



Inclusion Policy ~ 2020-2021

Philosophy and Beliefs

We recognize and respect that our students come from a variety of backgrounds, cultures, and levels of life experiences. The diversity of students backgrounds contributes to our school community and inspires teachers and students to be caring, open-minded, and principled. Multiple teaching strategies are implemented to differentiate instruction in a whole class setting. This allows all students to have equal access to the curriculum and to grow as learners.

Standards and Practices:

Standard: Culture through policy implementation (0301)

Practices:

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Purpose: This document is designed by the administration and staff as a source of information for our community on special needs supports throughout the IB Primary Years Program at Dailey Elementary Charter School.

Inclusion Policy Goals

- To ensure that all students have full and equal access to learning within the Primary Years Program
- To ensure that all students have opportunity to develop international-mindedness through interaction with and understanding of the Learner Profile
- To engage staff, students, parents and community in shared responsibility for the success of each student
- To identify and align systems and resources necessary to support all students
- To adhere to national, state, and local laws regarding Special Education

Special Populations

Through the PYP curriculum and instruction, Dailey has the ability to provide all students (special education, gifted and talented, English Learners, and students not meeting grade level expectations) with opportunities to engage in project-based activities and to become deep critical thinkers. Special populations at Dailey experience a full-inclusion, classroom-based instructional model that uses comprehensive teaching strategies. Students are a part of the total community with equal access to educational opportunities within the school.

English Learners

Dailey Elementary Charter School will hold all students, including English Learners (ELs) to high standards. Dailey complies with all federal, state,

and judicial mandates for ELs. ELs are supported and participate in all curricular and extracurricular activities. Dailey implements SDAIE strategies throughout the instructional program everyday. EL students are exposed to multi-level texts, use a variety of modalities and hands-on experiences that support the ELD standards. Throughout the day, students engage in discussions with peers to support language acquisition, writing in a variety of ways, multiple opportunities to engage in the content, and are assessed using a myriad of ways to demonstrate their learning.

As choice is an integral part of IB, students have options within assessments that best meet their interest and are assessed in a variety of ways. Students are exposed to daily vocabulary instruction, as they are in a classroom culture that supports making connections to previous learnings and experiences. In order to support class discussions, text talk frames are posted in each room for students access and students are also provided writing frames which directly support EL learners. With the structure of consistent, school-wide writing checklists, EL students are successful at organizing their ideas, self monitoring their progress and goal setting. Also embedded in the curriculum are chants, dances and songs that support students in remembering foundational concepts. Students are engaged in daily choral reading as well, to support their fluency, in order to support access to complex text, math text and core novels. To further support EL learners, Dailey provides an extra one hour and forty-five minutes of learning each day which provides additional time for learning experiences.

English Learner Identification

A home language survey is required from each family as part of the enrollment process. A student meeting any EL criteria will be given the English Language Proficiency Assessments for California (ELPAC) to determine English Proficiency level. All parents/guardians of students classified as EL have been notified in writing of the EL assessment and placement procedures for their child. All teachers have been responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. EL students are assessed annually with the ELPAC test.

EL Parent Notification

All parents or guardians of students classified as ELs have been notified in writing of all EL assessment and placement procedures for their child.

Monitoring and Reclassification of EL Students

English language proficiency of ELs are monitored by teachers on an ongoing basis throughout the year and with the ELPAC administration (once per year). An EL student may be considered as having acquired a “reasonable level of English proficiency” and may be reclassified as Fluent English Proficient utilizing the following four criteria (or as defined by authorizing district): 1) assessment of English language proficiency utilizing the ELPAC, 2) comparison of performance in basic skills, 3) teacher evaluation.

Teachers regularly monitor the achievement and progress of R-FEP students to ensure that they receive appropriate instruction and support. Dailey Charter evaluates each student’s performance in academic content areas to measure the student’s progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, appropriate supports are put into place to ensure the student’s success.

Academically Low Achieving Students

When a student that demonstrates achievement significantly below expectations, a meeting with the parent(s), teacher(s), and an administrator will be scheduled to identify supports and scaffolds for the student. Additional meetings may be scheduled to review the impact of these actions. For low achieving students, the inquiry-based instructional approach of the IB Primary Years Program will provide motivation and practice in skills not previously learned. The extended school day has provided additional time and opportunities to bring students up to grade level. Students and parent contracts have emphasized appropriate home support necessary to increase student achievement and support the school program. Students are exposed to multi-level texts, use of a variety of modalities, and hands-on experience alongside their learning. Students have procedures in place, school wide, that give them support in their learning (hand signals, pair share, partner work, hands-on learning, exposed to a variety of math strategies connected to real world, etc.). Teachers implement innovative and research-based teaching strategies.

