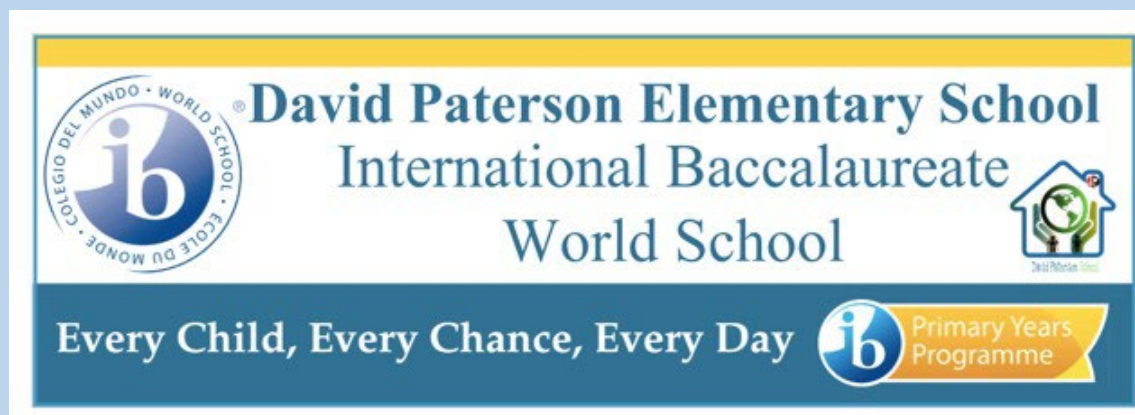


School Inclusion Policy



"Cultivating Champions, One Child at a Time."

Purpose

The purpose of this document is to communicate to our school learning community members our Inclusion Policy and our responsibilities in providing equal access to the curriculum and academic rigor for all students, regardless of their abilities and needs. Our policy outline's purpose, philosophies, principles, and practices of inclusion. This "living document" reflects our school and our district's policies as well as state mandates including but not limited to; the **0116 The Dignity for All Students Act**, the **District's Code of Conduct 5300**, **Culturally Responsive Sustaining Education Framework (CR-SE)**, **CR-Part 154**, and **Every Students Succeeds Act (ESSA)**.

Our School Inclusion Policy:

- Aligns to our mission statement:
The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.
- Aligns to the IB mission statement:
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.
- Aligns to our District/ School Admissions Policy

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). Every Student Succeeds Act (ESSA) is an equity and inclusion lens that addresses every facet of the educational system and promotes equitable opportunities that help all children thrive. The CR-SE Framework is a critical part of the ESSA which directly challenges inequities and fundamental practices that work against students and their families.

As members of a school learning community, we will continue to collaborate and review our school inclusion policy annually.

Philosophy /Vision

Our school learning community at David Paterson School believes that all students:

- Have the opportunity to reach their fullest potential:
 - Academically
 - Socially
 - Emotionally
 - Physically
- Are valued and have potential to learn and grow.
- Receive a free and appropriate public education in the least restrictive environment.
- Learn using a curriculum which promotes:
 - diverse instruction
 - independence
 - responsibility
 - transdisciplinary skills
 - choice
 - voice
 - ownership
 - engagement
 - lifelong learning
 - international mindedness

Our goal at the David Paterson School is to meet the needs of all students by providing the appropriate support and resources needed by students to be successful. This includes collaborating with our school district and members of our school learning community to identify the diversity of the school community and provide learning and teaching, educational and extra-curricular activities, facilities, student services and community partnerships which are inclusive and responsive to student needs.

The Hempstead Public Schools District Goals:

<https://boardpolicyonline.com/?b=hempstead>

5000 STUDENT POLICIES GOALS

Students, as the focal point of all district operations, shall receive the primary attention of the Board of Education and all staff members. Consequently, the Board will spend most of its time in study, deliberation, and policy formulation on matters directly related to student welfare.

Recognizing the individual worth of each student, the Board and staff accept the responsibility of helping each student to develop his/her capacity for intellectual, physical, emotional, and social growth. The Board acknowledges that a student's growth is influenced by his/her environment, both at home and in school. Therefore, the school district shall strive to create an environment in which the student may learn to live and adapt successfully in an ever-changing world, in order to become a responsible and productive member of society.

The Board and district staff shall work together to achieve the following goals:

1. To tailor the learning program to each students learning styles, interests, and aspirations;

2. To protect and observe the legal rights of students.
3. To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success.
4. To provide an environment in which students can learn personal and civic responsibility for their actions through meaningful experiences as school citizens; and
5. To promote faithful attendance and good work.

Adoption date: July 11, 2001

Equal Opportunity and Non-Discrimination

District Policy: 0100 EQUAL OPPORTUNITY AND NONDISCRIMINATION

<https://www.hempsteadschools.org/cms/lib/NY01920790/Centricity/Domain/43/policy%20update%205-18-17.pdf>

The Board of Education, its officers, and employees, shall not discriminate in its programs and activities against students on the basis of actual or perceived race, color, weight, national origin, creed, religion, religious practice, marital status, sex, age, sexual orientation, gender (including gender identity and expression), disability, or deny access under the Boy Scouts of America Equal Access Act. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Cross-ref:

0110, Sexual Harassment/Sex Discrimination
0115, Student Harassment and Bullying Prevention and Intervention
5020.2 Racial Harassment of Students
5030, Student Complaints and Grievances
5300, Code of Conduct
9140.1, Staff Complaints and Grievances
9150, Policy Against Discrimination and Harassment

Ref:

Age Discrimination in Employment Act of 1967 [29 U.S.C. §621](#)et seq.

Age Discrimination Act of 1975, [42 U.S.C. §6101](#)et seq.

Americans with Disabilities Act, [42 U.S.C. §12101](#)et seq.

Title VI, Civil Rights Act of 1964, [42 U.S.C. §2000d](#)et seq. (nondiscrimination based on race, color, and national origin in federally assisted programs)

Title VII, Civil Rights Act of 1964, [42 U.S.C. §2000e](#)et seq. (nondiscrimination based on race, color, religion, sex, and national origin in employment)

Title IX, Education Amendments of 1972, [20 U.S.C. §1681](#)et seq. (nondiscrimination based on sex)

§504, Rehabilitation Act of 1973, [29 U.S.C. §794](#)

Individuals with Disabilities Education Law, [20 U.S.C §§1400](#)et seq.

Genetic Information Nondiscrimination Act of 2008 [P.L. 110-233](#)

[34 C.F.R. §§ 100.6, 104.8, 106.9, 110.25](#)

[Executive Law §290](#)et seq. (New York State Human Rights Law)

Boy Scouts of America Equal Access Act, [20 U.S.C. § 7905](#)

[Education Law §§10-18](#)(The Dignity for All Students Act)

[Education Law §§313\(3\), 3201, 3201-a](#)

Adoption date: June 16, 2016

Principles

The responsibility of learning is a partnership between all members of our school learning community including our students, parent(s)/guardian(s), and staff. All students have a right to a holistic and inclusive education in a caring and stimulating environment.

As members of the David Paterson School, we will use and adhere to the district created policies mentioned above and documents including the District MTSS Handbook, Tiered Intervention Guidance Document, and Progress Monitoring Data Record Sheet.

We believe in the rights for:

