

# NJAPSA NEWS

Fall-Winter 2023-2024

A Publication of the New Jersey Association of Pupil Services Administrators

[www.njapsa.org](http://www.njapsa.org)



## *From the desk of the President of NJAPSA, Tania Symmons*



I hope that everyone is falling into a productive and positive 2023-2024 school year. While some “normalcy” feels as though it is returning to schools with expectations of meeting regulations, accountability, and planning, there are also additional educational, social-emotional, and civility challenges. Our roles have changed tremendously in the last few years. One thing that remains steadfast is, NJAPSA’s commitment to providing support for our administrative leaders.

NJAPSA provides exceptional professional development for New Jersey’s pupil services administrators. Your membership provides you access to quality professional development workshops, New Director and Advanced Director Cohorts, and extensive networking opportunities. In addition, NJAPSA awards six scholarships each year to graduating seniors who have an IEP and are pursuing post-secondary education. We are also excited to announce that our Board of Directors is actively working on publishing a revised Administrative Manual that will support all members in understanding and implementing special education regulations and processes. We look forward to continuing to provide the support our membership needs to be successful.

One of the most important supports NJAPSA provides is connections with our colleagues. It was my experience as a new administrator that I struggled not having my fellow Child Study Team members providing support, a sounding board, or just a good laugh periodically. In my first year as an administrator, I joined the NJAPSA New Director cohort. This cohort quickly became my new “team” of supporters, colleagues, and friends. Eleven (11) years later, I still consider the relationships I have built through NJAPSA to be one the most important aspects of my career.

I am thrilled to serve as President of NJAPSA as this outstanding network of members continue to support each other as we navigate the changing landscape of pupil services. I encourage all members to take advantage of the networking and professional development opportunities that are available through NJAPSA. I look forward to seeing you soon at one of our workshops or meetings.

## Front Porch News

*Immediate Past President, Dr. Danielle Hamblin*



**[NJAPSA Front Porch Virtual Meetings](#)** Looking for a forum with colleagues across the state for the purpose of collaborating and offering thoughts, ideas, and support on topics relative to the world of special education leadership? If you would like to participate, utilize the to sign up for the upcoming Front Porch meetings. Danielle Hamblin, a member of the NJAPSA Board will be facilitating these throughout this school year and can be reached at [danielle.hamblin@frsd.us](mailto:danielle.hamblin@frsd.us).

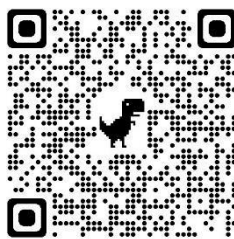
**Front Porch Meetings :** January 30, 2024 and March 14, 2024 (12-1 PM).

We look forward to working together on behalf of *all* students. We have an amazing opportunity to nurture and support the unique talent that each child brings...let's continue to celebrate their individuality!

*Dr. Danielle Hamblin*

Drop by for NJAPSA's informal and free virtual "Front Porch" hour where you can ask questions, discuss ideas and connect with colleagues throughout NJ School Districts.

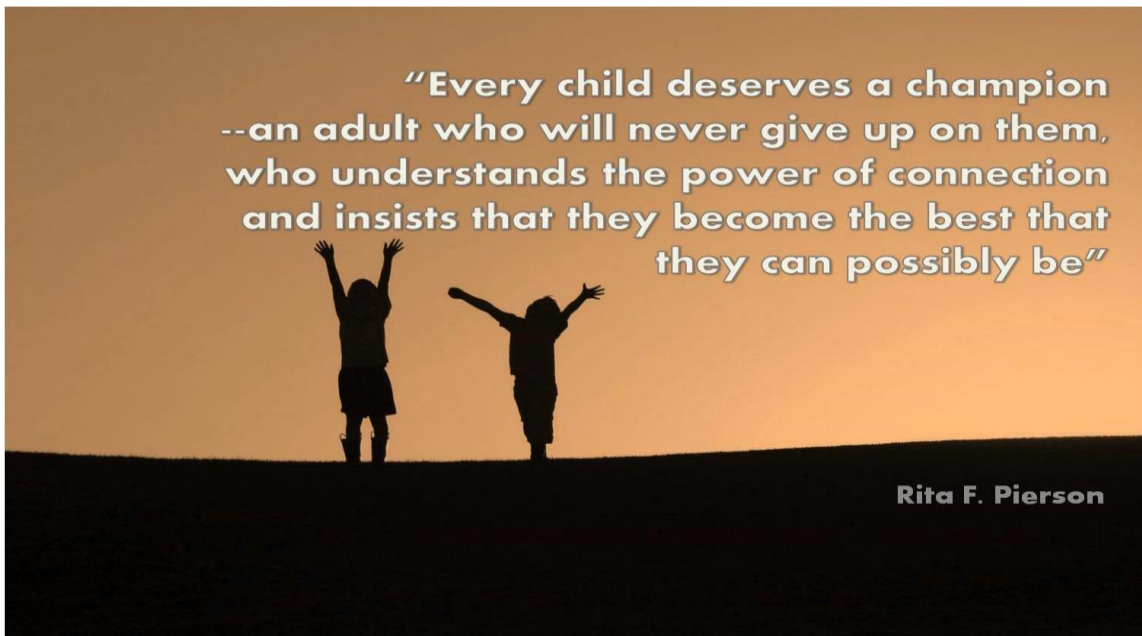
Scan the QR code to sign-up.





**Executive Board Members 2023-24:** Left to Right: Dr. Patricia Clark-Jeter-Trustee, Patricia Hovey-Past President, Dr. Suzan Radwan - Treasurer, Marci Grabelle- Executive Director, Tania Symmons- President, LaCoyya Weathington-Trustee, Greg Margolis-Past President. Candie Hengemuhle- Communications Coordinator, Dr. Danielle Hamblin-Immediate Past President.

**Missing in photo:** Mitchell Badiner - Past President, Dr. Paul Barbato - Past President, Joseph Bond – Trustee, Dr. Adrienne Castorina – Trustee, Dr. Gerry Crisonino – Trustee, Pimmi Goomer - Trustee, Jamie Koransky – Trustee, Dr. Howard Lerner - Past President Maribel Martinez- Trustee, Gary Molenaar - Past President, Greg Margolis - Past President, , Jessica Pignatello – Trustee, Dr. Frank Santora – Secretary



## Executive Directors Message

*Marci L. Grabelle*



Welcome back to the 2023-24 academic year. NJAPSA is entering our 53<sup>rd</sup> year of providing Professional Development and training opportunities for Special Education Administrators. As we navigate through these unprecedented times we find that the support from all of our colleagues is paramount. We learn together, grow together, and support each other as we make decisions in the best interest of the students we serve. This is where NJAPSA comes in as we provide the backbone for the Special Education Administrators for the Garden State. Our comprehensive and timely professional development opportunities and our New Director and Cohort Programs provide Special Education Administrators and pertinent staff information to enhance their skills as we navigate through the changing laws and codes.

Dr. Theodore Kozlik, the pioneer of our organization, knew that as a strong organization we could endure anything together in the best interest of our students. Dr. Kozlik supported the concept of collaboration and through continued educational and professional development opportunities, we can create an educational environment for our most vulnerable population to grow, learn and be successful citizens in society. Sadly, Dr. Kozlik passed away in 2017. Our Board is passionate in continuing Ted's legacy. We celebrate him every year by awarding six \$1000 scholarships for graduating seniors who received special education services, have achieved successes over the 4 years in high school, and will be pursuing post- secondary opportunities. We thank Ted for his passion and love of our association. The Scholarship application is attached at the end of this newsletter and can be found on our website ([www.njapsa.org](http://www.njapsa.org)).

