

**ORANGE COUNTY  
BOARD OF EDUCATION**

**AGENDA ITEM ABSTRACT**

**Meeting Date:** February 21, 2011

**AGENDA ITEM No.** 11-02-(2)-14

**ACTION ITEM: (Y/N)** N

**SUBJECT:** Exceptional Children's Program Review

**INFO. CONTACT** Dr. Denise Morton **PHONE:** (919) 732-8126

**ATTACHMENTS:**

1. Exceptional Children's Program Review Report
2. Exceptional Children's Department Strategic Plan
3. Orange County Schools 2010 Exceptional Children's Parent Survey with Parent Comments

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**PURPOSE:** To provide the Board of Education with the proposed district plan that addresses recommendations made by the North Carolina Department of Public Instruction (NCDPI) Exceptional Children's Division in their program review report.

**BACKGROUND:** The Exceptional Children's Division of the NCDPI conducted a program review of the Orange County Exceptional Children's programs from September 15<sup>th</sup>-17<sup>th</sup>, 2010. The district requested the review from the state level team as part of an ongoing continuous improvement process to ensure sound programming in all aspects of the school system. The NCDPI team reviewed the following areas during their visit: caseloads/class sizes; paperwork procedures; staffing/licensure; service delivery models/instructional methods; and programs for students with autism. The review also included school visits, classroom observations, paperwork reviews, staff interviews/discussions, and a parent forum.

**Commendations included:** adequate professional development; strong elementary and middle school programs; good access to professional development and instructional materials, and good collaborative initiatives.

**Recommendations included:** develop systems for writing and implementing stronger Individualized Education Programs (IEPs), examine and refine special education programs in the high schools, develop better communication among stakeholders, improve professional development plans and help teachers develop a better understanding of evidence-based strategies for students with autism with a primary focus on enhancing communication skills for each individual student.

As part of OCS continuous improvement efforts, a survey was also administered to parents of students with disabilities to gather additional feedback. Sixty-four parent responses were recorded. Included with this report is a summary of how parents responded to the questions. Parents were notified of the survey through Alert Now phone messages, via the website and communication from each school. A link to the survey was developed so parents could access the survey from the website and hard copies were provided as well. The survey window was open from November 1, 2010 to December 13, 2010.

**FINANCIAL IMPACT:** Not available at this time

**RECOMMENDATION:** The Superintendent recommends that the Board of Education receive for information the proposed plan that addresses the recommendations outlined in the Exceptional Children's Program Review Report as well as the parent survey results.





Exceptional Children Program Review – Orange County Schools  
September 15-17, 2010

### **Executive Summary**

The Exceptional Children Division of the North Carolina Department of Public Instruction conducted a program review of the Orange County Schools' Exceptional Children Program. Orange County Schools requested the review to cover the following topics: caseloads/class sizes; paperwork procedures; staffing/licensure; service delivery models/instructional methods; and programs for students with autism. The review team was comprised of staff within the Exceptional Children Division, representing a wide variety of specialties and backgrounds. The review included school visits, classroom observations, paperwork reviews, staff interviews/discussions, and a parent forum. Commendations include: adequate professional staff; strong elementary and middle school programs; good access to professional development and instructional materials, and; good development of collaborative initiatives. Specific concerns will be shared separately with Orange County Schools leadership. Recommendations include: develop systems for writing and implementing stronger Individualized Education Programs (IEPs); examine and refine special education programs in the high schools; develop better communication amongst all stakeholders; improve professional development plans as noted, and; help teachers develop a better understanding of evidence-based strategies for students with autism, with a primary focus on enhancing the communication/language abilities of each individual student.

### **Introduction**

Representatives of Orange County Schools' leadership team contacted Mary Watson, Director of the Exceptional Children Division, to request a program review of Orange County Schools' Exceptional Children Program. The Exceptional Children Division offers this as a service to local education agencies (LEAs) in addition to its more regular monitoring and support activities. Though program review requests by LEAs are fairly infrequent, they can provide valuable qualitative information to use for strategic planning and to respond to emerging trends and concerns. While the scope of these reviews can be broad, they are driven by particular concerns/areas expressed in the initial request. Typically, program reviews consist of consultants and other Division staff: visiting and observing classrooms; reviewing records, and; interviewing teachers, staff and other stakeholders. All of this is true of the Orange County Schools review.

Lead contact persons of both parties were identified for the program review. Dr. Denise Morton, Assistant Superintendent and Chief Academic Officer, was the primary contact for Orange County Schools. Tom Winton, Section Chief for the Instructional Support & Related Services Section, was the primary contact for the Exceptional Children Division.



### **Overview of Visit**

Official correspondence was exchanged between Orange County Schools and the Exceptional Children Division to express and confirm acceptance of the request and to clarify the areas and topics to be reviewed. It was decided that the review would be conducted September 15-17, 2010. Dr. Morton and Mr. Winton corresponded on several occasions prior to the visit to discuss these areas and topics. An in-person meeting was held on September 3 to plan specific activities and identify preliminary information for Orange County Schools to provide. This meeting also was attended by other Orange County Schools representatives, including Milinda Martina, Exceptional Children Director, Patti Sproule, Program Specialist, and Sheila McDonald, Program Specialist.

The visit began at 9:00 a.m. on Wednesday, September 15, at Orange High School with a welcoming meeting with Orange County Schools leadership and the Orange County Board of Education. Mr. Patrick Rhodes, Superintendent, warmly welcomed the review team. The review team separated into four smaller teams to visit schools through the county. Visits included classroom observations, records reviews, and interviews with various Exceptional Children personnel at the schools. The DPI School Psychology Consultant conducted a phone interview with the Lead School Psychologist for Orange County Schools. Finally, in the late afternoon, the team reconvened at Cedar Ridge High School and met with the Orange County Exceptional Children Leadership Team, a group of special education staff representatives from each school, which functions as an advisory group to Ms. Martina.

On Thursday, September 16, the review team visited more schools with similar activities. In the afternoon, the team convened at the Orange County Board of Education Building to debrief. A subcommittee interviewed Marcie Holland, Assistant Superintendent for Human Resources. In the evening, a parent forum was held at the Board building. Approximately 20 parents met with review team personnel; no Orange County Schools personnel were present for the parent forum.

On Friday, September 17, the review team visited more schools throughout the morning. Two team members interviewed Ms. Martina. The team convened in the Board Room to debrief and prepare for the exit discussion. In the early afternoon, the entire review team met with Orange County Schools leadership, including Mr. Rhodes, to discuss preliminary results, sharing initial commendations, observations and recommendations. Plans were announced to have a final report delivered to the school system in approximately six weeks.

### **School Visits**

Four teams of Exceptional Children Division staff visited schools throughout Orange County. Nearly every school was visited, including the alternative school (Partnership Academy) and the new day-treatment program Triumph Academy. All the schools were quite welcoming of the teams and gave team members excellent access to classrooms, files and staff. Teams observed primarily in special education classrooms



with some visits in co-taught or team-taught classrooms, that is, regular classrooms with both a regular education and special education teacher to promote inclusion of students with disabilities. The teams also accessed and reviewed records, including IEPs, evaluations and other pertinent documentation. Finally, the teams conducted interviews with special education teachers, general education teachers and related service personnel to learn how special education services are determined and delivered throughout the school system. The visits helped give the team an adequate representation of programs and services for students with disabilities in Orange County Schools.

### **Additional Interviews/Forums**

The review team conducted interviews with various stakeholders. On the afternoon of Wednesday, September 17, a meeting was held with the Exceptional Children Leadership Team, which is a group of exceptional children teachers, related service personnel and others who work in various schools and act as an advisory group to Ms. Martina. The meeting was very informative with insights into the LEA's approach to various items, such as professional development, least restrictive environment determination, and programs for students with autism. The interview with Marcie Holland offered updates on efforts to address issues on the 'highly qualified' status of teachers. The interview with Ms. Martina offered insights into the perspective of the Exceptional Children Director and her efforts to build capacity and promote achievement in all schools throughout the LEA. Finally, the parent forum gave the review team numerous perspectives on both commendations and concerns about the Exceptional Children Program in Orange County Schools. This meeting was attended mostly by parents identified/invited by Orange County Schools and included representation from throughout the county. Though not everyone invited attended the meeting and not every disability area was represented (e.g., no parents of students with serious emotional disabilities were present), adequate perspectives were offered to give the review team information to consider. Predominant concerns focused on school system/home communication and programming for students with autism.

### **Feedback**

Each of the five areas of study is listed with relevant commendations and recommendations; additional feedback is also included. Specific concerns will be shared separately with Orange County Schools leadership. While all of this is fairly reflective of the topics presented during the exit discussion on September 17, Exceptional Children Division staff are available to discuss these in greater depth should the need arise. As these are considered, know that the Exceptional Children Division extends an overall commendation to Orange County Schools for its hospitality and welcoming of the team at all schools and offices. This school system is to be commended for its openness in a review of its programs for students with disabilities.

### **AREA I: Caseloads/Class Sizes**

#### **Commendations**

- There appeared to be excellent caseload and class sizes at elementary and middle schools.
- The caseloads for physical therapists are acceptable, but it would be wise to plan for a part-time position in the near future.
- The caseloads for occupational therapy (OT) are stabilizing after hiring additional staff. NOTE: The DPI OT Consultant conducted a work session with Orange County Schools OT staff on October 13, 2010, to analyze workload and ensure efficient coverage of all sites.
- Caseloads and assignments for school psychologists appear to be appropriate and well thought out.

