

ISCI Showcase Celebration

Celebrate the accomplishments
of the schools involved in the
Inclusive Schools Climate Initiative



Friday June 5, 2015

11:00a.m. -2:00p.m.



Cook Campus Center, Rutgers University
Multi-purpose Room C
59 Biel Road, New Brunswick, NJ 08901



***Building A Safe and Supportive School Climate
With a Focus on Students with Disabilities***

Sponsored by

**New Jersey Department of Education,
Office of Special Education Programs**

in collaboration with

**The Center for Applied Psychology at Rutgers University
Funded by IDEA, Part B**

Contents

Welcome	2
Participating Cohort 3 ISCI Schools by District	3
Showcase Agenda	4
ISCI Consultation Process	5
ISCI Leadership Teams	5
Assessment	5
Feedback	6
School Climate Improvement Plan (SCIP)	6
Reassessment, Feedback, and SCIP Review	8
ISCI Model	8
Cohort 3 School Accomplishments	9
Data Outcomes	11
Cohort 3 Schools Showcase Descriptions	13
Contact List	47
Cohort 3 ISCI Schools	47
ISCI Staff	49
New Jersey Department of Education	49

*Building safe and supportive school climates
with a focus on students with disabilities*

Welcome

Dear Colleagues and Guests,

Thank you for joining us to celebrate the accomplishments of the schools involved in the Inclusive Schools Climate Initiative (ISCI). ISCI has been developed through our partnership with the Office of Special Education Programs at the New Jersey Department of Education, and is focused on promoting school environments that best support the inclusion of students with disabilities. To date, 3 cohorts of schools have been actively engaged in working with ISCI.

Currently, 8 schools are involved in Cohort 3, 2 Pre-K-8 schools, 1 intermediate school, and 5 elementary schools. Each participating school has been involved in the formulation of an ISCI Leadership Team, the administration of an inclusion-focused assessment of school climate, and the development and implementation of a School Climate Improvement Plan (SCIP) based on the assessment results. SCIPs are unique to each school and include goals and a range of activities that are designed to promote change or sustain aspects of school climate that best support inclusion.

Today, we will have the pleasure of meeting and interacting with team members from each of the Cohort 3 schools who will share examples of the many rich activities they have implemented as part of their participation in ISCI. We hope that today's event allows you to make new connections with colleagues as well as spark some great ideas for you to bring back to your own schools, communities, or organizations.

I am also pleased to reiterate that we have seen promising survey outcomes in our previous cohorts including improvements in teacher perceptions of teacher-student relationships, sense of connectedness, student-student relationships, teacher experience and work environment, student behaviors, inclusive environment, bullying and teasing involving students with disabilities, and disability awareness. As additional schools focus on these areas of school climate we anticipate seeing a continuation of these positive survey outcomes.

I would also like to welcome our new Cohort 4 School Teams, many of whom are here today and have already begun the climate survey phase of ISCI. We are so pleased to be working with you.

This program contains further details about ISCI and descriptions of each school's activities to serve as a reference for your visit today. Please enjoy this opportunity to learn, share, engage, and network, and once again, thank you for being here to celebrate and support the accomplishments of the ISCI schools in creating more inclusive school climates.

Sincerely,



Bradford C. Lerman, Psy.D., Director, ISCI
Center for Applied Psychology, Rutgers University

Participating Cohort 3 ISCI Schools by District

Bayonne Board of Education

Bayonne, NJ

Henry E. Harris School

Cliffside Park School District

Cliffside Park, NJ

School #6/Middle School

Collingswood Public Schools

Collingswood, NJ

Mark Newbie Elementary School

Collingswood Public Schools

Collingswood, NJ

Zane North Elementary School

East Brunswick Public Schools

East Brunswick, NJ

Central Elementary School

Fair Lawn Public Schools

Fair Lawn, NJ

H. B. Milnes Elementary School

Glassboro Public Schools

Glassboro, NJ

Glassboro Intermediate School

Randolph Township Schools

Randolph, NJ

Fernbrook Elementary School

Showcase Agenda

- 11:00 a.m. **Welcome and Introductions**
- 11:30 a.m. **Table Presentations** (10 minutes per school)
Central Elementary School
Fernbrook Elementary School
Glassboro Intermediate School
Henry E. Harris School
- 12:15 p.m. **Gallery Walk**
- 1:00 p.m. **Table Presentations** (10 minutes per school)
H. B. Milnes Elementary School
Mark Newbie Elementary School
School #6/Middle School
Zane North Elementary School
- 1:45 p.m. **Closing and Final Thoughts**

ISCI Consultation Process

ISCI Leadership Teams

Each school's involvement in ISCI begins with administrative support and the development of the ISCI Leadership Team engaged in promoting successful inclusion practices and a positive school climate. This is achieved through collaboration between each school's ISCI Leadership Team and Rutgers ISCI consultants to assess school climate and develop a unique data-driven plan.

The ISCI Leadership Team is led by a school administrator and includes staff members from both general and special education, including, for example, teachers, counselors, child study team members, school nurses, and librarians. The ISCI Leadership Team may also grow out of, be built upon, or be combined with an existing school team as long as it remains committed to its mission to improve school climate with a focus on students with disabilities.

The ISCI Leadership Team manages a range of critical functions that support the goals of examining and understanding the current school climate as well as guiding efforts to modify and/or sustain aspects of it. These include:

- engaging the whole school community in an assessment of the school climate
- developing and implementing a plan that engages the whole school community in efforts to improve, strengthen, or sustain school climate and inclusive education
- serving as a resource to the school community on matters of school climate and inclusive education
- coordinating team efforts with those of other school planning initiatives

As each ISCI school is part of a cohort of schools participating in the project, ISCI Leadership Teams also function as a community of learners by engaging in networking opportunities to share ideas, resources, strategies, and best practices with one another. In addition, a mentoring program, *Colleagues for Colleagues*, has been designed to extend this support across ISCI cohorts so that schools who have already participated in ISCI can give support and guidance to schools newly involved.

Assessment

Addressing the needs of students with disabilities in all aspects of school life can be challenging. Each school participating in ISCI engages in an assessment of its school climate through the use of the ISCI School Climate Survey. This process helps schools identify and increase their understanding of unique school climate factors, practices, and programs that influence opportunities for students with disabilities to be included with their general education peers throughout the school day.

ISCI School Climate Survey

The ISCI School Climate Survey is available for all age levels of students, staff (teachers, certified, and non-certified), and parents/guardians. The ISCI School Climate Survey demonstrates high reliability and includes valid measures of constructs salient to aspects of school climate and inclusion. Statistical analyses conducted on the aggregated ISCI survey data (i.e., data from all ISCI schools participating to date) support previous analyses of the measures and reflect the following constructs: interpersonal relationships, inclusion, student behaviors and attitudes, work environment, and parent-school relationship. The ISCI assessment design allows for specific comparisons to be made across groups participating in the assessment process. The surveys are administered online through SurveyMonkey® and are available in Spanish for students, certified staff, and parent/guardians.

Feedback

The assessment results are summarized for each ISCI school and displayed in a School Climate Profile, highlighting results by surveyed groups (e.g., students, teachers, certified staff, etc.), comparing results across groups, and summarizing themes that have emerged from interview data. A feedback meeting is setup with each ISCI Leadership Team where assessment results are reviewed and team members begin to react to the findings, recognize and prioritize aspects of school climate that are strengths and areas of improvement for the school, and brainstorm ways to sustain efforts that are working as well as to address priority areas of concern. Team members utilize a brainstorming tool developed through ISCI to assist with the documentation of these ideas.

School Climate Improvement Plan (SCIP) Development and Implementation

Utilizing the survey results and the culmination of brainstorming ideas across the ISCI Leadership Team, each team develops a School Climate Improvement Plan (SCIP), which is a documented, goal-driven, action plan that engages the whole school community in the initiative that team members commit to implement for the school year. Goals may be long-term in nature; however, documented activities are focused on a single school year. SCIP development includes the following components:

- measurable goals related to inclusive education and school climate improvement
- an evaluation plan to determine how success for each goal will be measured
- an activity plan including practices, programs, and strategies, used in combination with existing strategies, that support newly identified goals
- a timeline to complete each practice, program, and strategy indicating target dates and persons responsible, and plan to engage the school community
- a signature of commitment to the plan by each leadership team member

SCIP implementation begins simultaneously with completion of the plan and the status of each activity is indicated on the SCIP throughout the year. The plan is dynamic and the ISCI Leadership Team meets at regular intervals throughout the school year to continue to refine it.

Example SCIP Activities from Cohort 1 and Cohort 2 Schools

Schools involved in the ISCI have been successful in implementing an array of practices, programs, and strategies to meet the specific inclusion and school climate needs of their schools. Through the assessment and SCIP development process, they were able to implement strategies consistent with the culture of their schools, honoring the customs, beliefs, language, and values of their schools. Many of the activities documented in SCIPs and implemented throughout the participating schools fit into the following major goal categories: 1) improving relationships, 2) increasing awareness and knowledge of disabilities 3) increasing parent/guardian support and involvement, and 4) improving engagement of the whole school community. Notably, the practices, programs, and strategies that schools have chosen to implement in relation to these goals addressed students, staff, and parents/guardians, and have included initiatives such as:

Student-Focused

- Inclusive-safety patrol, hall monitors, clubs, electives, homerooms, lunch period, recess, physical education
- Pen pal program between general education and special education students to strengthen academic skills and social connections
- Lab partnering program for middle school science class, pairing general education and special education students
- Classroom libraries to educate students about disabilities
- Literature highlighting a peer with disability as main character
- Disability Awareness Symposium/Day/Assembly
- Expansion of playground to foster inclusive play at recess
- School-wide Olweus Bullying Prevention Program
- Lunch with principal as reward for good character
- Staff-student basketball game
- Student participation in original inclusive school video
- Literature/lessons/assemblies with anti-bullying message

Staff-Focused

- PLC with focus on students with disabilities
- Quarterly staff breakfasts
- Staff development on strengthening staff relationships
- Staff development with special services to provide training on inclusion, IEPs, accommodations, teaching assistants
- Staff development on classroom management, co-teaching

