



Learning Diversity and Inclusion Policy

Scope:

This policy applies to all faculty, staff, substitute faculty, after school activity instructors, coaches, enrolled students and parents of enrolled students.

Riverstone's Mission:

Riverstone International School inspires courageous journeys of academic and personal exploration that enable our students to lead purposeful lives.

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 and of its faculty. It is important to note that the school cannot meet every need of prospective and enrolled student.

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

Aspects of Inclusiveness 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 Learning Disabilities and Highly Gifted

The school is not obligated to develop or to accept other school's "504" 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.

Nonetheless, accommodations and modifications will only be considered if 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.

Rivestone's Process to Identify and Accommodate Learning Diversity

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 SSTs:

1. Identify and refer students at risk for learning or other disabilities for which they may require individualized learning plans;
2. Plan, implement and monitor (at least quarterly) the effects of individualized learning plans, including the setting of goals for each student;
3. Identify, provide and monitor (at least quarterly) the effects of accommodations provided to students who have a physical or mental disability that substantially limits a major life activity
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 NLT 15 September of a student's junior year of learning conditions that may qualify for accommodations on the IB examinations.

Student Support Team:

The SST is a school-based problem-solving team composed primarily of grade level teachers and the division director who collaborate to implement the recommendations of the evaluating psychologist, the wishes of the student's parents and through the development of goals for each child to strive towards. The SST is a forum for structured and routine focus on addressing student needs.

The team's role is to facilitate routine, structured problem solving in response to teachers' requests for assistance, and the resolution of student-centered problems.

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