#### **Recommendations**

- Continually monitor low-incidence populations/classrooms for sufficient staffing.
- Consider co-teaching and team-teaching models for those whose licenses do not reflect certification in the content area (e.g., some Occupational Course of Study courses).
- Schedule time for planning and collaboration between general education and special education teachers.
- Review various issues with staff, especially new staff, such as: the EC Facilitator's role; teachers' expectations and their roles; classroom behavior management; and teacher scheduling practices.
- Consider the need to designate a Lead Speech-Language Pathologist and re-establish monthly speech meetings to provide discipline-specific staff development.



## **AREA II: Paperwork Procedures**

### **Commendations**

- In some Individualized Education programs (IEPs), excellent Present Levels of Academic Achievement and Functional Performance (PLAAFPs), goals and objectives were written.

### **Recommendations**

- Ensure that the maintenance of confidential file adhere to the requirements of Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Improvement Act (IDEA).
- Ensure that teachers and IEP Teams are informed of the requirement to include competency goals on the IEPs for students who are assessed using the modified achievement standards (i.e., NCEXTEND2).
- Develop and enforce guidelines and procedures for consistency in goals, PLAAFPs, and all policies related to IEPs and their handling.
- Provide staff development to ensure understanding of the above, possibly to include self-audit procedures/checklists.
- Monitor high school records and promote development of stronger and more individualized PLAAFPs and IEPs.
- Conduct ongoing monitoring of records (consult with your DPI monitoring consultant).

### **AREA III: Staffing/Licensure**

#### **Commendations**

- Related service providers were appreciated and their services were valued.
- There appears to be excellent participation in IEP meetings (e.g., appropriate personnel attend and remain throughout IEP development).

#### **Recommendations**

- Establish who is licensed and appropriately assigned related to “highly qualified” (HQ) issues; determine gaps in services being provided; and make plans for addressing the continuum of services offered and what existing staff can do to work together to offer them.
- Determine if existing staff will take the Praxis exams or coursework to add certification to become HQ.
- Establish who delivers information related to licensure.
- Development an orientation process for new teachers coming in after the year begins.
- Change the way contracted providers are assigned workloads and contracted services; ensure these providers have background checks conducted on them.
- Consider contracting for related services directly rather than having contractors serve and bill for only Medicaid eligible students. This contracting method has potential for conflict of interest concerns and two levels of service driven by Medicaid eligibility rather than least restrictive environment.



#### **AREA IV: Service Delivery Models/Instructional Methods**

##### **Commendations**

- Some classes demonstrated very obvious implementation of IEPs.
- Though many good practices were observed, these programs were especially noted:
  - Efland Cheeks Elementary provided an excellent climate for learning, both academically and behaviorally, even though it was designated as a 'low performing' school.
  - Cameron Park Elementary demonstrated excellent examples of inclusion in mathematics instruction.
  - Gravelly Hill Middle appeared to have excellent administrator support of its Exceptional Children program.
  - C.W. Stanford Middle had a positive school environment and classroom climate; a very good inclusion model (the regular education and special education teachers worked well together); and a very organized and supportive Assistant Principal.
- Resource programs across elementary programs appeared to be strong.
- Two low-incidence classrooms observed in elementary schools were engaged in excellent, differentiated instruction with consistent behavioral expectations for all students; very strong programs.
- The Whole-to-Part initiative is being implemented system-wide (initiated by EC Director).
- The Day Treatment Program is demonstrating a good concept and interagency collaboration.
- Orange Enterprises is providing transition activities/training.
- There has been marked improvement at Partnership Academy; it appears that all students attend that school by choice.

##### **Recommendations**

- Immediately address ADA-compliance concerns at Orange High School.
- Develop better systems for writing and implementing quality IEPs, utilizing current staff.
- Improve use of data to drive decision-making for individual students.
- Evaluate special education services in high school. Use Academic Strategies classes for true instruction (e.g., reading strategies, test-taking skills, social skills, etc.) rather than just study halls.
- Assign classrooms that are appropriately sized and away from unnecessary distractions.
- Ensure that teachers of core content to students with disabilities are "highly qualified".
- Provide training and supports to teachers on the implementation of Positive Behavior Interventions and Support and on classroom management strategies.
- Ensure that, during pull-out sessions, all teachers have specific plans to address students' unique need and skill deficits.

- Improve attention to Least Restrictive Environment issues in serving speech-language students.
- Consider conducting a district-wide analysis of scientifically based reading researched materials. Utilize the list of materials to design a pyramid of intervention (e.g., core instruction, supplemental materials, strategic intervention, and intensive intervention).
- Provide professional development in Reading and Math Foundations and on implementation of research-based instructional programs with fidelity.
- Develop a walk-through tool to be used by administrators for evaluating quality co-teaching.



### **AREA V: Programs for Students with Autism**

#### **Commendations**

- Teachers were very complimentary of the Autism Support Team; this team helped two students move from separate classroom to regular classroom.
- Staff were knowledgeable about some specific interventions and strategies.
- All staff were very enthusiastic.

#### **Recommendations**

- Develop and implement a dedicated communication system (low and/or high tech) for each student who is non-verbal and for some students who are partially verbal.
- Help teachers understand the Extended Content Standards and how they connect to the development of a curriculum and lesson plans. Decide on a preschool curriculum to guide instruction.
- Help teachers develop an understanding of evidence-based practices (e.g., not just TEACCH, ABA, etc.); use data to drive decisions for each individual student.
- Provide support to underserved classrooms as staffing issues are being resolved.

### **Other Feedback**

#### **Commendations**

- Multiple professional development offerings are being made; staff generally are allowed to go to trainings they request.
- Some excellent professional development on reading is available and provided.
- The development of the EC Leadership Team is helpful.
- Many teachers and some parents expressed satisfaction with communication with schools, administrators and the central office.

#### **Recommendations**

- Develop a more proactive vision for a system-wide professional development strategic plan, including follow-up.
- Make monthly meetings of the EC Leadership Team more targeted toward the vision of the group.
- Have a system-wide approach to training/fidelity for differentiated instruction and/or program implementation.
- Provide information to parents related to IEP Team decision-making for Extended School Year services.
- Develop better communication systems amongst all stakeholders. For example: consider development and use of a Parent Advisory Council; annually provide an EC update to the Orange County Board of Education; ensure there is a feedback loop among EC teachers, general educators and principals; and participate in DPI Exceptional Children Division regional meetings, directors' institutes and summer institutes.

### **Conclusion**

Orange County Schools has an overall strong program for serving its students with disabilities. However, the program review also revealed areas for improvement in some key areas, as evidenced by the observations and recommendations. The Exceptional Children Division at the Department of Public Instruction appreciates the opportunity to conduct this review. This will inform the Division's current and future efforts in monitoring and assistance to Orange County Schools and other LEAs throughout North Carolina. With these efforts, agencies at state and local levels will improve in providing services in compliance with state and federal requirements and helping students with disabilities realize increased educational outcomes.



Exceptional Children Program Review – Orange County Schools  
September 15-17, 2010

Specific Findings/Concerns

**AREA I: Caseloads/Class Sizes**

- While there appeared to be sufficient staff at high schools to meet caseload and class-size policy requirements, there are concerns about appropriate services being delivered.
- In high schools, some teachers do not possess appropriate licensure areas to deliver the curricula instruction.
- In some situations there appeared to be a low administrative priority for planning and team collaboration among teachers.
- Some teachers expressed concerns about caseloads and scheduling, leaving no time for lunch and reduced time with family because they are not getting home until the mid-evening due to caseload-related responsibilities.
- There appeared to be some inequity in Speech-Language Pathology (SLP) caseloads and inefficiency in distribution of SLP time to cover all students.

**AREA II: Paperwork Procedures**

- For IEPs of NCEXTEND2-assessed students, the presence of goals linked to the Standard Course of Study was inconsistent.
- There appeared to be a large difference between elementary, middle and high schools in terms of PLAAFPs; elementary and middle school IEPs were more complete.
- Some IEPs appeared to be identical with little individualization.
- Some preschool folders were located at a different school some IEPs were at a staff person's home.

**AREA III: Staffing/Licensure**

- Questions were raised about special education teacher evaluations and what happens with that information.
- Some concerns were expressed about administrative handling of teacher performance and teacher conduct issues.
- Some concerns were expressed about orientation/training for new teachers/staff.
- Some concerns were expressed about the number of contracted staff and that contracted providers seemed to serve only Medicaid eligible students (i.e., Medicaid); there were also questions about whether these contracted providers go through a criminal background check.
- A question was raised about who is responsible for communication related to teacher licensure issues.