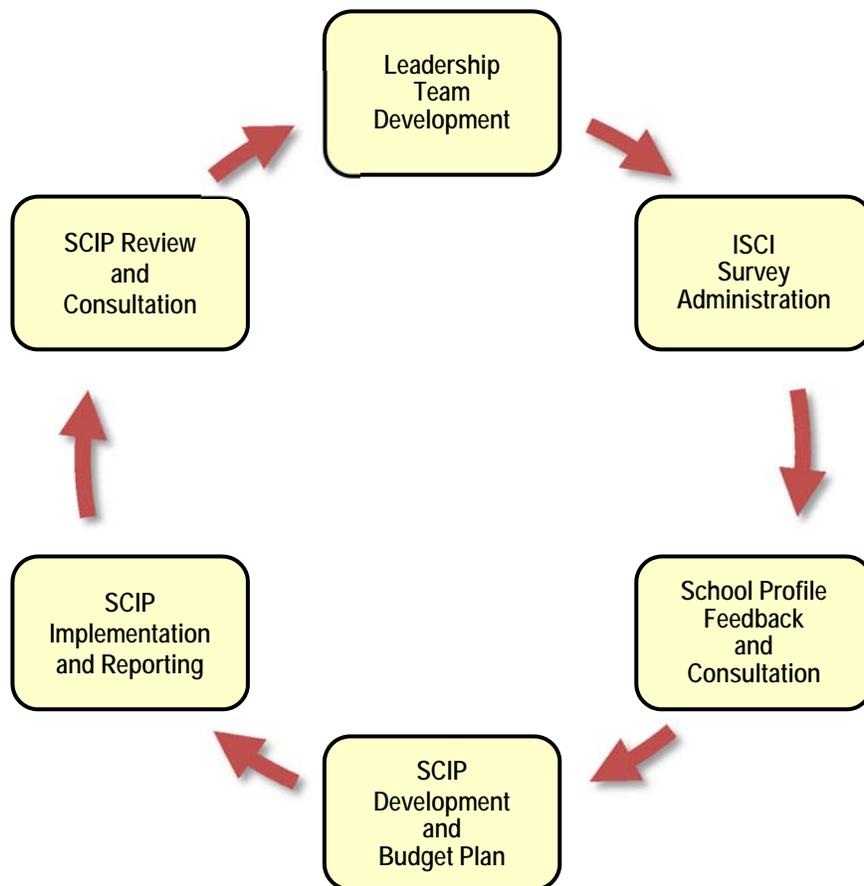
Parent/Guardian-Focused

- Family Fun Night to promote science/STEM Academy
- PTA development

Reassessment, Feedback, and SCIP Review

Each ISCI school engages in reassessment of school climate through the use of the ISCI School Climate Survey and the interview process. Feedback is provided using an updated School Climate Profile and includes a comparison of the previous year’s results with the current year’s results. Similar to the initial feedback meeting, a follow-up feedback meeting occurs, facilitated by an ISCI consultant, and ISCI Leadership Team members engage, once again, in reacting to the data, prioritizing issues, and brainstorming ways to sustain efforts that are working and address areas of need. The SCIP is then reviewed, goals are adjusted as necessary, and practices, programs, and strategies are documented in the SCIP.

ISCI Model



Cohort 3 School Accomplishments

ISCI schools have been successful in implementing an array of activities (practices, programs, and strategies) to meet the specific inclusion and school climate needs of their schools. Through the assessment and SCIP development process, schools were also able to implement these strategies consistent with the culture of their schools, honoring the customs, beliefs, language, and values of their schools. Many of the activities documented in SCIPs and implemented throughout the participating schools fit into the following major goal categories: 1) improving relationships, 2) increasing awareness and knowledge of disabilities 3) increasing parent/guardian support and involvement, and 4) improving engagement of the whole school community. Notably, the activities that the Cohort 3 Schools have chosen to implement in relation to these goals have addressed students, staff, and parents/guardians, and have included initiatives such as:

Student-Focused

- Helping Every Hawk Program
- Cyberbullying Prevention and Education at George St. Playhouse
- Child Assault Prevention Training
- Alumni to speak to current students about bullying prevention
- Lunch Buddies – 5th Graders visit Stepping Stones classrooms for students with autism during lunch and recess
- FIRE: Character Education program emphasizing **F**riendship, **I**ntegrity, **R**esponsibility, and **E**xcellence
- Flowering Friendship (school-wide planting of bulbs to symbolize friendship)
- Take part in Walnut Street Theater Anti-Bullying Program (“Don’t Be a Bully, Molly”)
- Implement Second Step
- Implement social skills curriculum and hold social skills lunch meetings
- Continue inclusive lunch for all students
- Continue Mix It Up Day
- Friendship Day
- Buddy Bench (including student orientation of appropriate ways to use the bench)
- Add books related to social cognition to individual classroom libraries
- Create resource library for teachers to further complement collection of books of social cognition (these will be both activity books and lesson books)
- Through Climate Committee, plan a culminating activity by grade level for buddy classes in which the whole school will participate
- Enhance student VIP program so that VIP students, who are from general education, achieve increased comfort in assisting students with autism
- Hire Social Skills Behaviorist
- “Stomp Out Bullying”
- Read “Stand in My Shoes” to 2nd Grade
- “All In” Assembly with follow up activities

- Student Self-Efficacy Packets
- Cyberbullying Assembly with Bergen County Prosecutor’s Office on internet safety/online bullying
- Magic Jim Anti-Bullying Assembly with follow-up activities
- Develop a student council and support student council in developing mission and vision statements
- “I Am Special” breakfast for students in Grades K-5 who demonstrate good citizenship
- Positive Behavioral Support in Schools (PBSIS)
- Renaissance Program
- Create a lip-dub video, “All Are One,” in which all students wear same type of school T-shirt; use video as PSA for younger students
- Program from Camfel Productions on Respect
- Morning Respect Announcements

Staff-Focused

- Training for staff and aides in helping students use the Buddy Bench
- Staff mentoring of students with disabilities
- Professional development to achieve effective understanding by staff of IEP’s and IEP goals
- Disability awareness training
- Staff to review and select novels in which protagonist has disability
- Panel of experts on range of disabilities to speak at staff meetings

Parent/Guardian-Focused

- Bilingual Parent Outreach: Meeting with theme “Strategies to Help Your Child at Home” conducted in native Spanish. Provide parents with resources to help their children, even if parents do not speak English
- Outreach to parents of struggling reading and math students
- Parent Advisory Group to be involved in planning for Spring Disabilities Awareness Fair
- Increase parental involvement in family nights, PTO events, student conferences, honor roll breakfast, breakfast with principal, Child Connection Center, lip-dub video, parent surveys
- “One Book Intermediate,” school-wide reading involving discussions, presentations, homework, and parental involvement to teach about accepting others
- Parents to be involved in Flowering Friendship
- Parents to be involved in ConKerr Pillowcase Project
- PTA to be involved in Friendship Day

These and many more activities will be shared during today’s showcase and in this program.

Data Outcomes

Over time, positive changes in teacher perception have emerged in several survey areas, such as relationships, teacher experience and work environment, inclusive environment, and bullying/teasing involving students with disabilities. Examples of positive changes on the ISCI survey for Cohorts 1 and 2 Schools are summarized on the following tables. Analyses will begin this summer on the 2014 Phase 1 Baseline and the 2015 Phase 2 Mid-Implementation for the Cohort 3 survey data.

Cohort 1 Schools

Cohort 1 Schools completed their final administration of the ISCI Surveys which provided each school with 3 data sets: 2011 Phase 1 Baseline, 2012 Phase 2 Mid-Implementation, and 2013 Phase 3 Post-Implementation. This allowed each school the opportunities to create, implement, and review their SCIPs for 2 full school years.

Examples of positive changes in the Cohort 1 schools from Phase 1 (2011) to Phase 3 (2013)
All items within a factor may not have attained Effect Sizes ≥ 0.25

<u>Teacher Outcomes by Factor</u> <i>Number of items per factor</i>	Percentage of schools based on 9 Cohort 1 Schools (n)	Effect Size Range ≥ 0.25 Substantively Important-WWC ₁	Percentile Increase
Teacher-Student Relationship (Behavior) 5 items	78%(7)	0.26 to 0.80	+10 to +29
Teacher Experience (Supportive) 5 items	78%(7)	0.28 to 0.56	+11 to +21
Student Positive School Behavior 6 items	67%(6)	0.28 to 0.95	+11 to +33
Bullying/Teasing Involving Students with Disabilities 2 items ₂	67%(6)	0.30 to 0.58	+12 to +22
Teacher Experience (Behaviors) 6 items	67%(6)	0.27 to 0.58	+11 to +22
Inclusive Environment 4 items	56%(5)	0.30 to 0.77	+12 to +28
Student Negative School Behaviors 3 items ₂	56%(5)	0.40 to 0.79	+16 to +29
Family and School 2 items	56%(5)	0.25 to 0.45	+10 to +17
Disability Awareness 1 item	56%(5)	0.32 to 0.76	+13 to +28
Work Environment (Relationships) 4 items	44%(4)	0.27 to 0.72	+11 to +26
Teacher-Student Relationship (Empowerment) 4 items	44%(4)	0.26 to 0.68	+10 to +25
Student-Student Relationships 5 items	44%(4)	0.26 to 0.82	+10 to +29
Work Environment (Role Complexity) 5 items	44%(4)	0.25 to 0.67	+10 to +25

₁What Works Clearinghouse

₂Reverse scored

Cohort 2 Schools

Cohort 2 Schools completed the 2012 Phase 1 Baseline, the 2013 Phase 2 Mid-Implementation, and the 2014 Phase 3 Post-Implementation. This allowed each school the opportunities to create, implement, and review their SCIPs for 2 full school years. Further analyses on the positive changes from Phase 1 (2012) to Phase 3 (2014) will be conducted.

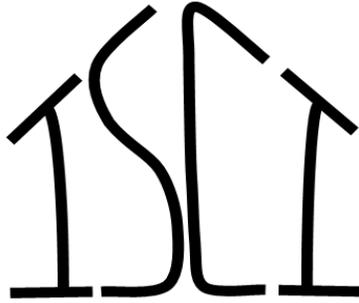
Examples of positive changes in the Cohort 2 schools from Phase 1 (2012) to Phase 2 (2013)
All items within a factor may not have attained Effect Sizes ≥ 0.25

<u>Teacher Outcomes by Factor</u> <i>Number of items per factor</i>	Percentage of schools based on 7 Cohort 2 Schools ₁ (n)	Effect Size Range ≥ 0.25 Substantively Important-WWC ₂	Percentile Increase
Teacher-Student Relationships (Empowerment) 4 items	100%(7)	0.26 to 0.61	+10 to +23
Sense of Connectedness 5 items	100%(7)	0.30 to 1.36	+12 to +41
Student-Student Relationships 5 items	86%(6)	0.32 to 0.67	+13 to +25
Teacher Experience (Behaviors) 6 items	86%(6)	0.25 to 0.65	+10 to +24
Student Positive School Behavior 6 items	86%(6)	0.25 to 0.72	+10 to +26
Work Environment (Relationships) 4 items	86%(6)	0.25 to 0.64	+10 to +24
Teacher Experience (Supportive) 5 items	71%(5)	0.27 to 0.78	+11 to +28
Inclusive Environment 4 items	71%(5)	0.27 to 0.61	+11 to +23
Bullying/Teasing Involving Students with Disabilities 2 items ₃	57%(4)	0.29 to 0.67	+11 to +25
Special Education 2 items	57%(4)	0.25 to 0.40	+10 to +16
Disability Awareness 1 item	57%(4)	0.29 to 1.15	+11 to +37
Family and School 2 items	57%(4)	0.32 to 1.01	+13 to +34
Student Participation in Deciding Rules 1 item	57%(4)	0.50 to 0.96	+19 to +33

₁Schools with teacher data for both 2012 and 2013

₂What Works Clearinghouse-Institute of Education Science-<http://ies.ed.gov/ncee/wwc/>

₃Reverse scored



Cohort 3 Schools Showcase Descriptions

Bayonne Board of Education

Henry E. Harris School

Narrative from Our NJ School Performance Report:

Pride, tradition, and spirit define Henry E. Harris School. Throughout its history, it has been committed to meeting the educational, social and emotional needs of every student on an individual basis. It is a school that has evolved and adapted to the changes in the community and the needs of its diverse student body.

