



SEPAG

OCTOBER 2023

GLOUCESTER CITY PUBLIC SCHOOLS



Introductions

[Sign In Here](#)

Name, Student(s)/Position, School(s), What Brings You Here?





SEPAG

The purpose of this group is to strengthen and enhance partnership between students, parents, and education professionals.

- a) To positively impact the education of all students with an emphasis on those with special needs.**
- b) To represent students and parents of students needing or receiving special services.**
- c) To act as a resource for all parents.**





SEPAG

The Gloucester City Public Schools Special Education Parent Advisory Group exists to fulfill the requirements of the New Jersey Administrative Code 6A:14-1.2(h):

“Each Board of Education shall ensure that a special education parent advisory group is in place in the District to provide input to the District on issues concerning students with disabilities.”





Department of Special Services

Cold Springs School

GCSD Team
 School Psychologist
 Elizabeth Ward
 Learning Disabilities Teacher Consultant
 Tracy Weist
 School Social Worker
 Melorra Stevenson

Occupational Therapists
 Tara Quenzel
 Jessica Strassle
 Cecelia Gibbs

Physical Therapist
 Amanda Samartino

Speech & Language Therapists
 Rosemarie D. Fitzpatrick
 Jordan Glaum
 Rebecca Klein
 Rachel Leise

Behavioral Consultant
 Angela Meluso
 Carmen Bartolone - BCBA
 Michelle Palmer

School Psychologist Intern
 Ashlee Chando

Gloucester Middle School

GCSD Team
 School Psychologist
 Kelsey Damato
 School Psychologist
 Kathryn Field
 Learning Disabilities Teacher Consultant
 Tracy Weist

Occupational Therapists
 Tara Quenzel
 Jessica Strassle

Physical Therapist
 Amanda Samartino

Speech & Language Therapists
 Rebecca Klein
 Jordan Glaum
 Monica Barnes

Behavioral Consultant
 Carmen Bartolone - BCBA

Social Worker Consultant
 Paige Mason

School Psychologist Intern
 Kayla Hanna

Gloucester High School

GCSD Team
 School Social Worker
 Tamie Hobbs
 School Social Worker
 Maryann McNally
 School Psychologist
 Kiersten O'Neill

Occupational Therapists
 Tara Quenzel
 Jessica Strassle

Physical Therapist
 Amanda Samartino

Speech & Language Therapists
 Monica Barnes

Behavioral Consultant
 Carmen Bartolone - BCBA



Special Education at GCSD



Cold Springs School

MD - Multiple Disabilities
Ms. Dorrell
K & 1
Mrs. Pittman
2 & 3

Autism
Mrs. Hadley - K & 1
Mrs. Carlino - K - 3

Resource Room
Mrs. VanArsdalen - 1 & 2

PSD - Preschool Disabled
Ms. Struss

In Class Resource
Ms. Formiglia - PreK
Mrs. Gray - K
Mrs. Bowe - K
Ms. Dunsmore - 1
Mr. Higgins - 2
Mrs. Barra - 3
Mr. Witcraft - 3

Supplemental Support
Mrs. Yates - K
Ms. McNeely - 1
Ms. Costello - 2
Ms. Anderson - 3

STAR - Transition Program for ALL students (GE & SE)
Mrs. Marioano

Gloucester Middle School

MD - Multiple Disabilities
Mrs. Mann
4, 5, & 6
Dr. Freedman
7 & 8

Autism
Ms. McMahan

LLD - Language Learning Disability
Ms. Devereaux
4, 5, & 6
Mrs. Archut
7 & 8

ERI - Emotional Regulation Impairment
Mrs. Gansert
4 & 5
Mrs. Crocetti
6, 7, & 8

In Class/ Resource
Ms. Adu, Mr. Beese, & Ms. Boykin- 4
Mr. Lattimer & Ms. Bryson - 5
Mrs. Sosna - 6
Ms. Jackson - 6 & 7
Mrs. Fox-Fuchs - 7 & 8
Mr. Pederson - 7
Mr. Sidoti - 8
Ms. Shili & Ms. Buttera

Gloucester High School

MD - Multiple Disabilities
Mrs. Hennessey
9-11
Mrs. Gorman
11-12

Autism
Mr. Maunz

B. E. S. T.
Mrs. Clark

ERI - Emotional Regulation Impairment
Mr. Moody

Daily Living/ PG
Mrs. Citrone

Post Graduate 18-21
Mrs. Enirght

In Class/ Resource
Mrs. Betz
Mrs. Cipriani
Ms. Dybus
Ms. Grelle
Ms. Lampi
Mr. McConnell