#### **AREA IV: Service Delivery Models/Instructional Methods**

- Specific concerns were noted at Cedar Ridge High School with regard to instruction, teacher qualifications, classroom location and technology usage.
- At Orange High School, the team noted concerns with Americans with Disabilities Act (ADA) compliance, particularly with regard to safety in the bus drop-off area, campus access and changing areas for students with significant disabilities.
- Progress reports on IEP goals often provide limited information to parents ('making progress').
- In 'co-teaching' or 'inclusion' classrooms, sometimes there was a 'one teach, one sit' approach.
- Some teachers within the same school are using different programs (e.g., reading) based on familiarity and training, not student need.
- Teachers voiced need for more training on co-teaching ('inclusion' terminology is confusing); the team saw limited examples of good co-teaching.
- Displays of student work and expectations were inconsistent.
- Questions arose about Medicaid eligibility issue matters for Day Treatment, related services, etc.
- Questions were expressed about transition (preschool to kindergarten, day treatment to home school, school to community, etc.).
- Concerns were noted about classroom management. Very limited speech-language services were being provided in classroom environments.

#### **AREA V: Program for Students with Autism**

- Many students did not have a way to communicate; no dedicated communication system was available. This was also true for many other low-incidence classes, pre-K through 12, with very few exceptions.
- One classroom does not have a teacher; there were frequent changes in substitutes, resulting in limited instruction and serious concerns.
- Lesson plans are schedules of activities rather than well thought-out objectives based on a curriculum (with limited exceptions).

#### **Other Feedback**

- Some teachers and parents expressed a need for better communication with schools, administrators, and central office.
- The plan for professional development appears to be reactive, rather than proactive, and is lacking in follow-up.
- Some scientifically research-based program materials were still on teachers' shelves in shrink-wrap.
- Extended School Year service delivery appears to be unclear to some parents.



# Orange County Schools

EXCEPTIONAL CHILDREN'S DEPARTMENT

## STRATEGIC PLAN 2010-2013

Based on NCDPI Program Review Recommendations

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### Area I: Caseload Class Size

DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Continually monitor low-incidence populations/classrooms for sufficient staffing	Identify firm date for consensus of caseload/class size (30 days after the start of school year) and quarterly thereafter.  CECAS will be used to monitor case loads	Ongoing  Spring 2010	EC Director, EC Program Compliance /CECAS Specialist  EC Program Compliance/CECAS Specialist
Consider co-teaching and team-teaching models for those whose licenses do not reflect certification in the content area (e.g., some Occupation Course of Study courses)	Caseload / class size will be aligned with NC Policies Governing Services for Children with Disabilities Special Education Class Size Requirement	Ongoing/ review of quarterly reporting of caseload	EC Director
	Piloting Virtual co-teaching model at CRHS (Algebra I)	Spring 2011	EC Program Specialist for Curriculum/ Transition, High School Principals
	Implement Virtual High School co-teaching for Occupational Course of Study courses at Cedar Ridge High School and Orange High School.	Fall 2011	EC Program Specialist for Curriculum/ Transition, High School Principals
Schedule time for planning and collaboration between general education and special education teachers	Provide District level co-teaching training to general and exceptional educators	Fall 2010 and Fall 2011	EC Program Specialist for Curriculum/ Transition, High School Principals
	Identify early release days for collaboration	Fall 2011	Principals
	School based administration will consult with Exceptional Children's District staff to develop a plan at each school for general education teachers and special education teachers to collaborate	Fall 2011	Principals, EC District Staff



DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Review various issues with staff, especially new staff, such as: the EC Facilitators role; teachers' expectations and their roles; classroom behavior management; and teacher scheduling practices	Develop quick start guides to outline teacher expectations/roles and EC facilitator roles within the Exceptional Children's Process	Fall 2010/ Revised Fall of 2011	EC Program Compliance/CECAS Specialist
	New EC Teacher Orientation New CECAS user training	September 2010, October 2010/ Ongoing each semester	EC Director, EC Program Compliance/CECAS Specialist
	Develop EC Facilitator job description	Spring 2011	EC Director, Assistant Superintendent for Human Resources
	Develop a 3 year plan to expand Positive Behavior Support to all schools	Plan to be developed Fall 2011	Senior District Level Administration, Principals, Teachers, EC Positive Behavior Intervention Support
	School administrators and school level EC staff will collaborate prior to the opening of school to develop schedules to meet the needs of exceptional children	Summer 2011	Principals
Consider the need to designate a Lead Speech-Language Pathologist and re-establish monthly speech meetings to provide discipline-specific staff development	Designate Lead Speech Language Pathologist	Fall 2011	EC Director
	Establish monthly Speech Language Pathologist meetings	Fall 2011	EC Director, Lead Speech Language Pathologist
	Develop 3 year Speech Language professional development plan	Fall 2011	EC Director, Lead Speech Language Pathologist

## Area II: Paperwork Procedures

DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Ensure that the maintenance of confidential files adhere to the requirements of Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Improvement Act (IDEA)	Conduct location assessment of student EC records at each school	Summer 2011	District EC Staff
	Post confidentially requirements on all file cabinets in schools	Summer 2011	District EC Staff, Principals
	Clarify and develop district-wide sign in/out procedures for confidential records	Summer 2011	District EC Staff, Principals
Ensure that teachers and IEP Teams are informed of the requirement to include competency goals on the IEPs for students who are assessed using the modified achievement standards (i.e., NCEXTEND 2)	District-level compliance training held annually	Fall 2010/ Ongoing	District EC Staff, EC Facilitators, Case Managers
	School based compliance training	Fall 2011/ Ongoing	District EC Staff, EC Facilitators, Case Managers, Principals
	District-level compliance Professional Development to align IEP goals with NC Standard Course of Study competency goals/ modified achievement standards	Summer 2011	District EC Staff, EC Facilitators
Develop and enforce guidelines and procedures for consistency in goals, PLAAFPs, and all policies related to IEPs and their handling	Self monitoring audit worksheets of randomly selected EC student records will be reviewed and results will be reported to principals and case managers for corrections	March 20011/ ongoing with twice a month reporting to principals	District EC Staff , EC Facilitators
	Implement the use of CECAS to manage IEP(s) and progress reporting	Fall 2010/ ongoing	District EC Staff, EC Facilitators, Case Managers, Principals
	Quality IEP(s) professional development will be provided to individual school staff based on school level audit findings reported to principals (self-audit procedures/checklists address above)	Fall 2011	District EC Staff, Principals
Provide Staff development to ensure understanding of the above, possibly to include self-audit procedures/ checklists			



DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Monitor high school records and promote development of stronger and more individualized PLAAFPs and IEPs	High school Exceptional Children's Staff will participate in professional development focusing on writing quality how to write quality IEP(s)	Fall 2011	District EC Staff, Principals
	Offer professional development on using the self audit worksheet to monitor IEP(s) will be provided during school level PLC(s)	Spring 2012	District EC Staff, Principals
Conduct ongoing monitoring of records (consult with your DPI monitoring consultant)	Exceptional Children's Facilitators will conduct audits monthly of records throughout the district during regularly scheduled meetings	Fall 2010/ ongoing	EC Program Compliance /CECAS Specialist, EC Facilitators
	Audit findings will be recorded on the state deficit sheet and Exceptional Children's Facilitators will monitor and verify corrections are made at the school level by case managers	Fall 2010/ ongoing	EC Facilitators, Case Managers, Principals
	District staff monitor school level corrections submitted reported by the Exceptional Children's Facilitators to the EC Department	Fall 2010/ongoing	EC Director, EC Program Compliance /CECAS Specialist

### Area III: Staffing/Licensure

DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Establish who is licensed and appropriately assigned related to "highly qualified" (HQ) issues; determine gaps in services being provided; and make plans for addressing the continuum of services offered and what existing staff can do to work together to offer them	Review teacher assignments by school prior to the beginning of the each school year/ semester Develop school based scheduling committee (i.e. principal, school based department chairs including general education, EC, and a counselor to ensure that the continuum of services is offered at each school	Fall 2010/ongoing Spring/Summer ongoing	Assistant Superintendent for Human Resources, Principals, EC Director Principals
Determine if existing staff will take the Praxis exams or coursework to add certification to become HQ	Human Resources will assist individual staff to develop a plan for addressing licensure needs	Fall 2010/ongoing	Assistant Superintendent for Human Resources
Establish who delivers information related to licensure	Human Resources will work directly with any staff member needing licensure information	Fall 2010/ongoing	Assistant Superintendent for Human Resources
Develop an orientation process for new teachers coming in after the year begins	New Teacher Orientation will be developed and offered each semester. New teachers will also receive one-on-one assistance. IEP training will be offered for newly hired teachers	September 2010, October 2010/ongoing each semester Fall 2011	District EC Staff District EC Staff
	Orientation and reference materials will be posted on Exceptional Children's website	Fall 2011	District EC Staff
Change the way contracted providers are assigned workloads and contracted services; ensure these providers have background checks conducted on them	A committee will evaluate the use of Speech Language contracted services and make recommendations for assignments Backgrounds checks will be performed on all contract service providers prior to entering into a contract	Fall 2011 Immediately	District EC Staff, Lead Speech Language Pathologist Public Information Officer



DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Consider contracting for related services directly rather than having contractors serve and bill for only Medicaid eligible students. This contracting method has potential for conflict of interest concerns and two levels of service driven by Medicaid eligibility rather than least restrictive environment	<p>A committee will evaluate the use of Speech Language contracted services throughout the district and make recommendations for Medicaid billing</p> <p>Lead Speech Language Pathologist will oversee Medicaid billing</p>	<p>Summer 2011</p> <p>Fall 2011</p>	<p>EC Director, Lead Speech Language Pathologist</p> <p>EC Director, Lead Speech Language Pathologist</p>

