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SPECIAL EDUCATION CONTINUUM  
OF SERVICES AT KINGSWAY

JANUARY 23, 2024

# Agenda

- 01 Introduction & Background: Setting the Foundation
- 02 The Role of a Case Manager
- 03 Continuum of Services & the Role of a Special Education Teacher
- 04 Questions & Considerations at an IEP Meeting
- 05 Q & A Session



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# Welcome & Introductions

- Patricia Calandro, Assistant Superintendent
- Emily Virga, Chief Academic Officer
- Dr. Shanna Hoffman, Director of Special Services
- Charae Whetstone, Special Education Instructional Supervisor
- Dr. Cheryl Blankman, Special Education Consultant



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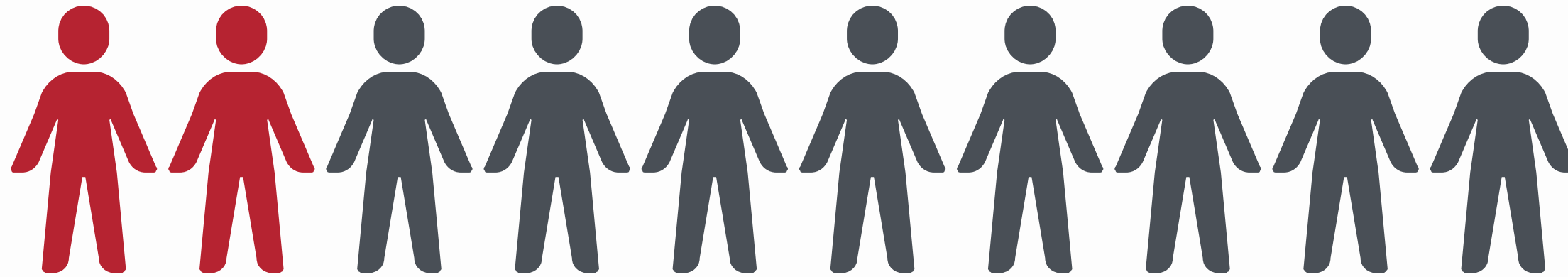