Role of Child Study Team

- **The CST is made up of a school social worker, school psychologist, and a learning consultant.**
- **Manage the IEP.**
- **Develop and teach intervention strategies to help students achieve academic goals.**
- **Help students learn strong social skills, as well as strategies for conflict resolution and anger management.**
- **Aide parent access to special educational programs and resources for students with special education needs.**
- **Point of contact - available to students for questions and concerns.**
- **Consult with teachers regarding accommodations, goals and objectives.**
- **Provide counseling services and crisis intervention services as needed.**





Role of Case Manager

- Case Manager of students with an IEP:
 - Collaborates with General Education teacher, Special Education teacher, Paraprofessional and Administration in support of students' academic programming and socio-emotional needs.
 - Facilitates communication between school and home.
 - Liaison between student, teacher, and other related service therapists.
 - Schedules and facilitates IEP meetings in compliance to the Child Study Team functions.
 - Provides intervention services for students in crisis.
 - Maintains confidentiality for all students.



Academic Support

- Annual Review Meetings
- Assist students with scheduling and program planning throughout high school; help students to see themselves as possessing unique talents and skills; and, connect them with coursework that is the best fit for them.
- Link students to academic resources and supports within the Gloucester City School community.
- Work in collaboration with a multidisciplinary team of professionals to maximize student success.
- Communicate with students, teachers, and parents about how best to support students' academic growth and development.





Social/Emotional Support

- Accessible to students to understand the nature of their social and emotional well-being, stress levels, etc.
- Emphasize positive, self-care practices with students and speak with them about tools to manage their stress.
- Counselors work collaboratively with other professionals in the building to support students' individual needs in terms of their emotional well-being.
- Counselors talk openly about mental health with our students and emphasize that mental health is a critical component of their overall health.
- Follow up with students and parents, when applicable.





Career/Post-Secondary Planning

- Provide career/post-secondary counseling and education to students and their families to plan for life after graduation.
- We have an understanding that students have a variety of unique needs and goals relating to their life after high school; we work with students individually and we provide assistance with post-secondary plans and career paths, as appropriate.
- We connect students to resources that help them explore their interests and personalities with the goal of having a fulfilling educational and career experience after their time at Gloucester City Public Schools.





Importance of Collaboration

Collaboration between teachers, parents, case managers, and related service providers is crucial to successful IEP implementation. Regular communication ensures student success.





Navigating the Individualized Education Program (IEP) Process

Pre-Referral

During the pre-referral phase, parents work together with teachers and staff to try and resolve problems informally within the classroom.



Referral

If informal measures are not solving the problem, you can request an evaluation for special services. Referrals can be made by parents, teachers, or other staff.

Informed Consent

After receiving a referral, the school district has 15 days to provide you with a plan for evaluating your child's needs. After reviewing it, you have 15 days to sign the consent before testing can begin.

Send a Letter

15 Days

Provide Consent

IEP Meeting

After the evaluation is done, you will meet with involved school personnel to review results and discuss your child's needs. If your child qualifies, you will discuss what services your child will receive and establish goals for the next year.

Evaluation

Qualified school district personnel will assess your child to determine whether he/she needs special education services. Evaluations may be conducted by the school psychologist, speech/language pathologists, occupational and physical therapists, and others as needed.

Attend IEP Meeting

30 Days

Be Evaluated

60 Days

Revisions

The IEP is reviewed annually or whenever you request a review meeting. Every 3 years, your child will be re-assessed to make sure the services are the best fit for your needs.

NOTE: Timelines are based on standards for families in California. Your state may vary.

Implement Plan

Attend Annual Review Meetings

Implementation

Once you have signed the IEP, it will be implemented as soon as possible. If you disagree with the plan, you can request mediation to resolve the dispute.

Prepared by Nicole Connolly, Ph.D.
<http://drnicoleconnolly.com>



School Success!



IEPs

7 Steps
In An IEP Process

SPECIAL EDUCATION
DECODED

THE SPECIAL ED
RESOURCE.COM

A video thumbnail featuring a man with a full beard and glasses, wearing a dark blue suit jacket, gesturing with his hands. The background is a graphic with green and red horizontal stripes. The text '7 Steps In An IEP Process' is prominently displayed in yellow and white. Below it, the words 'SPECIAL EDUCATION' and 'DECODED' are written in a red, distressed font. In the bottom right corner, there is a logo for 'THE SPECIAL ED RESOURCE.COM'.