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## Area IV: Service Delivery Model/Instructional Methods

DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Immediately address ADA-compliance concerns at Orange High School	Senior District Level Administration will collaborate with OHS principal & EC Director to develop a plan to address ADA-compliance concerns at OHS	Immediate action	Senior District Level Administration
Develop better systems for writing and implementing quality IEPs, utilizing current staff	Offer quality IEP professional development for targeted staff based on school level audit findings Provide a "refresher" annually of best practices of writing IEPs	Fall 2010 ongoing Fall 2010 ongoing	District EC Staff, EC Facilitators District EC Staff, EC Facilitators
Improve use of data to drive decision-making for individuals students	Implement district-wide assessment tool (Brigance Inventories: Early Intervention, Transition & Basic Skills) Provide professional development on the use of various sources of data to drive decision making throughout the EC process to make diagnostic decisions to develop appropriate Present Level of Academic and Functional Performance (PLAAPF) and IEP(s)	Spring 2011 Fall 2010 & ongoing	District EC Staff District EC Staff
Evaluate special education services in high school. Use Academic Strategies classes for true instruction (e.g., reading strategies, test-taking skills, social skills, etc.) rather than just study halls	Provide professional development and coaching to implement specific research based reading instruction. (Wilson Language, Whole to Part, HillRAP) Lead high school teachers through a facilitated analysis of students needs and design appropriate intervention/instruction with in the Academic Strategies classes	Fall 2010, ongoing Spring 2011	District EC Staff, Principals District EC Staff, Principals



DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Assign classrooms that are appropriately sized and away from unnecessary distractions	Senior District Level Administration will collaborate with principals and EC Director to develop a plan to ensure students have access to appropriately sized classrooms and are not subject to unnecessary distractions	Immediate action	Senior District Level Administration, Principals, EC Director
Ensure that teachers of core content to students with disabilities are "highly qualified"	Human Resources will work directly with staff members requiring licensure information to become highly qualified	ongoing	Assistant Superintendent For Human Resources
Provide training and supports to teachers on the implementation of Positive Behavior Interventions and Support and on classroom management strategies	Develop a 3 year plan to Implement PBIS in all schools with Senior Administration approval	Fall 2012	Senior District Level Administration, EC Director, EC Positive Behavior Intervention Support, Principals
Ensure that, during pull-out sessions, all teachers have specific plans to address students unique need and skill deficits	Lesson plans to address students specific needs will be developed and monitored	ongoing	Principals
Improve attention to Least Restrictive Environment issues in serving speech-language students	Provide collaborative IEP professional development to staff and information session to parents Speech language Pathologist will monitor Least Restrictive Environment of students receiving speech language services	Fall 2010, ongoing Fall 2011, ongoing	District EC Staff EC Director, Lead Speech Language Pathologist
Consider conducting a district-wide analysis of scientifically based reading researched materials. Utilize the list of materials to design a pyramid of intervention (e.g., core instruction, supplemental materials, strategic intervention, and intensive intervention)	Analyze current district wide offerings of scientifically research based reading instruction offered by the EC Department Develop a pyramid of intervention to identify the instructional methods that are utilized on each level of the pyramid	2011-2012 School Year 2011-2012 School Year	EC Director, District EC Staff EC Director, District EC Staff



DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Provide professional development in Reading and Math Foundations and implementation of research-based instructional programs with fidelity	Provide professional development and coaching of specific researched based programs to ensure fidelity (i.e. Wilson, Reading and Math Foundations, HillRAP, Whole-to-Part)	Fall 2009 and ongoing	EC Director, District EC Staff
Develop a walk-through tool to be used by administration for evaluating quality co-teaching	Develop a walk through instrument used by principals that identifies successful teaching practices in a co-teaching situation	Fall 2011	EC Director, Principals, Senior District Level Administration
	Train school-based administrators/teachers on the instrument	Fall 2011	EC Director, Principals, Senior District Level Administration
	Implement the tool as needed		

DRAFT

## Area V: Programs for Students with Autism

DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Develop and implement a dedicated communications system (low and/or high tech) for each student who is non-verbal and for some students who are partially verbal	Assistive Technology Team will develop a written plan for assessing and implementing communication system needs for students with autism Establish an assistive technology lending library for the district	Spring 2011, ongoing	EC Director, District EC Staff, Assistive Technology Team
	Provide assistive technology professional development and consultation to teachers of students with communication needs	Spring 2011, ongoing	Assistive Technology Team
Help teachers understand the Extended Content Standards and how they connect to the development of curriculum and lesson plans. Decide on a preschool curriculum to guide instruction	Provide professional development on the new Extended Content Standards (currently under development by DPI) Exceptional Children's Preschool classrooms will implement <i>High Scope Curriculum</i> (also used in the Title I classrooms)	When new Extended Content Standards are released by DPI Fall 2011	District EC Staff EC Director, Pre-K Disabilities Specialist
Help teachers develop an understanding of evidence-based practices (e.g., not just TEACCH, ABA, etc.); use data to drive decisions for each individual student	The Autism Problem Solving Team is developing a systemic plan for ensuring that teachers of students with Autism receive ongoing training in evidence-based practices	Spring 2011, ongoing	EC Director, Autism Problem Solving Team
Provide support to underserved classrooms as staffing issues are being resolved	As staffing issues arise the EC Director and Principal will develop a plan to ensure all students are served adequately	Immediately	EC Director, Principal, Assistant Superintendent For Human Resources



## OTHER FEEDBACK















DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Develop a more proactive vision for a system-wide professional development strategic plan, including follow-up	Develop and implement a two year strategic professional development	2011-2012 School Year	EC Director, District EC Staff, EC Curriculum Leadership Team
Make monthly meetings of the EC Leadership Team more targeted toward the vision of the group	EC Curriculum Leadership Team will develop goals targeted toward the overall vision of the group – a survey will be conducted with the group to determine vision and focus	2011-2012 School Year	EC Director, District EC Staff, EC Curriculum Leadership Team
Have a system-wide approach to training/fidelity for differentiated instruction and/or program implementation	Develop and implement a strategic two year professional development plan	Fall 2012, ongoing	EC Director, District EC Staff, EC Curriculum Leadership Team
	Provide online professional development via <a href="#">The Hill Center</a> to address differentiated instruction and understanding learning differences	Fall 2011/Spring 2011	Senior District Level Administration, EC Director, District EC Staff, Principals
Provide information to parents related to IEP Team decision-making for Extended School Year services	Develop an Extended School Year brochure to share with parents (hard copy and online)	Spring 2012	District EC Staff
	Share Extended School Year information to parents and staff via Exceptional Expressions newsletter	Spring 2011	District EC Staff



DPI Recommendations	Improvement Activity	Indicators of Accomplishment/Timeline	Who's Responsible
Develop better communication systems amongst stakeholders. For example: consider development and use of a Parent Advisory Council; annually provide an EC update to the Orange County Board of Education; ensure there is a feedback loop among EC teachers, general educators and principals; and participate in DPI Exceptional Children Division regional meetings, directors' institutes and summer institutes	Produce a quarterly newsletter ( <i>Exceptional Expressions</i> )	Fall 2010, ongoing	District EC Staff
	Maintain current information on the EC website	Fall 2010, ongoing	District EC Staff
	Conduct parent satisfaction survey biannually	Winter 2010	Senior District Level Administration, EC Director
	Each school will host a separate open house for students with disabilities and their parents	Fall 2010	Senior District Level Administration, EC Director, Principals
	Conduct parent workshops to address areas of interest. (Tuesday Talks)	Fall 2010, ongoing	District EC Staff, Senior District Level Administration
	Provide annual EC update to School Board	Spring 2011, ongoing	EC Director
	Hold ongoing EC Curriculum Leadership Team and ECF meetings to share updated information	Fall 2010, ongoing	EC Director, District EC Staff
	Hold monthly PBIS in-house coaches Meetings, hold weekly meetings with District Level Behavior Interventionists	Fall 2009, ongoing	EC Positive Behavior Intervention Support
	EC Director or designee to attend directors' institutes, regional meetings and summer institutes	Fall 2010, ongoing	EC Director
	A parent of an exceptional child will serve on the proposed district Parent Advisory Council to the Superintendent as recommended by the Southern Association for the Accreditation of Colleges and Schools	Fall 2012	Senior District Level Administration


































<b>Survey Title:</b> OCS EC Parent 2010	
<b>Report Type:</b> Bar Graph	<b>Language:</b> All
<b>Start Date:</b> 29-Oct-2010	
<b>End Date:</b> 31-Jan-2011	
<b>Invitations Sent:</b> 1	
<b>Delivered:</b> 1	
<b>Bounced:</b> 0	
<b>Completed Responses:</b> 64	
<b>Response Rate:</b> Public Survey	
<b>Incomplete Responses:</b> --	
<b>Incomplete responses included in this report:</b> --	

<b>Q1. Please indicate the school your child attends.</b>				
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>	
Cameron Park Elementary	9	14.06%		
Central Elementary	4	6.25%		
Efland-Cheeks Elementary	2	3.13%		
Grady A. Brown Elementary	4	6.25%		
Hillsborough Elementary	4	6.25%		
New Hope Elementary	2	3.13%		
Pathways Elementary	16	25.00%		
A. L. Stanback Middle	5	7.81%		
C. W. Stanford Middle	3	4.69%		
Gravelly Hill Middle	2	3.13%		
Partnership Academy	2	3.13%		
Cedar Ridge High	1	1.56%		
Orange High	9	14.06%		
(Did not answer)	1	1.56%		
<b>Total Responses</b>	<b>64</b>		<b>20%</b>	<b>40%</b> <b>60%</b> <b>80%</b> <b>100%</b>



