



FLIPPER INTERNATIONAL SCHOOL

Special Education Services: A Manual Policies, Procedures and Guideline

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Introduction

The purpose of this manual is to provide a single point of reference regarding Flipper International Schools, and program standards to assist school boards in developing programs and services that enable students with special needs to meet the goals of education. The manual also contains procedural information to assist in accessing programs and services provided all grade level. It is intended primarily for the use of administrators, students support team and special education professionals, but may also prove of interest to other professionals within the education, and parents.

Parent Request

Parents maintain their due process right to request an evaluation. Whenever the parent requests an evaluation, the parent must be given a copy of “Your Rights as Parents – Special Education”. However, eligibility for special education should not be considered without documentation of prior instructional interventions. A Student Support Team bypass procedure does exist for rare cases or extreme circumstances. If the SST process has been bypassed, the data necessary for eligibility may need to be gathered during the evaluation process by the SST Coordinator and / or regular education teachers. If the Special Education Department refuses the parent’s request, the department must give the parent written notice explaining the reason why the decline to initiate an evaluation along with data this decision was based upon and other factors considered. The parent then has the right to request a due process hearing to seek favorable ruling that the evaluation must be conducted.

Pre-referral Activities

For most students, the identification/assessment phase begins in the classroom, as the teacher observes exceptionalities in learning and behavior. The teacher responds by entering the first phase of the process, initiating in-depth, systematic classroom observation and evaluation. Further, while beginning a comprehensive assessment of learning needs, the teacher should also introduce variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the student.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. However, if this is not the case, the teacher can approach the special education office (student support team) for further assistance

Referral to the Special Education (students support team)

The Special Education office (students support team) can provide

- extended consultation on possible classroom strategies;
- planning for and co-ordination of services for the student;
- Access to additional school, community or services; and
- Planning and co-ordination of services in the school

What does the team do?

Upon the request of the referring teacher or parent, it provides support through extended consultation on possible classroom strategies, and may become a central focus for case management, referrals and resource decisions. It should appoint a case manager, identify the need for additional services and/or initiate referrals to access other external expert. The student support team can also initiate or facilitate planning and service delivery

Responsibilities of parents

Parents play a vital role in the education of their children with special needs by working in partnership Special needs office and other educator. They help to

identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.