CHILD STUDY TEAMS

Denbo-Crichton/Stackhouse
Fax: 609-745-0142
Secretary – Anna Kabara Ext 1954
LDT/C – Maureen Kreig Ext 1952
Psychologist Cheryl Arzt Ext 1952
Psychologist – Elise Tonn Ext 1061
Psychologist - Pete Zayasortiz Ext 1174
Social Worker – Donna Walker Ext 1951
Social Worker – Sharon Dauber Ext 1953

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 – Dianne Santucci Ext 1155

Out of District/BCSS
(Located at PTHS)
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 Ikonich Ext 1143
Transition Coordinator – Emily O’Brien Ext 1104

Speech Language Specialists
PECEC – Teresa Hill Ext 1042
PECEC – Kathryn Shell Ext 1040
Busansky – Julia Wolfson 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

SPECIAL SERVICES DEPARTMENT
Assistant Superintendent of Secondary & Special Services
Adelina Giannetti Ext: 1013

Assistant Director of Special Services
Christine Hale Ext 1012

Secretary to Assistant Director
Sharon Murray Ext 1012
Fax: 609-676-2381

SPECIAL EDUCATION SUPERVISORS
Supervisor of Child Study Teams & Speech
Holly Corsanico Ext 1079 Fax 609-726-0030

Supervisor of Early Childhood & Elementary Programs
Lauren Venturi Ext 1194 Fax 609-894-3104

Supervisor of Secondary Programs
Kimberly Brucale Ext 1096 Fax 609-726-0030

Special Services Data Specialist
Stephanie Piper Ext 1038

Medicaid Reimbursement Specialist (SEMI)
June Walsh Ext 1116

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 Ikonich 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

PEMBERTON TOWNSHIP SCHOOLS
Special Education Services Information & Staff Directory

CHI LD STUDY TEAMS
& SPEECH LANGUAGE SPECIALISTS
609-893-8141
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 outline's 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.

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.

**SPECIAL EDUCATION PROGRAMS & PLACEMENTS**

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**INSERT LITTLE RED SCHOOL HOUSE & DISTRICT ADDRESS**