

Cloverleaf Elementary School

Special Needs Policy

Our Philosophy

We believe that all learners have unique needs to consider when helping them meet their academic and non-academic goals. We create support systems and instructional approaches which address the individual needs and learning styles, including those with special needs (Special Education and Academically Gifted Students). We value and support a diverse community of learners.

We will

- Allow access to the Primary Years Programme for all students
- Outline support structures available to support all levels of learners
- Align and unite resources to support needs along the IB continuum
- Outline roles and shared responsibility of all stakeholders

Our Practice

Differentiation

Through differentiation practices of modifying the content, process and products, we strive to meet students at their levels and move them forward in their learning and discovery. Teachers identify the most effective strategies to target student learning needs based on their formative and summative assessment data. Student needs are met through the use of dynamic groups, tiered lessons, and practices based on student learning styles, abilities and interests. These practices allow for a focus on targeted instruction fostering growth in the student, both socially, emotionally, academically and physically to meet the needs of the whole child.

Student Supports

We follow the Multi-Tiered System of Support model adopted by the Iredell Statesville Schools. This model is the starting point to assist students who may need additional supports for learning in order to meet grade level expectations. As interventions are implemented, data is collected to determine next steps. Progress is monitored and interventions adjusted based on the student's response to instruction. Staff work collaboratively to individualize instruction and address learning gaps. This model is available for both academic and behavioral student needs.

Academically gifted students are also supported. We follow the district guidelines for identification and levels of services as outlined in the Iredell Statesville School AIG Plan posted on the ISS website. Instructional decisions are also made based on relevant data.

District Level Multi-Age Self-Contained Exceptional Children's Classes at Cloverleaf

We currently have two district-level classes at Cloverleaf: an Exceptional Children's Pre-Kindergarten; and a Low Incidence Self Contained Class (LI), for students with profound special needs. Because these students do not participate in the traditional curriculum of the school, their participation in the PYP differs from traditional students. Teachers in these classes incorporate the Learner Profile and other essential elements of the PYP Curriculum as appropriate for their students, including the Attitudes, Concepts, and Approaches to Learning. Inquiry learning is emphasized and incorporated as strategies to encourage students' abilities to self regulate.