The Board thanks all of you for your annual membership and participation in our cohort, advanced cohort, and professional development opportunities. We continue to expand with members that represent counties statewide. We welcomed new Board members from the southern part of NJ to join our team.

The NJAPSA Executive Board members met at our annual retreat in June to plan for the 2023-24 academic year. We worked diligently to listen to your concerns and provide professional development opportunities for our members and fellow colleagues to assist you with your administrative duties. We organized and continue to enhance our New Director's and Advanced Cohort programs to meet the ever changing needs of our profession. We are excited to provide our professional members, cohort and guests to our annual mini-conferences, Director's Academy and special professional development opportunities that we have collaboratively arranged with NJPSA/FEA and NJASA. We hope you will enjoy our conference offerings and your continued membership with NJAPSA. As always, your continued support for Ted's vision and the NJAPSA mission is greatly appreciated. Kudos to you all for your passion and dedication to "our kids" during these most unprecedented times. A happy, healthy and peaceful 2024 to all!

*Marci L. Grabelle, MAT, MEd. Retired from public education in 2014. She served as the Vice Principal and Director of Special Services for Brielle Elementary School for 12 ½ years and her retired as the Director for Hazlet Public Schools. She has been a member of NJAPSA since 2007 and served on the board from 2008 until the present and as the Co-Executive and Executive Director for the past 5 years. Follow NJAPSA on X @njapsa.*

## NJAPSA Communications Corner

*Candie Hengemuhle*



NJAPSA is using Google Workspace for our email and other forms of communication. You will continue to receive emails from [njapsa.org](http://njapsa.org) however, the host is now through a Gmail account. Specifically, the emails may come from:

[president@njapsa.org](mailto:president@njapsa.org) ([Taniasymmons@njapsa.org](mailto:Taniasymmons@njapsa.org))

[treasurer@njapsa.org](mailto:treasurer@njapsa.org) ([Suzanradwan@njapsa.org](mailto:Suzanradwan@njapsa.org))

[secretary@njapsa.org](mailto:secretary@njapsa.org) ([Franksantora@njapsa.org](mailto:Franksantora@njapsa.org))

[executivedirector@njapsa.org](mailto:executivedirector@njapsa.org) ([Marcigrabelle@njapsa.org](mailto:Marcigrabelle@njapsa.org))

[communications@njapsa.org](mailto:communications@njapsa.org) ([Candiehengemuhle@njapsa.org](mailto:Candiehengemuhle@njapsa.org))

It is important to make sure the [njapsa.org](http://njapsa.org) email is not blocked by your school district's firewall in order to receive our notifications regarding membership, upcoming events and professional development opportunities. Check our website, [www.njapsa.org](http://www.njapsa.org) for upcoming events, general membership updates, scholarship information as well as the New and Advanced Directors Cohorts.

***We welcome recommendations for future topics and potential presenters that could benefit our NJAPSA membership. If you have any recommendations or questions please feel free to email me at [communications@njapas.org](mailto:communications@njapas.org) or [candiehengemuhle@njapsa.org](mailto:candiehengemuhle@njapsa.org).***

**Schedule of 2023-24 Professional Development - Registration information will be posted on our [website](http://www.njapsa.org).**

<b>Event</b>	<b>Date/Time</b>	<b>Location</b>	<b>Topics</b>
<b>Director's Toolkit (NJAPSA &amp; NJPSA)</b>	Friday, November 17 2023 9 AM – 3 PM	NJPSA/FEA-Educational Conference Center Monroe, NJ	Navigating Guidance, Requirements and Best Practices for Risk and Threat Assessments
<b>Directors Academy</b>	Friday, January 19, 2024 9 AM - 3PM	Forsgate Country Club, Monroe, NJ	Updates in Assessment and Identification of SLD & Legal Updates and Current Topics in Special Education
<b>Mini Conference Hot Legal Topics</b>	Friday, February 9, 2024 12 PM - 3PM	Forsgate Country Club, Monroe, NJ	Current Hot Legal Topics in Special Ed
<b>Annual I-SET Conference (NJAPSA &amp; NJPSA/FEA)</b>	Wednesday March 15, 2024 9 AM – 3 PM	NJPSA/FEA-Educational Center-Monroe, NJ	Innovations in Special Education Technology Annual Conference- “ Unlocking Potential: Using Artificial Intelligence and Assistive Technology to Enhance Inclusive Education.”
<b>NJASA/NJAPSA Spring Leadership Conference</b>	Wednesday, May 15-17 2024	Caesars in Atlantic City NJAPSA Luncheon 5/15/24 @ 11:30	Reflection*Resilience* Renewal

## Professional Development in a Glance

Our **New Directors'** and **Advanced Cohort** programs have begun! Our New Directors met on October 6<sup>th</sup> for their first full day training. The **Advanced Cohort** meets on December 8<sup>th</sup> for their first session. If you are a new director or supervisor or know someone who is just starting out, please consider exploring the New Cohort Program for next year. Administrators must complete the New Directors' program before applying for the Advanced Cohort program. The applications can be found on our website at [www.njpasa.org](http://www.njpasa.org).

- Our NJAPSA Committee member met with Peg MacDonald, NJPSA/FEA, to collaborate and plan for our annual *Special Education Director's Toolkit, "Navigating Guidance, Requirements and Best Practices for Risk and Threat Assessment Teams."* *Using Data to Enhance Programming and Services for Students with Disabilities.* November 17, 2023.
- Moving forward we are very excited to share our **Directors' Winter Academy** on Friday, January 19, 2024 at the Forsgate Country Club. We are pleased to announce our Keynote, Dr. Dawn P. Flanagan will be presenting to us all on the topic:

### "Why Should NJ School Districts Adopt the Pattern of Strengths and Weaknesses (PSW) Method of SLD Identification?"



**Dawn P. Flanagan, Ph.D.**  
**St. John's University**  
**Yale Child Study Center, Yale University School of Medicine**

This presentation defines the PSW method of SLD identification and compares it to the ability-achievement discrepancy (AAD) method and the response to intervention (RTI) method. While each of the three methods of SLD identification provides important information that informs SLD identification, the PSW method is unique in that it assists in understanding the "disorder in one or more basic psychological processes," which is an important component of the IDEIA (2004) definition of SLD, as well as the definitions of SLD put forth by authoritative organizations, such as the Learning Disability Association of America (LDA), the National Joint Committee on Learning disabilities (NJCLD), and the International Dyslexia Association (IDA). The research available to support the premises of PSW is summarized and a brief critical review of research on PSW methods is presented. A case is made for a continuum of data-gathering methods that begins with pre-referral services and/or interventions and that culminates in a comprehensive evaluation of students who do not respond as expected to those services and interventions. Recommendations are made that place PSW within the context of a multi-source, multi-method approach to SLD identification, highlighting the importance of multidisciplinary and systematic team decisions. This presentation ends with a summary of linking the teams' findings to educational strategies and recommendations that lead to positive outcomes.

