



LESTER C. NOECKER SCHOOL

ROSELAND SCHOOL DISTRICT

Department of Special Services

WELCOME!



The Roseland School District Department of Special Services provides all students with educational disabilities special education and related services appropriate to their needs. All services are based on individual student needs as identified by a Child Study Team evaluation.

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Vision Statement

The Department of Special Services strives to deliver an array of services, across a continuum of programmatic settings, guided by the least restrictive environment as defined by each individual student. We look to collaboratively meet the individual needs of our students by fostering appropriate, meaningful, and successful learning experiences for all learners.



Beliefs

- Each child or young adult is a valued member of society.
- We believe that we can positively impact each individual's life through the educational process.
- Special Education is a service, not a place.
- The starting point for serving all children and young adults is the general education classroom in their neighborhood school. Whenever possible, children and young adults should be educated with their non-disabled peers
- Special Education should support the basic instructional program rather than supplant it.
- Special Education is part of the instructional continuum of services and programs provided by the school district to meet the diverse interests, needs, and ability levels of its children and young adults.
- A well-trained general and special education staff committed to serving children and young adults with disabilities is essential in meeting the department's mission to provide each individual with appropriate and meaningful education.
- Promote, organize, and coordinate the delivery of a comprehensive program of special education and related services for students with special needs.
- Provide a quality spectrum of services to meet the individual needs of students while placing students in the Least Restrictive Environment.
- Promote a positive parent-school partnership that strongly believes in the collaborative efforts of staff and parents in designing individual programs that enhance each child's development.
- Provide relevant learning experiences that will be applied in the home, community, and workplace.
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The Child Study Team

The Child Study Team members of the Roseland School District, in collaboration with school personnel, are responsible for the identification of students with disabilities. The Child Study Team conducts evaluations and provides consultation. The Child Study Team determines whether a student is Eligible for Special Education and Related Services. If a student is eligible for services, an Individualized Education Program is developed in collaboration with parents, teachers and Child Study Team members.

The Department of Special Services' Child Study Team (CST) includes the following personnel:

Laura Marchese, Supervisor of Special Services

Phone: (973) 226-7644 ext. 389

Email: lmarchese@roselandnjboe.org**Meredith Del Bello, School Social Worker**

Phone: (973) 226-7644 ext. 332

Email: mdelbello@roselandnjboe.org**Maria Hunkele, School Psychologist**

Phone: (973) 226-7644 ext. 320

Email: mhunkele@roselandnjboe.org**Amy Guerriero, Learning Disabilities Teacher Consultant (LDT-C)**

Phone: (973) 226-7644 ext. 387

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Department Directory

The Child Study Team: Roles and Information

The Child Study Team consists of the school psychologist, learning consultant, and social worker. The learning consultant conducts educational evaluations, develops reviews and modifies curriculum, consults with teachers and administrators, reviews and orders educational materials and presents workshops to school staff. The psychologist conducts psychological evaluations, counsels students both individually and in groups, consults with school staff members, provides crisis intervention to students, and leads workshops for parents and school staff. The social worker evaluates the affective and social skills, counsels students and parents, communicates with community agencies, consults with school staff, and conducts training activities.

The Child Study Team works with teachers, parents, and school personnel to provide support for students identified as a child with a learning disability. The team collaborates together to assess individual needs, develop tailored Individualized Education Programs to ensure that the students receive the appropriate resources and support to thrive academically and socially. By working together, the CST aims to create an inclusive and supportive learning environment that helps all students reach their full potential.

Written parental consent is required for a student to be initially referred to the Child Study Team. Parents are encouraged to participate in all phases of their child's referral process.

If you think your child may have a disability that affects his/her learning you are encouraged to speak with your child's teacher, contact a member of the Child Study Team or call Laura Marchese, Supervisor of Special Services at 973-226-7644, Ext. 389.

Speech and Language Services

Speech/Language services within the school setting primarily focus on supporting communication, specifically the receptive and expressive components that help us interact within our environments, ourselves, others.

Speech/Language Therapists are experts in all areas of communication and make assessments, analyses, and classifications of students' communication competencies and characteristics. As a member of the educational team, the Speech/Language Therapist participates in the planning of educational programs for children with communication disorders. They also serve as resource persons in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team.

