, I'm working really hard just to see what other students can see right away. The board might look blurry from my seat, or worksheets can be hard to read if the print is small. If the room is really bright or has glare, it can make things even harder. Sometimes I don't miss things because I don't understand them—I miss them because I didn't see them in time.

What helps me most is when teachers say things out loud instead of only writing them, or when I can get the same work in a larger print or on a computer. It also helps a lot when I can sit where I can actually see the board and when the classroom isn't too crowded or cluttered. If things are organized and easy to find, I don't have to keep asking for help as much.

Technology makes a big difference for me too. Things like screen readers, magnifiers, or having work read to me helps me keep up and do things more on my own. I just need time to learn how to use those tools well.

One thing I really need is people talking with each other and with me. When teachers, families, and support staff check in and actually ask what works for me, I feel included. It also helps when adults don't assume what I can or can't do, and instead let me show them.

I want to be independent. I want to be able to find my way around the classroom, do my work, and participate like everyone else. When the classroom is set up in a way that works for my vision, I can focus on learning instead of struggling to see.

I don't need things to be easier. I just need them to be accessible so I can keep up. That makes a big difference for me.

Sincerely,

One of many students with low vision

SPECIAL SERVICES SALUTES OUR RETIREES

The Division of Special Services proudly recognizes Ms. Maria Blechman. After an extraordinary 42-year career in education, including 13 years of dedicated service within the Special Services department of the Elizabeth Public Schools district, we proudly celebrate a colleague, Mrs. Maria Blechman, LDTC, whose compassion, expertise, and unwavering commitment have transformed the lives of countless students, families, and educators. Throughout her career, Maria served in many roles, including Teacher of the Blind and Visually Impaired, Multiple Disabilities Teacher, General Education Teacher, Self-Contained Teacher for students with learning and language disabilities, In-Class Support Teacher providing Braille instruction, Preschool Teacher for students with visual impairments, Early Intervention Teacher providing vision therapy, and Reading Program Instructor at Kean University.



Maria's breadth of experience allowed her to make a meaningful impact across all stages of a child's educational journey. During her time in our district, Maria was a passionate advocate for students with special needs and their families. She worked tirelessly to ensure bilingual parents fully understood their child's educational program, empowering them to become active partners in the special education process. Families appreciated not only her expertise but also the compassion, dedication, and genuine care she brought to every child. Maria believed that supporting students extended beyond IEP meetings and paperwork. Whether observing students in their classrooms or cheering them on at school events, she celebrated their successes and built meaningful relationships that inspired confidence and growth. Equally impactful was her dedication to mentoring future educators. Maria generously shared her knowledge with student teachers, graduate interns, and new professionals, modeling excellence and inspiring confidence in the next generation of educators. Many of those she mentored have since become valued colleagues, special education professionals, and school administrators which is a lasting testament to her influence on the profession. Maria's legacy lives on through the students she empowered, the families she supported, and the educators she inspired. In recognition of her remarkable commitment to education, Maria won the 2024 Educational Service Provider award for George Washington Academy School #1. We are deeply grateful for her 42 years of service to education and 13 years of exceptional dedication to our district. We wish her every happiness and success in this well-deserved next chapter.

SPECIAL SERVICES SALUTES OUR RETIREES



Dr. Jeannine Carlucci, CCC-SLP (referred to as 'Dr. C' by her students) retires after an extraordinary 25 years of service as a speech-language pathologist in the public-school setting, serving the students and families of Schools 26, 30, and 27 with unwavering dedication, compassion, and expertise. Over the course of her distinguished career within the district, she provided speech and language services to approximately 1,500 students, leaving a lasting impact on each school community she served. In recognition of her outstanding commitment and contributions, she was also the recipient of School 27's 2025 Educational Service Professional of the Year award.

In addition to her work within the district, Dr. C spent approximately 10 years as an adjunct professor at Kean University, where she taught courses in speech-language pathology in the school setting, diagnostics and assessment, and thesis development.

Through her teaching and mentorship, she helped shape and inspire countless future speech-language pathologists, many of whom now serve within the district and continue to benefit from her guidance and support. Colleagues and former students consistently describe Dr. C as a mentor, advocate, leader, and friend. One colleague shared, "She is the reason I started working in this district almost 17 years ago and has been my guide and mentor since." Another reflected, "She not only provided theoretical background and information but real-life case scenarios that provided context to the information taught." Others praised her wisdom, compassion, humor, professionalism, and fierce advocacy for both students and the profession.

Known affectionately as the team's "NJ Code Guru," Dr. C has long been the trusted source for guidance on ethics, legalities, report writing, and student support. Her colleagues describe her as someone who brought authenticity, warmth, and sincerity into every room, always willing to listen, encourage, and help others grow. While Dr. C's retirement leaves a tremendous void, her legacy will continue through the many students she supported, the colleagues she mentored, and the future SLPs she inspired throughout her remarkable career. We extend our deepest gratitude and congratulations to Dr. Carlucci and wish her a retirement filled with joy, adventure, and well-deserved celebration.

