



Inclusion Policy

Cascade Elementary School

Philosophy

At Cascade Elementary School, we are committed to providing a nurturing and inclusive learning environment where every student, regardless of their background or abilities, feels valued and supported. As an International Baccalaureate (IB) World School, we recognize the importance of diversity and aim to foster a culture of respect, empathy, and understanding among our students, staff, and community.

We believe that every student has the right to access high-quality education. To accomplish this goal, necessary support and accommodations must be provided to ensure that all students, including gifted, English for Speakers of Other Languages (ESOL), and special education students, can fully participate in the curriculum. Additionally, teachers must appropriately differentiate instruction, assignments, and assessments to accommodate diverse learners, including those with advanced abilities, language learning needs, and disabilities. These practices support our learning community so all students thrive academically, socially, and emotionally.

Purpose

The purpose of the Cascade Elementary inclusion policy is to articulate the practices and principles used to provide an inclusive educational environment where all students, regardless of their backgrounds or abilities, have equitable access to a rigorous and inclusive curriculum. Our aim is to create a diverse and supportive community that celebrates the unique strengths and challenges of each student.

In addition, we strive to:

- Create a supportive learning environment that honors the cultural and linguistic diversity of our student body
- Implement evidence-based instructional practices that meet the diverse learning needs of all students, including differentiated instruction and targeted interventions
- Promote collaboration among staff, students, families, and community partners to ensure the success of every student

Support Services:

- **Gifted Education Services:** Gifted students will have access to enrichment opportunities and advanced coursework to meet their unique learning needs.
- **ESOL Support:** ESOL students will receive language support services to develop proficiency in English while accessing the curriculum.
- **Special Education Services:** Students with disabilities will receive appropriate accommodations, modifications, and support services as outlined in their Individualized Education Plans (IEPs) or 504 plans. Special education teachers, paraprofessionals, and related service providers will collaborate with classroom teachers to ensure that students with disabilities can access the curriculum and achieve academic success.

Assessment and Evaluation:

- **Authentic Assessment:** Assessment practices will be authentic, varied, and inclusive. Teachers will use a range of assessment methods, such as performance tasks, portfolios, and project-based assessments, to accurately measure student learning and growth.
- **Accommodations and Modifications:** Accommodations and modifications will be provided during assessments to ensure that all students can demonstrate their knowledge and skills. This may include extended time, alternative formats, assistive technology, or other accommodations based on individual student needs documented with 504 plans or IEPs.
- **Progress Monitoring:** Student progress will be monitored regularly to identify areas of strength and areas for growth. Teachers will use formative assessment data to inform instructional planning and provide targeted support for students who may be struggling academically or linguistically.

Parent/Guardian Engagement:

- **Open Communication:** Parents/guardians will be informed about the school's inclusive practices and available support services. Regular communication channels, such as newsletters, parent-teacher conferences, and school events, will be utilized to keep families informed and engaged in their child's education.
- **Partnership Opportunities:** Parents/guardians will be invited to participate in school activities. Opportunities for parent/guardian input and feedback will be provided.

Inclusive Practices

- **Differentiated Instruction:** In our classrooms, teachers utilize differentiated instruction strategies to meet the varied academic needs of students. This may include tiered assignments, flexible grouping, and personalized learning plans tailored to each student's abilities and learning styles.
- **Universal Design for Learning (UDL):** We incorporate UDL principles into our instructional design to provide multiple means of engagement, representation, and expression. This approach ensures that all students can access and participate in the curriculum, regardless of their learning differences or challenges.
- **Co-Teaching and Collaboration:** We promote co-teaching models where general education teachers, ESOL specialists, and special education teachers collaborate to support students with diverse needs in the same classroom. This fosters a sense of belonging and ensures that students receive the individualized support they require to succeed.
- **Culturally Responsive Pedagogy:** Our instructional practices are informed by a commitment to culturally responsive teaching, which acknowledges and affirms the cultural backgrounds and identities of our students. Teachers incorporate diverse perspectives, materials, and experiences into the curriculum to create a more inclusive and empowering learning environment.
- **Social-Emotional Learning (SEL):** We prioritize the social and emotional well-being of our students by integrating SEL instruction into the curriculum. Through explicit instruction, restorative practices, and community-building activities, we foster a positive school climate where all students feel safe, supported, and valued.
- **Individualized Support Services:** For students with special education needs, we provide individualized support services as outlined in their Individualized Education Plans (IEPs) or 504 plans. This may include accommodations, modifications, and access to specialized instruction to address their unique learning challenges.
- **Family and Community Engagement:** We recognize the vital role of families and community partners in supporting student success. We actively involve families

in the education process through regular communication, parent workshops, and opportunities for involvement in school activities and decision-making processes via the local school governance team.

Professional Development:

To ensure the effectiveness of our inclusive practices, we invest in ongoing professional development for our staff. This includes training on topics such as cultural competence, differentiated instruction, trauma-informed care, and inclusive classroom management strategies. Teachers will also participate in professional learning communities to share best practices, resources, and strategies for supporting diverse learners.

Conclusion

At Cascade Elementary School, we are committed to creating a welcoming and inclusive learning community where all students have the opportunity to reach their full potential. By embracing diversity, fostering collaboration, and implementing evidence-based practices, we strive to empower every student to become compassionate, lifelong learners and active global citizens.

Inclusion Policy Review

The Inclusion Policy at Cascade Elementary School will be reviewed annually by school leadership, teachers, support staff, parents/guardians, and community stakeholders. Feedback will be solicited and used to make revisions as needed to ensure the policy remains responsive to the evolving needs of our diverse student population.

Resources

- Beecher Hills Elementary School, *Inclusion policy*, 2021
- Bolton Academy, *Inclusion policy*, 2023
- International Baccalaureate Organization, *Programme standards and practices*, January 2014 (Revised 2020)
- Primary Years Programme. *PYP Principles into practice*. October 2018

Established: April 2023