Current Placements

Supplemental Support

Supplemental aids and services include paraprofessional support, consultation model, and specialized equipment and materials. All courses are instructed by a highly-qualified grade level or content area teacher.

In-Class Resource

A special education teacher collaboratively works with the general education teacher in the same classroom.

- **Modify general education curriculum if necessary for individual students**
 - **Pull small groups (teach, review or reteach concepts if needed)**



Current Placements

Resource Room

Small-group setting creates a learning environment with focused, individualized attention. It enables your child to have more opportunities for increased class participation and self-confidence

- Replacement for the general education classroom subject

Covers the same content but at a different pace

- Uses different strategies and materials based on students needs

Self- Contained

A much more concentrated instructional and social-emotional program. There are various and separate programs serving students with learning, developmental, and emotional difficulties.

Business Environment Structured Training Program (B.E.S.T)

Offers students the opportunity to focus on functional academic life skills, daily living skills, prevocational/vocational skills, and social interactions while improving their overall academic potential through Community Based Instruction (CBI). Work-Based Learning Experiences (WBL) are developed through exposure to interest-based job simulations and trades both on and off campus.



SEPAG



NJDOE Website

[State's Office of Special Education Website](#)

* [Partnership for Student Success \(NJ PSS\)](#) *

[Parental Rights](#)

[Early Intervention Resources](#)

[School and Family Based Resources](#)



OFFICIAL SITE OF THE STATE OF NEW JERSEY

Department of Education

Special Education



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: March 8, 2023
To: Local Educational Agency Leads, Administrators of Approved Private Schools for Students with Disabilities
Route To: Assistant Superintendents, Curriculum Supervisors, Director of Special Services, Child Study Team Members, School Counselors, Principals, Parents, Teachers
From: Kathy Ehling, Assistant Commissioner
Division of Educational Services

**New Jersey Partnership for Student Success (NJPSS):
Resource Documents for Specialized Populations**

The New Jersey Partnership for Student Success (NJPSS) is a statewide three-year effort focused on supporting students, families, and educators with the goal of realizing academic gains, increasing graduation rates, reducing chronic absenteeism and improving student well-being and mental health.

To support this initiative, the New Jersey Department of Education (NJDOE) developed 14 resource guides on topics specific to supporting unique student populations. Each resource document offers general information, supportive research, data insights, and promising practices relevant to unique student populations. Each document can be used by educators and families to better support students. The following topics are addressed across the series:

- [Ensuring Equity to Close Achievement Gaps](#)
- [Learning Acceleration](#)
- [Mental Health Supports for Students with Disabilities](#)
- [Preschool Students with Disabilities](#)
- [Reducing Barriers for Students Experiencing Homelessness](#)
- [Speech Services: Prevention and Scaffolding](#)
- [Strategies to Improve Communication](#)
- [Supporting Inclusion with Culturally Responsive Teaching](#)
- [Supporting Students who are Deaf or Hard-of-Hearing](#)
- [Supporting Students with Autism Spectrum Disorder](#)
- [Supporting Migrant Students](#)
- Supporting Learning Acceleration for English Language (or Multilingual) Learners (Coming soon)
- [Transition to Adult Life](#)
- [Universal Design for Learning \(UDL\)](#)

The resource documents are available on the [NJPSS website](#). Questions about the resource documents should be directed to oseinfo@doe.nj.gov.

c: Members, State Board of Education
NJDOE Staff
Statewide Parent Advocacy Network

Garden State Coalition of Schools
NJ LEE Group



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



PRINCIPLES FOR IEP Development





SEPAG

Our Website

[Department of Special Services](#)



