



# Highland Park High School Highland Park Middle School Inclusion Policy



## **Saint Paul Public Schools**

Saint Paul Public Schools provides special education and related services according to the federal mandates of the Individuals with Disabilities Education Act and the State of Minnesota's rules

[<https://www.revisor.mn.gov/rules/3525/>] and statutes [<https://www.revisor.mn.gov/statutes/cite/125A>].

SPPS Special Education Department commits to the elimination in the disparity of outcomes for all students with disabilities. We will continue to do this by using data to enhance instructional practices that increase student engagement and achievement. SPPS specific focus is African American male scholars, American Indian scholars, and scholars dually qualified for Special Education and English Learner services where the greatest outcome inequities exist.

## **Highland Park**

The International Baccalaureate Middle Years Program (IB MYP) at Highland Park Middle School and Highland Park Senior High School works with students, staff, and families, to include students of all levels the opportunity to be involved with the IB MYP while following the Special Education guidelines and regulations. The International Baccalaureate Diploma Program (IB DP) at Highland Park Senior High works with students receiving Special Education to participate fully, with accommodations being made which are appropriate to their needs, following the guidelines in the International Baccalaureate Organization (IBO) publications.

Highland Park is an internationally minded and inclusive school that emphasizes all students and staff become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

## **Services**

Highland Park serves a wide variety of Special Education students with varying educational needs and disabilities. Highland Park provides Federal Setting I and II services for all special education students and it provides a specific program and support for students with Autism Spectrum Disorder (ASD) and Emotional Behavioral Disabilities (EBD).

The Special Education Department, general education teaching staff and support staff at Highland Park are dedicated to providing services to those students with specialized learning and behavior needs. Special education services are provided in the least restrictive environment in order to allow students to maximize their educational potential. Academic success is achieved through inclusion classroom strategies, pull out classroom curriculum, small group instruction, and one-on-one services.

Students receiving special education services have an Individualized Education Plan (IEP) to direct their progress in school and a Case Manager. Students receive a variety of levels of service, from monitor-only to full-day special education classes. Teachers, Social Workers and Case Managers work together to make accommodations and modifications for students to best meet their students' needs and IEP goals. Students receive services such as aides in the classroom, co-taught classes by general education and special education teachers, modified assessments, extended time, and other means of accommodation or differentiation.

The IEP Team is made up of general education teachers, special education teachers, administrators, speech language pathologists, social workers, nurse, related service providers, families, and students. The IEP Team meets annually to discuss the student's progress toward meeting their academic, emotional, social, and communication goals in school. School counselors are often at IEP team meetings to present information on credits earned and graduation

requirements. In certain cases, students' graduation requirements may be adjusted to accommodate for their disability.

## **Inclusion and International Baccalaureate**

Highland Park celebrates the many unique abilities, talents, interests and social-emotional needs of students by supporting the implementation and delivery of rich and differentiated curriculum, and offering opportunities that stimulate the intellectual curiosity of students. All students benefit from the IB aims, objectives, and goals. The values of IB enhance the connection of learning to real life experiences, enable skill building through the Approaches to Learning, and enrich the holistic learning experiences for all students at Highland Park.

Students receiving Special Education services participate in as many aspects of the IB Program as possible while still meeting their IEP Goals. All students at Highland Park are IB MYP students as it is an inclusive program and welcomes all students. At Highland Park Middle School, the collaborative planning that happens through the Data Cycle, incorporates differentiation for students' learning needs and learning styles. At Highland Park Senior High, Special Education students participate each year in the IB MYP Personal Project and have modifications or accommodations depending upon their academic, social, and emotional needs. Students can either take the full IB Diploma curriculum or take individual diploma level courses in an area of interest, with accommodations being made which are appropriate to their needs, following the guidelines in the IBO publication 'Access and inclusion policy' 2018. The guideline for participation in the IB Diploma program is that accommodations are made when written into the IEP, as long as the rigor of the classes and assessments is not reduced. For example, if extended time is in the IEP, the IBO guideline of 15 minutes per hour of assessment is applied. Reduced assignments, or partial assessments, are not allowed within these guidelines.

Students that have been identified as Gifted and Talented have the opportunity to take accelerated level courses in the IB MYP and to take IB DP courses. By using the IB criterion rubrics, curriculum can also be differentiated.

## **Inclusion Policy Development**

The Inclusion Policy for Highland Park Middle School and Highland Park Senior High is available to all staff, students, and families on both of the schools' websites. This policy will be reviewed and refined on an ongoing basis so as to reflect our schools' development and evolution within the International Baccalaureate framework and the Saint Paul Public Schools' mission and vision.

*Last Updated: August 31, 2022*