

CHILD STUDY TEAMS

Haines/Denbo/Stackhouse/

Harker-Wylie (Located at Haines campus)

Fax: 609-894-3104

Secretary – Anna Kabara Ext 5015

LDT/C – Maureen Kreig Ext 5012

Psychologist – Kristin Kelly Ext 5009

Psychologist – Omar ZayasOrtiz Ext 5007

Social Worker – Donna Walker Ext 5011

Social Worker – Sharon Dauber Ext 5013

Emmons/Busansky/Fort Dix/BCSS

(Located at Newcomb campus)

Fax: 609-894-3107

Secretary – Sherry Burnham Ext 3533

LDT/C – Tina Ventura Ext 3537

Psychologist – Doreen Hart-Scola Ext 3525

Social Worker – Dianne Santucci Ext 3526

Preschool

(Located at PECEC)

Fax: 609-894-3118

Secretary – Deanna Richardson Ext 1527

LDT/C – Kristi Fontanilla Ext 1560

Psychologist – Laura Norton-Mason Ext 1562

Social Worker – Yvette Houser Ext 1561

Out of District

(Located at PTHS)

Fax: 609-726-0030

Secretary – Leatha Meyer Ext 2915

Psychologist – Robbin Reed Ext 2082

Speech Language Specialists

PECEC – Teresa Hill Ext 1519

PECEC – Colleen Bogert Ext 1545

Busansky – Georgann Nelson Ext 4010

Crichton – Erica Sheehan Ext 5122

Denbo – Robin Heyward Ext 5547

Emmons – Kathryn Shell Ext 4549

Harker-Wylie/Stackhouse – Julia Wolfrom 7804/7060

Newcomb/Fort Dix – Rena Kerzetski Ext 3803/6000

Helen Fort – Karen Brown Ext 3024

PTHS – Carol Clark Ext 2067

PTHS (District Tester) – Kim Reuben Ext 2913

SPECIAL SERVICES DEPARTMENT

Assistant Superintendent of Secondary & Special Services

Adelina Giannetti Ext: 1013

Assistant Director of Special Services

Christine Hale Ext 1022

Secretary to Assistant Director

Sharon Murray Ext 1012

Fax: 609-894-3113

SPECIAL EDUCATION SUPERVISORS

Supervisor of Child Study Teams & Speech

Holly Corsanico Ext 2033 Fax 609-726-0030

Supervisor of Early Childhood & Elementary Programs

Charlotte Dixon Ext 7056 Fax 609-894-3104

Supervisor of Secondary Programs

Kimberly Brucale Ext 2069 Fax 609-726-0030

Data Entry/Maintenance Secretary

Stephanie Piper Ext 1038

Medicaid Reimbursement Specialist (SEMI)

June Walsh Ext 2916

CHILD STUDY TEAMS

Pemberton Township High School

Fax: 609-894-3114

Secretary – Jennifer Moore Ext 2066

LDT/C – Laura Mucci Ext 2908

Psychologist – Theresa Odom Ext 2912

Psychologist – Dianna Batalla Ext 2081

Social Worker – Melissa Roberts Ext 2943

Social Worker – Amy Hunter Ext 2040

Transition Coordinator – Claire Spille Ext 2083

Job Coach – Shannon Akers Ext 2133

Job Coach – Theresa Pofahl Ext 2133

Helen Fort/Newcomb Middle School

Fax: 609-894-3103

Secretary – Rachel Megill Ext 3016

LDT/C – Denver Watson Ext 3150

LDT/C – Amanda Johansen Ext 3538

Psychologist – Yvette Terry Ext 3117

Social Worker – Heather Ilconich Ext 3033

PEMBERTON TOWNSHIP SCHOOLS

Special Education Services Information & Staff Directory



CHILD STUDY TEAMS & SPEECH LANGUAGE SPECIALISTS

609-893-8141



Learning Knows No Bounds

What is Special Education Law?

The Individuals with Disabilities Education Act (IDEA) is the law that provides a child with the right to a free, appropriate public education (FAPE).

The purpose of IDEA is “to ensure that all children with disabilities have available to them a free, appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living...”
20 U.S.C. 1400d (Wrightslaw: Special Education Law, 2nd Edition, Page 20)

Who are the members of the Child Study Team?

- School Psychologist
- Learning Disabilities Teacher Consultant (LDT/C)
- Social Worker
- Speech Language Specialist (when applicable)

How is a student referred for Child Study Team Evaluations?

Students between the ages of 3 and 21 suspected of having an educational disability may be referred by a variety of sources that includes:

- **Parents/Guardians**
- **District Employees** (Teachers, Principals, Support Staff, Related Service Providers)
- **Intervention & Referral Services Team (I&RST)**
Building based inter-disciplinary team that meets regularly to provide interventions for students experiencing difficulty in the classroom.
- **Outside Agencies** (Early Intervention, DCP&P, physician, etc)

All possible interventions/strategies have been attempted with little to no progress.

What happens once a referral is made?

- The Student is assigned a Case Manager
- An Initial Identification Meeting is scheduled within 20 calendar days with parents, CST, classroom teachers and any other individuals that have knowledge of the student’s abilities and functional levels.

Are students automatically tested if the request or referral is made?

No. At the Initial Identification Meeting it is determined if a Child Study Team evaluation is warranted and if so an Evaluation Plan is developed. If evaluations are not warranted, recommendations will be suggested in order to support any areas of weakness.

What is the procedure if the student is going to be tested?

If evaluations are warranted, an evaluation plan is developed. The parent/guardian must provide consent to proceed with assessments.

- At least 2 CST members must conduct assessments (Social, Psychological, Educational, Speech/Language).
- Additional or specialized assessments may include: Occupational Therapy (OT), Physical Therapy (PT), Neurological, Psychiatric, etc)
- The district has 90 days to complete the necessary evaluations.

How is Eligibility for Special Education determined?

An Eligibility meeting will be scheduled within 90 days of the Initial Identification Meeting to review/interpret the results of evaluations and determine if the student is eligible for Special Education and/or related services.

- The student must be eligible for one or more of the 14 classifiable disabilities, which adversely affects the student’s educational performance, to receive classification under Special Education.
- The student must REQUIRE special education and/or related services
 - * Not all children who have a disability require special education; many are able to and should attend school without any program modifications.

What is an IEP?

Once the student is found eligible for Special Education services, an Individualized Education Plan is developed collaboratively among CST, teachers, parents, related service providers, and student (when applicable).

- An IEP outlines the student’s individual learning needs, services the school will provide, and how progress will be measured.
- Parental consent is required before a student begins to receive services.

SPECIAL EDUCATION PROGRAMS & PLACEMENTS

What is Least Restrictive Environment (LRE)?

The legal requirement is to educate students with disabilities in general education classrooms with students who are not disabled to the maximum extent possible. Placement in the least restrictive environment is not dependent on classification or disability.

What are Special Education Program options?

Mainstream – student remains in the general education classroom and receives accommodations.

In-Class Resource/Support (Inclusion) – a special education teacher and/or paraprofessional support in the general education classroom, often utilizing differentiated instruction and small/large group instruction.

Pull-Out Resource/Replacement – a special education teacher provides instruction in a smaller setting by subject area.

Self-Contained – Students receive instruction in a smaller class with a special education teacher (students are typically in general education less than 40% of the school day).

Specialized Program Outside of District – Students attend a specialized school to appropriately support the unique needs of the students.

What are the Related Services offered in Special Education?

In addition to academic support students may also be eligible for additional services such as:

- Speech/Language
- Counseling
- Social Skills
- Behavioral Interventions
- Occupational Therapy
- Physical Therapy
- Applied Behavioral Analysis

Students may need one, two or all related services.

Pemberton Township Schools
One Egbert St., Pemberton, NJ 08068