The school offers a wide range of educational opportunities, activities, and programs that show our commitment to educating the individual child. The faculty demonstrates a strong sense of caring for the needs of its diverse, urban student population.

Our mission is to ensure the educational, emotional, and social success of each child by developing a sense of responsibility and community, while celebrating the cultural differences, individual abilities, and personal talents of each child in a bully-free environment.

The New Jersey Core Curriculum Content Standards and Common Core set the framework for the district curriculum. Our school has been working to fulfill state standards in all academic areas. The state mandated testing requires students to demonstrate proficiency in literacy, mathematics, and science. Each content area is presented to the students using Gardner's Theory of Multiple Intelligences and emphasis is placed on presenting lessons using technology. After school test prep classes offer an opportunity for students to expand their base of knowledge and experience with test taking.

To actively engage our students in their learning, the administration and staff have been developing and implementing the latest teaching strategies, expanding the use of technology in the classroom setting, and participating in numerous staff development opportunities. All of these encourage optimal understanding, critical thinking, and problem solving by our students as they continue to enjoy learning and seek better ways to solve problems.

Computers with internet access are available to all students in our computer lab as well as in each classroom. Classrooms are also able to access the internet. Smart Boards, CD-ROMs, tech carts, mobile laptops, and videotaping equipment are continually used to make lessons adaptable to the many levels of student ability from grades Pre-K to 8.

Numerous extra and co-curricular activities round out the students' educational experience at Henry E. Harris School. Students participate in activities such as Peer Leadership, Public Speaking, Academic Challenge, Chess Club, Student Council, Spelling Bee and Geography Bee,

and athletics such as, basketball and cheerleading. These activities have resulted in city-wide winning teams and children who learn the lessons of fairness, competition, and good sportsmanship.

The school, family and community organizations strive to utilize available resources and maximize student learning. Henry E. Harris has an active Parent Teachers' Association. Parents are welcomed into the school and meet with teachers on request and by making an appointment. We also open our doors to community leaders and local businesses to come and read to our students, connecting school and community. Senior Citizens also volunteer to read to children in the primary grades.

As part of our school mission, we strive to aid our students to become healthy, happy, and productive citizens of the future. At Henry E. Harris, we provide a consistent, well-disciplined and strong learning environment, which meets the academic, social, emotional, and physical needs of our students. Our team is dedicated to the success of the students, to providing the best learning environment possible and guiding them to be productive citizens.

Additional Information from Our ISCI Leadership Team:

Henry E. Harris Elementary School in Bayonne, NJ, has a total enrollment of 699 students, 56 faculty members, and has been recognized as receiving many district wide awards throughout our 2014-2015 Academic Year. Some of these accomplishments include placing in the Academic Challenge, Knights of Columbus Spelling Bee, Math Olympiad, Forensics, National History Day and winning the Hudson County Mock Trial. Harris Hawks are also recognized as an Honor Student Council as well as having our own chapter with the National Junior Honor Society.

Overview of Our ISCI Goals:

Since our survey data was limited in responses we decided to start with a program called "Helping Every Hawk." Student Council members from grades 6-8 were assigned to a younger grade to reinforce anti-bullying strategies by reading age appropriate books. The students and Student Council members then created a "Story Map" about the character, the plot, conflict and resolution.

By making the autism bracelets, awareness of likenesses and differences were presented to the students and they were enlightened of how all children are the same.

The Reading Garden allows a freeness of feelings to be demonstrated without a fear of being ostracized.

Physical and emotional disabilities were addressed through modern day literature.

Rick Lavoie’s video brought awareness to the faculty of how students with disabilities really learn.

Description of Our Showcase Activities:

Our Student Council members were each assigned a classroom in Grades 1-3. The Student Council members then read a book on bullying to each class. Student Council then assisted the younger students by creating a “Story Map” that was displayed in the hallways. The students had a discussion about conflict resolution and different strategies students can use when this type of behavior is happening.

Students in grades 2 to 5 created bracelets using the colors representing the Autism ribbon (red, yellow, blue, green). Prior to the bracelets being made, classroom teachers held a discussion on autism and how everyone is the same even if there are differences. It was stressed that even with differences we are the same.

Student Council, Peer, and teachers will utilize the Henry Harris Reading Garden to bring awareness through literature by reading disability-themed books. Students will then follow through with various activities including illustrations and discussions of topics presented. Students in grades 5 through 8 were introduced to the novel “Wonder” by R.J. Palacio. The topics of how physical and emotional scarring internalizes within a young individual were discussed as the novel was being read. Students created brochures depicting story elements and how the effects attribute to an individual. They also created presentation boards that were displayed throughout grade level hallways.

Faculty and staff gathered in our multi-purpose room to view “F.A.T.” City, a video created by Rick Lavoie. This video enlightens individuals on how a student learns through the eyes of a child with disabilities. Lavoie has regular education teachers become students with disabilities and experience the challenges they face every day.

Our Positive Results:

The outcome of the visit from the Student Council members to the lower grades classrooms was successful. Council students introduced the subject of bullying by reading appropriate grade-level literature and discussions arose as this was being completed. Awareness of differences and appropriate strategies of bullying is helping students become aware of proper behavior. As a result of this peer-to-peer activity the “Helping Every Hawk” program will be carried over to next year.

Students in grades 2 through 5 created Autism Awareness bracelets after classroom discussions on what autism is. Students and staff wore their bracelets on Autism Awareness Day.

Students were able to enjoy the relaxed and stress free environment of our newly created “Reading Garden.” Student Council and Peer members along with teachers read children’s stories bringing awareness of children with disabilities. Afterward, children used chalk on our blacktop schoolyard and created images and sayings depicting what they learned.

Upper grade students created tri-fold brochures and reports based upon the novel “Wonder” by R.J. Palacio. Students walked away with a new understanding that everyone is the same even though they may cross different paths along the way.

A light was shown on the world of special education to the faculty of Henry Harris. During PLC meetings Rick Lavoie brought understanding to teachers on what transforms in the mind of a child with learning disabilities. Modifications are necessary; they are not gifts.

District-wide ISCI activities: We have invited Vroom School to be our partner in the ISCI project during the 2015-2016 school year.

Cliffside Park School District
School #6/Middle School

Narrative from Our NJ School Performance Report:

School 6 is a combined Elementary and Middle School spanning grades Kindergarten through eight. Housing over 400 students at the elementary school (K-6) and servicing over 350 students at the middle school, each day at the School 6 complex provides the opportunity for students to expand their knowledge in order to obtain the skills necessary to become successful and productive citizens in the 21st century. Our mission and school motto is to “provide every student, every learning opportunity, every day” by creating a learning environment that is student-centered, challenging and nurturing. We strive to help each student develop his/her individual potential and to create an atmosphere that is rich with experiences that stimulate a love of learning. Our student body is ethnically diverse, allowing students to understand and appreciate the many cultural differences that unite us into one family.

Along with standard academic curriculum offerings, elementary school students have additional opportunities in areas such as fine arts, computer instruction, library/media skills, Spanish, physical education, music, and participation in a gifted and talented program. Resource room assistance, speech, occupational therapy, and physical therapy are provided for eligible students.

Our Middle School offers 7th and 8th graders programs and opportunities that are stimulating and innovative. Designed to mirror the district’s high school program, the middle school provides strong academic structure, consistent discipline policies, and comprehensive preparation for the high school experience. In addition to meeting the guidelines set forth in the state’s Common Core Content Standards, students benefit from a science lab, library/media center (shared with the elementary school), computer lab, technology lab, a full physical education/health education program as well as art and music electives. Special education programs allow students to maximize their individual potential with a supportive and experienced staff.

At both the elementary and middle school levels, our strong ESL program provides support to our ELA learners. The program is structured to provide the necessary individual assistance, yet allow students to be effectively mainstreamed for the majority of their day.

Along with numerous regular day programs, School 6 offers an extensive array of after school extra-curricular activities. Middle School students can participate in sports such as soccer, softball, volleyball, baseball, basketball, and track. Students also have the option of joining the

debate team or drama club. The Middle School also supports a Student Council, newspaper and yearbook staff. Each year, under the direction of our middle school guidance counselor, eligible eighth graders are inducted into our official chapter of the National Junior Honor Society. Our K-8 After School Program provides academic opportunities that complement the school curriculum. Supervised homework assistance and a host of enrichment offerings send students the message that learning is our number one priority!

School trips afford students the opportunity to attend Broadway Theater and to travel to Washington, D.C. and Philadelphia, PA. Student visits to museums, the Buehler Challenger Science Center, and local environmental centers round out the student learning experience.

Increasing student proficiency in Language Arts and Mathematics continue to be a central focus of our staff. All middle school students now have double math periods and/or classes. Honors classes are also available at the 7th and 8th grade levels in order to provide a more challenging environment for those students whose educational needs require a more intense and rigorous curriculum. Our elementary Title I Intervention teachers provide assistance to students who are in need of extra support. New intervention programs were created and implemented for the 2014-2015 school year at both the elementary and middle school levels during and after school hours to meet the needs of all of our students. During the summer months, remedial and skill development courses are also offered at the School 6 complex.

Individualized data driven instruction remains at the forefront in our school empowering teachers to make instructional decisions in order to create an academic environment conducive to individual student needs. Throughout the school year, formative assessments will be administered to students utilizing Renaissance Star assessments. These computer adaptive tests, which automatically adjust to each student's responses, provide information to teachers via interactive reports so that teachers can bridge assessment and instruction to drive practice and accelerate learning for all students. Teachers have access to meaningful professional development opportunities in order to implement instructional strategies based of information contained in the reports.

Lastly, our school encourages parental involvement and believes parents play an important role in the academic success of each child. Parents are kept informed about district and school events through a comprehensive website that is "parent friendly" and our Swift Reach communication system. Our PTA continues to play an integral role in our school community by organizing a series of social and educational activities for students and parents.

School 6 is a learning community that is committed to excellence.