<b>Q2. My child's grade level is:</b>				
<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>	
Preschool	8	12.50%		
Kindergarten	5	7.81%		















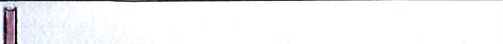
1	7	10.94%		
2	6	9.38%		
3	8	12.50%		
4	6	9.38%		
5	2	3.13%		
6	3	4.69%		
7	5	7.81%		
8	2	3.13%		
9	4	6.25%		
10	3	4.69%		
11	2	3.13%		
12	2	3.13%		
(Did not answer)	1	1.56%		
<b>Total Responses</b>	<b>64</b>		<b>20%</b>	<b>40%</b> <b>60%</b> <b>80%</b> <b>100%</b>

Q3. My child's age in years is:				
Responses	Count	%	Percentage of total respondents	
3	4	6.25%		
4	3	4.69%		
5	2	3.13%		
6	7	10.94%		
7	7	10.94%		
8	6	9.38%		
9	6	9.38%		
10	3	4.69%		
11	2	3.13%		
12	4	6.25%		
13	2	3.13%		
14	3	4.69%		
15	3	4.69%		
16	3	4.69%		
17	0	0%		
18	2	3.13%		
19	1	1.56%		



20	0	0%	
21	1	1.56%	
22	0	0%	
(Did not answer)	5	7.81%	
<b>Total Responses</b>	<b>64</b>		<div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> <div>100%</div>

Q4. My child's primary disability is:				
Responses	Count	%	Percentage of total respondents	
Autism	15	23.44%		
Deaf-Blindness	0	0%		
Deafness	0	0%		
Developmental Delay	15	23.44%		
Hearing Impairment	0	0%		
Intellectual Disability	2	3.13%		
Multiple Disabilities	4	6.25%		
Orthopedic Impairment	0	0%		
Other Health Impairment	8	12.50%		
Serious Emotional Disability	0	0%		
Specific Learning Disability	9	14.06%		
Speech or Language Impairment	6	9.38%		
Traumatic Brain Injury	0	0%		
Visual Impairment, includes blindness	1	1.56%		
(Did not answer)	4	6.25%		
<b>Total Responses</b>	<b>64</b>		<div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> <div>100%</div>	

Please choose your level of agreement with the following statements.				
Q5. Section B				
Q5(a). Section B: The Exceptional Children's team was well prepared for the IEP team meeting.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	32	NULL	50.00%	
Agree	19	NULL	29.69%	
Disagree	8	NULL	12.50%	
Strongly Disagree	2	NULL	3.13%	



(Did not answer)	3	NULL	4.69%	<div><div></div></div>									
Weighted Score : 0													
Total Responses	64			20%		40%		60%		80%		100%	






Please choose your level of agreement with the following statements.				
Q5(b). Section B: A regular education teacher participated in my child's IEP meeting.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	37	NULL	57.81%	<div><div></div></div>
Agree	19	NULL	29.69%	<div><div></div></div>
Disagree	3	NULL	4.69%	<div><div></div></div>
Strongly Disagree	3	NULL	4.69%	<div><div></div></div>
(Did not answer)	2	NULL	3.13%	<div><div></div></div>
Weighted Score : 0				
Total Responses	64			<div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div>

Please choose your level of agreement with the following statements.				
Q5(c). Section B: I have received a copy of my parental rights (procedural safeguards) and someone offered to explain or answer questions.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	41	NULL	64.06%	<div></div>
Agree	18	NULL	28.13%	<div></div>
Disagree	1	NULL	1.56%	<div></div>
Strongly Disagree	2	NULL	3.13%	<div></div>
(Did not answer)	2	NULL	3.13%	<div></div>
Weighted Score : 0				
Total Responses	64			<div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div>

**Please choose your level of agreement with the following statements.**








**Q5(d). Section B: The Exceptional Children's team explained the process in the development of my child's IEP.**

Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	33	NULL	51.56%	
Agree	16	NULL	25.00%	
Disagree	10	NULL	15.63%	
Strongly Disagree	3	NULL	4.69%	
(Did not answer)	2	NULL	3.13%	
<b>Weighted Score : 0</b>				
<b>Total Responses</b>	<b>64</b>			<b>20%   40%   60%   80%   100%</b>




**Please choose your level of agreement with the following statements.**

**Q5(e). Section B: I am comfortable with my understanding of the process regarding placement of my child in the Exceptional Children's Program.**

Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	32	NULL	50.00%	
Agree	17	NULL	26.56%	
Disagree	4	NULL	6.25%	
Strongly Disagree	7	NULL	10.94%	
(Did not answer)	4	NULL	6.25%	
<b>Weighted Score : 0</b>				
<b>Total Responses</b>	<b>64</b>			<b>20%   40%   60%   80%   100%</b>

**Please choose your level of agreement with the following statements.**

**Q5(f). Section B: At my child's most recent IEP meeting, I felt like I was considered as a partner regarding services for my child.**

Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	35	NULL	54.69%	
Agree	19	NULL	29.69%	
Disagree	2	NULL	3.13%	



Strongly Disagree	6	NULL	9.38%	<div><div></div></div>
(Did not answer)	2	NULL	3.13%	<div><div></div></div>
Weighted Score : 0				
Total Responses	64			<div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div>


Please choose your level of agreement with the following statements.									
Q5(g). Section B: At my child's most recent IEP meeting, the team discussed the program in terms of the least restrictive environment (for example: general education classroom, resource, self-contained class).									
Responses	Count	Assigned Weight	%	Percentage of total respondents					
Strongly Agree	33	NULL	51.56%	<div></div>					
Agree	16	NULL	25.00%	<div></div>					
Disagree	6	NULL	9.38%	<div></div>					
Strongly Disagree	5	NULL	7.81%	<div></div>					
(Did not answer)	4	NULL	6.25%	<div></div>					
Weighted Score : 0									
Total Responses	64			20%	40%	60%	80%	100%	

Please choose your level of agreement with the following statements.								
Q5(h). Section B: At the IEP meeting that I most recently attended, we discussed accommodations and modifications my child would need to access the general curriculum.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
Strongly Agree	31	NULL	48.44%	<div></div>				
Agree	18	NULL	28.13%	<div></div>				
Disagree	9	NULL	14.06%	<div></div>				
Strongly Disagree	4	NULL	6.25%	<div></div>				
(Did not answer)	2	NULL	3.13%	<div></div>				
Weighted Score : 0								
Total Responses	64			20%	40%	60%	80%	100%



Please choose your level of agreement with the following statements.				
Q5(i). Section B: The IEP team discussed whether my child needed services through Extended School Year.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	29	NULL	45.31%	<div><div></div></div>
Agree	19	NULL	29.69%	<div><div></div></div>
Disagree	9	NULL	14.06%	<div><div></div></div>
Strongly Disagree	5	NULL	7.81%	<div><div></div></div>
(Did not answer)	2	NULL	3.13%	<div><div></div></div>
Weighted Score : 0				
Total Responses	64		<div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div>	






Please choose your level of agreement with the following statements.						
Q5(j). Section B: At the IEP meeting that I most recently attended, written and verbal justification for any time my child is removed from the regular classroom, was included in the IEP.						
Responses	Count	Assigned Weight	%	Percentage of total respondents		
Strongly Agree	31	NULL	48.44%	<div><div></div></div>		
Agree	15	NULL	23.44%	<div><div></div></div>		
Disagree	9	NULL	14.06%	<div><div></div></div>		
Strongly Disagree	6	NULL	9.38%	<div><div></div></div>		
(Did not answer)	3	NULL	4.69%	<div><div></div></div>		
Weighted Score : 0						
Total Responses	64			20%	40%	60%
				80%	100%	

Please choose your level of agreement with the following statements.				
Q6. Section C				
Q6(a). Section C: Exceptional Children and general curriculum teachers are available to speak with me about my child regarding the Exceptional Children's Program.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	31	NULL	48.44%	



Agree	21	NULL	32.81%	<div><div></div></div>					
Disagree	7	NULL	10.94%	<div><div></div></div>					
Strongly Disagree	2	NULL	3.13%	<div><div></div></div>					
(Did not answer)	3	NULL	4.69%	<div><div></div></div>					
Weighted Score : 0									
Total Responses	64			<div><div></div><div></div><div></div><div></div><div></div></div>					

Please choose your level of agreement with the following statements.				
Q6(b). Section C: The school provides information regarding services for my child in my home language.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	37	NULL	57.81%	<div><div></div></div>
Agree	20	NULL	31.25%	<div><div></div></div>
Disagree	3	NULL	4.69%	<div><div></div></div>
Strongly Disagree	0	NULL	0%	<div><div></div></div>
(Did not answer)	4	NULL	6.25%	<div><div></div></div>
Weighted Score : 0				
Total Responses	64	<div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div>		

