

IB INCLUSION POLICY

RATIONALE

Fairmont Schools, Historic Anaheim Campus engages every student in a way that allows them to reach their full potential academically, socially, and emotionally. All students enrolled in our school are included in our IB Primary Years or Middle Years Programs.

THE FAIRMONT CODE

At Fairmont, we provide a safe environment where all members of our community show respect and kindness to each other and protect and honor each other's rights, dignity and individual differences. (developed 2017)

This inclusion policy sets out our commitment to ensuring that students gain the necessary knowledge, skills, and attributes to achieve their highest level of learning. In our inclusive environment, students will participate in learning that enriches their life and maximizes their achievements. This will be achieved through socially inclusive policies, quality teaching practices, appropriate support provisions, and flexible organizational arrangements that respect, respond to, and value diversity in our education communities.

As a private school, Fairmont does not receive the federal, nor state funding to fully support Individualized Education Plans (IEPs), nor Section 504 Plans. However, we value the insights such plans provide and work collaboratively with families to identify strategies and accommodations from these plans that Fairmont will be able to incorporate. This collaboration between the Head of School, Associate Head of School, Admissions and the student's family begins as soon as IEPs, 504s or specialist recommendations are shared with the school.

This policy outlines the responsibilities of all school community members to provide an appropriate curriculum and to support student learning and development.

INCLUSION

Fairmont's vision is that every student, regardless of background, ability, or language, will have equitable access to the IB PYP and MYP programmes and will be supported in developing the IB Learner Profile attributes.

Fairmont Schools is committed to offering high-quality education to all students and promotes an inclusive education system in which all students participate fully in our learning community. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs.

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Fairmont's policy is aligned to, and reinforces, the IB document "Meeting Student Learning Diversity in the Classroom." This policy statement provides a framework for teaching and learning and the provision of services and support to ensure that all students can enjoy the benefits of a Fairmont education in a supportive environment that values diversity, inclusion, and participation:

- Education for all is considered a human right
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of all students and shows respect for all students
- Learning is considered from a strength-based perspective
- Learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on, previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Multilingualism is recognized as a fact, a right and a resource.
- All students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- All students in the school community have a voice and are listened to so that their input and insights are taken into account
- All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Diverse student achievements are celebrated by the school community: sports, IB Learner Profile, debate wins/speech festival, community service, outside achievements, etc.
- Diversity is understood to include all members of a community is understood to include all members of a community
- All students can define success as a key component of learning

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities. Inclusion is more about responding positively to each individual's unique needs. Inclusion is designed to prevent the marginalization of historically oppressed student groups The IB supports the following principles of an inclusive education:

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- Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.
- An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
- The interests of all students must be safeguarded.
- The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- With the right skills training, strategies and support, the majority of students can receive an education at Fairmont Historic Anaheim Campus

ADMISSIONS AND PLACEMENT

Fairmont Schools is committed to providing the best education possible for every student and seeks to enroll students who can benefit from our educational program. Fairmont Schools admits qualified students of any race, color, and national or ethnic origin and is non-discriminatory in all policies and school- administered programs.

Steps in the Fairmont Schools Admissions Process:

1. Fill out the **Fairmont inquiry form**.
2. After you fill out the inquiry form, an admissions representative will contact you to schedule an interview and campus tour. This visit will also allow you to discuss why your family is a good fit for the school.
3. **Application:** Fill out the quick and easy application form to start your journey with Fairmont. The application process is designed to be straightforward and efficient.
4. **Student Assessment:** Take the student assessment to let us know what makes you unique. This assessment includes: standardized testing (School Readiness testing for K and under, MAP Growth 1-8) administered in-house, ELL testing including ITEP, a writing sample and an interview.
5. **Transcripts:** Submit your transcripts and letters of recommendation for review, providing the school with a comprehensive view of your academic journey. This information helps Fairmont evaluate your past achievements and academic readiness.
6. **Review Process:** Once your application is complete, the administrative team will review it.
7. **Sign & Return Your Acceptance Letter:** After receiving your acceptance letter, sign and return your enrollment contract to finalize your admission. This final step confirms your place at Fairmont and marks the beginning of your new educational adventure.

