

CHILD STUDY TEAMS

SPECIAL SERVICES DEPARTMENT

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SPECIAL EDUCATION SUPERVISORS

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CHILD STUDY TEAMS

Pemberton Township High School

Fax: 609-624-4309

Secretary – Jennifer Heller Ext 1094

LDT/C – Laura Mucci Ext 1110

Psychologist – Pete Zayasortiz Ext 1174

Psychologist – Dianna Batalla Ext 1102

Social Worker – Yvette Houser Ext 1060

Social Worker – Heather Ilconich Ext 1143

Transition Coordinator – Emily O'Brien Ext 1104

Helen Fort/Newcomb Middle School

Fax: 609-981-7962

Secretary – Deanna Richardson Ext 1054

Psychologist – Kristin Kelly Ext 1950

LDT/C – Amanda Johansen Ext 1158

Social Worker – Melissa Roberts Ext 1124

Psychologist – Doreen Hart-Scola Ext 1154

Denbo-Crichton/Stackhouse

Fax: 609-745-0142

Secretary – Anna Kabara Ext 1954

LDT/C – Maureen Kreig Ext 1952

Psychologist – Elise Tonn Ext 1061

Social Worker – Donna Walker Ext 1951

Social Worker – Dianne Santucci Ext 1155

Emmons/Busansky

(Located at Newcomb campus)

Fax: 609-745-0142

Secretary – Sherry Burnham Ext 1156

LDT/C – Kristi Fontanilla Ext 1059

Psychologist – Yvette Terry Ext 1145

Social Worker – Catherine Anema Ext 1083

Preschool/Fort Dix School *(Located at PECEC)*

Fax: 609-701-8062

Secretary – Leatha Meyer Ext 1115

LDT/C – Kristi Fontanilla Ext 1059

Psychologist – Devonn Lindsay Ext 1113

Social Worker – Sharon Dauber Ext 2953

Out of District/BCSS

(Located at PTHS)

Fax: 609-624-4309

Secretary – Jennifer Heller Ext 1094

Psychologist – Robbin Reed Ext 1103

Speech Language Specialists

PECEC – Teresa Hill Ext 1042

PECEC – Kathryn Shell Ext 1040

Busansky – Julia Wolfrom Ext 1178

Denbo-Crichton – Erica Sheehan Ext 1958

Denbo-Crichton – Robin Heyward Ext 1433

Emmons – Colleen Bogert Ext 1353

Stackhouse/Fort Dix – Arielle Rubinstein Ext 1239

Helen Fort/Newcomb – Stephanie Lehman Ext 1729

PTHS/Emmons – Kim Reuben Ext 1114

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.