

The New Jersey Inclusion Project (NJIP), managed by the New Jersey Coalition for Inclusive Education (NJCIE), is a comprehensive endeavor designed to facilitate systemic change and promote inclusive education in K-12 schools across New Jersey. NJIP aims to empower educators, administrators, students, and parents by providing tools, resources, and collaboration with experts to foster an inclusive and supportive learning environment so all students can be served in their least restrictive environments (LRE). This application is for the three-year partnership between your school and an NJCIE Inclusion Facilitator funded through NJIP. The information gathered through this application will help assess readiness and willingness to make significant changes in placements and practices at a school-based level.

Key Features of Systemic Change Facilitation:

If schools are selected to participate in this longer-term partnership, NJCIE's regionally-based Inclusion Facilitators will provide three years of implementation of science-based, systemic change facilitation. The ultimate goal of this systemic change process is to support schools in their improvement of school-based LRE data and practices that support sustainable and effective inclusive school communities. This process includes support in the following areas:

- Creating Awareness and Commitment to Improving LRE Data
- Collaborative Decision-Making
- Fostering Greater Awareness of Curriculum and Instructional Adaptations
- Building Capacity for Individualized Support Using a Trainer of Trainer Model
- Cultivating an Inclusive School Culture
- Allocating Necessary Resources and Inclusive Scheduling

Key Responsibilities of Partnering Schools:

- Developing and allocating time and resources for the work of the school-based implementation team, which will include monthly meetings and other activities integral to the systemic change facilitation process.
- Allocating time and resources for the school-based team to work with the overall school staff in large and small groups to gather information related to current functioning and to build understanding, knowledge, and best practices around inclusive education.
- Assist NJCIE's Inclusion Facilitator with gathering and interpreting various sources of data throughout NJIP (e.g., LRE data, survey data, etc.).
- Creating opportunities for best practices in inclusive education to be woven into other current endeavors at the school.
- Selecting and supporting a school-based liaison (or two) to help build internal capacity to support an inclusive school community to ensure work done is sustainable over time.

- Ensuring that all stakeholders in the school have an active voice in the systemic change facilitation process
- Advocating for inclusive education within their school and district by encouraging open dialogue, fostering a culture of inclusion, and working towards removing barriers to the development of a fully inclusive school community
- Planning and implementing changes in student's placement so all students are serviced in their LRE at the conclusion of the partnership with NJIP.
- Actively participating in the continuous improvement of NJIP by providing feedback, suggestions, and insights to enhance the relevance, process, resources, and usability of all endeavors.
- Frequently evaluating efforts to ensure the goals of the school are continuously aligned with NJIP and to determine readiness for change and continued engagement in the systemic change facilitation process.

Please fill out the required information:

Demographic Data

School Name:

District:

County:

Contact:

Contact email address:

Contact telephone number:

Director of Special Education/Title:

Please enter the total number of each type of staff member in the building for the 2023-2024 SY:

- _____ General Education Teachers
- _____ ICR Teachers
- _____ OCR Teachers
- _____ Self-Contained Teachers
- _____ Specials Teachers
- _____ Classroom Paraeducators
- _____ Individual Student Paraeducators

Application LRE Staff-Student Placement Information

School Name:

School Year: 2023-2024

Grade	Total Students	Total # SPED Students	# Included > 80% or more	# Included 79%-40%	# Included < 39%	Out of District
Grade	Total Students	Total # SPED Students	# Included > 80% or more	# Included 79%-40%	# Included < 39%	Out of District
Grade	Total Students	Total # SPED Students	# Included > 80% or more	# Included 79%-40%	# Included < 39%	Out of District
Grade	Total Students	Total # SPED Students	# Included > 80% or more	# Included 79%-40%	# Included < 39%	Out of District

All students should be counted in the chart above, this section breaks down the information for more clarity.

