

# Quail Run Elementary School Primary Years Program: Access and Inclusion Policy

**Paradise Valley School District Vision statement: Every learner empowered for a lifetime of success.**

**QRES Mission statement: We engage, inspire, and nurture global thinkers through high-quality instruction, meaningful educational opportunities, and dynamic learning experiences. We embrace lifelong learning, exhibit compassion toward others, and promote intercultural understanding.**

Quail Run strives to create lifelong learners through providing all children equitable access to inclusive learning experiences. We believe all students can learn regardless of their behavioral, physical, learning, and/or language abilities. All students have unique needs to consider when helping them meet their educational potential. Quail Run provides a programme of rigorous curriculum, instruction, and assessment for all students regardless of socioeconomic status; those with physical impairments, special educational needs, social and emotional needs, gifted students, and students who require interventions, resources and support, accommodations and/or modifications. In addition, we seek to empower students with developing self-advocacy skills. We value innovative, evidence-based, culturally competent and ethically sound practices and recognize that positive, supportive, safe, and inclusive learning environments are essential.

Specifically, the PVSchools Special Education department focuses on implementing the district's mission to engage, inspire, and nurture all students through high-quality instruction, meaningful educational opportunities, and dynamic learning experiences. PVSchools believes all children can be successful in school. In accordance with the Individuals with Disabilities Education Act (IDEA), we ensure access to the general education curriculum in regular education classrooms to the maximum extent possible to meet each child's needs.

## **Legal requirements and obligations; Rights and Responsibilities**

Our Access and Inclusion Policy is district-driven and in accordance with applicable state and federal law. Here are links to [State](#) and [Federal](#) laws. Teachers must act in accordance with the policy and the policy is used to inform decision-making. The policy is communicated to the community via access on the school website.

Teachers are able to refer students to the Student Teacher Assistance Team (STAT) as part of the Multi-Tiered System of Supports. During this process, teachers meet to discuss possible interventions to help individual students achieve academic, social, and/or behavioral success. If intervention goals are not met, parents are included to collaborate as part of the STAT process, to discuss further interventions and/or evaluations for their child. This may include eligibility for specialized services through special education.

Quail Run has qualified special education teachers, a reading specialist, a gifted specialist, and instructional aides. Quail Run also provides continual training for inclusion and access.

All policies are reviewed annually. All staff are included in the review with the IB committee members responsible for leading the review.

**Terms defined:**

- Inclusion-Inclusion refers to the understanding that all students are full and accepted members of their school community, in which their educational setting is the same as their non-disabled peers, whenever appropriate. Quail Run students are included in daily classroom activities with accommodations to meet the unique needs of every child. An inclusive environment is effective, friendly, empathetic, and safe.
- Differentiation- Developing coursework to provide a range of learning approaches and methods for achieving common goals, taking into account individual learning styles and needs.
- Scaffolding- Knowing the level of aptitude of a particular learner allows a number of small steps to be incorporated into the learning process, so students can work towards mastery while receiving constructive feedback.
- Access refers to providing equitable educational opportunities in learning, teaching, evaluation/assessment and all other aspects of school life to all students by making space and provision for the characteristics that each person brings.
- Assessment is aligned by differentiated instruction. Instruction is diverse and relevant to the learner. The components of assessment include self, peer, and teacher reflection to support all learners in gaining independence to become responsible for their own learning. See Assessment Policy for further information.
- Valuing prior knowledge will assist in creating differentiated tasks and activities, allowing new learning to occur that builds upon what is already integrated.
- Teachers work to extend students' learning by beginning with high expectations and offering students numerous opportunities for practice. Extending learning is a cyclical process beginning with students' prior knowledge and providing support while introducing new sophisticated material. Learning is extended through rich and complex academic language, while affirming students' identity and self esteem.
- Confidentially: Teachers receive confidential folders yearly with necessary IEP (Individual Educational Plan) information and are expected to return this folder to the Special Education Department at the conclusion of each school year. Only necessary staff receive confidential information as necessary to support students. There are continual trainings to remind staff to discuss student's needs privately and professionally away from unnecessary staff and students.

This policy is reviewed annually and revised as needed.

*Revised Oct. 2023*