SPECIAL SERVICES SALUTES OUR RETIREES



The Division of Special Services proudly recognizes Robyn Mack, LDT-C, for 25 years of dedicated service in education, all of which were spent serving the students and families of Elizabeth Public Schools.

Throughout her career, Robyn served in multiple roles that supported student growth and success. She began as a reading and language arts teacher, helping students build strong foundational skills, and later transitioned into her role as a Learning Disabilities Teacher Consultant (LDT-C), where she worked closely with students, families, and school-based teams to support appropriate evaluations, program development, and placements. Her service included assignments at Mabel G. Holmes School No. 5, William F. Halloran School No. 22, and within the Out of District Child Study Team, where her expertise and thoughtful approach guided important decisions for students across the district.

Robyn is most proud of the meaningful relationships she has built with students and their families over the years. She has consistently prioritized listening, understanding family perspectives, and ensuring that each student's individual needs were carefully considered. She also takes great pride in helping students with disabilities transition into appropriate and meaningful post-secondary placements, supporting them as they move toward the next stage of their lives with confidence and purpose.

Her colleagues describe her as steady, compassionate, and deeply committed to doing what is best for students. Robyn's work has left a lasting impact on the school communities she has served and on the many students whose educational paths she helped shape.

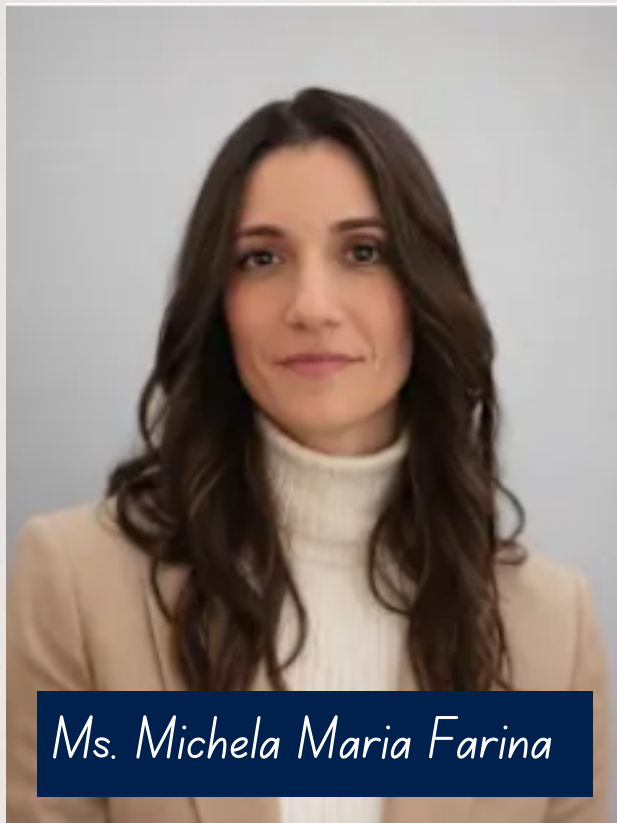
As she reflects on her career, Robyn shares simple but meaningful advice for colleagues: "Enjoy the ride and appreciate the people you work with every day."

In retirement, she looks forward to off-peak travel, time with family, and new experiences at a more relaxed pace. The Division of Special Services extends its sincere gratitude to Robyn for her 25 years of service and wishes her joy, health, and fulfillment in this next chapter.

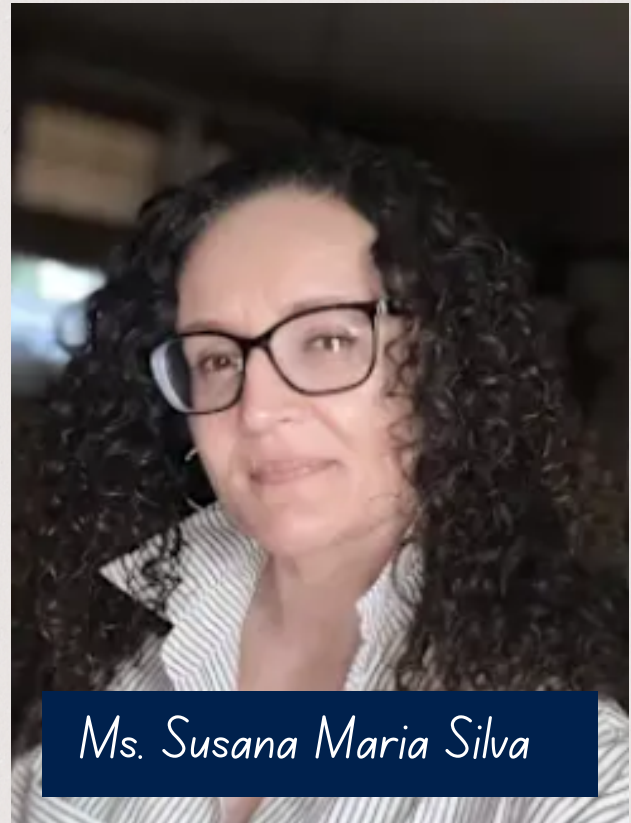
PROFESSIONAL SPOTLIGHT

The Governor's Educator of the Year Program celebrates outstanding educators and educational services professionals who support student success through strong instruction, innovation, collaboration, and meaningful services both inside and outside of the classroom. Each year, honorees are recognized for their dedication, leadership, and ability to inspire students of all backgrounds and abilities while building strong partnerships with colleagues, families, and the school community.

