

SPECIAL SERVICES MONTHLY

908.436.5200



DIVISION OF SPECIAL SERVICES



EPSNJ.ORG

PROGRAM SPOTLIGHT



The ESY Team at School 30, Supporting Grades K-4

Thank you to our entire special needs community for helping make this summer such a success. Our Extended School Year program, held across three sites and serving well over 300 students, provided meaningful opportunities for students to continue learning, growing, and building confidence in a supportive and engaging environment. Through individualized instruction, related services, and enriching activities, students strengthened academic, communication, social, and independence skills while continuing to make progress toward their educational goals. We also worked hard to make summer learning fun. Students enjoyed World Cup-themed activities, spirit days, water days, and many other special experiences that brought energy and excitement to the program.

The success of this program was made possible through the dedication and collaboration of so many people. We extend our sincere thanks to our teachers, lead teachers, administrators, paraprofessionals, Transportation Department, Special Services administrative assistants, Plant and Property, building level staff at Schools 52, 30 and 28, physical therapists, occupational therapists, speech therapists, Board Certified Behavior Analysts, and nursing staff. Most of all, we thank our students and families for their enthusiasm, partnership, and trust. You helped make this summer not only productive, but truly enjoyable and memorable.

**LOOKING
AHEAD**

Professional Spotlight:
CST at Thomas Edison
Academy

Initial Evaluation
Process

Enhanced logo

Featured Community Resource

PerformCare Mobile Response and Stabilization Services

When a child, teen, or young adult is experiencing an emotional or behavioral crisis, families may need support quickly. PerformCare New Jersey provides access to Mobile Response and Stabilization Services for children and young adults from birth up to their 21st birthday. The service is designed for situations involving emotional or behavioral challenges, significant stress, trauma, or other concerns that are affecting a young person's ability to function safely and successfully at home, in school, or in the community. The goal is to respond early, help stabilize the situation, and whenever possible allow the young person to remain safely at home and avoid a more restrictive level of care.

Mobile Response is available 24 hours a day, 7 days a week, throughout New Jersey. For an urgent situation that is not immediately life-threatening, a parent or caregiver can call PerformCare at 1-877-652-7624 and follow the prompts for an urgent situation. After speaking with the family and assessing the need, PerformCare may authorize a mobile response team to come to the home, generally within one hour, to provide face-to-face crisis support. Services can continue for up to eight weeks when additional stabilization support is needed. There is no charge to call PerformCare, and families can contact them regardless of income or insurance status. For a life-threatening emergency or an immediate danger of serious harm, families should always call 911. Click below to learn more:

NJ Children's System of Care¹
Contracted System Administrator — PerformCare®

A message from the Director

Dear Special Education Community Members,

It's hard to believe we have already entered our second month of school. Thank you for your continued trust, support, and partnership as we begin another year together.

In October, we recognize Down Syndrome Awareness Month and celebrate our school's Week of Respect. Both provide opportunities to celebrate differences and remind us of the importance of making every child feel welcomed, valued, and included.

We invite families to make inclusion part of the conversation at home. At home, ask your child: "What did you do today to make someone feel included?" A kind word, an invitation to join in, or noticing someone who may feel left out can make a lasting difference.

Thank you for helping us teach our children that respect and inclusion are something we practice every day.

Every child deserves to know: **I belong here.**

With deepest gratitude,

Director Morales-Frigoletto

Nancy Morales-Frigoletto, Director

*Thelusma Cadet, Scott Cohen,
Myraida Conceicao, Cheryl Ferry,
Maria Dolores Garcia, Julia Krisanits Lehman,
Dr. Steven Orozco, Ali Abdul Malik, Supervisors*

A NEW LOOK, SAME MISSION



Introducing the Enhanced Division of Special Services Logo

At Elizabeth Public Schools, we believe every child deserves the opportunity to learn, grow, belong, and thrive. Our enhanced Division of Special Services logo reflects our commitment to every student and the families, educators, and community partners who help them succeed. The growing tree represents each student's unique strengths, growth, and potential. Its strong roots symbolize the relationships and supports that help children flourish, including family partnerships, individualized support, equitable access, and high expectations. The open book represents learning, discovery, and the many chapters still to be written in every student's story. The student reaching toward the gold star represents possibility, achievement, and bright futures. The symbols of accessibility, communication, neurodiversity, sensory support, and learning differences reflect our commitment to inclusion and to meeting students where they are. The circle represents the power of partnership. When students, families, educators, and community partners work together, we create stronger opportunities for every child to succeed. At the center of our logo is our guiding principle:

"Every Child Achieving Excellence"

More than a symbol, this logo represents our promise to create educational environments where every student is known, valued, supported, and empowered to reach their fullest potential.

