



VIII. Appendix C: Written Comments

Written Comments Sent to TEA

Note: Proper names of schools, districts, organizations, groups, people, and others were not included in the written comments, as the overall purpose of these comments was to provide, in total, a broad, statewide view of special education, versus an examination of specific localities and/or individuals.

1. Are students with disabilities receiving the special education and related services they need?	
1	Many students do not receive the services they need. For example, students who are mainstreamed into regular education classes with weaknesses in reading are just reading accelerated reading books with no instruction in specific reading skills. Thus they are exempted from the TAAS because they don't have the necessary skills even though they are supposedly being instructed in the general curriculum.
2	Yes, they are.
3	This year was a learning experience. We adapted as we went along. I feel that we will be better equipped for our lower functioning students.
4	Pre referral screening at Middle/High school could be improved. Elementary pre referral screening is very good.
5	Yes, all students with disabilities needs are met. Our special education program for middle school offers inclusion. Students in middle and high school who are low functioning are offered life skill classes.
6	Yes, our district's schools have resource rooms, life skills, and inclusion.
7	No response.
8	Yes they are. We have a staff that is very dedicated to meeting the individual needs of the students. Inclusion at the M.S. is working well. Staff members work well together.
9	Yes. We have teachers in self-contained resource rooms, an inclusion teacher and several aides. The Co-op is the provider of special services.
10	Yes, the child/student needs are met and FAPE is provided. We have parents in the district where I'm employed that think FAPE is no enough special education and related services in order for the student to benefit... I would like to see more related service personnel that worked in the district full time.



1. Are students with disabilities receiving the special education and related services they need?

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| 11 | Students with significant disabilities are not being prepared for life after High School. At best they are graduated to day habitation programs because they do not have job skills. Nor do they have any idea what possibilities there are for them beyond day habitation. Person Directed planning should start at least by 8 th grade. If a job is desired by this person (as it should be by all students), job experience with support should be provided. By their senior year students must be afforded equal opportunity for work programs; meaning students with significant disabilities must be able to have a job with appropriate support just like other students going to school half a day and working half a day. Vocational Coordinators at the school should be trained and given appropriate time to engage in job exploration, job development, job carving, and on the job support with students. |
| 12 | No, the curriculum is quite inadequate at our high school. The students spend a large percentage of their time doing nothing constructive. Request for improving instruction is ignored. The job prep and job location services are inadequate, undermanned, and are not taken seriously. |
| 13 | Haven't been in it long enough, speech program is great. |
| 14 | I don't believe that all schools provide the necessary special education that is needed. Many of the related services are hard to find. |
| 15 | Usually, appropriate services are received. Usually there is supportive administration, well-trained teachers and related service persons and well-informed parents who are involved in all decisions. However, parent and general education involvement and training could be improved. |
| 16 | Classes are too large. More and more children are qualifying for sp. ed. Also there is not enough time allotted. If in the reg. ed. room 2-2 ½ hours are spent on lang. arts, how can 30-45 minutes in sp. ed. be enough? |
| 17 | Yes, we have resource teachers and assistance on all campuses we serve. Most of our schools are small. We contract services from three different hospitals. This seems to work well. Specialized diagnostic services are obtained in other communities. We have school nurses and certified screeners. |
| 18 | Yes, the ARD committee evaluates each student's needs. The ARD committee determines what services are appropriate to address the students needs. Services are decided on an individual basis. |
| 19 | Yes. ARD determines educational needs of students based on assessment data. We experience success when the student teacher ratio is low and when a rapport is well established with teachers, staff, students and parents. We need more planning time for training, improvement in collaboration between teachers and more parental involvement. |



1. Are students with disabilities receiving the special education and related services they need?	
20	I feel students are receiving the services they need. We have several options and services available for the students. Mainstreaming is used and an aide or teacher is available for assistance in some of the classrooms. Content Mastery and Resource services are also available.
21	Yes, our city works very closely with our staff to make sure that our staff is involved and that all students are evaluated and served appropriately.
22	Yes, our co-op works very closely with our staff to make sure that our staff is involved and that all students are evaluated and served appropriately.
23	Yes, all students are evaluated and served appropriately.
24	Our district is inclusion campus. Students are receiving quality services with certified staff.
25	Our students receive some of the best educational programs that are offered. We strive to provide for every individual need of the students. We need more specialized teachers graduating from college in such areas as vision/hearing impaired, and severe disabilities.
26	Yes
27	Yes
28	Yes
29	Students placed by their parents in private schools have received limited services in the past. With the loss of dual enrollment, they may not be served in the upcoming school year. TEA should consider an appropriate policy to serve individual students, since IDEA does not specify FAPE must be provided in private schools.
30	The amount of time that the child receives for physical therapy at the school site is not sufficient time. For example, my daughter only receives physical therapy one time during the week period and the duration is for 30 minutes.
31	No response.
32	They have until the end of this school year. Yes.
33	As DAEP teacher for 7 school districts, many of my students are special ed. Even though I passed the Special Education Excet I am not a special ed teacher. My students are often left in DAEP for lengthy stays (20-60 days) which is not helpful to them. The usual "out" is that their misbehavior had nothing to do with their disability. How can they know that?
34	Only if parents are informed about the sp. ed. and related services. If the parents do not know, and the school district does not initiate information sharing, the students with disabilities suffer.
35	Yes, at our school students w/ disabilities receive the utmost education. My two youngest children having learning disabilities and they get a lot of help.
36	Specific speech skills and instruction in language development needs improvement. Resource - It varies from district to district and the student has to fit the system in place - it is not an Individual Education Plan.



1. Are students with disabilities receiving the special education and related services they need?	
37	Yes, I believe Special education students are receiving what they need to be successful. Receiving instruction in the regular classroom with exposure to the TEKS works on my campus.
38	No response.
39	I don't believe my son received all the speech and OT he was given per his ARD IEP goals, but the school never gave me information to document the time she was in speech or OT. It is hard to track the time they are in speech and OT.
40	No response.
41	We are not receiving related services at this time. However, in the past we have received speech services. Everyone was very cooperative and helpful.
42	Yes, PPCD. My Child is receiving the special education services he needs in a PPCD program. He is also receiving OT, PT and Speech Therapy. An improvement I recommend is having OT and PT send home detailed progress notes.
43	I feel the students who qualify are receiving excellent services through special ed and related services. More money should come through Federal government to meet the cost of the excellent services. It is taxing on regular ed monies to meet the specific needs of each special ed child.
44	Yes.
45	Define disability. My son is teased and taunted. He loses his temper. He gets in trouble and is now labeled. He was put in Special Ed in the 3 rd grade. He was labeled as emotionally disturbed. A private psychiatrist and counselor could not find any thing wrong. The school would not listen.
46	Due to shortage of occupational therapists, students have only a very limited time with the O.T. Because of the shortage, during ARDs only a very limited time is prescribed. Teachers could use more training in positive reinforcement. I see many of the teachers trying to be positive but still using negative reinforcement. The AIM class has students in grades 1-3. Although the student/teacher ratio is not great and there are classroom aides to assist the teacher, this is a wide range of age and abilities. Teacher aides need more training in child psychology.
47	No. They need a smaller classroom environment.
48	Yes, ARD committees are making good decisions. Services are available.
49	Yes. Our son gets his Braille textbooks in a timely way. Sometimes the formatting in his books, etc. could be improved to be more readable for him.
50	No response.
51	The one-on-one attention that is received by students seems to help a large percentage.
52	No response.
53	No response.
54	Yes, The school gets "A" for effort; the problem is that the spectrum of "disabilities" is too wide for the staff to know how to best handle every situation.



1. Are students with disabilities receiving the special education and related services they need?	
55	Yes. We have almost complete inclusion. We are hiring another aide next year to better serve the students.
56	Yes, we have basic math and reading classes for the students who are below grade level. We also have inclusion classes where special ed students are in regular classes with the assistance of special ed teacher.
57	Yes, they receive the services through resource classes the inclusion program and other related services such as therapeutic P.E. and counseling.
58	Yes. The district does a good job identifying and serving all disabled children.
59	Yes.
60	According to IFSP.
61	I have been very satisfied with the services that my son receives. Schools need more funding for P.P.C.D. programs. Early intervention is very important for children with disabilities.
62	At our campus the referral process begins in such a way that students are receiving the services they need. If there would be anything that could be improved, it would be the time factor - it takes too long to finish the process.
63	Yes. Inclusion works well academically and socially.
64	No response.
65	Yes, each child receives special education services and all related services needed as decided by ARD committee. All decisions are made accordingly to each individual's need. This works well as interested members are allowed input.
66	Yes, they are receiving all services needed as per IEP. Our special education program consists of self-contained life skills unit, resource classes, content mastery and inclusion services. Students are placed with the objective of providing instruction within the least restrictive environment. For our campus all our programs seem to be working well. As for improvements, better communication between reg. ed. teachers and special ed. dept. (communication is there but there is always room for improvement).
67	Yes. I feel we have classrooms that are set up well to accommodate the students with disabilities. We also provide physical therapy, occupational therapy and speech to students with an educational need in that area.
68	Yes. I think the biggest gains have come with the new technology. The problem is not enough trained personnel and equipment.
69	LD students are receiving the help they need through the least restrictive environment possible. Title I math and reading programs are used when appropriate. Speech services are available on a regular basis as designated in IEPs. Coordinated communication between resource and regular ed. teachers is frequent.
70	Students are being identified and served. My one comment is that students are being taught to use sp. ed. as a crutch later in H.S. years. Many have learned to use the label as an excuse not to work.
71	Yes.



1. Are students with disabilities receiving the special education and related services they need?	
72	As an educational diagnostician, it is my job to see that the student has all of the special education and related services that are educationally appropriate for their individual needs. I personally feel that keeping each student in his least restrictive environment allows special ed. personnel to meet the students' needs in a more productive manner. I would have to answer yes to the above question because as an ARD committee, we develop plans to allow the student every educationally appropriate opportunity.
73	No. I feel many students with a great educational need fail to qualify because of low 70's IQ and the lack of a 16 point discrepancy. When a child cannot receive needed services because they only have a 14-15pt. discrepancy, but they are 2 grade levels they fail repeatedly and become dropouts. Individual needs must be allowed for in guidelines.
74	Yes.
75	No response.
76	Usually. There is some difficulty hiring related service providers even though they work for multiple districts (CO-OP). In our district where school districts share providers, there have been months where a physical therapist has not been available and compensatory services have been provided later. Also, apathetic students and lack of parent participation sometimes prevents students from being successful.
77	No response.
78	If the doctors' treatment plan was implemented instead of ignored and if the staff did not become "threatened" or intimidated when the parent gave suggestions, the child could succeed. Also, the director has said many times services or tools were not applicable or available when they were. Timely assessments and intervention could save the state money over the years, but when suggested by the parent, the school becomes defensive and non-compliant.
79	Schools are writing IEPs and making plans for students without parent participation or student input. Real parent and student input is not valued. Students only receive what districts want to give therefore forcing parents to file due process to have a chance for an appropriate education for their child.
80	All identified students with disabilities are receiving special education and related services as per IEP. The cost in providing FAPE has increased therefore the funding to the state and the LEAs need to increase.
81	I do not feel students are receiving all the special education services needed. Children are not getting sign language due to a lack of trained professionals. Often, there are services out there that most parents don't even know about. The youth at High School with Speech Problems stay in a noisy over crowded room for speech therapy. If the child is also ADHD this is a significant problem.
82	There has been a lot of improvement in inclusion for academics but inclusion for social areas needs improvement. In the past, it seems that more is expected of and accomplished by students in reg. classes than in special classes.



1. Are students with disabilities receiving the special education and related services they need?	
83	The majority of students do. We need more Special Ed. counselors and general ed. Counseling should be on the IEP.
84	Yes. Our referral process is good. Services for students with emotional problems – discipline problems need to be improved – we need more classrooms and family assistance.
85	The caseload of the people working with the special ed. children should be limited to low numbers.
86	What works well is training parents on IDEA and ARD procedures. The special ed students should be included in more of the extended day and tutoring activities in which regular ed. students participate.
87	Students with Learning Disabilities are placed in classes with Behavior Problems/Emotional Disturbance. This situation does not afford the LD students an appropriate educational environment.
88	No response.
89	Yes, ARDs are held at least annually to address/consider their needs. Committee members play an active role in the meetings to ensure appropriate services.
90	Yes, at this point in time, students with disabilities are receiving special ed. and related services. I have seen good improvement in these areas. However, improvement is needed in providing services offered to general ed. students –extended day, etc. to special ed. students.
91	It has long been my personal goal as a teacher and now as a diagnostician to make sure that students are served in the best possible placement. There is always the need for L.R.E., but this is where I believe my personal experience and connection with the students is vital. With all members of the ARD committee helping in these important placement decisions, I believe each student is indeed receiving the special education and related services he/she needs.
92	Yes, we have several different levels of services. We have resource classes, content mastery, and a self-contained class. Each class has an aide. It would be helpful if non-special ed. students could go to content mastery.
93	Yes. Special ed. students are either mainstreamed with modifications or they receive services in the special ed. classroom. Related services: Occupational Therapy, Physical Therapy, Counseling, Transportation
94	No, because so many of our children do not qualify for special ed. but are too low to be successful in the regular class, therefore they “fall through the cracks.”
95	Students have many services available: Content mastery, Title 1 Math, Title 1 Reading, Resource Language Arts and Reading, Resource Math, tutoring, Migrant Summer School, Regular Summer School. Also available are speech instruction, physical therapy, monitoring of blood sugar levels for diabetic students, aides to assist teachers where necessary, hearing impaired instruction, ESL classes.



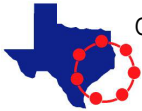
1. Are students with disabilities receiving the special education and related services they need?	
96	Yes, special education students were placed in the classroom with the gifted and talented students. When students were pulled out for special education services, teachers were able to work with the gifted students.
97	The students with disabilities on my campus are receiving a wide range of education services provide by dedicated special education teachers and speech therapist. However, related services such as OT and PT are provided on a limited basis.
98	Our special ed. students receive the services they need.
99	Yes. Students who are suspected of having a learning disability are promptly evaluated and modifications set in place upon qualification to ensure students receive the services/help they need as soon as possible. I wonder if a nurse should be full-time at our m.s. to service those with physical disabilities daily.
100	Yes, content mastery works well for students who normally would fall through the cracks in a regular ed. class but don't need full-time special ed. The problem with this area is that content mastery is not available at our high school so more students are forced into special ed or they are failing regular ed classes. Resource classes work when teachers are not overloaded with students, especially disruptive students. I know several resource classes at intermediate (middle school level) are overloaded and quiet students are overlooked and miss out on some learning opportunities. A gap still exists between knowledge of basic skills and completion of required classes in the older grade levels. However, the new TAAS requirements may meet the need in that area.
101	Yes. What works well: modifications, documentation, and instruction. Needs: some classes have too many students with problems. In one of my classes I have one student with special ed. modifications, one student who is 504, and one who is heavily medicated. Each one requires much attention, and they affect each other.
102	Modifications are a great help. We need more communication with special education teachers.
103	My students have excellent resources and services, but these students needs are so unique. They need more individualized help. The general education teachers need assistance in the form of spec. ed. aides, materials and increased parent involvement. Each student presents such specialized needs that a teacher with 20 other students can be easily overwhelmed.
104	I think special education students are receiving the special education and related services they need. The ARD committee functions well to coordinate academic and community services for our students. Having a counselor at all ARD meetings is not required by law, but the counselor can effectively work with educators and community agencies to help students be successful.
105	Students needing assistance are able to attend content mastery. Resource classes are also set up for language arts and math.