In this issue, we are proud to feature the Governor's Educator of the Year recipients who serve and support our special education population. These educators and service providers play an important role in helping students access learning, build independence, develop confidence, and experience success. Their work reflects the heart of Special Services and the positive impact that dedicated professionals can have on students and families. Learn more about each recipient by clicking [here](#).

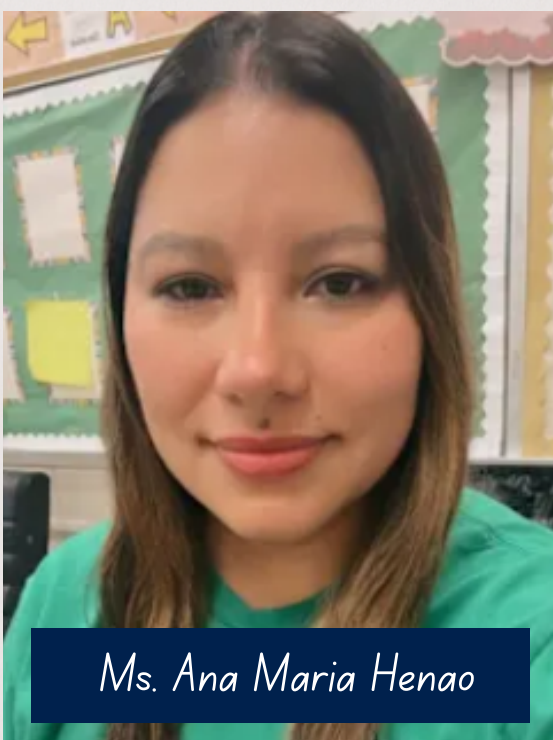


Ms. Michela Maria Farina



Ms. Susana Maria Silva

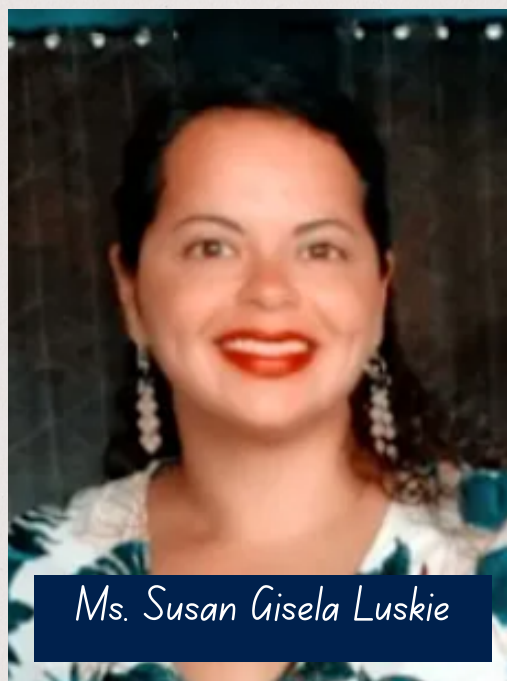
PROFESSIONAL SPOTLIGHT



PROFESSIONAL SPOTLIGHT



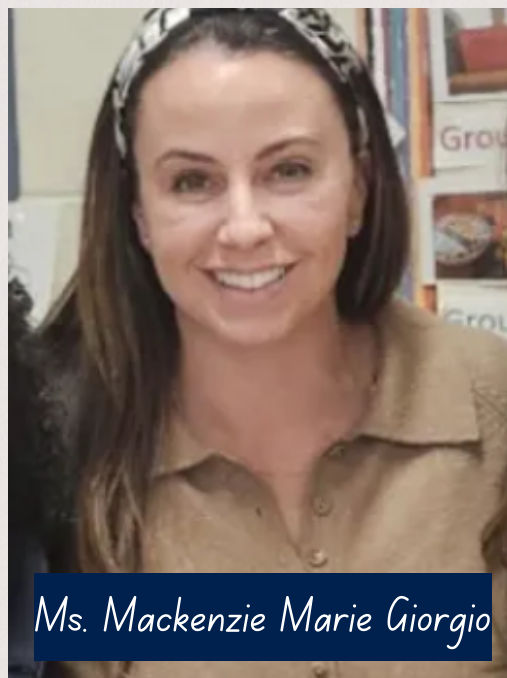
Ms. Tracy Nadine Tsikis



Ms. Susan Gisela Luskie



Ms. Diana Robledo Garcia

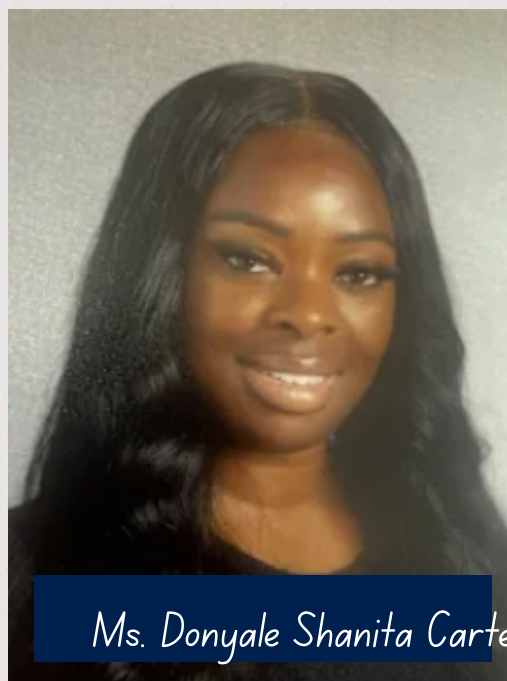


Ms. Mackenzie Marie Giorgio

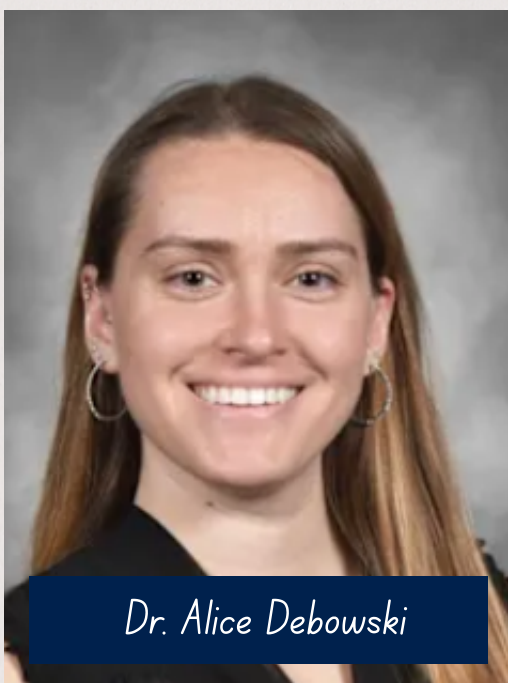
