



Riverhills Elementary Magnet IB World School

Primary Years Programme

Inclusion Policy

Vision: "Empowering children to create a better future."

Mission Statement

To guide all learners by providing meaningful opportunities which inspire life-long innovators to be caring, responsible and successful. Students will develop into globally minded citizens through collaboration, reflection, action, and inquiry.

Philosophy of Inclusion

Riverhills Elementary Magnet School believes in access and learning opportunities that support all students. It understands and appreciates that students learn differently, always considering the strengths and needs of the learning community. This drives its commitment to using specialized approaches and offering individualized support as needed. This commitment involves all faculty on campus collaborating and problem solving to structure supports that include academic remediation, as well as enrichment in various areas.

Programs that provide inclusion are:

(Each program listed below is mandated by the US Federal Government and services will be provided in accordance to the law.)

AGP (Academically Gifted Program)

All students at the school are considered for the gifted program. We believe in nurturing the unique talents and abilities of every student. The gifted program at Riverhills is designed to identify and support exceptional learners through a tailored curriculum that stimulates their creativity and problem-solving skills.

We utilize specialized screening processes to identify students who demonstrate exceptional cognitive abilities, creativity, and a thirst for knowledge. Our multidimensional approach ensures that we recognize diverse talents and the potential in every child, regardless of background or circumstance.

The curriculum is centered around project-based learning, providing the AGP students with dynamic and immersive educational experiences that fit real world problems. Through hands-on projects and collaborative activities, the students are encouraged to explore their passions, think critically about a topic, and innovate.

Each student in the program receives personalized support outlined in their Education Plan (EP), a state of Florida document. We recognize that giftedness comes in many forms, and our teachers work closely with students to tailor the instruction to their unique learning styles, interests, and developmental needs. We have a meeting with the students, parents, and teachers that interact with the student to determine their strengths and goals to ensure their educational path fits them.

Our gifted program is not just a program; it's a lifelong journey of discovery, growth, and personal fulfillment. We are committed to providing our gifted students with the tools, resources, and support they need to thrive academically, socially, and emotionally both now and in the future.

ESE (Exceptional Student Education)

At Riverhills Elementary Magnet School, An IB World School, we are committed to providing a supportive and inclusive learning environment, where every student can thrive. Our Exceptional Student Education (ESE) program is dedicated to meeting the unique needs of students who require additional support and accommodation to reach their full potential. Throughout the program, the learning environments are equitable and specific to learning needs.

We believe every student is capable of success, and our ESE program is designed to provide individualized support tailored to each student's specific strengths, challenges, and learning styles. Our team of experienced educators and specialists collaborate closely with families to develop the student's Individual Education Plan (IEP) that sheds light on what the student's specific needs are.

Our instructional practices are grounded in evidence-based strategies and the latest research in the world of special education. We utilize a variety of instructional approaches, best practices, assistive technologies, and multisensory materials to engage students and facilitate meaningful learning experiences.

Collaboration is at the heart of our ESE program, getting every staff member informed and involved with the students' successes. By fostering strong relationships, we create a cohesive support network for the students that promotes student success inside and outside the classroom. We actively involve family members in the development and implementation of the IEPs and encourage regular, if not daily, communication to empower families to be active partners in their child's education.

Our ultimate goal is for students to become confident, self-directed learners who are capable of advocating for themselves and navigating the world with independence and resilience. Through academic instruction, life skills training, and social-emotional development, we equip students with the tools and confidence they need to success in life.

Above all, we prioritize the safety, well-being, and happiness of our students. Our school community is a safe, nurturing, and inclusive environment where every student feels valued, supported, and respected.

ELL (English Language Learner)

The ELL program supports students in the classroom with academic strategies that reinforce learning. This program assists students whose first language is not English. Resources are also sent home to aid families in advocating for student success.

504

Students that qualify for a 504 plan have accommodations and provisions for the learning environment that are carried out by all teachers. These provisions are developed specifically for their needs.

Support

MTSS (Multi-Tiered Systems of Supports)

All students in the state of Florida are monitored by MTSS through a Response to Intervention (RTI) model. All students are included in Tier 1 receiving Core Instruction for academics and behavior. Based on data and observations, students having difficulties in academics and/or behavior engage in research-based small group interventions in Tier 2. If additional support is needed, Tier 3 provides all previously mentioned interventions plus an increase in duration or intensity of interventions. The master schedule includes time in the school day to provide this targeted level of differentiation.

Differentiation

Differentiation is daily modifications to lessons, instruction, or assessment based on data or observations gathered. All teachers differentiate the learning environment in order to meet the individual needs of all students, whether through remediation or enrichment. Differentiation can extend into the structured programs of support (listed above), but also is a factor in all instructional decisions made by teachers.

Mentoring

Students struggling in academics or behavior are matched with a mentor/adult on campus to their support person. Their mentor offers academic help and/or a safe touchstone to help close the academic/behavior gap and guide them to becoming an internationally minded member of our school community.

Staff Development and Collaboration

- ❖ All teachers are required to take 20 hours of ESE training every 5 years.
- ❖ All teachers at Riverhills have achieved or in the process of earning their Gifted endorsement.
- ❖ Book Studies and in-school professional development on differentiation and effective strategies for different student populations.
- ❖ Grade level Professional Learning Communities (PLC) meet monthly to review student achievement and/or behavior data and review the RTI process.
- ❖ Instructional Leadership Team (ILT) meets twice a month to discuss schoolwide data trends.
- ❖ Teachers discuss differentiation and the RTI process in regular collaborative planning sessions throughout the year.

Resources

Making the PYP Happen: A curriculum framework for international primary education, IBO

PYP Principles to Practice, IBO