

Rufus King International School Inclusion/SEN Policy

IBO Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, help to create a better and more peaceful world through intercultural understanding and respect.

As IB learners, we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Milwaukee Public Schools Mission Statement

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship.

Milwaukee Public Schools Vision Statement

Milwaukee Public Schools will be among the highest student growth school systems in the country. All district staff will be committed to providing an educational environment that is child-centered, supports achievement and respects diversity. Schools will be safe, welcoming, well-maintained and accessible community centers meeting the needs of all. Relevant, rigorous and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

Milwaukee Public Schools Special Education Statement

Milwaukee Public Schools (MPS) is dedicated to identifying, locating, and evaluating students with suspected special education needs from the ages of 3-21. Eligible students with disabilities will be provided with a free and appropriate public education consistent with the Individuals with Disabilities Education Act (IDEA).

Rufus King International School Vision Statement

Rufus King International High School (RKIS) is a community of excellence, fostering rigor, creativity, and diversity to empower students as active, global citizens. Students at Rufus King represent all of the attributes of the IB Learner Profile:

IB Standards and Practices as Related to Learning Diversity

Philosophy

A9. The school supports access for students to the IB programme(s) and philosophy.

Organization

B1:5 The school develops and implements policies and procedure that support the programmes.

Curriculum

C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity, multiple perspectives.

C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

MPS/RKIS Admissions

Families choose up to five MPS schools, ranked in order of preference. Students are enrolled in the highest-ranked school to which they are accepted. Students applying to the following high schools must participate in a Select Criteria Test Session: Rufus King, Golda Meir, Milwaukee High School of the Arts, Reagan, and Riverside.

Student Learning Needs

Rufus King International School educates students with a diverse array of needs. We educate students with visual impairments including blindness, with hearing impairments including deafness, students on the autism spectrum including non-verbal students, cognitive disabilities, emotional/behavioral disabilities, and students with a wide range of learning disabilities.

Guidelines for Section 504

Section (§) 504 of the *Rehabilitation Act* and the *Americans With Disabilities Act* (amended in 2008) were written and passed by the U.S. Congress to prohibit discrimination against and to protect the civil rights of individuals with disabilities. In order to fulfill its obligations under §504 and the ADA, the Milwaukee Board of School Directors and the Milwaukee Public School District recognize a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the Milwaukee Public Schools.

§504/ADA regulations are enforced by the U.S. Department of Education, Office for Civil Rights, and require the Milwaukee Public Schools to

- provide a free, appropriate public education (FAPE) to each qualified person with a disability who is within its jurisdiction, regardless of the nature or severity of the disability
- annually notify students, parents, school district employees, and the community of the school district's responsibilities under §504 and the Americans with Disabilities Act
- locate and identify all children with disabilities in the district's geographic area

A **"free"** public education means the provision of educational services without cost to the student with a disability or to their parent/legal guardian, except for those fees that are imposed on other students who do not have disabilities.

An **"appropriate"** public education under §504 and Title II means the provision of regular or special education as well as related aids and services that are designed to meet the individual educational needs of the qualified student with a disability.

Under §504/ADA, a **"qualified person with a disability"** is an individual who has a physical or mental impairment that substantially limits one or more major life activities such as learning, walking, speaking, hearing, etc. Qualifying impairments may include physical disorders (e.g. seizure disorder, asthma, diabetes) and psychological disorders (e.g. anxiety disorders, clinical depression, post-traumatic stress disorder). §504 also prohibits disability-based discrimination against students who *have had*, or are *regarded as* having an impairment that substantially limits one or more major life activities. Students who are eligible for special education services under the *Individuals With Disabilities Education Act* (IDEA) are also protected from disability-based discrimination under §504.

The educational needs of §504 students must be addressed by all staff members within MPS. Appropriately meeting these educational needs requires staff members to provide the accommodations prescribed in the individualized §504 plan.

The Milwaukee Public School District is obligated to notify the community of its responsibilities under §504. Each school must comply with district guidelines and legal due process procedures regarding identification, evaluation, and the provision of appropriate accommodations for qualified students with disabilities. §504 Coordinators and administrators must annually notify school staff members regarding the school district's policy of nondiscrimination on the basis of disability and its obligation to identify and provide appropriate educational services for students with disabilities.