PROFESSIONAL SPOTLIGHT

Celebrating the Educators Who Helped Our Students Find Their Voice



This summer, our staff worked the Special Needs Recreation Program and gave more than their time. They gave students something truly meaningful: The belief that they could do more than they ever imagined.

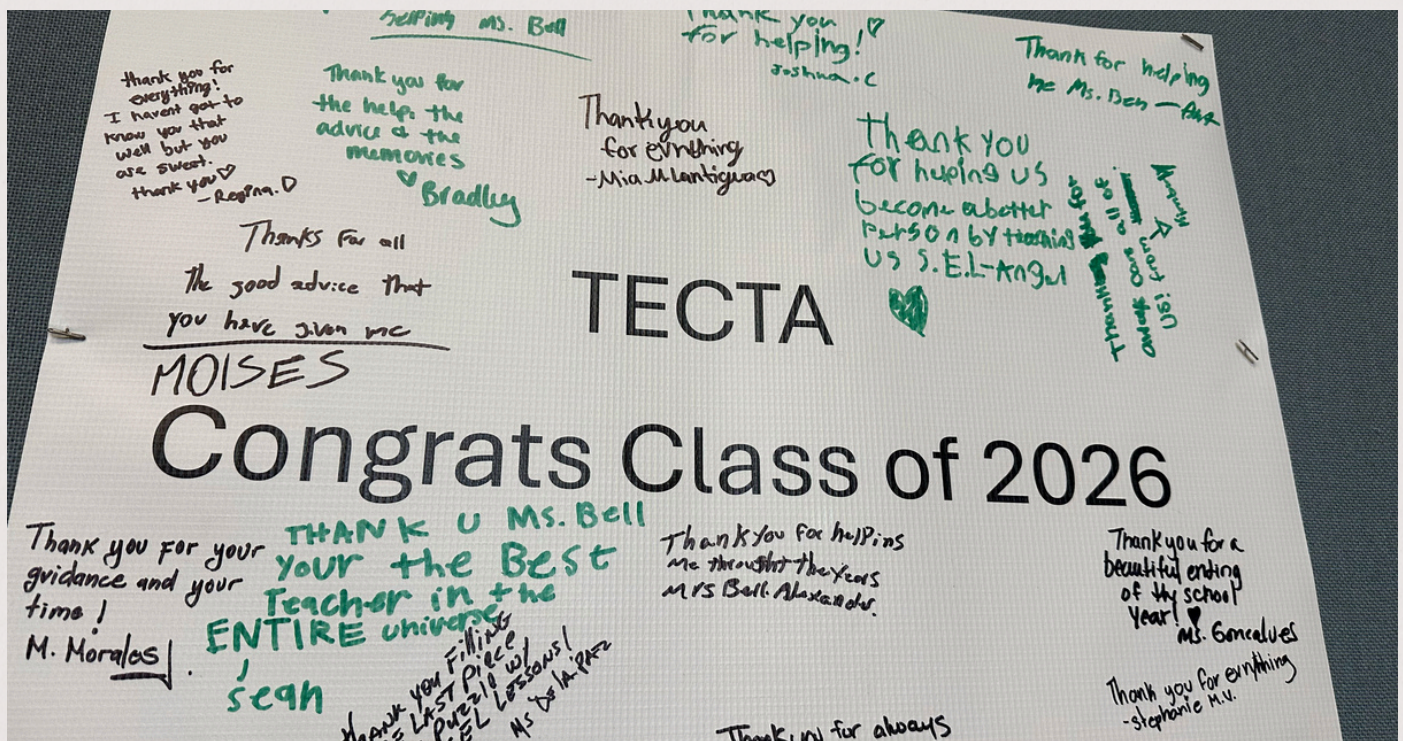
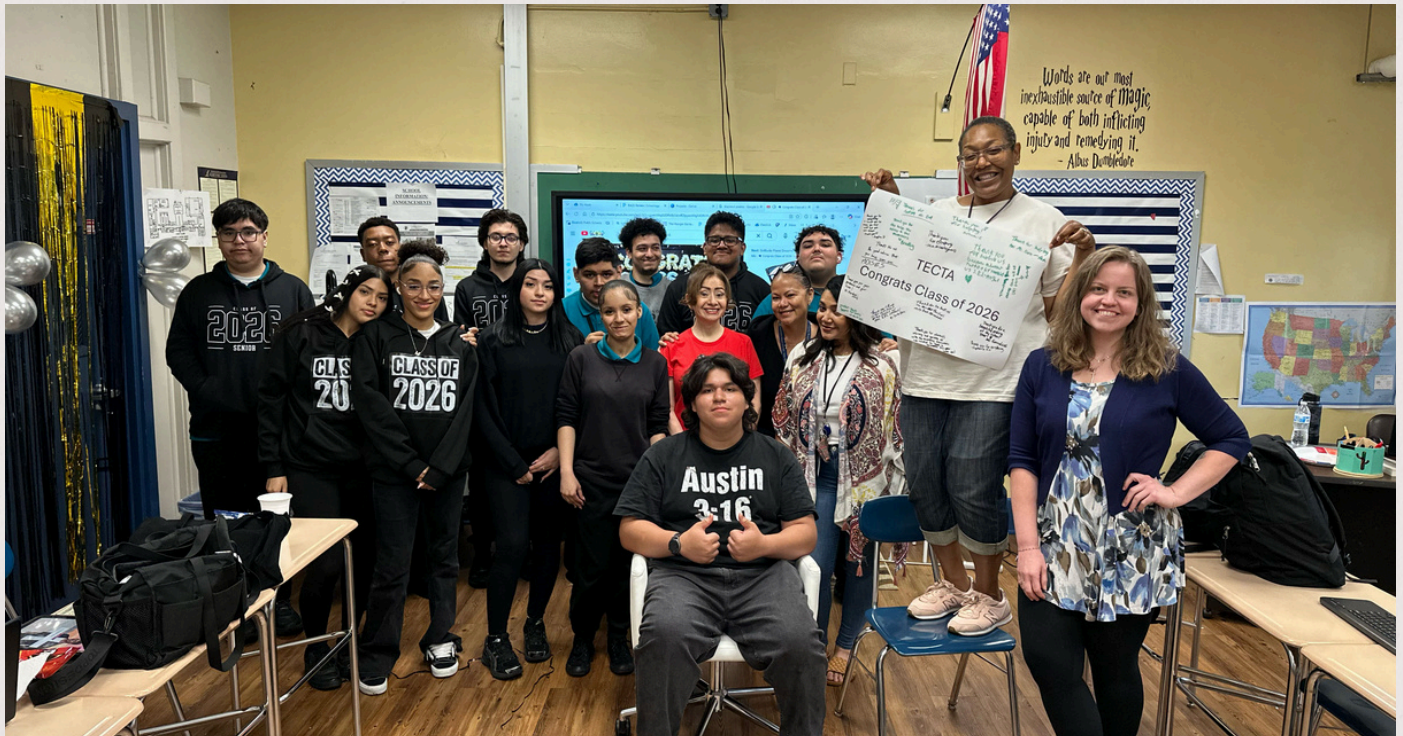
Through patience, creativity, encouragement, and countless hours of dedication, the Special Needs Recreation Program staff members created opportunities for students to discover their strengths, build confidence, try new things, and work toward their fullest potential. They looked beyond challenges and focused on possibilities, helping each student recognize the unique talents and abilities they bring to our school community.

