

New Jersey's Vision for Inclusive Schools

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Our Vision Statement

Maximize the development and learning of students with disabilities by ensuring access to the general education curriculum and their equitable participation in general education programs and post-secondary environments with the following outcomes:

Students with disabilities will:

- Learn the skills and knowledge needed for independence;
- Attain high academic standards;
- Build and maintain friendships and relationships with others in their communities;

Students with disabilities will:

- Pursue meaningful careers and secure productive employment;
- Participate effectively in a democratic society;
- Be fully included in the economic, political, social, cultural and educational mainstream of New Jersey and the nation.

NJOSEP Steering Committee, May 2000

New Jersey State Improvement Grant

“Partnerships for Access, Equity, and Outcomes”

Create positive and effective school environments that promote (1) the participation of students with disabilities in the general education curriculum, academic, nonacademic, and extra-curricular program and school community; and (2) the successful transition of students with disabilities to adult life and community inclusion.



Implementing the Vision of Inclusive Schools

A School-wide Vision

- Educating students with disabilities in general education programs is the rule, not the exception.
- The school community (administrators, instructional staff and families) has adopted a philosophy of education that is consistent with the inclusion of students with disabilities in general education programs.
- There is administrative support for implementing the vision; the vision is a shared one.

Meeting the Individual Needs of Students

- There are sufficient building-level supports for students.
- The educational environment is one in which it is “fair” for students with disabilities to be supported with accommodations/adaptations.
- There is a planned “transition” from separate special education programs to general education programs.





Partnering with Parents

- There are sufficient building-level supports for parents.
- There is a shared understanding among general education and special education personnel and families about the benefits of educating students with disabilities in general education programs.

Partnering with Parents

- There is a high degree of trust, respect, and cooperation between and among instructional and support staff and families leading to collaborative decision making.
- The education environment is one in which parent/educator “partnerships” are developed to support students with disabilities in general education classrooms.

Meeting the Needs of Teachers

- There are sufficient building-level supports for teachers.
- There are planned opportunities for instructional collaboration and problem-solving.
- There are ongoing personnel development activities related to inclusive practices.

On-going Evaluation

- There is ongoing program evaluation to determine the effectiveness of programs and practices and to identify needed changes.

For Further Information

Statewide Parent Advocacy Network

SPAN

1-800-654-SPAN (7726)

www.spannj.org

New Jersey Department of Education,
Office of Special Education Programs

<http://www.nj.gov/njded/parights/>