

Riverhills Elementary Magnet School
IB World School
IB-PYP Special Education Needs Policy

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):

Goals and needs of students that qualify for AGP through criteria outlined by the state of Florida are documented on their Education Plan (EP). Instruction and support offer additional challenge through rigorous assignments that extend classroom learning and activities that reach the highest cognitive potential.

ESE (Exceptional Student Education):

Students eligible for the ESE program based on federal criteria establish a plan of individualized support to address obstacles to their learning. Supports and accommodations are outlined in the student's Individual Education Plan (IEP) which provides students with disabilities the opportunity to acquire knowledge and skills needed to reach their full potential.

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 school wide 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