



## IMS Inclusion Policy

### Introduction

As a candidate school for the International Baccalaureate (IB) program, we are dedicated to providing “meaningful and equitable access to the curriculum.” (IBO, 2010) Through our inclusion policy, ALL students, regardless of backgrounds, cultures, or levels of experiences will be provided with opportunities to meet IB and State Standards.

**“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”** ([IB Inclusive Education](#) 2016)

### Section A: Philosophy

The mission of Imperial Middle School is to empower all students with the skills and knowledge to become compassionate, inquisitive, principled young people who create a more peaceful world through global awareness, critical thinking, and a commitment to action and service.

The staff at IMS believes in working together with colleagues, students, parents, and the community to provide an inquiry-based learning environment that guides students to become knowledgeable, open-minded, reflective, and caring individuals who can apply learning through global and local contexts. With academic integrity and rigorous programs, students will develop intercultural understanding to help develop a better world.

### District Policy on Discrimination (<http://www.gamutonline.net/district/lahabra/DisplayPolicy/546303/>)

The La Habra City School District believes that all students have a right to a safe and healthy school environment. The District, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Students and parents may also contact the District’s Administrative Director of Special Education and Student Services at (562) 690-2336 or email Cammie Nguyen at [cnguyen@mylahabraschool.org](mailto:cnguyen@mylahabraschool.org) for additional questions or concerns.

Legal notices regarding this policy can be accessed through the following links; [English](#) and [Spanish](#) ([www.lahabraschools.org](http://www.lahabraschools.org)) or (<http://www.gamutonline.net/district/lahabra/DisplayPolicy/546303/>)

## **Legality**

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free, appropriate public education to eligible children with disabilities who need special education in order to make progress in school. For more information, click [HERE](#). (English)  
(<http://gamutonline.net/district/lahabra/displayPolicy/191273/>)

## **Section B: Organization**

### **Admission**

The Imperial Middle School Middle Years Programme accepts students within the attendance area, through district school choice, and through referral based on Individualized Education Plans. No student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them. Students may be referred to a different program based on their needs. There are no academic prerequisites, as we value and believe in the potential of all students to attain success as measured by IB and the National and State Standards.

### **Inclusion**

Imperial Middle School follows an inclusion model to provide ALL students access to the general education curriculum. Academic, behavioral, and social emotional support is provided to students as needed by all certified and classified staff in order to provide a fair and appropriate education in the least restrictive environment. The least restrictive environment ranges from the regular, comprehensive classroom to a separate classroom that provides intensive, specialized academic instruction and/or behavior support. Classroom teachers and specialists collaborate regularly to create an inclusive approach, including push-in and pull-out services provided to students enrolled in general education classes. Students on an Individual Education Program (IEP) will have access to the IB curriculum based on their IEP agreements including goals and accommodations/modifications.

For students who demonstrate academic talent in a particular area, teachers address those needs through classroom differentiation and enrichment opportunities. All students are provided with opportunities to participate with their same grade level peers during school wide events such as breaks, assemblies, and field trips. Teachers and specialists regularly assess students to determine each child's individual needs and provide any special services, modifications, accommodations, and/or materials they require in order to access the curriculum.

(Sunset Ridge Middle School and the Connecticut IB Academy [CIBA](#))

Imperial Middle School teachers collaborate to plan inclusive and accessible learning for all students. Specific strategies to ensure access to the curriculum may include and are not limited to:

- Assignment modifications

- Extra time
- Assessment modifications
- Paraprofessional support
- Co-Teaching classes
- Behavior contracts
- Shortened assignments
- Read-aloud text and /or questions on assignments and/or assessments
- Chunking
- Scaffolding
- Pre-teaching
- Graphic organizers
- Simplified directions
- English language development support
- Intervention reading classes
- After-school Academic Achievement Clubs
- Honors Language Arts and Math classes
- Special Day Class
- Preferred seating
- Open-note testing
- Visual and/or auditory cues
- Equal access to technology
- In-class student collaboration activities

### **Support and Student Services**

The La Habra City School District Special Education and Student Services Department is committed to creating and sustaining a learning environment that promotes and supports student achievement by providing academic, social emotional learning, and student/family wellness support. Professionals provide prevention, early intervention and follow-up services for all students in the District. Students experiencing challenges that create barriers to their learning are provided additional support through various departments.

Students with disabilities are provided access to the curriculum in the least restrictive environment appropriate for each individual student. Individualized Education Plans (IEPs) and 504 Plans are created for individual students as a team according to IDEA guidelines. The teams include stakeholders such as parents/guardians, students, teachers, psychologists, specialists, and administrators that work together to determine appropriate services, the least restrictive environment, accommodations, modifications, and/or materials required to access the curriculum.