Guidelines for Individualized Education Program (IEP)

The Individuals with Disabilities Education Act (IDEA 2004) was most recently reauthorized effective July 1, 2005. The state laws relative to delivery of educational services to students with disabilities was also revised and became effective on July 1, 2006. Significant changes of the reauthorization and revisions include, but are not limited to, the following:

- The previous 90 day timeline for completion of IEP evaluation activities has been replaced with a three-part timeline. LEAs (Local Education Agencies) have 15 business days from the date of the receipt of a referral by an MPS staff member to send a consent for testing or notice that no additional testing is necessary to a parent/guardian. LEAs then have 60 calendar days from the **receipt of consent for testing** or date of the notice that no additional testing is necessary to **complete an eligibility determination**. For students who are eligible for special education services, the IEP must be developed and a placement offered within 30 calendar days of the eligibility determination. *(Whenever possible, the eligibility determination, IEP development, and placement offer should occur at the same meeting.)*
- IEP Team participants who administer tests, assessments, or other evaluation materials as part of an evaluation or reevaluation are no longer be required to prepare written summaries of findings (individual reports).
- Short term objectives and benchmarks are no longer required in IEPs except for students taking alternate assessments. Short term objectives may also be included as a result of professional decision-making and best practices based on the needs of an individual student's IEP.
- Some changes may be made to an IEP without conducting an IEP Team meeting; however, parents/guardians must agree to the change(s) without an IEP Team meeting and must receive a copy of the revised IEP.
- Upon reviewing existing student assessments and educational records, parents/guardians and school districts may agree that a three-year reevaluation to determine if a student continues to be a student with a disability is *not* necessary.
- LEAs are required to conduct an initial evaluation of a student when referred by an individual.
- LEAs may not reevaluate a student more frequently than once a year, unless the student's parent/guardian and the LEA agree otherwise.
- The special education teacher who participates on IEP Teams must have recent training or experience related to the student's known or suspected area of special education.
- LEAs are no longer required to notify a parent/guardian of the qualifications of individuals who will conduct evaluations. LEAs are still required to notify a parent/guardian of evaluator's names, if known.

- When IEP Teams determine that a student is *not a student with a disability* an LEA is no longer required to identify the educational needs of a student or of the services offered by the LEA or other entities that may benefit a student.
- With prior written consent of a parent/guardian and under specific circumstances, some IEP Team members may be excused from attending all or part of an IEP Team meeting.
- IEPs are no longer required to include a description of how a student will be assessed when that student is taking an alternate statewide or district-wide assessment. IEPs will continue to include a statement explaining why a student cannot participate in a particular assessment and why the alternate assessment is appropriate.
- IEPs are no longer required to include a description of the procedures for informing parents/ guardians of a student's progress to achieve annual goals. IEPs will continue to include a description of when student progress reports will be provided.
- Although parents/guardians are still entitled to request additional time and/or a copy of their child's most recent evaluation report, LEAs are no longer required to inform parents/guardians of these rights at the IEP meeting.
- Beginning no later than the first IEP that will be in effect when a student turns 14 and updated annually thereafter; the IEP must include a statement about appropriate, measurable postsecondary goals.

The IEP is the most important document that is developed for students with disabilities and is the vehicle for providing a Free Appropriate Public Education (FAPE).

The IEP Team process provides the opportunity to develop an appropriate program reasonably calculated to ensure educational benefit and, ultimately, a transition to adult life for the student.

This program specifies special education and related services needed to meet the individual student's identified special education needs.

Function of the IEP:

An appropriately developed IEP should:

- Serve as a ***means of communication*** by which the family and school jointly determine the student's needs the services that will be provided and the anticipated outcomes.
- Serve as a ***focus for resolving any differences*** between family and school through the IEP Team process.
- Establish in written form a ***commitment of district/school resources*** that the team has determined necessary for the student to gain educational benefits from the services provided.
- Serve as a ***monitoring tool*** to ensure that the student is receiving FAPE.
- Serve as an ***evaluation device*** to determine if the student is making progress.

Types of IEP Meetings:

Different types of IEP Team meetings serve different functions. The following is a description of the general IEP Team meeting types and their requirements:

Initial IEP

ELIGIBILITY, PROGRAM PLANNING & PLACEMENT

The law requires that an IEP Team be appointed following the receipt of a referral. IEP documents are developed in conjunction with the initial determination that a student has a disability and a need for special education and related services. If the student qualifies as a student with a disability, the IEP Team also determines the special education and related services, supplementary aides and services, program modifications and supports for school personnel necessary for the student and the place where the school district will implement the IEP.