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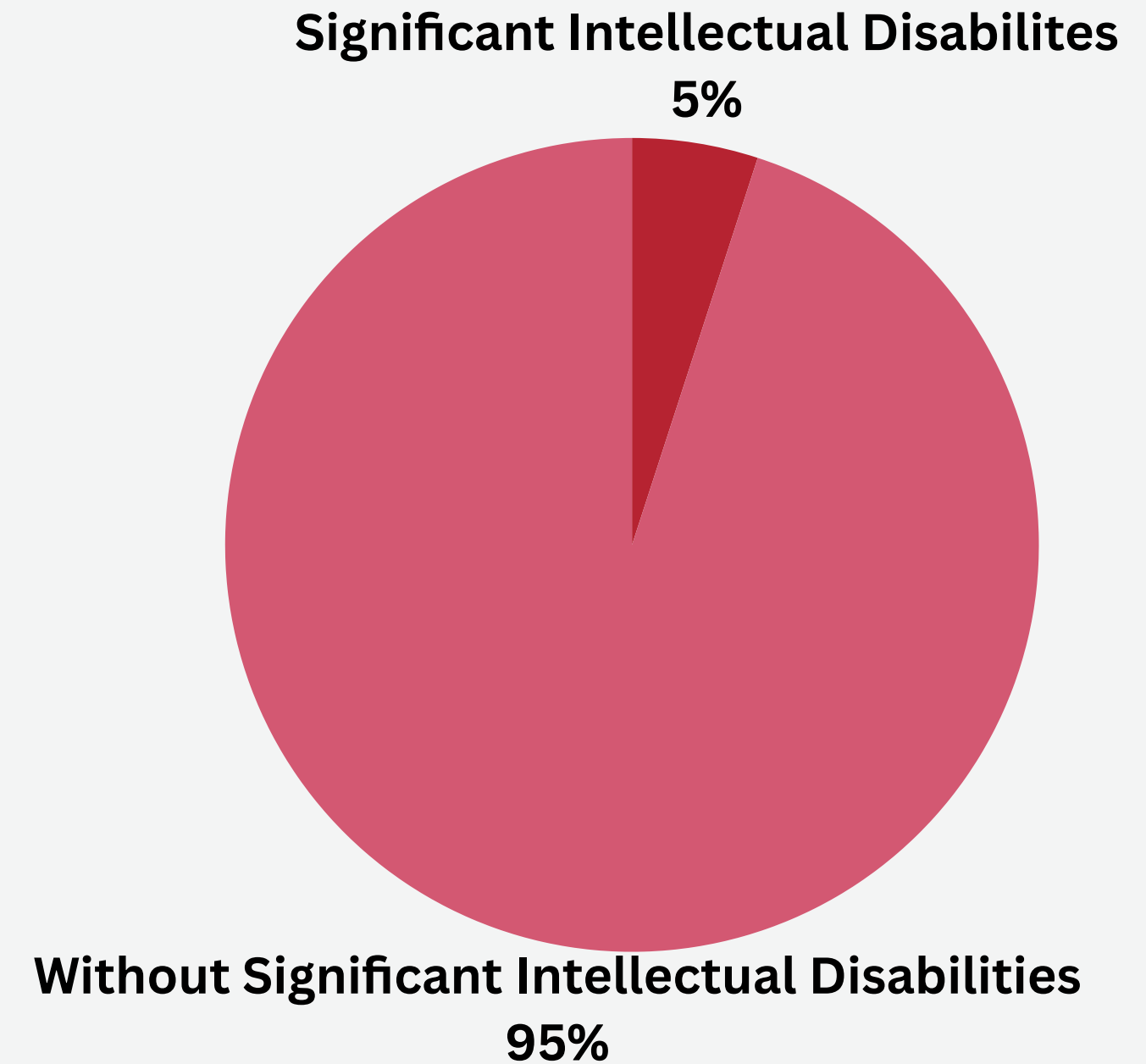
# INTRODUCTION & BACKGROUND: SETTING THE FOUNDATION

PATRICIA CALANDRO,  
ASSISTANT SUPERINTENDENT

# Kingsway's Special Education (SE) Profile



- **20% of the total population** *represents students with disabilities (611 students total)*
- **95% do not have** significant intellectual disabilities



# ● Individuals with Disabilities Education Act (IDEA)

A Federal law in the US that **provides rights and protections to students with disabilities.**

It secures...

- Access to a **free appropriate public education (FAPE)**
- Special education (SE) and related services that achieve **meaningful educational outcomes** through an **individualized education program (IEP)**
- The right to be educated in the **least restrictive environment (LRE)**
- **Procedural safeguards for students and their families** (i.e. the right to participate in the decision-making process, access to impartial due process, and the provision of appropriate notice and consent for evaluations, services, and placement changes)
- Key provisions include:
  - an **evaluation** process to determine whether a student qualifies for SE services
  - identification of the **child's abilities, strengths, and areas of need**
  - the creation of an IEP to outline the **specific goals and services**



# (IDEA Continued)

- **Free Appropriate Public Education (FAPE):**
  - Designed for the student to **make progress in the general education (GE) curriculum**
  - Provide a chance for students to meet **challenging goals**
- **Individualized Education Program (IEP):**
  - Educational program is based on the **needs of the student *first*** - the placement or **educational setting is determined *second***
  - Must contain **measurable goals** written for where a student's skills should be in 1 year as a direct result of specially designed instruction (SDI)
- **Least Restrictive Environment (LRE):**
  - Placement outside the GE classroom **must be justified** by the child's individual disability-related needs
  - Have **meaningful access to same-age peers without disabilities**, when appropriate
  - Schools must consider **providing any needed services in the GE classroom** and other integrated settings