Whether encouraging a student to participate, try something new, share a talent, or simply take that first step outside of their comfort zone, our teachers reminded students that their voices matter. The impact of this work extends far beyond the summer. When a child begins to believe in themselves, they carry that confidence with them.

To the dedicated staff who invested their hearts, time, and talents this summer: Thank you for helping our students discover not only what they can do, but who they can become.

PROFESSIONAL SPOTLIGHT

CELEBRATING THE EDISON CHILD STUDY TEAM



PROFESSIONAL SPOTLIGHT

CELEBRATING THE EDISON CHILD STUDY TEAM

The Division of Special Services is proud to recognize members of the Child Study Team at Thomas A. Edison Career and Technical Academy for their dedication to students and families. Through advocacy, collaboration, social-emotional support, transition planning, and innovative programming, these team members continually demonstrate their commitment to helping students succeed both in school and beyond.

Ms. Capece: Building Student Voice and Self-Advocacy

Ms. Capece is an experienced school psychologist and Child Study Team case manager who has played an important role in supporting students at Edison Academy. During the 2024-2025 and 2025-2026 school years, Ms. Capece served as a lead Child Study Team member supporting the district's EPIC: Building Bridges to Inclusive Lives initiative. The program is a collaboration between the Division of Special Services and the Division of Curriculum and Instruction, in partnership with William Davis of Rutgers University and LeDerick Horne, a poet, speaker, and nationally recognized advocate for individuals with disabilities. Through this initiative, students and families participate in opportunities designed to strengthen self-advocacy skills, while educators and administrators receive support in developing positive behavioral strategies and meaningful alternatives to suspension for students with disabilities. Ms. Capece has worked closely with students, families, teachers, and administrators to help bring this important work to the Edison community.

