

LSWHS INCLUSIVE ASSESSMENT ARRANGEMENT POLICY

Introduction and Purpose:

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 West 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 West High School's International Baccalaureate Diploma Program.
- Outline the various accommodations and support opportunities that are available to students within Lee's Summit West High School's International Baccalaureate Diploma Program.

This document draws its authority from *Handbook of Procedures for the Diploma Programme* (2015), and *IBO Access and Inclusion Policy* (2018). It was created in collaboration with IB teachers, the IB counselor, the Diploma Program Coordinator, and a representative from Lee's Summit West High School's Special Education Department.

Inclusion Policy

International Baccalaureate Diploma Program

Lee's Summit West High School

Last revised June 2026

Program Philosophy:

The International Baccalaureate Diploma Program of Lee's Summit West High School supports the definition of learning support as outlined by the International Baccalaureate Organization:

"The purpose of inclusive access arrangements is to remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements. Under no circumstances should it give the student an advantage." (*IBO Access and Inclusion Policy, Nov. 2018*).

"... access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support, and where the need can be justified based on the eligibility criteria articulated in the *Access and Inclusion Policy* (November 2018)." (*Diploma Programme Assessment Procedures, 2021*)

The International Baccalaureate Diploma Program of Lee's Summit West High School also supports the policy of the International Baccalaureate Organization regarding students with learning support requirements and assessment access requirements: "The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive

access arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate.” (*IBO Access and Inclusion Policy, Nov. 2018*) With regard to the above, Lee’s Summit West High School offers an array of accommodations for students found eligible for services. These individual needs may include but are not limited to specific learning disabilities, communication and speech difficulties, social, emotional, and behavioral difficulties, physical challenges, medical challenges or multiple disabilities. Accommodations are offered in accordance with a student’s IEP or 504 plan, and thus accommodations vary from student to student.

The IB programme at Lee’s Summit West High School meets all state and federal requirements:

- IDEA-Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act
- ADA-Americans with Disabilities Act

Student Evaluations:

The district has an obligation to locate, identify and evaluate children in the district between the ages of 3 and 21 who may need special education and related services, including children who are wards of the state, are homeless or attend private schools located within the boundaries of the school district. Any individual who knows or believes that a student has a disability and is in need of accommodation or special education should contact the school's principal or the district's special education director immediately.

The district will notify all parents/guardians and students of its obligations under this policy and the law. The district will also utilize public media and other postings to notify the public of the district's legal obligations as required by law.

If a student is evaluated for special education services and the parents/guardians disagree with the evaluation, the parents/guardians may obtain an independent educational evaluation (IEE) at the district's expense, as allowed by the IDEA. Applicable procedures, evaluator criteria, and location and cost limitations governing the IEE process are available through the district's special education director. The Board delegates to the superintendent or designee the authority to make changes to these procedures, evaluator criteria and cost guidelines. These items will adhere to rules published in the Missouri State Plan and the local plan for compliance with the law. (*LSR7 Board Policy IGBA, Reviewed 11/15/18*)

The identification of students who are eligible for support services is carefully managed and is guided by state and federal regulations. Evaluations required to make this determination are completed at the expense of the school system and only with parent permission. Teachers and parents/guardians are part of the team that evaluates students in need of services. An individual education plan (IEP) is developed for each student found eligible for services. This plan is reviewed at least annually. A Section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student’s specific accessibility requirements and should be updated annually. This document is designed to provide access based on “... the underpinning principle

is that assessment is a part of learning and teaching. Therefore, this policy must be used to plan access arrangements for students during learning and teaching. Access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study (this includes all classroom work and formative assessments that are part of everyday learning and teaching). This policy must guide teachers in their plans to meet the access requirements of students for all their work during their educational journey in the school.” (*IBO Access and Inclusion Policy, Nov. 2018*)

Accommodations and Inclusive Assessment Arrangements:

An individual education plan (IEP) is developed for each student found eligible for services. A Section 504 plan is developed for students who do not require specialized services but need the assurance that they will receive equal accessibility. The 504 plan delineates a student’s specific accessibility requirements. Accommodations and inclusive arrangements for a student with an IEP or a 504 plan within the LSWHS IB Program may include, but are not limited to:

