GLOBAL LANGUAGE ACADEMIES OF DOWNEY
CARPENTER

Inclusion Policy

Downey Unified District Mission & Vision

At Downey Unified, all students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

In alignment with our district mission and vision, we value inclusion and cultivating belonging for all. Our board goal #6 focuses on implementing and assessing all components of our equity plan to ensure our district continues to build on and enhance our practices in acknowledging and addressing issues of diversity, equity, and inclusion. We will use progress monitoring benchmarks to support our effort to create accountable and transparent systems that improve organizational practices and ensure all students are college and career-ready, globally competitive, and citizens of strong character.

Downey Unified School District is committed to developing all students to be self-motivated learners and productive, responsible, and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advance teaching and learning. At Downey Unified, all students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

Carpenter Mission Statement

At Carpenter Elementary, we cultivate a love of learning; we ignite curiosity through inquiry-based experiences while thriving in a compassionate, active, and multilinguistic environment. We foster a school community where our internationally-minded youth develop an appreciation of differences and respect for the dignity of all people.

Purpose

The purpose of this Inclusion Policy is to ensure that all students have equitable access to the International Baccalaureate Primary Years Programme and are provided with the support necessary to achieve academic, social-emotional, and personal success. Carpenter Elementary School is committed to creating an inclusive learning community

where every student is valued, supported, and provided opportunities to reach their full potential.

District Alignment

Carpenter Elementary School aligns with the mission and vision of Downey Unified School District, which is committed to ensuring all students graduate college and career ready, globally competitive, and citizens of strong character. In support of the District's commitment to diversity, equity, inclusion, and belonging, Carpenter Elementary strives to provide equitable access, meaningful participation, and high levels of support for all learners.

Statement of Philosophy

At Carpenter Elementary School, we believe that every student can learn, grow, and succeed within an inclusive educational environment. Guided by the philosophy of the International Baccalaureate Primary Years Programme, we value learner diversity as a strength and recognize that students bring unique backgrounds, abilities, languages, perspectives, and experiences to our school community. Through equitable practices, differentiated instruction, and collaborative support systems, we strive to remove barriers to learning and ensure all students have access to meaningful and challenging educational opportunities.

Inclusion in the PYP

As an IB World School, Carpenter Elementary is committed to providing access to the PYP for all students. Inclusion is viewed as an ongoing process that increases participation and engagement while reducing barriers to learning. Students are supported in becoming knowledgeable, caring, reflective, and internationally minded learners through learning experiences that recognize individual strengths, needs, and identities.

Recognizing Diverse Learners

Carpenter Elementary School recognizes that students may require varying levels of support to access and participate fully in the educational program. These needs may include, but are not limited to:

- Specific Learning Disabilities
- Autism Spectrum Disorder
- Speech and Language Impairments
- Physical Disabilities
- Sensory Impairments
- Emotional or Behavioral Needs
- Medical or Health Conditions

- Mental Health Needs
- Gifted and Talented Education (GATE)
- Multilingual Learners
- Students Experiencing Interrupted Formal Education

Continuum of Support Services

Carpenter Elementary School provides a continuum of services designed to ensure equitable access to learning.

Special Education Services

Students with Individualized Education Programs (IEPs) receive specialized instruction, accommodations, modifications, and related services in accordance with their individualized plans. Teachers, service providers, and families collaborate to support student success.

Section 504 Supports

Students with Section 504 Plans receive accommodations that ensure equitable access to educational opportunities and school programs.

Multilingual Learners

Students developing proficiency in English receive designated and integrated English Language Development (ELD) instruction along with instructional scaffolds that support language acquisition and academic achievement.

Gifted and Talented Learners

Students identified as Gifted and Talented Education (GATE) students are provided opportunities for enrichment, differentiation, critical thinking, inquiry, and advanced learning experiences that extend grade-level expectations.

Social-Emotional and Wellness Supports

Students have access to counseling, wellness resources, behavioral supports, and other interventions designed to promote positive social-emotional development and student well-being.

Multi-Tiered System of Support (MTSS)

Carpenter Elementary utilizes a Multi-Tiered System of Support (MTSS) framework to identify and address student needs.

Tier 1: High-quality core instruction and differentiated supports for all students.

Tier 2: Targeted academic, behavioral, and social-emotional interventions for students requiring additional support.

Tier 3: Intensive individualized interventions and specialized services for students with significant needs.

Student progress is monitored regularly through assessments, teacher observations, and collaborative data review. Instruction and interventions are adjusted based on student performance and individual needs.

Support for New and Mid-Programme Students

Carpenter Elementary School supports students who enter the programme at any grade level by providing families with orientation resources, program information, and guidance on school expectations. Teachers and staff collaborate to provide appropriate academic, language, and social-emotional supports, including scaffolding and differentiated instruction, to ensure a successful transition and equitable access to learning.

Roles and Responsibilities

Inclusion is a shared responsibility among all members of the school community.

Students are encouraged to advocate for their learning needs, participate actively in their education, and demonstrate the attributes of the IB Learner Profile.

Teachers and Staff are responsible for providing differentiated instruction, implementing accommodations and interventions, monitoring student progress, and fostering inclusive classroom environments.

Families are valued partners in the educational process and are encouraged to collaborate with teachers and school staff to support student learning and well-being.

Compliance with Local, State, and Federal Requirements

Carpenter Elementary School implements inclusive practices in accordance with applicable district, state, and federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). The school also follows all Downey Unified School District policies and procedures related to equity, access, and student support services

Exemptions from PYP Requirements

Carpenter Elementary School is committed to providing all students access to the IB Primary Years Programme. However, in limited circumstances, modifications or exemptions may be necessary when district, state, or federal requirements conflict with specific programme expectations or when determined appropriate through an individualized student support plan. These decisions may be made through the

Individualized Education Program (IEP) process, Section 504 Plan, English Learner support plans, or other student intervention teams. Any adjustments will be implemented in accordance with Downey Unified School District policies and applicable legal requirements while maintaining the school's commitment to inclusion and equitable access to learning.

Commitment to Collaboration

Carpenter Elementary School believes that strong partnerships among students, families, educators, and the community are essential to student success. Through ongoing collaboration and a commitment to inclusion, we strive to create a learning environment in which all students feel valued, supported, and empowered to become lifelong learners and responsible global citizens.

Adopted by: Carpenter Elementary School

Last Review Date:

Next Review Date: