

INCLUSION POLICY Reagan College Prep High School

At Ronald Reagan High School, our motto of “One Mission, One Vision, One Focus: IB” reflects our dedication to the framework of the International Baccalaureate Programmes. Our School Mission Statement is the IB Mission Statement. We are an International Baccalaureate high school striving to develop inquiring, knowledgeable and caring students who will help to create a better and more peaceful world through intercultural understanding and respect. We hold all of our students to this standard, including students with disabilities.

In the 2024-25 school year at Reagan, we have 1372 students with 177 of those students receiving special education services. 92% of our students with IEPs participate in full inclusion by taking coursework in the IB Middle Years (MYP) and Diploma (DP) and Career-related Programmes (CP), with the remaining 8% participating in select MYP elective courses.

The majority of our students with disabilities go through the same rigorous schedule as their peers during their four years at Reagan. This is made possible with various forms of differentiation based on each student's educational needs provided by both content area and special education teachers. Our special education staff works closely with all departments to ensure that the proper accommodations and/or modifications are addressed according to each student's Individualized Education Program (IEP). Removal from the general education environment will only occur when the student's special education needs are explicitly outlined in the IEP or Section 504 Plan and when it is determined that a more restrictive environment is necessary for the student's educational success.

Reagan is committed to the legal rights and needs of students with disabilities as defined by both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. In accordance with these federal laws, Reagan High School ensures that students with disabilities will receive the necessary services and supports to provide them with access to a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). In addition, we adhere to state-specific regulations in Wisconsin regarding special education services. These regulations ensure that:

1. All students with disabilities receive a comprehensive Individualized Education Program (IEP) or Section 504 Plan that is reviewed and updated annually to reflect their individual needs.
2. The IEP or 504 Plan will outline the accommodations, modifications, and services necessary to allow the student to participate meaningfully in the IB MYP, DP, and CP curricula.

3. IEPs and Section 504 Plans will include clear, measurable goals that are aligned with the student's academic, behavioral, and social needs.
4. Parent/guardian and student involvement is a key component of the development and review of IEPs and 504 Plans, ensuring that families are active participants in the decision-making process.

Reagan believes in developing internationally-minded students and uses the attributes of the IB Learner Profile among all of our students. All students participate in daily Academic and Career Planning (ACP) sections that include mindfulness, character education, college prep, ACT prep, and more. The majority of our MYP students, including students with disabilities, take part in the sophomore Personal Project, an independent research project which helps develop self-awareness and responsibility while addressing different global contexts. All students may choose to participate in IB exams. Students with IEPs discuss this with their classroom teachers and their IEP case manager to make the best decision for their academic and personal success.

Both content area teachers and special education staff have worked diligently to develop procedures and policies that support all students while preserving the integrity of the IB Middle Years, Diploma, and Career-related Programmes.

At Ronald Reagan High School we strive to:

1. Provide our students with disabilities in the MYP, DP and CP with support based on their individual needs. These supports might include co-teaching classes, a quiet study environment that may include 1:1 assistance, and supplementary aids as described in their IEP or 504 plan.
2. Ensure that students with disabilities fully participate with their peers in the MYP, DP, and CP, engaging in the rigor of all classes with the supports outlined in their individual educational programs.
3. Require all students to engage in responsible actions in and outside of school demonstrated through participation in the MYP, DP and CP projects, and other extracurricular activities.
4. Collaborate between content area and special education teachers so that students with disabilities have the opportunity to be successful in their IB coursework.
5. Collaborate and communicate between content areas and special education teachers when creating IB MYP, DP and CP unit plans to facilitate successful completion of the course by students with disabilities.
6. Address the IB Learner Profile attributes in all content areas as well as in support classes. This is to ensure that all students are knowledgeable in the importance of the Learner Profile attributes in order to succeed in school and life.
7. Provide the following to meet the MYP, DP, and CP requirements based on individual IEP needs:
 - a. Support in Math and English courses with IEP goals
 - b. Modified assignments / tests

- c. Extended time / due dates
- d. Assistive technology
- e. Quiet / small group environments

We believe that with a strong system in place, unit plans supported by sound research-based differentiation, and authentic assessments, students will successfully complete the IB Middle Years, Diploma, or Career-related Programmes that prepare them to be inquiring, knowledgeable, and caring individuals.

This inclusion policy aligns with federal, state, and local requirements for students with disabilities and is designed to ensure the success of every student, regardless of their learning needs.

Works Cited

- **Individuals with Disabilities Education Act (IDEA).** 20 U.S.C. § 1400 et seq. (2004).
This federal law ensures that children with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). It mandates that Individualized Education Programs (IEPs) be developed and implemented for students with disabilities to ensure equitable access to education.
- **Section 504 of the Rehabilitation Act of 1973.** 29 U.S.C. § 794.
Section 504 prohibits discrimination based on disability and mandates accommodations and services for students with disabilities to ensure they have equal access to education, including accommodations like extended time and modifications for assessments.
- **Wisconsin Department of Public Instruction (DPI).** “Special Education Services and Requirements in Wisconsin.” *Wisconsin Department of Public Instruction*. 2023.
This document outlines the state-specific regulations for special education services in Wisconsin, including how Individualized Education Programs (IEPs) and Section 504 Plans are developed and implemented in the state’s public schools.
- **International Baccalaureate Organization (IBO).** “Special Educational Needs within the International Baccalaureate Programmes.” *International Baccalaureate Organization*. 2023.
This document provides guidance on how students with special educational needs are supported in the IB framework, including accommodations for assessment and differentiation in the curriculum to ensure full participation in IB programmes.
- **U.S. Department of Education.** “504 Students and the Educational Environment.” *U.S. Department of Education*. 2022.
This publication details the legal requirements for implementing Section 504 Plans in schools, including how schools should support students with disabilities and provide

necessary accommodations in academic settings.

- **Wisconsin Statutes Chapter 115 – Special Education.** Wisconsin Legislature.
This chapter outlines the state laws regarding special education in Wisconsin, detailing eligibility, program requirements, and the procedural safeguards for students with disabilities.