PROFESSIONAL SPOTLIGHT



Ms. Liboria Santagata



Ms. Donyale Shanita Carter



Dr. Alice Debowski



Ms. Dania Castillo Balcazar

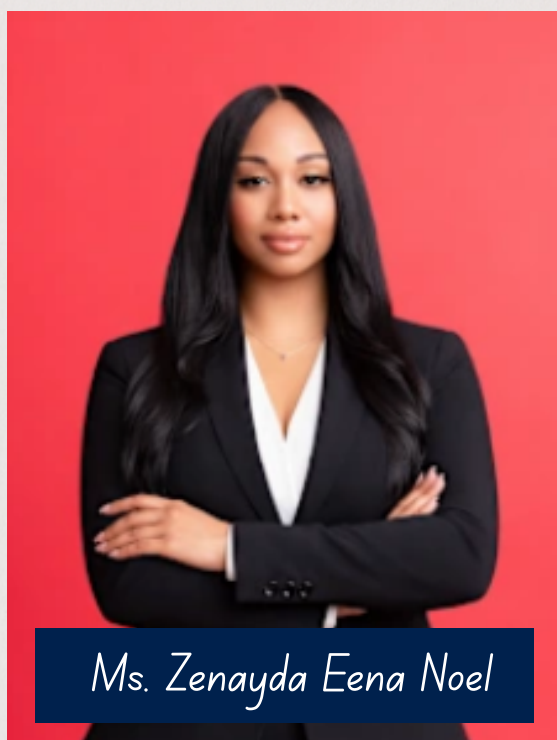
PROFESSIONAL SPOTLIGHT



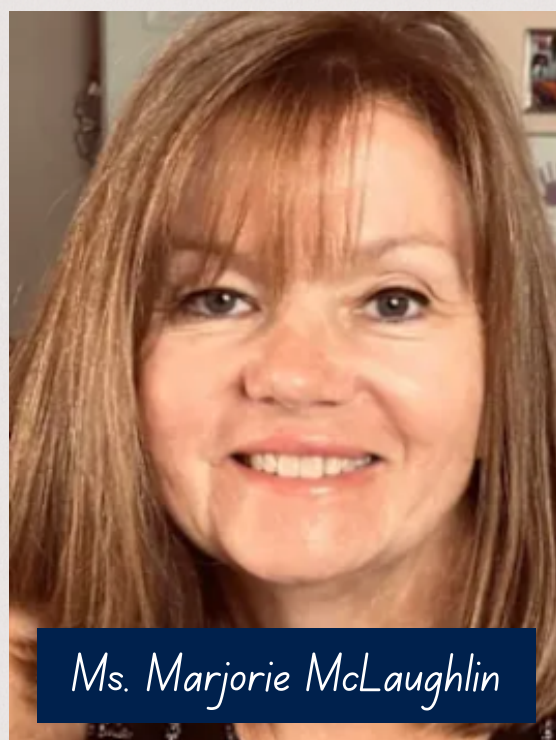
Ms. Luisa Fernanda Baez



Ms. Martha Bastidas Calle

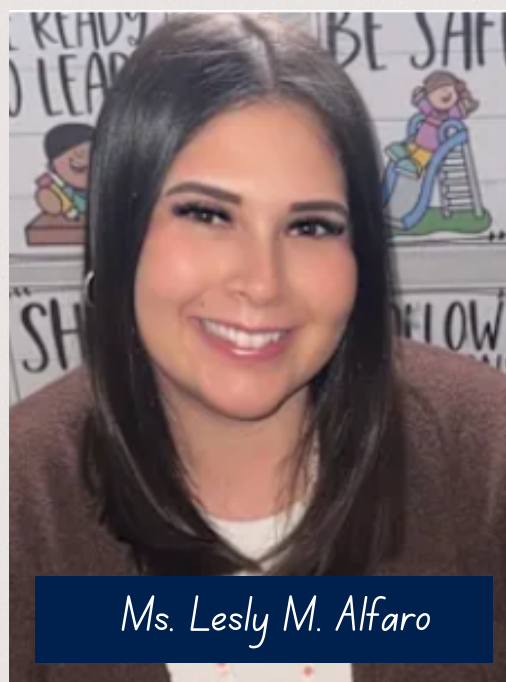
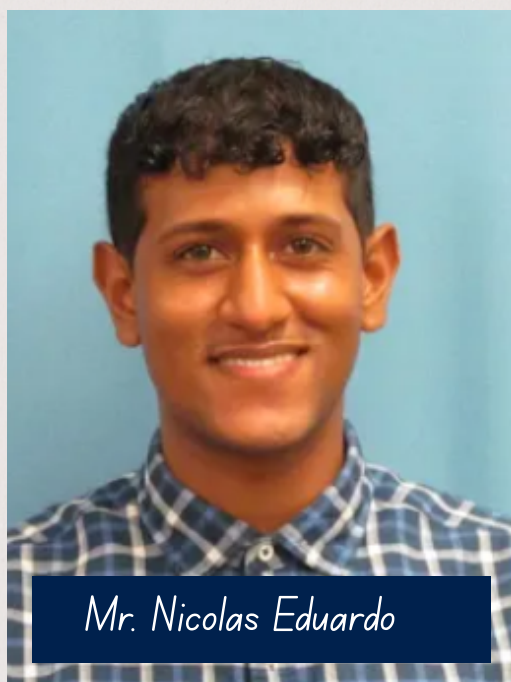
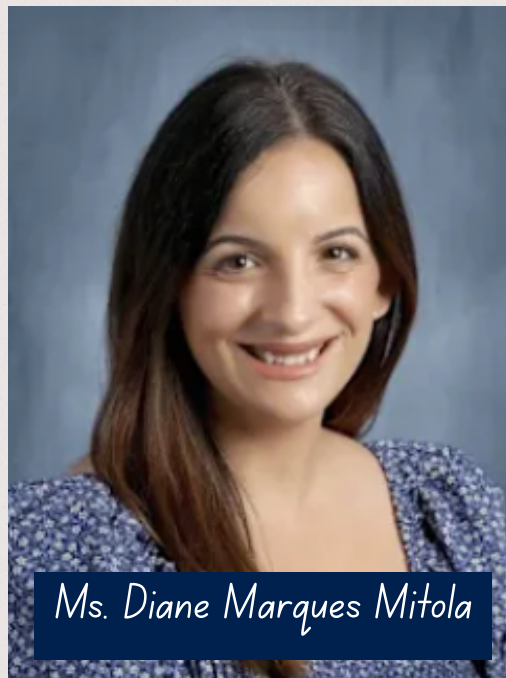
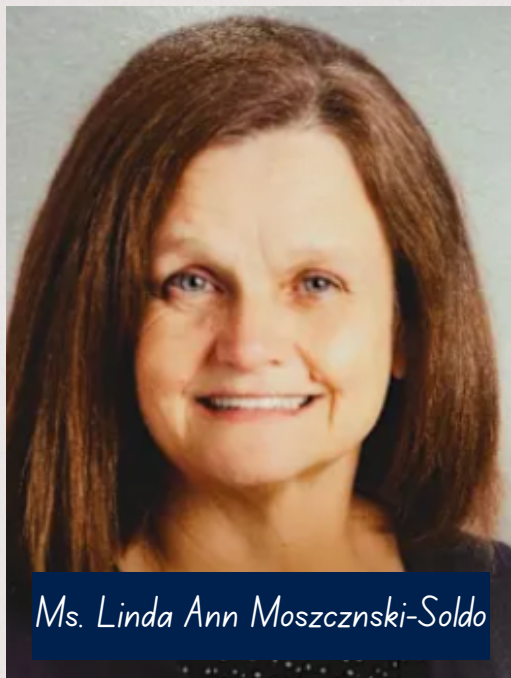


