



Jersey City Public Schools
Department of Special Education
Speech-Language Pathology



Preschool Resources

Preschool Programming

- **Integrated Preschool Program (IPP)**

- Early Childhood Centers and In District Preschool
- An integrated preschool classroom is composed of children who are typically developing and children who are in need of specialized related services as part of their Individual Educational Plans. The program will immerse children in a variety of language-related activities, art and music activities, learning readiness skills and hands-on activities that promote academic and emotional growth. Related services providers will either push in or pull out for therapy. The integrated program (inclusionary) follows a general education preschool Highscope curriculum. All of the preschool integrated teachers are additionally General Education Teachers. Teachers' support may be requested through the Lead Teacher. The IPP is offered in district

- **Collaborative Consultation Teacher (CCT)**

- In District
- A consultant is an itinerant, that is, he or she is not permanently housed in the classroom but rather visits the classroom and impacts the target child primarily by providing information and modeling strategies to and engaging in problem solving with classroom staff. It is the classroom staff who directly affect the child, but the consultant's knowledge and skill may impact the child indirectly via the classroom staff members' direct efforts. The program will immerse children in a variety of language-related activities, art and music activities, learning readiness skills and hands-on activities that promote academic and emotional growth. Your child's Case manager will provide placement in one of the district classrooms.

- **Preschool In-Class Support (ICS)**

- Inclusion is the practice of educating and caring for children with disabilities in the same environment or setting as their typically developing peers. In an inclusive program, children with and without disabilities learn and participate in the same daily activities and routines. The true measure of inclusion comes from a teacher's or provider's ability to support the child by making adaptations and modifications to their day so that they seamlessly become an equal participant and member of the group.
- A common model of direct support for children in inclusive settings is often referred to as co-teaching. This is a two teacher model, one general and one special education

teacher. The program will immerse children in a variety of language-related activities, art and music activities, learning readiness skills and hands-on activities that promote academic and emotional growth. Your child's Case manager will provide placement in one of the district classrooms.

- **Preschool Disabled (PSD)**

- Our preschool special education program is a specialized educational setting designed to provide intervention and support for children with developmental delays or disabilities between the ages of three and five years old. These programs are part of the broader special education services and are tailored to meet the unique needs of young learners who may require additional assistance to reach their developmental milestones and prepare for formal schooling.

HighScope

- We use the High Scope Curriculum which is a research-based, educational approach that emphasizes "active participatory learning." Active learning means students have direct hands-on experiences with people, objects, events, and ideas.
- The early childhood department provides webinars for parents, providing important information about English language acquisition.
- Additionally, a breakdown of a typical day for the children is provided, including:
 - Greeting Time
 - Breakfast Time
 - Small-Group Time
 - Planning Time
 - Work Time
 - Interest Areas
 - Tips for Home

Assisting Children to Transition (ACT)

- The ACT program was created in response to the Individuals with Disabilities Education Act (I.D.E.A.) and the least restrictive environment mandate (LRE). The ACT program is a collaborative effort geared towards identifying and transitioning preschool children into inclusive or less restrictive environments.
- Collaboration between the classroom teachers, paraprofessionals, Occupational & Physical therapists, Speech therapists, child study team case manager, and Preschool Lead teachers is essential to the success of the program.
- HighScope's Child Observation Record (COR) Advantage 1.5, a comprehensive research-based assessment tool closely aligned to the NJ Teaching and Learning Standards is used to assess and monitor young children's progress. It consists of defined developmental levels focusing on the broad cognitive, social-emotional and physical development of children birth to kindergarten. These are used as goals for preschoolers to attain in an effort to successfully transition into an inclusive classroom – it is also the assessment used in the district's general education preschool classrooms.
- Each school's collaborative team provides teachers with the necessary support and strategies to help students achieve the targeted criteria and address their needs. Through this collaborative consultative model, benefits include improvement of student development, teacher & staff support, maximized student learning, ongoing monitoring and evaluation of student progress, and identification of characteristics that facilitate the transitioning and functioning in the least restrictive environment.