



Lee's Summit North Inclusion Policy

Introduction:

In accordance with the International Baccalaureate Organization, the purpose of this document is to:

- Communicate the programmatic expectations for creating and maintaining an inclusive educational environment for all students within Lee's Summit North High School's International Baccalaureate Diploma Program.
- Establish clear responsibilities of all stakeholders- administrators, teachers, students, and parents/guardians – in regard to inclusive arrangements within Lee's Summit North High School's International Baccalaureate Diploma Program.
- Outline the various accommodations and support opportunities that are available to students within Lee's Summit North High School's International Baccalaureate Diploma Program.

Please note that the policies and practices described below apply to all students in Lee's Summit North High School, including those students who participate in the IB program. Staff from each program outlined below interacts closely with IB teachers and the IB coordinator as the need arises.

Philosophy:

We believe all students deserve a rigorous education in accordance with their interests and abilities. We aim to increase access to rigorous coursework for all students by identifying and removing barriers to this coursework. Our Special Education department leads the charge in this endeavor enabling our students' access to an IB education.

Federal, State, and School Policy:

The Lee's Summit School District follows the laws of the State of Missouri regarding students requiring special services. Our State outlines procedures in compliance with the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act of 1973, Section 504. The IDEA makes available a free and appropriate public education to eligible children with disabilities throughout the nation and ensures a special education and related services to those children. Section 504 federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the department. In the following section, procedures for the IEP and 504 are outlined.

Staff and Services:

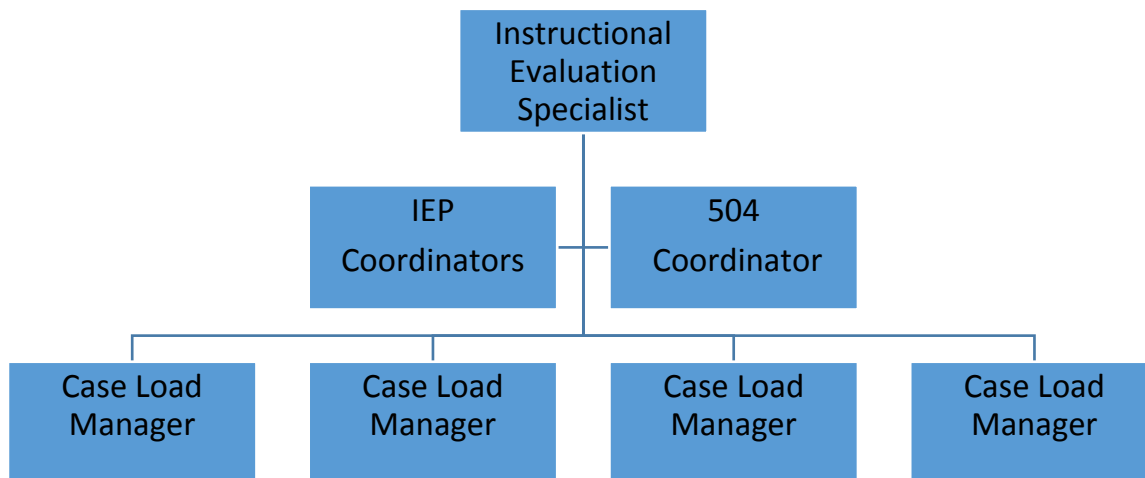
The mission of the Special Education Department is to identify and assist in educating students with disabilities to achieve their full potential so that they may become functional members of their community. In order to ensure students have access to the services they need, Lee's Summit North High School has various personnel responsible for diagnosing students and implementing IEPs.

- Program Coordinator
- Instructional Evaluation Specialist
- 504 Specialist
- Case Load Managers
- Special Education Teachers
- Special Education Paraprofessionals
- Therapists and Specialists (including but not limited to: SLP, OT, PT, O & M specialist, Vision Specialist, Educational Therapist)

A comprehensive range of special education services are offered by the R-7 School District to assist students to reach their potential within the least restrictive environment. In each program, emphasis is placed on assisting the individual student to gain useful knowledge and experience, grow in self-esteem and understanding, develop social and work-related aptitudes, and learn basic skills for earning a living and for responsible citizenship.

All special education classes are based on a cross-categorical philosophy and are chosen according to individual student needs. Services are available for students with the following disabilities:

- Intellectual Disabilities
- Visual Impairments
- Multiple Disabilities
- Specific Learning disabilities
- Emotional Disturbances
- Speech Impairments
- Language Impairments
- Traumatic Brain Injury
- Autism
- Orthopedic Impairment
- Other Health Impairments
- Hearing Impairment and Deafness



Access to the IB Curriculum:

The IB Coordinator has access to all IEP and 504 Plans of Lee’s Summit North’s students. Each plan is evaluated in order to ensure these students have access to IB coursework and assessments. If needed, the coordinator works with IB faculty to develop a plan of action to provide services in the IB curriculum that align to the student’s IEP and 504 plans. Classroom accommodations could include the following:

- extended time;
- word processor;
- medical breaks;
- quiet testing room;
- assistive technology;
- augmented text size; and
- auditory amplification devices.

Once a student is identified with a special arrangement, the coordinator submits to IB the appropriate accommodation form, Request for Inclusive Assessment Arrangements Form (D1), along with the supporting documentation outlining the medical diagnosis and corresponding educational plan outlining the accommodations affording the student in the classroom.

Comprehensive Guidance Program:

The student is the focus of the LSN comprehensive, developmental guidance program. In assisting the student developmentally throughout the high school years, the program makes a positive contribution to the overall educational opportunity. Counselors address the needs of all students in the following areas: Career planning and exploration, Knowledge of self and others, and educational and vocational development. The counseling staff appreciates their responsibility as an integral part in the preparation of young people for a changing world. The program, proactive and preventative in

orientation has four components:

I. **Guidance Curriculum:** Consists of structured developmental experiences presented systematically through classroom and group activities. The purpose is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. There are three major areas within the curriculum: Career Planning and Exploration, Knowledge of Self and Others, and Educational and Vocational Development. Examples of topics include: Career Exploration, Decision-Making Skills, Study Skills, Post High School Decision-Making, Conflict Resolution, Personal Responsibility and Peer Relationships.

II. **Individual Planning:** Consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities here are counselor planned and directed, generally delivered on an individual basis, or by working with individuals in small groups. Examples of topics include: Career Awareness, Transition Plans, Course Selection, Vocational Education Selection, 6-Year Plan, College Selection, Financial Aid & Scholarships, Immediate and Long Range Goal Setting.

III. **Responsive Services:** Consist of activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. Strategies include: consultation with parents, teachers, other educators, and community agencies; personal counseling in small groups or individually; crisis counseling for students and families in emergency situations; and referral to outside resources to deal with crises such as suicide, violence, abuse and illness.

IV. **System Support:** Consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in these areas: Professional Development, Staff & Community Relations, Consultation with Teachers, Advisory Councils, Community Outreach, Program Management, and Research & Development of guidance activities and resources.

This Inclusion policy is posted on our IB website.

This policy was updated in January of 2024 with the input of the staff. This will be updated again in January of 2025.