

## **DEPARTMENT'S PROPOSAL FOR THE ACADEMIC YEAR 2005-2006**

### **PART I: RE-EVALUATION PERIOD**

The department will re-evaluate all students that have been in the program in the academic year of 2004-2005. A total of 18 students will be assessed using the Woodcock Johnson III: Tests of Cognitive Abilities and Tests of Achievement. As for younger students who are either in KG stage or early elementary stage, the Scales of Independent Behavior-Revised (SIB-R) will be used along with the Woodcock Johnson III.

The department has also identified 8 more students during the academic year of 2004-2005, who will be added to the list of students who need special educational services. Moreover, 6 new students with special needs have applied for the academic year of 2005-2006.

Therefore, a total of 32 students will be accessing special educational services during the academic year of 2005-2006. This will definitely increase the department's budget, and thus more resources and facilities will become available.

The department will not re-evaluate the students who have been identified during the course of this academic year, nor will it assess the new applicants stated above, as they have already been assessed during the months of May and June of 2005. Parents of students who have been recently identified will be notified by the end of this academic year that their child will be put on the program, by sending home official consent letters. Parents will also be advised to seek second opinion and will be redirected to other specialists for further assessments. Moreover, parents who do not agree to pay the necessary fees for the special educational services; especially after they have sought second opinion, will be asked to leave the school. Only students who have been accessing special educational services during the academic year of 2005-2006 will be re-evaluated for the sole purpose of determining whether they still need special educational services, and the amount of pull-out sessions.

The department will start evaluating these 18 students on September 5, 2005. This will be the second day of school and will last around two weeks. Individual Educational Plans will be set and ready by mid-October of 2005.

## **PART II: INDIVIDUALIZED EDUCATION PLANS (IEPS)**

IEP meetings for each student will be conducted as soon as he/she is assessed and the evaluation report has been issued. All teachers, resource room teachers, specialists, administrators, and parents of that particular student will be asked to attend the meeting. Assessment results, pull-out sessions, transitional plans (for high school students), strength and weaknesses, classroom accommodations, curriculum modifications, and extra-curricular activities will be discussed during the meeting. Teachers who work with a particular student that has an IEP will have to provide the Present Level of Educational Performance of that student during the IEP meeting.

In the elementary stage, class teachers, resource room coordinator, resource room teachers, head of various disciplines and the school psychologist will meet to modify the curriculum for each subject area after the IEP meeting has been conducted. The school psychologist will provide the IEP short-term objectives for any student who does not possess the fundamentals of either writing, reading or math, if that student has been identified as having severe difficulties in that specific area. The resource room coordinator, class teacher, resource room teachers, head of discipline, school psychologist, and a special education specialist will sit together to modify the curricula of the other various subject areas. The department will ask a specialist in the area of special education to come to school on a part-time basis, for a short duration to work with teachers and specialist on modifying the curricula of all students with special needs.

As for middle/high school, the resource room coordinator, resource room teacher, school psychologist, head of discipline and the specialist will meet to modify the curricula of all students with special needs. The school psychologist will provide the fundamental objectives needed for reading, writing, and math if needed. This will be determined through the student's present level of educational performance, assessment results, and diagnosis. Teachers and staff members will need to take this very seriously as it is crucial for the student's learning and success in school.

Teachers will be held responsible for monitoring the progress of students with special needs in the classroom, and will be asked to score the objectives every school

quarter if a particular student attends the general education classroom, and the curriculum of that subject area has been modified. On the other hand, resource room teachers will be held responsible for scoring the objectives set for the one-to-one sessions held in the resource room. The resource room teachers will also have to monitor the progress of students by following up with general education teachers. IEP progress reports will be sent home with report cards every school quarter, and the parent will have the right to ask for an IEP meeting during the academic year if he/she feels needed.

### **PART III: DEPARTMENT FEES**

The department will charge 8,000 EGP for each student identified to have learning difficulties and does not have a support teacher. The fees will be paid in two installments; September and January. As for students who need a support teacher on a full time basis, they will have to pay a sum of 4,000 EGP. The department has identified four students who will need support teachers on a full time basis.

The department will charge these students only half of the fees due to the fact that these students will still access the various special educational resources and facilities, and will be evaluated on a yearly basis. In other words, the fees account for the resources, facilities, and assessments used. These fees will be used to order books, special educational resources, other assessments needed, staff's salary, training fees, specialists' fees, and other facilities (please refer to the budget for more information).

