

Roosevelt High School Inclusion Policy

September 2023

Our Mission Statement: *Roosevelt High School motivates students to engage in rigorous academic experiences and ensures educational justice for all.*

Statement of Philosophy

Roosevelt High School recognizes individual needs and goals of all students, and we seek to include students to the fullest extent possible in all programs at Roosevelt High School. Roosevelt High School has a population of diverse learners, and we believe that through inclusion, all students will become leaders that will positively impact the world.

To ensure rigorous academic experiences and educational justice for all students, inclusion is a primary focus when making all instructional and pedagogical decisions. All students will be provided opportunities to participate in supplemental educational activities to support the growth of the individual learner and their goals, passions and dreams.

At Roosevelt High School:

- We believe all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
- We place great emphasis on the responsibilities of our entire school community to be aware of and provide for students with special educational needs.
- We believe all students should have the opportunity to participate in their learning in the least restrictive environment
- We view a student's education as a partnership between the student, the parent(s)/guardian(s), and the school.

Roosevelt High School supports the Minneapolis Public Schools ([MPS](#)) [vision for Inclusive Practices](#). In the Minneapolis Public Schools community, Inclusive Practices:

- are grounded in a school culture that accepts and welcomes all students,
- respond to each learner's unique needs by removing barriers to full acceptance and learning,
- occur when educators make thoughtful and informed instructional decisions resulting in increased academic outcomes,
- thrive through partnership with families, students, staff, and community,
- are grounded in a belief that all MPS students deserve access to the MPS promise of an inspirational education experience in a safe, welcoming environment for all diverse learners to acquire the tools and skills necessary to confidently engage in the global community,
- will end the social and academic segregation that many of our students experience.

Definitions of Learners Receiving Special Education Services

These programs require a referral and placement is made through the district special education office based on screening.

- **Resource:** Students in the Resource program spend up to 60% of their day in a special education setting. Students are able to take smaller resource classes composed of all students receiving special education services, as well as co-taught classes that take place in a general education class with special education teacher support. Students may also have indirect services.
- **Lifeskills:** Students in the Lifeskills program spend between 61-100% of their day in the program with other students in the special education program.
- **ALPHA:** Students in the Developmentally and Cognitively Disabled program, ALPHA (All People Have Access), spend most of their day in the program with other students in the special education program.

Definition of Learners Receiving Advanced Learning Services

These students are identified by Minneapolis Public Schools through screening.

- **Advanced Learners:** Minneapolis Public Schools defines advanced learners as: students who perform at an advanced level when compared with others of same age, experience or environment, students who show the potential for performing at an advanced level, and advanced learners representative of all of our diverse student body, including those who are culturally, linguistically and economically diverse (CLED).

Legal Requirements

We abide by the state of Minnesota guidelines for inclusion as recognized by the following statute:

125A.08 INDIVIDUALIZED EDUCATION PROGRAMS

(a) At the beginning of each school year, each school district shall have in effect, for each child with a disability, an individualized education program.

(b) As defined in this section, every district must ensure the following:

- (1) all students with disabilities are provided the special instruction and services which are appropriate to their needs. Where the individual education plan team has determined appropriate goals and objectives based on the student's needs, including the extent to which the student can be included in the least restrictive environment, and where there are essentially equivalent and effective instruction, related services, or assisting technology devices available to meet the student's needs, cost to the district may be among the factors considered by the team in choosing how to provide the appropriate services, instruction, or devices that are to be made part of the student's individual education plan.

Students with Special Educational Needs

Students receiving services and supports from special education programming and students in advanced academics will be included in the MYP to the fullest extent possible. When considering students with Special Educational Needs, teachers should be aware of the intent of the tasks in order to allow students to achieve the desired end goal rather than over-emphasize the process.

Students will know the learning targets and will see rubrics which explain how they can meet the learning targets at an exemplary level. Exceptions to course requirements will be documented in the appropriate service documents and via IEP due process. IB modification for each subject may be completed internally for students who have IEP's.