*Dr. Flanagan is a Professor of Psychology, School Psychology Training Programs, St. John's University and Affiliate Clinical Professor, Yale Child Study Center, Yale University School of Medicine, New Haven, CT. She serves as an expert witness, learning disabilities consultant, and test/measurement consultant and trainer for organizations both nationally and internationally. She teaches psychoeducational assessment for*

intervention and understanding, diagnosing, and treating specific learning disabilities. Dr. Flanagan is a widely published author of books, journal articles, and software; best known for the co-development of the Cross-Battery Assessment approach and its corresponding software system, an operational definition of specific learning disabilities, and an intervention library of recommendations for students and teachers. She is the recent recipient of the **President's Award** from the Learning Disabilities Association of America (LDA) and the inaugural **Contributions to Practice Award** from APA's Division 16 (School Psychology) for exceptional contributions to the field through innovations in practice.

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**Professional Development Opportunities continued:**

- **February 9, 2024** Vic LaPira, Esq (Fogarty & Hara, Esqs.) will be presenting to our members and guests on **Hot Legal Topics in Special Education** at the Forsgate Country Club from 12PM – 3PM.
- **Wednesday, March 15, 2024** NJAPSA **6<sup>th</sup> Annual Innovations with Special Education Technology Conference (I-SET)** in collaboration with NJPSA at the FEA Conference Center. Registration will be through NJPSA.org
- **May 15<sup>th</sup> – 18<sup>th</sup>, 2024** Our annual NJASA/NJAPSA Spring Conference, see below

**NJASA/NJAPSA SPRING LEADERSHIP CONFERENCE:  
REFLECTION \* RESILIENCE \* RENEWAL**

**May 15-18, 2024**

Caesar's Atlantic City Register at [www.njasa.net](http://www.njasa.net)

Wednesday, May 15, 2024, 11:30 am -NJAPSA Welcome Luncheon-Caesars, Atlantic City  
*The luncheon flyer is attached at the end of this newsletter*



*Spring Leadership Conference, 2023*

***"I delight in learning so that I can teach."***

*-Seneca, the Younger, Roman Statesman, Philosopher*

## 2023-2024 New Directors' Cohort

We welcome our new Cohort with whom embrace the talents and skills of both aspiring and experienced professionals. We have twelve (10) New Cohort members comprising a full range of urban and suburban districts who geographically represent Bergen, Camden, Essex, and Sussex, and Middlesex. The program meets for five full day conferences and they attend all of our PD opportunities for the year. Membership and a mentor are provided to all cohort members.



**Cohort members for the 2023-24 School year: Left to Right:** Crystal Carson, Molly Lange, Patricia Shaffer, Gladasia Trotman, Kathleen Lane, Natasha DeLaTore, Allison LeGates, Karen Thomany, Dr. Shivoyne Trim, Dr. Frank Santora – Presenter (Superintendent Roxbury Public Schools), Theresa Edmondson

**2023-24 New Director's Cohort** Our New Director's Cohort meets five times per year. The cohort provides valuable professional development opportunities in a small group setting throughout the year, encouraging our members to ask questions and share concerns that arise daily in the world of a director. This special opportunity provides a wonderful collegial network to assist directors throughout their professional career. New Director Cohort applications are available for the 2023-24 school year on our website at [www.njapsa.org](http://www.njapsa.org). This year's Cohort calendar is as follows:

**October 6, 2023:** Orientation and Welcome- Training Topics: Getting Started a Director; Budget Development and Grant Writing

**December 8, 2023:** Evaluation, Supervision, Recruitment, and Retention; Using Technology: Applications for students and administrators.

**January 5, 2024:** Special Education Legal Issues and Hot Topics.

**February 9, 2024:** Special Education Procedures, Best Practices, Extraordinary Aid, IDEA, and the Monitoring Process.

**April 26, 2024:** Parent, School Board and Community Relations, and Using Data for Best Practice





## Cohort Corner Testimonial by M. Bonnie Lau, Director of Special Services

*“As a member of the New Directors' Cohort in the 2022-2023 School Year, I gained valuable experience and knowledge from the seasoned Directors of Special Services that presented on a monthly basis. The topics and roundtable discussions supported my work and professional growth as a new director. I also gained a collection of colleagues in the field from different parts of the state of New Jersey who I routinely call on with questions, and to brainstorm ideas and solutions. The cohort's intentional design fulfills the mission of NJAPSA, providing rich professional development experiences as well as collegial support to administrators facing challenging and complex issues in and around special education in our public schools throughout the state.*

*I'm incredibly grateful for the experience and opportunity and feel fortunate to have been provided additional 1:1 guidance through the NJAPSA's mentor program. I now feel that I have an incredibly strong foundation to support my work as a Director of Special Services. To continue enhancing my professional skill set and build capacity in this role, I am now a part of the Advanced Cohort which provides additional professional development, programming, and support. “*

*M. Bonnie Lau is the Director of Special Services for Asbury Park. She successfully completed the New Directors' Cohort is a current member of our '23 Advanced Cohort Program.*

## 2023-2024 Advanced Cohort Program

The Advanced Cohort members are those Directors' who found the New Directors' Cohort helpful and beneficial as they enter the world of Special Education Administration. This year we have five (5) participants in the Advanced Program: ***Cindy Benitez-Paterson Arts and Science Charter School, Fair Lawn, Jennifer Etzkorn- Ocean County Vocational School, Toms River, M. Bonnie Lau- Asbury Park, Roberto Mendez-Haledon, and Carla Perez-Montclair.*** These directors all completed the New Directors' Cohort in the past. Our NJAPSA board members navigate the Director's with more complex issues Director's face including budget concerns, discipline, staffing and working with the board of education.

The Advanced Cohort's first meeting was held on December 8, 2023 at the Oyster Point in Red Bank. They are also scheduled to meet in January, February and April. Topics include funding, staffing, legal precedents and self-care. As Directors we are entrenched and involved in so many aspects of Education, not just Special Education that it is integral in our day to day functions to be sure to reach out to those with similar demands. The job can become isolating, wreaking havoc on our psyche and well-being. Directors are responsible for those most in need and reaching out to one another provides insight, support and guidance. Within the Advanced Cohort we have explored trends, brainstormed innovative interventions, and sometimes just offered much needed reassurance. The Advanced Cohort has been shaped by the participants and their individual needs. This makes the Cohort impactful in an individualized manner. To become a part of the Advanced Cohort or New Director's Cohort and have already completed the New Directors' Cohort, contact Marci Grabelle at [executivedirector@najapsa.org](mailto:executivedirector@najapsa.org).



Left to right: Gary Molenaar – Presenter (Asst. Superintendent ESCNJ), M. Bonnie Lau, Carla Perez, Cindy Benitez, Roberto Mendez Missing: Jennifer Etzkorn

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**“NOTHING IS IMPOSSIBLE. THE WORD ITSELF SAYS**

**‘I’M POSSIBLE!’**

**-AUDREY HEPBURN**

## NJPSA/FEA and NJASPA Special Education Directors' Toolkit Corner

The *Annual Special Education Director's Toolkit* was held in person on Friday, November 17, 2023. Ms. Peg MacDonald, NJPSA, along with Tania Symmons, President of NJAPSA, and the NJAPSA Executive Toolkit Committee planned a terrific and timely conference entitled *"Navigating Guidance, Requirements and Best Practice for Risk and Threat Assessment Teams."*

Karen Bingert, Executive Director, NJPSA, and Tania Symmons, President, NJAPSA welcomed close to 150 attendees to the conference for a full agenda of speakers and panelists. The first speaker was Dr. Damian Petino and Dr. Chinwe Osondu both Assistant Directors from the Office of Special Education, NJDOE, whose presentation provided participants with a wonderful overview of how the Office of Special Education is responding to the current and future needs of students with disabilities, educators and families throughout the state.