Additional Information from Our ISCI Leadership Team:

Cliffside Park School 6/Middle School, in Bergen County, NJ, has a total enrollment of 401 elementary students and 370 middle school students. We have a staff of 77 people. Approximately 200 elementary students and 200 middle school students speak a language other than English at home.

Overview of Our ISCI Goals:

We learned from the ISCI survey that our students needed more self-efficacy skills. The programs we instituted were designed to empower our students with both confidence and the skills to speak about their own needs. Additionally, professional development responded to the needs of our staff who, according to the surveys, wanted improved instructional behaviors for special education students.

Description of Our Showcase Activities:

Raising Disability Awareness in the Middle School:

One of the middle school English teachers taught the novel “The Running Dream.” Its protagonists are youngsters with cerebral palsy and another character who is an amputee. The students’ projects were to convert the book’s lessons into the design of children’s books that they presented to the first graders. This had increased middle school students’ awareness of people with physical challenges. They realized that the students should be included, not ignored, which is a problem in the book.

During the school year, we have focused on inclusion awareness. The students displayed posters, biography reports, and quotations of famous disabled people which were read over the loud speaker.

Parent Involvement:

We increased parent involvement of our diverse learners through the first ever Spanish language parent night in which we presented strategies for parents to use at home with their children. We also met with a cohort of parents of students in our reading and math intervention program.

Bullying Awareness:

The Bergen County Prosecutor’s Office sent a speaker to talk about real life incidents of cyber-bullying. This was a free program and the students listened to a detective who shared internet safety strategies. The Magic Jim Assembly, funded through the ISCI grant, was enjoyable and educational for the students. They learned anti-bullying strategies, while watching an entertaining magic show.

Creating an Inclusive Environment:

We organized empathy initiatives throughout the year. Around the holidays, we set up a “Giving Tree” which was a Christmas tree on which children hung donated hats, scarves, & gloves which were then donated to needy families. Also, we had collections of supplies for Edgewater, NJ fire victims. Edgewater is our neighboring town. Canned food drives were also set up throughout the year.

We also held a book swap across the grades. The book swap allowed children to participate, regardless of reading level. The students brought in books from home and swapped them with books that peers brought in. This contributed to an inclusive environment.

The head of Special Services as well as some special education teacher colleagues offered professional development on the best ways to include all of the children in the learning community.

Our Positive Results:

We continue to observe an improvement in the social interactions between general and special education students as well as between the teachers and the students in special education. Before we introduced the novel, “The Running Dream,” students were not having discussions about empathy toward those with physical disabilities. Since introducing this literature and increasing the activities in which special needs students could participate side-by-side with general education students (such as the book swap and assemblies), the students became a more cohesive unit. Teachers also gave positive feedback about the professional development on how to make modifications to instruction based on the students’ IEPs.

District-wide ISCI activities: Some of the activities we are considering are those which concentrate on student motivation or character education. One possibility is “The Kids on the Block,” which is a puppet show that educates children about important issues. The puppets themselves take questions from the audience and follow-up activities are provided with the program. Therefore, the teachers can reinforce the issues presented. We want to increase the awareness of the staff about the best teaching strategies for differentiated learners. Therefore, we will build upon the professional development we arranged this year. We want to develop a series of supplemental parent involvement meetings which will be continuous and ongoing and translated into our high incidence languages. We want to expand inclusion awareness activities to include the entire eighth grade, and not just some classes.

Collingswood Public Schools
Mark Newbie Elementary School

Narrative from Our NJ School Performance Report:

Mark Newbie School is one of five elementary schools in Collingswood. Mark Newbie School strives to promote success for all through excellence in teaching and learning. Students receive a comprehensive education that addresses literacy, mathematics, social studies, science, technology, and world language as outlined in the Common Core Standards and the New Jersey Core Curriculum Content Standards. In addition, students participate in art, music, physical education, gifted and talented, and academic support. Students are also given the opportunity to participate in instrumental lessons for percussion, wind, brass, and string instruments.

The Mark Newbie School staff is committed to improving the quality of instruction for their students. Staff members meet for mini-institutes and grade level meetings to explore instructional strategies in the areas of reading and math. Our Balanced Literacy approach to reading instruction has established Reading and Writing Workshops in all classrooms. Students also are engaged in word study, shared reading, and independent and guided reading. Our math program, Go Math!, is at the forefront of math instruction. It has been specifically written to address the Common Core Standards. Go Math! is organized so that students experience more focused, rigorous instruction. Teachers employ research based instructional strategies, diagnostic assessment, tiered interventions, and technology based resources to challenge students to meet and exceed the standards. Our classrooms have been equipped with document cameras, interactive white boards and tablets to enhance instruction. All of our fourth and fifth graders have been assigned a Chrome Book to use throughout the day in all subject areas.

Mark Newbie School continues to promote character education for all students. This will be our second year for our Catch Newbie FIRE program. Students are nominated by their peers to be recognized for demonstrating **F**riendship, **I**ntegrity, **R**esponsibility and **E**xcellence. Teachers also infuse character education in lessons and activities throughout the day. Students are encouraged to develop positive character traits to help them do their best in all areas of their lives.

Mark Newbie School students participate in opportunities to contribute to their community. During the months of November and December students support the District canned food drive to help families in Collingswood. The ConKerr Cancer Pillowcase Project is another favorite service project. Students and staff members make a pillowcase to be donated to a child who is

hospitalized with cancer. Students also actively support the Lauren Rose Foundation, Heifer International, and Jump Rope for Heart.

Across grade levels students and staff continually look for ways to become more environmentally friendly. As a result, our school wide Green Team was established. Students, parents and staff have embarked on community clean-up projects, collections of recyclable items, and finding new uses for materials that are often just thrown away. This past year students discovered ways to make cleaning products from household materials and to make their own soap. Our group also reaped the fruits of our organic garden. Students planted and harvested a variety of vegetables including lettuces, kale, string beans, carrots and radishes. Students also grew pumpkins for our annual pumpkin decorating contest.

Our fourth and fifth grade students have become a leadership team that has taken on the responsibility of acting as role models for their younger peers. Students contribute to decision making about school wide activities, help produce the yearbook, and organize games and activities for younger students during recess. Our student leaders take pride in their new roles and are learning the values of active involvement in their community.

The active parent involvement at Newbie School provides our students with classroom and field trip experiences that enrich their education. The PTA generously contributes time and funds to support the school library, school assemblies, family fun nights, skating parties, a talent show, and other extracurricular activities for the children.

Mark Newbie School has created a positive learning environment where students are encouraged to develop their skills and interests and to become contributing members of their community.

To learn more about our district and school, please visit our website:

<http://www.Collingswood.k12.nj.us>. If you have any questions or concerns, please feel free to contact the principal at bezanis@collsk12.org

Additional Information from Our ISCI Leadership Team:

Mark Newbie School is a K-5 elementary school with 126 students and 25 staff members.

Overview of Our ISCI Goals:

- Flowering friendships provided an opportunity for the students from general education and special education to work together as a team to develop social relationships across grade levels and ability levels.

- Through grade level Read Alouds and discussion, our diverse student population gained an understanding and acceptance of people who may have initially seemed different. The Read Aloud platform encouraged student reflection, focusing their attention on similarities to themselves and characters within the story, leading to a better understanding of how they truly felt and their reactions to others with disabilities. Students in the general education and special education setting have banded together to confront the social issues surrounding persons with a disability head on, closing the gap between what it means to be able or disabled. Issues such as friendship, inclusion and acceptance...and it all started with a picture book.
- The purpose of the videos is to raise awareness among the Newbie community (parents/students) that individuals with disabilities are able to conquer the same obstacles as those without disabilities. Students in the videos shared how those with disabilities are able to be included in all school activities.

Description of Our Showcase Activities:

- Tulip blooms bursting with color now grace the entrance to Mark Newbie School in Collingswood. Last fall each child participated in planting multicolored tulips to show how we are all different, but the same. Younger students were paired with older students, including the special education self-contained classrooms, working together to make lasting friendships and to provide a visual reminder of how all students are alike and different. This experience provided an opportunity for the students from general education and special education to work together as a team to develop social relationships across grade levels and ability levels.
- *“A Case for Smiles-Helping children feel special while battling life changing illnesses.”* Students, teachers, parents, grandparents, and community members gathered together to make pillowcases for children in area hospitals. This activity provided an experience for all students to work together and contribute to the whole school environment.
- Under the Reader’s Workshop model, our teachers selected various children’s literature as a vehicle to both expose and educate students about disabilities. The chosen texts allowed students to become immersed in a world outside of their own experiences or, in some cases, to see themselves mirrored within the text. The overarching goal of the Read Aloud was to promote knowledge, awareness, understanding, and acceptance of people with disabilities.

- The classroom Read Alouds and discussions were followed up with a variety of activities. Students were asked to write and draw about what they learned from the read aloud texts. Each class then participated in the production of a video that focused on a specific disability. The videos were posted on our school website.

Our Positive Results:

- After participating in flowering friendships, we see the students interacting with each other in the hallway, at lunch time, and our monthly assemblies. Although the blooms are all beautiful and each is different in color, our students are reminded that they too are all beautiful, each in a different way.
- Making the pillowcases brought all the students in our school together for the purpose of helping others in our community and beyond. The students learned the importance of helping others and the gratification it brings each of us. Our students with disabilities feel like they belong with the whole school population.
- During the Read Alouds, we had the privilege of having students with disabilities share their struggles and achievements. Other students expressed that they can relate to the characteristics of a specific disability. It was enlightening to see the bravery of the students who volunteered information about how they live with their disabilities. Our hope is that parents will see their child talking about disabilities in our videos and continue the conversation at home.

District-wide ISCI activities: We will be working with another school in the district, Tatem School, to continue the efforts we started this year into the 2015-2016 school year. We have not yet decided on a specific activity.

Collingswood Public Schools
Zane North Elementary School

Narrative from Our NJ School Performance Report:

On behalf of the students, faculty, and staff, it is my pleasure to welcome you to Zane North Elementary School where life-long learning is meeting the needs of our twenty-first century learners. In this positive learning environment, a challenging educational experience is provided for students. Self-esteem, respect for others, responsibility, and conflict resolution skills are nurtured in students so they may become successful members of the global marketplace. Promoting core essential character traits via character education is an integral part of the Zane North School philosophy.

Since receiving the prestigious 2006 National School of Character Award as well as a 2006 New Jersey School of Character designation, Zane North continues to be a pioneer in extending the educational experience for students beyond the school house. In 2013, Zane North was honored with the “NRG Creativity Green Family Arts Festival Grant Award,” 1 of 7 schools in Eastern PA and NJ. Also, Zane partnered with the Community Design Collaborative in a strengthening neighborhoods through a design service grant opportunity. This year, Zane North was selected to participate in a Rutgers University “Inclusive School Climate Grant Initiative.” This program is designed to assist schools in developing and sustaining successful practices to promote school climates that best support the inclusion of students with disabilities. In addition, Zane North was recognized with a 2014 Bronze Level Safe Route to School designation by the New Jersey Department of Transportation, a school community pedestrian safety partnership.