# ● Special Education Law in \*New Jersey

- **All students shall first be considered for placement in the GE class with additional aids and services**
  - (i.e. curricular or instructional modifications, specialized instructional strategies; assistive technology devices and services; teacher aides; related services; integrated therapies; consultation services; and, in-class resource (ICR)).
- **Consultation as a service** on behalf of a student with disabilities or a group of students with disabilities may be provided by a related services provider, a teacher of students with disabilities, or a child study team member to the general education teacher and/or the teacher aide. Such consultation shall be specified in each student's IEP.
- It is **only after it is determined that a student with a disability will not be successful in a GE classroom** that a [pull-out] special educational (SE) setting is explored.
  - *A student with a disability shall not be removed from the GE classroom solely based on needed modifications to the GE curriculum.*
- The **GE teacher shall have primary instructional responsibility** for the student in an in-class resource (ICR) program.







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# THE ROLE OF A CASE MANAGER

DR. SHANNA HOFFMAN,  
DIRECTOR OF SPECIAL SERVICES

# The Role of a Case Manager

- The **Child Study Team is a multi-disciplinary** group of specialists who evaluate and determine a student's eligibility for special education services.
  - *Learning Disabilities Teacher Consultant, Social Worker, School Psychologist, Speech Therapist*
- Once found eligible, the IEP Team, including the parent/guardian & and student (beginning at age 14) make decisions collaboratively regarding the student's **Individualized Education Plan (IEP)**.
- The **case manager** is responsible for the contents and implementation of the IEP and is a resource for the students, families, and school personnel.



# ● The Role of a Case Manager: Student

- **Monitor delivery of services**, as indicated in the IEP, including **accommodations, modifications, related services** (i.e., speech, OT, PT, etc.)
- Gather and use data to establish baselines for measurable goals & and objectives; **Review progress on goals & objectives** throughout each school year and collaborate with teachers, parents, and school officials to adjust support accordingly
- Gather and use data to collaboratively **advocate for a child's least restrictive environment (LRE)** and needed support
- **Monitor academic progress** in classes and troubleshoot supports as needed
- Establish a system for having contact with students to ensure **open lines of communication** and support
- Work with the school counselor to monitor credits required for graduation, promotions, and credit recovery
- Implement effective **transition plans** for short-term/long-term college or career outcomes beginning at age 14; ensure student understanding of purpose and progress by including student input
- Prepare materials for **annual review & re-evaluation planning**

# ● The Role of a Case Manager: Parent/Guardian

- **Introduce**, provide contact information, and explain the role of the case manager
- **Maintain ongoing communication** with families throughout the year
- **Collaborate with the teachers** to ensure success for the student if/ when a parent expresses concern
- Define student responsibilities
- **Inform about progress towards** meeting goals & objectives
- **Connect** parent/ guardian with other professionals or community organizations when needed



# ● The Role of a Case Manager: \*School Personnel

- **Advise** of student needs, accommodations, and modifications as stated in the IEP
- **Assist** with successfully implementing research-based classroom or school supports
- **Maintain open lines of communication** and support for school personnel by facilitating positive working relationships
- Establish a **system for ongoing, effective contact** with school personnel to monitor student progress
- **Observe students** in class, or other settings, to best understand students' needs
- Collaboratively **troubleshoot** to add support when needed
- Devise **behavior management plans** and assist in implementing; progress monitor these plans
- **Facilitate dialogue** between school personnel and families, when needed, to ensure cohesive communication



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*\*School Personnel may include teachers, school counselors, paraprofessionals & administrators who have a vested interest in the student's success.*



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CONTINUUM OF SERVICES

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THE ROLE OF A SPECIAL EDUCATION TEACHER

