

ALCUIN COLLEGE POLICY: SPECIAL EDUCATION (Revised September 2022)

To be noted, Alcuin is not a special needs school and is unfortunately not equipped or trained to take on children with serious learning, emotional or psychological needs. Admission criteria for registering students with special needs is dependent on enrolment (room available in the appropriate grade level classrooms) and the ability of Alcuin College to prepare and deliver a viable educational program for that student.

At Alcuin College, we strive to give all our students equitable access to learning, a variety of opportunities for achievement, and the pursuit of excellence in all aspects of their education.

Where possible, we adapt educational programs for our students with special needs. This includes: Level 2 and Level 3 categories (C, D, E, F, G and H); disabilities of a sensory, emotional, or behavioural nature (R); a learning disability (Q); a mild Intellectual disability (K); or exceptional gifts or talents (P).

Each student who has a psychological assessment can have an Individualized Education Plan (IEP). An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are adaptive to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectation. The IEP reflects the school's commitment to provide the special education program and services, within the resources available to the school, needed to meet the identified strengths and needs of the student.

The IEP process includes a/an:

1. statement from parents regarding strengths, challenges and priority goals;
2. interview with, and observations of, the student;
3. assessment of the student's abilities using curriculum based measures or normative assessments to obtain a baseline (RTI);
4. consultation with teachers regarding the student's strengths, challenges, and priority goals;
5. review of any assessment data from professionals;
6. consultation with any professionals regarding priority goals (e.g. hearing resource teachers, OT's, counsellors, behaviour interventionists, etc.);
7. meeting with parents to review the IEP, once written;
8. meetings with teachers periodically to evaluate the IEP (successes, challenges, goals);
9. review meeting with parents and outside agencies at least once each year to discuss new directions that need to be taken.