In order to promote a more compassionate and responsible society, the students, parents, staff, and administration have joined together in a “TEAM” approach to educating our students. This philosophy includes educating the “whole child” emotionally, socially, academically, and physically. Our team approach emphasizes academic achievement as well as the development of moral character and civic virtue. “The Choice is Up to You” theme promotes open lines of communication between all students. As the students share, the conversation of core essential character traits is infused throughout the school day. Moral and ethical values become a common concern for the school family on the playground, lunchroom, and the classroom. Students understand the importance of self-monitoring their behaviors in a civil manner in order to promote a harmonious school environment. In so doing, Zane North School has become a fun, safe learning environment for students, staff, and administration.

The mission of Zane North School is highlighted on the user-friendly web page: <http://zane.collingswood.k12.nj.us/index.jsp>. This site meets the continuing demands of technology and supports hi-tech approaches to learning. At Zane North, e-mail is a tool that facilitates communication between staff, parents, and administration. Internet access is available throughout the building. Classes are equipped with computer clusters, enhancing keyboard, publishing, and research skills. Students have technology at their fingertips daily. This allows teachers and students to create deeper connections to instruction. Technology skills are reinforced in the media/technology program for pre-kindergarten to grade 5 students. ENO boards have been installed in all homerooms; Chromebooks have been provided to 4th/5th grade.

Literacy initiatives are crucial to the accomplishments of each student. A balanced approach to reading includes whole group as well as strategy group instruction to meet the individual needs of readers. Students are also engaged in independent reading throughout the day. The ability for a child to read at his/her individual level helps to sustain growth in the areas of phonemic awareness, sight word capabilities, fluency development, articulation, and comprehension. To encourage a love for reading, the primary grades work cooperatively with the upper elementary classes.

Infusing writing throughout the curriculum, teachers create experiences which focus on the strategies accomplished authors possess in order to entice readers. Through a variety of genre studies, students become versed in the techniques needed to write creatively. With support from the co-teacher, students learn to craft ideas and develop writing skills in grades 3, 4, and 5. Writing proficiencies are cross-curricular and promote the successful integration of targeted objectives in every aspect of the curriculum.

Science and social studies are supported through the use of a Rubicon Atlas Program. This program allows teachers to plan lessons that focus on the standards as well as prepare benchmark assessments which determine the success of units of study. At Zane North innovative lessons promote the fundamentals of civics, history, economics and geography. Assisting students in developing into concerned citizens is an essential goal of instruction. Building a "Community of Unity," the Zane North staff, PTA, and district officials are assessing options to use resources effectively as we envision the future of our outdoor space.

The Go Math! Program focuses on the new math standards and practical application of mathematics to real life situations. Based on Gardner's theory of multiple intelligences, the L.E.A.P. Program (Learning through Enriched Academic Projects) is an interdisciplinary approach to challenge students to think creatively and work collaboratively in new and exciting ways. In addition, academic support specialists provide supplemental reading and math support.

To prepare students for our multi-cultural society, world language instruction is implemented at Zane North School. Students in kindergarten through 5th grade receive Spanish language instruction via a world language teacher.

Four special education programs are housed at Zane North. The preschool inclusion classes focus on language development, gross and fine motor skills, pre-reading and pre-math skills, socialization, and cognition. The multiple disabled classes are full day programs that infuse specialized instruction with an academic focus. Classified students also receive instruction in the resource center as well as an in-class support program. The school speech-language specialist enhances language arts and literacy for students through scheduled class lessons and in-class support. Additionally, classroom renovations have launched a sensory room filled with supplemental supports.

The fine arts program incorporates vocal music (PreK-5), instrumental music (4-5), and a special program emphasizing stringed instruments (4-5). The holiday and spring concerts highlight our appreciation of the arts. In addition, art classes are offered weekly.

At Zane North active parent involvement provides assistance in a variety of activities such as: assemblies, holiday celebrations, skating parties, and field trips. Parent volunteers support the library, chaperone school excursions, and serve on advisory committees. The newly created PTA website facilitates our home/school connection. Visit: <http://zanenorthpta.org>

In closing, the team approach at Zane North offers a school setting that promotes excellence in teaching via clearly defined goals in planning and preparation, the classroom environment, instruction, and professional responsibilities. Partnering with parents, staff, administration, and the Collingswood Board of Education, Zane North School is dedicated to supporting our Superintendent's vision of "meeting the academic, social, and emotional needs of students for the twenty-first century and beyond."

Additional Information from Our ISCI Leadership Team:

Zane North Elementary School, in Collingswood, NJ, has a total enrollment of 173 students, 36 faculty, and has been recognized as an award winner in the following: 2013 NRG Creativity Green Family Arts Festival; 2013 Community Design Collaborative; 2012 Institute for Educational Excellence and Entrepreneurship; 2010-2011 "Champion Creatively Alive Children"; 2010-2011 Met Life Foundation "Sharing the Dream"; 2008-2010 DSACS, Star Performer; 2007-2010 Fostering Change in School Culture Through Character Education coach school; 2006 Character Education Partnership, National School of Character; 2006, New Jersey State School of Character.

Overview of Our ISCI Goals:

We learned from the ISCI survey that our students had limited awareness about persons with disabilities. The literature that focused on peers with disabilities provided a positive foundation for our school to move to increase inclusion in electives, clubs, the cafeteria, and physical education classes. The disability awareness literature has supported the “real-life” development of positive relationships between general education and special education students in our school.

Description of Our Showcase Activities:

ISCI special education and homeroom teacher meetings

Zane North initiated two meetings this year to discuss classified student progress and classroom needs. The Resource Room teacher, Ms. Soltoff, and a CST representative met with staff members to discuss the progress of classified students. Staff followed a thirty minute schedule. The focus of the ISCI meeting allowed for an exchange of ideas between the resource room teacher and the mainstream teachers. Conversations included, but were not limited to: program placement, behavioral plans, IEP interventions, content specific needs, special subject area concerns, transitions, etc. of classified students.

Introduction of inclusive playground equipment

Items were purchased to enhance the inclusion of all students during recess, playground, and afterschool activities. The buddy bench is a part of our newly designed “Living Learning Landscape” playground, a greening of the schoolyard concept, along with inclusive playground equipment. This hardware will foster inclusive collaborations and partnerships among the student population. A preschool, safety swing was installed allowing young children to join in creative play opportunities.

Peer buddies to increase positive relationships between students in general and special education

MD K-2: Two 5th grade buddies come into the classroom daily to assist with pack up and dismissal and, if available, can come in the morning for unpacking. The students are switched on a monthly basis. 5th grade students may choose to participate in indoor and outdoor recess with the class.

MD 3-5: One 5th grade buddy is scheduled to come into the classroom daily to assist with pack up and dismissal. The student is switched on a monthly basis. If available, the student can assist with unpacking in the morning. One of the 4th graders in the class does a weekly lunch bunch with 2 general education students. The MD teacher reaches out to general education teachers

regarding additional opportunities for general education students to interact with her students (for example, “Gung Hay Fat Choy”).

"Gung Hay Fat Choy" (Happy New Year in Chinese): During the month of February this year the Chinese celebrated their New Year, the year of the Snake. In lieu of this, special education students engaged in many activities and celebrated the Chinese New Year as well. The MD class decorated a large dragon and learned the Chinese words for "Happy New Year." They then engaged in other activities throughout the month, such as, creating accordion snakes, painting Chinese symbols, designing Chinese noise makers, and baking Chinese fortune cookies for the students and staff. In addition to these fun-filled tasks, students listened to the book, How My Parents Learned To Eat. The story was about two folks (one Chinese and one American) meeting each other and not knowing how to eat like the other. After reading the book, the students were challenged to learn how to eat with chopsticks. The students did an amazing job trying to eat spaghetti with chopsticks. To culminate the unit, Mrs. Curley's class joined in the school wide assembly sharing the large dragon they created as they chanted, "Gung Hay Fat Choy." The entire student body cheered the MD students as they helped celebrate this exciting holiday.

Second Step – Social emotional growth awareness

“Step by Step” Zane students are moving in the right direction. Every other week at Zane North Elementary School, each classroom participates in Second Step, a classroom-based social skills program that is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others’ feelings, and have the skills to problem-solve and make responsible decisions. The Second Step program contains four units, Listening Skills, Empathy, Emotional Management, and Problem Solving and each unit has multiple lessons that focus on different skills. Each week, the students participate in interactive activities that teach each skill through role playing, videos, games, and even songs! Understanding the importance of inclusion is an important step in helping Zane North move forward together “Step by Step!”

Inclusive lunch schedule

At Zane North you will hear laughter and giggles in the cafeteria. Author Elizabeth King Humphrey shares that laughter strengthens relationships, attracts others to us, enhances teamwork, helps defuse conflict, and promotes group bonding. Listening to the voice of children and answering questions in regard to the lunch hour resulted in new lunchtime seating arrangements. Zane North’s fresh approach in the cafeteria includes a variety of seating options and free choice selections. As one student shared with Principal Santo, “I just love sitting with my friends from other classes.” The lunchroom supervisor has observed mentoring opportunities, evolving friendships, and an emerging spirit of cooperation. For Zane North,

lunchtime is a social-emotional learning experience where bonds between students and staff are strengthened.

Abilities Day

Zane North celebrated and raised awareness for All Abilities! The Zane community strives to view children for their abilities. Therefore, we host an “Abilities Day.” This hands-on learning experience event was held in the All Purpose Room on April 23rd. The event allowed all students from Zane North to experience first-hand some of the strategies, interventions and activities that help children with autism and other disabilities succeed. These strategies promote success and allow the strengths of all students to shine. The event consisted of a communication center, sensory integration center, anti-bullying center, sensory craft center and adaptive PE. These activities were directed by students and staff in the special education classes. The OT and PE teacher joined in facilitating the program. By following the PE schedule, the entire student population, Pre K – 5, participated. In addition, two young adults having Asperger’s Syndrome, led the anti-bullying center.

Our Positive Results:

The Zane North community continues to emphasize the importance of inclusivity. This grant opportunity allowed the team to communicate the importance of sustaining the inclusion process school wide. With the purchase of inclusive play equipment, the school wide philosophy was extended beyond the doors of the schoolhouse and into the “Living Learning Landscape” design. Communication between staff was enhanced via “ISCI teacher meetings” promoting and exchange of ideas regarding the strategies to enhance student growth. The peer buddy program supports SEL learning with our fourth and fifth grade students as well as enhancing and understanding of students with autism. Taking on leadership roles in the special education environment empowers mainstream students to “change” the mindset of separation into one of inclusivity. Experiencing the process of learning from the MD students during Abilities Day connected the students emotionally and intellectually. Empathizing with students, unanswered questions regarding special education strategies evolved into an understanding of the practicalities and applications of the program.