EMILY VIRGA, CHIEF ACADEMIC OFFICER  
CHARAE WHETSTONE, SPECIAL EDUCATION INSTRUCTIONAL SUPERVISOR &



# Continuum of Services

**Least Restrictive Environment**

Full time GE setting with accommodations/modifications

GE setting with accommodations/modifications and access to SE services

SE setting with limited access to the GE setting

Full time SE setting with no access to the GE setting

SE day school (nonpublic school)

Home instruction/ residential program

Instruction in hospital

**Most Restrictive Environment**

Return this way as rapidly as appropriate



Move this way only as far as necessary



# Continuum of Services

## GE Setting

### General Education (GE)

- Occurs within the GE classroom
- Instruction provided by the GE teacher who serves as the subject-area specialist
- GE teacher is responsible for implementing the Individualized Education Plan (IEP).

### In-Class Resource (ICR)

- Occurs within the GE classroom
- GE teacher serves as the subject-area expert
- SE teacher delivers specially designed instruction (SDI) to secure and monitor progress on IEP goals and objectives
- SE population is limited to 10 students

### Resource Center Pull-Out (RC)

- Small group learning environment
- Modified version of the GE curriculum
- Special education-certified teacher (or subject-certified teacher) instructs students and implements the IEP
- Class size is limited to 12 students (includes a paraprofessional)

## SE Setting

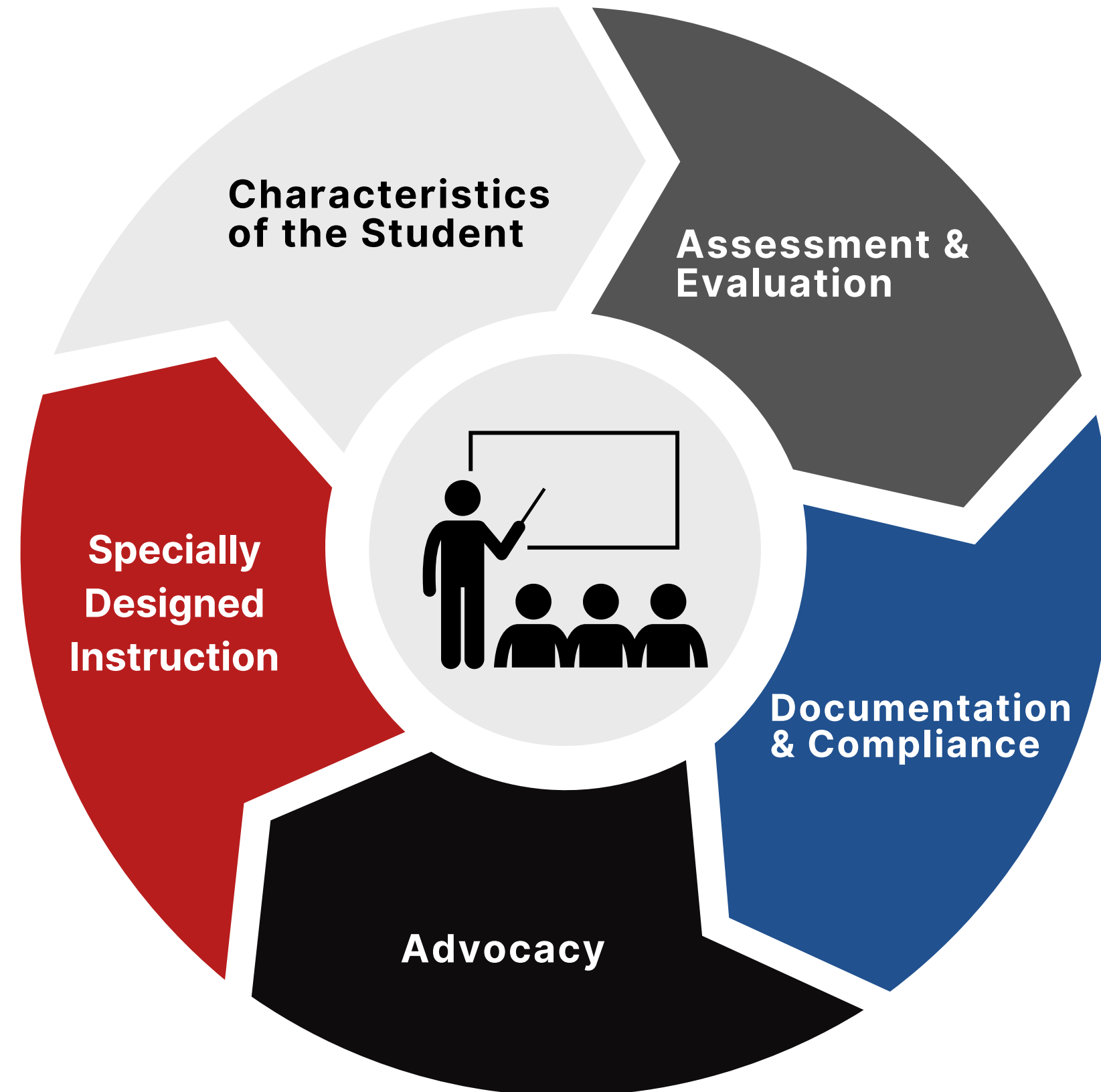
### Self-Contained (SC) S.T.E.P.