Please choose your level of agreement with the following statements.				
Q6(c). Section C: Teachers and administrators show sensitivity to the needs of students with disabilities and their families.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	29	NULL	45.31%	
Agree	19	NULL	29.69%	
Disagree	10	NULL	15.63%	
Strongly Disagree	4	NULL	6.25%	
(Did not answer)	2	NULL	3.13%	
<b>Weighted Score : 0</b>				



<b>Total Responses</b>	<b>64</b>	<b>20%</b>	<b>40%</b>	<b>60%</b>	<b>80%</b>	<b>100%</b>
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Please choose your level of agreement with the following statements.								
Q6(d). Section C: Teachers and administrators encourage me to participate in the decision-making process during IEP meetings.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
Strongly Agree	35	NULL	54.69%	<div><div></div></div>				
Agree	18	NULL	28.13%	<div><div></div></div>				
Disagree	7	NULL	10.94%	<div><div></div></div>				
Strongly Disagree	2	NULL	3.13%	<div><div></div></div>				
(Did not answer)	2	NULL	3.13%	<div><div></div></div>				
Weighted Score : 0								
Total Responses	64			20%	40%	60%	80%	100%






Please choose your level of agreement with the following statements.								
Q6(e). Section C: The school has personnel on staff available to answer parent questions.								
Responses	Count	Assigned Weight	%	Percentage of total respondents				
Strongly Agree	33	NULL	51.56%	<div><div></div></div>				
Agree	18	NULL	28.13%	<div><div></div></div>				
Disagree	8	NULL	12.50%	<div><div></div></div>				
Strongly Disagree	4	NULL	6.25%	<div><div></div></div>				
(Did not answer)	1	NULL	1.56%	<div><div></div></div>				
Weighted Score : 0								
Total Responses	64			20%	40%	60%	80%	100%

<b>Please choose your level of agreement with the following statements.</b>					
<b>Q6(f). Section C: The school/district offers parents information sessions about different topics related to the Exceptional Children's programs and services.</b>					
<b>Responses</b>	<b>Count</b>	<b>Assigned Weight</b>	<b>%</b>	<b>Percentage of total respondents</b>	



Strongly Agree	26	NULL	40.63%	<div><div></div></div>						
Agree	16	NULL	25.00%	<div><div></div></div>						
Disagree	12	NULL	18.75%	<div><div></div></div>						
Strongly Disagree	6	NULL	9.38%	<div><div></div></div>						
(Did not answer)	4	NULL	6.25%	<div><div></div></div>						
Weighted Score : 0										
Total Responses	64					20%	40%	60%	80%	100%







Please choose your level of agreement with the following statements.				
Q6(g). Section C: The school offers parents a variety of ways to communicate with teachers, for example email, phone conference, and written communication.				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	36	NULL	56.25%	<div></div>
Agree	21	NULL	32.81%	<div></div>
Disagree	5	NULL	7.81%	<div></div>
Strongly Disagree	1	NULL	1.56%	<div></div>
(Did not answer)	1	NULL	1.56%	<div></div>
Weighted Score : 0				
Total Responses	64			<div><div>20%</div><div>40%</div><div>60%</div><div>80%</div><div>100%</div></div>

<b>Please choose your level of agreement with the following statements.</b>				
<b>Q6(h). Section C: I receive routine reports on how my child is meeting his/her IEP goals.</b>				
Responses	Count	Assigned Weight	%	Percentage of total respondents
Strongly Agree	29	NULL	45.31%	
Agree	12	NULL	18.75%	
Disagree	14	NULL	21.88%	
Strongly Disagree	7	NULL	10.94%	
(Did not answer)	2	NULL	3.13%	
<b>Weighted Score : 0</b>				









<b>Total Responses</b>	<b>64</b>	<b>20%</b>	<b>40%</b>	<b>60%</b>	<b>80%</b>	<b>100%</b>
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**Q7. At the IEP meeting that I most recently attended, we discussed how my child would participate in grades 3-12 statewide testing.**

<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly Agree	14	21.88%	
Agree	10	15.63%	
Disagree	11	17.19%	
Strongly Disagree	6	9.38%	
N/A	21	32.81%	
(Did not answer)	2	3.13%	
<b>Total Responses</b>	<b>64</b>		<b>20% 40% 60% 80% 100%</b>

**Q8. My child is 14 years old or older and I am satisfied with the amount of information received from the school about transition options (for example: education options, job opportunities, living arrangements).**

<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Strongly Agree	3	4.69%	
Agree	6	9.38%	
Disagree	5	7.81%	
Strongly Disagree	1	1.56%	
N/A	45	70.31%	
(Did not answer)	4	6.25%	
<b>Total Responses</b>	<b>64</b>		<b>20% 40% 60% 80% 100%</b>

**Q9. How satisfied are you with the quality of special education and related services provided to your child in the district?**

<b>Responses</b>	<b>Count</b>	<b>%</b>	<b>Percentage of total respondents</b>
Very Satisfied	24	37.50%	
Satisfied	22	34.38%	
Not Satisfied	14	21.88%	
(Did not answer)	4	6.25%	



Total Responses	64		20%	40%	60%	80%	100%
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<b>Survey Title:</b> OCS EC Parent 2010	
<b>Report Type:</b> Verbatim	<b>Language:</b> All
<b>Start Date:</b> 29-Oct-2010	
<b>End Date:</b> 31-Jan-2011	
<b>Completed Responses:</b> 64	
<b>Response Rate:</b> Public Survey	

**Q10. What is being done well with special education for your child?**

Response(s)

A draft of my child's IEP was forwarded to me prior to the actual meeting to review, add to, and question anything I didn't understand. All questions and concerns were answered. My child was welcomed into the meeting to verbalize her perception of her needs. Overall, I find the teaching staff, support staff and administration to be very open and willing to communicate on an ongoing basis.

His thoughts and suggestions are well considered for the program. The advisors listen to his input as well.

Job sites, teachers, I am very pleased with my daughter's teacher and good communication

My son has a good teacher. He is receiving a lot of attention

Good outside experiences

My child's school work is modified for him and constant help is needed from the teachers.

Nothing.

I volunteer in the general and special ed classes. I have been a regular volunteer in the school system for the past 4 yrs. I feel that the staff in place is hard working and well meaning. I think they know what they are doing and usually have the child's best interest in mind. However, they have no support. No fiscal support, no specialized/additional training, no extra classroom support when needed. Because of a lack of support, they are overwhelmed and burned out. They often take shorts cuts, they "double dip" on therapy time, and they can't possibly meet the needs of all the kids. Communication between parents and teachers is inconsistent and incomplete. It's an overburdened situation that's at best is ineffective and stressful for all involved and at worst can be negligent and dangerous for students and staff.

The individual teachers seem to try their best to help my child.

Responsive if I request a meeting, but I feel the regular ed & specials teachers are not trained in the special needs of their students nor their IEP's & accommodations. I look to them to be the experts in educating my child but it is often me who is educating them about his/her needs and providing strategies to help. I am not a special education teacher, however, I am an expert in my child.

EC teachers are usually well trained and caring but resources and class sizes have everyone stretched to the max.

My child's VI teacher is extremely helpful and knowledgeable. My child has definitely benefited from these specials services.

Student is removed from classroom distractions for core subjects yet rejoins class for specials and science.

Communication is being maintained by resource teachers.

the classroom is a perfect fit for my child. The teachers are wonderful. The administrators answer our questions in a nice and timely manner. The psychologist is wonderful and explains testing and diagnosis.

MAKING SURE HE IS HEALTHY AND HAPPY WHILE LEARNING. COMMUNICATION BETWEEN MY SELF AND HIS EC TEACHER AND TEACHER

He has only been there for two weeks and he is thriving under your care.

Everybody who is involved in my child's education really cares about him.



Simply put, \_\_\_\_\_ is what is done well. She is an exceptional teacher with a heart of gold. She understands autism and in turn, my child. She works well with me to bridge home/school communication to foster learning across environments. Outside of the EC classroom, it is hit or miss with other educators/staff.

Great teachers - who have a good intuitive sense of children and have been willing to let me help them understand autism better. Placement with the 'right' teacher has made all the difference. I get feedback, but I have found that is often general comments and does not address specific goals in the IEP - as if we write them and then they are forgotten.

Strategies to help my child, but I not sure my child is really getting the help that is documented on the IEP. My child has not shown any growth in the area of need. The IEP looks really good on paper, but it is not reality or current practice.

Case managers communicate well and seem to care about student and their needs.

It seems that all the people that are working with my grand daughter is doing a great job. We are making progress!

The teachers are extremely supportive and easy to communicate with when we have concerns.

The grade level teacher in kindergarten is absolutely amazing with accommodating my child. I am so impressed with both her patience and interest in making sure that he gets accommodations in his general curriculum. Additionally the communication that occurs between parent and teacher is also outstanding. I hope all teachers can aspire to be as inclusive and accommodating as \_\_\_\_\_ at Pathways Elementary School.

I think there are different strategies that have been developed to make my child's day better. All staff have been cooperative and willing to help. Although I feel communication with the parents has been lacking. Before any new assistive staff are brought in that have specialization in autism, or anyone is brought in to observe, parents have the right to know and decide if they want this to happen.

\_\_\_\_\_ is amazing! She communicates with me frequently about my child's needs.

Just being patient with my child.

The IEP meetings are the 'best thing' happening for my child but it is pathetically inadequate. We are discouraged at the planning and implementation of my son's IEP. It is a complete failure.