Ms. Johnson: Advocacy That Extends Beyond the Classroom

Ms. Johnson is an experienced Child Study Team social worker and case manager with many years of service to Elizabeth Public Schools. She is a strong and compassionate advocate for students and their families, continually looking for ways to address both educational and personal needs. Her commitment can be seen in many forms—from attending student graduations both within the district and at out-of-district schools, to connecting families experiencing food insecurity with assistance, providing counseling and referrals, and helping students access additional services. Ms. Johnson also works closely with students as they prepare for life after high school, identifying appropriate transition programs and opportunities. When students experience behavioral challenges, she collaborates with administrators to explore restorative approaches and alternatives to suspension whenever appropriate. Her work reflects a simple but powerful commitment: doing what is necessary to help students and families move forward successfully.

PROFESSIONAL SPOTLIGHT

CELEBRATING THE EDISON CHILD STUDY TEAM

Mr. Geisler: Helping Students Prepare for Life After High School

Mr. Geisler is an experienced Child Study Team case manager and Learning Disabilities Teacher-Consultant who has dedicated many years of service to the district. A particular focus of his work has been helping students with disabilities prepare for employment, college, vocational training, and adult life. Mr. Geisler has developed a strong partnership with the New Jersey Division of Vocational Rehabilitation Services and its Pre-Employment Transition Services program, which provides early career preparation and skill development for high school students with disabilities. Through collaboration with vocational rehabilitation counselors, Edison administrators, teachers, and outside organizations, Mr. Geisler has helped bring a variety of valuable opportunities directly to students. These include career exploration and counseling, internships and job-shadowing experiences, assistance with exploring college and vocational programs, and workplace readiness training focused on communication, interpersonal skills, and other skills needed for employment success. Through this work, students are gaining experiences and knowledge that can help them make informed decisions about their futures.

Ms. Bell: Strengthening Social-Emotional Skills and Relationships

Ms. Bell is a Child Study Team social worker and case manager who has made significant contributions to social-emotional learning for students in specialized Learning and Language Disabilities programs at both Dwyer and Edison Academies. Her work focuses on helping students develop skills that support healthy relationships, responsible decision-making, communication, self-awareness, and success in school and beyond. This past year was especially meaningful as Ms. Bell celebrated the Class of 2026, a group of students she had supported through social-emotional learning experiences since their freshman year. Ms. Bell brings extensive experience in social work and social-emotional learning to her role. She also holds a certificate in Social-Emotional Learning and Character Development for Schools through a collaborative program of Rutgers University and Saint Elizabeth University. Her colleagues have seen the impact of this work firsthand. Educators describe students as actively participating in lessons, asking thoughtful questions, developing stronger relationships, making better behavioral choices, and improving their work habits. One educator shared that social-emotional learning has helped students "socially, emotionally, and intellectually," while another noted increased camaraderie among students across grade levels. A Dwyer educator described how students "anxiously await her monthly visits" and welcomed the perspectives and experiences Ms. Bell brings to the classroom.

A Team Making a Difference

The work of the Edison Child Study Team demonstrates the many ways Special Services supports the whole child. Whether developing self-advocacy skills, connecting families with resources, preparing students for careers and postsecondary education, supporting positive behavior, or strengthening social-emotional skills, Ms. Capece, Ms. Johnson, Mr. Geisler, and Ms. Bell are helping students build pathways toward greater independence and success.

The Division of Special Services is proud to recognize their dedication and the positive difference they continue to make for students and families throughout the Edison community.

UNDERSTANDING:

A MONTHLY DISABILITY SPOTLIGHT



This Month: Specific Learning Disabilities

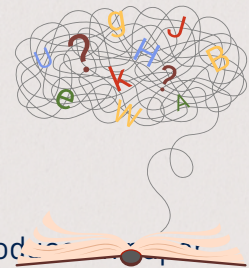
A specific learning disability affects the way a person processes, understands, or uses information. It may make certain academic skills such as reading, writing, spelling, listening, speaking, reasoning, or mathematics more difficult to learn or demonstrate. A learning disability is not a reflection of intelligence, effort, or motivation. Students with learning disabilities can be highly capable learners who simply need information presented, practiced, or demonstrated in different ways.

Learning disabilities may affect different students in different ways. One student may struggle to decode words while understanding complex ideas when information is read aloud. Another may have strong verbal skills but find it difficult to organize thoughts in writing. Others may understand mathematical concepts but have difficulty remembering calculations or completing multi-step problems.

Common examples include dyslexia, which primarily affects reading; dysgraphia, which can affect writing; and dyscalculia, which can affect mathematical learning. Students may also experience challenges with processing speed, organization, memory, or understanding and expressing language.

What you may notice:

- Difficulty reading accurately or fluently
- Challenges with spelling or written expression
- Trouble remembering or sequencing information
- Difficulty completing multi-step tasks
- A difference between what a student can explain verbally and what they produce



How can we support?

