Grove Park Elementary Inclusion Policy

Mission Statement

Grove Park Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Vision

At Grove Park Elementary School, our vision is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

In addition, Grove Park's vision aligns with the District's overall vision for student achievement and school accountability: The School District of Palm Beach envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Purpose

This document communicates to all of our stakeholders the expectations for creating and maintaining an educational environment for all IB students as required by IBO, and supported by the School District of Palm Beach County, as well as applicable municipal, state, and federal laws.

School District of Palm Beach County's Equity Statment

Equity Definition:

Equity means each student—regardless of race, ethnicity, poverty, disability, language status, undocumented status, religious affiliation, gender identity, and sexual orientation—will have access to the opportunities, resources, and support they need to imagine, nurture, and achieve their dreams.

Equity Statement:

The School District of Palm Beach County is committed to dismantling racism and other systems of oppression and inequity. We will create equitable and inclusive schools that ensure students have what they need to be successful in school and life.

Achieving racial equity requires proactive and continuous investment in historically marginalized groups who have endured centuries of systemic oppression. The School District of Palm Beach County is committed to transforming our system by hearing and elevating

under-represented voices, sharing power, recognizing and eliminating bias, and distributing resources to provide equitable outcomes.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

The School District of Palm Beach County acknowledges the existence of—and will eliminate—systems, processes, and mindsets that perpetuate race, ethnicity, poverty, disability, language status, undocumented status, religious affiliation, gender identity, and sexual orientation as predictors of achievement.

The School District of Palm Beach County will embrace, celebrate, and honor our students, families, staff, and community members and their unique cultural histories, while ensuring each student achieves personal and academic success.

School District of Palm Beach County's Non-Discrimination Statement

The School Board of Palm Beach County, Florida, prohibits discrimination in admission to or access to, or employment in its programs and activities, on the basis of race, color, national origin, sex or sexual orientation, marital status, age, religion, disability, genetic information, gender identity or expression, or any other characteristic prohibited by law. The School Board also provides equal access to the Boy Scouts and other designated youth groups. The School District of Palm Beach County offers the following career and technical programs, including career academies wherein students may earn industry certification, visit the Programs of Study page for more information as well as a list of classes. Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.

The School District of Palm Beach County Exceptional Student Education Department

The School District of Palm Beach County serves approximately 40,006 students identified as eligible for Exceptional Student Education (ESE); this includes 9,252 students identified as gifted. Eligible students with disabilities are provided services from birth through age 22. ESE services are available at all public school sites throughout the district. The School District of Palm Beach County is committed to providing exceptional students a Free Appropriate Public Education (FAPE) in accordance with federal, state, and local mandates. In keeping with this philosophy, the School District:

- Provides every exceptional student with an appropriate individualized education program (IEP)
- Offers exceptional students services that are available to every other student
- Provides placement alternatives that enable students to be educated in the least restrictive environment.
- Encourages the participation of parents in the educational process

- Ensures the right to due process and equal protection under the law”

ESE provides, supports, and monitors services for Students with Disabilities (SWD) and Section 504 of the Americans with Disabilities Act (ADA/504). The mission of the ESE Department is to ensure students with disabilities receive appropriate educational services leading to increased student achievement and successful post-school outcomes.

Exceptional Student Education Programs

In Florida, there are several programs that exceptional students may be eligible for as defined by the Florida Department of Education.

Autism Spectrum Disorder (ASD)

o Defined to be a range of pervasive developmental disorders that adversely affects a student's functioning and results in the need for specially designed instruction and related services.

Deaf or Hard of Hearing (DHH)

o Defined as a student who has a hearing loss aided or unaided, that impacts the processing of linguistic information and which adversely affects performance in the educational environment.

Developmentally Delayed (DD)

o Defined as a prekindergarten child with disabilities is a child who is below five (5) years of age on or before September 1 and has a sensory, physical, mental, or emotional condition that significantly affects the attainment of normal developmental milestones.

Dual-Sensory Impairment (DSI)

o Defined as impairments affecting both vision and hearing, the combination of which causes a serious impairment in the abilities to acquire information, communicate, or function within the environment, or who has a degenerative condition which will lead to such an impairment.

Emotional/Behavioral Disability (EBD)

o Defined as a student with persistent (is not sufficiently responsive to implemented evidence based interventions) and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Intellectual Disabilities (IND)

- Defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. The developmental period refers to birth to eighteen (18) years of age.

Language Impairment (LI)

- Defined as disorders of language that interfere with communication, adversely affect performance and/or functioning in the student's typical learning environment, and result in the need for exceptional student education.

Orthopedic Impairment (OI)

- Defined as a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g. including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

Other Health Impairment (OHI)

- Is defined as having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems. This includes, but is not limited to, asthma, attention deficit disorder or attention deficit hyperactivity disorder, Tourette syndrome, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

Specific Learning Disability (SLD)

- Defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do Mathematics.

Speech Impairment (SI)

- Defined as disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education.

Traumatic Brain Injury (TBI)

- Defined as an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Visual Impairment (VI)

- Defined as students who are blind, have no vision or little potential for using vision; students who have low vision; students who have a visual impairment after best correction that adversely affects their educational performance; or students who have been diagnosed with a progressive condition that will most likely result in a visual impairment or no vision after best correction.