The IB [“Meeting Student Learning Diversity in the Classroom”](#) is a bridging document between student IEP goals and IB coursework and assessment.

Accommodations and Modifications

The specific IEP goals may be modified to increase or reduce the rigor or learning expectations.

Definitions of Accommodations and Modifications

An accommodation changes how a student learns the material.

A modification changes what a student is taught or expected to learn.

Accommodations will be provided as outlined in the student's IEP to support student achievement. Accommodations do not change the expectation of learning, but rather give students access to learning in different ways, or give students different ways to show what they know.

Accommodations include, but are not limited to:

- Extended time when success in the task is not defined by time limitations
- Participation in an alternative environment such as small groups
- Alternative methods of display or expression of learning such as visual instead of verbal, presenting to a smaller group, use of technology to express information when these methods do not interfere with the essence of the task
- Use of assistive technology when it does not interfere with the intent of the task - for example, use of calculator unless the intent of the task isn't process through actual calculation.
- Shortening of assignments or tasks

Modifications include, but are not limited to:

- Use of rubrics: Students will be required to meet requirements on the rubric based upon the academic level of the student as outlined in their current IEP. Students may not be required to meet the highest level of a rubric to be considered exemplary.
- Grading including participation, work completion, effort, and communication
- Modifying work to a student's level
- Testing on fewer objectives/areas of the rubric
- Students graded on progress and participation using IB Learner Profile/Approaches to Learning skills instead of classroom curriculum or IB assessments and rubrics

Inclusion of students with Special Education Needs in RHS to the fullest extent possible

Resource: Students in the Resource program will have access to all general education classes, unless stated in their IEP as needing a Resource class. Resource classes will be structured using the IB Unit Planner and will use MYP assessments and rubrics as appropriate. Students will participate in a Personal Project.

Lifeskills: Students in the Lifeskills program attend special education classes for a majority of the day. Students may also attend general education classes with the support of special education aides. Students will participate in a Personal Project. Students will participate in classes that are structured using the MYP Unit Planner and will be assessed using MYP rubrics. Rubrics will be adapted as necessary.

ALPHA (All People Have Access): Students in the ALPHA program work on functional communication and living skills. Students contribute to the community of Roosevelt through many service learning projects. Students will be taught through a focus of the Learner Profile trait of communication. Students work on functional communication and living skills.

Advanced Learners: Students identified as accelerated learners are given differentiated instruction at their level within the general education classroom and will complete all MYP assessments and requirements.

Documentation:

Case managers, service providers, program leads and teachers will monitor and report on progress through the IEP. Grades will be reported on the transcript to reflect learning. Special Education Administration, RHS Administrators, IB Coordinators and Case Managers will monitor

participation of students with disabilities in the IB program.

- Teachers will be asked to provide regular reports of student progress.
- Unit Planners will include defined differentiated instruction. Student portfolios will include samples of work demonstrating learning in a variety of means and modes.
- Staff will use IEPs for students receiving special education services to define the areas of needs related to specific subject areas and functional skills in the Present Levels of Performance.

Professional Development:

Special education teachers will be included in school-wide, District-wide, and IB professional development. Teachers will continue to develop their skills with strategies for supporting the needs of all students. Special Education teachers provide unique insight into breaking down Approaches to Learning skills, and can provide assistance and leadership to colleagues on building these skills.

Resources

Anwatin Middle School Inclusion Policy,

<https://docs.google.com/document/d/1o7Wo8miPOuYICc5M1SoUzPeW7fhMZMoP-VyUAZood3c/edit>, accessed September 8, 2023

Inclusion Policy, Minneapolis Public Schools,

http://profdev.mpls.k12.mn.us/articulate/spec_ed/inclusive_practices_message/story.html

IBO, “Meeting student learning diversity in the classroom,” May 2019

IBO, “Learning diversity and Inclusion in IB Programmes: Removing Barriers to Learning,” 2020