

INCLUSION POLICY

Our Inclusion Philosophy

At Fairmont we believe that an inclusive education is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Our inclusion journey is aligned with our mission and driven by our guiding principles. We believe that inclusion is achieved through a culture of collaboration, mutual respect, support and problem solving. Our inclusion policy is a living document. We are continually defining, learning, acting, reflecting and re-defining. We listen to all voices in our learning community to support all learners, teachers, support staff and parents. Fairmont embraces the diversity and differences that make each child unique.

Fairmont's Commitments and Responsibilities

Our Commitment to Children

**Students have
access to
an inclusive learning
environment**

Responsibilities of Fairmont Community

School Leadership

Creates a safe school environment where members of the community feel included, secure, respected.

Provide opportunities for the learning community to model, develop and demonstrate aspects of International-mindedness.

Teachers and School Community

Convey diversity through the use and display of languages, images, and books.

Introduce diverse cultures through stories that reinforce learner profile (for example inventors, public figures, representatives from local and global communities.) Reinforce learner profile traits in class and on the playground.

Fairmont's Commitments and Responsibilities

Our Commitment to Children

Students have access to an inclusive learning environment

Students Learn Without Barriers



Responsibilities of Fairmont Community

Students

Include others in games in class and on the playground.

Make new friends at school.

Treat everyone with mutual respect.

School Leadership

In consultation with educators, learning professionals, parents, students and all stakeholders:

Put in place processes to remove barriers to learning for every member of the school community.

Works in collaboration with relevant team members to invite speakers and visitors to share with the learning community.

Supports students, families, teachers and staff.

Engages locally through a collaborative and constructive relationship with the school's local community.

Provides professional development in appropriate inclusive arrangements.

Teachers

Every teacher is a teacher of all students.

Teachers ensure that each student is exposed to teaching and learning that reaches them as individual learners.

Teachers build partnerships with families and students to involve and include them in the teaching and learning in an inclusive way.

Families

Provide accurate information about the child's needs and history.

Partner with the school on developing approaches that will support the child's academic and social emotional development.

Follow through on agreements with the school.

Fairmont's Commitments and Responsibilities

Our Commitment to Children

The whole School Community is celebrated for their personal and cultural identities

Students are encouraged to share their views

Responsibilities of Fairmont Community

School Leadership

Ensures that international-mindedness is embedded in the school's mission statements and policies. Celebrate events and activities that promote intercultural appreciation.

Teachers

Encourage and support students to explore multiple perspectives.
Share their own experiences, interests and viewpoints with students.
Incorporate and model learner profile values.
Celebrate events and activities that promote intercultural appreciation.
Show respect and kindness to all community members.

Students and Families

Share their own cultural traditions and stories with the classroom.

The School Leadership and Teachers

Encourage participation in class and school decision-making by all members of the learning community.
Encourage safe and respectful dialogues.
Encourage independent and collective thinking.

Students

Listen to other perspectives without making judgments.

Learning Support Staff

As a private school, Fairmont is not legally required to provide special education services to its students, but we support students of varied abilities academically, social/emotionally and with language backgrounds when feasible and appropriate. We will do our best to accommodate the needs of all learners, unless there is a reason to believe that the admission would not be in the best

interest of the school or the child. The Learning Support Staff (LSS) works together with parents to provide support to students with academic, behavioral, and social-emotional needs and supports teachers in the selection and use of appropriate strategies/interventions within the classroom. If appropriate, students have the opportunity to obtain additional services based on their individual needs. Although these additional services may be provided on campus or off campus by the Unified school districts, parents/legal guardians are responsible for any associated fees for services.

Learning Support Staff (LSS)

**Head of
Learning and
Development
Coordinator**

**Learning
Support
Teachers**

**Classroom
Teachers**

**Unified School
District
Specialists**

Head of Learning and Development:

Works with teachers, support staff, private services, and the local school districts to coordinate services for students that would benefit from a full educational assessment. The coordinator also coordinates support services for on-site or off-site learners that have been identified by the school district as having a learning disability. The Head of Learning and Development provides guidance to classroom teachers on strategies and interventions to address the learning needs that have been identified by the learning support team and parent concerns. The Head of Learning and Development also oversees the Learning Support Staff to ensure that the proper steps are in place to identify, refer and develop plans to meet the student's academic and social-emotional needs.