Students to:	Teachers to:	Administrators to:	Parent(s)/Guardian (s) to:
• Model attributes of the learner profile. • Apply the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum. • Learn in a safe environment. • Be treated with respect and fairness. • Respect the rights of others and themselves. • Take responsibility for their own work. • Have opportunities for voice, choice, and ownership of their learning. • Explore their full potential. • Be accountable learners. • Build a growth mindset. • Celebrate Learning!	• Collaborate in the creation of the Inclusion Policy. • Model attributes of the learner profile. • Refer to the attributes of the learner profile. • Use discretion in the application of rules and consequences. • Develop meaningful relationships with students . • Teach curriculum and assessments that challenge and extend student learning. • Provide opportunities for student voice, choice, and ownership. • Use and manage resources to create stimulating, safe and meaningful learning. • Make connections to the transdisciplinary skills across the curriculum. • Incorporating into class created essential agreements. • Value process over product. • Create learning engagements together with students. • Design assessment tasks and criteria with students. • Use a variety of pedagogical styles. • Individually differentiate or accommodate work as outlined by student Individual Education Plans (IEP). • Communicate with members of our school learning community. • Promote respectful relationships. • Build a growth mindset. • Celebrate learning!	• Collaborate in the creation of the Inclusion Policy. • Model attributes of the learner profile. • Support, encourage and communicate our inclusion policy to all members of our school learning community. • Ensure that all staff, students, and parents understand definitions, responsibilities, and consequences. • Provide staff development and guidance. • Provide teachers and students with materials and resources to create stimulating, safe and meaningful learning. • Recognize the importance of reviewing this policy and its connections to other school and district policies. • Update members of our school learning community of any new district policies and their links to our policies. • Communicate with all members of our school learning community. • Promote respectful relationships. • Build a growth mindset. • Celebrate learning!	• Model the attributes of the learner profile. • Know that their child is in a learning environment that is safe, happy and respectful. • Monitor students' work. • Participate in ongoing learning experiences. • Ensure student's attendance is regular. • Provide materials necessary to be successful in learning. • Communicate with members of our school learning community • Promote respectful relationships. • Engage in future planning, goals, and success. • Build a growth mindset. • Celebrate learning!

Practices

At the David Paterson School we provide many opportunities to ensure our students receive a holistic and inclusive education in a caring and stimulating environment. Our teachers and staff are certified and professional development and training is ongoing.

Special Education Services

- To meet the needs of each child, Hempstead's special education classes provide individual programs. Parents and teachers work together to develop Individual Education Plans (IEPs) for each student, using past achievement, present needs, and test data. Both short and long-term goals are set for the child and materials are selected which will best help to carry out the goals.
- Links to our District Special Education Website, Special Education Links, and District Policies:
 - <https://www.hempsteadschools.org/domain/602>
 - <https://www.hempsteadschools.org/Page/2165>
 - <https://boardpolicyonline.com/?b=hempstead>

Common Language and Support

- **Special Educational Needs (SEN)**
 - Refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities.
- **Inclusion**
 - Inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (IBO Learning diversity and inclusion in IB programmes 2016, P1.)
- **Differentiation**
 - An instructional design model that modifies the written, taught, and assessed curriculum to meet individual needs.
 - Examples of differentiation strategies and resources may include but are not limited to:
 - Grouping within classrooms

- Use of pre-assessments!
 - Prior knowledge
 - Understandings
 - Misconceptions
 - Formative assessments
 - Strengths
 - Areas to focus
 - Adjusted Pacing
 - Targeted Feedback
 - Open-ended learning engagements
 - Tiered lessons
 - Use of instructional materials and programs
 - Reading levels
 - Immersive Reader
 - Sidewalks
 - Glass Analysis for Decoding
 - Reading A-Z
 - Engage NY
 - I ready
 - Task cards
 - Written/Spoken/Picture Cards
 - Audio clips
 - Video clips
 - Visible Thinking Routines
 - Realia
- **IEP (Individual Educational Program)**
 - A legal document describing changed or additional conditions /inclusive assessment arrangements/ to be provided to students identified as needing special services.
- **504 Plan**
 - A legal document describing changed or additional conditions /inclusive assessment arrangements to be provided to students identified with health challenges that may impede their learning or ability to be assessed in the regular education setting.
- **Integrated Co Teaching (ICT)**
 - A classroom in which a general education and a special education teacher jointly provide instruction to a class that has students with and without disabilities. The General Education and Special Education teacher meet to co-plan and prepare lessons, activities and projects that are multi-sensory and differentiated. Together, both teachers deliver instruction to ALL students employing a range of teaching strategies.
 - The determination of whether integrated co-teaching services are an appropriate recommendation for an individual student with a disability must be made on an individual basis. For some students, integrated co-teaching would be an alternative to placement in a special class with the added benefit of having both a special education

and a general education teacher deliver the curriculum to the student. For each student, whether the general education classroom is the least restrictive environment for the student to receive his or her special education services should be made in consideration of, but not limited to the following factors:

- the classes in which integrated co-teaching is offered and the match to the students' needs
- the extent of special education services the individual student needs to access, participate in, and progress in the general education curriculum.
- the similarity of needs of the other students with disabilities in the class
- the potential effect of the class size on the student's learning needs
- any potential benefits and harmful effects such services might have for the student or on the quality of services that he or she needs
- Whether the extent of the environmental modifications or adaptations and the human or material resources needed for the student will consistently detract from the opportunities of other students in the group to benefit from instruction.
- Our school has an ICT class for each grade level in grades 1-5

- **Resource Room**

- A **resource room** is a separate, remedial classroom in a school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance as individuals or in groups.
- Individual needs are supported in resource rooms as defined by the student's Individual Education Plan (IEP).