## Section C: Curriculum

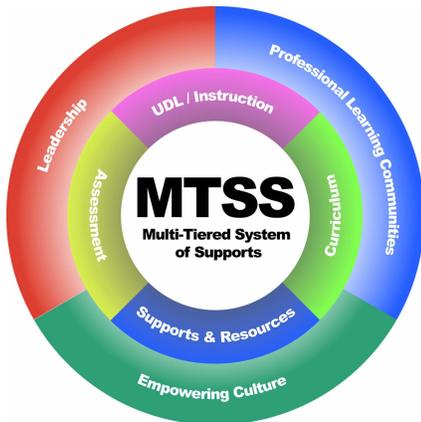
### Collaborative Planning

The IMS Site Leadership Team (SLT) leads teachers through four collaborative cycles of inquiry throughout the school year based on our current strategic focus. Our SLT team includes representation from all levels of student ability, including our Honors Education team, as well our Special Education team. The SLT team provides strategic focus activities that include planned differentiation to make instruction accessible to all students. The strategic focus process includes analyzing data to determine student needs, and designing instructional strategies to meet growth targets. Teachers implement the strategies and refine them based on student success determined by reflecting on student work through our Professional Learning Communities (PLC) every 4-6 weeks and utilizing an IB rubric and reflection process based on our current strategic focus.

On early release Wednesday PLCs, teachers have opportunities for collaboration to develop/refine International Baccalaureate (IB) units or grade-level planning. Focus includes assessing student data, differentiating instruction, and providing equal access to grade-level curriculum and instructional best practices. Regular training is provided to teachers and paraprofessionals about inclusive practices and collaborative learning strategies (e.g. co-teaching, peer-assisted learning, etc.). Additional opportunities are provided through release time, professional development, one-on-one coaching with the IB Coordinator, and IB workshops and/or conferences.

During our IB collaborative planning time, teachers develop interdisciplinary inquiry-based units with a focus on activating prior knowledge for the purpose of meaningful connection to; key and related concepts, content objectives and ATLs, and learner profiles that are connected to global and environmental issues.

### Multi-Tiered System of Support (MTSS)



La Habra City School District and Imperial Middle School believe in high expectations with success for all students. By 2022, MTSS will be integrated at all schools. MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

- **Universal Screener:** A universal screener is used for reading and math twice each academic year
- **Tier 1 Instruction:** In Tier 1 instruction all students receive high quality, differentiated, culturally responsive core academic and behavioral, and social-emotional instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for most students. The skilled and highly qualified classroom teacher makes use of inquiry-based instruction, district best practices and differentiated instruction using flexible and fluid grouping to meet the needs of all students and ensure positive outcomes for all (i.e. Amplify ELA/ELD, Math Links, Universal Design for Learning, Thinking Maps, GLAD strategies, differentiated instruction, small group instruction,

i-Ready online instruction, Step up to Writing, SLT cycles of Inquiry, PBIS, Second Step, classroom management, bullying prevention, attendance awareness, etc.)

- **Tier 2 Instruction:** Tier 2 instruction is supplemental, small group instruction designed for students not making adequate progress in Tier I. Tier 2 interventions do not replace Tier I instruction, but are provided in addition to what the student is receiving in Tier I. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures (i.e. i-Ready teacher led instruction, Read 180 / System 44, targeted small group instruction, check in/check out, behavior contract, restorative circles, etc.).
- **Tier 3 Instruction:** Tier 3 instruction is individualized and intensive intervention provided for students delivered in a smaller group format and with greater frequency and duration than Tier 2. Students in Tier 3 continue to receive core instruction at Tier 1 and supplemental instruction at Tier 2 (i.e. targeted push-in/pull-out, one-on-one counseling, etc.).

(adapted from California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov))

## **Additional Information**

### **Annual Review**

The administrators, IB Coordinator, MTSS Teacher on Special Assignment, and Educational Specialists will review this policy yearly to monitor the procedural implementation and financial implications of this document schoolwide, and provide revisions where needed within the Imperial Middle School's inclusion structure. Certificated and classified staff will have access to the document.

### **Dissemination of Information**

School, administrative staff, and service providers will be responsible for the transition of students' school records. Transition meetings, observations, and orientations will be held as needed upon a change of placement, services, or school site in order to ensure a transfer of information between teachers, administrators, and service providers. This document will be accessible from the Imperial Middle School website or a hard copy can be obtained from the IMS office. All information gathered on students is confidential to anyone not directly involved in a students' school success. As per current confidentiality procedures, access to academic and personal situations will be maintained at the administrative level, and by the Special Education and counseling departments.

### **Resource Web Citations:**

1. IB Inclusive Education: [inclusivepypclassroom.weebly.com](http://inclusivepypclassroom.weebly.com)
2. District Policy on Discrimination. English/Spanish (<http://www.gamutonline.net/district/lahabra/DisplayPolicy/546303/>)
3. Cammie Nguyen: [cnguyen@mylahabraschool.org/546303/](mailto:cnguyen@mylahabraschool.org/546303/))
4. Sunset Ridge Middle School and the Connecticut IB Academy: [ciba.easthartford.org](http://ciba.easthartford.org)
5. California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov))