

Greeley--Evans District 6 IB Inclusion Policy



Dos Rios Elementary Primary Years Program, Brentwood Middle School Middle Years Program, and Greeley West High School Middle Years Program and Diploma Program form the Greeley--Evans D-6 IB Continuum and will follow District 6's Equal Educational Opportunities Policy (Appendix A) as well as the International Baccalaureate Program's inclusivity expectations for all students to have access to all four programs offered within the continuum and support the IB Mission statement.

Greeley--Evans IB Continuum Inclusion Policy-

Philosophy: Greeley--Evans IB Continuum 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 that promote lifelong learning in a way that:

- Acts as a support service for general education programs
- Provides individualized educational experiences to support the unique needs of all students:
 - IDEA: Individuals with Disabilities
 - Section 504 of the Rehabilitation Act
 - ADA: Americans with Disabilities Act
 - Assistive Technology
 - MTSS: Multi-Tiered System of Supports
 - STAR Team referral based on student need
- 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.

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

Include Board Policy (see detailed explanation)

Role of Stakeholders in Inclusion

Role of School:

- The school will ensure that the programs are in compliance with federal and local laws regarding students with special educational needs
- The school will provide guidance to students with special education needs to help them make informed decisions concerning their education and the IB programs
- The school will provide resources for the implementation and continuation of the Special Education Needs Policy
- School counselors and the Exceptional Education Program teachers will provide classroom teachers with all IEP's and 504 Plans to ensure that student's learning needs are being met
- The school will also support students' learning in their mother tongue
- The school will communicate to the families in the language that they best understand

Role of the coordinator:

- The IB Coordinator will apply for the IB Students' accommodations in IB assessments for both type and circumstance
- The IB Coordinator will work collaboratively with faculty to support students with special education or language needs
- The IB Coordinator will maintain discretion and confidence in providing needs based services

Role of Faculty:

- Faculty and staff will promote equality and equity to all three programs PYP/MYP/DP ensuring that all students have access to the resources and support that promotes their individual learning and commitment to global citizenry.
- The classroom teacher will implement the appropriate interventions as outlined in the Multi-Tier Support System (MTSS) and differentiate instructions as outlined by the students' IEP, 504, or language needs
- The teacher will maintain discretion and confidentiality in providing special education needs services

Role of families

- Families will play an active role supporting their child's education by having knowledge of their child's access to resources that support their child's learning and access to equal education
- Families will communicate with the school all information regarding changes in their child's educational needs
- Families will provide documentation needed for IBO accommodation requests

Role of the Student

- Students will demonstrate the attributes of the IB Learner Profile
- Students will be proactive in asking for assistance
- Students will be active participants in their classes and in meetings pertaining to their learning needs
- Students will follow all Greeley-Evans D6 School policies and IB policies and procedures

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)(ll) (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

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