- S.T.E.P. (Structured Transitional Education Program)
- Dedicated to enhancing the lives of students with unique & multiple learning needs
- Structured, transitional supports
- Educational opportunities that provide real-life application of functional, academic, and 21st-century life and career skills in the school, community, and workplace.



# The Role of the Special Education Teacher

- Understanding the **characteristics and manifestations** of disabilities and how they may impact academic, social, and emotional development.
- Monitoring and assessing** students' progress toward IEP goals and objectives. Using data to inform instruction.
- Writing and **implementing the IEP**, collaborating with other stakeholders, maintaining accurate records.
- Advocating for the needs and rights of students with disabilities. Ensuring the implementation and promotion of **inclusive education practices**.
- Adapting, as appropriate to the needs of an eligible child, the **content, methodology, or delivery of instruction**



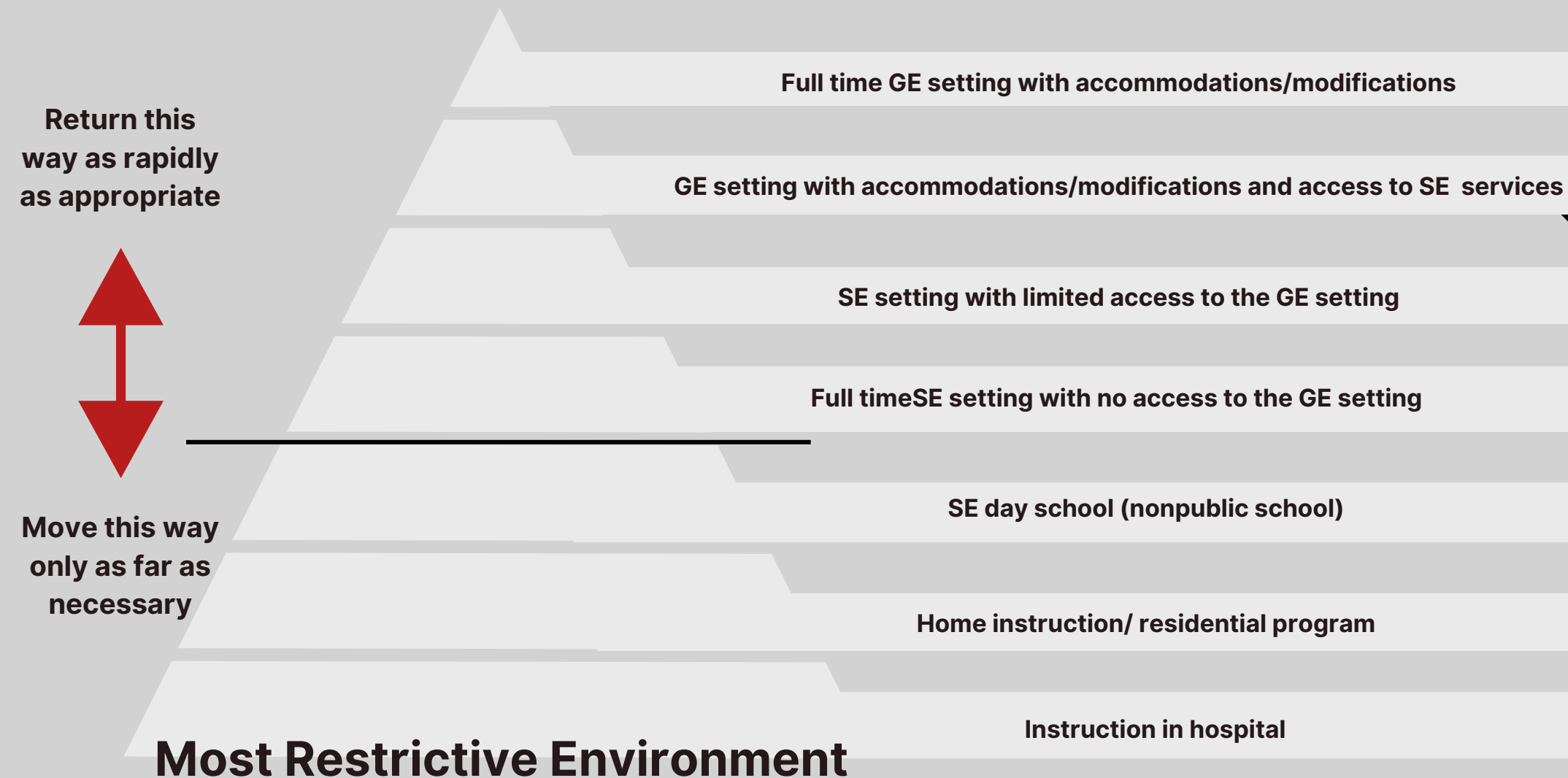
# What is Specially Designed Instruction?

- The delivery of **SDI is the core job responsibility of special education teachers.**
- IDEA, states...*"Special education **means** specially designed instruction..."*
- SDI defined: *"adapting, as appropriate to the needs of an eligible child under this part, the **content, methodology, or delivery of instruction**—*
  - *To address the unique needs of the child that **result from the child's disability**; and*
  - *To ensure **access of the child to the general curriculum...***