Three Year Reevaluation

ELIGIBILITY, PROGRAM PLANNING & PLACEMENT

Students receiving special education services are reevaluated at least once every three (3) years from the time of the previous evaluation/reevaluation unless the district and parent/guardian/student agree not to reevaluate.

Parents/guardians and school districts may agree that a three-year reevaluation to determine if a student continues to be a student with a disability is not necessary.

Mandated reevaluations serve two purposes. The first is to verify the continuing existence of disability eligibility and the continuing need for special education services. The second is to ascertain progress or change since the previous IEP Team meeting. The IEP

Team also determines the special education and related services necessary for the student and the place where the school district will implement the IEP.

Early or Other Interim Reevaluation

ELIGIBILITY, PROGRAM PLANNING & PLACEMENT

During the course of the school year, the primary special education teacher and/or other school staff may determine that a reevaluation should be completed for the following reasons: possible changes in the student's IEP, parent/guardian or teacher request, suspected additional and/or alternate special education needs, or if conditions warrant a reevaluation. A reevaluation must be conducted if the educational or related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation or if the student's teacher or parent/guardian requests a reevaluation.

Annual IEP

PROGRAM PLANNING & PLACEMENT

In order to ensure that a student's program remains appropriate, a student's IEP Team must be convened and a new IEP developed **at least annually**. The IEP Team also determines the place where the school district will implement the IEP.

IEP goals and objectives should be developed with the expectation that they will be attained within one year. IEPs should never be written for a period of longer than one calendar year.

Yearly Requirement

At least annually (within a calendar year) an IEP team meeting must be convened and an IEP developed. The IEP must be reviewed and revised based on a student's progress towards goals and objectives.

IEP Review Revision

REVIEW PROGRAM PLANNING & PLACEMENT

The IEP Team must be reconvened whenever a student's IEP requires **substantial** alteration or if a student, parent/guardian, teacher, or service provider requests a review of the current IEP. This can be done in the form of a revision of the current IEP - ***this does not change the annual IEP date.***

Some changes may be made to an IEP without conducting a Review/Revise IEP Team meeting, however, the changes must be thoroughly discussed with the parents/guardians and they must agree to the change(s) without an IEP Team meeting *and* receive a copy of the revised IEP. This activity does not replace the requirement for convening an Annual IEP.

SEN Roles & Responsibilities

The special education leadership team within RKIS is composed of the MPS special education supervisor assigned to the school, the assistant principal designated as LEA, and the special education department chairperson. The leadership team is responsible for disseminating information to IEP case managers. The leadership team supports case managers and regular education teachers.

The IEP is a legally binding document that commits MPS & RKIS to provide and fund the special education, related services, and supplementary aids and services listed in the IEP. It also commits RKIS & MPS to make a good faith effort to help the student achieve the stated goals and, when appropriate, objectives. Teachers and support staff are responsible for delivering the services in the IEP. Principals/Educational Leaders are responsible for ensuring that each student receives the special education and related services in his or her IEP.

Each student with special education needs has a case manager who provides the special education services outlined in the IEP. The IEP is shared with all teachers; it is the responsibility of each case manager and classroom teacher to ensure all aspects of the IEP are implemented.

Coordination of 504 plans is handled by the school psychologist.

Students Records

Pertinent IEP records are available to every classroom teacher and caseload manager in our online records system. Records of students moving between schools in MPS are available to receiving schools. For students moving out of the district, hard copies are sent to receiving schools.

RKIS Inclusion Policy

Students with special education needs and 504 plans will be included in the general curriculum to the greatest extent possible, with special education services provided as outlined within each IEP. Only when special education needs are such that removal from the general education environment is specifically outlined in the IEP will such removal occur. All students are provided access to the curriculum in the least restrictive environment. The RKIS community values and embraces each student, with his or her “own learning styles, strengths and challenges” (IBO, 2014).

MYP Program Requirements for Inclusion

From *IB continuum: Learning diversity and inclusion in IB programmes* (IBO, 2016, p. 1):

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Inclusion is an organisational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire.

Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

The MYP helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- Approaches to Learning (ATL) – help students develop skills for research, critical and creative thinking, communication, collaboration, and self-management.
- Key and related concepts – help students explore big ideas that matter.
- Global contexts – help students understand identities and relationships

Students and teachers may reference the RKIS student planner for resources to guide them through both the MYP and DP programs. Pages 6-7 outline the MYP: Service as Action and Personal Project. Pages 8-9 Outline CAS and the Extended Essay. Classrooms are equipped with poster of the ATLs and IB Learner Profile to be references by teachers.

Differentiation & Continuum of Services

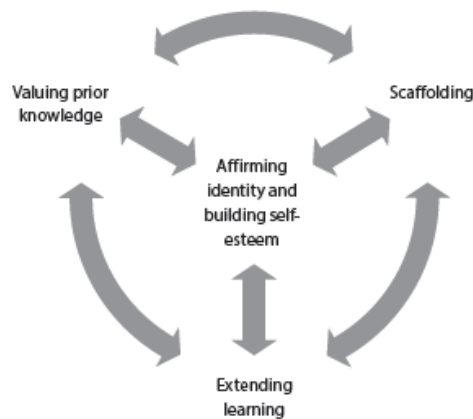
RKIS teachers recognize the diversity of our learners and that each may have a certain learning style. Due to various disabilities and IEP or 504 requirements, a continuum of services is offered at RKIS that may include classes taught by special education teachers in which students are educated on alternative grading standards, special education services provided in the regular education setting, or special education services provided outside of the regular education setting. Students of Milwaukee Public Schools and Rufus King are included in the regular education setting to the greatest extent possible (LRE). An important element of teaching and learning is differentiation. As outlined in *IB*

continuum: Learning diversity and inclusion in IB programmes (IBO, 2016, p. 11), Tomlinson and Cunningham Eidson outline elements of differentiation:

- **Content (what students should come to know or understand)**
 - Can be determined through formative assessment
 - Presents essential facts and skills
 - Presenting ideas through auditory, visual, kinesthetic, & tactile means
 - Provides students with choices in order to add depth to learning
 - Provides students with additional resources that match their levels of understanding
- **Process (how students come to know or understand)**
 - Tiered activities
 - Reflects student learning styles and preferences
- **Product (how students demonstrate knowledge or understanding)**
 - Can include reports, tests, brochures, speeches, skits
 - Differentiates by providing challenge, variety, and choice
 - Use rubrics that match and extend varied levels

Teachers incorporate the elements of Universal Design for Learning in their classrooms. Guides can be found at: <http://www.udlcenter.org/aboutudl/udlguidelines>

The goal of every educator at RKIS is to promote “equal access to the curriculum” (IBO 2016) through incorporation of the four principles of good practice:



Additionally, accommodations and modification provided in the 504 or IEP may include:

- Assistive technology or equipment
- Extended time
- Leveled readings
- One-one support
- Alternate settings for assessments
- Provision of notes

- Space/time for movement or breaks
- Scribe
- Oral/audio testing
- ASL
- Braille
- Translation, including documents

For students with a primary language other than English, please refer to the language policy.

Assessment

Classroom assessment accommodations and modifications will be provided for as directed in each student's IEP.

Standardized tests, ACT, and SAT accommodations will be applied for by the testing coordinator as directed by the IEP. These accommodations are approved or denied at the discretion of the testing organization.

For IB internal and external assessments, “special arrangements” may be requested. These special arrangements are approved or denied at the discretion of the IBO. It is the responsibility of the IB Diploma Coordinator to request necessary accommodations with the IBO based on student need.

It is our intention to follow the school assessment policy for all students. Please refer to the RKIS assessment policy for more information.

Professional Development

RKIS faculty members are regularly invited to professional development sessions that include such topics as challenging behaviors, differentiation, student motivation, and recognizing and responding to trauma.

Special education staff review *The IB guide to inclusive education: a resource for whole school development* and complete the self-review framework in addition to the *Questions for reflection when developing policy and individual learning plans*. All staff have access to IB guides and documents through the OCC.

Additional Resources Available to Students:

- Tutoring
- Writing Center
- Man to Man
- Sister to Sister
- Extracurricular Clubs and Activities
- MPS Student Toolbox
- Rufus Rufus King Virtual Reference Library
- Library extended hours
- Student Planner/Agenda

- IEP Provider/Advisor
- PP, CAS, EE Advisor

SEN Policy Review

The SEN policy is developed by the SEN coordinator, IB coordinators, and administrators. The policy is communicated to via the school website and staff shared drive.

References

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