

Special Education Students

It is the mission of Adventist education in Northern California Conference to educate as many children from Adventist homes as possible. However, when a child with special learning needs applies for admission, it becomes the school administrator's responsibility to determine whether or not the child's needs can be met at that school. This will be done in consultation with the Conference Office of Education and the faculty member(s) who will be primarily responsible for the child's education. Special needs students will be evaluated through the following procedures:

1. Administer the New Student Interview.
2. Review special education records when indicated.
3. A recommendation for placement is made after discussion between the site administrator and the Conference Office of Education.

When reviewing the records of the students and interviewing the students and parents, it is important to remember the following definitions:

Accommodations are any variation in the educational environment or process that does not fundamentally alter the content of the course. Examples of accommodations include using alternative forms of textbooks (Braille, audio, etc), allowing a student a different seat in the classroom, oral examinations, extra time for examinations, etc.

Modifications are any variation in the educational environment or process that fundamentally alters the content of the course. Examples of modifications include reduced or enhanced assignments, translating assignments or tests, a scribe for certain subjects, use of aides that interfere with the independent work of the student, etc.

If the decision is made to accept a student with special needs the school will:

1. prepare a contract (based on the Individualized Education Program - IEP -- prepared for the child) stating which accommodations/modifications are feasible and will be utilized and which are beyond the scope of the school to provide. Admission and continued placement will then be contingent upon signed parent consent indicating acceptance of the conditions and limitations which have been outlined by the school.
2. hold regular meetings with the student, parents, and teachers of the student to determine progress being and to make adjustments to the program being offered or the methods of communication being utilized. If necessary a new contract will be developed.

Students accepted with accommodations will receive grades and credit in the same manner as students without accommodations.

Students accepted with modifications may receive report cards which indicate progress of the student toward the goals outlined in the IEP. However, permanent school records may not indicate that a student received special education or related services. Schools may, however, indicate that the student was enrolled in a different course. For example, at a secondary school, the US History course may be listed on the transcript as a college-prep US History course for students with no modifications. For a student with modifications, the course may be listed as an

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Intro to US History. Differences in grading systems (letter grade vs. pass/fail) may not be based on a student's need for special services.

In the case of students with modifications, the contract mentioned above must be very clear about what modifications are being made and that the course listed on the permanent record will have a different name.

In cases where records are not accessible for review, the school may tentatively accept the student subject to receipt and review of the records.

Principals have the option to use The New Student Interview (see attached form) with all incoming students. If the interview is not used with all students the application form **MUST** contain the following question: "Has this student been placed or recommended for a special education program previously?" If the answer is yes, the New Student Interview **MUST** be completed.

New Student Interview

Name of Student	
Date of Birth	
Name of Immediate Past School	
Address (Street, City, State, ZIP)	
Principal	
Most Recent Teacher	
How many schools has your child attended since first grade?	
Reason for leaving the two most recent schools	1. 2.
Last Grade Completed	
Current Grade	
Has your child ever been retained?	<input type="checkbox"/> Yes - when and where: <input type="checkbox"/> No
Has your child ever been home schooled? If yes, what grades	<input type="checkbox"/> Yes - Grades _____ <input type="checkbox"/> No
General Achievement Level (as indicated by most recent achievement tests or grades)	<input type="checkbox"/> Below Average <input type="checkbox"/> Average <input type="checkbox"/> Above Average

<p>What learning problems does this child have?</p>	
<p>Has the student been placed in special education previously?</p>	<p><input type="checkbox"/> Yes - If yes, please indicate: Tested by whom? _____ Where? _____ When? _____</p> <p>Type of special ed placement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mainstream with accommodations/ modifications <input type="checkbox"/> Pull-out (isolated classes) <input type="checkbox"/> Resource (less than ½ of school day) <input type="checkbox"/> Special Day (more than ½ of school day) <p><input type="checkbox"/> No</p>
<p>Does your student have an IEP?</p>	<p><input type="checkbox"/> Yes - If yes, please indicate: Accommodations indicated:</p> <p>Modifications indicated:</p>