Learning Support Teachers

Are teachers within our school community or external partners of varied experiences and specialties. They provide assistance and coaching for the classroom teacher helping them with student challenges by removing barriers to learning and developing strategies and systems to address academic, behavior and social emotional concerns

Classroom Teachers:

Every teacher is a teacher of all students. Teachers ensure that each student is exposed to teaching and learning that reaches them as individual learners. When teachers recognize a concern with the student's academic, behavioral, or social emotional development, they work closely with the Learning Support Staff to initiate the processes to ensure the student gets the help they need to be a successful and positive member of the classroom and school community.

Unified School District Specialist Team:

When the Learning Support Staff determines that the needs of a student cannot be met through strategies interventions in the classroom, The Head of Learning and Development will initiate a referral requesting an educational evaluation with the district. The specialist team will assess the student and provide their recommendations.

Our Inclusion Model

Fairmont embraces and celebrates individual differences and cultures. We foster each child's journey through high quality education, a variety of learning approaches and by recognizing each child's unique gifts, talents and needs. All learners have the opportunity to participate in the classroom and all learners have access to the curriculum. Some learners may require modifications within the classroom to tailor the learning experience to meet their specific academic, behavioral and social emotional needs. We believe the foundational skills to an inclusive education include the attitudes of the Learner Profile and the Approaches to Learning (ATL).

The Learner Profile: (Attitudes to encourage and foster lifelong learning)

An Inclusive Learner . . .

- Is a competent communicator
- Is open minded and knowledgeable
- Is a caring and principled thinker
- Is a risk taker and approaches new situations with bravery and forethought

- Is balanced and understands that taking care of their intellectual, emotional and physical needs creates well being.
- Inquires through natural curiosity and enjoys learning new things.
- Is reflective and thoughtful

The Approaches to Learning: (Strategies, skills and attitudes to enhance student learning) An Inclusive Learner . . .

- Is a critical thinker
- Is a communicator
- Has social skills
- Has self management skills
- Uses research skills to acquire information

Fairmont Policies Are Inclusive and Connected

Fairmont's policies are inclusive. It is our goal to build a global community where students with learning differences are supported. We support students of all abilities academically, social emotionally and with language backgrounds when feasible and appropriate. We will do our best to accommodate the needs of all learners, unless there is a reason to believe that the admission would not be in the best interest of the school or the child.

Inclusion and Admissions Policy

During the admissions process, families will need to disclose and provide complete documentation of their child's developmental history, educational evaluations, and details of extra educational or specialist support they have had or are currently receiving. This includes evaluations and reports of psychological, speech, occupational therapy, individualized learning plans, Individualized education plans and documentation of diagnosis, etc. This is in accordance with Fairmont's Admissions Policy.

Inclusion and Language Policy

Fairmont Private School of Fresno students are predominantly English language speakers. Through our Home Language Survey which is required to be completed by all families, we will identify other represented cultures and languages (mother tongues) of our student population. We are committed to providing support and resources to a diverse group of learners. The aim of our Language Policy is to address the needs of our students and to provide support and to help all students to be successful learners. Language support for mother tongue languages will be provided through library resource collections representing the native tongue languages of our school, through tutoring and collaboration from the parents.

Inclusion and Assessment Policy

At Fairmont Private School, we believe the purpose of assessment is to communicate to students and parents areas of strength and needed growth through various types of authentic assessments. Parents also gain information concerning their child's status in relation to age level expectations and developmental milestones.

For teachers, regular assessments help gather information needed to adjust instruction or to re-teach for continued learning. We believe that assessment is a critical piece of information that is necessary for the best education of our students. For Fairmont's early childhood programs we use the following types of assessments:

- Formative assessments, to check learning along the way.
 - Summative assessments, to check learning at the end of a unit or major concepts.
 - Differential assessments, provided to accommodate the different learning styles and needs of students.
- Fairmont's policies are inclusive. It is our goal to build a global community where students with learning differences are supported. We support students of all abilities academically, socially emotionally, and with language

backgrounds when feasible and appropriate. We will do our best to accommodate the needs of all learners unless there is a reason to believe that the admission would not be in the best interest of the school or the child.