A Speech/Language Therapist is responsible for completing speech and language assessments. The assessment includes observations of the student outside of the testing setting, consultation with the classroom teacher, communication with the parent(s)/guardian(s), and a formal evaluation and analysis of speech and language development.

For more information about Speech/Language services in the school setting, please visit [NJ.gov](https://www.nj.gov).

Children under school age, prior to kindergarten, do not get referred for speech & language services alone. Speech articulation errors are considered developmental. The Child Study Team will consider speech evaluations when a child becomes school age.

N.J.A.C. 6A:14, Special Education

For your ease, we have attached the Referral Form (To COME) or you can email the Child Study Team Department requesting a meeting to discuss a potential evaluation. This referral MUST include original signature and why you are referring your child.

Related Services

The term *Related Services* refers to non-academic, school-based services that may be provided to support a student's success within the school environment. Most related services are provided through a student's Individualized Education Program (IEP) and assist students in developing specific skills according to their IEP goals.

Behavioral Services

Board Certified Behavior Analyst (BCBA)

Frank Pane: fpane@roselandnjboe.org

School-based behavioral services are interventions that help students improve their social, emotional, and behavioral well-being. School-based mental health services can include academic counseling.

School-based behavioral services can help to:

- Improve attendance and scholastic performance
- Increase academic activities

- Reduce disruptions to the learning environment
- Identify and intervene early on problematic behavior
- Build academic and behavioral competencies
- Facilitate character development

Occupational Therapy

Gianna Vento, Occupational Therapist

gvento@roselandnjboe.org

An occupational therapist is a trained health care professional that uses purposeful, goal-directed activities and task analysis to enable students with a disability to benefit from their individualized education programs (IEPs). Federal law mandates that occupational therapy (OT) in the school system be educationally relevant. In the school setting, occupational therapy is a “related service” to special education under Part B of the Individuals with Disabilities Improvement Act (IDEIA). This means that services must enhance or support educational goals as stated in the student’s IEP.

Occupational Therapists in the school setting look at certain skills, which may interfere with a student’s educational performance:

- Neuromuscular - range of motion, strength, postural control, shoulder stability
- Sensory Processing - vestibular (movement), tactile (touch), proprioception (joint sense), ocular motor skills (eye muscle movements)
- Motor Behavior - motor planning (ability to plan and perform movements) and bilateral coordination skills (using two hands together)
- Fine-motor development
- Handwriting
- Visual motor (non-motor) and perceptual motor (motor) skills
- Self-help skills
- Pre-vocational skills

The above areas can be addressed through a variety of intervention strategies, which may include direct therapy with the student, consultation with the teacher, modification of the environment, provision of adaptive equipment, and staff training.

Physical Therapy

Contracted Service Provider

A physical therapist is a trained health care professional that uses purposeful, goal-directed activities and task analysis to enable students with a disability to benefit from their individualized education programs (IEPs). Federal law mandates that physical therapy (PT) in the school system be educationally relevant. In the school setting, physical therapy is a “related service” to special education under Part B of the Individuals with Disabilities Improvement Act (IDEIA). This means that services must enhance or support educational goals as stated in the student’s IEP.

Physical Therapists in the school setting look at certain skills which may interfere with a student’s educational performance:

- Neuromuscular - range of motions, strength, postural control, shoulder stability, joint ligamentous stability

- Sensory Processing - vestibular (movement), tactile (touch), proprioception (joint sense), visual-ocular reflex, muscle-force generation
- Motor behavior - motor planning (ability to plan and perform movements) and bilateral coordination skills (using two hands and feet together)
- Gross-motor development
- Developmental transitions and negotiate school environment
- Adaptive equipment needs (wheelchair, orthotics, helmets, etc.)

The above areas can be addressed through a variety of intervention strategies, which may include direct therapy with the student, consultation with the teacher, modification of the environment, provision of adaptive equipment, and staff training.

Steps Prior to a Referral to the Child Study Team

Before a student is referred to the Child Study Team (CST) for a special education evaluation, several important steps must take place to ensure that the student's needs are thoroughly understood and that appropriate supports have been tried. This process helps determine whether challenges can be addressed through general education interventions or if a more comprehensive evaluation is needed. The following steps outline the typical process followed prior to a formal CST referral.

1. Concerns Identified

- Teacher, parent, or other professional notices learning or behavioral challenges
- Concerns are documented

2. Pre-Referral Interventions (I&RS, RTI, MTSS)

- Student receives targeted support (extra help in reading, math, behavior, etc.)
- Progress is tracked and monitored over time
- Data is gathered, reviewed, and analyzed
- Team meets to review if interventions are helping and/or if adjustments are needed

3. Referral for Evaluation

- If interventions aren't enough, a formal referral is made for special education evaluation
- Parent/guardian is notified

Referral to the Child Study Team

A referral of a student to the Child Study Team is most often made by administrative, instructional or other professional staff after it is determined that interventions in the general education program have not adequately addressed the educational difficulty.

Parents/Guardians may also submit a **hand-signed**, written request for a Child Study Team Evaluation to Laura Marchese.

For more information regarding the referral process, please refer to the [Referral Flow Chart](#) & [Special Education Process Chart](#)

Helpful Links to Resources in Special Education

[Glossary of Terms](#)

[Frequently Asked Questions](#)

[Special Services Google Site](#)

[NJ Department of Education – Office of Special Education](#)

[US Department of Education – Office of Special Education Programs](#)

Please note: [PRISE](#) is also available in [Spanish](#), Arabic, Korean, and Portuguese on the NJDOE website:

<http://www.state.nj.us/education/specialed/info/>

Special Education Code

Under New Jersey Administrative Code Title 6A, Chapter 14, students between the ages of 3 and 21 are eligible for special education and related services if they meet the criteria for one or more of fourteen recognized disabilities.

N.J.A.C. 6A:14 - Special Education Code

[NJ Special Education Code \(pdf\)](#)

Child Find

ATTENTION ROSELAND PARENTS

Roseland residents who have a child who is 3 years to 12 years old and suspect that he/she may have a disabling condition or developmental delays, please contact the Roseland Child Study Team Office at 973-226-7644, Ext. 389.

If you or someone you know has a very young child, birth to 3 years, who needs special help, EARLY INTERVENTION PROGRAMS are available throughout New Jersey to help meet each child's individual needs. For more information call: Essex County Special Child Health Services at 973-395-8836.

[New Jersey Early Intervention System](#)

[Project Child Find](#)

If you have a child who is Middle School age or older please call West Essex Regional Schools Department of Special Services at 973-228-1200 x 221.

- [NJAC-1-6a - Special Education Program Due Process Effective 2010](#)
- [NJ Administrative Code 6A-14 - Effective 9-5-06, Amended 12-6-10, tech changes 8-5-13, tech change updated 2-2-15](#)

NJ Early Intervention System (0-3y)

[Early Intervention Homepage](#)

"The first three years of life are important, formative years in maximizing a child's future potential. If you suspect that an infant or toddler may be experiencing developmental delays, contact Early Intervention System at 888-653-4463. The call is toll-free for New Jersey residents."

Community Resources

NJ Children's System of Care/PerformCare - 1-877-652-7624

"PerformCare New Jersey is the contracted system administrator (CSA) for the State of New Jersey's Department of Children and Families, Children's System of Care (CSOC). PerformCare New Jersey is the single point of access to a wide array of behavioral health, intellectual and developmental disability services, as well as substance use treatment for youth and families throughout New Jersey.

As the CSA, PerformCare New Jersey provides youth and their families with the services, resources, tools, and support they need to optimally participate in treatment within their homes, schools, and community settings. We provide the avenue for families to request clinically appropriate, needs-based services with a single phone call any time of the day or night."

- Behavioral/Mental Health
- Intellectual/Developmental Disability Services
- Substance Use Treatment

- Understanding Special Education
- Education Law Center
- Wrightslaw
- Council for Exceptional Children
- SPAN Parent Advocacy Network
- Arc of New Jersey
- Harvest Family Success Center
- International Dyslexia Association
- Understood