The next presenters were Jeff Gale and Tom Gambino from the NJDOE who presented an thorough overview of NJDOE Threat Assessment Guidelines, identifying the state and national laws and guidelines around threat assessment and school safety and focusing on prevention through intervention and coordination of services to students and staff in crisis. Steve Fiedeldej, founder of Fiedeldej Consulting, was the next presenter who shared personal and heart-warming successes in implementing prevention programs that minimize the needs of threat assessment team, conducting screenings for all students, and creating pathways for students to successful return to school after an extended absence.

In the afternoon, Mr. John Worthington shifted gears and provided attendees with analysis of state and federal laws and regulations for teams to consider when developing threat assessments procedures to ensure that they align with federal and state requirements. The culmination of the Toolkit was a panel discussion addressing how different districts have developed and implemented threat assessment teams and procedures in their districts moderated by Tania Symmons, President of NJAPSA.

The panelists included Dr. Thomas Toohey, Assistant Superintendent for Pupil-Special Services, Edison Public Schools, Dr. Theresa Taylor, Director of Special Services, Jackson Township Public Schools, and Steve Fiedeldej, Founder of Fiedeldej Consulting. As the name of the workshop promises, these panelists shared "tools" of how their districts teams were formed, specific resources that were utilized, professional development for district, and lessons learned. Conference participants walked away with tangible "tools" to help them bring this important work back to their districts.

# TOOLKIT 2023



# PHOTO GALLERY





"I'M STILL  
LEARNING"  
-MICHELANGELO AT AGE 87



For additional information please visit our website [www.njapsa.org](http://www.njapsa.org). If you have any suggestions for future professional development opportunities, please do not hesitate to contact Marci L. Grabelle, Executive Director at [executivedirector@njapsa.org](mailto:executivedirector@njapsa.org). It is our goal to provide relevant professional development and support for all our member.

# Legal Spotlight

*Nathanya G. Simon, ESQ.*



## **THERE'S A NEW STUDENT IN TOWN**

**BY: NATHANYA G. SIMON, ESQ.  
PARTNER AND SPECIAL EDUCATION CHAIR  
SCARINCI HOLLENBECK, LLC**

It seems that either as a result of the pandemic, lower interest rates, inflation, the ability for more workers to work remotely, and/or the attractiveness of living in New Jersey, there has been a greater than usual number of students who are transferring into the public schools in New Jersey as a result of the family moving, or the parents choosing to remove the student from a private, parochial or charter school. When these students register, it is critical that one of the questions posed is whether the student has an Individual Service Plan (ISP), a 504 plan or an Individualized Education Plan (IEP) from another public or private school in New Jersey or out of State. If the response is affirmative, protocols need to be well established in order to ensure that the student receives the services that are appropriate from the first day of school attendance and the procedures are followed.

If the student enters with a 504 Plan, an Administrator needs to be informed so that the plan can be reviewed and updated as needed for the new school placement. The plan needs to be shared with the school staff who are responsible for its implementation. It is advisable to convene another meeting after the student has attended the new school for 30 to 60 school days.

If the student enters with an ISP, which has usually been developed by an outside agency for the private or parochial school, in order to meet its substantive obligation under the Individuals with Disabilities Act (IDEA), a school district must offer an IEP that is reasonably calculated to enable the child to make progress appropriate in light of the student's individual circumstance. N.J.A.C. 6A:14-4.1(m) provides that "when a student with a disability transfers from a nonpublic school with a services plan, appropriate school staff shall conduct an immediate review of the services plan and shall provide comparable services pending completion of any necessary assessments and, as appropriate, the development of an IEP for the student. An IEP for the student shall be in place within 60 calendar days from the date of enrollment in the school district."

The Code is a bit different when a student transfers into the district with an IEP from another public school district, including a charter school, either in New Jersey or from out of State. N.J.A.C. 6A:14-4.1(g). The child study team school must “conduct an immediate review of the evaluation information and the IEP and, without delay, in consultation with the student’s parents, provide a program comparable to that set forth in the student’s current IEP until a new IEP is implemented.” But then the Code continues that for the circumstance of when a student transfers from one New Jersey school district to another New Jersey school district, “the IEP shall be implemented as written” unless the new district does not agree with that IEP as written. Under these circumstances, the district must conduct additional assessments, and within 30 days of the student’s enrollment, develop and implement a new IEP.

Under all circumstances of a classified or 504 transfer student, it is important for the appropriate school staff to try to obtain as many of the recent student records as quickly as possible in addition to the ISP or IEP, such as the student’s last report card, State testing results, and most recent evaluations. If the student has not been evaluated within the past 2 years, it is advisable to hold an evaluation planning meeting at the same time as the IEP meeting in order to obtain both functional data and new evaluation results from the members of your staff.

And what if the student registers but does not commence attendance? The obligation of the school district remains the same: to offer an IEP as well as conduct evaluations. In addition, if the student remains in an out of district placement that is not recommended by the child study team, a release of information should be obtained so that members of the staff can obtain information from that placement, as well as conduct an on-site observation. If the district receives a notice of unilateral placement, it is necessary to respond in writing with the position of the district. The district also should offer to re-convene the IEP team for another meeting after conducting the observation and the updated evaluations.

The appropriateness of an IEP should be determined as of the time that it is developed, and the reasonableness of the proposed program, placement and services in the IEP should be judged based on the documents and information that were known to the district at the time at which the IEP was written. It is not what could have been offered, but rather what was offered and why. Understanding the obligations of the district and the potential liability for a misstep in this area can significantly benefit a school district if a due process proceeding is filed.

*Nathanya Guritzky Simon, Esq., is school board representation in all legal, labor and special education matters. She is best known for her handling of special education matters. Routinely she is offered the opportunity to counsel New Jersey school board clients throughout the state on day-to-day matters through to complex special education litigation, when necessary. Ms. Simon represents clients at identification meetings, evaluation determinations, Individualized Education Plan (“IEP”) meetings, in mediation, in Complaint Investigations, at due process administrative hearings held at the Office of Administrative Law (“OAL”), and in litigation appealed into the Federal Court and State courts. Ms. Simon, Esq has presented numerous times for NJAPSA events and her firm co-sponsors with NJAPSA the School Leadership Conference luncheon annually at the NJASA/NJAPSA Spring Leadership Conference.*



## Dr. Theodore Kozlik Scholarship

The New Jersey Association of Pupil Services Administrators' Association is sponsoring the **Dr. Theodore Kozlik Scholarship Program** for June 2024 graduates. Applicants must be classified as eligible for special education services, pursuing post-secondary education and sponsored by a NJAPSA member.

Dr. Theodore Kozlik dedicated his life to serving and supporting others, especially within the special education community on the local, state and national level. His educational training and career spanned over 50 years beginning as a music teacher and moving into special education and the administration of a growing body of law, research, specialization and scholarly pragmatism that were Ted's hallmarks. His mantra was that challenges were vanquished by hard work and that when things were at their worst you had to be at your best. Ted was blessed with gifts that few demonstrate, always respecting the person and their humanity regardless of their social situation, challenges or differences.

Ted seemed to always find a way to support those who worked hard by making sure professionals and students had the tools they needed to stay on the path of continuous improvement. He was dedicated to meaningful professional development, appropriate researched based materials, and equipment for programs he oversaw. Ted also embraced the notion of educating the "Whole Child." He understood that curriculum needed to integrate academic learning, emotional and physical health and the ability to be as independent and responsible as possible upon graduation. In addition to high academic standards, Ted also valued working with your hands; building, gardening and cooking for example and along with this, personalities that marched to a different drummer and did not "run with the herd."

