

Riffenburgh Elementary Admissions/Access Policy

Table of Contents	
Riffenburgh Mission and Vision _____	2
Foundational Agreements _____	2
Admissions/Access Philosophy _____	2
Rights and Responsibilities _____	3
Admissions/Access Practices _____	6
Resources _____	7
Policy Purpose, Definition, Review, and Communication _____	7
Definitions of Terms _____	7
References _____	8



Drafted: May 2022

Reviewed: September 2022

Riffenburgh's Mission

Riffenburgh is a caring community of inquisitive and reflective lifelong learners making connections across disciplines to become global citizens who respect differences among people.

Our Vision

Together, students, teachers, parents, and caregivers create a culture of acceptance and empowerment by recognizing the strength in the collection of people we are honored to call our community.

Foundational Agreements:

- Every member of our community is a learner
- All learners should feel safe to make mistakes and reflect on their experiences
- All learners should identify their learning journey as one of lifelong growth
- All learners should engage in exploration and personal goal setting
- All learners should be taught and exercise advocacy for their own learning
- All learners are recognized as diverse in their process and are offered various opportunities to pursue flexible and individualized discoveries
- All learners value connections with others through accepting relationships and open communication
- All learners have personal and cultural identities, both unique and shared backgrounds and language profiles
- All learners should experience assessment as equitable opportunities to reflect on growth and their personal learning journeys
- All learners should feel accepted and valued
- All learners should celebrate challenge and growth in their individualized learning journey
- Language drives learning
- Learning happens over time
- All learners value responsible choices, respect of self and others, fairness, and trustworthiness as principled members of our learning community

Admissions Philosophy

Riffenburgh Elementary is a public school, and registration requirements adhere to district-designated neighborhood boundaries and school of choice policies. Our school community believes that education is a social endeavor and that together, we are all learners engaging peacefully and prioritizing relationships. At Riffenburgh, all learners are valued and have access to our Transdisciplinary Program of Inquiry, state academic standards, district-adopted curriculum, and district resources. All members of our community assume responsibility for learning, both individually and collectively. Our learning community has agency as all members view themselves as change agents.

Admission and Access Policy: Rights and Responsibilities

Riffenburgh is determined to reflect inclusivity through our school culture, by fostering social and emotional as well as physical wellness. We emphasize, teach, refer to and celebrate the characteristics and attributes outlined in the learner profile. We recognize diversity of perspective as both an asset and a necessity for internationally-minded learners.

The following outline actions of stakeholders in regard to Admissions and Access to Riffenburgh Elementary

Leadership commits to:

- Prioritizes practices promoting stakeholder well-being and belonging
- Curates systems of open and positive communication for all stakeholders
- Ensures that federal, state, and local laws and guidelines related to meeting the needs of diverse learners
- Ensures that school policies related to addressing the needs of diverse learners are shared with and regularly reviewed and updated by the school community (Inclusion Policy, Language Policy, Access/Admissions Policy, Assessment Policy, Academic Integrity Policy)

- Allocates funding to improve and update physical learning environments
- Adheres to the [Poudre District School of Choice](#) policies
- Checks student enrollment records at their school to establish that every student is a resident of the school's neighborhood attendance area or has an approved authorization for choice/open enrollment or transfer
- Coordinates and addresses [concerns and complaints](#) about the IB in accordance with school site and district specifications
- Ensures that federal, state, and local laws and guidelines related to meeting the needs of diverse learners ([Americans with Disabilities Act](#), Section 504, Individuals with Disabilities Education Act, Larimer County Health Department)

Teachers/Staff commit to:

- Foster a climate of communication and acceptance within the learning environment and the school community
- Routinely provide opportunities for learners to share, question, connect, pursue inquiry, and act to apply learning, through the IB Approaches to Learning
- Develop trust and acceptance through actively referring to and teaching the attributes of the IB Learner Profile
- Offer opportunities for learners to design and pursue engagements related to their interests and inquiries
- Use approaches to teaching that are inquiry based, conceptually driven, contextualized, collaborative, differentiated, and informed by assessment
- Regularly model and offer opportunity for inquiry, action and reflection
- Actively teach and pursue student voice, choice, and ownership of their learning
- Teach students to advocate for themselves and their learning by providing a climate of trust and shared construction of learning

Students commit to:

- Explore, pursue and put into practice the attributes of the IB Learner
- Utilize the Approaches to Learning to move understanding from surface level to deeper level success criteria
- Commit to advocating for needs for their learning, well-being, and belonging as well as for peers
- Reflect on and pursue personal inquiry, action and success learning criteria
- Practice courageous pursuit of growth, goal setting and personal and collective achievement
- Engage in open-minded thinking by both considering various perspectives and reacting with empathy
- Act with integrity during all academic exchanges and sharing

Families and Caretakers commit to:

We believe that families and caretakers are active partners in our students' learning. We welcome and encourage this relationship through the following actions.