Providing extra time, breaking directions into smaller steps, using visual supports, offering assistive technology, giving students different ways to demonstrate their learning, and recognizing individual strengths can make a significant difference. Most importantly, we should avoid assuming that a student who struggles academically is not trying. The right support can help students develop strategies, confidence, and greater independence.

Did You Know?

Students with learning disabilities often have strengths in areas such as creativity, problem-solving, oral communication, visual thinking, leadership, and the arts. Understanding how a student learns best allows us to focus not only on areas of need, but also on the talents and abilities they bring to our school community.



LEARN MORE



THROUGH MY EYES...

Finding My Voice

Dear Special Services Community,

When I first joined the Special Needs Summer Recreation Program, I was a very shy student. As a student with a learning disability, I sometimes struggled to express myself and did not always believe in what I could accomplish.

But the staff believed in me, even when I was still learning to believe in myself. With their patience, encouragement, and support, I slowly began stepping outside of my comfort zone. I tried new things, discovered my strengths, and became more confident. Then came the talent show. Standing in front of a large audience was something I never imagined I could do. I was nervous, but I took a deep breath and stepped onto the stage. In that moment, I wasn't thinking about what I couldn't do. I was thinking about how far I had come. When I finished, I felt something I will never forget, I felt pride in myself!

That experience taught me that a learning disability does not define who I am or what I can achieve. Sometimes, a person simply needs someone to believe in them, provide an opportunity, and say, "You can do this!" To the staff of the Elizabeth Public Schools and City of Elizabeth Recreation Department, thank you for seeing my potential and giving me the courage to share it with the world.

I came to summer feeling like I had a quiet voice. I left knowing that my voice mattered.

Signed,

A Proud Special Needs Summer Recreation Student

SPECIAL EDUCATION COMMUNITY

DOWN SYNDROME AWARENESS WALK



The Elizabeth community came together on Saturday, October 3, 2026, for the Down Syndrome Awareness Walk at Kellogg Park in Elizabeth, New Jersey. The event brought together students, families, friends, community members, vendors, and sponsors to celebrate individuals with Down syndrome and promote inclusion, acceptance, and awareness. Participants were encouraged to wear blue and/or yellow in support of the event. The park was filled with a spirit of celebration and connection, featuring blue pop-up tents, yellow and blue balloon arches, and families and community members walking together.

The event provided an opportunity to recognize the many strengths and contributions of individuals with Down Syndrome while emphasizing the importance of inclusive communities where everyone feels welcomed, valued, and supported.

Organizers expressed their appreciation to the families, donors, volunteers, community partners, and participants who helped make the walk meaningful. Beyond raising awareness, the event focused on building lasting connections among children, parents, families, and community members. The Elizabeth Public School's Division of Special Services is proud to recognize the Down Syndrome Awareness Walk that promotes belonging, inclusion, acceptance, and opportunities for all individuals to thrive.



SPECIAL EDUCATION COMMUNITY

DOWN SYNDROME AWARENESS WALK



Photographs curtsey of Hassan Abdur-Rahman

SPECIAL EDUCATION COMMUNITY

SPECIAL NEEDS RECREATION PROGRAM



The Elizabeth Special Needs Recreation Program continues to provide meaningful, inclusive, and engaging opportunities for students with special needs through its summer sessions and Saturday programs. With a strong focus on community, independence, socialization, and—most importantly—having fun, the program creates an environment where every student is encouraged to participate, explore new experiences, and make lasting memories.

Throughout the summer, students participated in a wide variety of activities and special events designed to encourage engagement, teamwork, and personal growth. From our annual Fun Day, filled with games, activities, and opportunities for students to enjoy time together, to our Career Day, which introduced students to different careers and community roles, each experience was thoughtfully planned to provide students with opportunities to learn while having fun.

The program also took learning and recreation beyond the program setting through several exciting field trips. Students enjoyed cooling off and playing together at a splash park, testing their skills at Jersey Lanes Bowling, and enjoying a special dining experience at Valença Restaurant. These outings provided students with opportunities to practice social skills, independence, communication, and appropriate community participation while enjoying memorable experiences with their peers and staff.



SPECIAL EDUCATION COMMUNITY

SPECIAL NEEDS RECREATION PROGRAM



The summer program concluded with a very special Talent Show, where students had the opportunity to take center stage and share their talents with their parents, families, and special visitors from the district and city. The event was a wonderful celebration of our students and all that they bring to our program. Their confidence, enthusiasm, and excitement made the Talent Show a truly memorable way to close out the summer session.

Behind every activity, event, and field trip is a team of dedicated staff members who work tirelessly and collaboratively to make the program a success. With strong leadership from the Directors, Ameerah Boone, and Lizzie Belvin-Flowers, the staff are continuously encouraged to share ideas, plan together, adapt activities to meet the individual needs of our students, and look for new and exciting ways to make each day meaningful. Their commitment goes far beyond simply organizing activities—they work to ensure that every student feels welcomed, supported, included, and valued.

As we celebrate another successful summer, we are especially proud of our students, grateful to our families and community partners for their continued support, and incredibly appreciative of the staff whose dedication makes these experiences possible. The Elizabeth Special Needs Recreation Program looks forward to continuing to create new opportunities, exciting adventures, and unforgettable memories for our students throughout years to come.



FAMILY TIPS

Supporting Transitions from Home to School

Transitions can bring excitement, new routines, and sometimes a little stress for students and families. Small, consistent supports at school and at home can make the transitions. Here are a few simple ways families can help students with transitions

Academic Support	Home Support
Check your child’s bookbag, folders, and planner each evening.	Establish a consistent bedtime and morning routine.
Enroll in and regularly check the communication method preferred by your child’s teacher, such as ClassDojo, email, or another school platform.	Prepare clothes, bookbags, and needed items the night before.
Review homework and upcoming assignments with your child without doing the work for them.	Use a visual schedule or checklist if your child benefits from knowing what comes next.
Reach out to the teacher or case manager when you have questions or notice a concern.	Allow time after school to decompress, especially if your child finds the school day tiring or overwhelming.

Try these conversation starters:

- What was the best part of your day?
- What was something that made you laugh today?
- What was something that was hard today?
- Who did you spend time with?
- What is one new thing you learned?
- What are you looking forward to tomorrow?
- Did you need help with anything today?
- What is one thing you want me to know about your day?



THE EVALUATION PROCESS

Understanding Special Education: From Referral to Reevaluation

Navigating the special education process can feel overwhelming, especially when you are hearing terms like referral, evaluation, eligibility, annual review, and reevaluation for the first time. This month, we are starting with a look at how the special education evaluation process works in New Jersey.

It Starts with a Referral

A referral is a request for the Child Study Team (CST) to consider whether a student may need an evaluation for special education and related services. A parent may make a written request for an evaluation, and school staff may also refer a student when there are concerns about the student's educational needs. Once a written referral is received, a meeting must be held within 20 calendar days, excluding school holidays but not summer vacation. The parent, Child Study Team, and appropriate school staff meet to discuss the concerns and available information about the student.

Does the Student Need an Evaluation?

At the referral meeting, the team decides whether a special education evaluation is warranted.

If the team agrees that an evaluation is needed, the team identifies the areas that should be evaluated and asks the parent for written consent to begin the evaluation. If the team determines that an evaluation is not warranted, the parent receives written notice explaining the decision and other appropriate actions or supports may be considered. Parent consent is required before an initial special education evaluation can begin.

The Evaluation Period

Once the parent provides written consent, the evaluation process begins. An initial evaluation is multidisciplinary and looks at all areas in which a disability is suspected.

In New Jersey, within 90 calendar days of parental consent:

- the evaluations must be completed;
- eligibility must be determined; and
- if the student is eligible, the IEP must be developed and implemented.

Parents must receive copies of the evaluation reports at least 10 days before the meeting at which eligibility is determined.

Determining Eligibility

Completing an evaluation does not automatically mean that a student will receive special education services. The team reviews the evaluation results and other information about the student. To be eligible for special education and related services, a student must have an eligible disability, the disability must adversely affect educational performance, and the student must require special education and related services. If the student is eligible, the team develops an Individualized Education Program, or IEP.

What Is an Annual Review?

Once a student has an IEP, the IEP team meets at least once every year. This is called the Annual Review. The Annual Review is not the same as a reevaluation. The team reviews the student's progress, strengths and needs, goals, services, accommodations, supports, and placement and develops or revises the IEP for the coming year. An IEP meeting may also be held more often when necessary. Think of it this way: Annual Review = "Is the student's current IEP meeting their needs, and what should the plan look like going forward?"