Self-Contained	Name of Class	Name of Class	Total # of SC
	()	()	
Name of Class	Name of Class	Name of Class	
()	()	()	

School LRE Rates:

Total # Students =	Total # Students receiving Special Education Services/Supports.= __ (__%)
	# of Students >80% or more of the day = __ (__%)
	# of Students included 79%-40% of the day= __ (__%)
	# of Students included < 39% of the day = __ (__%)

Total number of general education classrooms in the school	
Total number of self-contained classrooms in the school	
Total number of students with IEPs in the school (ages 6-21)	
Total number of students with IEPs in the district (ages 6-21)	
Percentage of students in the school Free or Reduced Lunch	
The total number of students with 504 plans in the school	
Total number of students with ELL status in the school	

District LRE Rates:

Total # Students in District =	Total # Students receiving Special Education Services/Supports in the District= ___ (___%)
	# of Students >80% or more of the day in the District = ___ (___%)
	# of Students included 79%-50% of the day in the District= ___ (___%)
	# of Students included < 49% of the day in the District= ___ (___%)

CALCULATING THE PERCENTAGE OF TIME INSIDE THE GENERAL EDUCATION CLASSROOM WITH NONDISABLED PEERS

To calculate the percentage of time a student is inside the general education classroom with nondisabled peers:

- Determine the number of minutes in the school week (including lunch, recess, and study periods) for all students
- Determine the number of minutes per week the student is removed from nondisabled peers based on the student's IEP.
 - For students on a shortened school day, determine the number of minutes per week the student is not in school because of the shortened school day and include it in the total time removed from the student's nondisabled peers.
- Divide the number of minutes the student is removed from his or her nondisabled peers in one week by the total number of minutes in the school week and multiply the result by 100. This will be the percentage of time the student is removed from his or her non-disabled peers.
- Subtract this percentage from 100 to determine the percentage of time the student is inside the general education classroom.

The school week is used because all student schedules are not the same each day. It is easier to convert hours to minutes for the calculations.

Educational Environment	Code	Description/Comments
Regular Class at Least 80%	A	<p data-bbox="716 359 1398 499">Student is inside the regular classroom with nondisabled peers (students without IEPs) 80 percent or more of the time. See the calculation instructions above.</p> <p data-bbox="716 541 1182 573">This may include students placed in:</p> <ul data-bbox="764 579 1409 793" style="list-style-type: none"> <li data-bbox="764 579 1398 646">● Regular classes with special education/related services provided within the regular class. <li data-bbox="764 653 1398 720">● Regular classes with special education/related services are provided outside the regular class. <li data-bbox="764 726 1409 793">● Regular classes with special education services are provided in a resource room.
Regular Class 40 - 79%	B	<p data-bbox="716 863 1369 1003">Student is inside the regular classroom with nondisabled peers (students without IEPs) 40 to 79 percent of the time. See the calculation instructions above.</p> <p data-bbox="716 1045 1182 1077">This may include students placed in:</p> <ul data-bbox="764 1083 1409 1224" style="list-style-type: none"> <li data-bbox="764 1083 1398 1150">● Resource rooms with special education/related services provided within the resource room. <li data-bbox="764 1157 1409 1224">● Resource rooms with part-time instruction in a regular class.
General Education Class Less Than 40%	C	<p data-bbox="716 1293 1409 1434">Student is inside the regular classroom with nondisabled peers (students without IEPs) less than 40 percent of the time. See the calculation instructions above.</p> <p data-bbox="716 1476 1182 1507">This may include students placed in:</p> <ul data-bbox="764 1514 1409 1797" style="list-style-type: none"> <li data-bbox="764 1514 1369 1581">● Self-contained special education classrooms with part-time instruction in a regular class. <li data-bbox="764 1587 1398 1692">● Self-contained special education classrooms with full-time special education instruction on a regular school campus. <li data-bbox="764 1698 1409 1797">● Do NOT include students who are reported as receiving education programs in public or private separate schools or residential facilities.

Short Response: Please respond to the following questions, as these open-ended questions aim to gauge the readiness, understanding, and commitment of stakeholders to embrace and implement a systemic change initiative like NJIP. The responses will help assess the alignment of goals, identify areas for further development, and determine the overall readiness of the school or district to participate in this project. Please feel free to attach responses on a separate paper.