I am thankful for the progress my son has made. This is a direct reflection of the time spent with my son on OT and SLT. Administrators, staff and therapists at Pathways who work with my son are open to discussing concerns. As a parent, I am open to hearing concerns. This open, two-way communication has been a critical component of the success seen with my child.

Everyone is working together and communicating with me about any concerns. We are a team!

At this time I have no idea what is being do with the special education for my son

My child is taken out of the class room when some additional assistance is needed. The associated principal is very good leader and appears to be concerned with the children. He clearly evaluates multiple options for the child and school. He allows input from the staff, parents, and children before making a final decision. This is an exception to the middle associated principals that I have interfaced with.

Personnel with the right temperament and training in the positions that deal with the services for my child and others.

I felt that my child's teachers and administrators listened to me about the specific needs of my child that will enable him to be more successful in the classroom. He is growing and learning at a rate that is surprising us all.

Everything that I can tell.

OT, Speech, PT, and general classroom participation skills have all been excellent this semester

My child is flourishing at Partnership Academy. The school is able to give him the extra time and attention he needs. He is doing very well with the web based classes.

The staff seem to be very accommodating and have been working on feeding my son as well as using assistive technology devices to help him learn communication skills. They also are getting him involved with hands-on activities involving arts and crafts.

Individual attention, speech therapy - we are seeing huge improvements in our son.



The consistency of services.
help all kids
Multiple educators. alot of creative input

**Q11. What improvements would you like to see that would help students like your child or parents like you in the future?**

**Response(s)**

A more consistent and standard process for distributing information from the district to the school and to the parents. Sending information home in my child's bookbag does not always translate to it arriving home, and in some cases, arriving home in one piece. If the district is going to provide trainings for parents throughout the year, why not send a yearly calendar to parents via mailing.

Increased attention to GPA during high school years.

more assistants. Bathroom facilities for each classroom.

less homework

more assistants

My child has a problem with bullying and doesn't want to go to school. He also says the work is boring but his interests are also very narrow. Even though he is quite high functioning, I would like to see more attention given to incorporate his interests into his daily work.

Actually do something.

I feel we need additional support in the Spec Ed program. Financially, physically, emotionally & educationally. I'd like to see more staff training, help staff to think outside the box, to be creative & flexible in their approach to meet students needs. I came from MD & VA and I can tell you that your program is far behind other state's public school programs in your attitude towards mainstreaming/special ed. Help staff to figure out how to mainstream kids & see inclusion as a vital goal not a burden. More help in the classroom as needed. More flexibility with TA's & class aides. Peer to peer mentoring. In-services, forums coffee talks for staff by specialists in the field. Parents could provide free teaching sessions to staff about disorders that are affecting their children. Gen ed students could buddy w/ special ed during certain classes/activities to provide increased learning and interaction/exposure w/ kids who are "different".

I do not believe there are sufficient staff to implement the IEP. The special ed teacher is very limited in the amount of time she has; her day is divided among so many different age groups and skill levels, that I cannot imagine how she is able to adequately address the needs of each child. My child does best within his own classroom, because he does not do well with transitions, and because he performs better among his classmates. There are few resources to allow for him to receive the extra help he needs within that setting. The communication from all the team members is sporadic, usually only when there has been a behavior issue. They do not regularly assess his progress against the IEP goals, and they do not seem to share information with each other, except if it is initiated by me, or if there is a behavior problem. I believe it is mainly due to insufficient resources -- they need more staff, with more time to perform their jobs.

Better teacher - parent updates. I have to email or call my teachers for updates. Last year was better, this year has not started off well.

TRAINING, TRAINING, TRAINING for ALL educators, special ed teachers, regular ed teachers, "specials" teachers, as well as staff, administrators & EC facilitators (in particular) in the the IEP, accommodations & special needs of their students. Sensitivity training in these areas as well. More frequent and meaningful communication between home & school. More of a team approach than leaving it all on the shoulders of the EC teachers & the parents. I view the EC teachers as case managers for their students & they need to advocate for their students within the schools they are working in. Parent advocates are needed. In my experience at another school: IEP team is not given the authority to make decisions, failure to consider parent's personal circumstances when scheduling meetings. Some parents can only attend meetings during the school day but often, meetings were scheduled late in the day, leaving little time before I had to leave to pick up children from school.



Training regular curr. teachers-Regular teachers are not trained at all to handle children with emotional or intellectual disabilities. They do not know how to teach outside the box and are not sensitive to the real disabilities the child may have. The teachers seem to blame everything on attention or behavior problems instead of working with the real underlying issues. More Assistants in EC-No true one on one help even if it is in the IEP because of too many kids assigned to a teacher. Compliance Issues-making sure the iep is written accurately and functionally. More communications from the EC office on workshops, and iep trainings.

Orange County needs more EC teachers. There are so many children with special needs that these teachers are over worked.

Communication with EC teacher needs improvement. I never know what homework assignments are. I have not met new EC teacher for this year and have received no communication from her except through classroom teacher at conference. Children with behavioral problems mixed in classroom with students with educational disabilities that don't have behavior problems lessens effectiveness of EC program for determined students who are struggling to succeed.

more social skills practice would be helpful

I would like to see more parent involvement in drafting the iep. Sometimes feel like an outsider in regards to the iep. Also, would like to see more of a support system from the school for parents of special needs kids.

SMALLER CLASS SIZES IN REGULAR CLASS ROOMS

Maybe you could give the teachers with special needs students a full-time assistant.

More information about Autism to the regular children and parents.

There are too many to list. If autism classrooms in a particular elementary school, then I would expect the school to be very autism friendly - specifically w/all staff trained. Also, year round schedule would make more sense. The end of year testing for two grades of children, but completely disrupts the entire school schedule for 3 weeks is a huge challenge for a child with autism. As a parent you have to work a lot harder and be very direct and bold to have successful IEP meetings and services - that shouldn't be the case. The IEP meetings where the teachers have created draft goals prior to the meeting and the parent seeing them for the first time at the meeting and feeling like they have to sign off then and there should be changed. If goals are prepared ahead of time, parents should be able to review them ahead of time. Opinions and inputs from external service providers/therapists/doctors should be heard in earnest, not all decisions taken by the school's "expert".

There needs to be much greater training about autism and more formally laid out means to work with kids on the lower, middle and upper end of the spectrum - needs, manifestations and challenges are different. You need parent input - autism is quite difficult to understand and many, many people including teachers have a hard time getting their mind around it and sensory integration issues that often go along with autism.

Quality instruction by qualified, dedicated professionals that have high expectations for EC students. Growth in student performance in the area of needs. Weekly documentation of what is really happening in the classroom. Ex. worked with so and so for 10 min Mon. on specific skill. Or some way to prove what is on the IEP is really being done on a daily basis or as documented on IEP forms.

Staff need to answer emails and communicate better. Staff should be held accountable for the good and bad behavior. More respect needed for IEP and student's needs. Services need to be based on students needs NOT what school is willing to do. Communication is crucial! Student and their family should be treated with more respect, with honesty and professionally.

I am a grand parent and I talked to lots of people to get all the services going for my grand daughter. I know in my situation I had to go after the answers. I made the phones and met with different ones to get the services that we receive. From what I saw in the class room last year and this year it seems that parents have to know who to go to and what questions to ask. A lot of the services are done in group settings and some need the one on one attention.

More feedback from the school concerning the child's daily progress achieving academic goals.

Having a full time assistant in the room with the teacher who has several children receiving services from EC is truly a necessity in general. I hope that this need continues to be met in Elementary School.



Would like to see the speech therapist partner more with us, the family on ways we can support what she is working on, etc. Would like to be more informed of progress and expectations on a regular basis to be able to provide consistency at home as well
More communication in all areas, no more hearing there is no money in the budget when our children deserve any and all help. A more active EC person in charge of the whole program; she is hard to reach by phone and email. Above all, the child is the most important and I'm tired of hearing "well we're doing our best." Prove it.
Including the child in the discussion of the IEP.
Improvements? Do your job. Follow the law. Higher more staff. Educate all teachers about autism especially Aspergers Syndrome. Punish children that bully children with disabilities instead of asking the victims to behave differently.
On progress reports, more information needs to be included. Current reports only state "making progress towards goals". Providing specific examples of HOW he is making progress and/or specific tasks/skills focused on would help parents be more informed. Accommodations need to be put in place for EOG testing for K-2 students. The alteration in their normal routine is more than most autistic kids can handle. Many autistic kids have behavioral issues due to the disruption in routine and/or come home from school and spend the evenings in complete meltdown.
I would like to see some social skills training for my child.
I need to have a weekly report behavior & knowledge: the status, his improvement & weakness, what he will be working on for the upcoming week. I always ask how is he during and the only thing that _____ can give me is this year his behavior is much better. But what about the academic. I need for the IEC program to communicate to more on academic.
I am very concerned about my child's education. I initiated the first IEP team meeting at OHS in the 9th with the IEP team and my child. Some middle school assoc principals reactive too quick without considering many options. Some psychologists have a misconception that a PhD equates to a MD and thus incorrectly misinterprets MD analyses. Some of the school staff are intimidated by psychologists with a PhD (Piled High & Deap). My concern for child does not let the PhD intimidate me. I have compassion for the children whose parents/guardians are intimidated by the school staff and let the school staff dictate the IEP. The school staff are public servants and not vice versa. The school staff are paid by tax payers. Teachers should be compensated more than they are. Superintendents/Admins should be in trailer houses and receive less pay to allow special needs children to receive more attention. This is common sense. NEA NEEDS TO BE TERMINATED. VOUCHERS and CHOICE SHOULD BE MANDATORY.
Some kind of chart/database which parents could access from home.
I think we need to do a better job of letting parents know what is available to them. When I first came into the school system, I had no idea what services were available to my child or how to get them. Luckily I had good therapist outside of the school that were able to guide me through the process. I am extremely thankful for the SEPTA program and really feel that this is a good resource for all parents.
I would like the teachers to be more alert in children day to day activities during recess and lunch. Provide social classes and more knowledge/training on autism spectrum disorders as a hold. Stop pointing blame on children with disabilities solely in school incidents regarding two children fighting, etc. Listen more and be focused on what children with disabilities have to say and try to understand the child before judging or handing down disciplinary actions, children with autism generally have a difficult time communicating exactly what happened directly when in stress mode. Children with disabilities complain about teachers not always listening to their point of view when they are upset or having an issue with another child. They feel as if they are always targeted as the child being wrong.
I'd like to hear more about the extended school year. My son is very easily derailed without routine and I think this may need to be considered but I don't know how that is done.
I would like to see more classes offered at Partnership so that a child could attend school there for their entire high school career if they chose. At this time the elective classes are limited which causes some children to have to be bussed from one school to another or worse be forced out of Partnership altogether.