- **Speech Services**

- Provide services on an individual or small-group basis.
- Goal is to prevent communication problems by identifying kids at risk.
- Assess student communication skills through testing and evaluating the results. The findings are used to develop IEPs which our speech language pathologist helps to implement.

- **Multi-Tiered System of Supports (MTSS)**

- A Multi-Tiered System of Supports (MTSS) is a proactive collaborative approach to data-driven instructional decision-making decisions are continuous, cyclical, and considered within the context of larger educational and social systems. The MTSS framework uses high-quality, evidence-based instruction coupled with a standards-based curriculum, universal screening practices, the tiered intensity of support based on level of need, and continual use of data to guide decision making to ensure that ALL scholars receive the appropriate level of engagement to be successful. MTSS gives both schools and districts the framework necessary to organize resources that align academic standards and behavioral expectations, implement best practices with fidelity, and maximize the opportunity for ALL scholars to achieve and/or exceed grade-level proficiency. MTSS success hinges upon partnerships with scholars as

active participants in their education, families as engaged partners, and communities as networks of additional support which serves to strengthen educational systems at the classroom, school, district, regional, state, and national level.

- State mandated regulation for students in grades k-4.
 - A process of implementing high quality scientific validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response.
 - Starting point to identify and serve students who need additional support.
 - Systems of interventions and resource allocation which allow students to make significant progress in areas of need.
 - Examples may include:
 - High quality classroom instruction
 - Research based instruction
 - Differentiated instructional strategies for all learners.
 - Ongoing student assessment
 - Progress monitoring
 - Making educational decisions based on a student's response to intervention
 - Our goal is to improve educational outcomes for all students by providing a multi-tiered approach that creates a well-balanced system of support for our diverse student learners.
- Multiple Tiers and Interventions
 - a. **Core Curriculum:** To ensure scholars have the best chance at success, use strategies with a scientific, research-based approach. Core curriculum and instructional approaches must have a high probability of success for most scholars (80%). Implementation of the core curriculum must be verifiably implemented with fidelity and integrity.
 - b. **Tiered Levels of Support:** Beyond the core curriculum, match scholars' instruction/support to the level and intensity of their needs. The levels of support provided to scholars are based on the increasing level of student needs, which is organized through a tiered framework:
 - Tier 1 is whole class core instruction.
 - Tier 2 is whole class core instruction + additional targeted instruction (often small group)
 - Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention (often pull-out)
 - District Created MTSS Handbook
 - Flowchart and Decision Making
 - MTSS School Data Team
 - Principal
 - Data specialists (e.g., AP or counselor)
 - Student service/instructional service representative
 - Special Ed representative/teacher
 - Grade-level rep (large schools) OR Gen Ed teacher rep (small schools)

- Community Director
- **Physical Therapy (PT)**
 - Physical Therapists are contracted by the Hempstead Public School District from agencies.
- **Occupational Therapy (OT)**
 - Occupational Therapists are contracted by the Hempstead Public School District from agencies.
- **Instructional Support Team (IST)**
 - A school based innovative program compromised to maximize individual student success, while at the same time serving as a screening process for students who may need specialized education services.
 - The team discusses and provides techniques to help our students who are identified to be having difficulties academically, displaying behaviors that impact their academics, or have a medical condition that impacts their learning.
 - The process consists of a team working together to identify the student's needs, set goals, and develop an intervention plan to achieve those goals.
 - Members on our school IST includes our School Psychologist (Chairperson), Speech Pathologist, Social Worker, Resource Room Teacher, Nurse, attendance teacher, ENL Teacher (when needed) and an Administrator.
 - An IST referral form for a student can be completed from any school member.
 - If the screenings and interventions put in place do not render progress, then the student can be referred to the CSE.
- **Committee on Special Education (CSE)**
 - The Committee on Special Education (CSE) services school-age students that reside within Hempstead UFSD and are between 5 (or entering Kindergarten) and 21-years-old. Parents must register their child with the district prior to submitting a referral for evaluation or requesting special education services.
 - The Committee on Special Education is comprised of at least the following mandated members:
 - The parents or persons in parental relationship to the student
 - No less than one general education teacher of the student whenever the student is, or maybe, participating in the general education environment.
 - Not less than one special education teacher or not less than one special education provider of the student
 - A school psychologist
 - The CSE chairperson who is a representative of the district qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the school district. An individual who meets these qualifications may also be the same individual appointed as the special education teacher, the special education provider of the student or the school psychologist.

- Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill the role of the committee.
 - The school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting
 - An additional parent member of student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting
 - Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate.
- **Self-Contained Classroom**
 - Children with disabilities are specifically designated to attend.
 - Students share similar academic requirements.
 - Struggling students are provided with specialized support and interventions.
 - Students with more serious disabilities who may not be able to participate in general education programs at all are usually indicated for self-contained programs.
 - Students coping with autism spectrum disorder are often pulled out of standard classes to work with special needs experts on an array of skills, lessons, and tutorials to enhance each student's progress.
- **Special Education Parent Teacher Association (SEPTA)**
 - WHAT IS SEPTA?
 - SEPTA is a PTA within a school district. SEPTA brings together people who are interested in special education and children with special needs.
 - SEPTA supports, strengthens and promotes the welfare of children with special needs.
 - SEPTA promotes an understanding of special education and strives to enrich the lives of children with special needs.
 - WHAT ARE THE GOALS OF SEPTA?
 - To ensure that all children receive an education that allows them to reach their full potential.
 - To bring together parents, families, and teachers of children with special needs to share their experiences.

- To educate parents about special education, including the identification and placement procedures for children with special needs.
- To inform legislators, school boards, and the community about the importance of special education programs.
- To improve the lives of children by providing cultural, social, and physical enrichment. To advocate for children with special needs and their right to a free and appropriate public education in the least restrictive environment.
- SEPTA PTA - Parent Links
 - <https://www.hempsteadschools.org/Domain/599>

Multilingual Learners (MLL)

Vision

The Hempstead Union Free School District will challenge every multilingual learner (MLL) to develop a command of literacy in the home language, the English language, and other World Languages to meet the demands of a global society. Multilingual learners will become inquirers, knowledgeable thinkers, communicators, and principled, open-minded, caring, risk takers, balanced and reflective students.

Mission

The Hempstead Union Free School District will build the capacity of all teachers of multilingual learners to become facilitators of learning language through content and the love of life-long learning through professional development that is meaningful, actionable, and applicable to every diverse learner.

Links to our Bilingual Department Website, Bilingual Resource Links, and District Policies:

- <https://www.hempsteadschools.org/Domain/166>
- <https://www.hempsteadschools.org/Page/2020>
- <https://www.hempsteadschools.org/Page/1679>
- <https://www.hempsteadschools.org/Page/168>
- <https://www.hempsteadschools.org/Page/1685>

Shared Language of Terminology using the definitions below:

- **Mother Tongue:**
 - The language that the student uses at home. In some cases, that is not English.
- **Language A:**
 - The primary language of the school, and most likely considered the language of operation in the general education classes.
- **Language B:**
 - The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.
- **Language Acquisition:**
 - The process of developing Language B. Increasing vocabulary, syntax, and word distribution to communicate. The continuum of attaining fluency of a second language.
- **World Languages:**
 - Language other than the mother tongue.
- **ELL/MLL:**
 - English Language Learners/Multi-Lingual Learners
 - Student that enters the learning community without having English as their primary language.
- **ENL:**
 - English as a New Language
 - A program to support language acquisition for students who need to acquire English as a working language.
- **FLES:**
 - Foreign Language acquisition program for Elementary Schools.
- **Bilingual:**
 - Speaking and learning fluently in two languages.
- **Dual Language:**
 - A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages. The partner language is used for at least 50% of instruction at all grades.
- **Language of Instruction:**
 - The language used to instruct the student due to their level of competency. For the vast majority, the language used is the language that is primarily spoken in the student's home. If the mother tongue is English, the student is taught in English. If the mother tongue is Spanish, the student will receive instruction in Spanish and English when in bilingual classes if the student is not able to speak English.
- **Multilingualism:**
 - The term "multilingualism" in the PYP refers to linguistic ability in more than one language and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on

their social and academic experiences. From Principles into Practice: Learning and Teaching p.86.

