



Canadian American School

Exceptional Education Program

At the Canadian American School, we aim to provide a world-class education to our students. All students including at-risk and children identified with special needs may seek admission provided that they adhere to school policies, guidelines, and our special education process. We provide an inclusive education where both typically developing and students identified with special needs play and learn together to create a mutual respect and healthy understanding of diversity as we prepare them to become independent, productive, and globally competitive.

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Special Education Process

Step 1: Record Review

Students who are at-risk or have identified special needs undergo a Record Review where our Exceptional Education Team reviews education and medical documents furnished by the families. This helps us make decisions about what types of assessments a student may need.

Step 2: Comprehensive Evaluation

A team of special education and related service providers (OT, PT, SLP, etc.) conducts a multidisciplinary approach to assessing and evaluating the student to identify his/her areas of strengths and needs. Eligibility for special education and related services are determined. The cost for a comprehensive evaluation ranges from \$500 - \$1000 depending on the child's need/s.

Step 3: Individualized Education Plan

The team creates an Individualized Education Plan that identifies the student's:

- ☐ Present levels of academic performance
- ☐ Goals and objectives
- ☐ Instructional and testing accommodations
- ☐ Supplementary aids and services, and
- ☐ Placement/Least Restrictive Environment

Step 4: Progress Monitoring/Annual Review/Reevaluation

The team monitors the student's progress based on the identified goals and objectives; conducts an annual review of the IEP document; or reevaluates the student for continued eligibility for special education services.

Continuum of Services

Full Inclusion

Support at this level involves some instructional and testing accommodations in the general education setting. The student follows the general education curriculum.

Full Inclusion with Special Educator Support/Related Service Provider

In this level, all previous supports are in place and a special education teacher/related service provider (OT, PT, SLP, or reading/math interventionist) may come in to the general education classroom to provide additional support to the student and the teacher for a specific subject or subjects. Some modification to the general education curriculum may be put in place.

Partial Inclusion/Program Modification

At this level, all previous supports are in place and the student may be receiving instruction in a special class 20-80% of the time depending on the child's need. The student may be several grades behind and needing intensive intervention services in the form of specialized reading and math instruction, social skills training, or a completely individualized program. The student may still attend general education classes (ex. PME, Art, Music, etc.) which he/she can attend with minimal or no support needed.

Individualized Education Program

The student is in a small group or one-on-one setting with a special education teacher. The student follows an alternative curriculum (ex. life skills training, augmentative communication, etc.) and is included with general education peers during unstructured activities like lunch and recess; the child attends specials like PME, Art, and Music with a special education teacher.

Referral Process

Students of today are considerably more complex than anytime in history. When students do not meet the academic or behavioral expectations in the classroom, they are referred to the Exceptional Education Program Team (EEPT). The primary role of the team is to provide a problem-solving structure to resolve student-centered problems. Classroom-based strategies and interventions are put in place to achieve desired results, but if the student remains unresponsive to interventions, a referral for a comprehensive evaluation may be requested.

While the student is undergoing the Referral process as facilitated by the Exceptional Education Program Team, he/she is classified as being in the **Referral/Review status**.

Fees

If a child qualifies for Exceptional Education Program services, the EEP Team identifies the level of support which ranges from Level 1 (students with least needs) to Level 4 (students with significant needs). The cost of the service is based on the identified level and is described below:

Level 1: \$2000

Level 3: \$6000

Level 2: \$4000

Level 4: \$8000

Each student is reassessed each year to monitor progress and to determine continued eligibility for services. Possible supplementary aids and services may include, but are not limited to, the following:

- | | |
|--|--|
| <input type="checkbox"/> Speech and Language Therapy | <input type="checkbox"/> Reading and Math Intervention |
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Executive Functions Training |
| <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Social Skills Training |
| <input type="checkbox"/> Adapted Physical Education | |

A list of school fees can be found on our website: <http://www.canamschool.org/admissions/annual-school-fees.html>

Special Education Process

