

### **Philosophy, Goals, Objectives and Comprehensive Plans - Inclusive Practices**

It is a primary goal of the Governing Board to create schools that are inclusive of all students and the diversity of needs that exist in our region, and we give particular focus to inclusion of students with disabilities. As such, and consistent with longstanding federal legislation and 30 years of evidence, the Board will enact structures and practices to ensure that students with disabilities have the opportunity for full membership in general education settings and curriculum alongside peers without disabilities, with the supports identified in their individualized educational programs. Inclusive educational practices emphasize accessible and personalized educational experiences, the development of safe, nurturing environments, and the cultivation of a passion for learning for all students, and thus are consistent with the District's mission. General education teachers, special education teachers, faculty, staff, students and parents will work together as stakeholders to ensure delivery of inclusive services throughout District programs.

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the Superintendent or a designee shall consider whether decisions address the needs of students with disabilities and remedy the inequities that this community has experienced in the context of a history of exclusion, discrimination, and segregation. Decisions shall not rely on biased or stereotypical assumptions about this particular group of students.

The District believes that students are, first and foremost, general education students who may require additional supports and services in order to access their education. Furthermore, we reject a "one size fits all" deficit philosophy and embrace the variability of all learners and the individual strengths that learners bring to the learning environment. We hold high expectations for growth and development and honor the legal requirement that students shall be served in the least restrictive environment. We also hold high expectations for staff, including all employees who serve students with disabilities, and we are committed to providing the support needed to help staff meet those high expectations. We believe that:

- Our students can expect to receive high quality instruction, intervention, and appropriate levels of support that enable them to obtain success in their same-grade, core curriculum

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- We believe that the education for students with disabilities should include a continuum of services and supports, and any changes will reflect intensity of supports and services, rather than a separate place
- The district shall focus on building an equitable educational environment by working with families and the community to ensure all students graduate college- and/or career-ready

The Board will focus on developing and designing schools, classrooms, programs and activities so that all students may learn and participate together. Our schools will be characterized by a sense of community, high standards, collaboration, cooperation and flexible staff roles and responsibilities. The diversity of our community makes everyone better. We celebrate differences and the ways in which every child adds to the fabric of our school communities.

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote inclusion and equity in district programs and activities. It is the obligation of the District to ensure that cultures are inclusive and offer all students the opportunity to benefit equally. We make a schoolwide and systemwide commitment to structures and practices integrated into the overall mission of educating all children, through measures such as the following:

1. Inclusive practices are not a separate component of education, but rather, a core ideal that will be present in all of our schools and all of our district programs.
2. Instruction is engaging, evidence-based, and data driven, using the principles of Universal Design for Learning (UDL), Differentiation, and Positive Behavioral Interventions and Supports (PBIS) to teach academic and social/behavioral skills to all students.
  - a. For the purposes of this policy, UDL is defined as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It calls for multiple means of representation, expression and engagement. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles.
  - b. For the purposes of this policy, PBIS is defined as a commitment to addressing student behavior through systems change. Implementing positive behavior supports and intervention results in improved social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

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3. Accommodations, modifications, technology, and an array of related services are incorporated within the general education setting to meet the learning and social/emotional/physical needs of students.
4. Student learning experiences are flexible, authentic, integrated, meaningful, accessible, and developmentally appropriate.
5. Students are taught to be self-determined and are held to high expectations for learning defined through clearly outlined educational outcomes.
6. Appropriate staffing, adequate planning time, resources and supports necessary to maintain the student in the least restrictive setting. This includes support and training for all District staff.
7. School programs, including extracurricular activities and interventions, shall include all students regardless of the supports and services that they receive.
8. The initial adoption of textbooks or instructional materials shall be done in a manner that ensures that they do not contain any matter reflecting adversely upon persons on the basis of disability. Current courses of study and textbooks shall be reviewed regularly to detect any bias toward students with disabilities.
  - a. District course design or adoption should include a study of the role and contributions of individuals with disabilities to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society. This information should be provided to students throughout the year, and should not be limited to a designated time period or holiday (i.e., “Disability Awareness Month”).

(cf. 0000 – Vision)

(cf. 0100 - Philosophy)

(cf. 0200 – Goals for the School District)

(cf. 0410 - Philosophy-Goals-Objectives and Comprehensive Plans)

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

(cf. 0520 - Parent Rights and Responsibilities)

(cf. 5137 – Positive School Climate)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 6010 – Goals and Objectives)

### **Legal Reference:**

Education Code: 34 C.F.R. § 300.114-120.

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Education Code - EDC § 51204.5 Education Code - EDC § 51501  
Education Code - EDC § 60040

**Websites:**

<http://udlguidelines.cast.org>

<https://www.pbis.org>

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**CULVER CITY UNIFIED SCHOOL DISTRICT**

Culver City, CA