1. How would you describe the current state of inclusive education in K-12 schools in New Jersey? What are the main challenges educators, administrators, and students face in fostering inclusive learning environments?
2. What initiatives or efforts have been made in your school or district to promote inclusive education? Please provide examples of successful practices and areas that need improvement.
3. In what ways do you envision building and sustaining an inclusive school community will benefit your school and students? What specific outcomes or changes do you hope to accomplish?
4. What resources and support are currently available to educators in your school or district to enhance their understanding and implementation of inclusive education practices? How effective are these resources in meeting the needs of diverse learners?
5. How would you involve and engage stakeholders (e.g., teachers, administrators, parents, students, and community organizations) in the development and implementation of NJIP? What strategies would you use to ensure their active participation and support?
6. In your opinion, what are the key factors that contribute to the successful implementation of a systemic change initiative like NJIP? How would you address potential barriers or resistance to change?
7. How do you plan to measure the impact and effectiveness of NJIP in your school or district? What specific metrics or indicators would you use to evaluate the progress and outcomes of inclusive education initiatives?
8. What steps would you take to ensure sustainability and ongoing support for NJIP beyond the initial implementation phase? How would you foster a culture of continuous improvement and learning?
9. How would you promote collaboration and knowledge sharing among educators using NJIP? What strategies would you employ to encourage educators to actively contribute their ideas, experiences, and best practices?
10. Describe any existing partnerships or collaborations with external organizations or stakeholders that could support the implementation of NJIP. How would you leverage these relationships to enhance the impact of the application and promote inclusive education?

Agreement to Systemic Change Initiative:

By submitting this application, the school site agrees to actively participate in the systemic change initiative for inclusive education, NJIP. The school site acknowledges and commits to the following actions:

1. **Commitment to Inclusive Education:** The school site agrees to actively promote and advocate for inclusive education practices within their school or district, recognizing the importance of providing equitable learning opportunities for all students. This will be reflected in the improvement of the school site's LRE data.
2. **Implementation of NJIP:** The school site agrees to support and actively participate in the implementation of the NJIP, collaborating with the project team to ensure successful integration into the school or district's educational ecosystem.
3. **Professional Development and Capacity Building:** The school site commits to engaging in professional development opportunities provided through NJIP, attending relevant workshops, webinars, and training sessions to enhance their knowledge and skills in inclusive education practices.
4. The school site agrees to have a designated liaison at the school site to become an "inclusion expert" by attending trainer-of-trainer meetings monthly.
5. The school site agrees to hold monthly meetings for the team to collaborate with the site-based team.
6. **Collaboration and Knowledge Sharing:** The school site agrees to actively participate in collaborative platforms and discussion forums provided by NJIP (NJCIE), sharing experiences, insights, and best practices with fellow educators to foster a community of learning and growth.
7. **Data Collection and Evaluation:** The school site acknowledges the importance of data collection and evaluation to measure the impact of NJIP. They agree to contribute to data collection efforts, provide the necessary information, and participate in evaluation processes to assess the effectiveness of inclusive education initiatives.
8. **Parent and Community Engagement:** The school site commits to engaging parents and the wider community in inclusive education. They agree to involve parents in their child's education, share resources, and actively seek community partnerships to enhance the inclusive education ecosystem.
9. **Leadership and Advocacy:** The school site acknowledges the role of leadership and advocacy in driving systemic change. They commit to being advocates for inclusive education within their school or district, encouraging open dialogue, fostering a culture of inclusion, and working towards removing barriers to learning.
10. **Continuous Improvement:** The school site agrees to actively participate in the continuous improvement process of NJIP, providing feedback, suggestions, and insights to enhance the process, resources, and usability.

By agreeing to these actions, the school site demonstrates its commitment to fostering inclusive education and supporting the systemic change initiative proposed by NJIP. Agreement to Systemic Change with the Superintendent, Special Education Director, and Principal signatures.

Signature: _____
Title: _____

Signature: _____
Title: _____

Signature: _____
Title: _____

Please note that this is a general outline, and specific actions may vary based on the goals and requirements of NJIP and individual school needs.