



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.

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 Federal Setting III 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

Special Education students participate in as many aspects of the IB MYP as possible while still meeting their IEP Goals. For example, 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. At Highland Park Middle School, the collaborative planning that happens through the Data Cycle, incorporates differentiation for students' learning needs and learning styles.

All students at Highland Park are IB MYP students, as we value the IB MYP to be an inclusive program and welcoming for all of our students. All students benefit from the IB aims, objectives, and goals. The values of IB MYP 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. By allowing all students to participate fully in an inclusive program to each student's potential, we remove the barriers that prohibit students from becoming integrated in a community of learners.

Students receiving Special Education services who go on to participate in the IB Diploma program participate fully, 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.

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.

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