The **Dr. Theodore Kozlik Scholarship Program** honors Ted's lifetime work as a leader of leaders and ensure that the values he embraced will go forward with those who will live in a future that does not yet exist. **ONLY NJAPSA MEMBERS MAY SPONSOR APPLICANTS.**

**Six (6) - \$1,000.00 Scholarships; Two (2) per each, Northern, Central and Southern Regions will be awarded by the NJAPSA Scholarship Committee.**

**Students should demonstrate some or all of the following:**

- Motivation to succeed academically
- Participation in school and extracurricular activities
- Community Service including volunteerism
- Employment experiences
- Self-Directed
- Leadership skills

All Candidates must graduate by **June 2024**. These scholarships may be used for any aspect of a post-secondary program, including 2 or 4 year colleges, technical/trade schools, business schools, fine art institutes or other recognized post-secondary institutions.

The applications are due by **April 1, 2024**. Please email all completed applications to: Marci Grabelle at [executivedirector@njapsa.org](mailto:executivedirector@njapsa.org) - Please write in the Subject: ***"NJAPSA Scholarship and name of District/School."***

## Dr. Theodore Kozlik Memorial Scholarship Recipients 2023

Six students received the prestigious Theodore Kozlik Memorial Scholarship award which recognizes students who demonstrate perseverance and dedication in their academic and social endeavors as well as their pursuit of post-secondary opportunities. The program offered six \$1000.00 scholarships to students representing the North, Central and Southern parts of the state.

***Congratulations to the 2023 winning applicants from the following schools:***

Montclair                      Hillsborough                      Ocean County VoTech  
Bergen Tech                      Middletown

Scholarship applications for students graduating in June 2024 will be available on [www.njapsa.org](http://www.njapsa.org) on or before January 15, 2024.



## Mindfulness News

### Emotional Dysregulation: 5 Interventions for Students & Staff by Patricia Hovey, Director, Thrive Alliance

The events of the past few years—the pandemic, shootings, riots, political and ideological battles—have left many of us traumatized. The result is widespread emotional dysregulation, an inability to manage emotional states and responses. And it's not only children and teens who are experiencing emotional regulation difficulties. It's the adults, too. Schools across the country are dealing with the effects of trauma and emotional dysregulation in both students and staff. In this article, we'll discuss the signs to look for and 5 interventions that can help you create a calmer, more supportive school climate that's conducive to learning.

#### Signs of emotional dysregulation in Children and Adults

When people lack emotional regulation skills, they show one or more of these signs:

- Overly intense emotions, including anger, irritability, fear, anxiety, and depression
- Mood swings
- Impulsive behavior when their emotions are out of control
- Inability to make decisions or resolve conflicts
- Self-harming behaviors, eating disorders, or substance abuse

#### How Emotional Dysregulation Impacts Schools

The stress of emotional dysregulation interferes with executive functioning in the brain. In both children and adults, the following skills are compromised:

- Working memory: the ability to retain and manipulate information
- Mental flexibility: the ability to pay attention, respond to demands, and adapt to different situations
- Self-control: the ability to prioritize and resist impulsive actions
- Organization: the ability to chunk information and plan ahead

The bottom line? Students with emotional dysregulation struggle to learn and also struggle socially. And staff members (especially teachers) with impaired emotional regulation skills become ineffective, unhappy in their jobs, and more likely to leave the profession.

**IMPORTANT:** When staff members are dysregulated, they can't help students learn to manage emotions. That's why a strategy to build emotional regulation has to include both students and staff.

#### 5 ways to Teach Emotional Regulation Skills

While trauma can cause people to lose emotional regulation skills, the good news is that they can be taught. Schools need to provide training and support resources to both students and staff to

help them overcome emotional dysregulation. Here are some ideas to get you started teaching emotional regulation skills to students and staff.

### *1. How to recognize intense emotions*

People experiencing emotional dysregulation often don't recognize what emotion they are feeling or why. They simply feel overwhelmed and out of control. This is especially true of young children who don't yet have the vocabulary to tell you what's going on. But it's also true of adults who react to triggers and don't realize what's happening. Teach young kids to recognize signs in the body. Try the "How's your motor running?" exercise to help students learn to recognize physical signs and why they feel that way.

Teach adolescents to get to the why. She's probably not having a temper tantrum because of a bad hair day. Once the crisis has passed, talking with a trusted teacher or counselor can help her recognize that she's feeling sadness over losing a friend or fear of failure. Teach adults to identify triggers and emotional reactions. After a challenging classroom incident or interaction with a student or parent, give staff members a sounding board. A counselor or teacher coach is ideal. That person can help them analyze what happened, identify what may have triggered an emotional reaction, and why they reacted the way they did. This is a critical first step toward managing emotions and behavior in the future.

### *2. Tactics to interrupt reactions in the moment*

When emotions escalate quickly, people tend to react first and think later. That's why emotional dysregulation is such a tough problem to overcome. Most of us have moments like this: Someone cuts you off on the highway, and you react automatically with a rude retort. Moments later, you realize you overreacted. You might feel ashamed of your behavior.

The trick is to learn to interrupt those automatic responses. When the rational brain has time to weigh in, you can prevent escalating emotions and use intentional self-regulation skills instead. Use distraction with kids. Interrupt obsessive thoughts and escalating emotions with distraction techniques that force kids to think about something else. "Tell me 5 things you can see, 5 things you can touch..." is one example. Give teachers breathing exercises. Train staff members to use breathing techniques, such as box breathing, to de-escalate their own intense emotions in the moment. In fact, when things heat up in the classroom, teachers can lead the whole class in a breathing time-out, to give everyone a chance to calm down and get back in control.

### *3. Proactive practices that build emotional control*

Once people become better at recognizing their escalating emotions and interrupting reactions in the moment, you can start to build intentional practices that build control and reduce the frequency of emotional outbursts. There are many ways to do this, including aromatherapy, physical activity, and listening to music. Each person needs to find what works best for them. Here are a few more proactive practices you can teach both students and staff.

Mindfulness. This practice literally teaches people to control their thinking. It's great for people of any age so students and staff both benefit. It's about being fully aware of your body, your emotions, and your surroundings, and letting go of intrusive thoughts and feelings. Reframe thinking. After an outburst, it can help to look at the situation objectively afterwards, and recognize unrealistic thinking patterns. Is it really true that you won't be able to go to college if you fail this test? It can be helpful to focus on the most likely outcome, or even the best possible outcome.

Learning better ways to respond to triggers. Here's another skill that both students and teachers can build by working with a counselor or a coach. It can be a big help to brainstorm with someone and come up with tactics to use in common stressful situations instead of letting emotions escalate.

For example, a student may be overwhelmed by a particular subject and responds with angry outbursts. Teach him ways to get his emotions under control before class. He could take a few moments to use a stress ball and then check his homework to build his confidence and resilience before heading off to that class.

#### *4. Use motivation*

For school staff, it can be very helpful to identify what drives them and use that to help them manage emotions. What do they care about and what are their goals? Do they want to be Teacher of the Year? Would they love to be a department head, or to present at a conference? Help them realize that building emotional regulation skills will help them achieve their ambitions. Then help them develop a proactive plan to get there. Sometimes you can identify what may be triggering a staff member and make changes to better suit their skills and talents. When I was a district administrator, I had an elementary teacher who was very frustrated working with younger children. I moved her to the high school and she became teacher of the year within 2 years!

#### *5. Create a multiplier effect*

In schools, people talk. When they are talking about all the problems and negative things that create a toxic culture. What you need is cheerleaders: people talking about the positive things to create a supportive and healthy culture. I like to call this the multiplier effect. Start by hiring some like-minded cheerleaders, and looking for the ones you already have on your staff. And encourage them to start making ripples. Compliment people and share positive stories and ideas in the staff room. Before you know it, that positive outlook will grow.

*Patricia (Pat) Hovey is a past president of NJAPSA and continues to serve on the NJAPSA Board. She was the Director of Special Services in Roxbury and retired from Jefferson Township as their Director of Special Services. Pat has been in education for decades and is extremely passionate about the well-being of all students and staff. Pat spends her retirement days as the Director of Thrive Alliance.*

**It's All About Technology**  
**“AI-Powered EdTech Tools:**  
**Transforming Special Education for All Students”**  
**by Louise Ortiz, AT Specialist, Farrah Rosenthal AT Specialist Bergen**  
**County Special Services, Educational Enterprises**

In the world of special education, where individualized support is paramount, the integration of Artificial Intelligence (AI) tools has emerged as a game-changer. Teachers and principals working with students with disabilities are constantly seeking innovative solutions to cater to diverse needs. AI, with its adaptability and capacity for personalization, presents an array of tools that can revolutionize the special education setting. In this article, we will discuss our favorite AI tools that can reshape the way educators make special education more inclusive and effective. Special education is a field committed to delivering individualized instruction and support to students with disabilities. The spectrum of disabilities are varied, ranging from learning disabilities and attention deficit disorders to autism spectrum disorders and complex physical

impairments. The primary objective of special education is to ensure equal access to quality education for all students, enabling them to realize their full potential.

Special education teachers and therapists face a unique set of challenges that set their classrooms apart from traditional settings. These challenges include:

**Diverse Needs:** Students with disabilities often have widely varying needs, necessitating individualized instruction and support.

**Limited Resources:** Special education programs frequently grapple with inadequate funding and understaffing, making personalized attention a challenge.

**Data Overload:** Collecting and analyzing data on student progress can become overwhelming, leading to delays in identifying and addressing learning gaps.

Let's explore how specific AI tools are addressing these challenges and transforming the special education landscape:

- **Read&Write** by Texthelp is an AI-driven literacy software designed to aid students with reading and writing challenges. It offers features like text-to-speech, word prediction, and highlighting tools to make content more accessible, bridging gaps in literacy skills. Additionally, Rewordify and AI Beta tools have been developed and added to the Read & write toolbar to level text and summarize content.
- **Diffit.me** is an AI teacher tool that will modify texts at different levels and in different languages. In addition, Diffit will create a summary, key vocabulary words, comprehension questions, and open-ended questions that work really well for class discussions. Diffit, unlike most AI tools, will source the content it provides; and teachers can choose a particular source to create a resource. Text and questions to meet the specific needs of individual students can be easily modified with this tool.
- **Whimsical: AI for Mind Maps** is a graphic organizing tool that allows for mind mapping and brainstorming as well as providing students the ability to expand on text and ideas. The built-in AI feature will give students suggestions to support their written structure, note-taking skills, and help expand vocabulary and concepts.
- **Google's AI Tools: The Power of AI Hidden in Plain Sight.** We have all been using AI tools within the Google Workspace for some time- maybe without knowing! Spelling suggestions, voice typing, Smart Compose (word prediction) and Google's search are all AI powered tools. Recently, Google launched the Duet AI assistant, bringing AI support to collaboration and productivity to their Google Workspace.
- **Google Arts & Culture:** Engage and elicit artistic creativity for students who would not otherwise have access to the tools to create art. Many students with special needs struggle to stay engaged and may have limited background knowledge and skills. Many Google Arts and Culture Experiments incorporate AI components that speak to a student's interests and can facilitate the process of creation, giving them multiple means of expression.
- Popular storytelling apps such as **Book Creator** are enhanced with creative AI tools such as the Magic Pen, which predicts images as the student draws. In addition, a Book Creator lesson using AI tools such as **ChatGPT** or **Google Bard** integrated in the process can allow for a differentiated and immersive approach to storytelling. For example, a student can upload an image of their dog

and Google Bard can generate a rich poem about that picture. This can be the first draft to create a wondrous adventure story.

The integration of AI tools into special education will revolutionize how educators meet the diverse needs of their students. These AI tools offer personalized learning experiences, early intervention, accessibility enhancements, data-driven insights, and inclusive learning opportunities. By incorporating AI tools into the special education setting, teachers and principals can address challenges effectively and foster an inclusive learning environment.

As educators in special education, it is essential to accept and embrace AI tools, ensuring they are implemented with care and consideration. By leveraging these supports, addressing potential challenges, and upholding ethical use, educators can harness AI's transformative power to provide an enriched educational experience that empowers students with disabilities to thrive.

## A Message from the Chairperson of the NJ State Special Education Advisory Council (NJ-SSEAC)

*by Dr. Paul Barbato*



### ***NJSSEAC:***

As Chairperson of the [NJ State Special Education Advisory Council \(NJ-SSEAC\)](#), I am proud and honored to share with you a brief overview. The NJ-SSEAC is committed to representing children and youth 3 years old through 21 years old with diverse and changing educational needs. The NJ-SSEAC responsibilities include offering advice, consultation, and recommendations to the New Jersey State Board of Education and State Commissioner through the State Department of Education, Office of Special Education on matters of unmet needs concerning special education services and related services with New Jersey public schools. Based on the roles and responsibilities for state advisory panels in the Individuals with Disabilities Education Act (§300 169), the NJ-SSEAC continues to engage in meaningful and robust dialogue, interactive information sharing, and critical data analysis that resulted in a clearly defined priority setting work plan and subsequent recommendation considerations.

Our NJ-SSEAC Assistant Chairperson, Council Secretary, Council Members, Proxy Alternatives, and State Resource Members are commended for their diligence, dedication, and professionalism in “keeping the main thing the main thing: our students.” Last school year, our collective efficacy resulted in 100% quorum in meetings, establishment and maintenance of five active subcommittees, identification and action planning centered on three unanimously agreed upon priorities, thirteen recommendations, and one letter to our NJDOE Commissioner.

Notwithstanding the tireless and prolific efforts of our esteemed colleagues from NJDOE Office of Special Education (OSE), we remain committed to provide integral input to address the education of children and youth with disabilities who are IDEA eligible. Please feel free to attend our [monthly meetings throughout the school year.](#)

### **NAPSA News:**

The membership year for the [National Association of Pupil Services Administrators \(NAPSA\)](#) began on July 1, 2023 and runs through June 30, 2024. Individual and Institutional Memberships (up to 5 memberships at a reduced rate) are available. Membership renewal forms were sent to current members in July. A Membership form can also be downloaded from the NAPSA website at [www.napsa.com](http://www.napsa.com) or by [clicking here.](#)

### **Resources**

NAPSA serves as an invaluable resource for pupil service professionals across the country who must address a myriad of issues on a daily basis. As we emerge with a new perspective from the effects of a pandemic and the stressors it has placed on students, staff, communities, the need for resources applicable to the pupil services field has become readily apparent. An annual conference, bi-monthly and quarterly newsletters, news alerts, free professional development opportunities, and the ability to network with colleagues across the country are some of the benefits of membership.

### **Advocacy**

On a national level, NAPSA represents those needs inherent to the effective delivery of pupil services through its advocacy efforts on "the Hill" and at the state level. In fact, the importance of advocating for the effective delivery of pupil services on national, state, and local levels cannot be overstated. To that end, joining NAPSA helps to make sure our collective voices are heard in Washington, DC and across the country.

### **Protection**

A professional membership with the National Association of Pupil Services Administrators (NAPSA) enables you to automatically receive \$1 million in professional liability and job protection insurance, at no charge, as part of your membership. The policy protects you against a broad range of exposures, such as injury to students under your supervision, failure to educate, violation of student civil rights, and improper placement of students.

### **NJAPSA Representation on NAPSA**

Each year, NAPSA holds its annual elections during its annual conference. On Tuesday, October 17, 2023 NAPSA held in-person voting at our Annual Business Meeting during the 57th Annual NAPSA Conference at the Drury Plaza Hotel Cleveland Downtown. The election featured candidates for two Trustee seats. Winners included: Dr. Paul Barbato, Director of Special Services for Dumont Public Schools in Dumont, NJ and Dr. Trevis Killen, Executive Director of Student Services for the Jones County School System in Gray, Georgia. They will begin their terms on January 1, 2024.

*Dr. Paul Barbato is a NJAPSA Past President, Currently Director of Special Services (Dumont Public Schools), NJSSEAC Chairperson, NAPSA Board Member, NJPSA NJEXCEL / TLC Instructor / L2L Mentor, FDU/ Ramapo/ HCCC Adjunct Professor, NJSEEA Board Member.*



## Updates in Assessment and Identification of SLD

**Dawn P. Flanagan, Ph.D, Yale Child Study Center**

**Professor of Psychology, School Psychology Training Programs, St. John's University  
Affiliate Clinical Professor, Yale Child Study Center, Yale University School of Medicine**

The pattern of strengths and weaknesses (PSW) method for identifying Specific Learning Disabilities (SLD) will be compared to the Ability-Achievement Discrepancy (AAD) and Response to Intervention (RTI) methods. The PSW method uniquely addresses the "disorder in one or more basic psychological processes" as outlined in IDEIA. The presentation will include data-gathering strategies from pre-referral services to a thorough evaluation, the process of integrating PSW into a comprehensive, multidisciplinary approach to SLD identification and how this leads to systematic team decisions linking findings to educational strategies for positive outcomes.

\*\*\*\*\*

## Legal Updates and Current Topics in Special Education

**John K. Worthington, Esq.**

John Worthington, Esq, is the Coordinator of Special Education Law for LEGAL ONE at NJPSA/FEA and recently retired from the NJDOE as the Director of the Office of Special Education Policy and Procedure. This presentation is sure to be engaging and enhance your knowledge and understanding of current issues and legislation related to Special Education law and policies in New Jersey..

**Forsgate Country Club, 375 Forsgate Drive, Monroe, NJ**

**Date: Friday, January 19, 2024**

**Cost: \$149 Member\***

**Time: 9:00 AM - 3:00 PM**

**\$199 Non-member**

Light breakfast and lunch provided

*\*Membership rate applies if at least 1 person in a district belongs to NJAPSA. NJAPSA registered districts sending 3 or more staff members will be offered the MEMBER RATE for ALL participants.*

For further information or groups of 5 or more, call 908-832-9400 or contact [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org)

**Registration: Email this form to: [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org) (preferred) or return to:**

NJAPSA , PO Box 2012, Westfield, NJ 07091

**Please register by January 12 , 2024**

**Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**District:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Important: EMAIL all registration forms to [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org) with scanned purchase order.** If paying by check or your district requires a purchase order to be mailed, email this registration form and indicate a P.O. or check is being mailed. **Include a copy of your emailed registration with the mailed check or PO.**

\_\_\_\_\_ \$149 for members - Purchase order or check is \_\_\_\_\_ attached or \_\_\_\_\_ will be mailed (check one)

\_\_\_\_\_ \$199 for non-member - Purchase order or check \_\_\_\_\_ attached or \_\_\_\_\_ will be mailed (check one)

**Registration will be confirmed by email**



***AN INFORMATIVE PRESENTATION ON SPECIAL EDUCATION:***

**FRIDAY, February 9, 2024  
12:00-3:00 pm  
Forsgate Country Club, Monroe, NJ  
\$25 Members  
\$35 Non-Members**

**Please register by Thursday, February 1, 2024  
For further information, call 908-832-9400 or contact [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org)**

**Registration: Email this form to: [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org) (preferred with scanned PO) or detach and return to:  
NJAPSA PO Box 2012, Westfield, NJ 07091  
Mail Registration to: NJAPSA, PO Box 2012, Westfield, NJ 07091  
**Current & Hot Legal Topics – February 9, 2024****

Name: \_\_\_\_\_ Title: \_\_\_\_\_

District: \_\_\_\_\_ Email: \_\_\_\_\_

Cell # \_\_\_\_\_

\_\_\_\_\_ \$25 members - PO or check \_\_\_\_\_ attached or \_\_\_\_\_ will be mailed (check one)

\_\_\_\_\_ \$35 non-member - PO or check \_\_\_\_\_ attached or \_\_\_\_\_ will be mailed (check one)

**(Confirmation will be by email only)**





## **Save the Date!**

NJAPSA and NJPSA/FEA PRESENT:

### ***6th Annual Innovations in Special Education Technology (I-SET) Conference***

#### ***“Unlocing Potential: Using Artificial Intelligence and Assistive Technology to Enhance Inclusive Education***

*Once again, the NJAPSA is teaming up with FEA to present the 6<sup>th</sup> Annual conference focused on the potential of innovative technology, including artificial intelligence, to enhance the education of students with disabilities. Presenters will discuss the application of AI in areas of learning, communication, mobility in addition to advances in assistive technology. A presentation on NJ’s new federally funded resources of connectivity, devices and instruction in technolghy will also be conducted.*

Bring your own device for interactive activities (laptop, phone, ipad)

**Wednesday, March 15, 2024**

**9:00 p.m. - 3:00 p.m.**

**NJAPSA and NJPSA Members and Non-Members: \$149**

**Non-Members: \$199**

**Location: NJAPSA/FEA Conference Center, 12 Centre Drive, Monroe, NJ**

**Light breakfast and lunch provided**

For further information contact:

Marci Grabelle [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org) or Peggy McDonald at [pmcdonald@njpsa.org](mailto:pmcdonald@njpsa.org)

Click [Link](#) to take you to NJAPSA Registration page

Or visit [njpsa.org](http://njpsa.org)

## Membership



PLEASE INDICATE IF YOU ARE:

- Renewing your NJAPSA membership 2023-24
- New member to NJAPSA 2023-24
- Retired Membership 2023-24

## NJAPSA Membership

Complete the following information for renewing your membership or becoming a new member. You can mail at the address below or email scanned copy and PO to [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org).

NAME: \_\_\_\_\_

SCHOOL DISTRICT/CO \_\_\_\_\_

POSITION: \_\_\_\_\_

WORK ADDRESS: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_  
(if applicable) \_\_\_\_\_

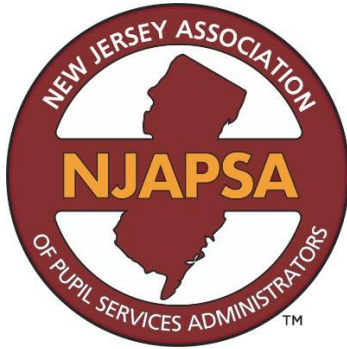
WORK /HOME PHONE: \_\_\_\_\_ Cell: \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

Please print this form and mail with a purchase order or check in the amount of \$195.00 (\$50.00 for retirees) to:

NJAPSA  
P.O. Box 2012  
Westfield, New Jersey 07091-201

Allow 4 weeks for acknowledgement of your membership. An invoice for your payment will be sent to your email address. Please be aware that membership runs from July through June of each school year.