District-wide ISCI activities: Current Plan for District-wide ISCI activities. We have invited the Garfield Elementary School to be our partner in the ISCI project during the 2015-16 school year. We have not yet settled on a joint activity, but one idea that both teams are considering is the opportunity for the opportunity for Garfield staff to meet with the Zane special education staff to observe and discuss the implementation of the inclusive projects.

East Brunswick Public Schools
Central Elementary School

Narrative from Our NJ School Performance Report:

The accomplishments of our students and the dedication of our staff are a tremendous source of pride for the Central School community. We have established an environment in which both students and staff are committed to learning. It is our goal to ensure the success of all of our students; therefore, the curriculum is differentiated and allows us to meet the needs of each individual child. Our comprehensive curriculum is regularly evaluated and updated to include the most current research possible so that we may meet the changing needs of our students. The curriculum focuses on core proficiencies, the knowledge and skills that our students are expected to acquire in each subject area. Students at all levels perform well on both formal and informal assessments.

Central students enjoy a safe and positive learning environment that encourages both academic and social growth. Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, rich programs in music, visual arts, technology, physical education, library, creativity and critical thinking enhance the basic academic program. Students are able to participate in extra-curricular activities that extend their educational experiences, allowing them to pursue their interests and develop a greater love of learning. Our comprehensive character education program that incorporates the six pillars of character, trustworthiness, respect, responsibility, fairness, caring, and citizenship, is woven into every aspect of life at Central School.

Years of research confirm that parental involvement is a powerful influence on school achievement; therefore, we communicate regularly with you and encourage your participation in school activities. Your support is a key element in the success of our students and our school. However, we are never satisfied with the accomplishments of the past, and we continually expand and enhance learning opportunities for our students. It is with this in mind that we applied for and received the Blue Ribbon Lighthouse School of Excellence Award. This process allowed us to reflect on our practices and ensure that we are continuing to grow as a professional and school community. This prestigious honor has further solidified our commitment to excellence. I can assure you that we will never cease in our efforts to provide children with the educational experiences they need to meet the challenges ahead of them.

Additional Information from Our ISCI Leadership Team:

Central Elementary School, in East Brunswick, NJ, has a total enrollment of 442 students, 102 faculty, and has been recognized as a Blue Ribbon School (2011-2012).

Overview of Our ISCI Goals:

Central School has many students with special needs. We have 6 self-contained special education rooms, 4 resource rooms as well as many students who get in- class support. We are always looking for ways to promote an inclusive climate. The activities we developed for this school year have moved us towards this goal.

Description of Our Showcase Activities:

Increase the number of inclusive experiences for students with autism within the local community; raising disability awareness and improving social cognition using literature; and increase the number of students, particularly with disabilities, who have someone to play with during recess.

1. In order to increase the number of inclusive experiences within the local community for students with autism, 5th grade VIP's recently accompanied them to McDonald's. (VIP's are 5th graders who volunteer their free time to help various students at Central School) Prior to the trip, the VIP's spent recess time getting to know these students and teaching them how to order food.
2. We developed a resource library for teachers with the goal of improving social cognition, empathy, and self- efficacy in general and special education students. The books include all the social cognition/Super Flex books as well as 18 different books by Julia Cook, with accompanying teacher guides.
3. In order to increase the number of students, particularly with disabilities, who have someone to play with during recess, we ordered a Buddy Bench. Whenever a child wants someone to play with, they sit on the bench and others will know and ask him/her to play. We introduced the buddy bench with a school wide kickoff.

Our Positive Results:

1. The McDonalds trip was meaningful for both the students with autism and for our VIPs. The autistic students were successful in ordering their lunches, and interacting with the VIP's. The VIP's enjoyed the company and had a sense of satisfaction that they were of help to their fellow classmates. This trip has also inspired our teachers to look for other inclusive activities in the local community.

2. Teachers have started to introduce several of the new books. They especially appreciate that when the need arises, there is a resource to turn to. For example, one teacher read a book about tone of voice in her kindergarten class and saw a difference in the volume level.
3. After a long and cold winter, everyone is excited about the addition of the buddy bench. However, it is too soon to determine its overall impact.

Fair Lawn Public Schools
H. B. Milnes Elementary School

Narrative from Our NJ School Performance Report:

The Henry B. Milnes School community takes great pride in its educational program. Our instructional program challenges and supports each child, celebrates and develops their unique talents, and promotes appreciation for and tolerance of others. An accomplished and dedicated staff and involved parent community are committed to helping each child achieve his/her full potential. Milnes houses a variety of district-wide special needs programs that provide all of our students with opportunities to work with and to learn from each other.

Technology integration continues to play a prominent role in our instructional program. Pupils in grade 2-5 are able to engage in whole class lessons and to develop vitally needed computer literacy and research skills. Our laptop computer program “Computers on Wheels” (COW) provides students at all grade levels with extensive access to computers and online resources. We continue to increase our use of SMART technology with all of our classroom teachers using this valuable instructional tool on a daily basis. As we continue to expand and improve our technology program, students will have the opportunity to utilize a broader range of software applications and to apply their skills to everyday learning. iPad usage and on-line lesson plan development are two initiatives being piloted this year into specific classrooms.

The richness of the instructional experiences that are offered to our students is reflected in programs like World Languages, which provides students with direct instruction in Spanish and French throughout their elementary school years. Higher-level thinking skills are developed through our REACH program, and English Language Learners are immersed in their new language through our English as Second Language Program.

The Anti-Bullying Initiative has been well received by the staff, student, and parent communities at Milnes School. Beginning in Sept. 2011, our “School Safety Team” attended extensive training to deter against cases of Harassment, Intimidation, and Bullying (HIB). Presentations to the student body, staff and PTA have taken place, and our anti-bullying specialist is working with all members of the school community to insure a positive school experience for all.

This year Milnes School has received a \$2,500 Inclusive Schools Climate Initiative grant through Rutgers University to promote an environment for all students (general/special needs) which will develop an acceptance of students with various differences.

An active PTA Student Enrichment Activities Committee has enhanced our school program by providing author visits that stimulate student interest in reading and writing, and cultural enrichment assemblies and programs. Our PTA has also played a critical role in providing needed financial support for technology initiatives.

In order to expand our academic rigor, students at Milnes School are afforded additional after school classes in chess, science, art, and robotics.

Character Education plays an important role at Milnes. A school-wide faculty/administration committee works to develop programs and activities that support the six pillars of character education. Through activities such as the mix-it-up days, food drives, and community service projects, our teachers work to instill the values that are critical to build a caring and supportive school community.

By working together, all of us in the Milnes community are striving to help our children become accomplished learners and caring and productive citizens.

Overview of Our ISCI Goals:

1. Increase student and parent awareness and knowledge of individual differences, and sustain teacher awareness, especially as it relates to students with disabilities by June 2015.
2. Increase student understanding and empathy of various disabilities within the school environment.
3. To enhance the school climate by bringing some of the programs introduced at Thomas Jefferson Middle School, a member of ISCI Cohort 2, to Milnes School.

Description of Our Showcase Activities:

Antiviolence Activities: Students created Anti-Violence posters that were displayed throughout the school. Students received a package of hot chocolate from the PTA for “Don’t Let Anger Heat You Up!” A Detective from the Fair Lawn Police Department came in to discuss safety to students. Students tied purple and orange ribbons around lockers to represent that 1 in 4 students will experience violence. Several staff members and students commented on the impact after viewing the posters and ribbons. Students felt the posters provided different ways to deal with anger.

Mean Stinks Campaign: Students and staff painted their pinky nails blue to support the Mean Stinks pinky promise against bullying sponsored by Secret Deodorant. The students were very

excited about this Campaign. The visual reminder of their promises against bullying helped promote appropriate behavior amongst students.

Anti-Bullying Activities: Week of Respect: Students tied blue ribbons on the playground to support anti-bullying during recess. Students and staff wore crazy socks in order to “Put a Sock on Bullying.” Students and staff wore clothing backwards in order to “Backup your Friends.” Students and staff wore neckties in order to show that Bullying is “Knot” Cool. Students and staff wore jerseys to show we “Team Up Against Bullying.” Taking part in the activities gave the students new insight into peer relationships. They felt the activities were a fun way to promote friendships.

Love Yourself Pledge: Students signed the National Family Partnership, formerly the National Federation of Parents for Drug Free Youth, pledge. Their mission is to lead and support the nation’s families and communities in nurturing the full potential of healthy, drug-free youth. The pledges were hung in the hallways in order to promote awareness. The pledges reminded the students that living a drug-free life is an important way in which to love themselves.

Kids on the Block Puppet Show: The Kids on the Block Puppet Show assembly came to Milnes School on October 7th, 2014. The Kids on the Block is an educational puppet show that teaches awareness and acceptance. The group of performers put on two separate performances, one for grades K-2 and one for grades 3-5. Every student in the school attended the performances, and truly seemed to be engaged and enjoy the show. Our school chose to have the Disability Awareness program be presented. The puppets shared important messages of acceptance and understanding of disabilities and differences. It was an educational experience, where the puppets modeled different relationships between people, showing people with and without disabilities. The students were able to relate to these experiences and characters, while learning the facts and feelings the puppets were displaying. The performers also held an interactive question and answer portion to their show, which was engaging and informative. Since the performance, the students have shown their awareness about others with disabilities. Students now go out of their way in class and at recess to make sure that everyone is involved. This puppet show definitely had a positive effect on our student population. Link to Program: <http://kotb.com/>

Lunch Buddies: Throughout the school year, some of the 5th grade students have volunteered to work with our students with autism during lunch and recess time. During the first half of the year, 5th graders ate lunch with the Stepping Stones students in the cafeteria where they would engage them in appropriate conversations, and they played quiet table games once lunch was finished. During the second part of the year, the 5th graders have come every Thursday for a half hour of socialization skills. On these days, the students from the Stepping Stones programs

pick activities that they would like to do with their “buddies.” These activities range from playing Candy Land, Guess Who, and Bingo to sensory activities such as shaving cream, play-doh, and jumping on the trampoline. Since introducing the lunch buddy program, students have learned how to take turns, engage in socially appropriate play, and got a chance to interact with peers from a regular education classroom. The 5th grade teachers have commented that they think this is an excellent way for their students to give back to the school community, and the program has promoted a greater sense of inclusion among the Stepping Stone students and their peers.

Respect Spells Hip Hop: The R-E-S-P-E-C-T spells Hip Hop program was presented to the entire school in two groups based on grade level K-2 and 3-5. All students participated in this fun music and movement infused program. The program addresses the characteristics of Responsibility, Fairness, Trustworthiness, Caring, and Respect. Hip Hop dance star, Reggie Williams brought these important qualities to the attention of the students using his dance instruction combined with strategically placed discussion about the importance of being kind and good to each other is the basis for this unique school assembly program. All the students were engaged and participated in this inclusive activity to whatever degree they were capable. This program has impacted the students in the following areas: learn to work together and help each other flourish, respect your peers, your teachers, your parents, and most importantly...yourself, the importance of participation, the importance of giving 100% regardless of the outcome, and the importance of trying things that might be out of the comfort zone. Link to Program: www.schoolassemblies.net/#!hiphopschoolassembly/c1qoh

Disability Awareness Books Ordered for the School Library: Area set up in the library to encourage students to learn about disabilities. As part of the ISCI program, the ISCI committee collaborated with the school media aide to put together a section of the library where there is an eclectic group of books on disabilities. The books range from stories about students with developmental disabilities, to learning disabilities, to emotional difficulties. All H.B. Milnes students have access to these resources. In fact, once a week, all students are allotted time to go into the library and borrow a book of their choice. Many teachers and students have utilized this section of the library. Some teachers borrowed a book from this section of the library for the students to read collectively as a class. Reading these books together as a class provided an avenue for open discussion among the students. These books and these discussions increased our students’ empathy, understanding, knowledge, and compassion. Many students frequent this section of the library and it is viewed as a valuable part of our school.

Project Talk: Project T.A.L.K. was provided to our 5th grade students. The program uses a research based approved curriculum that has produced consistent positive results. Students

were taught how to: identify feelings, improve communication skills, learn active listening techniques, improve decision-making skills, learn anger management techniques, enhance problem-solving skills, and learn coping and socialization skills. The program was funded by the New Jersey Department of Human Services. In reference to Project Talk activities, it made students more outgoing, and they were more willing to play with children during recess that weren't their friends. There were lessons pertaining to bullying and cyberbullying, and, as a result, students started realizing that being the victim could be very painful. Students started thinking before reacting in various situations. Finally, students were taught how to get ready for Middle School and who to seek for help. This will make their transition to Middle School easier for them.

Autism Awareness Fair: On April 17th, in recognition of Autism Awareness Month, Milnes School held its second annual Autism Awareness Field Day. For this day we invite the families of our Stepping Stone students, the student council members, and our fifth grade buddies to join us in an afternoon of fun activities. The local fire department, ambulance, and police came to this event and provided the students with an opportunity to explore their vehicles and ask questions. Sports related activities such as bowling and basketball were set up for the students to explore. The student council members and fifth grade helpers manned each station, joining in and helping our students with autism. In addition, were craft tables with various activities from cookie decorating to shaving cream station exploration. This was a fun-filled day for our students and their families as well as other members of our school community. Since this event, the general education students who participated have been recognizing and greeting our students in the halls with high fives and smiles. In addition, more fifth graders have attended our fifth grade Buddy Days.

Thomas Jefferson Middle School Character Education Walk-A-Thon: Thomas Jefferson Middle School hosted a Get-Fit/Give Back Walk-A-Thon to support the character education goals that help our community. Our Stepping Stones students were invited to participate with the TJ Middle School Students in the event this year. We were grouped with a class and joined in on making their posters and marching in the gym with them. This opportunity was a nice way to make others aware of the challenges that students with autism have. As well as the reverse, it also provided the Stepping Stones students with typical peers to model. We are looking forward to joining together on this event in years to come! The goal for Milnes School is to build a relationship with TJ Middle School to help our students develop social skills and interactions with typical peers. The 9th annual event was a fun and healthy day, while giving the students the opportunity to thank and give back to the Fair Lawn community.

Milnes School Character Education Walk-A-Thon: On May 14, as the Milnes students walk they learn about the 6 pillars of character. All students are provided a time to participate in the Walk-A-Thon. Money earned this year goes towards scholarships at the high school and the American Heart Association. We continue to observe how mainstream students interact with special education students in school-wide activities. In the past, during the school's annual walk-a-thon, many of the mainstreamed students wanted to walk with their friends or by themselves and not include the special education students. Now with importance placed on the 6 pillars of character as well as the importance of including everyone, more and more mainstreamed students walked with our self-contained autism students as well as our LBLD students. Several faculty members commented on how nice it was to see these students being included and how the mainstreamed students took more of a leadership role to include these students.

Video from TJ ISCI Committee: The *"I'll Be There For You"* video demonstrates that students can play, draw, eat, and sing together for although they are different, they have similar interests. It was wonderful to listen to the laughter, conversation, and joy as they came together as one inclusive community.

Our Positive Results:

As a result of our efforts, we have observed many positive outcomes. We have increased awareness of disabilities in the school and provide a more inclusive climate and connection between and among students.

District-wide ISCI activities: Thomas Jefferson Middle School Character Education Walk-A-Thon: Thomas Jefferson Middle School hosted a Get-Fit/Give Back Walk-A-Thon to support the character education goals that help our community. Our Stepping Stones Students were invited to participate with the TJ Middle School Students in the event this year. We were grouped with a class and joined in on making their posters and marching in the gym with them. This opportunity was a nice way to make others aware of the challenges that students with Autism have. As well as the reverse, it also provided the Stepping Stones students with typical peers to model. We are looking forward to joining together on this event in years to come! The goal for Milnes School is to build a relationship with TJ Middle School to help our students develop social skills and interactions with typical peers. The 9th annual event was a fun and healthy day, while giving the students the opportunity to thank and give back to the Fair Lawn community.

Glassboro Public Schools

Glassboro Intermediate School

Narrative from Our NJ School Performance Report:

The Glassboro Intermediate School administration, faculty, and staff encourage students, parents and residents to be actively involved in making decisions for the purpose of supporting and improving the school environment. The Intermediate School is the bridge between the elementary schools in the district and the high school. We foster mutual respect and shared responsibility for the education of all students. A safe nurturing environment with individualized attention to students is stressed by administration and faculty alike.

The educational program challenges our students to excel in the academic arena. The Intermediate School is on a modified block schedule allowing students 70 minute blocks of time to delve into the core subjects. The music program allows our students to possibly continue their education at the next level in the Fine and Performing Arts Academy. In addition, we offer a S.T.E.M. Academy for our students who have an interest in Science, Technology, Math and/or Engineering. We offer a variety of co-curricular activities, including the National Junior Honor Society, Student Government, Renaissance, Yearbook, Math Counts as well as sports through our Park and Recreation program and middle school program.

Academic excellence is recognized through our Principal's List and Honor Roll. Each month students, teachers and staff nominate students to receive Student of the Month awards. Good Citizen awards are given weekly. Students are recognized through numerous incentives under the Renaissance Program. Good behavior, respect and tolerance are encouraged and promoted through two major initiatives: our Lion's Quest Program which includes monthly slogans and positive values and our Anti-Bullying Program which includes our initiative, Days of Peace and Respect.

The faculty and staff have set high academic and behavior standards for our students. We are willing and able to help students achieve those standards. We encourage our students to be the "Best" they can be. We are proud of our accomplishments and continually strive to improve the delivery of services to our students. Our commitment to our students is strong. We will continue to provide the very best for them so that they will achieve success.

Additional Information from Our ISCI Leadership Team:

Glassboro Intermediate School is in Glassboro, New Jersey. There are 252 students and 38 faculty members. In 2014, GIS was recognized by JerseyCAN as a top 10 most improved school

in the state for test scores. In Spring 2015, GIS received the Gold Council Award from the National Association of Student Councils for the outstanding work of our Student Government Association and has been named one of the 2015 New Jersey Emerging Schools of Character by the New Jersey Alliance for Social, Emotional, and Character Development.

Overview of Our ISCI Goals:

Our goal was to sustain positive school culture, with a focus on maintaining positive and high levels of acceptance between students and teachers, and within the Glassboro community. The kickoff video served as a springboard for classroom discussions and writing about respect. The lip dub put talking into action and is serving as a public service video for other schools and the community to see. The video will show the climate and culture Glassboro Intermediate School is striving for now and in the future.

Description of Our Showcase Activities:

Our kickoff activity in February 2015 was the “Quest for Respect” presentation from Camfel Productions. We chose this video presentation to pique the interest of all students and make them aware of the goals we were striving for to improve the climate and culture of our school. Our Lip Dub video was a process we had been working on since March. Sixty five of our students committed to after school practices for two months and the video itself featured all of our students, faculty and administrators. The theme of our video was inclusion and featured a short skit in the beginning to identify the theme. We filmed the video May 21st and hope that schools in the district, the Board of Education, and the community view it. The making of this video brought our school together and truly captured our climate and culture.

Our Positive Results:

Documentation from discipline data shows suspensions have dropped by half since this time last year. Student referrals have gone down as well. We were also able to maintain our 95% attendance rate. This is due to the implementation of multiple programs including ISCI, which helped motivate kids to come to school, work hard, and be a part of activities such as the lip dub. The lip dub brought students together and encouraged students to collaborate with one another. The taping of the video was exciting for all the students and gave our school that inclusive family atmosphere we were hoping to show and continues to brew excitement in the building as students are anxious to see the final product.

District-wide ISCI activities: Although we do not have a cohort 4 school in place, we hope to continue doing inclusive activities next year and years to come and serve as an example to the other schools in our district. A STEM academy workshop was recently put in place in our school for special education students which is a huge accomplishment because STEM is geared towards honors kids and high achievers. Programs like this solidify the work we are doing through ISCI to promote an inclusive environment.

Randolph Township Schools

Fernbrook Elementary School

School Narrative:

Fernbrook Elementary School is a warm, welcoming school focused on learning each and every day. We strive to create life-long learners through a strong home-school partnership. Fernbrook School has many wonderful programs in place to assist students along their learning path. With a strong community of educators, students are placed first in all we do. Fernbrook School provides a safe and healthy environment for learning as we direct our students toward success and excellence.

One of four elementary schools in Randolph Township, Fernbrook School prides itself in its high levels of diversity, inclusive of students with a variety of ethnic backgrounds. Fernbrook School is a public school reaching students in Kindergarten through fifth grade. It is located in the suburban town of Randolph, New Jersey. Fernbrook has an enrollment totaling approximately 566 students, and 97 faculty members.

The staff at Fernbrook School is passionate about working as a team to create a student-focused culture. We seek to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in student learning. We encourage both academic and social growth while instilling rigor, relevance, and relationships. Our teachers are encouraged to work collaboratively with one another to provide the most current, relevant and relatable lessons for our students.

Research shows, that parental involvement holds a strong influence on how students perform in school. Therefore, at Fernbrook School we seek out opportunities to involve parents in student learning. As stated in our district mission statement, we commit to inspiring and empowering all students to reach their full potential as unique, responsible, and educated members of a global society. The students of Fernbrook School are given opportunities to achieve their greatest potential to adapt and adjust to a diverse and ever changing society.

