



## Wallace R. Davis Elementary School Inclusion Policy

### **Mission Statement**

At Davis Elementary, we are committed to fostering the social, emotional, and academic growth of every student through a rigorous, inquiry-based curriculum that engages and empowers our students as globally-minded learners. The curriculum includes a commitment to develop foundational academic skills in reading, writing and mathematics, as well as developing higher order thinking skills through transdisciplinary units of study. As a community-centered school, we nurture the whole child, supporting each child's development in a safe, inclusive, and respectful environment in which all students flourish.

### **Inclusion Philosophy**

At Davis Elementary, we believe education for all is a human right. We are committed to providing an inclusive environment where the entire school community provides support so that every student can reach their full potential. We value learning diversity as a rich resource for building inclusive communities and view learning from a strength-based perspective. Education is enhanced by affirmative, responsive environments that promote belonging, safety, self-worth, and whole growth for every student. All students' voices are valued and taken into account, and assessment provides opportunities for learners to demonstrate their growth, which is recognized and celebrated. Through inclusive practices, we provide access to the IB Primary Years Programme through approaches and support systems that address the needs and learning styles of all students.

### **Barriers to Learning**

At Davis Elementary, teachers are aware of the many barriers to learning and implement strategies to ensure success for all students. As a staff, we discuss and develop practices and procedures to remove barriers to learning and which are consistent with the Standards and Practices Related to Inclusion for example:

- **School Structure**  
The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)
- **Culture**  
The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential (0301-02)
- **School Community Environment**  
The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- **Environment**  
The school identifies and provides appropriate learning support. (0202-02)

- **Learning**

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

### **Differentiation**

At Davis Elementary, all students receive instruction that enables them to reach their full potential. Differentiation is an on-going process of identifying the most effective strategies to meet the needs of every learner. These strategies may include:

- Leveled instruction in foundational reading skills
- Math intervention groups
- Small group instruction
- EL supports
- Pre-assessments to determine prior knowledge and experiences
- Enrichment Activities
- Access to a variety of resources (i.e. technology, manipulatives, leveled readers)
- Universal Design for Learning (UDL)
- Student Choice

### **Support for Students Identified as Gifted and Talented**

The district's identification procedures for GATE are equitable, comprehensive, and ongoing. All second grade students are formally assessed with parent permission. Students in grades 3-6 may be referred by teachers and parent request. Multiple means of assessment such as, teacher recommendation, student writing proficiency, grades, achievement test scores, and NNAT scores are used to identify students. Supports for GATE identified students at Davis Elementary include: Depth and Complexity strategies, GATE Icons, UDL, and passion projects.

### **Student Success Team**

When a parent/guardian or teacher expresses a concern about a student, a Coordination of Services (COST) or Student Success TEam (SST) meeting is scheduled. The purpose of the meeting is to discuss these concerns with members who are knowledgeable about the student. Interventions are then implemented and student progress is monitored. If the interventions have proven to not be successful, the student may be referred for special education assessment.

### **Support for Students Needing Special Education/504 Services**

Students who qualify for special educational services receive support as determined by their Individualized Education Plans (IEP) Support services may include:

- Multi-tiered System of Supports (MTSS)
- Specialized academic instruction
- Push-in/Pull-out Support based on Individualized Educational Plan
- Mainstreaming into the least restrictive environment

- Special Day Class (SDC)
- Speech and Language Services
- Occupational therapy
- Adaptive physical education
- Behavioral Support
- Counseling
- Assistive Technology
- Visual Impairment Services

Students who qualify for a 504 plan are provided accommodations so that they have an equal opportunity to succeed in the general education classroom.

For more information regarding special education services, please read the [Santa Ana Unified School District's Special Education Handbook](#).

### **Support for English Learners**

Davis Elementary offers the following supports for students whose primary language is not English:

- English Learner Advisory Committee (ELAC)/School Site Council: A group of staff members, parents and community members who meet to discuss various needs of the school including those of English learners.
- Designated and Integrated ELD instruction
- SIPPS - Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Heggerty Phonemic Awareness
- SAUSD Language and Literacy Routines
- Bilingual Instructional Assistants
- Newcomer Supports
- Learning How English Works Routines
- Guided Language Acquisition Design strategies
- Digital Resources (i.e. Lexia English)

For more information about English learner instruction, please read our [Language Policy](#).

### **Affirming Identity and Building Self-Esteem**

At the core of all learning is the affirmation of student identity to promote self-esteem. (page 11)  
We believe student's social-emotional needs are equally important as their academic needs and provide a variety of opportunities to affirm and support students' self-identity such as:

- Learning about the Learner Profile Attributes
- Positive Behavioral Interventions and Support (PBIS)
- School Counselor who teaches SEL-based lessons
- Second Step SEL Curriculum
- Culturally relevant and multicultural Literature

- Trimester Awards Assemblies
- Musical Performances
- Attendance Awards
- Various Spirit Dress-up Days (Dress Your Heritage, Red Ribbon Week,

### **Communication and Review of Policy**

The Wallace R. Davis Elementary School Inclusion Policy is posted on the school website. The policy will be reviewed and revised as necessary by the staff annually. At the beginning of each school year, the policy will be reviewed and communicated with the school community.

### **Reference**

International Baccalaureate Organization, "Assessment." *From Principles to Practice*: Geneva Switzerland. 2018.  
Santa Ana Unified School District, Special Education Handbook  
Running Springs Elementary School Inclusion Policy  
Carl Hankey TK-8 Academy Inclusion Policy