- Celebrate learning through reflecting on growth in all aspects of academic, behavioral, social and emotional pursuits
- Assist students in setting goals inside and outside of the school learning environment
- Recognize the value in learning from mistakes and celebrate the pursuit of courageous learning
- Actively support the development of thinking, communication, self-management, social and research skills
- Help students to recognize the importance of perseverance and resilience

- Openly support and connect the attributes of the IB Learner Profile at home and share celebrations of action related to these
- Feel comfortable to share background, culture and beliefs to allow for all stakeholders to support learners
- Communicate with administration and staff concerning questions, comments, celebrations, and concerns related to their child that are solution centered
- Actively participate in communication, meetings, and conferences regarding their student (s)

- Complete registration documentation provided by Poudre School District
- Ensure attendance for their child who has attained the age of six years on or before August 1 and is under the age of 17 years is required to attend public school, with such exceptions as provided by law
- Have awareness that children can attend kindergarten if they are five years old on or before October 1 of the year of enrollment
- Have awareness that students enrolling in the first grade may enter if they are six years old on or before October 1 of the year of enrollment
- Live within the school boundaries designated by Poudre School District to attend Riffenburgh Elementary or have complied with the school of choice policies of the district

Admissions/ Access Practices

Riffenburgh Elementary is committed to creating principled lifelong learners who work within IB Approaches to Learning to support attributes of the learner profile. We are a public school within Poudre School District (psdschools.org) and recognized by the Colorado Department of Education (<https://www.cde.state.co.us/districts>).

Riffenburgh is a public school. Children who live within the school boundaries designated by Poudre School District can attend Riffenburgh Elementary. Students also may attend through the district school of choice policies.

Children can attend kindergarten if they are five years old on or before October 1 of the year of enrollment.

Students enrolling in the first grade may enter if they are six years old on or before October 1 of the year of enrollment.

School of Choice Procedures:

First Round:

The first round for School Choice Applications begins on or around the first school day in November of the school year prior to the school year in which a student wishes to begin attending a particular District choice school or program. The first round closes on or around the last school day in December.

Second Round:

The second round for School Choice Applications begins on or about two weeks after the first round lottery occurs. The second round for School Choice Applications closes on or around the day prior to the first day of school in August of the school year of requested enrollment.

The exact dates will be posted on the District's website annually.

Resources

Riffenburgh provides relevant human, natural, built, and virtual resources to implement our Admissions/ Access Policy. Our school identifies and provides appropriate learning support.

[Poudre School District Resources](#)

Policy Purpose, Definition, Review, and Communication

The purpose of this document is to outline the Admissions and Access Policy of Riffenburgh Elementary utilizing the guidelines in the *IB General Regulations: Primary Years Program*. This policy is constructed using input from Riffenburgh’s Learning Community. It is a statement of purpose that outlines goals specific to admissions and access to our school and its role in learning and teaching.

We define admissions and access as how students will enroll in our public school and participate in the International Baccalaureate Primary Years Program.

This document and its contents are reviewed yearly. Input is collected from all stakeholders and presented to the IB Leadership Committee. Any proposed changes are articulated and agreed upon before revisions are made.

A formal review and revision of all policies will occur within the five-year IB program evaluation cycle or more frequently as needed. Collected input by all stakeholders, School Accountability Committee, Grade Level Teams, Specialists, Support Personnel, and Student Committee will be used by Riffenburgh’s IB Leadership Committee to update the policy.

All Riffenburgh policies can be accessed through Google Suite and are shared on the school website. School administrators and instructional staff are knowledgeable about the policies and can discuss them with parents and caregivers.

Definitions of Terms

Boundary Area: Poudre District boundaries delineating which public school or schools are available for attendance.

Choice/open enrollment: Parent/guardian-initiated enrollment of a student in a K-12 District school or program other than the school or program in which the student is currently enrolled or to which the student is currently assigned (“choice school or program”).

References

International Baccalaureate Organization. 2022. *A PYP Learning Community*.
https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.2.5.3

Poudre School District. 2022. *JFBA - CHOICE / OPEN ENROLLMENT*.

Poudre School District. 2019. *JEB - ENTRANCE AGE REQUIREMENTS*.

Poudre School District. 2009. *CF - SCHOOL BUILDING ADMINISTRATION*.

Poudre School District. 2009. *JC - SCHOOL ATTENDANCE AREAS*.

Poudre School District. 2008. *JEA - COMPULSORY ATTENDANCE AGES*.