Overview of Our ISCI Goals:

Overall, we learned that Fernbrook School has a positive school culture/climate. When looking closely at the ISCI survey, we discovered that our students and staff could benefit from an increased awareness of how to treat students with disabilities. Additionally, student-to-student relationships with regard to how we treat one another within the building, specifically with respect and trust, is an area we felt was important to address.

Description of Our Showcase Activities:

Disabilities Fair

Part 1 – School Program

As part of our continued partnership with Rutgers and the Inclusive Schools Climate Initiative (ISCI), our Fernbrook ISCI team (made up of Danielle Soldivieri, Kristin Mueller, Kristen Hunkele, Debbie Hessels, Lisa Rimarenko, and Danielle Hamblin) has been working toward enhancing the climate of our school with a focus on students with disabilities.

In alignment with our school’s survey-based goal to enhance equal treatment of different groups (race, ethnicity, and students with disabilities), we will be hosting a Disabilities Fair for our students in grades 4 & 5. This fair will provide our students and staff with opportunities to partake in simulations that will build empathy and increase awareness of some of the challenges our students with disabilities face daily. The event will be held in the gymnasium here at Fernbrook School from 10am – 2pm on Monday, April 6th. All staff are invited to stop by this event. Brianne McBreen, the Transition Services Coordinator at the High School, will be partnering with members of our CST and our ISCI team to make this event happen.

Part 2 – Community Program

Vendors, speakers, staff, and students came together in an evening celebration of discovering talents through disability awareness.

1. Staff, certificated and non-certificated, collaborated and read the book, “Leader in Me” to build a more unified building and increase a positive school culture. The 5th grade student council members read the book, “7 Habits of Happy Kids” to incorporate the themes of leadership, responsibility, vision, respect, teamwork, and balance.
2. 4th and 5th Grade students participated in the “Inclusion Matters” poster contest arranged by The New Jersey Coalition for Inclusive Education (NJCIE). The 6th Annual Inclusive Schools, Inclusive Lives Poster Contest, allowed students to share their thoughts in an artistic manner about including everyone and supporting those with

disabilities. Eight students (4th and 5th grade) have been selected as Honorable Mention Winners and the posters will be announced and exhibited at NJCIE's 13th Annual Summer Inclusion Conference on June 24th & 25th, 2015 at Montclair State University!

3. Along with building a more Inclusive School, classroom teachers along with their students developed classroom rules and mission statements to develop the culture within the classroom. Mission Statements were hung outside classroom doors and then shared during a Whole School Meeting to bring unity throughout the school. The student council, to model the process of developing a mission and vision statement, created a video, which was shared with the entire school community through Fernbrook's Live News.
4. Together Day is a day created to enhance and foster relationships throughout the 5th grade classes throughout the district in a non-competitive manner. The day will help fifth grade students transition into the Randolph Middle School.

Our Positive Results:

The Disabilities Fair, Book Clubs, Inclusion Poster Contest, Mission Statements, and Together Day have resulted in an improvement in the social interactions between general and special education students as well as between the teachers and students in special education. Before the disabilities fair, our students did not have an awareness and increased knowledge of their peers that have disabilities. Students were surprised about the everyday struggle and what it would be like to live with a disability. The comments made by the students allowed us to validate the necessity of the fair, and bring awareness to our school community. A strong response has been made to attend the staff book club. Electronic notes are kept to allow a fluid and ongoing conversation throughout the book club duration. All students in grades 4 and 5 participated in the poster contest and were excited to share their posters with the school community. Posters were on display for everyone to view throughout the course of the Spring. The mission and vision statements helped to create a more cohesive school environment. Teachers felt the daily reminder was valuable for their students as they easily could view the statement posted in their classroom. As part of our two-year plan, Together Day will take place on June 11th. The students are very excited to participate and meet friends from other district schools in a non-competitive environment. This will ultimately lead to building relationships, increasing confidence, and helping with the transition into the Randolph Middle School.

District-wide ISCI activities:

We have invited Shongum Elementary School to be our partner in the ISCI project for the 2015-2016 school year.

Inclusive Schools Climate Initiative Contacts Cohort 3 ISCI Schools

Note: ISCI Leadership Team Lead Contact denoted with *

District and School	ISCI Leadership Team Members	Email Address
Bayonne Board of Education Henry E. Harris School	Maria Kazimir, Principal Alana Ryan, Assistant Principal* Michele Barba, School Psychologist Mary Harrington, Special Ed Teacher Rose Hopper, Guidance Counselor Chris McMahan, Teacher Sharon Peraino, CST Social Worker Danielle Raslowsky, Teacher Eileen Scibetta, LDTC-CST	mkazimir@bboed.org aryan@bboed.org mbarba@bboed.org mharrington@bboed.org rhopper@bboed.org cmcmahan@bboed.org speraino@bboed.org draslowsky@bboed.org escibetta@bboed.org
Cliffside Park School District School #6/Middle School	Kurt Ceresnak, Principal Julie O'Connor, ESL Coordinator* Renee Arp, School Counselor Katerina Katsapis, Teacher Gini Luraschi, Teacher Christine Pacelli, Special Ed Teacher Michele Spino, Teacher Michael Spirito, Special Ed Teacher	kceresnak@cliffsidepark.edu JO'Connor@cliffsidepark.edu rarp@cliffsidepark.edu kkatsapis@cliffsidepark.edu gluraschi@cliffsidepark.edu cpacelli@cliffsidepark.edu mspino@cliffsidepark.edu mspirito@cliffsidepark.edu
Collingswood Public Schools Mark Newbie Elementary School	Mary Bezanis, Principal* Sandra Finio, Teacher Jillian Junod, Teacher Angela Keck, Academic Support Marie Mayer, Teacher Tess McCool, Teacher Tara Mote, Teacher Patti O'Connor, Academic Support Danielle Patterson, Teacher Alan Trotty, Special Ed teacher	mbezanis@collsk12.org sfinio@collsk12.org jbollendorf@collsk12.org akeck@collsk12.org mmayer@collsk12.org tmccool@collsk12.org tmote@collsk12.org poconnor@collsk12.org dpatterson@collsk12.org atrotty@collsk12.org
Collingswood Public Schools Zane North Elementary School	Tom Santo, Principal* Kelly Curley, Special Ed Teacher Lori Jakimiak, Teacher Kim Pietruszka, CST Social Worker Julia Rothwell, Teacher	santo@collsk12.org kcurley@collsk12.org lijakimiak@collsk12.org kpietruszka@collsk12.org jrothwell2@collsk12.org

District and School	ISCI Leadership Team Members	Email Address
East Brunswick Public Schools Central Elementary School	Nicole Tibbetts, Principal Sandra Singer, Student Assistance Specialist* Shannon Brower, Teacher Sherri Cagnina, Teacher Sherry Miller, Speech Therapist Katie Motusesky, Instructional Coach Leah Olear, Physical Education Teacher Jennifer Zema, Speech Therapist	ntibbetts@ebnet.org ssinger@ebnet.org sbrower@ebnet.org scagnina@ebnet.org smiller@ebnet.org kmotusesky@ebnet.org lolear@ebnet.org jzema@ebnet.org
Fair Lawn Public Schools H. B. Milnes Elementary School	Joseph Fulco, Principal* Jason Becker, Teacher Alexis Canonico, Special Ed Teacher Jennifer Fucci, School Psychologist Christine Murphy, Social Worker Pamela Shawulsky, Teacher Danielle Spinnato, Special Ed Teacher Cara Strasser, Teacher Dana Tartaglia, LDTC	jfulco@fairlawnschools.org jbecker@fairlawnschools.org acanonic@fairlawnschools.org jfucci@fairlawnschools.org ctmurphy@fairlawnschools.org pshawulsky@fairlawnschools.org dspinnato@fairlawnschools.org cstrasser@fairlawnschools.org dtartaglia@fairlawnschools.org
Glassboro Public Schools Glassboro Intermediate School	Kriston Matthews, Principal Ilisa Noble, Special Ed Teacher* Dave Davenport, Guidance Counselor Lora Krick, CST School Psychologist Susan Mallardi, Teacher Andrew Pancoast, Teacher Carol Sharp, Teacher Matthew Schwarz, Teacher	kmatthews@glassboroschools.us inoble@glassboroschools.us ddavenport@glassboroschools.us lkrick@glassboroschools.us smallardi@glassboroschools.us apancoast@glassboroschools.us csharp@glassboroschools.us mschwarz@glassboroschools.us
Randolph Township Schools Fernbrook Elementary School	Danielle Soldivieri, Principal* Danielle Hamblin, Director of Special Services* Deborah Hessels, School Counselor Kristen Hunkele, School Social Worker Kristin Mueller, Vice Principal Lisa Rimarenko, Special Ed, Co-Teacher	dsoldivieri@rtnj.org dhamblin@rtnj.org dhessels@rtnj.org khunkele@rtnj.org kmueller@rtnj.org LRimarenko@rtnj.org

Note: ISCI Leadership Team Lead Contact denoted with *

Contacts

ISCI Staff

Name and Title	Telephone	Email Address
Bradford C. Lerman, Psy.D. Director	(848) 932-5904	blerman@rci.rutgers.edu
Virginia Stillson, Psy.D. Director, Research & Program Development	(848) 932-5907	virgdisp@rci.rutgers.edu
Millicent H. Kellner, Ph.D. School Climate Specialist	(848) 932-5906	millicent.kellner@rutgers.edu
Lia Valentino Project Coordinator	(848) 932-5901	liaval@rci.rutgers.edu

New Jersey Department of Education–Office of Special Education Programs

Name and Title	Telephone	Email Address
Peggy McDonald, Ed.D. Director Office of Special Education Programs	(609) 292-0147	peggy.mcdonald@doe.state.nj.us
Lorelei Drew-Nevola Manager Bureau of Program Development	(609) 292-4692	lorelei.drew-nevola@doe.state.nj.us
Chinwe Mgbenwelu Acting Special Education Consultant Learning Resource Center-North	(973) 414-4492	chinwe.mgbenwelu@doe.state.nj.us
Denise Gilroy Manager Learning Resource Center-Central	(609)-633-6689	denise.gilroy@doe.state.nj.us

New Jersey Department of Education–Office of Student Services

Name and Title	Telephone	Email Address
Nancy Curry Director Office of Student Support Services	(609) 633-1752	nancy.curry@doe.state.nj.us
Kelly Allen School Climate Specialist	(609) 599-6832	kelly.allen@doe.state.nj.us
Kirsten Weigert Educational Support Specialist	(609) 292-5935	kirsten.weigert@doe.state.nj.us



**Inclusive Schools
Climate Initiative**

RUTGERS

Center for Applied Psychology – GSAPP
Rutgers, the State University of New Jersey
112 Paterson Street, Suite 102
New Brunswick, New Jersey 08901
Fax: (732) 932-5910

ISI