



**St. Louis Park
High School**

IB Diploma Program

Inclusion Policy



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St. Louis Park School District Mission

The St. Louis Park Schools' mission states: "As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit" (ISD 283).

International Baccalaureate Mission

The International Baccalaureate Mission states: "The International Baccalaureate® 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" (IBO, 2013, p. i).

Purpose of this Document

With both mission statements in mind, we believe that all students who wish to pursue International Baccalaureate coursework should be supported in being successful in their coursework as well as supported to reach their fullest potential. We acknowledge that each individual has different strengths and areas of growth that must be supported in different ways. It is our goal to follow the lead of *Learning diversity and the IB programmes: Special educational needs within the International Baccalaureate programmes*, in which "... all students... will experience positive learning environments based upon the IB's four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning" (2010, p. 5). This document outlines the St. Louis Park High School Inclusion Policy and how we strive to reach the standards outlined by the International Baccalaureate Organization.

American Special Education Statutes

To provide appropriate services and interventions for student success, the St. Louis Park High School IB Diploma Programme acknowledges the following United States' requirements. Three existing federal statutes address the rights of children with disabilities to receive a free and appropriate public education (FAPE): Section 504 of the 1973 Rehabilitation Act, Individuals with Disabilities Education Act (IDEA), and Americans with Disabilities Act (ADA). FAPE is a civil right rooted in the Fourteenth Amendment of the United States Constitution, which includes Equal Protection and Due Process clauses. Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance.

To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free and appropriate public education to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . State and Federal laws must be followed and the appropriate accommodations must be made. The U.S. government guarantees each preschool and school age child an education in the least restrictive environment (aligned with IB Philosophies). Schools must provide this education to all handicapped students between the ages of 3 and 21 years. This was written into federal law as PL 94- 142, passed in 1975.

Since then the law has been modified and refined by the Individuals with Disabilities in Education Act (IDEA 2004). The IDEA act requires that public schools create an Individualized

Education Program (IEP) for each student who is found to be eligible under both the federal and state eligibility/disability standards.

The IEP is the cornerstone of a student's educational program. It specifies the services to be provided and how often; describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student (Public Law 108-466 – 108th Congress).

Special Education Needs Policy and the SLP SH IB Diploma Programme

The St. Louis Park High School IB Diploma Programme embraces the philosophy and ideals of the International Baccalaureate Organization. We acknowledge that the student is at the heart of the program as expressed through the IB Learner Profile. All IB teachers are expected to teach their students who are identified as having Special Education Needs (SEN). The IB Diploma Programme at St. Louis Park High School will ensure that appropriate and effective support for students with special education needs will follow the candidate as they progress through the IB Diploma Programme. To this end, we seek to offer a differentiated teaching and learning environment, which is echoed through the Approaches to Teaching and Learning. When educationally appropriate, we provide an inclusive experience for students with special needs. We also acknowledge that in order to fulfill the requirements of an IEP or 504, a student may require individualized instruction to reach their academic goals. During the freshman and sophomore years, all students are advised of the rigorous program requirements to ensure appropriate placement and academic success. In addition to employing teaching strategies that include differentiation for students with special needs, students are also supported through special arrangements if necessary and as outlined in the IB publication: *Candidates with assessment access requirements*. Furthermore, the IB publication, *Meeting student learning diversity in the classroom*, will be referenced to provide support for program completion. The Diploma Program Coordinator will submit to IB the appropriate accommodations forms, along with the necessary documentation, requesting assessment modifications when needed. Using the Approaches to Teaching as well as the documents listed above, our IB teachers will strive to

“develop(ing) a positive classroom climate conducive to supporting the learning of all students” which requires “that students are appropriately challenged by their learning, that expectations of them are high but realistic, where students belong to the community and feel cared for, trusted, understood, valued and safe” (IBO, 2013, p.2)

Assessing Learning Support Protocol

Students are identified for supports through the following steps:

- A child may be identified by the teacher, parent or concerned staff member.
- The student’s name is then submitted to the appropriate educational evaluator or team of support professionals for their grade level for the evaluation and testing process.
- The team provides recommended interventions for the teacher to try over several weeks.
- The teacher then reconvenes with the educational evaluator or case manager to report on the effectiveness of the intervention(s) and the student progress.
- If they are evaluated and found to qualify for either an IEP or a 504, accommodations would be put in place for the student.
- Annually the case manager/504 team reviews the existing IEP or 504 plan.

Gifted and Talented Programming

Gifted and Talented services at St. Louis Park High School have a two key components: affective services for identified GT students, and academic counseling and support for GT and IB students.

As a district, students are identified in 3rd and 5th grade. All district students are assessed using Naglieri Nonverbal Ability Test. From this assessment, the top ten percent of students are identified, and this population is given the Cognitive Abilities Test. The goal is to identify students in the top five percent of the student population using local norms. This population is then provided gifted services, comprising of extension services in English and social studies.

Students are also accelerated in mathematics through single subject acceleration. Finally, identified students are provided social/emotional support through a pull-out model. This service model targets students through eighth grade.

In high school, because of subject differentiation, the model changes. The GT/IB counselor works with all previously identified GT--providing all counseling services beginning sophomore year and affective pull-outs 9-12. In addition, all IB students desiring services can opt into GT/IB counseling services with the GT/IB counselor. Counseling services include: college and career planning, emotional support, and program of study services.

Supports in our Building

Below are some of the supports available for students:

- Learning Lab for writing and math support
- Co-teaching with special education teachers in 9th and 10th grade courses
- Counseling, both in school as well as off-site supports
- Thursday morning teacher support
- Individualized Education Plans (IEPs)
- 504 Plans
- Gifted and Talented programming
- Para-educators
- Skills classes for SPED students
- SPED pull out English & Math Classes
- Special testing area
- Reading Support Specialist
- Non-Traditional Academy
- Support Groups
- High Achievement Program
- Grade Level Coordinators

Policy Revision Process

Revised May 2018 with input from J. Magdal, S. Meyers, B. Nelson, V. Schmitz.

Initial writing: May, 2017 with input from J. Magdal, S. Meyers, B. Nelson, V. Schmitz, K. Schwietering & A. Wilkes.

Document will be reviewed annually at the end of the school year by a committee of staff volunteers.

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