Academically High Students

Students have been provided enrichment opportunities, acceleration or other educational challenges appropriate to the student. The richness of the IB PYP curriculum creates opportunities for high achieving students on a regular basis. The teaching staff has been recruited based upon their interest in teaching a rigorous inquiry based curriculum. Each child’s interests and talents will be cultivated and each will be provided opportunities to engage in challenging and enriching inquiries. Dailey expects all students to push and achieve their personal best.

Special Education Services

Special education instruction and/or services will be provided to all eligible students in accordance with the SELPA Local Plan. No student will be denied enrollment in the Charter School due to a disability or the Charter School's inability to serve the student.

Dailey Elementary Charter School cooperates fully with the district in the identification and referral of students, special educational assessments, development of IEP's, and the provision of special education services to students. Dailey Charter complies with all regulatory special education requirements of the Individuals with Disability Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights. Dailey Charter complies with AB602, chartering authority SELPA guidelines, and all California laws pertaining to special education students. Dailey works in cooperation with FUSD SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. All students with disabilities have access to the variety of educational programs and services available to non-disabled students including nonacademic and extra-curricular services and activities.

Teachers systematically monitor all student progress to ensure that instruction is appropriately differentiated to provide full access to all curricular areas. Professional learning on research-based best instructional practices, collaboration based on data, differentiated instruction, and focused lesson planning have resulted in an instructional program that meets the needs of all learners. All staff participates in professional learning, planning, and other activities that promote the effective use of available resources to meet the educational needs of all students.

Prior to the determination of a student's need for specially-designed instruction or services in the least restrictive environment, a pre-referral intervention will occur. The school will then implement appropriate interventions through a Student Success Team meeting (SST) for a student at the earliest indication of student need in order to ensure the student's success. The SST will consider all pertinent information and the unique needs of the child in order to generate strategies for meeting the child's needs in a non-special education setting. The SST will tailor appropriate interventions to meet the unique needs of each student identified in conjunction with Dailey's educational program.

Upon identification of a need for formalized assessments, a meeting will be held with the parent/guardian, SPED representatives, teacher, and administrator. After the completion of the administration of tests and other assessment materials, an individualized education program (IEP) team meeting will be held, including the parent or guardian and his or her representatives, to discuss the assessment results. IEP's have been developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. Students identified as needing 504 accommodations or IEPs have been provided environments, instruction, and/or assistance. Instruction is provided through an appropriately credentialed FUSD staff member who is assigned to Dailey.

An IEP team determines the appropriate special education service for each student (Speech, RSP). A review of the IEP will then be conducted at least annually to review progress and make appropriate revisions. Students must receive all services indicated on their IEPs. In the case of a special education student whose behavior impedes his or her learning or that of others, appropriate positive behavioral interventions, strategies, and supports will be developed to address the behavior, including, when appropriate, the development of a positive behavior support plan.

Dailey's Special Education team will be responsible for conducting all initial evaluations and re-evaluations, obtaining written parental consent for evaluations, tracking required timelines, scheduling, and facilitating eligibility determination meetings. If a child is determined to be eligible for special education, the school's special education team will obtain written parental consent for initial placement. Dailey Charter will be responsible for tracking IEP annual, triennial, and other review meeting timelines. The Dailey Special Education team will coordinate scheduling and facilitation of IEP meetings. Dailey will coordinate with the District's Special Education office to ensure that an appropriately constituted IEP team is assembled for each IEP meeting. Any disputes over eligibility or services will be handled by the FUSD Special Education staff. Dailey will be responsible for preparing and delivering legally compliant Notice of Meeting to parents.

Support for Families

Families of students identified as performing below grade level, as well as identified Special Education students, have access to information and program through the SST / 504 Coordinator at Dailey Charter. Parents / guardians are informed of how Dailey provides academic support for students through its Parent – Student handbook which is provided at the beginning of the school year, and upon enrollment for students not enrolled on the first day of school.

At Dailey Charter, we connect with families through written and in-person communications. Examples of these communications include:

- Parent – Student handbook with program information, guidelines, and other relevant school information
- Back to School Night Handbook
- ClassDojo
- MS Teams

- School website
- Parent education opportunities
- Director's Chat
- Parent Volunteer meetings
- Parent – teacher conferences
- Student Success Team (SST) meetings
- Meetings with teacher and administrator(s)
- Differentiated and / or skill-based materials for home

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