Ms. Zenayda Eena Noel



Ms. Marjorie McLaughlin

PROFESSIONAL SPOTLIGHT





IEP Buzz Words

Related services are supportive services that may be included in a student's IEP when the IEP team determines they are needed for the student to access, participate in, and benefit from their educational program. Related services are based on each student's individual needs. Not every student with an IEP receives related services, and the type, frequency, location, and duration of services are determined by the IEP team. Examples include, but are not limited to:

Speech Language Therapy

Speech language therapy supports students with communication needs. This may include articulation, understanding and using language, following directions, social communication, fluency, voice, or the use of communication devices.

Occupational Therapy

Occupational therapy supports students with fine motor, sensory, visual motor, and daily school participation skills. This may include handwriting, cutting, using classroom tools, self help skills, sensory regulation, or accessing classroom routines.

Nursing Services

School nursing services may be included when a student has health or medical needs that must be supported during the school day. This may include medication administration, medical monitoring, feeding support, seizure care, diabetes care, or other health related needs.

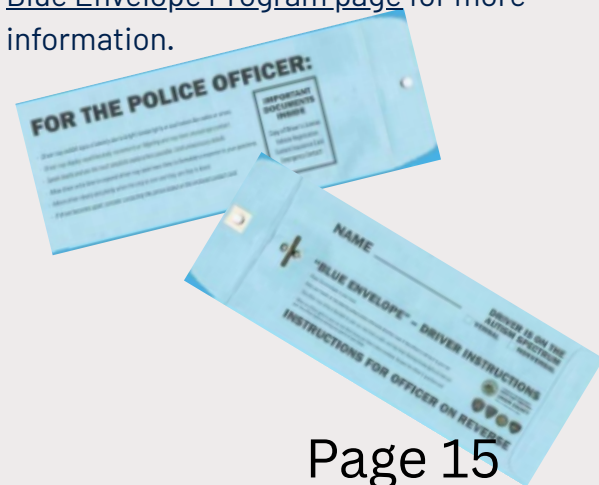
Personal or Shared Paraprofessional

A personal or shared paraprofessional is provided as a related service in a student's IEP when the IEP team determines that adult support is needed for the student to access, participate in, or make progress in the school setting. This support may help with mobility, communication, behavior, medical needs, personal care, or transitions. A personal assistant is typically assigned to support one student, while a shared assistant may support more than one student within a classroom or setting. The goal of assistant support is to promote access, engagement, and independence. When appropriate, the IEP team may also discuss how support can be adjusted over time as the student builds skills and becomes more independent.

Featured Community Resource

The Blue Envelope Program

The City of Elizabeth Police Department participates in the Blue Envelope Program, a community safety initiative designed to support safer and more positive interactions between law enforcement and individuals with Autism Spectrum Disorder during traffic stops. The blue envelope can be used to store important documents, such as a driver's license, vehicle registration, insurance information, and an emergency contact card. It also serves as a visual cue to officers that the driver may benefit from clear directions, additional processing time, and calm communication. In Union County, all municipal and county law enforcement agencies have joined together to support this initiative, and residents can obtain a Blue Envelope through their local police department. This program reflects an important commitment to safety, understanding, and inclusion for individuals with autism and their families. Families may contact the Elizabeth Police Department or visit [Union County's Blue Envelope Program page](#) for more information.



ESEPAC

ESEPAC Executive Officers

President: Emily Gonzalez

Vice President: Gilda Rodriguez

Secretary: Denise Olivera



Contact Information: ESEPAC@epsnj.org



Board of Education Highlights: Celebrating Inclusion and Special Education Updates

At the April meeting of the Board of Education, Board President Maria Carvalho welcomed attendees and introduced Board Member Diane Barbosa, who shared remarks recognizing the ongoing work of the district's special education community.

Ms. Barbosa expressed appreciation to the members of the E-SEPAC cabinet for their continued service and advocacy on behalf of students with special needs across the district. Their work, in partnership with families and staff, continues to strengthen communication, support, and inclusion for students throughout our schools.

The meeting also included a special video presentation highlighting Autism Acceptance Month activities taking place across the district. The video showcased classroom and school-based events, as well as moments of celebration that reflect the strengths, interests, and achievements of students in our special education programs. Families also shared personal success stories about their children's growth and experiences within EPS special education services, offering powerful reminders of the impact of strong school-home collaboration.

