



Brentwood Middle School
Home of the Bengals



Brentwood Middle School IB Inclusion Policy

Greeley-Evans District 6 Inclusion Policy

Brentwood Middle will follow District 6's *Equal Educational Opportunities Policy* (Appendix A).

Brentwood Middle School's Philosophy of Inclusion:

Brentwood Middle School believes that all students should be provided the support necessary to reach their full potential regardless of individual abilities and needs. Our schools will support a learning community that allows every student, including English language learners, Special Education, and Gifted and Talented students, to be successful in the school and community settings in a way that:

- *Acts as a support service for general education programs*
- *Provides individualized educational experiences to support the unique needs of each student*
- *Promotes collaboration between home, school, and community*
- *Provides specially trained staff*
- *Provides a variety of individualized instructional methodologies and instructional settings for students*
- *Supports and values cultural diversity*

This policy is to be used in conjunction with district, state, federal and IB guidelines.

Greeley-Evans School District 6's Vision for Educating English Language Learners:

Greeley-Evans Weld County School District 6 will empower its English Language Learners to access their unique cultural and linguistic assets, in challenging, supportive learning environments, so they meet and exceed readiness goals for college, career, and civic life, thus graduating and becoming successful members of a global community.

Greeley-Evans School District 6 Special Education Advisory Committee (SEAC):

SEAC provides families a way to communicate with the Greeley-Evans School District and community agency representatives to improve the quality of life for their child with special needs.



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Volunteers of SEAC range from parents of children with disabilities, students, teachers, special service providers, district administrators and community agency representatives.

SEAC's Mission:

To actively represent children and youth with disabilities and impact decisions made on their behalf to enhance the quality of their educational services.

IB Programme Standards:

- A1.0- The school supports access for students to the IB programme and philosophy
- B2.8-The school provides support for its students with learning and/or special educational needs and support for their teachers
- C3.10- Teaching and learning differentiates instruction to meet students' learning needs and styles

Roles of Stakeholders:

Role of the student: Be committed to learning at an international level-to be globally aware regardless of learning styles.

Role of families: Understand and support our beliefs around inclusion.

Role of the coordinator: Communication between all stakeholders so support can be provided, including sharing of this document.

Role of administrators: Supporting board policy and supporting all stakeholders in their roles, and establishing and maintaining a safe and inclusive learning community.

Role of the classroom teacher: Recruiting students and promoting the program within MYP/DP. Including the whole school in the IB program through use of IB terminology within schools. Provide opportunities for students to become globally aware that supports their individualized learning styles.

Role of ELD Department: Empower its English Language Learners to access their unique cultural and linguistic assets. Empower its English Language Learners to meet and exceed readiness goals for college, career, and civic life.

Role of Special Education Department: To provide services to students with disabilities in order to increase access to curriculum as well as increase engagement in learning for all students by identifying and removing personal and educational barriers.



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Role of Special Education Teachers: Provides individualized instruction to meet students needs in the areas of reading, writing, math, and independent living skills.

Role of Gifted and Talented Specialist: Supporting the identified gifted and talented student with affective and academic goals, identifying gifted and talented students, supporting teachers with professional development to increase rigor for all students, and providing parent information on gifted children.

Role of support staff:

- **Paraprofessionals:** Provides accommodations inside of the general education setting to allow students to have access to curriculum. Also provides support and scaffolds instruction in least restrictive environment.

- **Speech Language Pathologist:** Supports students speech, language, and overall communication needs to help increase student's understanding of content and social development.

- **School Psychologist:** Supports students to succeed academically, socially, behaviorally, and emotionally. Partners with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

- **Occupational Therapist:** Provides support to students in order to engage in school expectations ranging from support with writing tasks to sensory regulation.

- **Physical Therapist:** Assists students physical limitations to access the school environment in order to fully benefit from their education program.

- **Vision Therapist:** Supports students with visual and orientation impairments to access the school environment safely and effectively.

- **School Counselor:** Work with students in an individual, group, and classroom setting to support students with career, academic and social emotional needs; while collaborating with staff, families and the community.

- **Community-based Mental Health Resources:** Connecting the students with community-based resources to provide additional mental health support at school. These providers include: Youth and Family Connections, SAVA, North Range Behavioral Health, Partners Mentoring Youth, Kaiser Permanente, and Turning Point.

Brentwood Middle School and Greeley West High School (Greeley District 6 Middle Years Programme) provides students with access to 6 of the 8 core subjects based on individual need.



* Follows and supports Board Policy for Students with Educational Needs (see Appendix A below)

Appendix A: Equal Educational Opportunities

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of race, color, ancestry, creed, sex, sexual orientation, religion, national origin, marital status, disability or need for special education services.

This concept of equal educational opportunity shall guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students. The district shall make reasonable accommodations for students with identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.
5. Student evaluation instruments – review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.
6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Adopted: June 22, 2009

Revised: October 8, 2012

LEGAL REFS.: 20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)
 20 U.S.C. §1701-1758 (*Equal Educational Opportunities Act of 1974*)
 29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
 C.R.S. 2-4-401 (13.5) (*definition of sexual orientation*)
 C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
 C.R.S. 22-32-109.1(2) (*conduct and discipline code to be revised as necessary including based on any relevant school district data*)
 C.R.S. 24-34-601 (*unlawful discrimination in places of public accommodation*)
 C.R.S. 24-34-602 (*penalty and civil liability for unlawful discrimination*)

CROSS REFS.: AC, Nondiscrimination/Equal Opportunity



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ACE, Nondiscrimination on the Basis of Disability
JBA, Nondiscrimination on the Basis of Sex
JBB*, Sexual Harassment