Gloucester City School District

Where Students Are Confident - Well-Rounded -
Happy

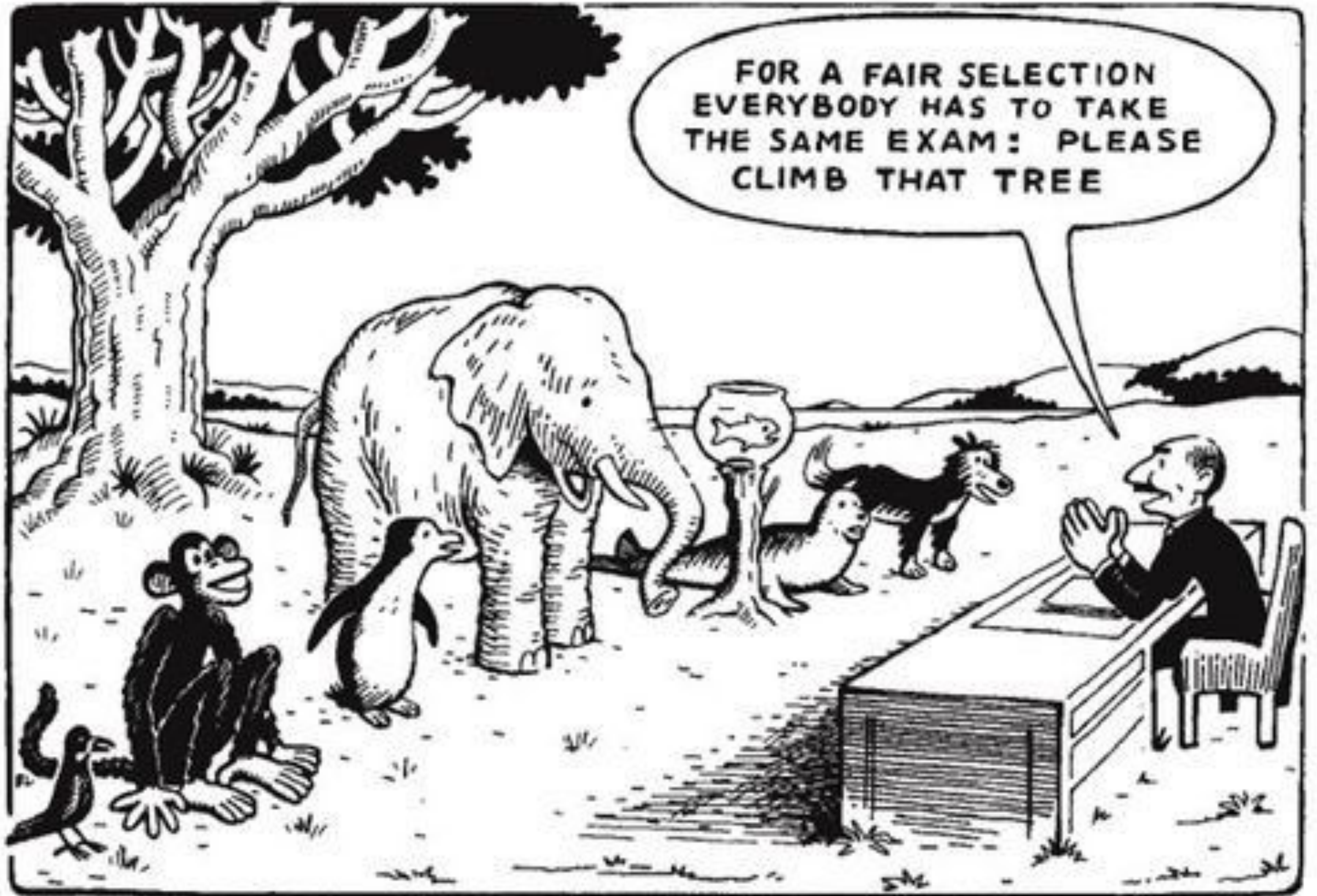


“If we only learn methods, we are tied to those methods, but if we learn principles, we can develop our own methods.”

Ralph Waldo Emerson



Lions





Special Education Parent Advisory Group (SEPAG)



What is SEPAG?

Is your child a different learner? Does he or she have an IEP, a 504, or receive other special services through the special education department? Then we are delighted to be able to invite you to become more active in your child's education. We are looking for ways to involve parents as much as possible in the life of the school. To this end, we invite you to join our Special Education Parents' Advisory Group (SEPAG) which gives parents the opportunity to provide input and advice to the school regarding matters pertaining to students with disabilities.



Gloucester City Public School SEPAG Virtual Meeting Dates

October 25th, 2023, at 6:00 PM [Meeting Link](#)

February 7th, 2024, at 6:00 PM [Meeting Link](#)

April 13, 2024 Fun Run @ GHS from 10:00 AM - 12:00 PM

Rain Date for Fun Run - April 14, 2024

April 16, 2024, at 6:00 PM [Meeting Link](#)

The New Jersey Administrative Code 6A:14-1.2(h):
Each board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities. <http://www.spanadvocacy.org/>

Gloucester City Public Schools Special Services

www.gcsd.k12.nj.us

Director of Special Services

Dr. Jennifer Connell Jconnell@gcsd.k12.nj.us





Questions?

Future Session Topics

Please take a moment to complete

Survey



**THANK YOU FOR SPENDING TIME WITH US
TONIGHT!**

**Next Meeting:
February 7, 2024**