In addition, the presentation included information about the Special Services Monthly Newsletter, an ongoing communication effort introduced in September by Division of Special Services Director Nancy Morales-Frigoletto. The newsletter was created to provide families and staff with regular updates, resources, and highlights from across the district's special education programs.

The Board of Education continues to recognize the importance of partnership with families, staff, and advocacy groups in supporting students with disabilities and ensuring inclusive opportunities for all learners.

SPECIAL EDUCATION COMMUNITY

BOLLWAGE ACADEMY'S FUN WITH FRIENDS



Autism Club's "Fun with Friends" events provide a welcoming, supportive, and inclusive space where students with Autism can connect and socialize with neurotypical peers in a relaxed environment. These gatherings are designed to encourage positive peer interactions and help all students feel a sense of belonging within the school community.

During each session, students participate in a variety of enjoyable activities such as board games, music, arts and crafts, dancing, and casual conversation. The atmosphere is intentionally low-pressure and student-centered, allowing participants to engage in ways that feel comfortable to them. A favorite part of the event is sharing freshly popped popcorn, prepared by students in the Autism Program, which adds to the sense of community and shared experience.

Beyond the activities themselves, "Fun with Friends" supports the development of important social skills such as communication, turn-taking, cooperation, and friendship-building. Just as importantly, it promotes empathy, acceptance, and understanding among all participants.

The Autism Club meets twice a month, offering students regular opportunities to build relationships, strengthen social connections, and celebrate inclusion within their school community.

SPECIAL EDUCATION COMMUNITY

CDR, SCHOOL NO. 30'S GARDEN PROJECT



On April 13, 2026, Miss Acosta's autism classroom officially launched their school garden project in partnership with Union County Gardening. The day began with students getting their hands in the dirt to sow new seeds and prepare the beds for the upcoming season. Showing off their green thumbs, the students successfully harvested a crop of "volunteer" onions that had regrown from last year's planting. Beyond just planting, the class explored the science of the soil, learning how worms work behind the scenes to create essential nutrients for healthy plant growth. The entire school community is eager to watch the garden flourish and see what these young gardeners produce this year!



FAMILY TIPS

Supporting Functional Communication at Home

What is Functional Communication?

Functional Communication is an evidence-based approach designed to help children and adolescents (ages 3–18) develop more effective ways to communicate their needs. It can be used across a variety of settings, including at home, in school, and in the community. Functional Communication focuses on understanding that behavior is often a form of communication. The process begins by identifying a challenging or interfering behavior, then determining what the child is trying to communicate through that behavior—such as needing help, wanting a break, or seeking attention. Once that message is understood, the child is taught a more appropriate and effective way to communicate that same need.

Why use Functional Communication with my child?

Functional Communication is especially helpful for children who experience challenges with typical communication. When children do not yet have the skills to express their needs clearly, they may use behaviors such as crying, yelling, or acting out. Functional Communication provides them with a more appropriate method of communication that allows them to achieve the same outcome in a positive way. Functional communication skills can help children feel understood and reduces frustration.

How Can I Support Functional Communication at Home?

Taking notice of behaviors and communication – Families can begin by observing their child’s behavior and thinking about what the child may be trying to communicate. Every behavior has a purpose, and identifying that purpose is the first step.

Model Communication Naturally – Show your child how to use their communication strategies in everyday situations with modeling. You can point to an object, then name it. Repeating or modeling requests such as “I want...” or “Give me...”. You can model expressing needs such as “I need...” or “I am hurt...”.

Provide Positive Reinforcement – Praise and reward when your child uses communication effectively.

Offer Choices Frequently – Being able to make a choice is a cornerstone of functional communication and autonomy. According to self-determination theory, being able to make choices increases motivation and reduces problem behaviors. During snack time, hold up a banana and crackers, asking, “Do you want banana or crackers?” Your child points to a banana, so you model “I want a banana” and honor the choice.

Be Consistent and Patient – Functional communication skills build over time. Keeping a routine, modeling and reinforcement consistent with your child with allow exploration and proression at his or her individual pace.

Additional Resource:

Free Functional Communication Online Training Module Sponsered by AFIRM - [Click here!](#)

Sources:

Autism Focused Intervention Resources and Modules
Reaching Exceptional Learners  

UPCOMING EVENTS

of County Commissioners
& The Dept. of Human Services
invite you to apply for:

**2026
SENSORY
FRIENDLY
SUMMER CAMP**
FOR CHILDREN & YOUNG ADULTS
AGES 12 TO 21

**AUGUST 17 -21, 2026
9:00 AM - 2:00 PM**
Trailside Nature & Science Center
452 New Providence Rd.
Mountainside

Eligibility requirements for all participants:

- Union County resident
- Have a documented disability
- Does not engage in threatening or aggressive behaviors
- Are able to independently use the toilet and feed themselves
- Does not require 1:1 staffing

SCAN TO APPLY, OR VISIT
[UCNJ.ORG/OPDSN-REG](https://ucnj.org/opdsn-reg)

Space is limited and application
does not guarantee
enrollment.

BROUGHT TO YOU BY THE
UNION COUNTY
Housing Authority of the City of Elizabeth

For more information
call 908-527-4781

** FREE SUMMER MEALS **

ATTENTION STUDENTS, PARENTS AND GUARDIANS!

**** FREE SUMMER MEALS ****

The United States Department of Agriculture's (USDA) **Summer Food Service Program** provides free meals when school is out.

WHO IS ELIGIBLE FOR FREE SUMMER MEALS?

Children 18 years of age or younger who come to an approved open site or a site to which they are enrolled.

Adults over 18 years of age who are enrolled in school programs for persons with disabilities may also receive meals.

TO LOCATE A SUMMER FOOD SERVICE PROGRAM FEEDING SITE

Find the closest feeding site near you, text SUMMER MEALS to 914-342-7744

or call 866-348-6479, or visit the USDA site finder website at

<https://www.fns.usda.gov/sfsp/sitefinder>

PUBLIC NOTICE –WAITING LIST OPENING Housing Authority of the City of Elizabeth City of Elizabeth, New Jersey

The Housing Authority of the City of Elizabeth (HACE) is accepting **pre-applications** for our:
Multifamily Sites - 1BR and 2BR units
Senior Sites - 1BR units

APPLICATION PERIOD

Opening date: **June 30, 2026, at 9:00 am**
Closing date: **July 2, 2026, at 4:30 pm**

PRELIMINARY ELIGIBILITY

- **Senior Sites** - Head, Spouse, Co-head, or Sole Member is Disabled or age 62 or older
- **Multifamily Sites** - Head, Spouse, Co-head or Sole Member age 18 or older
- **Annual Household Income** - cannot exceed the following HUD income limits:

1 Person Household	2 Person Household	3 Person Household	4 Person Household
74,800	85,450	96,150	106,800

*Final eligibility, income verification, and screening will occur at a later date.
Must meet HACE program requirements and occupancy standards at full application*

HOW TO SUBMIT A PRE-APPLICATION

Apply online at www.hacenj.com using the Applicant Portal:



Applicant Portal

Only one pre-application per household will be accepted.

FAIR HOUSING & ACCOMMODATIONS

HACE is an Equal Housing Opportunity provider.
Reasonable accommodations are available for persons with disabilities.
To request assistance, contact: **908-965-2400** or info@hacenj.com

CONTACT INFORMATION

Housing Authority of the City of Elizabeth (HACE)
908-965-2400
info@hacenj.com
www.hacenj.com



FREE YOUNG ADULT REAL ESTATE LICENSING CLASSES



Program Details

- Open to young adults ages 18-21
- Classes start July 7, 2026 and run virtually for five weeks, every Tuesday, Wednesday, and Thursday from 9:00am to 2:00pm
- Program covers required 75 hours of coursework; students responsible for NJ real estate license exam fee

Registration closes June 26 - Space is limited

FREE INFO SESSION

June 22, 2026 • 6:00pm
Kean University
STEM Building Auditorium
1075 Morris Ave, Union NJ

Register now at
bit.ly/ucnjrealestateclass





Qualified, Competent Translators

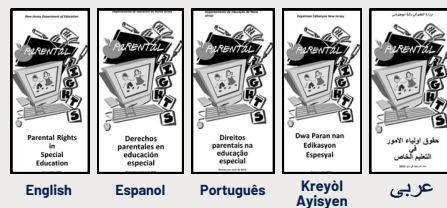
Our schools provide language assistance to limited-English proficient families effectively with appropriate, competent staff-or appropriate and competent outside resources.

Important Document Notice

If a situation arises when the district or schools are unable to translate a document immediately, please note that translation is available upon request.

- Elizabeth Public Schools offers translation accessibility of district communication and materials. For further assistance, please contact 908-436-5200.
- Las Escuelas Públicas de Elizabeth ofrecen accesibilidad de traducción de comunicación y materiales del distrito. Para obtener más ayuda, comuníquese con 908-436-5200.
- As Escolas Públicas de Elizabeth oferecem acessibilidade à tradução de materiais e comunicação do distrito. Para obter mais assistência, entre em contato com 908-436-5200.
- Lekòl Piblik Elizabeth yo ofri tradiksyon aksè nan kominikasyon distri a ak materyèl yo. Pou plis asistans tanpri kontakte 908-436-5200.
- المدارس بمنطقة اليزابيث التعليميه تقدم خدمه الترجمة لجميع اللغات في حاله الحاجه لهذه الخدمة المقدمة اتصل برقم 908-436-5200

PARENTAL RIGHTS IN SPECIAL EDUCATION



English

Español

Português

Kreyòl
Ayisyen

عربي



We value the thoughts of our community members.

Have a great idea for an upcoming issue or information that you think would be beneficial to others in our community?

Send to: dssnewsletter@epsnj.org