IB Principles for Access and Inclusion

All inclusive access arrangements authorized by the IB are based on the following principles, as published by the IB.

1.1 The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates.

1.2 The arrangements requested for a candidate must not give that candidate an advantage in any assessment.

1.3 The inclusive access arrangements described in this document are intended for candidates with the aptitude to meet all assessment requirements leading to the completion of the programme.

1.4 In the case of internal assessments, marks must always be awarded based on the candidate's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the candidate's challenges or difficulties.

1.5 A subject result means the candidate has met the objectives of that subject, ie they have been able to demonstrate what was being assessed. This means there is no need to grant an exception for the assessment because the student was capable of completing it.

Therefore, a request for exemption, which would still yield a subject result, must only be submitted after careful consideration and only where inclusive access arrangements and reasonable adjustments cannot be applied. The IB will use its discretion and only grant exemptions as a very last resort and in exceptional cases.

No exemption can be granted for language subjects; all students, including those with specific learning challenges, are required to study two languages without any exception.

1.6 Inclusive access arrangements are pre-examination measures to allow a candidate to access the assessment that reflects their experience during learning. As such they cannot be requested retroactively.

1.7 Inclusive access arrangements for a candidate must be well planned and put in place throughout the course of learning and teaching including classroom work and formative assessments.

1.8 Schools must plan inclusive access arrangements for their candidates based on the IB criteria as stated in this policy and teachers' observations of the candidate in the classroom during classwork and tests. If the school intends to plan inclusive access arrangements for a candidate that are not in line with the eligibility criteria stated in this policy, they must first consult the IB.

1.9 The inclusive access arrangements requested for a candidate must be his or her usual way of working during his or her course of study. In almost all instances, if the inclusive access arrangements planned by the school do not follow the eligibility criteria stated in this policy, and have not been previously discussed with the IB (see Section 1.8), they cannot be authorized by the IB even if they have been the candidate's usual way of working. Only in very exceptional and unusual cases will the IB authorize a request for inclusive access arrangements that are not the usual way of working and that have been put in place to support the candidate only in the last six months of study or thereafter, just prior to the examinations.

1.10 The IB aims to authorize inclusive access arrangements that are compatible with those normally available to the candidate concerned. However, authorization will only be given for arrangements that are consistent with the policy and practice of the IB. It should not be assumed that the IB will necessarily agree to the arrangements requested by a school.

1.11 The IB is committed to an educational philosophy based on international-mindedness. Therefore, the inclusive access arrangements policy of the IB may not reflect the standard practice of any one country. To achieve equity among candidates with access requirements, the policy represents the result of a consideration of accepted practices in different countries.

1.12 The IB will ensure that, wherever possible, arrangements for candidates with a similar type of access requirement are the same. Due to the cultural differences that occur in the recognition of learning support requirements and the nature of access arrangements granted in schools, there may be some compromise that may be necessary to help ensure comparability between candidates in different countries.

1.13 Each request for inclusive access arrangements will be judged on its own merit. Previous authorization of arrangements, either by the IB or another awarding body, will not influence the decision on whether to authorize the arrangements that have been requested by the coordinator.

1.14 The IB treats all information about a candidate as confidential. If required, information will only be shared with appropriate IB personnel and members of the final award committee (who will be instructed to treat such information as confidential).

1.15 If a school does not meet the conditions specified by the IB when administering inclusive access arrangements, the candidate will not be awarded a grade in the subject and level concerned.

1.16 A school must not communicate with an examiner about a candidate's learning support requirements.

1.17 All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme.

1.18 The person invigilating the candidate's examination must not be a relative of the candidate, or any other person with whom there may be an apparent or perceived conflict of interest.

1.19 Any issues that arise from the nature of the inclusive access arrangements, or any unforeseen difficulties encountered by the candidate during the examinations, should be reported to IB Answers as soon as possible.

Roles and Responsibilities

Guidance Counselors- Guidance counselors will follow district protocol when it comes to writing an IEP or 504 for a student. They will work with the parent, student, and teacher to help them understand the accommodations that are needed by the student. The guidance counselor will also ensure any updates to the student's accommodations are properly documented and all stakeholders involved are properly informed.

IB Coordinator-The coordinator will make sure that all stakeholders are working together to ensure the student is getting a proper education. In regards to IB exams, the coordinator will use the appropriate forms and provide the required documentation to the IB. Once the coordinator learns of the decision of the IB, all stakeholders will be informed.

Teachers–Teachers will work closely with the student to ensure all accommodations for the student are being met in the classroom. If there are any concerns, they will be brought to the attention of the parent and guidance counselor.

Privacy

Any and all discussions between and among a student, parent, teacher, or administrator is handled in the strictest confidence, as prescribed in the school district, state, and federal policies and procedures regarding students with special needs. In all cases, arrangements are made for students to complete their assignments and assessments in such a manner as to not call attention to them.

Policy Distribution

Policies are distributed at the beginning of the school year to parents through student backpacks and are also located on the school website.

Evaluation of Policy

The IB faculty and administration remain deeply committed to ensuring the success of the inclusion policy. Toward this end, the faculty and administration will review the policy regularly with an eye toward improvement. The policy will be reviewed annually by the School Advisory Committee **.** This policy was last reviewed in September 2024.

Committee

The inclusion committee is made up of school administrators, ESE coordinator, general education teacher, and ELL coordinator.