## New Directors' Cohort Application

Name: \_\_\_\_\_

Primary Position/Title: \_\_\_\_\_

Present Employer: \_\_\_\_\_

Work Address: \_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

How long at present position: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ DOB (optional): \_\_\_\_\_

Preferred Mailing Address: Business: \_\_\_\_\_ Home: \_\_\_\_\_

Please \*mail the completed application and resume, to be received by September 30, 2024 to:

**NJAPSA New Administrators' Cohort  
PO Box 2012  
Westfield, NJ 07091**

Note: Please answer each question fully or reference your resume and section if the information is included there.

\* NJAPSA will accept an electronic application and resume as temporary submission in order to expedite your application. An original signed document is still required in order to complete process.

1. Higher Education – Begin with the most recently attended institution.

<u>Institution</u>	<u>Location</u>	<u>Date</u>	<u>Major</u>	<u>Degree</u>	

2. List all honors, awards, and fellowships received, as well as special travel or study programs undertaken, beginning with the most recent.

Name of award, honor, travel or study program                      Date(s) received

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3. Reference: Please list an individual who are familiar with your professional work and qualifications.

<b>Name</b>	<b>Position</b>	<b>Address</b>	<b>Home &amp; Office Phone #</b>

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# NJAPSA

New Jersey Association of Pupil Services Administrators  
www.njapsa.org

2023-2024



## NJAPSA Dr. Theodore Kozlik Scholarship 2024 Application

Applicant Information – **Due April 1, 2024**

### **NJAPSA Executive Board 2023-24**

**Tania Symmons, President**

**Dr. Suzan Radwan, Treasurer**

**Dr. Frank Santora, Secretary**

**Marci L. Grabelle, Executive Director**

**Candida Hengemuhle,  
Communications Coordinator**

**Dr. Danielle Hamblin,  
Immediate Past President**

**Dr. Paul Barbato, Past President**

**Gregory Margolis, Past President**

**Gary Molenaar, Past President**

**Patricia Hovey, Past President**

**Mitchell Badiner, Past President**

**Dr. Howard Lerner, Past President**

**Board Member-Trustee:**

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**Dr. Patricia Clark-Jeter**

**Maribel Martinez**

**Dr. Adrienne Castorina**

**Joseph Bond**

**Jamie Koransky**

**LaCoyya Weathington**

**Jessica Pignatello**

**NJAPSA**

**P.O. Box 2012**

**Westfield, NJ 07091-2012**

**marcigrabelle@njapsa.org**

The New Jersey Association of Pupil Services Administrators' Association is sponsoring the **Dr. Theodore Kozlik Scholarship Program** for June 2024 graduates. Applicants must be classified as eligible for special education services, pursuing post-secondary education and sponsored by a NJAPSA member. The District must have an active NJAPSA membership. Dr. Theodore Kozlik dedicated his life to serving and supporting others, especially within the special education community on the local, state and national level. His educational training and career spanned over 50 years beginning as a music teacher and moving into special education and the administration of a growing body of law, research, specialization and scholarly pragmatism that were Ted's hallmarks.

His mantra was that challenges were vanquished by hard work and that when things were at their worst you had to be at your best. Ted was blessed with gifts that few demonstrate, always respecting the person and their humanity regardless of their social situation, challenges or differences.

Ted seemed to always find a way to support those who worked hard by making sure professionals and students had the tools they needed to stay on the path of continuous improvement. He was dedicated to meaningful professional development, appropriate researched based materials, and equipment for programs he oversaw.

Ted also embraced the notion of educating the "Whole Child." He understood that curriculum needed to integrate academic learning, emotional and physical health and the ability to be as independent and responsible as possible upon graduation.

In addition to high academic standards, Ted also valued working with your hands; building, gardening and cooking for example and along with this, personalities that marched to a different drummer and did not "run with the herd."

The **Dr. Theodore Kozlik Scholarship Program** honors Ted's lifetime work as a leader of leaders and ensure that the values he embraced will go forward with those who will live in a future that does not yet exist.

**ONLY NJAPSA MEMBERS MAY SPONSOR APPLICANTS.**

**Six (6) - \$1,000.00 Scholarships; Two (2) per each, Northern, Central and Southern Regions will be awarded by the NJAPSA Scholarship Committee.**

**Students should demonstrate some or all of the following:**

- Motivation to succeed academically
- Participation in school and extracurricular activities
- Community Service including volunteerism
- Employment experiences
- Self-Directed
- Leadership skills

All Candidates must graduate by **June 2024**. These scholarships may be used for any aspect of a post-secondary program, including 2 or 4 year colleges, technical/trade schools, business schools, fine art institutes or other recognized post-secondary institutions.

**The applications are due by April 1, 2024. Please send all completed applications to:**

**L. Grabelle at [marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org).**

**Please include in email subject: "NJAPSA Scholarship and Name of District."**





**NJAPSA Dr. Theodore Kozlik Scholarship 2024 Application**

**Personal Statement**

**(Due April 1, 2024)**

Please write in 250 words or less a description of your disability and how your experience in receiving special education services has benefited you. Please tell us why you believe you should receive this scholarship. You can ask for assistance in writing this narrative.



<b>Member's Name:</b>
<b>District or School:</b>
<b>County:</b>
<b>Date:</b>
<b>Student Applicant:</b>

**NJAPSA Dr. Theodore Kozlik Scholarship 2024 Application**

**References**

Please obtain 2 letters of recommendations and attach to this application. These recommendations must be from two people knowledgeable about you as a student, i.e., case manager, guidance counselor, teachers, etc.

Reference 1: \_\_\_\_\_

Reference 2: \_\_\_\_\_

**I verify that I am a member in good standing of NJAPSA for the 2023-24 school year and recommend this Dr. Theodore Kozlik Application on behalf of the above named student.**

The completed applications are due by **April 1, 2024**, please include **most recent transcripts** and **completed application** and email to:

Marci L. Grabelle  
[marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org)

**Include "NJAPSA Scholarship and the district/school of applicant"**  
**in the email subject box.**

## Executive Board

Ms. Tania Symmons	President
Dr. Suzan Radwan	Treasurer
Dr. Frank Santoro	Secretary
Ms. Marci Grabelle	Executive Director
Ms. Candida Hengemuhle	Communications Coordinator
Dr. Danielle Hamblin	Immediate Past President
Dr. Paul Barbato	Past President
Mr. Gregory Margolis	Past President
Mr. Gary Molenaar	Past President
Mr. Mitchell Badiner	Past President
Ms. Patricia Hovey	Past President
Dr. Howard Lerner	Past President
Mr. Joseph Bond	Trustee
Dr. Adrienne Castorina	Trustee
Dr. Patricia Clark-Jeter	Trustee
Dr. Gerry Crisonino	Trustee
Ms. Rajneet "Pimmi" Goomer	Trustee
Ms. Jamie Koransky	Trustee
Ms. Maribel Martinez	Trustee
Ms. Jessica Pignatello	Trustee
Ms. LaCoyya Weathington	Past Treasurer/Trustee

## Contact Us

NJAPSA  
P.O. Box 2012  
Westfield, NJ 07091-2012  
Marci L. Grabelle  
Executive Director  
[marcigrabelle@njapsa.org](mailto:marcigrabelle@njapsa.org)



*Celebrating 50 years  
1971-2021*