I guess I would like to see the transportation services be a little more involved with the best safety practices for children who are in special wheelchairs before they ever start picking up the child. A positive and pleasant attitude when dealing with parents with kids with special needs is a must with the people who drive or assist on a school bus.

Organization and study skills classes, not just study hall type classes. And Freshmen Seminar was a total waste of time!!!

More knowledge given about services and options for reading interventions and more communication about helping kids that are struggling with meeting reading level.

all thing

IEP's need to be longer and more often during the school week.

**Q12. Please use this space for any additional comments.**

Response(s)

I would like to see Parent panels at Teacher workshops to bridge some of the gaps that occur due to lack of communication, lack of prep time before, during and after school has started, and lack of parent perspective of what it is like to live with a special needs child. Also, Teacher panels at parent meetings to help parents gain a more accurate teacher perspective.

Very supportive and always available.

I work very closely with my child's teachers and they also return the information. I am just afraid at his age that he is not going to finish high school and am not sure he can do the GED test as well. I really think that has to be addressed for these kids.

Orange Co. SEPTA is doing an excellent job providing info & support for its members. It offers, forums, seminars, member activities and support meetings. This is a small self-started group on a shoe string budget & in their first year. How amazing that they are doing what the public school system has not been able to do. Another point. These Spec Ed kids do not have any extra curricular activities. You must join special Olympics if you want your child to participate. Why is that? Disabled kids are represented in mainstream media (Glee has 2 characters), and USA today recently wrote a story where 4 high schools across the country elected Special ed kids to their homecoming court (1-king, 1-queen, 2 court members). The kids get it, now you need to support the teachers & your own programs. Stats show that sadly the population of special needs kids is ever growing. They're not going anywhere. It's time to step up, think of the future for everyone. You MUST support your programs and your staff!

Re: another school & my other child who receives EC services, the experience has been negative; failure to communicate meaningfully about what is exactly going on & about progress/lack of progress in terms of IEP goals, repeated failure to implement the IEP, failure to train the teachers, failure to communicate or respond to requests. Progress reports are very brief, & usually only state, progress is being made or more progress is needed but are not meaningful. Need to know what is being done, is it working & what the plan is for the future if it's not working. I would like to know this more than 4 times per year. Inadequate training of parents in the EC system. It's like being in a restaurant in a foreign country & you don't speak the language & there is no menu. A parent in OCS needs to familiarize themselves with what is on the menu & needs to learn the language, if they want to make sure their child gets an appropriate education. Gifted students with IEPs are not served well.

We are glad to see a parent group formed to help parents understand and navigate the EC arena. SEPTA has helped us greatly!

My daughter's teacher, \_\_\_\_\_, has been a wonderful asset to my daughter's life. Grady Brown Elementary is like a second home to my daughter. We are so grateful to the care that our daughter has received as a student and the adaptations that have been met for her to succeed in her classroom.

I HAVE APPRECIATED ALL THE HARD WORK AND EFFORT THAT HAS BEEN MADE FOR MY CHILD AND OTHERS AND PRAY THAT WHEN HE CONTINUES THROUGHOUT MIDDLE SCHOOL AND HIGH SCHOOL THAT I WILL STILL FEEL THE SAME WITH ALL OF HIS TEACHERS



The questions asked on the survey are skewed to having positive responses, so I believe this survey is just a way for the administration to pat themselves on the back for having a strong EC department when in fact, many parents are quite unhappy with the program. I would love to see a survey that has questions like "Have you been told that the IEP team cannot make a decision" or "Have services on the IEP not been implemented" - now that would be a well-rounded survey. I think the school district has a particularly difficult time dealing with children with autism as evidenced by how many students have been pulled out because their needs have not been met. Not every parent is going to go to court, but that doesn't mean there aren't issues. I continue to advocate very strongly for my child, who has a great teacher. I'm already looking to move out of OC before Middle School as I've heard it gets harder to get FAPE and takes more advocacy.

While autism will manifest in many different ways and to different degrees, there are some commonalities. It would save time, money and frustration on the part of teachers and parents if there was a written plan about how to plan IEPs for children with autism - e.g. addressing the issue of summarizing or generalizing, sensory processing issues, behavior management, transportation, services available etc. There seems to be no overall guiding plan - services received and quality of education is arbitrary depending on who you happen to get to work with and how persistent you are as a parent. The district has not shown that it has a good grasp of autism or how to best help children with autism - I believe you need outside help - e.g. why do you not have TEACCH training teachers or helping to devise strategy? There are so many excellent local resources - why in the world aren't they used? Teachers are left to themselves to figure it out - a very big challenge.

Survey focuses on IEP MEETING with few questions on services and whether the IEP is being followed. The IEP meeting is usually one small time frame a year. What happens in the classroom everyday, all year, is more important to the education of an EC child than the instructions put on paper one time a year. It is very disappointing that no questions were asked on the IMPLEMENTATION of the IEP at all. Misinformation or lack of understanding of rights and options leave parents and much worse the students struggling.

Pathways Elementary is truly an inclusive school setting in which teachers go above and beyond what is required to meet the needs of students in the EC program.

I think for the most part, the program is good. I feel like lack of communication and willingness to spend money to help are the biggest problems. I also feel that staff that lives with the exceptional children's director is a conflict of interest.

Even if we had a well-written IEP, there are not enough resources to implement the IEP. If I had more time and resources I sue the whole EC department and then the school system. Instead, I've got to find another way to education my son. Doubt you'll actually read this survey let alone do something about the complaints. If you're truly interested in improving your system and actually providing services for my child you'll contact me personally. Of course, the EC department has never done their job before, why would your department be any different.

I am thankful for the EC program and all it has done for my son. Please keep up the great work - you are making a difference in these kids lives.

My child have a reading disability which have been title as a behavior problems. This is how he ending up in the EC class. I do not see any improvement with the reading. I feel that the school wants to label him with a behavior problem and not place him in a reading resource class. His behavior has truly improve from last year. The EOG testing I have no idea of how it effect the EC students. This was not giving during a the goals setting for this year. Alot of the meeting that the EC parents attending does not pertain to the category for my son.

1. Special need students should have assistance via extra notes, extra time, and assistance on every subject; core or elective. 2. Taxes should show how the educational money is being allocated. 3. Superintendants and the assoc. staff should have offices in trailer houses before any student and especially before special needs child. 4. Weekly progress reports on how the teacher are helping special needs children should be always be provided to the parents/guardians. 5. The IEP is often full of ambiguous language to impress someone other the parents, guardians, and children. 6. The IEP objectives are often full of ambiguous language with unmeasurable items. Basically to serve the purpose of being formal instead of informative. 7. Psychologist like \_\_\_\_ (not a Dr.) with self-image of being a MD should be fired and institutionalized forever to play in rat mazes. 8. EOG/EOC testing for special needs children should require a tutor with similar question example



The teachers and staff at the school make every effort to help children with special needs and are patient in matters regarding discipline and education. At no time have we felt that our child is singled out or made to feel like a hindrance to the learning process.

I would like to know sooner than my son's birthday (Sept 11th) what the next IEP will include. (It needs to happen before the school year starts). I would also like to see a scheduled re-eval regarding the extended school year take place in February.

My child has done better at Partnership than any other school he has attended. I hope that more electives can be offered at Partnership so that these great kids can have the opportunity to flourish.

I also would like the related service staff to be more involved with communicating with therapists who have worked with my child before or who are still working with him outside of school. My son's speech therapist has been contacted numerous times and has not tried to get in touch with the outside therapist to arrange a meeting time where they could discuss what would be the best way to serve my son. I believe that through collaboration we can better meet the individual needs of my son.

Alot of kids are struggling with meeting those reading levels and parents are being given the options of tutors when there are intervention programs available for classrooms. Tutors are expensive for parents.