

LEAP INTO A BRIGHTER FUTURE!

Inclusion Policy

Equity policy

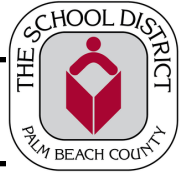
In keeping with The School District of Palm Beach County's [Equity Policy 1.041](#), Palmetto promotes all student's access to an adequate education. We are committed to our responsibility by creating a safe, equitable, and inclusive learning environment that ensures students have what they need to succeed in and beyond school. Regardless of national origin, religious affiliation, race, ethnicity, economic status, disability, gender identity, or sexual orientation, we will provide all students with opportunities, resources, and support to achieve their goals in and beyond the classroom. The District will continue to ensure that all students are provided with an adequate education and the support needed to succeed by taking the following steps:

1. The District will identify and address educational practices that create gaps in academic achievement.
2. The District will provide leadership committed to identifying and working to resolve disparities and disproportionalities in practices that inhibit students' success.
3. The District will be committed to allocating financial resources to address the needs of students who require additional interventions to achieve academic success.
4. The District will select and develop historically accurate, age and developmentally appropriate instructional materials to allow students to develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms and examine what it means to be a responsible and respectful person to encourage tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, to include but not limited to the following:
 - i. The study of African Americans and the contributions of African diasporic people to society. This includes but is not limited to the study of Africans in Antiquity, The History of Haiti, and Western Hemispheric History influenced by Africans.
 - ii. The study of Hispanic/Latino contributions to the United States and the World.
 - iii. The study of Indigenous people's contributions to the United States and the world.
 - iv. The study of women's contributions to the United States and the World.
 - v. The civil rights movement to the present includes instruction to expand the knowledge, understanding, and awareness of individuals with disabilities, the history of disability, the disability rights movement, LGBTQ Studies, and the LGBTQ social movements.
5. The District will ensure that each student can access multiple pathways to success and advanced academic programs. Students shall not be prohibited access to gifted programs or accelerated courses based on race, gender, socioeconomic status, native language, sexual orientation, gender identification, country of birth, or disability.
6. The District will utilize data and evidence-based research to address racial disproportionality in student discipline and placement in special education programs.



Palmetto Elementary

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7. The District will utilize data and evidence-based research to address disproportionality in student placement among the disability eligibilities.
8. The district will recruit and try to retain highly qualified administrators and teachers who reflect the diverse community of Palm Beach County.
9. The District will offer administrators and teachers evidence-based professional learning with a focus on understanding and teaching a diverse population that is effective for students of all backgrounds and abilities.
10. The District will encourage effective partnerships with families, students, and communities to examine issues related to inequity in our schools. These stakeholders will be essential partners in planning and decision-making for their student's education and offer diverse perspectives in developing strategies to promote student success.
11. The District will provide ongoing and open communication to keep all stakeholders informed of the District's strategic plan and progress with embedding equity in educational practices.
12. The District will utilize formal and informal evaluative tools to assess equitable instructional practices and programs.
13. In accordance with [Policy 1.0971](#), The District Diversity and Equity Committee (DDEC) will continue to advise the Board and Superintendent regarding equity and access, diversity issues, and the Strategic Plan as stated in this policy.

Exceptional student education (ESE)

Palmetto Elementary shares the beliefs describe by The School District, the Department of Education, and the International Baccalaureate Program. We are committed to providing exceptional students with Free Appropriate Public Education (FAPE) under federal, state, and local mandates. Families and stakeholders can learn more about their rights by visiting the FLDOE website at <https://www.fldoe.org/core/fileparse.php/20070/urlt/15-2.pdf>.

The School District:

- Provides every exceptional student with an appropriate individualized education program (IEP)
- Offers exceptional student 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

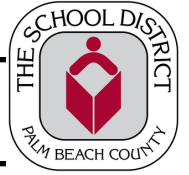
Meeting the needs of our students

Palmetto is knowledgeable about our students' various backgrounds, cultures, and levels of life experiences. The diversity of student backgrounds contributes to our school community and inspires teachers and students to be caring and open-minded. Multiple teaching strategies are utilized for differentiated instruction so all students can access the curriculum equally.



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Our students may have academic, physical, social, or emotional needs that are addressed so each student can be successful. These needs include:

- Specific Learning Disabled (SLD)
- Speech and Language Impaired
- Visual Impairments
- Hearing Impairments
- Physical Impairments
- Health Impairments (OHI)
- Emotional Behavior Disturbed (EBD)
- Intellectually Disabled (ID)

Student support and services provided include:

- General Education
- Direct Instruction
- Support Facilitation
- English as a Second Language (ELL)
- Learning Strategies
- Physical Therapy
- Occupational Therapy
- Speech and Language Therapy
- Guidance Counseling
- School Psychologist
- Behavior Intervention Specialist
- Other Behavioral Supports
- Academic Clubs
- Media Center Services
- Health Plans

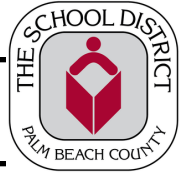
In keeping with The School District, Palmetto's responsibility to students with special needs is to provide access to the curriculum in the least restrictive environment. In many cases, this is a regular, comprehensive classroom where classroom teachers and specialists collaborate following an inclusive approach. Teachers/Specialists assess the children to determine their needs and provide any special services and materials they require. Teachers address those needs for students demonstrating academic talents in a particular area through classroom differentiation. Regardless of the needs, teachers collect and analyze data, monitor progress, and set and update goals with the students and parents.

At our school, we adhere to federal guidelines governing the education of students with disabilities/ The Individuals with Disabilities Act (IDEA). It is designed to protect the rights of students by ensuring that everyone receives a free, appropriate public education regardless of ability level. Furthermore, IDEA strives not



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only to grant equal access to students with disabilities but also to provide additional special education services and procedural safeguards.

Our school uses a Responses to Intervention (RTI) model. This three-tiered framework provided intervention and educational support for all students based on their individual needs at increasing intensity levels. The goal is early intervention to foster success for all students. Our model is as follows:

Interventions/Accommodation that are frequently utilized include:

- Assistive Technology
- Small group instruction and testing
- Extended time
- Scribe
- Reader
- Prompting and Cueing
- ESL Support
- Simplified Directions
- Paraphrasing
- Behavior Modifications
- Preferential Seating
- Alternative testing Environment
- Paraprofessional Support

All students can participate in all aspects of the school community, including the PYP and extra-curricular activities. The extent to which students with special needs participate in the IB Programs is defined in the following documents.

- Individualized Scheduling
- 504 Plans
- Individual Education Plan

We document our compliance with federal guidelines in working with students with special needs through our unique education departments, overseen by building administration and the district's Director of Special Education. Individuals in these departments are responsible for the annual writing and updating of Individual Education Plans (IEP) and 504 Plans. Teachers are not limited to the accommodations outlined on a student's IEP. They may include additional support as determined through various observations, including monitoring learning and measuring learning assessments.



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All information regarding the progress and performance of these students is contained in the student's cumulative folder found in a secured location in the main office.

Policy Review

Evaluation of Policy

The IB faculty and administration remain deeply committed to ensuring the success of the admission 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 PYP Coordinator and the Policy Committee. This policy was last reviewed in August 2023 and revised in November 2023.

Policy Committee

Whitney Fisher- PYP Coordinator
Danny Moya- Head of School
Sheilagh Stevens- SAC Chair/ Teacher
Stephanie Peck- Learning Team Facilitator