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# Framework for SDI



**Co-Teaching/ICR** - two (2) teachers present, SE teacher (**Learning Expert**), GE teacher (**Content Expert**) in heterogeneous classrooms with joint responsibilities

- o **SE teacher focuses on:**

- SDI relevant to each student with an IEP
- Collaboration/Consultation with the GE teacher to build his/her understanding of the student
- SE teacher may deliver this outside the classroom (directly or indirectly)



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# QUESTIONS & CONSIDERATIONS FOR IEP MEETING

PATRICIA CALANDRO,  
ASSISTANT SUPERINTENDENT

# Considerations & Questions

## ***Before the meeting, consider the following:***

- Your child's future goals (*college, career, vocation, life, etc.*)
- Your child's progress on current IEP goals (*quarterly progress*)
- Your child's academic performance (*current grades, MAP, state testing, etc.*)
- *Your child's strengths & areas of need observed at home*

## ***At the meeting, ensure you have an understanding of:***

- Your child's current academic & functional performance in school
  - *Are there patterns reported in strengths and areas of needed improvement? Do you also see these at home?*
- How your child's programming connects to his/her future goals
  - *If heading to college, is his/her program supporting that goal?*
- Your child's proposed goals and objectives
  - *Do they connect to his/her areas of needed improvement?*
- Your child's proposed accommodations & modifications
  - *Are they specific to your child's needs?*



Questions?



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