



# New Jersey Inclusive Education Systemic Change Project

Harmony Elementary School  
*Leonardo Grade School*  
2020-2021

# Project Partners



# NJCIE

N J COALITION FOR INCLUSIVE EDUCATION



## MONTCLAIR STATE

### UNIVERSITY

Center for Autism and  
Early Childhood Mental Health



# Mainstreaming, Integration, Inclusion Is There A Difference?



- Where did this all begin?
  - Integration - a term leftover from an institutional era in the 19th & 20th Centuries
    - Community outings - visits to the mall, grocery stores, or other locations
    - Created with good intentions - “life skills”
  - Mainstreaming - a 70’s & 80’s practice that placed students with learning differences in general education settings
    - “Placed” or “Dumped” with no supports - can look like a “visit”
    - Viewed as a failed experiment and retreat to integration occurred
    - “Physical integration did not ensure social integration”
  - Inclusion is children with disabilities being educated in the schools they would attend if they didn’t have disabilities, in age-appropriate regular education classrooms, where services and **supports are provided in those classrooms for both the students and their teachers**, and where students with disabilities are fully participating members of their school communities in academic and extracurricular activities.

# NJIETA Project Overview

- **5+** year process that requires extensive reflection, targeted technical assistance (PD), philosophical & mind shifts, **resource allocation**, and the cultivation and sustainability of an inclusive program.



# Who is heading up this project?

- Michele Ventricelli - PK Teacher
- Dominique LaCava - PK Teacher
- Ashley Collins - Speech Teacher
- Alison DePetro - PK-CST LDTC
- Amy Wallace - RDT
- Angela Mero - Assistant Principal
- Danielle Schroeck - Director
- Erik Paulson - Principal
- Dr. Michele Tiedemann - District Director



## Team Resume:

130 - Years of Experience

9 - BA Degrees

9 - MA Degrees

1 - EdD Degrees

16 - Children of our own

# Who is heading up this project?

- Kristen Maher - Co-Teacher
- Michelle Perpignan - Grade 1
- Lisa Cashin- Math Specialist
- Lianne Matarese - SBSS
- Laura Shade- CST LDTC
- Amy Wallace - RDT
- Danielle Schroeck - Director
- Peter J. Smith - Principal
- Dr. Michele Tiedemann - District Director



## Team Resume:

187 - Years of Experience

9 - BA Degrees

10 - MA Degrees

2 - EdD Degrees

17 - Children of our own

# What are we working on in year 1?



- Extensive reflection on our current & past practices
  - Quality Indicators (QI)
    - Leadership
    - Vision, Culture, and Climate
    - Family and Community Engagement
    - Policies, Programming, and Procedures
    - Practices
  - 31 QI questions/statements that required a score
  - QI Rating Scale

Category	Score	Description
<b>Not Yet Developed</b>	0	There is very little to no evidence that this practice presently exists.
<b>Being Developed</b>	1	Some evidence can be given that the statement is true, but there are a number of practices needing improvement or opportunities for strengthening.
<b>Partially Implemented</b>	2	There is much evidence that the statement is true, but there are a few practices that could be strengthened.
<b>Fully Established</b>	3	There is much evidence that the statement is true, it would be difficult to find ways to improve.

# Some sample QI statements



- Staff (general and special education) help each child engage in positive, sustained social interactions and play with peers, and provide opportunities for each child to be a fully participating member of the classroom community.
- IEP development starts with a child's daily routines, through the use of the Review of the Preschool Day, and reflects the functional goals of the family and classroom staff, with routines-based strategies provided by the interdisciplinary team.
- Special Education teachers, general education teachers, and related service providers regularly collaborate to plan, design, and deliver instruction addressing individual IEP goals by embedding activities within the natural routines of the classroom.
- Staff (general and special education) development promotes systematic initial and ongoing self-reflection and self-assessment focused on developmental milestones for ages birth-5 guided by Federal Agencies and Professional Organizations (CDC, Zero to Three, NAEYC).

May 4, 2021



Inclusion in our District - 7:00 pm

Information will be located on the district website. This information and Q&A session is designed for parents of all types of learners.