- A way to affirm cultural identity and develop international mindedness.
- **Translanguaging:**
 - Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning. From Principles into Practice: Learning and Teaching p.95: Garcia, Li Wei (2014).
 - Two languages are placed alongside each other to make connections and draw on prior knowledge.

The Hempstead Public School District Supports Our Multilingual Learners (MLLs) Through the Eight Principles of the Blueprint for English Language Learners' Success.

1. All teachers are teachers of ELLs.
2. All school boards are responsible for ensuring the needs of ELLs are addressed.
3. Districts and schools engage students in grade-appropriate, academically rigorous, and standards aligned instruction.
4. Districts recognize language as an asset that can lead to the Seal of Biliteracy.
5. Districts value all parents and families as partners and effectively involve them in the education of their children.
6. Districts leverage the expertise of Bilingual, ENL, and World Language teachers and support personnel.
7. Districts leverage the home language of MLLs.
8. Districts use formative assessments to measure student knowledge and language development.

Our classroom instruction for our MLL learners includes:

- **Mother Tongue Support:** The language that the student uses at home. In some cases, that is not English.
 - **Dual Language Classes:** Speaking and learning fluently in two languages.
 - Students whose primary language is not English will be encouraged to continue to study and develop their mother tongue using the following resources:
 - Parents will be given referrals of individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
 - A list of books and children's educational resources in the student's mother tongue will be made available to the parents and students.
 - School staff members will provide parents and students opportunities to maintain the child's mother tongue and to share cultural and language information with the school

community and integrate into the program of inquiry when applicable.

- Information on students' mother tongue languages will be gathered from the district's "Home Language Survey."
- Use language data to determine the needs of literary resources.

- **English as a New Language (ENL)**

- **ENL Support**

- English as New Language Policy Practice: All students who are listed as speaking other languages other than English will be identified through the Home Language Survey and language screening upon registration as required by the state of New York.
 - After identification of the level of English fluency, students are placed in the appropriate class setting.
 - In the beginning of the school year, parents are notified through a placement form as to whether they will be keeping their child with the services they are receiving.
 - The school places importance on language learning, including their mother tongue.
 - Teaching and learning demonstrate that all teachers are responsible for language development of students.
 - Instruction in this program, formerly known as English as a Second Language (ESL), emphasizes English language acquisition.
 - In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies.
 - Our ELL learners receive:
 - Integrated ENL using the co-teaching model.
 - Certified Content Area Teacher and a certified ENL teacher

- **ELL/MLL: English Language Learners / Multi-Lingual Learners**

- Beginning in spring 2012, NYSED launched the Bilingual Common Core Initiative to develop new English as a Second Language and Native Language Arts Standards aligned to the Common Core.
 - NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade.
 - The teachers will provide a framework that supports NLAP and HLAP Standards to ensure that students in English as a New Language and Bilingual Education programs to meet the Language Proficiency levels of students.
 - The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.
 - In teaching, learning, and assessing, phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.