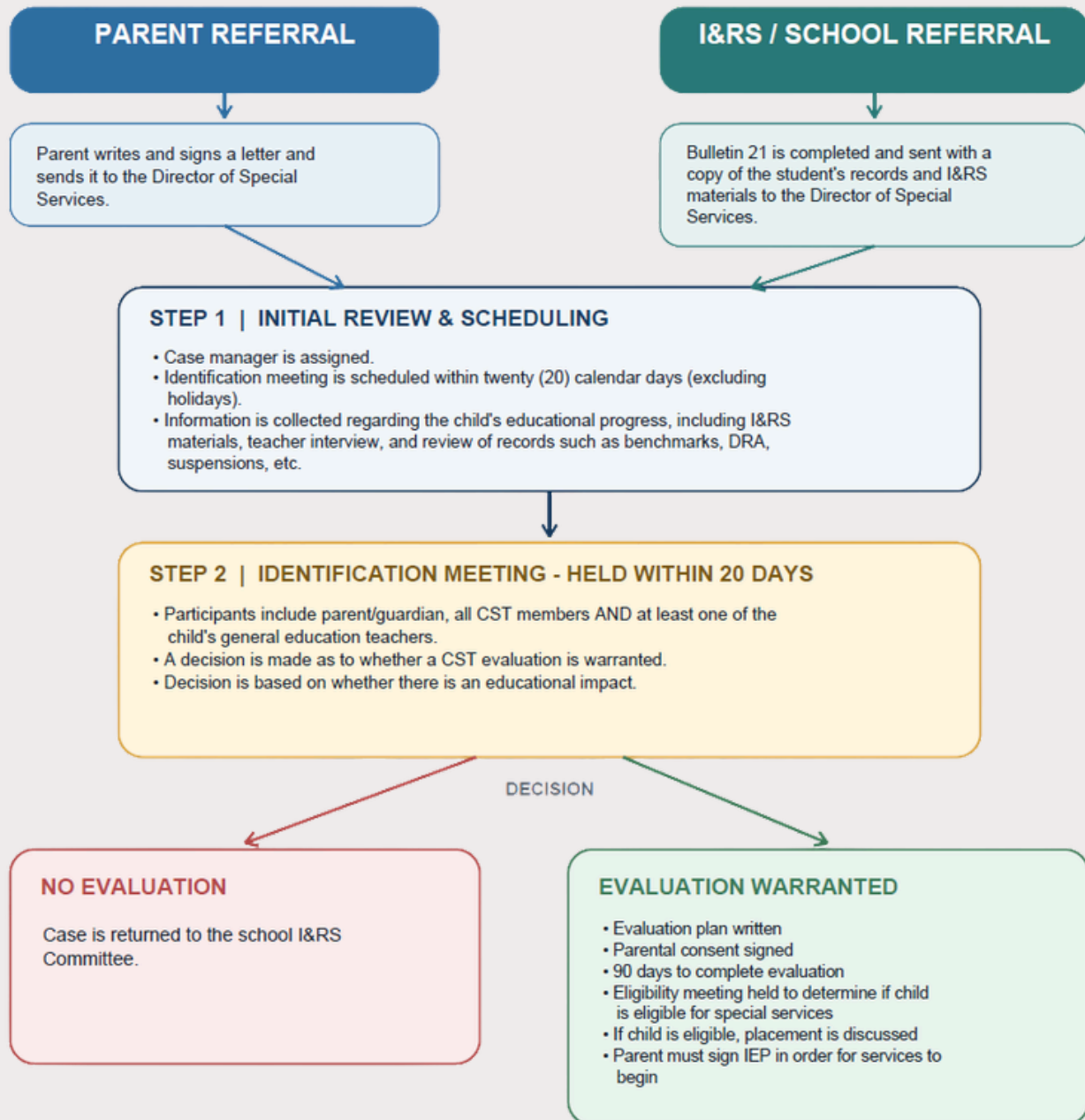
What Is a Reevaluation?

A reevaluation takes a broader look at whether the student continues to be eligible for special education and what the student's current educational needs are. In New Jersey, a student must generally be reevaluated within three years of the previous classification. A reevaluation may happen sooner when conditions warrant it or when requested by the parent or teacher, subject to the requirements in state regulations. The IEP team first reviews the information already available about the student and determines whether additional assessments are needed. When additional assessments are required, parental consent is obtained. New Jersey generally requires the reevaluation process to be completed within 60 days of parental consent for those assessments or before the three-year reevaluation deadline, whichever comes first.

Now that we have the big picture, future editions will take you inside the evaluation process. We will introduce the members of the Child Study Team and explain what each professional evaluates, what different assessments tell us about a student, and how that information is used to make educational decisions.

THE EVALUATION PROCESS

Understanding Special Education: The Initial Steps



ESEPAG



What is ESEPAG?

The Elizabeth Special Education Parent Advisory Group (ESEPAG) is a parent-driven advisory group that gives families of students with disabilities a voice in special education at the district level. New Jersey requires every school district to have a Special Education Parent Advisory Group so parents can provide input on issues affecting students with disabilities. ESEPAG works with Elizabeth Public Schools to strengthen communication, identify needs, provide feedback on programs and services, and improve outcomes for students receiving special education services.

Who is ESEPAG?

