

Alderwood Elementary School - Inclusion Policy 2022-23 (Draft)

Alderwood Mission:

Alderwood students, families, and community create our school family. We embrace diversity and work together to develop ourselves as reflective, principled, life-long learners. Through collaborative and personalized instruction, we ensure all students reach high standards of intellectual and social development. Our school family strives to be compassionate, productive, and balanced citizens of today's global community.

Inclusion Philosophy:

We believe that diversity is a strength which is valued in our community regardless of race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture, as is stated in the Bellingham Promise. We believe that everyone has strengths, knowledge and interests that make our community stronger. We aim to foster a collaborative community where we learn from each other, increase empathy and belonging as we focus on the development of the Learner Profile and becoming globally minded citizens.

We take action to identify and remove barriers to learning, creating access to curriculum and core instruction for all learners. We work to identify and disrupt systems that support ableism, racism, sexism, or limited access to high levels of learning for groups of people. We continue to refine our understanding and implementation of conceptual teaching and learning, Approaches to Learning, engagement and assessment practices, and student agency which all support an inclusive IB education. We work to have students, families and community be seen, heard, and valued in our materials, experiences and learning spaces.

In this policy, we identify systems and structures in our school organization, school wide resources, legal requirements and our ongoing vision for learning, implementation and refinement towards more inclusive practices and school.

School Organization: Systems & Structures that Support Inclusion:

We know it takes our whole community working together to create a school that is truly inclusive for all. We have identified systems and structures within our school that have the potential to impact access, belonging, and learning. As a school community we identify key indicators to increase inclusion, highlight our strengths and current evidence, and identify action steps towards more inclusive systems and structures.

Systems and structures include: (see appendix A for full table)

- Master Schedule
- Leadership Team
- Collaboration Structures
- MTSS (multi tiered system of support)
- Planning using UDL (universal design for learning)
- Behavior Support System
- IEP (Individual Education Plans) and SDI (Specially Designed Instruction)
- Engagement and Reengagement Supports
- Family and Community Connections

School Wide Resources: Supports for this work

Inclusive shifts in teaching, systems and structures takes support and resources. To best support all students, staff and families in our community, we have identified the resources we already have and those needed. We believe that inclusion is the work for all roles and throughout our whole school system and our resources align with that belief. This system shift may include looking at current resources and adjusting to better meet the needs of our community.

Possible resources include: (see appendix B for full table)

- Human Resources in Staffing
- Facilities Access
- Assessments
- Budget Resources

Legal Requirement:

We acknowledge and meet the legal requirements for Special Education Services, Multilingual Services and Confidentiality.

Special Education:

"It is the purpose of RCW [28A.155.010](#) through [28A.155.160](#), [28A.160.030](#), and [28A.150.390](#) to ensure that all children with disabilities as defined in RCW [28A.155.020](#) shall have the opportunity for an appropriate education at public expense as guaranteed to them by the Constitution of this state and applicable federal laws."

Implementation:

- IEPs (Individualized Education Plans) and 504s – include accommodations, modifications, SDI to support learners in the general education classroom.
- Assess and review IEPs and 504s yearly or at parent/guardian or staff request.
- District guidelines: <https://bellingshamschools.org/procedures/2161-procedure/>

Multilingual Learners:

"To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."
(Federal Law)

Implementation:

- We utilized a Multilingual Learner Specialist as a building resource to support teachers, families, and students.
- Yearly assessment of English Language Proficiency through the WIDA assessment

Confidentiality:

We follow our district guidelines for confidentiality of student records: <https://bellingshamschools.org/procedures/3231-procedure/>
Specifically for Students with Disabilities/504: <https://bellingshamschools.org/procedures/2162-procedure/>

(modified from Carl Cozier Elementary School Inclusion policy-2021)

Policy Review & Communication with all Stakeholders:

Stakeholders

Our community will have access to our inclusion policy through our Alderwood website or as requested. The policy will be directly shared with our district leadership, the entire Alderwood staff, and families.

Communication:

Intentional communication of our policies will occur each school year to our school community through updates to our families from leadership and by posting policies on our website. All policies will also be made available to the community in printed form from our front office. Policies will be posted in our Alderwood OneNote that all staff have access to. When new staff are hired, onboarding will include policy review with leadership. Student specific communication of testing, results, accommodations and learning plans will be multimodal (electronic, printed copies, phone calls, conferences) and will be translated into languages that support students and families.

Policy Review process:

Policies will be reviewed yearly and revised as needed to better align to our mission, after ongoing learning, or as our population or legislation changes to best support our community of learners. This review will happen as a whole staff during regularly scheduled learning/meeting times annually. Additionally, as policies are adjusted stake holder will be invited to contribute, review and give feedback as appropriate.