

Princeton Charter School Student Support Services

Princeton Charter School was chartered by the State to provide a challenging academic environment for our students. PCS is committed to supporting every enrolled student to meet the challenges of the PCS curriculum, and proud to support its students in a variety of ways. At PCS there is no stigma attached to seeking or receiving support services, and the support services we offer for academic learning often take place quietly in the background of our daily routines. Following is an explanation of our various student support services.

Initial support. The first level of support for learners who are having difficulty is teacher support outside of the regular class time. Subject teachers will meet with their students during study hall, reading period, or, in some cases, before school to provide additional instruction. There are times when another teacher may deliver this extra instruction.

Intervention and Referral Service (I&RS). If the student continues to experience difficulty or has difficulty in a number of academic areas due to problems with learning, behavior, or health issues, we assemble an I&RS team to develop more targeted interventions to facilitate positive student progress. The team can include a special education teacher, LDTC (Learning Disabilities Teacher Consultant), general education teacher(s), nurse, guidance counselor, principal, and Special Education Services Coordinator. Teachers, parents, the guidance counselor, nurse or division head may make a request for referral to the I&RS team. All requests must first go to the division head and need to be in writing or an email.

Child Study Team. Should a student continue to struggle with academic progress and be at risk of failing in one or more subject areas, the I&RS team may make the decision to refer the student to the Child Study Team for testing to determine if they qualify for special education services. The Child Study Team consists of a special education teacher, general education teacher(s), building principal, school social worker, school psychologist, LDTC who is the case manager, and the Special Education Services Coordinator. The supervisor of the school's special education services may also be involved. Should the student qualify, an IEP (Individualized Education Plan) will be written for him/her.

Parents may request a referral to the Child Study Team for an evaluation of their child when they suspect they may have a disability and require special education services. The request should be in writing or an email. The team has 20 days from the date of the request to assemble and make a decision on whether an evaluation will be conducted. The parents are part of the Child Study Team.

504 Plan. Sometimes a child may have a physical or mental impairment that interferes with his/her ability to access instruction as traditionally presented in the classroom, but may not qualify for special education services. In this case a 504 plan can be written to list accommodations that will be made to the regular instructional process such as the provision of teacher notes or seating closer to the front of the room. In order to qualify for a 504 plan, a medical diagnosis of the impairment is required. Our Special Education Coordinator, Susan Eustis is the 504 plan coordinator and can provide more information about what is necessary to qualify.

Social-Emotional Support. Students may experience difficulties in school or home relationships. Our school guidance counselor can help them express their feelings on these matters and provide the student with coping skills. If the problems are of long duration or are not improving, she may suggest the student see a private counselor outside of school hours, not furnished by the school.

Support Professionals

Who are the professionals who support students at Princeton Charter School? Currently we are proud to have a team of professional and caring service providers. Each year we seek to contract with our own school-selected professionals or with the Educational Services Commission of New Jersey (ESCNJ) who also provides us with qualified individuals.

- **Supervisor of Special Education Services.** Gail Wilbur is the supervisor of our special education services and, as such, she is responsible for seeing that the IEP (Individual Education Plan) management process is being done properly, services are provided as designated, necessary training is implemented to support faculty understanding, and that we are in compliance with all state regulations.
- **Coordinator of Special Education Services.** Susan Eustis is responsible for maintaining the student records and over-seeing the other service providers. In addition, she delivers specialized student instruction and is a resource to parents and faculty. Susan also manages 504 plans and the I&RS (Intervention and Referral Service) program.
- **Learning Disabilities Teacher Consultant (LDT/C).** Heather Tellier assesses students during the qualification for classification process to identify their current level of academic performance and ability. She is the “case-manager” and is responsible for the initial eligibility process, the annual reviews of the plan and the periodic re-evaluation of students to ensure that they still require special services to support their academic growth. She is also a resource to parents and faculty.
- **School Psychologist.** Mr. Joseph Gugliemella, contracted from ESCNJ, conducts student potential testing as part of the classification evaluation process for an IEP. Additionally he functions in an advisory capacity for us when needed.
- **Social Worker.** Currently Christa Wolski is contracted by the school. The school social worker meets with designated students. She supports students with processes that are more social or emotional in nature that may distract from learning. She is also part of the evaluation for classification process.
- **Occupational Therapy (OT)/Physical Therapy (PT).** These services may be provided by one or two people to address development of fine motor skills (OT) and gross motor skills (PT) as specified as necessary special education services.
- **Speech and Language.** Our speech and language instructor, Ms. Laura DiMura, is contracted from ESCNJ. Ms. DiMura has worked with us for many years. She helps children with enunciation and aspects of speech usage.
- **Special Education Teachers.** Margaux Wisniewski and Matthew Rebbeck are teachers with certification in special education, which includes teaching approaches, understanding of learning differences and other factors that affect learning, and current state requirements. These teachers may meet with students in a smaller learning environment or help support all students in the larger classroom as necessary

Princeton Charter School continues to strive to support all learners to the best of its ability; analyzing services and providers to offer the best possible program. Should you have any questions, always feel free to reach out to Susan Eustis (extension 2415 or seustis@princetoncharter.org) or Gail Wilbur (extension 2402 or gwilbur@princetoncharter.org).