- Additional time
- Specialized testing environment
- Rest periods
- Word processing
- Assistance with practical work
- Magnifying device
- Noise buffer
- Internal deadline extensions
- Appropriate seating
- Interpreter for hearing impaired
- Colored overlay
- Sound amplification device

Be advised that some inclusive arrangements are permitted at the discretion of the IB coordinator and do not require prior approval from the IBO; however, other inclusive arrangements must have prior authorization from the IBO. These modifications are determined by 504 and IEP plans for qualifying students. The LSWHS IB coordinator is responsible for communicating access arrangements to those students, parents/guardians, and staff members who must be made aware of such adjustments.

The LSWHS IB coordinator is also responsible for requesting inclusive assessment arrangements. Parents/Guardians and students must realize that inclusive arrangements requiring prior authorization must be submitted with supporting documentation and educational evidence. The LSWHS IB coordinator will work together with parents/guardians, students, counselors, the special service coordinators, 504 coordinator, and IB staff members to gather and submit all pertinent supporting documentation and educational evidence in order to show the requested arrangement(s) is indicative of an IB student’s usual and reasonable accommodations under a valid IEP or 504 plan.

Adverse or unforeseen circumstances do not fall under the tenants of this inclusion policy. An IB student who experiences adverse circumstances must contact the LSWHS IB coordinator to seek information regarding his or her specific situation.

Roles and Responsibilities:

Responsibilities of the LSWHS IB Program

- The program will work with the Special Education Department of Lee's Summit West High School to make sure the program is in compliance with federal and local laws regarding students with access needs.
- The program will adhere to the rules and guidelines for inclusive assessment arrangements as set forth by the International Baccalaureate Organization (IBO).
- The program will provide guidance to students with access needs to help them make informed decisions concerning participation in the LSWHS IB Diploma Program.
- Lee's Summit West High School counselors, in conjunction with the LSWHS Special Education department, will provide program staff with access to all IEPs and 504 plans via PowerSchool, our online student information system. Program staff may request hard copies of the aforementioned documents if needed.

Responsibilities of the LSWHS IB Coordinator

- The IB coordinator will apply to the IBO for students' accommodations in assessment type and circumstances.
- The IB coordinator will work collaboratively with the IB staff to support students with inclusion needs.
- The IB coordinator will provide examination accommodations as needed and approved by the IB.
- The IB coordinator will maintain discretion and confidentiality in providing inclusion services.

Responsibilities of the LSWHS IB Staff

- Program staff will comply with all federal and local laws regarding inclusion needs.
- Program staff will identify struggling learners and refer said learners to the Lee's Summit West High School counseling department and/or the LSWHS IB coordinator.
- Program staff will access and become familiar with IEP and 504 information via Powerschool, the online student information system, by simply clicking on the appropriate icon displayed by a student's picture.
- Program staff will attend IEP meetings and/or 504 accommodations meetings for IB students if invited to do so.
- Program staff will provide the appropriate accommodations and differentiated instruction as outlined in IEP and 504 documents.
- Program staff will maintain accurate records of students' progress using PowerSchool, the online student information system.
- Program staff will maintain discretion and confidentiality in providing inclusion services.

Responsibilities of LSWHS IB Parents/Guardians

- Parents/Guardians will communicate to the school all information and documentation regarding their child's inclusion needs.
- Parents/Guardians will communicate to the school regarding any changes in their child's inclusion needs.
- Parents/Guardians will make a request for needed services from the school and/or the IB Program in a proactive manner.
- Parents/Guardians will provide documentation for IBO inclusive assessment arrangement requests.

Responsibilities of LSWHS IB Students

- Students will be proactive in asking for assistance from the IB coordinator and staff members.
- Students will be proactive in requesting inclusive assessment arrangements.
- Students will take an active role in communicating inclusion needs based upon accommodations delineated within IEPs and 504 accommodation plans.

Inclusion Policy Review: June 2026

Lee's Summit West's International Baccalaureate Diploma Program Inclusion Policy will be reviewed by IB staff members, the counselors, the IB coordinator, and a representative from the LSWHS Special Education Department.