Parents are the core of ESEPAG. The voting Executive Committee includes two parents from each of Elizabeth's schools as well as two parents of students attending out-of-district placements. The committee also includes non-voting district representatives, such as a Child Study Team member, special education teacher, principal, Assistant Superintendent for Schools, Supervisor of Special Services, and a Board of Education representative.

How often does ESEPAG meet?

ESEPAG meets throughout the 10-month school year. In addition, ESEPAG must offer at least two workshops each year that are open to the larger community and address issues identified through ESEPAG meetings. ESEPAG may also provide an overview of its work and input to the Board of Education. This month, executive members will be selected by the group.

How can parents get involved?

Families can participate in ESEPAC activities and community workshops, share concerns about broader special education issues, or contact the group directly at ESEPAC@epsnj.org. You can also learn more at [ESEPAG](#). Your voice can help identify districtwide needs and strengthen programs and services for students with disabilities.



Contact Information: ESEPAC@epsnj.org

UPCOMING EVENTS



IS YOUR HOME LEAD-SAFE?

Lead-based paint in homes poses serious health risks, particularly for young children. Lead poisoning can be prevented. We can help.

The United Way of Greater Union County's **Lead Remediation & Abatement Program (LRAP)**, funded by a grant from the NJ Department of Community Affairs, helps address this health crisis by identifying and remediating lead-based paint hazards in **homes built before 1978** that are occupied by low- to moderate-income households.

Services are FREE to eligible homeowners and tenants

Services provided:

- Initial lead testing at your home
- Comprehensive inspection to identify lead-based paint hazards
- Remediation or abatement of hazards at no cost, within program limits



To learn more and apply for the Lead Remediation & Abatement Program, scan the QR code or contact:

Kamila Cordero, Outreach Coordinator
(908) 353-7171 ext. 101 • kamila.cordero@unitedwayguc.org
219 Central Ave, Rahway, NJ 07065



The Union County Board of County Commissioners,
The Department of Human Services and
The City of Rahway
Present

FAMILY SPOOKTACULAR NIGHT Celebration

Rahway Recreation Center

FRIDAY, OCTOBER 16, 2026
6:00-8:00 P.M.
Rahway Recreation Center
275 East Milton Avenue, Rahway

FREE • AGES 10+ • COSTUMES ENCOURAGED
Games • Dancing • DJ • Stilt Walkers • Photo Booth • Haunted House • Costume Contest

Registration required
ucnj.org/opdsn-reg
908-527-4781

SCAN TO REGISTER!



The Union County Board of County Commissioners presents

UNION COUNTY HAUNTED HAYRIDES 2026

@ the Deserted Village

October 23, 6:30-9:00 PM
October 24, 6:30-9:00 PM
October 25, 6:30-8:30 PM
Rain Date October 26
Tickets go on sale September 8

Deserted Village of Feltville
Watchung Reservation
Cataract Hollow Road, Berkeley Heights

IMPORTANT:
Ticket and Event Info

THE UNION COUNTY BOARD OF COUNTY COMMISSIONERS
invites you to

FOUR CENTURIES IN A WEEKEND

Celebrating 250 Years of American History

SATURDAY, OCTOBER 17 & SUNDAY, OCTOBER 18, 2026
12:00 NOON - 5:00 PM

30+ HISTORIC SITES • FREE ADMISSION
Tours • Exhibits • Family Activities • History Passports

ucnj.org/4c



Qualified, Competent Translators

Our schools provide language assistance to limited-English proficient families effectively with appropriate, competent staff-or appropriate and competent outside resources.

Important Document Notice

If a situation arises when the district or schools are unable to translate a document immediately, please note that translation is available upon request.

- Elizabeth Public Schools offers translation accessibility of district communication and materials. For further assistance, please contact 908-436-5200.
- Las Escuelas Públicas de Elizabeth ofrecen accesibilidad de traducción de comunicación y materiales del distrito. Para obtener más ayuda, comuníquese con 908-436-5200.
- As Escolas Públicas de Elizabeth oferecem acessibilidade à tradução de materiais e comunicação do distrito. Para obter mais assistência, entre em contato com 908-436-5200.
- Lekòl Piblik Elizabeth yo ofri tradiksyon aksè nan kominikasyon distri a ak materyèl yo. Pou plis asistans tanpri kontakte 908-436-5200.
- المدارس بمنطقة اليزابيث التعليميه تقدم خدمه الترجمة لجميع اللغات في حاله الحاجه لهذه الخدمة المقدمة اتصل برقم 908-436-5200

PARENTAL RIGHTS IN SPECIAL EDUCATION





We value the thoughts of our community members.

Have a great idea for an upcoming issue or information that you think would be beneficial to others in our community?

Send to: dssnewsletter@epsnj.org