

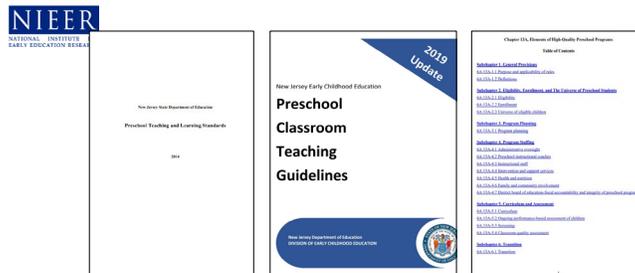
VIDEO 15: Inclusion of Children with Individualized Education Programs (IEPs)



New Jersey Preschool Expansion Webinar Series: Inclusion of Children with Individualized Education Programs (IEPs)



In this video we'll discuss the Inclusion of Children with Individualized Education Programs (or IEPs) section of the New Jersey Department of Education's Preschool Education Aid application for districts applying to be part of New Jersey's state-funded preschool program.



DECS Preschool Website:

<https://www.nj.gov/education/earlychildhood/preschool>

NJDOE Administrative Code Website:

<https://www.nj.gov/education/code/current/index.shtml>

Inclusion is an integral aspect of New Jersey's state-funded preschool program. To familiarize yourself with the requirements for including children with IEPs in the state preschool program you'll need to read through three specific documents:

- The first is the Preschool Teaching and Learning Standards, which contains a section on Adaptations to the Environment: Special Education that includes a discussion of inclusion.
- The second is the Preschool Classroom Teaching Guidelines, which includes a subsection on Children with Special Needs and Disabilities. Both the Teaching and Learning Standards document and the Teaching Guidelines can be found on the DECS Preschool website.
- The third is the preschool chapter of administrative code, which is 6A:13A Elements of High-Quality Preschool Programs. There are references to inclusion in Subchapter 1: General Provisions, Subchapter 3: Program Planning, and in the Intervention and Support Services section.



Best practices are to ensure that preschoolers with disabilities are included in general education classrooms with ratios guided by naturally occurring proportions. Naturally occurring proportions are defined as including the same percentage of children with disabilities in general education classrooms as the percentage of their presence in the general population of the preschool program (Policy Statement on Inclusion, 2015). It is recommended that students with disabilities be dispersed throughout all general education classrooms.



It is important to note that while children with IEPs should be included in each of your preschool expansion classrooms, PEA funding can only be used to support general education resident 3- and 4-year-olds. Preschoolers with IEPs are funded through state and federal special education funding. For more information about funding, check out our video on the PEA budget planning workbook.

All classrooms should include children with disabilities at naturally occurring proportions. In the application, naturally occurring proportions are defined as including the same percentage of children with disabilities in general education classrooms as the percentage of their presence in the general population of the preschool program. In most cases, this means including 2-3 children with disabilities in each 15-child classroom.



Two-Year Projection: Inclusion of Preschoolers with Disabilities

School Year	Projected Number of Students with IEPs	Projected Number of Students with IEPs Included in General Education Settings	Projected Inclusion Rate
Year 1			
Year 2			

Preschoolers with disabilities should be included in general education settings to the maximum extent possible, and districts should be working towards at least a 50% inclusion rate. On this slide is an example of the kind of information you'll be asked to provide in your application. You'll be asked to provide current and future inclusion rates. Any enrollment information you include in the application must also match what you've included in the budget planning workbook. For more information, check out our video on the PEA budget planning workbook.

All Expansion classrooms must be staffed by a lead teacher with a bachelor's degree and a P-3 certification. Teachers in inclusion classrooms do not have to be dually certified in special education, but they absolutely can be. Classroom teachers will get support from the preschool instructional coach and preschool intervention and referral

specialist or preschool intervention and referral team, as well as the Child Study Team and Intervention & Referral Services (or I&RS), as needed. For more information about the preschool instructional coach and preschool intervention and referral specialist/preschool intervention and referral team, see our video on Coaching Supports.



Curriculum				
Connect4Learning	The Creative Curriculum®	HighScope Preschool Curriculum	Tools of the Mind	Frog Street
<ul style="list-style-type: none"> Connect4Learning Connect4Learning Sample Schedules Connect4Learning Individualized Education Program (IEP) - Review of the Preschool Day 	<ul style="list-style-type: none"> The Creative Curriculum for Preschool Alignment of Teaching Strategies GOLD Creative Curriculum Schedules Creative Curriculum IEP - Review of the Preschool Day 	<ul style="list-style-type: none"> HighScope Parry Preschool Study HighScope Implementation HighScope Alignment HighScope Daily Routine HighScope IEP - Review of the Preschool Day 	<ul style="list-style-type: none"> Tools of the Mind Tools of the Mind Visitor Observation and Discussion Form Tools of the Mind Overview Tools of the Mind Daily Schedule Sample Tools of the Mind IEP - Review of the Preschool Day 	<ul style="list-style-type: none"> Frog Street Alignment of Frog Street Frog Street Sample Schedule Frog Street Observation Form Frog Street IEP - Review of The Preschool Day

DECS Preschool Website:

<https://www.nj.gov/education/earlychildhood/preschool/>

The classroom teacher should participate in all meetings throughout the IEP process, along with the child’s family and the district special education staff. At the IEP meeting the “Review of the Preschool Day” should be completed, to determine what accommodations and modifications may be necessary to allow the child to participate in the classroom. You can find a “Review of the Preschool Day” document for each of the approved curriculum models on the DECS website under the “Curriculum” dropdown.

You must also develop a plan for how you will provide integrated therapies to children with disabilities. The Department strongly recommends integrated, push-in therapy options. Pull-out therapy should be used on a minimal basis, if at all.

Finally, you must provide a full-day option for any remaining preschool self-contained classrooms that you have. You cannot offer a full day to your inclusive classroom and only offer a half-day to preschoolers with disabilities in self-contained classrooms. However, whether a child ultimately receives a full-day or a half-day program should be determined by their IEP team.



You’ve reached the end of
Inclusion of Children with
Individualized Education Programs
(IEPs)

Video Library:

<https://nieer.org/new-jersey-preschool-expansion-webinar-series>

This brings our video on Inclusion of Children with IEPs to a close. For information about the other sections of the PEA application, see our library of other videos on a variety of useful topics.