

# IB INCLUSION POLICY

## Fairmont Private Schools, Historic Anaheim Campus

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### REVISION PROCESS

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### RATIONALE

The goal of Fairmont Private Schools is to engage every student in a way that allows them to reach their full potential academically, socially, and emotionally. Exceptional students with special educational needs may require support or encouragement in order to gain access to and participate in a broad and balanced curriculum.

This policy sets out our commitment to ensuring that students with exceptional educational needs gain the necessary knowledge, skills, and attributes to achieve their highest level of learning. Through the provisions of an inclusive environment and sound educational practices, students with exceptional needs 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.

This policy outlines the responsibilities of all school personnel to provide an appropriate curriculum and to ensure effective delivery of services and support to students with exceptional needs. The 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 with exceptional needs can enjoy the benefits of a Fairmont education in a supportive environment that values diversity, inclusion, and participation.

### INCLUSION

Fairmont Private Schools is committed to offering high-quality education to all students and promotes an inclusive education system in which students with exceptional educational needs are participating members of 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. The practice of inclusion is not

necessarily synonymous with full integration in regular classrooms and goes beyond placement to include meaningful participation and the promotion of interaction with others.

## **ADMISSIONS AND PLACEMENT**

Fairmont Private 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 Private Schools admits qualified students of any race, color, and national or ethnic origin and is non-discriminatory in all policies and school-administered programs.

Fairmont Private Schools is a for-profit, private organization and is exempt from statutory regulations regarding students with disabilities; we are not required to follow IEP or Vocational 504 plans as we are not federally funded. However, Fairmont Private Schools is committed to every child, and we will always do our best to support our students.

Fairmont Private Schools seeks to admit students who show the potential to be successful with reasonable accommodations. Prospective students are screened as part of the admission process and are required to complete an assessment. Students who require specialized instruction or who would not benefit from our program are not considered for admission.

## **PLANNING AND INSTRUCTION**

As deemed appropriate, campus administrators with the support of the school counselor, the classroom teacher, and other support personnel meet with the parents of exceptional students to create an individualized educational plan. Together, this team evaluates the needs of the student, discusses available resources, and creates a plan of differentiation or intervention.

This action plan identifies the student's individual needs, pathway, goals, and priorities for learning, along with reasonable accommodations. All variations of the curriculum are documented in the student's electronic cume file. The Campus Director or other appointee is responsible to ensure that the student's action plan is reviewed at least annually and that any significant information or curriculum adjustments are recorded in the cume file.

## **ACCELERATION AND ADVANCEMENT**

While Fairmont Private 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 exceptional students.

## **EVALUATION AND REPORTING**

Standards for all students, including students with special educational needs, are developed with high but appropriate expectations for student achievement. Students with special educational needs are expected to achieve most, all or above school curriculum outcomes with support and/or encouragement. The most common example of this modification is with EL students.

The progress report(s) of a student who cannot meet the expected learning outcomes set out in the curriculum for the course or subject and year level must contain written comments describing:

- what the student is able to do
- the areas in which the student requires further attention or development
- the ways the student will be supported in his or her learning

The written comments must contain a statement about the progress of the student in relation to his or her individual goals. Where appropriate, written comments should describe ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and year level, and should describe the time period required to enable the student to demonstrate such learning. Students who receive pull out support from the ASSIST teacher or IFC Elementary Language Support Specialist will receive written reports on the student's progress for inclusion with the report of the classroom teacher.

The school report card will contain information about modifications and accommodations for students with special learning needs.