



Learning Variability and Inclusion Policy

Philosophy:

Riverstone strives for diversity across its student body and faculty. The school, in keeping with its Guiding Principles, recognizes that all people have strengths that deserve to be recognized and developed. We believe, as does the International Baccalaureate Organization (IBO), that inclusion is an ongoing process that should increase access and engagement in learning for all students.

The school will strive to meet each student's needs within its resources. It is important to note that the school cannot meet every need of prospective and enrolled students.

Finally, we believe that inclusion is fostered through collaboration between the school's leadership, faculty, parents, students and support staff.

Aspects of Inclusivity at Riverstone

Culture:

Common understandings, policies and practices take into account human rights, diversity, quality and equity. All members of the school community strive to understand and respect other cultures and practices; teachers consider themselves teachers of all students. Daily interactions create affirmative, responsive environments that promote a sense of belonging, safety and self-worth for every member of the community.

Approaches to Teaching and Learning:

Teaching and learning address human commonality, diversity and multiple perspectives. Teachers strive to differentiate instruction to accommodate a variety of learning needs. Professional development supports the whole community in developing effective strategies to increase access and participation. The knowledge of all community members is used to develop inclusive practices.

Accessibility:

School facilities are accessible to all members of the community. Creativity and willingness to reorganize physical spaces, classroom orientation and structure is encouraged. As an outdoor school, we consider the outdoors part of our greater classroom and will make those experiences as accessible as possible.

Planning to Support Learner Variability

The school is not obligated to develop or to accept other school's "504" or IEP plans under the law as public and public charter schools are required. However, the school strives for diversity and has been

very successful in helping many children with a wide range of abilities. In the PYP, psycho-educational evaluations are used to create Student Success Plans. Within the MYP and DP programs, the Student Life and Support Coordinator, along with the School Counselor, draft, monitor, distribute and review “Student Success Plans” for any student who has an identified or diagnosed need.

Nonetheless, accommodations and modifications will be considered after a valid psycho-educational evaluation is provided. Any accommodation or modification considered for a particular student must be within the school’s resources. Psycho-educational evaluations must be updated every three years in order for the school to consider offering accommodations or modifications. The school does not provide these evaluations.

Riverstone’s Process to Identify and Accommodate Learning Variability

Admissions Process:

Parents must disclose existing, diagnosed learning disabilities that will impact a student’s learning at Riverstone and for which they desire accommodations and modifications.

During the admissions process, parents should provide a copy of the most current psycho-educational evaluation and any IEP or 504 documents provided by another school. The Division Director will read the psycho-educational evaluation and the whole admissions committee will review any existing 504 or IEP provided as part of the admissions process. Admissions decisions will take into account the school’s ability to meet a child’s needs.

Enrolled Students Process:

In alignment with the school’s mission and its philosophy of inclusion, the following process is followed under the leadership of Division Directors and Student Success Team.:

1. Identify and refer students at risk for learning variabilities for which they may require student support plans;
2. Plan, implement and monitor (at least quarterly) the effects of student success plans, including the setting of goals with each student;
3. Annually review student success plans with students in the Middle and High School. This meeting involves the student, parents, division director, Student Life and Support Coordinator, and a teacher or faculty advisor. Monitoring will take place at grade level meetings throughout the year. Additionally, the Learning Support Coach will observe the implementation of accommodations and support teachers in successfully meeting student needs. Parents and students can request a meeting to review the student success plan at any time.
4. Notify parents of the need to update psycho-educational evaluations every three years and certainly by the 10th Grade year in order to be eligible for accommodations/modifications to SAT, ACT, or Diploma Programme Evaluations.
5. Notify the Diploma Programme Coordinator no later than September 15 of a student’s junior year of learning conditions that may qualify for accommodations on the IB examinations.

Student Support Team:

The Student Success Team is a school-based problem-solving team composed primarily of grade level

teachers and the Division Director and Student Life and Support Coordinator who collaborate to implement the recommendations of the evaluating psychologist. The Student Success Team is a forum for structured and routine focus on addressing student needs.

IBO Document Resources:

Learning Diversity and Inclusion in IB Programs, International Baccalaureate Organization 2016
Meeting student learning diversity in the classroom, International Baccalaureate Organization, 2013.

From the board documents/policies: 7.18.1 Learning Support

The school shall provide learning support programs based on the needs of students with mild to moderate learning differences, students with social/emotional needs, and students who are highly functioning and perform well beyond grade-level expectations in mainstream classrooms, and programs available. The School will not create learning support programs that are not already feasible and supported with current programs and staffing.

Updated 9/30/22