- Linguistic Demands identify the words, phrases, and forms of language that students will need to understand and use to meet the Common Core standard.
 - Students are placed in bilingual classes or in monolingual classes with ENL instructional support as determined by the level of fluency.
 - The New York State Regulation CR Part 154-2 identifies five levels of English Language Proficiency Development for ELLS. They are as follows:
 - **Entering** (Beginning) **360 minutes of service per week**
 - **Emerging** (Low Intermediate) **360 minutes of service per week**
 - **Transitioning** (Intermediate) **180 minutes of service per week**
 - **Expanding** (Advanced) **180 minutes of service per week**
 - **Commanding** (Proficient) **90 minutes of service per week**
 - **NOTE: When a student reaches the Commanding level on the NYSESLAT exam, he/she will no longer be considered an ELL and will receive two more years of ENL services and support before he/she exits the program.*
 - Students can reach the Commanding level by scoring a Level 3 on the New York State English Language Arts Test as well and then receive 90 minutes of ENL instructional support per week for two or more years.
- **Foreign Language in the Elementary Schools (FLES)**
 - Foreign Language in the Elementary Schools (FLES) Program Goals:
 - To provide a meaningful context for developing communication skills in Spanish.
 - To build an understanding and appreciation for the cultures of the Spanish-speaking world.
 - To strengthen the language competency of Spanish speaking students (native or heritage speakers).
 - The purpose of the FLES Spanish Program is:
 - To prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish.
 - To provide a nurturing environment where students feel comfortable learning a second language.
 - To develop proficiency in oral and written communication in Spanish through the integration of language skills and concepts taught in the content areas.
 - To encourage all students to develop an openness, understanding and appreciation for other cultures.
 - For grade 1-6(excluding bilingual classes)
 - **Newcomer Program**
 - The Hempstead Union Free School District (HUFSD) has a Newcomer Program to meet the diverse educational and socio-emotional needs of students who have recently arrived in the United States.
 - The main goal of the program is to help newcomer students acclimate to the American educational system while also addressing their academic needs. We

have created a warm welcoming environment where newcomer students feel appreciated, important, and part of a community of learners.

- The program runs after school Monday through Thursday from 3:15 to 5:15 PM grades 1-12 for twelve weeks.
- As part of the infrastructure of the program, School Counselors and Social Workers have joined with teachers to provide a network of support for these students; many of which have suffered traumatic experiences in their homeland or on their journey to the United States.
- Another important component of the Newcomer Program is the parent engagement piece. Parents are included through workshops to educate them of the importance of collaborating with teachers to help their children succeed academically and emotionally.

Communication of our Inclusion Policy

- Published on our school website.
- Included in our Parent IB PYP Handbook
- Included in our Staff PYP Handbook
- Reviewed annually.

Essential Agreements

At David Paterson School we agree:

We are principled!

- All students are valued!
- We develop and promote international-mindedness and all attributes of the IB learner profile across the school community.
- We display model behavior and conduct ourselves as representatives of members of our school learning community.
- We provide opportunities for student's choice, voice, and ownership.
- We use a wide range and variety of strategies in our learning and teaching.
- We develop meaningful relationships with students that promote engagement, well-being, and learning.
- We teach curriculum and create assessments that challenge and extend student learning.
- We use and manage resources to create stimulating, safe and meaningful learning.
- We make connections to the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum.
- We value process over product.
- We create learning engagements together with students.
- We design assessment tasks and criteria with students.
- We individually differentiate or accommodate work as outlined by student Individual Education Plans (IEP).
- We communicate with members of our school learning community.
- We promote respectful relationships.
- We will refer to our school policies to ensure we are making good choices.

- We will think about and recognize the rights of others in our school learning community.
- To build a growth mindset.
- **We celebrate the learning process!**

The following references were used to create our School Inclusion Policy:

International Baccalaureate. 2018. *From Principles into Practice*.
 International Baccalaureate. 2016 *Learning diversity and inclusion in IB programmes*.
 International Baccalaureate. 2018. *Program Standards and Practices*.
 International Baccalaureate. 2015. *The IB guide to inclusive education: a resource for whole-school development*.
<https://ibo.org/>
 Hempstead Public Schools Bilingual Department and Resources
[Bilingual Education & World Languages / World Languages Department \(hempsteadschools.org\)](https://www.hempsteadschools.org/Bilingual-Education-World-Languages-World-Languages-Department)
 Beaumaris North Primary School Student Engagement and Inclusion Policy
 Summit Charter Academy Lombardi Primary Years Programme Inclusion Policy
 Dignity for All Students Act (DASA) Staff Handbook, 2013
 Hempstead Public Schools Policies
 NYSED ESSA Culturally Responsive Sustaining Educational Framework
 Blueprint for English Language Learner/ Multilingual Learner Success, THE STATE EDUCATION DEPARTMENT /
 THE UNIVERSITY OF THE STATE OF NEW YORK Office of Bilingual Education and World Languages

Our School Inclusion Policy

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Reviewed/ Revised: June 2021, June 2022, June 2023, June 2024, June 2026