### **PART IV: STAFF MEMBERS**

The department will also recruit two more resource room teachers over the already existing four resource room teachers in the elementary section. This is due to the fact that the amount of students with special needs has increased this year. The department has a total of 20 students with special needs in the elementary stage, and it will be impossible to accommodate for their needs with only 4 resource room teachers. An announcement for job vacancy will be posted in various places in Maadi, and interviews will be conducted during the month of August.

Two more resource room teachers will be needed to accommodate for the growing body of students with special needs in the middle/high school stage as they have increased to 14 students. In other words, 4 more resource room teachers, and one resource room coordinator will be recruited for the academic year of 2005-2006.

Moreover, it is suggested that the four elementary resource room teachers who have been recruited during the academic year of 2004-2005, get a salary raise of 200 EGP as a reward for their great effort this year and as a source of motivation for the next academic year.

Ms. Salima Barakat will be responsible for administering all personality assessments and IQ. Furthermore, she will be conducting counseling sessions to students who have been referred to the department in the Middle/High School stage. In addition, if needed, Ms. Salima will also conduct personality assessments for elementary students.

#### **PART V: RESOURCES AND FACILITIES:**

In the elementary stage, a book ordering form has been issued (please refer to the book ordering form attached to this document. Moreover, the elementary section will need:

1. Upgrading the computer hard drive in the resource room
2. Monkey bars (climbing bars) in the playground to enhance gross motor skills

As for the middle/high school section, a book ordering form has been issued and the resource room will need:

1. Computer
2. Testing room with good ventilation and lighting
3. The school psychologist's office partitioned to allow for privacy during counseling sessions

The department has also issued an ordering form for new assessments, mainly in the area of personality, to assist in counseling. Moreover, part of the budget will be put for workshop expenses which will be conducted every three school months, and the specialist's fees

#### **PART VI: WORKSHOPS/TRAINING**

Workshops for teachers and resource room teachers will be held once every three school months. Topics such as multiple intelligence, classroom management, classroom accommodations for various disabilities, and different learning styles will be discussed in the workshops. The department will ask a specialist to conduct these workshops and will notify administrators of the person conducting the workshop, date and time, a month before the workshop is held.

As for resource room teachers, the school psychologist will give a training session every two school months on various topics such as behavior management, teaching methods, observation techniques, testing, ongoing assessments, and scoring methods. The school psychologist will notify administrators, and resource room teachers a month beforehand on the topic that will be discussed, date, and time of the training session.

#### **PART VII: DEPARTMENT PROCEDURES:**

Re-evaluation, IEP meetings, and setting the short-term objectives and annual goals of the IEPs will be completed in the beginning of the next academic year, particularly during the months of September and October of 2005. If teachers detect any student who might have either a behavioral or academic problem in the classroom, then he/she should immediately refer that student to the department for assessment. The teacher will have to fill out a referral sheet, and assessments will be conducted. An evaluation report will be issued and a meeting will be conducted to discuss the student's assessment results and present level of educational performance. If it is decided that the student definitely needs special educational services, then the parents will be notified to pay half of the department fees which will be 4,000 EGP.

If a new applicant is referred for complete assessment to the department, then the department will charge 100 EGP for each assessment administered. An evaluation report will be issued and parents will be asked to come in for a meeting in order to discuss the various placement options. If it is determined that the student needs special educational services, the parents will be asked to pay 8,000 EGP for enrollment during the next academic year of 2006-2007.

#### **PART VIII: CONCERNS AND SUGGESTIONS**

The department has few suggestions that need to be addressed in order for the program to succeed in the following academic year of 2005-2006. These concerns and suggestions have also been stated in the questionnaires sent by the department to parents and staff members. They are:

1. More collaboration between teachers, resource room coordinators, and resource room teachers in order to monitor the student's progress
2. More cooperation on behalf of parents.

3. More collaboration between the head of discipline department and the school psychologist
4. A quartile (on academic quarter basis) newsletter issued by the department
5. A budget for the department separated from the budget of the American Division
6. Department should be informed of all administrative procedures and changes (e.g. teachers leaving, new teachers etc.)
7. School psychologist devoting more time for the middle/high section than the elementary as the elementary's program is more successful and stable than the middle/high school. In other words, the school psychologist devotes one day a week to the elementary section, and 4 days in the middle/high school section.