

Mabel L. Pendleton Elementary School

Inclusion Policy

Mission Statement

The Pendleton School community is dedicated to developing lifelong learners and productive, compassionate citizens committed to creating global connectedness and intercultural respect that values and celebrates differences. Pendleton Panthers execute a rigorous, inquiry-based, concept-driven program that maximizes each scholar's potential.

Inclusion Philosophy

Pendleton School holds the belief that all students are valued as individuals. Working collaboratively with the whole school community, we strive to provide a learning environment that allows all individuals to reach their full potential. Recognizing and celebrating our diversity builds individual self-identity and compassion and empathy for others. All students at Pendleton Elementary are included in the Primary Years Programme. Equitable access to the IB Primary Years Programme at Pendleton School provides a dependable structure and builds collaborative relationships by addressing the needs and learning styles of all students.

All students, regardless of academic, social-emotional, or physical abilities, are placed in age-appropriate education classes. These classes offer necessary support through appropriate interventions and programs in order to receive equitable high-quality instruction to enable each scholar to successfully meet core curriculum standards and expectations. As an inclusive campus, we are welcoming and strive to support through diverse academic, social, emotional, and communication approaches.

Practices

Differentiation:

At Pendleton, differentiation is an ongoing process of identifying the most effective strategies to meet the needs of all our unique learners. Some of these strategies include small group instruction, pre-assessments to determine prior knowledge, leveled groupings, enrichment activities, student choice, and access to a variety of resources like technology, manipulatives, and books.

Pendleton Differentiation Best Practices:

- Small group instruction
- Flexible grouping for Math and ELD
- Personalization
- Active learning
- Feedback
- Technology integration
- Culturally responsive teaching
- Various assessment
- Student-centered approach
- Professional development
- Universal Design for Learning

Support for Students in the Gifted and Talented (GATE) Program:

Parents and/or teachers may request that a student take the GATE test beginning in second grade. All third-

grade students are administered the test, and students in grades 4-5 may take the test per parent or teacher request. Once a student is identified as GATE, their academic and social needs are addressed in a differentiated program administered by classroom teachers and other school personnel.

Student Success Team (SST):

When a parent or teacher expresses a concern about a student, the Creating Avenues for Responsive Education team (C.A.R.E.) and/or Student Success Team (S.S.T.) meeting is scheduled. The purpose of the meeting is to discuss these concerns with members who are knowledgeable about the student and research-based interventions. These interventions are then implemented and the student's progress is monitored. If the interventions have proven to not be successful, the student may be referred for a special education assessment.

Support for Students Needing 504 Plan:

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination against persons with a disability. The Buena Park School District provides free and appropriate public education (FAPE) to all students regardless of the nature or severity of their disability. In addition, qualified students with disabilities are provided an equal opportunity to participate in programs and activities that are integral components of the District's basic education program, including but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities.

To qualify for Section 504 protections, the student must have a mental or physical impairment that substantially limits one or more major life activities. For the purpose of implementing Section 504, the following terms and phrases shall have the meanings specified below:

1. Physical impairment means any physiological disorder or condition, cosmetics disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, hemic, lymphatic, skin, and endocrine.
2. Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.
3. Substantially limiting major life activities means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading concentrating, thinking, writing, communicating, and working. Major life activities also include major bodily functions, such as functions of the immune system, special sense organs, and skin, normal cell growth, digestive bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system.

The District has a responsibility to identify, evaluate, and, if eligible, provide students with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their nondisabled peers. Additionally, a parent, teacher, other school employees, or community agency may refer a student to the principal or Section 504 Coordinator for identification as a student with a disability under Section 504. Upon receipt of a referral, the principal, 504 Coordinator, or other qualified individuals with expertise in the area of the student's suspected disability will consider the referral and determine whether an evaluation is appropriate. This determination will be based on a review of the student's school records, including those in academic and non-academic areas of the school program, consultation with the student's teacher(s), other professionals, and the parent, as appropriate; and analysis of the student's needs. If upon evaluation, a student is determined to be eligible for services under Section 504, the team will develop a written 504 services plan specifying the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

Support for EL Students:

A student's primary language is identified through the Home Language Survey. For decades, the state has required school districts to collect this information on all students with limited English proficiency and report it to the California Department of Education (CDE). Districts generally administer the survey to all parents as part of their new student registration process. The Home Language Survey asks four questions about the first language the student learned to speak and the language used most frequently at home. If the parents indicate, or the district learns through further inquiry, that the home language is not English, the student is considered to have a non-English primary language and will be required to take the English Language Proficiency Assessment for California (ELPAC).

Parents of English Learners will be notified of their child's program placement no later than 30 days after the beginning of the school year.

Pendleton offers a variety of supports for students whose primary language is not English:

- English Language Development (ELD) curriculum in *Language Power*
- ELD clustering based on level of English proficiency
- EL students receive Integrated and Designated instruction throughout the school day
- Specially Designed Academic Instruction in English (SDAIE) strategies
- Integrated and Designated ELD instruction
- English Learner Advisory Committee (ELAC)/School Site Council: A group of staff members and parents who meet five times per year to discuss various needs of the school, including English learners.

Affirming Identity and Building Self-Esteem:

Students' social-emotional needs are just as important as their academic needs. Pendleton provides a variety of opportunities to affirm and support students' self-esteem, such as:

- Instruction in IB learner profile attributes
- PAW tickets and Incentive Program
- Positive Behavior Interventions and Supports
- Diverse Award Assemblies
- College-Wear Wednesdays
- College and Career Awareness Instruction
- Counselors on-site daily
- Psychologist on-site daily
- Character Strong Program
- Language Instruction
- Extracurricular Programs during and after school, such as Special Olympics Young Athletes, Choir, Soccer Team, etc.
- Spot of Emotions

Communication and Review of Policy:

Pendleton staff will revisit the Inclusion Policy every year and revise it as necessary. We will post it on our website for the parents and the community to see. A copy of the policy will be provided to new teachers at the beginning of the school year.

Names of People Involved in Creating this Policy:

Loriann Leota, Shelley Michel, Esther Noh, Kristin Sherman, Jan Smith, & Grace Park

References Used in Creating This Policy:

Running Springs Elementary School and Orangewood Elementary Inclusion Policies