If an applicant's need is assessed to be greater than what Fairmont Historic Anaheim can accommodate, our team identifies this for the family and supports them in finding a school with the right support.

The above information on admissions steps may be found on Fairmont's website at:

<https://www.fairmontschools.com/admissions/admissions-process/>

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Fairmont Historic Anaheim Campus (HAC) offers support for a diversity of learners including the following support:

- Support for English Language Learners includes our MYP International Foundation Year Program (IFY); sheltered language support classes for Language and Literature, social studies, lab science, math, design and writing, along with non-sheltered PE.
- PYP Language support includes our International Assist Program, a pull-out program with language support instruction
- HAC's PYP Assist Program includes pull-out small group classes focused on building literacy skills. HAC's Testing Coordinator tests all students in the fall and winter to identify students who would benefit from additional support and coordinates with parents and the child's teacher
- Exit from Assist or support services is determined through data review, teacher recommendations, and family consultation, ensuring smooth transition and ongoing monitoring.
- Accommodations: The Testing Coordinator requests accommodations data from the Registrar to ensure students receive their accommodations during schoolwide testing. Teachers receive accommodations from the Registrar and coordinate support with the Associate Head, if support is necessary beyond the classroom.
- Leveled classes in reading and math from fourth grade through eighth, including:
 - 4th grade standard level and extended level classes in reading and math
 - 5th grade standard level and extended level classes in reading and math, with an additional level of pre-algebra for those who are ready/prepared
 - MYP classes include honors options in English or Language and Literature
 - MYP classes also include different levels of mathematics, based on placement and teacher recommendations, from Pre-Algebra Readiness to Algebra II/Trigonometry. In rare cases for students prepared for the extra challenge, HAC students may be recommended for high school classes at Fairmont Preparatory Academy, which the school will coordinate.
- HAC has a school counselor to support students' social-emotional development
- All MYP teachers have scheduled time on the school calendar for Academic Assistance, a time each week for students seeking extra support
- Differentiation in classes includes:
 - Levelled reading program (Accelerated Reader)
 - iXL adaptive math program
 - Modified assessments
 - Textbooks with differentiation and scaffolding built in
- Summer school for enrichment and/or skill building (PS-8th grade)

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ACCELERATION AND ADVANCEMENT

While Fairmont Schools offers an academically rigorous core curriculum, we recognize that within classroom differentiation, there may not be sufficient challenges for gifted students. Accelerated Math, Accelerated Reader, differentiated math courses, summer courses, and optional enrollment of younger students into middle grades or high school courses are popular examples of acceleration. The same pathway of planning and instruction is followed for all students.

EVERYONE IS RESPONSIBLE FOR INCLUSION

Responsibilities of Parents:

- Open communication with teachers, the school counselor, admin and any support staff about any updates, changes, needs that may emerge
- Collaboration with faculty and school staff to support child at home

Responsibilities of PYP and MYP Teachers:

- Support all learners
- Differentiate to best support students and to remove barriers to learning
- Vary assessments and provide meaningful feedback
- Use data available to understand and adapt instruction
- Open and regular communication about changes, developments, needs and opportunities
- Communicate with administration any concerns regarding students or barriers to learning
- Coordinate with the school counselor and Assist teacher
- Acknowledge individualized successes

Responsibilities of Assist Teachers and the School Counselor:

- Assess and use data available to understand, support and tailor instruction to your students
- Communicate and coordinate with classroom teachers
- Communicate and coordinate with each student's family about observations, developments, needs and opportunities
 - Help parents/families understand how they can support their child's growth

Responsibilities of Administration:

- Update teachers and staff about any updates from the IB about inclusion
- Provide teachers and staff with professional learning opportunities to support all students
- Communicate with teachers and relevant staff about the supports the school has available, as well as the history or background of students with learning differences
- Collaborate with teachers and use multiple pieces of data to place each student in the best classes or levels for that student, as well as to provide support and advancement opportunities
- Budget, plan and staff the school with experienced and qualified educators and staff to serve and support all learners
- Ensure that appropriate curriculum and resources are available to support a wide range of learners, including language learners
- Observe and provide feedback and data on learning and teaching, including barriers to learning
- Communicate with teachers during weekly meetings

Responsibilities of the PYP and MYP Student:

- Actively engage in learning by participating in class work and discussion, asking questions, collaborating with others, reflecting on learning, completing homework and studying
- Actively report any concerns through safety team and/or Anonymous Alerts
- Follow the Fairmont Code and contribute to Fairmont's culture of learning, belonging and respect
- Share your thoughts on inclusion with your teachers, counselors, parents or school leadership and participate in Looking for Learning Visits, where you help us understand barriers to and supports for learning

Fairmont Historic Anaheim Campus recognizes that successful inclusion depends on both the resources available and the shared responsibilities of our community. The following table outlines the human resources, academic and assessment supports, social-emotional services, enrichment opportunities, and professional learning structures that ensure all students have equitable access to learning. It also clarifies the responsibilities of parents, students, teachers, support staff, and administrators in sustaining a culture of inclusion.

Category	Resources and Support	Responsible Staff / Roles and Responsibilities
Human Resources	- Assist Teachers (PYP literacy support, pull-out groups) - School Counselor (social-emotional support) - Testing Coordinator (MAP Growth, accommodations) - Classroom Teachers (differentiation, leveled classes)	Parents: Open communication with staff; collaborate to support child at home Teachers (PYP & MYP): Differentiate, vary assessments, adapt instruction using data, communicate with families and admin, coordinate with counselor/Assist teacher Assist Teachers & Counselor: Assess and use data, coordinate with teachers and families,

		support tailored instruction, guide parents in supporting growth Administration: Provide IB updates, plan PD, allocate resources, place students appropriately, staff qualified educators, monitor learning Students: Actively engage in learning, follow the Fairmont Code, contribute to inclusive culture, share voice in "Looking for Learning" visits
Academic Supports	- International Assist Program (PYP language support) - International Foundation Year (MYP sheltered classes) - Leveled Reading & Math (Grades 4–8) - Honors & extended classes (MYP)	Teachers, Assist Teachers, Admissions Team (in coordination with families and admin)
Assessment Supports	- MAP Growth testing (K–8) - Accelerated Reader (leveled reading) - iXL adaptive math - Modified assessments (differentiated tasks, scaffolding) - Accommodations during testing	Testing Coordinator (collects data, ensures accommodations), Registrar (shares accommodations with teachers), Teachers (adapt assessments and give feedback)
Social-Emotional	- Counseling services (individual and group) - Academic Assistance blocks (MYP) - Advisory / Looking for Learning Visits (student voice) - Anonymous Alerts (student voice) - School Safety Team (represented in classrooms and campus areas for students awareness)	School Counselor, MYP Teachers, Administration, Students (share perspectives)
Programs & Enrichment	- Summer School (PS–8 for enrichment/skill building) - After-school academic assistance - Optional advanced courses (middle schoolers in HS classes when appropriate)	Program Directors, Admin, Teachers
Professional Learning	- Ongoing IB PD (inclusion workshops) - Internal PD on differentiation and assessment - Collaboration time for Assist teachers and classroom teachers	Administration, IB Coordinators (ensure all staff have access to PD and collaboration opportunities)

Together, these resources and shared responsibilities ensure that every learner is supported in developing the IB Learner Profile attributes, engaging fully in the Primary Years Programme and Middle Years Programme, and contributing to a diverse, respectful, and inclusive school community.

IB Policy Review

IB Coordinators, school leadership and faculty teams from both PYP and MYP met during preweek in August 2025 to spend a morning reading and revising IB policies. After work and revision efforts involving the IB Coordinators and school leadership, updated policies were shared with the faculty and staff team in September 2025 for validation and adoption.

While the previous review period was prior to Covid, in August 2025 we decided to incorporate regular IB Policy Review into our preweek agenda each year.

This policy should be read in connection with the Language, Assessment, and Academic Integrity policies to ensure consistent practices across the IB programme.