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106	Yes our campus provides effective instructional settings such as: Speech therapy, content mastery, math reinforcement, reading reinforcement, MTA, Resource, Self-contained, and EYS summer school.
107	Yes, modifications are in place and are working. Our ESL aide shadows the students, and helps the others. More aides would be very beneficial.
108	All my self-contained students receive related services. The best way to provide these services is outside of their classroom. When they stay in the room for these related services they are easily distracted and sometimes uncooperative. They feel that they are "missing out" on what is going on with their classmates. If progress (documented) is not shown from related services within a certain time frame, I feel that the districts' money is being wasted. Scheduling also seems to be a problem.
109	Students with disabilities go to the resource room for language arts and math according to the direction of the ARD committee. Modifications are made in the regular classroom when they are included in classroom instruction. I feel that their instruction in resource could be improved if they had a definite, specific curriculum unique to that program giving students a totally fresh approach to the skills, which need to be mastered.
110	No. No implementation of good IEP, no speech therapy or OT/PT.
111	No, more qualified trained, experienced teachers and teachers aides are needed, especially for students with multiple disabilities.
112	My child is 3. Her PPCD class, much to my disappointment did not have structure. It also had a room completely filled with toys that was over stimulating and doesn't allow the kids a few choices. We chose not to participate.
113	I think our students with disabilities are receiving a good education. We need to always be aware of new teaching materials and methods of learning in order to accommodate these students. I also feel that our special ed. director does a great job of accommodating the special teachers. She is always helping to keep them on top.
114	I feel that the special ed. students in our building are receiving services by the teachers and other staff. During assemblies we recognize special ed. students for their specific achievements. We all try to give constant encouragement to our students.
115	Students with disabilities are receiving modifications in the regular classroom. They are able to go to the resources room for language arts and math if the ARD committee feels there is a need. I feel that the OT and PT services could be improved if they had more time to spend with the children.
116	When a student has been identified with a disability they receive the special ed. services that are appropriate based on their individual needs.
117	Yes, our students are receiving all the help they need, our special ed teachers especially have a gift for teaching individually.
118	Need large print books starting in kindergarten.



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119	Not in a timely manner. It should take 4-6 weeks for an evaluation to be done so that a student can start receiving – physical therapy, occupational therapy, speech etc. My son’s school was notified 6 months before he was entered into pre-k – the school had not set up the appropriate testing before hand. Therefore delaying the starting of his needed services.
120	My son is in special education but the services are not working well, as no one is trained to work with hearing impaired.
121	The modifications set up at the IEP meeting work well for most students, however, the regular education teachers doing the modifications need more training in how to implement the modifications.
122	My students were receiving the services they needed. Physical therapy, occupational therapy, and speech therapy should be help in a separate room if available so it does not disturb the other students. Their regular school year teachers should leave them plenty of work to help them stay on their level and keep from regressing.
123	I have not seen an exemplary program that works well with students with disabilities yet... Related services such as Speech, Assistive technology, communication devices, OT/PT are not services that every parent knows about. The information about related services and programs is not something that this district promotes. I am aware of the lack of staff in each area. However, if the law mandates this and is in the child’s IEP it must be provided. There is enough evidence of need for these services. Training should be customer-oriented vs. giving parents excuses about lack of funding and or lack of personnel to fulfill the demand.
124	No! If the school districts admit they cannot find bilingual Speech/ Language Pathologist, occupational therapists, bilingual special education teachers, how can our children be getting the special education they need? Supervisors (bilingual) who coordinate ARD are needed for Spanish-speaking parents. All documents sent for parent’s signature must be in their native language. If the recommendations of the IEPs were implemented, then special education students would receive some service.



1. Are students with disabilities receiving the special education and related services they need?

125 Generally, No! Some disabled children with specific and limited learning differences in some particular public school settings do get their needs met. A majority do not. The educational assessment and reassessment process is very weak and often driven by intramural politics, not children's needs. Staffing rations vary greatly, depending largely on administrative needs, and not children's needs. Educational categorization and placement is based often on administrative whim rather than sped children's educational needs. The certification/recertification process and professional development is also very weak for direct providers, and they often have little administrative support. IEPs are not individualized and not consistently implemented. You get "cookie cutter" IEPs that do not constitute an appropriate educational plan/program for that child, instead serve provider conveniences. Then, the "paper over" occurs, and the school claims success and progress on paper. The IEPs are often not assessment or child driven. There is not enough staff support, administrative support, time, or professional development/skill in the classroom to implement an appropriate education for that child. Sometimes, its just too much work for the direct providers to actually do the IEPs so they just don't. Probably the most pervasive and total deficit in professional provider skills in the area of behavioral management and crisis intervention. Principals generally don't have "ownership" in special education and tend to see special education as a lead weight on their bottom line, a problem that they have to put up with, and therefore, minimize their investment in special education and minimize their support for their direct providers in the special education classes and the children. The principals are often the driving force behind "bad faith" transactions in the ARD process, particularly in the limiting of the kind and amount of services delivered, limiting staffing, etc. Generally, the Superintendents and ISD boards do not require a principal to provide reasonable support to special education. Until the site based management system is overhauled, the direct providers and students in special education classrooms will never receive the administrative support they need to succeed. Finally, ISD's in Texas often set aside 20% to 25% of their special education budget (annual) for "residential placement" that never occur. Some ISD's in Texas publicly pride themselves on the fact that they never have any residential placements. Two other trends prevent the delivery of appropriate and needed services in special education: denial by ISD's that there are any failures to deliver the services, and the complete failure of the compliance/due process system. None complained about the pay. All complained and sited as part of their reason for leaving teaching, the lack of support for their classroom and students. These seem to me to be a few of the major reasons why needed services are not being delivered to special education students. The site based management system has to be changed or very little will change in the classroom.

126 No response.



1. Are students with disabilities receiving the special education and related services they need?	
127	At our school all students eligible to receive Sp. Ed. services receive their services. Our student folders are reviewed prior to the beginning of the school year so we can identify each student and get them their needed services.
128	Yes, we just need more personnel.
129	As a department we could be doing a lot better. First of all, we could restructure the department in terms of responsibilities and expectations. For instance, we could allow our resource teachers to simply be resource teachers. In other words, either hire or assign another employee to focus primarily on the incessant and relentless paperwork trail which in turn would allow the resource teachers more time and energy to teach.
130	Students are receiving the special education and related services they need. Their schedules are set up to work around their needs, while still being given the opportunity to take a part in general education settings. Unfortunately, there is no summer school offered or after or before school program for extra help.
131	10% of our Head Start services must included children with diagnosed disabilities. Our comprehensive Head Start services ensure the above mentioned. Our program works within the school district's special education department.
132	Yes, students are receiving special and related services they need. Pullout programs have worked best for me. The students are able to gain confidence in a small classroom setting working on levels that they can be successful and not feel inadequate among their peers who do not have learning disabilities. Improvement could be in testing the very young (k-1). The current testing usually does not qualify a K-1 child, yet they are all delayed in all areas.
133	Make available a list of possible related services from OT, PT to music therapy and art therapy to parents and ARD members who could better request more effective and appropriate services for their individual student/child. The law states (64 federal Register 12405, Appendix A to part 300 - Notice of Interpretation) "the list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from sp. ed."
134	In some ISD's yes and some no. There has been a greater awareness and an increase in enrollment since 1978's 94-142. In some areas of the state, rural areas, economically depressed areas of south Texas, the vast desert areas of west Texas, there is a lack of qualified personnel.
135	No, I am in, a school district in a large metropolitan area. There is a shortage of certified teachers to work with children with visual impairments and mental retardation. Proper assessments done by qualified assessors and recommendations followed up by ARD committees would improve services.
136	Yes. However, there seems to be a need to provide more help for students with lower IQs to improve academically.



1. Are students with disabilities receiving the special education and related services they need?	
137	I have observed that even profoundly retarded and disabled students are being served. Students with learning disabilities are also being served; behavioral problems are also being served. However, one of our students was almost excluded yet this student has made progress. I would hate to think of this student struggling the rest of his school years.
138	Yes, parents, teachers, and outside agencies refer students. Improve – how to make a valid and appropriate referral. Some parents refer a student who is passing with 70's/80's, and passes TAAS. There is no educational need, but parent is upset that their child is not performing better.
139	Some are, some are not. If parents have time/knowledge to advocate for their child; they do; the parent support cooperative in our district is a great model for providing parents with support/ knowledge to do so. I was pleasantly surprised at the availability of services in 4 districts when we were looking to move to that area. However there seemed to be problems in two other districts. One particular ISD is an example that small towns can do it as well as the bigger. At all of these schools I only observed elementary programs. My greatest concern is programs at the middle school and high school level. I believe more time and money needs to be spent at those levels.
140	Yes, after bring medical, occupational, speech assessments to school along with my therapist and my doctors at ARD meetings to advocate for my child.
141	Our district, co-op and teachers ensure that our students with disabilities receive all services they need. We are careful to link assessment of needs with the individual needs of the student. We are always reviewing this process for each student.
142	It was working well to have a speech therapist come to our parochial school. Please reconsider your plans for X'ing out the private school.
143	Our students are served through content mastery, the resource room, self-contained, counseling, and support staff. ARD meetings are held whenever necessary to ensure the students' needs are being met. Our dyslexia instruction time and curriculum is the one area that could be improved on our campus.



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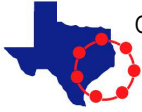
- 144 No. Lack of trained, experienced staff, unable to recognize disabilities. Our ISD refused alternative placement despite inability to meet unique needs, and with total disregard for harmful effects of current placements, manifesting with seriously deteriorating mental/ emotional/ academic status. I strongly feel that alternative placement for my son could have put him in the care of competent staff able to recognize his disabilities before age 10 while inpatient with MHMRA. I would like to propose that a state alternative school be available for children who are stuck in unsuccessful programs with a term of 6 months to 2 years – to assist with diagnostics and successful program or enforce the current laws stating the school district pay for alternative private placement – all of course with parent informed consent. These children do grow-up – the question is, with an education or without. One of the most valuable things I’ve learned as the parent of a child with special needs is that no amount of drugs, restraints, or closets can be substituted for competent, experienced people. A child is a child – he is not the failure – it is inappropriate programming and incompetent people (despite their best efforts) – that are failing our children. My son is not on any drugs, I don’t lock him in the closet, nor do I need to restrain him – I just simply listen and allow him his dignity to walk away when he needs to. My son is now a warm, happy, loving child (as he was preschool), although he still suffers from traumatic experiences of restraints. Fortunately, in the last few years I haven’t seen him playing with his toys, putting them in shoeboxes, telling them if they’re quiet, he’ll let in some light. And he no longer expresses suicidal indications because he loner feels like he can’t do anything right. I feel my son’s emotional instability in his elementary years were a direct result of inadequacies in the public schools. A lack of experienced staff regarding needs of those with Autistic characteristics has been detrimental.
- 145 I feel that most students with disabilities are not receiving the education and related services they need. I think they should have more one to one instruction. Also the professional people such as the counselor in high school should have more communication with both students and parents concerning their child progress.
- 146 Assessment is appearing more exact; however, specific reading and math programs that have proven successful are not being used within the resource classrooms.
- 147 My daughter has visual and language problems. I believe the therapy she is receiving is appropriate, however, her classroom placement is not because her teacher is not well trained in these issues.
- 148 I don’t think all the services are good. Language therapy is only one hour a week and the teacher is not qualified. How would the state know if the teacher were qualified to work with children with disabilities?
- 149 No. Speech therapists are swamped with huge caseloads. No bilingual speech therapist for Spanish speaking children.
- 150 Working together makes the difference whether or not the special needs of the students are being met.



1. Are students with disabilities receiving the special education and related services they need?	
151	I do not believe my daughter was getting the education she needed she was sent about a 1 hr and 45 min to Spec. Ed. with anywhere to 6 to 10 other students and given work sheets to do. What would work is smaller classroom with more individualized instruction.
152	Works well: Small group instruction, aide or aides in the classroom to monitor and help students with assignments. Could Improve: Coordination with regular classroom concepts being taught.
153	I think that the districts need to disclose all services available to children. It seems at times the districts offer minimal assistance due to budgetary concerns.
154	No, one on one help works well or one teacher with a small group of children. Jr. High and High Schools do not seem to have the same support system or care about the kids with disabilities. At that level they get lost in the shuffle.
155	The teaching methods should be appropriate and specialized for the type of disability. Teachers in spec. ed. need training in proven approaches. For example: applied behavior analysis - has shown to be one of the most effective approaches for autism, yet most school districts will not commit to using this approach administered by trained staff.
156	In the rural areas OT and PT services are sometimes difficult to provide because the providers aren't available.
157	Parent/teacher communication needs improvement. Educating all teachers and administrators. Notify family with children that have diagnosed mental health issues about their rights concerning IDEA. Make school districts and teachers financially responsible for child's education if they don't uphold IDEA.
158	Yes.
159	Our school district offers a full continuum of instruction arrangements as well as related services to all disabled students. The instructional arrangement and related services to all districts decided by an ARD committee, which includes the parent and anyone, the parent chooses to bring. The ARD committee is encouraged to look for the least restrictive environment for all students.
160	No, students are not receiving the special education services they need. Services and the professionals to provide these services are available. Problems arise with implementation of services according to student need. Before services are provided, documentation of need is required. The additional requirement of outcome documentation would provide direction as well as framework for related services.
161	Yes, they are. Everything they have done is wonderful compared to when he first started. I'm pleased with program and progress.
162	Yes, some are being given too many services and not held accountable for general studies.



1. Are students with disabilities receiving the special education and related services they need?	
163	They do not receive the related services they need. Also, access is still a major issue, and one that is ignored, bypassed and overlooked even by the head of the special education department in our district. There are no automatic door openers at the magnet school even though it was built after ADA was passed. This restricts independent access to the facility by individuals with disabilities.
164	Not in this district. The parent must be knowledgeable in all areas FAPE and related services. We then must insist that education and related services are provided. Then the parents must monitor the classroom to make sure that the education and the services are not removed without knowledge and the Civil Rights of our children violated. On this very form it states that we "are to contact the District Special ed. Director when we have a complaint." This form assumes that that District directors comply with the FAPE law. In our district they do not!
165	Yes, students with disabilities are receiving sp. ed. related services. Increased funding on a state and federal level would be an improvement.
166	Yes, in some areas of the state. There are some areas that are working collaboratively in dual enrolling children, in HS and PPCD programs. Issues arise in the (speech) inconsistency in eligibility from district to district and LEAs limited capacity in serving 3-5 year olds W/ED/BD. Transportation continues to be an issue for children with speech only.
167	Related services are available. How much, what type, and where can be improved. Some schools offer music therapy and other modes of therapy that are not accessible to rural communities.
168	No. The LSSPs are a joke. They lack the knowledge to provide what is needed in education - particularly with regard to children with autism. And, the ARD committee members do not listen to parents or their experts (doctors, etc.).
169	No, our school does well at paper work - but stick students in content mastery and they do not show or teach the kids. Mostly give answers.
170	Yes. The Co-op is an excellent source of information and coordination of services.
171	Yes, students whose families are informed receive most of the services they need. School districts provide services generically, not on an individual basis.
172	My son receives the best of what has been provided to our school. However, teachers need more training and many classes need more aides. I shouldn't have to spend all my time fighting to get the best education my son can achieve; the school should have his best interests in mind. I believe funding is one of the reasons schools seem reluctant to provide services.



1. Are students with disabilities receiving the special education and related services they need?

173 Not all Texas students with disabilities are receiving the special education and related services they need. Barriers to students receiving needed special education and related services include inadequately trained general and special education teachers and related services personnel (pre-service and in-service). (This problem is exacerbated by the teacher shortage and the use of wavier which allows untrained individuals to be placed in classrooms.) Also a lack of coordination/cooperation between general and special education. Individualized Education Programs (IEPs) that may be hastily written and not used effectively by all personnel working with the child with a disability. Parents are generally uninformed about disability rights under the law and how to work with the school on behalf of their child with a disability. The provision of information by the school district in an understandable format to families would allow many parents to be more effectively involved with the education of their students with a disability and facilitate the work of school efforts on behalf of the child. There is also a lack of adequate funding, undue focus on mandated assessment of students, numerous discipline issues, and inappropriate placement of students with disabilities in alternative education programs which may not be designed to meet their needs.



1. Are students with disabilities receiving the special education and related services they need?

174 No, students with disabilities are not receiving the special education and related services they need, nor is a “high quality” education for special education students being promoted in most districts. The new IDEA regulations, which were supposed to strengthen students’ and parents’ rights and create a collaborative, equal relationship between parents and the school have actually been a disaster for special education students and parents who want to be equal partners in their child’s education. Rather than complying with the extensive parental rights and procedural safeguards of the IDEA, most school districts have begun a trend of exiting students out of special education or not identifying students under the IDEA as much as possible to avoid the accountability of the new IDEA regulations. By moving students out of special education and into 504 or other regular education programs, schools reduce their liability and accountability significantly. An OCR representative in the Regional Office told me recently that their agency, which is responsible for overseeing 504 complaints, will not investigate substantive matters involving a student’s placement or program because they deem the school to be the experts; he said they will only investigate procedural flaws. Under the new IDEA regulations, parents are entitled to be equal partners are entitled to be equal partners in substantive matters. School districts’ emphasis has shifted away from the well being of the children with disabilities to an emphasis on avoiding litigation; districts’ attorneys seem to be the guiding force behind special education programs rather than what teachers and parents think is appropriate for children. Not all, but many districts, including mine, appear to have decided that it is less expensive to deal with occasional lawsuits than to administer an appropriate and effective special education program. And with few consequences for not following the IDEA regulations, districts seem to be getting away with this behavior. For example, I know of many children, identified as having significant learning disabilities but are being placed under Section 504 rather than under special education. By substituting 504 for special education the district is no longer accountable for ensuring “educational benefit” and can also avoid the extensive procedural parental modifications, but the child’s deficits are not necessarily addressed. Few parents understand the significance of what the district is doing – which is “accommodating” the students’ deficits rather than remediating their deficits as required by the IDEA.



1. Are students with disabilities receiving the special education and related services they need?

175 The answer to this question is a resounding “NO”. Students with disabilities are not receiving the special education and related services they need! Our first question, as parents of a disabled child, is why is this question still being asked? The following information indicates that every person and every agency involved in the special education process and the implementation of IDEA knows, and has known for quite some time, that students in Texas with disabilities are not receiving the special education and related services they need. Our next question is why nothing is being done to require Texas and its local school districts to provide students with disabilities with the special education and related services they need? Continuing to ask the question is not ever going to result in the delivery of these services.

176 Service provided in the state of Texas vary greatly; depending on the district, your race and your income. This is discrimination. Parents, as in my case, are forced to hire legal counsel to obtain adequate services. I have presented the district with information on teaching methods that are proven to be effective with children with Autism and have hit a brick wall. To provide children with inadequately trained staff is criminal. I am a parent with genuine concerns and I am willing to provide help and information. Schools should not be given prior notice to visits by TEA. I have also had contact with TEA staff who were insensitive to my issues as a parent.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
1	Many times students with disabilities do not participate with non-disabled students. Due to the fact that regular education teachers do not want these students in their classrooms. So the students are placed primarily in special education classes the only classes many disabled students have with regular ed. students are except for PE and electives and many do not have access to the general curriculum.
2	They are given the same opportunity to participate in activities as the regular education children.
3	Everyone attends pep-rallies, assemblies, field trips and lunch. Every student is evaluated and general education is the first choice. If not appropriate, we have an interim placement.
4	Yes, to both questions.
5	Students are placed in least restrictive environment. The inclusion program offers students whom struggle the opportunity to be in regular education classes with peers.
6	The special ed students are included in the elective courses such as drama, home economics, industrial technology and agriculture. They participate in P.E., band athletics, and home room activities, and field trips.
7	No response.
8	All elective courses and any other area that is beneficial to the individual involved. All students have access to the full curriculum.
9	To the maximum extent possible.
10	All students have access to the general curriculum, including our students in the life skills class -We are fortunate to have general educators that work well with our special educators and students. LRE is always considered. We also utilize content mastery.
11	On paper students meet minimum requirements for participation with non-disabled peers. Just having P.E. or lunch (usually with your whole class at one time) with non-disabled peers does not provide an opportunity for the school community to get to know students with disabilities on an individual basis. No, not all students have access to the general curriculum! Only when you have a strong parent and a great principal. General education teachers are not all prepared to modify for students! Special education teachers have rooms full of students needing significant support. General curriculum is lost in the over all picture. High school special education teachers are not specialists in core subjects, however, they are great modifiers.
12	As much as possible.
13	No response.
14	Students are involved with non-disabled students when possible, however, many disabilities prevent participation. No, special ed teachers need more training. I personally would like to know what training and certification is needed to be a special ed teacher.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
15	(a) To the greatest extent possible, based on handicapping condition. (b) No. Students with special needs should be matched with general education and special education teachers who are knowledgeable and compassionate.
16	Yes, at my school all children are included in all areas. It does require communication between all concerned.
17	No response.
18	All students are included with non-disabled peers to the extent appropriate, as determined by the ARD committee.
19	All students have access to the general curriculum to the fullest extent of the possible (per ARD). Students participate with their non-disabled peers. Three of our districts utilize inclusion/ mainstreaming to a degree appropriate for student.
20	They have total access to all general curriculum and extra activities. My son is being served in a resource setting as well as a regular classroom.
21	Students are educated with non-disabled students as much as possible. All students have access to the general curriculum. We utilize mainstreaming, Content Mastery, and resource rooms.
22	We use inclusion as much as possible. All students have access to the general curriculum.
23	Our school uses total inclusion. All students participate in all phases of curriculum.
24	All students are participating with non-disabled students in an inclusion setting.
25	Students are placed through the ARD process into the most challenging curriculum they can handle. Students are encouraged to fully participate in academic, extra- curricular events. Special accommodations are made to encourage full participation.
26	Students with disabilities participate fully with non-disabled students.
27	We have been an inclusion site this year and will continue in 2002. All students participate with non-disabled students in extra curricular and general curriculum.
28	Our students participate in a manner that is best for all students. Yes.
29	All disabled students participate to the maximum possible while accommodating their special needs.
30	All students have access to the general curriculum. This Works Well - issuing a key in a two-story school, for the children with disabilities as opposed to going up the stairs.
31	No response.
32	Complete participation YES.
33	As a teacher, many of my students in DAEP are sent for extended stays away from their home schools. Assignments sent from the school are sometimes non-existent or busy work. As a parent, we have made sure that our son received the extra help needed and expectations were not lowered in other areas.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
34	Sometimes I think educators push the inclusion issue to extremes. More emphasis should be placed on the needs of the student and input from the parent. When a parent asks for a self contained classroom, or to be included in only certain classes the ARD committee should consider this request- instead of pushing for an environment that may not be appropriate yet.
35	Students with disabilities are incorporated in the activities if they are able with the non-disabled students.
36	Yes. A good teacher makes all the difference in the world! However, sometimes pullout programs create bigger gaps in skills.
37	Students with disabilities participate at 90% or more of their day with non-disabled students. We have an inclusion model on my campus that allows sp. ed. students access to the general curriculum along with all students.
38	No response.
39	My son was allowed in 1 st grade 30 minutes in the morning, 30 minutes in afternoon, lunch, recess and specials. The rest of the day he was in the "Bridging room" with all the other kids with disabilities. I believe he could have stayed in 1 st grade longer if the school had allowed inclusion practices. 1 st grade teacher and bridging teacher never talked to each other! 1 st grade and bridging teacher should have talked weekly about the curriculum and how to modify the 1 st grade work to meet my sons needs. Our district does not support inclusion efforts at all. The program in place needs a lot of work! Kids need to stay in regular ed class longer and be provided the appropriate supports to be able to do so.
40	No response.
41	My son is welcome to participate in any activity offered through the school. He participated in athletics in Jr. High and has taken an Intro-Auto Tech class this past year. Meeting with the teachers and coaches, in a parent conference, before the school year begins is a great help.
42	My child does participate with non-disabled students to some extent. The older non-disabled children come in their classroom and help with projects, but not daily.
43	At our school all PPCD children are with non-disabled students. It has worked well for students but a burden on teacher and aide. Funds should be available to provide more staff, with better early intervention many milestones for learning could be reached faster.
44	Depending on disability, most all students seem to be offered curriculum needed for their situation.
45	My son does not participate with non-disabled students. He is being taught for ½ day only. He cannot take choir or physical education. He cannot eat lunch at school. Therefore I have now enrolled him at a fitness center for P.E. and Boy Scouts to be with other boys. He is not getting an education.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
46	I was a principal with a large school district, my students in special ed resource room did participate fully with non-disabled students and had access to the general curriculum; however the same can not be said for students with behavior issues. AIM students do not have the same access as non-disabled students during lunchtime and recess. I would love to see more interactions at that time. I am told that AIM students are invited to assemblies a many schools, but I would like to see a greater effort to have students integrated with non-disabled students to a much greater extent. Socialization needs should be considered as well as academics.
47	Yes. All students have access.
48	Somewhat - wheelchair students are still viewed as self-contained students. Sp. ed. teachers need more training in the general curriculum.
49	Yes. He gets the same curriculum as sighted peers. Efforts to include our son with non-disabled students are made.
50	No response.
51	Yes, about half of my son's participation is with non-disabled students. All of the teachers seem to work with all students; both disabled and non-disabled alike.
52	No response.
53	No response.
54	I'd say they do well at mainstreaming the kids with the learning issues. The only time they removed my son was when he was disruptive to the learning of others. I believe this is appropriate.
55	All students do have access to the general curriculum. Most of our students are full inclusion. We have a few that take basic math or basic English and receive the remainder of their instruction in the regular classroom with an inclusion teacher available or there all the time.
56	Yes. Students with disabilities are also included in extra-curricular activities.
57	They participate with non-disabled students in the classroom as well as in extra-curricular activities. Yes, all students have access to the general curriculum.
58	All students with disabilities are in class with non-disabled students most of the time. Most students are mainstreamed. All of our teachers work with modifications and help plan placement so that the students are successful.
59	All ECI services are in the home or daycare.
60	All ECI services are in the home or daycare.
61	I feel there needs to be more opportunities for children with disabilities to succeed in activities with non-disabled youth. More opportunities for them to do things together.
62	We strive to place our students in the least restrictive environment so that they have the optimal amount of time with non-disabled students in the general ed classroom using the general ed curriculum. Most of our students spend the majority of their time with non-disabled students.
63	With inclusion all students have access to general curriculum.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
64	No response.
65	Each student participates with non-disabled students to the fullest amount to which they are able. All students go to lunch with their appropriate grade level. Everyone attends all assemblies, P.E., Music, computers, Spanish, field trips and any other grade level group activities. Some children spend time in other activities with grade level as determined by ARD committee. Children's needs are considered on an individual basis.
66	Students with disabilities have access to all extra curricular activities on campus and participate with non-disabled students to the greatest extent possible. Students are instructed according to their IEP goals and objectives, which may or may not include all areas of the general curriculum.
67	Absolutely. We encourage participation with non-disabled peers, during assemblies, lunchtime, PE and art classes.
68	I am a history teacher. Most sp. ed. students are mainstreamed in my class. Being with their peers does help. I only regret I don't have more time to give individual attention.
69	All students have access to the general curriculum during science, social studies, P.E., Music, lunch, recess, and special activities for grade levels. During reading, English and math some students attend resource classes for more individualized instruction. After lessons are taught in the regular classroom, some students come for content mastery to receive further help.
70	Inclusion classes have been effective in our H.S.
71	No response.
72	Depending upon the disability and the extent of severity of the disability, the student is always included. These are some instances of safety that may prohibit certain activities. For example, a student that is medically fragile may participate by watching rather than doing or a student with severe emotional disturbance may be harmed, rather than helped, by participating in certain events. The IEPs are developed from TEKS. Some students that need more self-help skills have alternative IEPs that are developed on an individual needs basis. All students, regardless of placement, do have access to the general curriculum.
73	Yes - all students on my campus are included in Social Studies, Science, PE, Art, Music, Lunch - or any other subject they do not qualify for assistance (math-Lang. arts)
74	All our students participate, to the greatest extent with non-disabled peers. Everyone has access to the general curriculum.
75	My son was involved with non-disabled students in a positive manner throughout elementary and middle school where he was mainstreamed with resource room assistance. The teachers were excellent. However, in high school, teachers modified much less and he was socially isolated. Extracurricular activities were scarce (other than a talent show he took the initiative to enter) and no one seemed to make an effort to include him in the life of the school.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
76	Disabled students participate with their non-disabled peers as their abilities allow. There is access to general education curriculum with and without modifications. Special education generally has high expectations and most general education staff (especially elementary) has expectations of disabled students.
77	No response.
78	I have asked for three years to implement a buddy system and found out there is a "circle of friends" program that would be spectacular. Even in the PPCD program, my child is far being academically and socially. My son could become part of the curriculum, learn from peers and most of all, students could learn his strengths and his abilities if he was included.
79	Supplementary aids and services are not provided to ensure children with disabilities are educated with peers, the only inclusion is non-academic. Regular ed and special ed teachers are not trained to make modifications and are not given the time needed to make accommodations to general curriculum.
80	All students regardless of their disability/ disabilities participate with non-disabled students and have access to the general curriculum. The special education teacher and the general education teacher collaborate and share information to make this a success. The administrative support provides a climate to maker this effort success. The supplementary aids services provided through the special education programs are essential. Funding needs to be increased to continue level of support.
81	The fact that youth in High School Special Ed. life skills class don't get as much interaction as at the Jr. High has been a main concern for me this past year. My son did well at Jr. High with a Peer-Coach. This is not offered at the high school. Interaction with non-disabled peers decreased when my son moved to the High School. The High School does not have a Structured P.E. class for disabled youth. The disabled are special ed youth go into the Gym with some other non-disabled youth for FREE TIME. There is no structure or standard P.E. taught. An in the 90 minute block for P.E. the mainstream youths are usually only there for 20 minuets (then they return to health class). Many special ed students just sit on the bleachers not even encouraged to get up and walk around or bounce a ball. A structured P.E. class would benefit many students giving them a chance to learn to interact in sports.
82	Students get to attend regular classes with non-disabled, but many times they are not participating. Ex1: Child is not allowed to play ball in P.E. or on the playground. Ex2: child is allowed to go to band, but not allowed to play an instrument, without parent fighting to get him one. Some students sit at special table at lunch instead of getting to eat at tables with other students.
83	Yes, most students have access to some degree of general ed. curriculum. However, more MR students should be placed in resource and mainstreamed in science and social studies.
84	Students who are severely disabled do not have a much access to non-disabled students.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
85	IEPs are based on TEKS.
86	Yes our students are involved in regular ed. activities; cafeteria time, PE, and assemblies.
87	Yes all students have access to the general curriculum.
88	No response.
89	Yes, all students (sp. ed.) participate to some extent with non-disabled peers. Improvements could be made by training staff on campus to think first general ed and then consider special as needed.
90	Resource students have more access to the general curriculum, but self-contained students still don't participate to a great extent in the general curriculum.
91	Students are placed outside the general classroom, only when it is in their best interests. Physical education and lunch are grade based and do not discriminate as to regular or special education students. Remedial classes and Content Mastery labs are used to reduce the need for resource placement so these students are with their non-disabled peers as much as possible. Resource classes have fewer students and are slower paced, but still receive the general curriculum. The instruction in special education classes is based on TEKS, but taught on the student's functional level.
92	Most special Ed. students attend music, P.E., Science, Social Studies, computers, and assemblies with their regular classroom. Content Mastery assistance is considered before resource or self-contained classes. Students are placed in the least restrictive environment first.
93	30 special ed. students are fully mainstreamed (no resource classes!) Those who do receive resources assistance for academics also participate in general curriculum for elective courses.
94	Yes, students are mainstreamed into the regular classes that they can participate in.
95	Inclusion classes in all subject areas are available to all students.
96	Yes! Students with disabilities are included with non-disabled students. All students have access to the general curriculum.
97	All special education students are placed in the least restrictive environment per ARD committee. Special education students have access to general curriculum.
98	Students with disabilities participate with non-disabled students in regular classroom instruction, P.E., and music.
99	Students are included in regular classrooms as much as possible with modifications. Special Ed. students in my class are taught the same TEKS of the grade level/subject using various teaching methods and adaptations to meet their special learning needs.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?

100	I believe students with disabilities are participating to their fullest extent with non-disabled peers in our district. Inclusion classes are being expanded to include academic classes as well as classes such as music, art, P.E. and vocational training. Districts and campuses seem to be at varying degrees of acceptance of inclusion, however, students in general seen accepting and even helpful at times. I believe that more time and emphasis as well as demand for inclusion will bring more districts in compliance. Teachers' big fear is that extra time needed for a disabled student takes time and energy away from non-disabled students, so staffing needs to be increased.
101	All students participate completely. What works well: peer tutoring. Problems: teamwork. There are some special ed. students who are difficult to work with.
102	Students with disabilities do participate with non-disabled students. All students have access to the general curriculum.
103	Excellent participation! Teamwork is a necessity for mixing disabled with non-disabled. 75% of my assignments involve cooperative learning and it works!
104	Students with disabilities do have access to the general curriculum through Physical Education and elective courses. Many participate in the general curriculum in core courses with modifications. Accommodations allow these students to succeed in the general curriculum. Teachers with many students really need more assistance. A floating teacher's aide would help.
105	Students with disabilities are mainstreamed into classrooms for science and social studies. Any extra curriculum activities that are available at school are open to students with disabilities.
106	We are a Title 1 Campus that focuses on the academic success of every student. All students have access to the general curriculum. We have an inclusion instructional program that works with students with disabilities as long as their needs can be met in the regular classroom, following instructional modifications assessed through ARD and intervention Teams. All students with disabilities have access to all extra curricular activities.
107	No response.
108	My self-contained students participate with non-disabled students in 2 classes. They enjoy and need contact with peers who have (correct social behaviors). It is however difficult to find general education teachers that are willing to work with students with disabilities.
109	Students with disabilities participate with non-disabled classroom students in social studies, science, music, P.E., all programs, and field trips as well as in general instruction. This creates a bond among all the students in the classroom.
110	No - teachers do not know how to implement modifications. There is a shortage of trained teachers and aides and students in the general classroom are often just tolerated and given little assistance.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
111	I think it depends on the type of disability. Students without disabilities need help to understand, learn to communicate with, and not be afraid of, students with disabilities.
112	No. This PPCD class does not participate with non-disabled kids at all.
113	Most students with disabilities have instruction in the regular classroom as well as special services. They start out the day in regular ed. the first hour, and then go to their special needs class. All students with disabilities go on field trips and spend music, P.E., Art, Lunch and Recess with their regular ed. classroom.
114	The disabled students participate in all types of activities in our school. At assemblies, picnics or any of function within the school, the students with disabilities are involved. Many times our non-disabled students help the others to carry-on daily activities.
115	Students with disabilities participate with regular students in PE, music, science, social studies, school programs and field trips.
116	The special ed. students interact with regular ed. students in all activities provided by the school except when they are in the classes designed to meet their unique needs.
117	They all have access to all curriculum if it's at the right point in each individual's self. I've noticed that these children interact with regular students plenty of times. My own son has opened up to regular kids and made to feel the same by these kids. These children learn at home and share in school.
118	(1) Resource (2) Yes.
119	Yes. My son is able to participate in activities with his peers as much as his physical abilities will allow him to.
120	Yes, child is in full participation with non-disabled students. However, he is unable to understand the instruction, and needs to have a trained aide help him.
121	All disabled students have opportunity to participate in the elective classes. We have resource classes but we need more inclusion teachers to help students who are placed in the general ed. classroom. Resource classes need access to labs.
122	My students did not participate with non-disabled students. There was little interaction during lunch. Summer school is not long enough to have such interactions. I made sure my students have a variety in their curriculum.
123	I am aware of some programs in this district that have included students with disabilities in the general curriculum. This percentage is still low and a lot needs to be done in this area. Training is an important component in this process. Some schools are more open and flexible in embracing the inclusion model, however, more times than not it is up to the principal of each campus to include or exclude students with disabilities in their children. Principals can be the best role models for their staff or the worse enemy for our children. The training must include everyone from the custodians to the cafeteria workers. General education students could participate in a class that teaches sensitivity, disability awareness, cultural diversity, peer groups, buddies program, circle of friends, The incentive should be for them to get credit for attending this class just like an elective.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?

124 No. Students generally get dumped in regular classes without the support that would assist them with success. The general curriculum must be modified to meet the special needs of each child's disability. Very few of learning disabled and children special needs have access to the general curriculum. They need the opportunities to access peer tutoring, modeling, appropriate modifications, assertive technology, co-teaching with trained professional as well as the above being available by trained Spanish-speaking personnel.

125 Inclusion varies from student to student, and school to school greatly, but generally, they don't participate very much at all. No all students clearly do not have access to the general curriculum, some none at all. Until just a few years ago, Texas had the strongest financial incentives of any state to practice exclusion in special education. Even today, with the financial incentives reversed in Texas, commonly, the site management teams, citizen advisory committee, and PTA no have no special education representation. These local groupings are all controlled by the principals, and appointed (except PTA). A regular ed. teacher who has anything to do with a GAT student is required to have about 30 hrs of special university training before they can teach GAT students. What university training is required to have a special education student in a regular education classroom? The Directors for Special Ed. and the special ed. departments can do nothing about it. Sped Departments design "inclusion" programs that they are powerless to implement in the schools. Many Texas schools regard inclusion as a physical/geographical arrangement or setting when there is no peer (regular ed.) interaction. They continue asserting, after having been legally informed otherwise, that playground/gym, lunchroom, music, etc. Is inclusion because other regular e. children may be present physically for part of the time, though there is no interaction or potential for developing relationships/friendship, i.e. peer relationships. Texas school will assert that bringing a few regular ed. kids into an "enclosed" life skills classroom is inclusion, even if it is different kids each time, and only for half an hour. Sped kids are often refused participation in after school programs run by the schools, even funded my federal money. Community education is often nonexistent. A school may try to claim one "field trip" a year to see the Christmas lights is community education. And, of course, there are no regular ed. peers involved. Texas is not doing too good on inclusion. Its almost impossible to get an ARD committee to write anything about inclusion on an IEP document, particularly denying inclusion, so that there is even a slight chance of prevailing in due process or OCR.

126 No response.

127 All of our students with disabilities attend regular classes as much as possible. Our school district and school keep L.R.E. in mind with our children with regard to student services.

128 Special Education students also receive TEKS instruction via their IEP. Furthermore, they participate in all activities as general education students do.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
129	Yes, students have access to the general curriculum. However, virtually of all my resource students are often "lost" while they are in the general education setting. Except, of course, for specialties and electives.
130	Students with disabilities are offered the opportunity to participate in all activities general education students are offered. Special arrangements are made, so that a student with disability can take part.
131	Children are placed in the LRE according to their individual IEP. The PPCD class is on campus and some children are dual enrolled so as to participate in the general ed. curriculum.
132	Most students with disabilities participate more than 60% of the day with non-disabled students. All meals, recesses, P.E. and tutorial classes are held with non-disabled students and disabled students. The Science/Social Studies test should be administered on the students reading level.
133	Training needed on each campus to address acceptance. General curriculum – the higher level student is, the more access they have to gen. curriculum the lower a student, less access to general curriculum. Inclusion training needed for reg. ed. teachers. Full inclusion is not for every student, that needs to be determined on an individual basis. Inclusion continues to be more difficult for students with severe disabilities, staff members need more training.
134	Participation varies from campus to campus. The commitment of a schools administration usually sets the tone as to the extent all children are accepted.
135	Not in our district. TEA should drop in on the district after calls from parents.
136	All students receive English, handwriting, Science and Social Studies instruction in the regular classroom.
137	Our students are in resource 2hrs for language, the remainder of the school day is spent with non-disabled students Some students also spend 1hr in remedial math but are in general curriculum the rest of the day. All students have made progress but are not yet on grade level for the most part.
138	Students identified as severe/profoundness handicapped do not participate in most general curriculum in most general curriculum activities. They do attend fine arts, assemblies and eat in the school cafeteria. Most other students participate in the general curriculum with modifications. Some students with disabilities participate in choir, band, sports and ROTC.
139	The greatest need in this area would be for more aides to provide greater flexibility to teachers in providing the necessary support to make the inclusion time beneficial. The general curriculum should be available for sp. ed. kids if it is appropriate; for many of our kids, it is not appropriate and it is a waste of time to try to make it fit our kids or vice versa.
140	PPCD does not have buddy system. My son participates with non-disabled children in motor lab playground, plays.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
141	Our students participate with non-disabled students to the fullest measure their disabilities will allow. They have access to the general curriculum and follow that curriculum whenever it meets their needs and helps them achieve their goals.
142	No response.
143	Our students are scheduled to attend, with modifications, reg. education science, Social Studies, physical ed and fine arts classes. As the scheduling allows, they are also able to participate in all reg. education classes with appropriate activities are modified to meet their individual needs. All extra-curricular programs and activities are for every student on our campus.
144	Classrooms are usually off the side - do not eat lunch on recess together - interaction with other children is kept to a minimum - unable to get school to provide 1 on 1 aide (experienced, trained) to asst. with general curriculum, despite request in writing. During all of child's elementary yrs., he participated in 1 choir event in 4 th grade, and that's it. Only with the encouragement at MHMRA and with other parents have I persisted with an attempt to make the ISD comply with laws. My son has had very little interaction with his non-handicapped peers. - I'm looking for a place where my son can receive an education in a positive environment. Although on the ARD papers this year "opportunity to participate" is checked "yes". The ARD committee did not want my son in athletics so he could have the opportunity to play basketball; they also did not want to report to school in the morning, in the cafeteria with all the other children. Nor do they want him in general curriculum classes, despite him having "A" and "B" 's when he was allowed to participate for a short time last year, without his 1 on 1 aid I requested. It is unfortunate that we expect regular teachers to have experience and competencies beyond their capabilities. I'm speaking out in an effort to protect our children. No child deserves what my son has been forced to endure. And no parent should be expected to become a legal expert, a medical expert, and a teaching expert in order to facilitate ac special needs child to receive a free appropriate public education. Please note: very few parents or professionals knew about this monitoring process.
145	Disabled students are placed in general curriculum; however, they often fail due to a lack of support.
146	Yes the ARD process works well to answer and protect LRE. Teacher's attitudes regarding these students' inclusion in UIL could be more broad and imaginative.
147	My daughter doesn't participate at all in regular classes. She is in special ed. classes all the time.
148	My daughter has Downs Syndrome and spends a very short time in regular classes. I want the district to supervise the teacher to see if she is doing what is appropriate for my child.
149	Inclusion is up to the principals on each campus.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
150	We serve approximately ninety sp. ed. students at the high school and every student has access to the general curriculum. They are all mainstreamed into regular and vocational education with special education support.
151	No response.
152	Works well: peer tutoring/ partnering for handicapped students with a variety of reg. students and situations. Could Improve: Programs for the behavior disordered at 4 th -5 th -6 th grade level that helps them keep a connection with the reg. classroom students and programs.
153	There seems to be a need for training in modifying curriculum. I feel that it is very dependent on what the teacher is willing to provide. We were advised that TEKS were too difficult to modify, and I personally modified the first 5 chapters in science and social studies. The extent to which the children are included seems to be dependent on what effort the teacher is willing to make.
154	Children are now more mainstreamed with children who have disabilities than in the past. All children have access to general curriculum. Children with disabilities feel better when they are included with non-disabled students as much as possible.
155	No response.
156	All students have access to the general curriculum. Even the more sever will participate with non-disabled whenever possible. Example – Lunch, band, music, computer classes, vocational classes and extra-curricular activities. Inclusion works well, but each individual students need must be considered.
157	Yes.
158	Yes at her current High School. However, we moved here from another city where she was not expected to take TAAS or SAT test.
159	Special education students are included in extra curricular activities, as well as academic classes and lunch, elective courses and work study programs. The ARD committee addresses the appropriate inclusion (LRE) for every student who is disabled.
160	Students have access to both the general curriculum and participating with non-disabled peers. The problem involves the quality of the participation and the effectiveness of the general curriculum in meeting the individual goals of the student. Quality could be improved with first looking at the transition process and facilitating participation based on the goals already in place.
161	I think so. In the meeting at the end of the school, they talked about a plan to put him back at his home school. He does work on general curriculum. He’s good at reading.
162	If requested, yes they have access to general curriculum. The students with disabilities participate with the non-disabled during elective classes and breaks.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?

- | | |
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| 163 | All participation with the non-disabled population is based on accessibility and differs from campus to campus. I have determined from other parents at the Spinal Cord Association meetings that the district is in non-compliance, and continues to put further barriers (bureaucratic and otherwise) whenever one of these issues arises. The therapists do not actively pursue any of these issues, other than to write down any given comments at ARD meetings. |
| 164 | The students do not participate unless the parents insist that they are included. The district left the life skills classroom out of the yearbook because they were "hard to look at." The life skills class did not eat in the lunchroom with other students until we parents insisted. The life skills class at the High School was not even provided a substitute teacher when the teacher was out because the administration did not think it was necessary. |
| 165 | They participate with non-disabled students to the degree their disability allows. |
| 166 | There are some areas that dual enrollment with head start is working very well. |
| 167 | All students are integrated for P.E., music, recess, social studies, and assemblies but are generally not integrated in other subjects. Many schools (primary and intermediate schools) do not modify the curriculum so that students with disabilities are part of a regular classroom. There continues to be special classrooms for kids disabilities, such as MR, down syndrome, cerebral palsy, spina bifida, etc. |
| 168 | Physically they are included, however the teachers don't modify and need more training to effectively serve. |
| 169 | I am removing my children from the school district because of the attitude toward my children and what I feel is a poor education. My daughter was labeled lazy and social instead of being tested for dyslexia. |
| 170 | Our campus is an inclusion campus. I am very proud of that. Children with disabilities attend classes with their non-disabled peers from age 3 on. To improve, regular ed. teachers could use more training in what inclusion means, and how to make it work in their individual classrooms. |
| 171 | Students with disabilities participate with non-disabled if the parents insist. An aide that is "velcroed" to the student also limits interaction. Lack of funding has decreased efforts toward inclusion. |
| 172 | No. The only inclusion my son gets is in recess. My son has autism and I feel he does not have access to the general curriculum. They have focused on self-help skills and behaviors until I insisted they started introducing some other tasks. |



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?

173 There appears to be wide acceptance of the “inclusion movement” in Texas, moving many students with disabilities into the general education classroom from a more restrictive placement. We are concerned, however, about students with learning disabilities who are included in the general education classroom, but who are not truly participating or receiving the educational services needed. However, we do not believe that the general education classroom is always the least restrictive environment for students with disabilities. Placement is an important item for discussion in the IEP meeting and should be determined on an individualized basis based on the needs of each child. Placement has too often dictated by the child’s disability rather than his individual needs. While students may have more access to general education curriculum, there is often considerable inability and/or willingness to adapt the general education curriculum to meet the unique needs of different learners.

174 No response.

175 Students with disabilities participate with non-disabled students to a limited extent. All students do not have access to the general curriculum. Because of the age of our daughter, our personal experience and knowledge is limited to PPCD. Our experience was that if a disabled child is between the ages of 3 and 5, regardless of the disability, the child was going to be placed in a PPCD class with a number of other disabled children and no typical peers. Participation in the general curriculum with non-disabled peers was limited to such things as sitting in the back of another classroom with a class of typical children for a brief music session or computer lesson.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
1	Students participate in transition planning meeting beginning at the 8 th grade. Basically the meeting is centered around whether or not the students is taking the TAAS and thus what kind of "track", either academic or vocational, and then planning the courses a student will need to meet the needs of the particular track decided upon.
2	Yes, they are invited to the ARD and participate in the process with their family member and the ARD committee.
3	Prior to turning 14 years old, a transition awareness brochure is disseminated. In the years following a transition coordinator visits with student and parents.
4	VAC in my district does an excellent job in this area. Only improvement would be in implementing plan. Scheduling of appropriate classes is sometimes a problem.
5	No response.
6	Yes, we have transitional ARD meetings with 8 th grade parents and student to discuss options for their high school years. Individual attention is given for helping them make graduation plans for credits, working hours, and continued education.
7	No response.
8	Our vocational coordinator holds meetings to develop ITPs. Various agencies are present, depending on the needs / abilities of the student. Students are receiving services and there is a great deal of positive feedback coming from the parent and the student.
9	Transition ARDs, Individual attention, Employment at school with pay for some students.
10	I start with 7 th grade students with transition related supplement and give them brochures for different agencies. At the end of 8 th grade, I do the same as well as generate a graduation plan. All 9 th grade students have ITP meetings. AU students have their first ITP meeting before age 12. I would like to see transition specialist for secondary campuses.
11	No response.
12	Some preparation for work transition is done. Requests to tailor programs and to target specific type of job opportunities are largely ignored.
13	No response.
14	N/A
15	No response.
16	N/A
17	Brochures are given before the 14 th birthday. Parents, students and teachers are asked to complete an interview type form. School (teachers) gives an interest/ aptitude test. Counselor, Principal, Sp.Ed. teachers help with schedules. ITP meetings are held before a child's 16 th birthday. Appropriate agencies are invited to meeting.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
18	Planning includes interest and aptitude testing, parent, teacher, and student questionnaires, and distribution of various types of information regarding careers and vocations, post-secondary education.
19	Transition is a collaborative process involving individual students, parents, and agencies (if appropriate). Students are given assessments to determine interest and plan courses of study. Transition services are based on the needs of the individual.
20	N/A
21	Students are given interest test, surveys, and parents are given a survey to determine interest. An ITP meeting is held by age 16 to address these areas. Agencies are invited to the ARDs; they usually attend ARDs the senior year.
22	Our special education staff takes the responsibility for completing transition plans and meeting with students to ensure success for the students. They work closely with our co-op staff to do this process.
23	Our special education staff members take responsibility for completing transition plans. They monitor the type as well as the extent of services.
24	Transition planning is conducted for students age 14 and older by special education staff.
25	Parents, students, teachers and outside sources are brought into the transition ARD to develop a plan that addresses high school and beyond. This is reviewed and adjusted to make sure the student is working toward the goals. Students are receiving services based upon individual needs.
26	N/A
27	N/A
28	Yes, parents, teachers, special ed co-op, students and administrators are involved in the planning process. The co-op has been very helpful in assisting us in this process.
29	N/A
30	N/A
31	No response.
32	N/A
33	Meetings have taken place and have been productive. Sometimes it does seem that it is assumed that special ed students will seek vocational training and struggle to be independent from parents. My son has always been college-bound and plans to be independent as soon as possible. I think in some cases our expectations are too low.
34	Usually it is brought up at the ARD meeting with a pamphlet and numerous questions - relevant to the particular student or not around age 14.
35	N/A
36	N/A
37	Our sp. ed. co-op does a great job in transition training.
38	N/A



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39	N/A
40	No response.
41	We have a full-time transition coordinator that meets individually with students and parents.
42	N/A
43	No response.
44	ARDs and planning with caseworker.
45	N/A
46	N/A
47	N/A
48	Students are interviewed to determine their preference for the future and course of study is developed.
49	N/A
50	No response.
51	I am unsure of this process; except to say that the school is trying to work with parents and students alike to start students off. As early as possible to 1) make sure they have proper education, then 2) make sure they get an idea of what to expect once he is through at school.
52	No response.
53	No response.
54	N/A
55	We have a transition meeting annually from 9 th grade till they graduate. We review their future plans, discuss how we can help prepare them, and put them in contact with appropriate services. We also visit Technical schools and job fairs with our sp. ed. students.
56	Each year after the student turns 14 we do a futures plan, discuss goals and objectives and what the student would be interested in, and hold an ITP meeting.
57	Students' ITPs are reviewed once a year at the annual ARD meeting. Students are informed about obtaining driver's licenses, registering to vote, signing up for selective service, and given info on colleges and trade schools. They also receive publications on area agencies that provide adult services.
58	We work with students, their parents, and the transition coordinator to help students prepare for a successful transition. Students are tested for strengths and interest, parents are consulted for strengths, interest, and desires and students are taken to different colleges, technical school, etc. to see what opportunities are available to them. The VOC program also helps place them in jobs and get training to help them prepare for and keep jobs.
59	N/A
60	N/A



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61	N/A
62	N/A
63	N/A
64	No response.
65	A questionnaire is filled out in 8 th grade then a transition plan is developed. Each year at the ARD meetings the transition plan is updated. State agencies come in and meet with seniors and explain programs and available funds.
66	N/A
67	We have a program in place that allows students with disabilities to go out in the work place. We clean churches, the tire station; we bus tables, shop and various other activities. Hopefully this will provide a smooth transition when these students graduate.
68	I believe our people do an excellent job in this area. More input from technical schools would be helpful.
69	At the end of Grade 6, the transition specialist attends the ARD meeting and explains and presents a work transition pamphlet.
70	No transition classes are needed both to work ad independent living. A transition explanation before graduation. ARD is simply not enough. Students need more on the job training - not practice to master TAAS.
71	No response.
72	When the student is 13, the ARD committee briefly talks about transition. When the student turns 14, a transition plan is in place that helps direct the course work toward the future goal of the student. When the student turns 16, an aptitude survey is completed to help seek strengths of the students. The students are receiving the services from the committee's decision and implementation.
73	We have transition ARDs, transition counseling, vocational classes, yes.
74	No response.
75	Teachers did not attend ARDs after 6 th grade. The planning team did not really know my son so they basically relied on my opinions. The vocational assessment he was given was ludicrous - an elderly woman sitting at a computer asked him lots of questions for hours. The report I was finally given reflected the absurdity the way the test was given with contradictory statements throughout.
76	Transition options are explored by special education (new and or revised programs are continually evolving) and transition specialist from the co-op also provide information and options. Students are given informal testing to assess their interest and skills. Students schedules are then developed to give them access to vocational classes to nurture their interest as well as give them opportunities to explore other interests.
77	No response.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?

78	N/A This should start at 3, not 14. I know our state has the funds. They would rather use them to push them along until they reach that great hop of a future called "Group Homes" and "sheltered workshops." I am thrilled for the opportunity to voice my concerns. At least that shows we may have a chance to improve. The major problem with children with autism is they are not M.R., or non-compliant, or bad. Their world is as different from ours as night and day. The aides and teachers do not have adequate training. When we do find an aide who knows how to reach the child, and gain progress we do not have an option on helping them. Instead the state spends big dollars on accredited teachers, who are, quite reasonably, stuck in their mode of teaching and treat the "symptoms" but do not find the solutions. Special ed staff should be monitored with questionnaires as to the knowledge of specific disabilities. I think we, as parents would gladly teach and inform the class on or school of autism (or whatever) discuss the best methods of education the child and point out their abilities. Money is wasted and that's sad. Our children's futures are wasted when they are pushed into life skills classes.
79	No response.
80	The planning process begins at 13 or earlier if needed with level 1 and level 2 vocational assessment. The vocational assessment with the comprehensive evaluation provides the ARD committee with information needed to develop a career pathway that leads to graduation and a successful transition to post graduation.
81	I see many sp. ed. graduates that work in MHMR workshops that could have benefited from additional education-trade school/work skills.
82	The committee just asked questions, I am not sure I like transition meetings, They are a waste of time, especially when the committee does not feel that the child will get to college or technical school.
83	By age 14 parents have been notified about transition, appropriate documentation is provided. Vocational testing has been completed/ discussed with ARD, incorporated into graduation plan - and becomes part of their career portfolios, which accompanies their permanent records.
84	Yes, services are being provided and the district is conducting more and better functional vocational assessments.
85	No response.
86	N/A
87	Transition ARDs are held for adolescent students during the 8 th grade year.
88	No response.
89	N/A
90	I am aware that planning process takes place for students age 14 and older.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
91	At the annual ARD before the student turns 14, the parents and students are given information regarding transition. Before or during this meeting, the parents and teachers are given questionnaires regarding their knowledge of and expectations for the student. The student is given a Level 1 evaluation to help him/her begin to think about what type of career interests them and they are asked about what type of education they believe will be necessary for that goal. By age 16, the complete evaluation for the student is completed and each year at the annual ARD, the information is updated to help the student make smooth transition from school to work or further education. I believe this system does work and is very effective.
92	N/A
93	By age 14, all special ed. students have ITPs completed at the annual ARD. Texas Rehabilitation Commission, Texas Commission for Blind, MHMR, and or Texas School for Deaf, etc. are also included if needed.
94	N/A
95	N/Students on this campus do not fit this age category. However, students are exposed to lessons that connect learning to real life experiences. Students attend special session on a yearly Career Day where they have the opportunity to hear guest speakers talk about their jobs and the necessary education and training for the occupations.
96	N/A
97	N/A
98	No response.
99	Appropriate age students review with their teacher their future goals for school and jobs at their spring ARD.
100	Job interest surveys work well at this age to help narrow down interest areas and to get students thinking about future goals. The aptitude test gives knowledge in what areas need improvement during high school years. Job fairs, college days, vocational readiness classes all help focus and inform students. Goals for transition are discussed and become part of the students IEP thus teachers begin to focus on these goals in special ed. We must help students realize that they will not be in school or at home forever and help them begin to plan for their future. This should be required for every eighth grader even if they don't have a goal they need to realize it is time to start thinking about it. More resources could always be valuable as well as a wide variety of resources and choices. We really must establish requirements concerning TAAS and vocational programs for Sp. Ed. students. What really is important to these students?
101	Students are receiving outstanding support in this area. When I serve on ARD committees, the knowledge and interaction between staff, student and parent impress me. Everyone is through and is always looking after the students' best interests.
102	The "ARD" committee explains options to parents and students and then there is follow up.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
103	This should be our top priority. Students should have first hand experiences with the directions we chart for them before they leave school. This initiative requires a team effort and more preparation time and coordination is needed.
104	The counseling department serves all students in career and college decision-making and transition after high school. Each grade level works on developmental career guidance goals, such as interest and aptitude testing and follow-up conferencing with each student.
105	N/A
106	N/A, however, our campus currently employs students from the high school work-study program.
107	No response.
108	Our transition coordinator meets with each individual student, testing and talking about goals for their future. This coordinator also meets with the teachers this student has for academic work. (Gathering personal information that a test can not tell, also asking about their work ethic, personal habits etc.) Transition ARDs seem to be over whelming to students, especially if a parent is not present. Most students have no idea about future goals and a lot of information is given to them at this time that they are not mature enough to handle.
109	N/A
110	No - The parents are not informed either. No implementation of plan, no Spanish forms for parents to fill out, the IEP and ITP do not correlate.
111	Students need staffs to work with them, who has the patience; students need more one on one help. Schools need more staffs, who are not just on the job, because they need a paycheck. Students are not receiving the services they need.
112	N/A
113	These students are enrolled in a "Life Skills" class at our middle school. Here they learn skills, which will prepare them for work and independent living. The teachers involved with these students are very caring and want to see these students succeed in life as independently as possible.
114	N/A
115	N/A
116	N/A
117	No response.
118	No response.
119	N/A
120	Plenty of planning but no one from the Texas rehabilitation commission has attended any meetings. Our location seems to impact opportunities.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
121	The ITP meeting is done before every annual ARD beginning in the 9 th grade. (8 th grade are counseled by counselors about curriculum) All information about transition is provided to parent and student. The teachers need to encourage students to be realistic about goals.
122	I have one high school student in my class training for future employment. I think this is a great experience for her. This type of placement is great for everyone in the classroom.
123	No the ITP is not an effective tool for preparing students to lead a productive life and become independent adults. It is not person centered, I believe it is because the expectations are too low. Parents that are not informed about the transition process and all that it means are often confused by all messages they get when they got to the ARD meetings. Non-English speakers become frustrated because of the language barrier. It is an overwhelming experience and they often depend on the teacher's and often staff to make the decision for their children. The lack of manpower to provide job experiences a community-based opportunities is always a most common barrier. Business representatives should be invited to workshops and given information on disabilities.
124	No. The hearing officer was not interested in hearing issues related to ITPs, which should take into account the IEPs are not combined nor implemented with student and parents input, and are not being taken into account for long term goals.
125	The ITP process is getting better In Texas, though often still inadequate. The school is the major focus of difficulty here, though at least one other public institution in Texas shares as much responsibility. Whenever schools have to share any control with other institutions, they tend to be defensive, slow, and manifest lots of passive-aggressive behavior. Schools tend to have a very difficult time doing long-term person centered planning since it's not part of their education agenda.
126	No response.
127	No response.
128	N/A
129	Again, I believe that everyone involved is working unbelievably hard. It's just that we are constantly overworked and frequently under appreciated.
130	N/A
131	N/A
132	N/A
133	N/A
134	Students need training in self-advocacy skills so they can drive the ITP process.
135	No response.
136	N/A
137	N/A



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
138	At annual ARD, student and parents talk about further plans – college, trade school, etc. According to what is seen as the most appropriate and realistic for the students classes for high school are chosen. This ensures that appropriate classes/ credits are received to continue with plan after graduation.
139	N/A
140	N/A
141	Our district and co-op have been taking extensive measures to implement a planning process that provides each student the optimum opportunity to reach their life goals. A packet of information and program is provided even to 6 th and 7 th graders. At age 14 a transition statement is made with the students full participation. This continues when a plan is developed at age 16 and is reviewed each year to monitor the students course work throughout high school and into the work force.
142	N/A
143	As the student matures the ARD team determines the needs and services necessary for success in the outside world. Students receive training in independent living in the life skills classroom and work in local business. The counseling department assists them in researching and applying for admission to higher education.
144	N/A
145	I feel that right now my son feels lost and insecure because he doesn't know what he can do when he graduates this coming year. He keeps asking me about careers that a person in his position can do. I tell him to talk to his counselors and he replies, "they don't have time for us."
146	The survey process for both parent and students works well, in addition to the updates, but the process fails short in the actual transition to non-school agencies.
147	N/A
148	N/A
149	Parents are uninformed about the process and schools do the least amount possible. Transition planning shouldn't be only job oriented but more community oriented.
150	No response.
151	No response.
152	Works well: Vocational training, planning according to students' results and goals. Could Improve by offering a wider variety of vocational programs in secondary school.
153	I think that we should stick with age 14 for transition planning. I think prior to that we should focus on getting children socialized and able to function in a "normal" society.
154	My son has a learning disability; we do not know what the process is for transition to college. I am concerned if he gets "lost" at Jr. high level, what will happen to the rest of his life. Will he be able to go to college and get a good job? I do not think enough information is available to parents about resources available for disabled students. More awareness of resources is needed.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
155	No response.
156	Job fairs for all students, vocational assessment; functional vocational assessments are used. Transition plans are reviewed annually and adjusted to student needs. A transition specialist is available to help parents in planning, filling out paper work, transportation, etc.
157	N/A
158	We don't feel like our daughter received the educational services she needed.
159	No response.
160	The transition process works great on paper. Long-term realistic goals are the key to improvement. Students will not consistently receive services without realistic goals geared toward their needs. Not all students will further their education. Many students will need further services geared toward life skills and employment. The supports are not in place at school and they are not readily available to all students who need these services. Services must become flexible to include and accept non-traditional education for students with this need.
161	I do not know about this process. My child is only five years old. I feel the teacher is good about telling us what he needs, how he's doing, and what steps we need to take (processes).
162	They plan in an ARD what the class schedule will be and take test to determine capabilities. Yes they work well.
163	My experience with that process is just beginning. The transition officer seems to have a list of duties that he checks off when he visits with the student. The parents of a mentally challenged student have told us that she has nothing to do and they have nowhere to turn.
164	My son is 16; I have no confidence in the Special Ed. Program in our district thus far. It has been a battle to obtain his FAPE education and related services, how can this district provide FAPE and related services?
165	Annual ARDs are conducted and transitional items are covered. Prior to exiting high school, provisions are made for independent living, successful transition to work, technical school, college, etc.
166	N/A
167	Schools invite post-graduation agencies to come to the transition meetings. If a parent requests that the transition specialist attend they come. Parents and students are informed of other agencies at the time of the meeting; however, no agency goes into great detail about their services. Families do not know about Medicaid waiver programs unless they have a knowledgeable social worker or case manager.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?

168 This has become a checklist. Very little information or planning is done. The parent and students need info. And preparation before the ITP meeting. They come in to the meeting without a clue - and receive very little constructive help there. They need to know about services, what agencies do what, etc. and how to access services.

169 No response.

170 N/A

171 Transition for students age 14 - (1yr) before graduation is generally a checklist. One yr. Prior to leaving adult agencies are invited to attend "Mass" transition meetings. Need to work together, Parents Groups, ISD's, to inform families of purpose of transition planning.

172 N/A

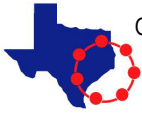
173 In spite of funding and other resources invested in the transition effort, the reality appears to be that numbers of students with disabilities are not prepared for life after graduation from high school. Required, elaborate procedures may be followed administratively, without successful, meaningful outcomes, making planning an exercise not a valuable tool to move students to meaningful post secondary opportunities and placements. Barriers included in appropriate educational planning; focus on teaching to the required state test; lack of individualization; lack of understanding of student's strengths, weakness and aptitudes; and lack of post secondary options (educational/vocational).

174 Our district and many other districts in our area hire an outside consultant who specializes in transitional services to conduct students' annual transition planning meetings. This procedure seems to be quite successful and beneficial to the students and their parents.

175 Since our child is only 5 we have no personal knowledge about this process, however, we have been told by other parents that there is no planning process to describe because none occurs. Students are not receiving the services needed.



4. How are parents involved in the education of their children with disabilities?	
1	It has been my experience that the parents who are very involved with the process of special ed feel that their child has been somehow "slighted" by the system or they do not want their child to be held accountable for a particular behavior. It has also been my experience that as children grow older the parents become less involved. Furthermore, low socioeconomic minority parents appear to be less involved as well.
2	Parents are involved in the ARD process and they have access to the teachers at all times if they have questions.
3	Parents are informed of progress and activities at school and attend ARD meetings, workshops, PTO meetings, and sporting events.
4	From discussion with teachers, counselors, and principals prior to referral until final placement and then through meetings, reviews, re-assessment parents are directly involved.
5	No response.
6	They attend annual ARDs. Some choose to have daily assignment sheets to know their child's schoolwork. They come for open houses. They attend any extra activities their child participates in. They help make transitional plans. Some parents use the computer to contact teachers weekly or daily.
7	No response.
8	ARD meetings, campus Improvement/ District improvement committees. There is also open communication between parents and staff.
9	ARDs, Assignment sheets.
10	Teachers meet with parents to generate goals and modifications for drafts to bring to the ARD. Parents are involved in planning the IEP.
11	The only way I can see improved parent involvement is with addition of a parent support position. A parent who has been there can help parents prepare for their involvement. With support all the way. From initial contact to graduation. This parent support position could facilitate the person directed planning component. Starting at the first referral for services. This way if the student does not qualify for special education services they could help with 504 services. They could make home visits and build a relationship with the parents, which would create a bridge between school and home.
12	Trying to get feedback and guide the program was mostly unsuccessful.
13	No response.
14	No response.
15	(a) Attending ARD/IEP meetings.
16	Parents are invited to be part of the planning in ARDs, parent conference, etc.
17	Pre-referral meeting, parent information is requested after assessment, parent is a member of the ARD committee. They have a say in eligibility, placement, development of IEP, modifications, etc. Parents are invited to workshops, etc. Parents are involved with the entire process.



4. How are parents involved in the education of their children with disabilities?	
18	Parents are contacted by phone, mail, and e-mail. Informal meetings are held to meet with parents. Parents are invited to all ARD meetings. Parents are asked for information as part of the evaluation process.
19	They are involved in the entire process. Some e-mail us to communicate. They are welcome in all classes in our district.
20	I have attended many ARDs and get regular communication from the school and teachers.
21	Parents are always invited to the ARD meetings for their children. Parents are always involved in all the planning and education of their children. The parents are involved in all decision making for their child.
22	Parents are involved in all ARD meetings and any other meetings needed to meet the needs of their children. Staff visits with parents as needed and as appropriate.
23	Parents are provided ample opportunities for involvement in the education through ARDs, parent conferences, and teacher visits.
24	Parents are involved in the planning and design of services. Communication is made in a timely manner.
25	Yes, they are involved in every step. They have input annually at the ARD. Anytime a student is even experiencing short-term difficulty, the parent is involved. Transition ARD, graduation ARD, etc. In a small community, we can utilize parent involvement effectively not just in formal ARD process, but informally through a multitude of activities.
26	No response.
27	All participate in ARDs and planning for their child's program. Some are more active than others. We have one parent who has taught sign classes for the staff.
28	1. ARD Meetings 2. Because small #'s we know our parents personally and communicate very regularly.
29	Parents are involved through conferences and planning session, including those to prepare and update services plans.
30	ARD meetings at the beginning, end of school, and when needed. Works great.
31	No response.
32	Parents transport their children from outside services to school and monitor their progress in both environments.
33	We have been very involved (as parents), but as a teacher I have noticed that many parents are not involved. They don't attend ARD meetings and don't question discipline AEP placements that are harmful to the students.
34	No response.
35	The staff in our district helped me to get involved in all aspects and made me feel comfortable.
36	No response.
37	No response.
38	No response.



4. How are parents involved in the education of their children with disabilities?	
39	I think the ARD system works well. Teachers should provide parents a daily log of the child's day and behaviors so the parents can help solve any problems that arise. We should also be allowed to attend speech/ OT session so we know what to work on at home - speech/ OT should also provide feedback sheet each week to the parents so we know what they are working on out child. Special ed teacher, Regular teacher, parent should meet monthly to make sure things are going ok.
40	No response.
41	I have always felt welcome to visit with teachers and make suggestions. The ARD meetings are run smoothly and professionally.
42	I am involved in my child's education because his teacher writes notes in his journal daily regarding process and sends a calendar stating daily and weekly learning activities. This works very well for our family.
43	Parents are involved planning IEPs, making recommendations for student and follow through at home.
44	Not if parental rights have been revoked.
45	Special ed teachers in our community do not want you in the classroom. Prior to living here I was treasurer of the PTA, homeroom mother, and helped students with reading.
46	Parents are involved through ARDs and in providing for holiday parties. They cannot travel on school bus with students, so field trip participation is limited.
47	Needs great improvement. Once a year, we are involved with the ARD. back for not passing the TAAS last year. (The school holds the child responsible) The solution: Someone prompted him through the test the second time - and doubled his Ritalin. He barely passed. (What does tit prove?) We need a better process than the ARD. We need specific services for children diagnose with ADHD. Perhaps an alternative to the ARD as well. We have no vehicle to address our issues. It's looked upon as an individual problem, when the problem is the process or lack of one.
48	ARD Attendance.
49	We have home schooled for the past 1 ¼ yrs. We've had excellent support for those involved with our son.
50	No response.
51	Regular and Routine meetings, input of questions, comments, etc.
52	No response.
53	No response.
54	The ARD meetings are good and the teachers do a good job of sending home written communications.
55	They are invited to attend the Annual ARD and the ITP meetings. These are the times we plan for the future education of their child.
56	The parents are encouraged to attend ARD meetings and to be involved in the education of their children. I communicate with the parents regarding the students programs.
57	They are invited to all ARD meetings and phone calls are made when necessary.



4. How are parents involved in the education of their children with disabilities?	
58	Parents are involved in preparing IEPs at ARD meetings, and transition meetings. Parents are also kept informed by the special education department as well as the regular education teachers.
59	No response. No response.
61	Schools should make more opportunities for parents of special ed. youth to be involved. Our service center has been wonderful to me as a parent. Lots of workshops, books, etc.
62	Parents are involved in identifying and referring their children to special ed as well as in the ARD process.
63	Parent involvement definitely should be implemented classroom activities: tutoring, special events, field trips, concerts, etc.
64	No response.
65	Parents are sent ARD notices and can give input about children at these meetings. Parents are called in for informal conferences and are contacted by phone when needed.
66	1. Parents are members of the IEP-ARD committee. 2. Parents have input in their child's educational plan. 3. Parents are involved with Parent/ teacher Conferences. 4. Parents participate in assisting their child with homework. Our parental involvement is very good. 5. Parents are very involved with PTA.
67	We always hope that skills learned at school will be carried over at home. Since this is not always the case, we try to invite parents to our work sites and to help with activities at school.
68	When the parents are involved the system works well.
69	Weekly contact with parents is kept through a Take Home Folder with the student's work and signature sheet. I make frequent phone calls and ask for parent conferences when appropriate. The home phonics readers along with a reward system offers another chance for parents to help and feel apart of their child's education. Many of our children have health problems. I am in close contact with parents.
70	Parents in our system are kept informed and invited to visit with teachers. We call at least once a month.
71	No response.
72	Parents have perhaps the largest role in the education of their children. Not all parents choose to use this opportunity, however. Parents are required to receive written notice before every ARD meeting, sign consent for any type of evaluation that needs to be completed and sign permission for educator's to be collaborated with student's physicians. Most importantly, they are invited to be present at every meeting concerning the decisions of their child's education.
73	Invited to: ARDs, classes, PTO, all school activities, all parent involvement classes.
74	No response.



4. How are parents involved in the education of their children with disabilities?	
75	If I had not been assertive AND INVOLVED IN THE EARLY PLANNING OF my son's education, I think his needs would have been totally overlooked. When he entered the PREP program in 10 th grade, I received no communication from teacher. To this day I have no idea what he really learned or was involved in doing. This is a small program with teacher-student ratio of about 1 to 8. Students attend for half the day. You would think there would be some kind of conferencing or effort to communicate with the parents.
76	Unfortunately, many parents of disabled children have limited involvement despite efforts being made by the district, community, campuses and individual teachers to involve parents in planning and participation in their children's educational experience.
77	No response.
78	I was told I would disrupt the class if I visit so I cannot since the time is never "right". When I make request or suggestions, or try to research and find ways to my son can participate and fit in more, my ideas are often ignored and they continued to try to fit him into the "typical mold." Simple suggestions to ease him and the staff are met with skepticism.
79	No response.
80	Parents are active participants in the ARD process. The district staff provides training to parents in the ARD process.
81	This past year I requested 2 additional ARDs in order to get things going right for my son who has Fragile X. It seemed we would come to an agreement, but things never got put into action. This type of thing tends to make a parent feel as if their input is not valid. The school will do as it has in the past and not try and make progress with accordance to IDEA and LRE requirements (which no one would ever get told by the school of these requirements and laws) you must go out on you own to find out about LRE and IDEA. I feel a good school system would inform parents about LRE and IDEA. I found out about LRE through another parent from another school district. I am beginning to lean about my rights and my son's rights, but its not being taught from the school. Its unfortunate that information like TEA coming to our community did not get out to many parents and many parents were informed incorrectly of the time.
82	Parents are being included more in the IEP and placement areas of the ARD. Many times parents are not listened to and are considered to be troublemakers when they try to be involved at school. Parents need more information on what is available and what their child is doing on a day to day basis. Then they would have better knowledge and could help their child more. There needs to be more communication.
83	Need assessment is done at the beginning of every year. Parent advisory committee. Monthly parent meetings. A support group for parents of children with Autism was also formed.
84	ARDs, Participation when students misbehave, needs assessment, advisory committee with director, autism support group.
85	Parents meeting and training, parents are members of an advisory committee.



4. How are parents involved in the education of their children with disabilities?	
86	Parents are involved in advocate groups, parent training through our district, we have a needs assessment every year and have an autism support group which meets 1 time per month.
87	ARD notices (letters) are sent to parents so that they can be involved in decision making. Open House Parent Associations and volunteer opportunities are encouraged.
88	No response.
89	They are encouraged to attend all meetings. In addition, parents of special ed. students are invited to monthly parent meetings to address their questions and concerns. Needs assessments are done at the beginning of the year.
90	A good effort is made to get the parents involved and to come to the ARDs. Parent meetings (on a monthly basis) are also conducted in an effort to get parental input.
91	Parents are strongly encouraged to attend the ARD meetings for their students and every effort is made to re-schedule the meetings as necessary to make attendance easier for the parent. While the parent is in attendance at the meeting, they are an integral part of the process as we plan for the student's education. All the campuses encourage parental participation in all areas and ask for volunteers to help weekly or monthly as possible. These parent volunteers often read with the students or help them with other work so they are successful.
92	By attending ARD meetings regular communication (daily, weekly, and on a six weeks basis) with both special ed. and regular classroom teachers regarding behavior and progress. Encouragement to participate as parent volunteers in the classroom. Open house, Dad's Day activities, cookouts, are just some of the ways we encourage parents to come to school and get involved.
93	All parents are sent 3 notices of ARD in order for parent to attend. At annual ARDs, parent is sent "draft copy" of IEP before ARD in order for than to review goals objective. This enables parent participation in what their child will study for the next school year.
94	ARD meetings. Parents have opportunity to Volunteer.
95	Parents are invited and encouraged to attend Parent-Teacher Conferences regularly scheduled twice a year, ARD meetings, and encouraged to meet with the teacher, principal, or counselor anytime. Progress reports are given every six weeks in student report cards. Failing notices are sent home after the first 3 weeks of every 6-week term.
96	Parents of children with disabilities are involved in the education of these children during ARDs and parent involvement in schools. Parents are involved when they come to read with children, when we send home weekly progress reports, to help teachers in classrooms, and whenever the schools hold special events.
97	Parents are encouraged to participate in all school activities. Parents are contacted before all ARD meeting and encouraged to attend. Input from parents is solicited at ARD meetings especially as IEPs are reviewed and discussed.
98	Parents are included in ARD meetings to help plan for childs' LRE and modifications.

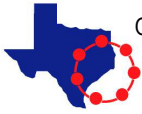


4. How are parents involved in the education of their children with disabilities?	
99	Parents are notified of any changes in their child's educational process through individual teacher/parent meetings and/or ARD meetings. Parents are frequently given the opportunity to review and discuss their child's progress, and at their request, can receive weekly reports on their child's progress (academically, behaviorally, emotional, and socially).
100	Parents must continue the education of their child at home and I have seen an improvement in parent participation during school and teachers sending resources home to help parents, especially in daily living skills. Bringing knowledgeable personal to Districts to speak to parents and encourage them gives them confidence in themselves and the school. Parent participation in the IEP process is very valuable, as they are the authority on their child's abilities, desires, and hopefully goals. Promoting parent days or allowing parents to visit during regular hours strengthens the bond among school and home also. The problem that I see is one I experience daily. That is one of not having the resources for emotionally or behaviorally disabled students. Physically disabled students get resources, help, extra attention and added support for parents, but because you cannot see the emotional or behavioral disorder many times the parent or student is rejected and slips through the cracks. Teaching these students and parents has to become a priority along side the physically disabled.
101	Parents are given opportunities to attend parent days, as well as participate on ARD committees' next school year, all parents will be able to access each teacher through a web site.
102	Parents are at the "ARD" meetings, all activities and assemblies, and receive numerous telephone calls.
103	Teachers and coordinators can plan and implement an educational program perfectly but if parental involvement is absent, the chances for success decrease greatly. If I chose one focus for improvement, this would be it. This is not asking for an ARD's improvement. This is a specific direction pursued for each student with parents involved in design and implementation.
104	The High School works closely with parents through regularly scheduled ARD meetings and individual contacts with parents on an "as needed basis." Parents are involved in class selection and transition after high school. Each parent is invited to programs designed for each grade level by the counseling department.
105	An ARD committee in which the parent of the student being discussed is an important member makes all decisions.
106	Parents are invited to all ARD meetings. Three notices and phone calls are made to encourage parents to attend the ARD meetings. Parents are part of the IEP process. If needed a BIP is formed to ensure the student's success. Parent input is always welcomed. Parents are included in the school compact. Parent conferences, Dad's Day, Parent Volunteer Program, and PTO.
107	No response.



4. How are parents involved in the education of their children with disabilities?

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| 108 | ARDs are the most important time for parents to play a large part in their child's education. In my own classroom I always invite the parents to be a part of any field trip that we take outside of the school. At the H.S. level parental involvement seems to be centered around discipline problems. |
| 109 | Parents of children with disabilities are included in the parent orientation and parent conferences of the regular classroom and in the ARD committee meetings. I feel that it would be beneficial if possible for parents to volunteer in the reading programs in the actual resource program so that they can is of course takes more contact amongst the people involved. |
| 110 | In our area many special ed. Students are transferred to schools other than their home campus to access services, this decreases opportunities for parental involvement. |
| 111 | I always participated in my son's ARD meetings and voiced my concerns. Although my input was written in the minutes of the meeting there was little follow-through and his needs were not met. |
| 112 | Parents need to be involved and know what the teacher is teaching and how so that it can be reinforced at home. There needs to be daily - weekly communication between parent and teacher. |
| 113 | Parents of children with disabilities are always included and involved with their school, just as parents of regular education students. They receive classroom notification and updates from both regular ed and special services. |
| 114 | The parents attend school functions. It works well for children with disabilities because all children can see and feel how important being involved truly is. The parents attend ARDs and are active in planning the schedules of their children. |
| 115 | ARD committee meetings, parent/teacher conferences, parent orientation, parent volunteer program, various reading programs. |
| 116 | All parents are strongly encouraged to attend the ARD committee meetings . The specific needs of the students are identified through information gathered by interviews, individual testing and work samples. |
| 117 | No response. |
| 118 | No response. |
| 119 | So far I am the only parent of a special ed student to show up for any school activities. The school has been very good about notifying me of upcoming activities. I was disappointed that other parents were not more involved. |
| 120 | I am an involved parent struggling to get my child in appropriate classes. His classes are modified to a very low level. Has very low reading/comprehension and trying to get computer programs to help, but hearing-impaired programs not available. Maybe a trained aide on a one to one basis would help. Someone trained to work with hearing impaired. |



4. How are parents involved in the education of their children with disabilities?

121 Parents are encouraged to come to ARD meetings and ITP meetings. Every effort is given to make sure parents come to meetings. (written notice, phone call, notes home, etc.) Calling the parent the day of the meeting as a reminder works well. Parent/teacher conferences could be scheduled more often so that the parent and teacher stay connected.

122 Daily or weekly comments sheet works well for both parent and teacher.

123 Just this year we have been working with parents throughout the district and setting up Parent Representatives to be available and become leaders in guiding other parents residing in their district. There are 9 districts. We currently have established 5 area support groups and still working on the other 4. We started this task in Feb. 2001. Parents have attended training sessions on advocacy skills, special education process, assertive vs. aggressive, how to write goals and objectives, improve communication skills for parents and other topics. Parent community stakeholders and special education staff are active participants in the special education parent advisory committee. Meetings are held once a month, parents make up the majority of the committee. A 24-hour special education parent hot line will also be established for complaints, questions, concerns, etc.

124 Many parents are involved and have many concerns. The problem is how do you change the mindset of administrators and school personnel that close the door on you. The attitude must change to encourage real advocacy. Parents need educational training on the child's disability, ways to advocate, the law so that parents could defend the rights of children. We also need experienced bilingual translators (certified) as well as bilingual personnel in the schools. The state needs to provide funding for legal representation to students equal to those who defend corrupt districts.

125 They often are not, maybe despite efforts by the school. Because of recent concerns about accountability and the defensiveness/denial in public schools, particularly regarding outcomes in special ed. Parents are often very tightly controlled, subtly or overtly, in terms of participation in the schools. 34 CFR 300 certainly makes it clear that they are to participate maximally and at all levels. This usually does not happen. Parents are commonly excluded from the class because it "disrupts classroom instruction."

126 No response.

127 Parents receive written invitation to ARD. During the ARD all parents are asked to provide input. Improvement could come with educating parents as to what they can do to further their child's education.

128 Parents are involved in various ways. For example, in our school district we have parent committee solely for special education. They put agendas together of possible topics that could be discussed in our monthly parent meetings. Recently, a new support group has been established and it looks to be promising. Most importantly parents definitely have a say in IEPs, and ARD committee decisions.



4. How are parents involved in the education of their children with disabilities?

129	Parents are rarely involved in the education of their children with disabilities. This is perhaps one of the most influential factors affecting the low performance of our students. Social factors appear to have a direct correlation with academic performance and placement.
130	Parents attend ARD meetings and receive I.E.P. report cards in order to receive feedback on their child's progress. There are also telephone contacts when there are concerns.
131	Parents need to be less afraid of Sp. Ed. services. Parents are part of the pre-referral process to the referral and ARD meetings. Training is provided on special services for parents and the Sp. Ed. teachers report verbally and through written reports on their child's progress. Parents are always advised of their rights and responsibilities before signing.
132	Parents are invited by personal invitations, letters, public notice and provided transportation to and from any meeting that they request. This parental involvement team has been a great asset to getting parents involved.
133	Parents are very involved. "Squeaky wheel gets the grease." However, parents who are Spanish speaking or limited in their reading ability are somewhat at a disadvantage. A special effort toward communication with them needs to be made.
134	The more educated and knowledgeable parents, the more involved they are with their child's formal education. The D.E.C. certainly has forced schools to look at the parents' involvement piece.
135	No response.
136	Parents bring their children to school. I do not think I have seen enough parent involvement to say parents are helping their children. Some may help with spelling or math, but I see little help with reading. Parents need to understand how important it is to help or get help for their children at home. They need extra practice. Parents allow their children to come to tutor.
137	Parents are encouraged to help reinforce the work done in class. Objectives and notes on how you can help your child are sent home with each report card. Nightly the student have homework that parents can be involved in. Parents also have input into what type of program their child is in; this is reviewed each year.
138	Parents are given family information at time of ARD. Parents participate in the ARD meeting and give input on IEP goals. They provide information on progress at home and update on medications. They give information on strategies that work well or don't work when behavioral concerns arise.



4. How are parents involved in the education of their children with disabilities?

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| 139 | The Parent Support Cooperative works well to help parents with support and knowledge to be involved positively. Pilot Parents provides training for parents to assist other parents in using the ARD process. The ARD process and keeping in touch with school staff are our greatest avenues of involvement however; the ARD meeting itself does not allow enough time to discuss/establish new goals. This needs to be done prior to the meeting in conjunction with the individuals involved in each specific area of the child's education. |
| 140 | My son, who is PDD, would never have received any services if many others and I did not advocate for him. |
| 141 | Parents are always included in the entire process involved in developing their children's individual education plan. They provide information to the regular education program at the beginning of the intervention process. They are fully informed of the assessment results and actively participate in the decisions made regarding how their children's goals and objectives are implemented. Parents have an opportunity to review their children's progress weekly via work comments sent home in folders. They also see and analysis of the IEP progress each 6 weeks. |
| 142 | No response. |
| 143 | Every effort is made to include parents in the planning process. Phone ARDs are held as well as home visits to ensure that parents have input into decision making process and planning for their child. They have many opportunities to volunteer and visit the classrooms and school activities. Parenting workshops are offered locally as well as through the regional service center. |
| 144 | About ½ parents I've spoke with don't know about IDEA. I began learning about IDEA in 1997. I am still learning and cannot stress enough the importance of parental education in Special Ed. Law. As parents, it cannot be stressed enough that correspondence must be in writing - nothing should be accepted on good faith. My child's elementary years were almost over before I knew I didn't have to "sign here" for the ARD - I could write that I disagree. And only this year did I began to insist that the ARD papers be complete and I be allowed to read it before I signed it. |
| 145 | I try to help my son as much as I can. I encourage him to finish his education because he really wants to dropout. He says that what is the use if he can't function in the work force. |
| 146 | When parents attend ARDs and follow through with recommendations and communication is very effective the process works well, however, parental non-involvement sabotages the entire process. |
| 147 | I am involved with the therapy but not her classroom because it bothers the teacher when we go to her class. |
| 148 | Visiting the class; the teacher decides what my daughter learns. I participate in parent conferences. |



4. How are parents involved in the education of their children with disabilities?	
149	For Hispanic families is not happening. Parents not only are not involved or included in the decision making (much less in the planning) but school staff discourages them. They are not welcomed at school and are not trained about their child's disability.
150	We work closely with our parents in developing their IEP and ITP. We make them aware of available services and programs. We are very involved in special examples and career and these parents play an important part in these programs. We are in contact with the parents weekly and make an effort in developing and training with administration and teachers.
151	1 ARD meeting a year does not keep parents involved enough.
152	Works well: Invitations to meetings, open houses, in services for parents in how to help their child.
153	Parents have to advocate for their children. They have to be open to researching methods for instruction on their own. Parents must be the ones to insure that the schools are doing what they are supposed to be. There needs to be mandatory special ed. advisory boards including parents to help make policy.
154	We attend ARD meetings and keep in constant contact with teachers. We try to devise a plan to help our child at home. We encourage our child to do his best and not be ashamed of his disability. If I as a parent do not like answers to questions I ask, I will seek out the help we need.
155	No response.
156	The parent advisory committee was good, however we don't do it often now. Including parents in workshops and conferences has been very effective in our area. Parents feel apart of the team to best educate the students.
157	Through the school district Not at all. Make it mandatory that school districts inform parents about all services available. Make information available to parents regarding specific diagnosis or sources for information. Make districts accept individual doctor's diagnosis not just the school districts doctor.
158	It did not work well for many as students with different disabilities were placed in the same classes at school even though many parents were trying to help at home.
159	Every parent is given numerous opportunities to participate in the plans of IEP and education of their child with disability. At least three notices are given to parents who are invited to ARD. If no response is given a phone attempt and or home/work visit is conducted. Parents training is offered, phone conferences, parent/teacher conferences, information brochures, etc. are ways of communication to invite participation of parents in education.
160	This varies greatly. The option to be involved is in place. Parents often no do feel comfortable discussing/exploring educational options for their child. Parent education with reference to special education rules and procedures need to become more parent friendly.
161	We go to the ARD meetings to help plan his program. We receive frequent reports, written and talking with the teacher. They tell us about his progress.



4. How are parents involved in the education of their children with disabilities?	
162	They are asked to attend meetings in the school (ARD meetings).
163	Parents are thoroughly "prepared" with the rights of the disabled. Involvement is usually at ARD meetings where the majority of the time is spent with therapists and testers sharing and documenting information. Very little actual support and legal knowledge of compliance and access is afforded to parents.
164	As a parent I am exhausted. I have to be everywhere and monitor everything. I cannot rest after a successful ARD, because I am the one responsible to ensure that the ARD agreement is followed.
165	Parents are consulted with on a regular basis.
166	This varies from district to district. We still have instances in which parents attending the IEP meeting and all goals and objectives have been filled out prior to the meeting.
167	Parents are always invited to the ARD and are given their written rights. Few instances have they actually read and explained the rights to me. Once a year or once every two years there have been parent meetings when TEA had required them. Parents do not know how to integrate their own child into the regular classroom or know how to assist the teacher to modify the curriculum so that they can participate. Teachers need to work with parents so parents can work with the children at home.
168	Very few parents understand their role in the ARD or in the ARD process. They become oppositional or just give up on getting what their child needs. The ARDs and decisions are planned and decided by the educators. When the parents disagree their options are small - and due process too expensive for them to pursue.
169	Oh - they are asked but school does not really want them involved.
170	No response.
171	Parents that are involved/educated about the "systems" share responsibilities with school staff for educating their children. Provide continual parent education for families. Families reach different stages of need at different times.
172	My son's teacher was very open and always would give me daily reports as long as I seem to go along with everything she taught was right. With their suggestions that I attend workshops on Autism, I learned a lot that was not being done for my son and ask that be. I hit a brick wall. The teachers thought they knew best (even though they have not attended any workshops on autism in the last 4 or 5 years).
173	(IDEA) has given parents more opportunities for involvement in education decisions made for their children with disabilities. Even so, barriers still may exist between home and school. Parents are often seen as "adversarial" when attempting to be involved in the education of their children with disabilities. The TEA publication of parental rights should be paired with further training. Some publications may be difficult for all parents to understand. The Texas Education Agency makes available an excellent side-by-side publication of IDEA, the State Law and Special Education Rules, which can be extremely helpful to parents seeking information.



4. How are parents involved in the education of their children with disabilities?

- 174 Parent involvement in their child's educational plan is quite superficial in our district. Parents are routinely given inaccurate, misleading, or insufficient information about special education services and procedures. Unless a parent is well informed and asserts his rights, he or she will usually be taken advantage of. For example, our district almost never follows the "prior written notice" requirement of the IDEA unless the parent is likely to bring litigation against the district. Even when parents request specific services that their child may need and qualify for, such as extended-year-services, the parents are usually told that the district only offers one type of extended-year-services, which would be inappropriate for the child, and never tell the parents that by law the district is required to meet the individual needs of the child.



4. How are parents involved in the education of their children with disabilities?

- 175 It has been our experience that being the parent of a child with disabilities means that you are involved in their education 24 hours a day, 365 days a year. Within 6 weeks of our daughters diagnosis with Autism we had:
- Hired a building contractor and completed the addition of a classroom to our home in which to provide her therapy;
 - Hired a staff, including an OT and a speech therapist to provide her therapy;
 - Developed a curriculum for our daughters therapy;
 - Held a training workshop for a staff regarding the curriculum: and
 - Began providing our daughter with appropriate educational intervention and related services.

In the early days of the program, it was not uncommon for both of us to do two-hour, one on one therapy session with our daughter every day of the week. On weekends and holidays we would alternate and each do not one, but two, one on one, two hour therapy sessions with our daughter. As time has gone by, we have been able to add more therapists, but we are still teaching every waking moment of the day. When we are not teaching our time is spent:

- Procuring or making teaching materials;
- Maintaining an adequate teaching staff:
- Recording, accumulating, and filing data regarding our daughter's progress;
- Updating and revising our daughter's curriculum:
- Attending monthly staff meetings to go over our daughter's progress, develop new ideas, and implement changes in the curriculum;
- Attending workshops and seminars regarding educational interventions for Autism; and
- Reading and studying the latest information available regarding educational interventions.

Our experience is not unique. We are personally acquainted with many parents of children with Autism who lead the same life, as do the parents of children with other disabilities.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
1	DEC monitoring (primary) Hearings (court decisions) Parents filing complaints.
2	They give funding and regulate what the teachers need to insure the privacy of the student.
3	Rules, Laws and Regulations in place. Regional Support and Training.
4	Through keeping abreast of what is going on in the Sp.ed. programs across the state. DEC visits, etc. Seems to working well.
5	No response.
6	Our state tests are given. Monitoring the school helps everyone know and stay current on state expectations stay current on state expectations. State educational centers provide workshops. Mailouts of information monthly or quarterly can help teachers know current issues.
7	No response.
8	Through Regional service centers, updates and conferences to cover law changes etc. State tests are given for accountability.
9	State forms, testing, newsletters, letters, and training at ESC. Funding.
10	No response.
11	The state sets guidelines for paperwork little exists beyond that, monitoring appears ineffective because words on paper do not change the reality. The state is involved in making sure the schools know what paperwork they need in place to keep them out of court. Making surprise visits with a citizen component on the monitoring team, and taking seriously the complaints parents have made about inappropriate services for their students would help.
12	I have no idea.
13	No response.
14	No response.
15	(a) District effectiveness and compliance monitoring (or AIM) (b) The above can. (c) More training for general education administrators is needed.
16	Advocates do not work. In my experience advocates always demand (not ask) for the impossible. They advise parents in inappropriate areas.
17	Guidelines, reports, DEC monitoring, forms, TEA - 800#.
18	Child Find, DEC monitoring, TEA collaboration with Region ESC to provide training to school districts.
19	Dec monitoring process, Campus/ district planning to address areas of concern. Commissioners Rules, program analysis system, AEIS. Data risk elements, TEA collaboration with ESC's and LEAs.
20	They monitor records, and programs. I sometimes feel that some of the paperwork is excessive.
21	Through the DEC monitoring process, the state can access how the schools are following the laws established for special ed.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
22	The state provides support, guidelines, laws, etc. as appropriate. They are very consistent and thorough in their approach.
23	Providing support, guidelines, and services.
24	There is consistent communication between the state and local LEA and special education Co-op.
25	They are overly involved. Needs common sense in dealing with problems. They need to send the \$ to the district and allow the local school board/DM/ teachers to make decision on how to spent the money.
26	Their involvement is adequate to assure services are provided students.
27	They make sure that information flows to the local level. When we have question they are available. Monitoring by various agencies also is set up to assure compliance.
28	They are involved in the process.
29	TEA has provided dual enrollment for our students with disabilities. It is unclear how the state will assure services in the future.
30	There should be more physical and occupational therapist, speech, etc. hired in the school districts. The state should allow for more trained professionals to help our children who need assistance.
31	No response.
32	Due to changes in federal law the state has changed their laws so that now we have 1 student with hearing problems and three with speech problems who will no longer be served by their therapist. Will the parent be refunded the school taxes they currently pay?
33	I'm not involved in this aspect of special ed.
34	I think the state should support a greater effort to train all educators in the area of special education. Behavior intervention plans and general education should be provided to teaching staff to empower them to handle and included kids with disabilities. Part of the failure of the sp. ed. process is the lack of teacher training and support for inclusion of students with disabilities.
35	No response.
36	Maybe the state could provide a list - not endorsing one or any of them - of knowledgeable people in the field who would be willing to guide parents through the special education journey. I would be willing to be on that list.
37	The CAP is an instrument that helped districts be accountable for what happens regarding sp.ed. procedures on a campus.
38	No response.
39	I'm not sure.
40	No response.
41	I think the state tries to make the laws where they are in the students best interest.
42	I am not sure how the state is involved.
43	Laws seem to be the main assurance.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
44	No response.
45	Who knows?
46	Through ARDs, the state sees that federal laws are followed; however, if parents are not educated to know what their child needs appropriate services might not be supplied.
47	I believe the state sets the guidelines to be followed at the local level.
48	The state is too involved and micromanages. The DEC process places too much importance on unimportant issues.
49	The state provides the transcription work and VI and O&M teachers.
50	No response.
51	The state is involved by ensuring that proper legislation and regulation are in place to protect not only the student but the teachers as well. It will continue to work well by keeping and ensuring the welfare of the students and teacher rights in and out of the classroom.
52	No response.
53	Do not know.
54	I'm not really familiar with this.
55	The co-op makes sure we follow all state laws and national laws and guidelines, S.S.C. also keeps us informed on any changes in state or National law.
56	The state has established very strict guidelines that must be met for all students with disabilities. The ARD meetings are very effective ways of monitoring progress, concern and services provided. The co-op monitors to see that guidelines are followed.
57	The state informs us of any new and update laws and they conduct audits of all paperwork to ensure we are doing it properly.
58	Through the state laws and special education funding available for disabled students.
59	Through ECI monitoring to determine compliance with IDEA Part C.
60	Through ECI monitoring - a compliance with IDEA Part C.
61	The state need to work more closely with the insurance companies to make sure that kids with disabilities are not denied services they need no matter what the cost. More autism related services.
62	Through laws and legislation and monitoring.
63	State should provide and monitor guidelines and share results of testing, surveys, etc. with the public.
64	Monitoring through PEIMS, DEC visits, Regional center consultant and provides training.
65	By compliance, monitoring, PEEMS reporting and DEC visits.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
66	TEA provides information regarding the most current District Effectiveness and compliance (DEC) Reference Guide for Special Education, and IDEA to the District. This information is then filtered down to the campuses. TEA also provides a web site of current information to assist our campus (District). They do periodic audits to assure compliance with state and federal law.
67	No response.
68	I feel the state is plenty involved. As a teacher the paper work can be over whelming at times. The only way to improve it is more staff.
69	When students have special needs and I request materials or equipment, I have always received what was necessary. I fee that the district is able to provide because of state funding that provides for special ed. aids. Without added personnel our students would not be able to receive the individualized need.
70	The state holds district accountable for sp. ed. students. It seems best if the state lets districts work in the way that's best for each area.
71	No response.
72	The state monitors all district special education data from the reports that are sent, the number of students in special education and their least restrictive environment along with other criteria. I would like to see the state monitor with a more district-based approach instead of a more state criteria approach. The problem lies with the big-district versus small-district approach to coding. For example, if a small district with total of 12 special education students had 2 student's self-contained versus a large district with 12,000 students and 2 students self-contained, the percentage would be harmful for the small district. I believe a pro-rated scale would be better than one statewide criteria approach.
73	The state puts out lots of mandates, they are not always funded. The state does audits. Paper trails and tons of documentation are required. The guidelines are so strict that individual needs are often not considered.
73	No response.
74	No response.
75	I have no idea what the state does to assure that services are appropriate - no one on the state level ever asked if our needs were being met.
76	All rules and regulation are determined by the state and they are actively at work to ensure that they are appropriate. There is support from our Education Service Center, district, community and campus input. All working together to improve the programs for students, the interaction with parents and collaboration of staff members.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?

77 I am outraged at the State of Texas' total disregard to Federal Law (IDEA 97') which entitles EVERY disabled child to a free education through the public school system. My 7-year-old son has been denied services for the school year 2001-2002, because he in enrolled in private school. He has received special education at our local public school for the past two school years, although he was enrolled in private school. The state of Texas does not have the authority to limit FEDERALLY FUNDED program to only those disabled children in public school. This is DISCRIMINATION!

78 I don't think the state does anything. Mediation was the most useless. There needs to be questionnaires sent out quarterly to parents to ask what they feel is needed, what works, what problem exist, etc.

79 No response.

80 The state provides training through different media's in the requirements leading to FAPE. It also monitors the LEAs through the SPECS.

81 In the case of my son who is 16 with Fragile X, the fact that little is known about Fragile X is an issue. Each few years I have to gather info for his new teacher (especially at the High School) they try and GENERALIZE his learning disability as Autism. I try to educate the educators on how my son learns best. Each year they go to work-shops but in 14yrs in the same school district no one has ever gone to a Fragile X workshop. Nor do they get the Fragile X quarterly Newsletter with the latest learning methods that work for other Fragile X children such as in other states.

82 The state sets up guidelines and makes rules, but they need to enforce the rules. Schools should have unannounced visits done by people who are knowledgeable of the laws and of the individual students. The school needs to be totally unaware that the visits are to check on procedures, otherwise steps would be taken to cover up areas where they are in violation. Parents shouldn't have to be the ones to make sure IEPs are followed. I think someone who is not associated with schools should monitor the students to ensure that students are included, treated fairly and that the IEP is being followed. This person should be available for parents to express their concerns to so the parents are not made to feel that they are the bad guys when schools are not doing what they are supposed to do. This person would need the authority to get the schools to abide by the laws and to teach the children in a caring inclusive environment.

83 Face to face meetings 120 days before child's 3rd birthday. Child find.

84 PEIMS, Child Find, FOCUS, Regional Education Centers.

85 Financial support and CAP.

86 DEC visits through TEA monitor the districts compliance with indicators.

87 Legislative decisions affect our district.

88 No response.

89 Snapshots (FOCUS) are done with PEIMS records to evaluate district status in many areas.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
90	The district got monitored recently and we obtained plenty of feedback as to what areas need to improve.
91	No response.
92	We follow all TEA guidelines. Our teachers are aware of state laws rules and follow these. We audit our own files. The regular classroom teachers keep modification logs on special ed. students to show they are following the students modifications.
93	Through DEC visits.
94	We have DEC visits. Monitoring state funding.
95	The district is monitored by TEA for compliance of state mandated guidelines for students with disabilities. Evidence of compliance is given in modification logs, documentation of ARD meetings, and IEPs designating necessary modifications.
96	The state is involved in assuring that appropriate services are provided to these students through the DEC visits.
97	No response.
98	We follow TEA guidelines.
99	I'm sure the string of paperwork and documentation would be an assurance of compliance.
100	The state provides guidelines and guidance for running the system. They also monitor compliance and attempt to for see problems and revise them. They serve to lead and gather ideas into workable solutions. I have also seen a renewed emphasis on research and change as the search for ways to improve services offered to disabled students. I truly believe that increasing the importance of the education of students with disabilities will greatly benefit society. I see improvements every year and believe that the monitoring and holding accountable of younger students will decrease the number of students in the middle or older grades that continue to get further behind. Making laws specific and easy to decipher will make them more feasible far busy teachers to incorporate into daily activities and will mean more success for the students.
101	The teachers and staff are totally committed to serving the students with disabilities. (Also, the counselors!) The paper work is overwhelming! The time spent on documentation takes away from education. Good management would reduce this burden.
102	I suppose the "ARD" meeting documentation and teacher documentation would be how the state assures that appropriate services are provided to students with disabilities, and also "DEC" visits.
103	Paperwork, forms, "red tape" is just that. Visits to classrooms, planning sessions, parent conferences and people-related activities.
104	The state of Texas is very involved, requiring documentation of all services. Teachers and administrators are very aware that then documentation will be checked in a D.E.C. visit.
105	The state provides funding.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
106	FAPE, IEP, LRE, IDEA, Nondiscriminatory evaluation, Due process, state allocated money for special services, state guidelines for students special needs, state provides parent with a Rights Booklet for students with disabilities, TASS, SDAA.
107	No response.
108	DEC visits help to check on campus' making sure that service are provided appropriately. I feel that special education teachers need to know what DEC visits will be looking for specifically and stated in terms that are understandable.
109	The state has specific guidelines for admittance into special programs, least restrictive environment, and the implementation of modifications.
110	None - they say go to due process if we disagree. The IEP on paper is perfect but there is no implementation and no follow-up by the state.
111	The state could help by monitoring the principals, the teachers, the teachers' assistants, and the students. It would help if the state would contact and communicate with the parents, or guardians of students with disabilities.
112	I think the sate is more worried about completing all the paper work and following out the plans instead of trying to make changes to benefit the children.
113	Each student has an individualized IEP, which helps the teachers to insure that every student gets the best education possible. State guidelines for special students are very strict and must be followed.
114	The state funds programs for the students with disabilities - being absolutely certain that every child's needs are met.
115	They give schools guidelines to follow to assure that each child is served in their least restrictive environment and that modifications are followed in the regular classroom.
116	The state provides current guidelines and regulations for educational professionals to follow so as to ensure each child's needs and rights are up held.
117	No response.
118	No response.
119	I think the state has well defined step by step procedures for services for children with special needs. However, I also believe that public school employees are not very well trained in procedures.
120	Very poorly. Our educational Coop has a yearly turnover of personal and not any one has the understanding of hearing impaired problems. Need to get someone out here that can help.
121	The state laws about notice, IEPs, etc. are good to make sure all districts are serving students the same and fairly. The school districts should not have to pay legal fees from their special ed funds in case of lawsuits and hearings (especially if the district win the hearing) It unfairly takes away money from other students.
122	The IEP explains in detail what services each student should receive. This process is a great tool.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?

123 It is always a good measure to monitor the way special education services are delivered to students. However, until very drastic steps are taken to improve the delivery of services and the quality of education to each individual student regardless of disability, we are going to see only baby steps to make this a better educational system for our children. I am not so sure the cut in funds will remediate the situation, accountability of employees and effective leadership would.

124 TEA does not take the necessary steps to assure compliance. In the case of my son TEA has more than 13 years of documentation of his needs, which have been recommended by experts yet they refuse to force the School District to provide services. The state's (TEA) involvement is a joke and non-existent. The staff was advised not to speak with me because my son's case was in due process. Parents' complaints, concerns are ignored. TEA informs parents to go to due process. Their attitude is a rude and call us approach. A law firm is given unlimited funds to fight parents who advocate for their child. They collect unlimited funds, which tax payers pay. We need to establish cap on attorney fees collected from the district.

125 TEA has failed to do frequent monitoring and unannounced site visits in special education. Special Education failure, which is pervasive, does not cause a school or ISD to be decertified. As prior, the complaint/due process system almost never sustains the plaintiff, completely discouraging anyone from filling valid complaints. Thus, the external corrective process for schools has been completely subverted. The standards for evidence for the school and plaintiff are completely different. The state is not mandating professional development as it should, and there are problems with credentials.

126 No response.

127 Through D.E.C. monitoring visits the state checks on individual schools and school districts.

128 In our state we have several guidelines to follow regarding special education. The latest is the C.A.P. and Focus Based Visits.

129 They threaten us and bully us with legal jargon and then they weight us down with paper work that eventually turns resource teachers like me into uncreative, frustrated, exhausted, and slightly embittered ex-employees.

130 The state has started the state developed alternative assessment, which will count toward the school report card. This is good to hold school accountable for these students. Also, routine audits keep schools on their toes.

131 All of our special education personnel are certified by the state. Even though appropriate services are provided to all identified special education students, our sp. ed. professionals are over-burdened with the amount of students per professional. More speech therapists are needed as well as special ed. teachers.

132 The state sends information, which teachers, parents and all concerned parties are to follow to assure services are provided. There are time lines for all to meet.

133 No response.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
134	The state has devised an elaborate monitoring process, however there are times I question the accountability system.
135	No response.
136	There are evaluation processes the state provides about every 3 years. They review records to see that reports and processes are done correctly.
137	State money, and monitoring of results and records ensures needs are being met. Visits are also made.
138	IDEA and state regulations are provided to school districts. As new information comes out, sp. ed. directors are notified. Improvement: mandatory training for regular education teachers on the importance of modifying and to modify - many teachers don't.
139	Good question; auditing process only seem to look at the paper work and become legalistic about how things are documented; however I do think that is a necessary part of assuring appropriate services. We also do need the state to provide the funding for staffing and special needs, but that ultimately has to be used appropriately b the teachers and principals. Auditing is the only way I would know to do that.
140	My son has been diagnosis PDD by (1) MD and (3) PHD and even recognized by the state as PDD. Yet the school district LSSP refuses to accept and only consideration he offers of above medical is "he is not PDD". The above equation (1) MD (3) PHD's should void LSSP opinion.
141	Our Regional Service Center and Co-op Director receive information from the state of Texas on a regular basis.
142	No response.
143	Guidelines are issued that are strictly adhered to by our regular and sp. education staff. Extreme care is given to ensure that the child is evaluated and services in the most proficient manner possible.
144	Need better enforcement of current laws. I'm excited about the SDAA. Currently I feel I can call on the Region staff to help us with complaints about IDEA and to access information (i.e. annual autism conference). In previous years I'd contacted TEA Hotline Advocacy - Learning Disabilities. ARC - Governor - judges - private schools... no help.
145	I really don't know how the state is involved.
146	Monitoring - improvement could be possible in a non " them" against "us" attitude on the state's part.
147	I receive information on my child's disability.
148	I don't know what they do; I have never seen any information in Spanish.
149	It is not. When a formal compliant or due process is filed, we parents don't see the presence of TEA ANYWHERE.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
150	We work closely with the Regional Service Center and any changes in special education procedures and policies. Our special education director works very close with the state personnel and she keeps us informed of sp. ed. guidelines. We attend monthly meetings at our regional service center and attend state conventions in the area of special education.
151	No response.
152	Works well: regulations/Laws, funding.
153	TEA in my case worked very hard to provide information and advice. They were instrumental in assisting my acquisition of services that were being denied my son by our district. I spoke with a well-trained and knowledgeable employee and was very thankful for his time, care, and professionalism.
154	The state offers several resources to students, but the problem is not many people know about the services or how to find them.
155	Special education departments in schools should be accountable for success rates just as the rest of the school, at least upon completion of goals. That information should be published.
156	Since the decentralization of services, it is more difficult to receive help from TEA on specific topics. The service center (ESC) in charge of these areas are not always helpful if you are out of their region - so we are all doing the same thing (not efficient) example: forms - everyone is working on that time-consuming task.
157	Watch dog.com. To check each school to assure that needs of special education students are being met. So twice yearly unannounced checks and get feed back from parents. Re name special education to assistive education.
158	The state doesn't seem to be fully involved except with the testing procedures.
159	There is a system in place for monitoring - on site audits that are every 5 years, risk-based visits that are generated from a student demographic information gathered thru PEIMS. Parent/advocate compliant system, regional service centers that provide notice and information to school districts.
160	No response.
161	I'm not exactly sure. We are given papers that tell us about our rights and that if we don't like something we can have a meeting or something. They also tell us about other numbers we call (TEA).
162	ARD Comments assure.
163	I can see where the state tries not to get involved. They rely on written reports from special education offices.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?

164 I have complained to the state several times in writing. But they are slow to respond. I have even filed a complaint against TEA monitoring program because they cannot possibly be doing their job with this district in such bad shape. The monitoring program has a policy that only hires former Teachers and Administrators. A TEA staff member actually admitted to me on the phone that the district chooses the parents that the reviewers interview. I say that is the fox guarding the chicken house; if they were truly interested in monitoring they would hire parents of children with disabilities, and interview the parents who have complained.

165 Special ed. audits, forms and reports submitted to State, questionnaires such as this.

166 Through outcomes monitoring. Address the issues assuring a school districts capacity to identify and provide for students age 3-5 with Behavioral and Emotional Disorders.

167 The state sends their interpretation of IDEA to the schools districts and involves the education service centers to assist with training. The Services centers make available to districts opportunities for training which may or may not be utilized. Educational staff are not always knowledgeable about services and student/ parent rights.

168 We have had very little help from TEA. The statistics show that in due process hearings the parent seldom prevails. TEA's response to complaints is poor.

169 No response.

170 No response.

171 No response.

172 I think letting parents have a say in their child IEP goals is the best thing that could've happened. It could be improved on making it mandatory that all staff associated with a child with a disability be involved in appropriate workshops or training to learn how to best help and deal with this special needs child. More emphasis should be placed on getting the knowledge they need. And if that means more funding so be it.

173 The "Commissioner's Rules on Special Education" have been revised recently. These rules are not as complete as previous State rules and it is necessary for parents to have access to other reference materials (IDEA statute/regulations) to understand the rights of their child. Other efforts by the State which are useful in assuring that appropriate services are provided to students with disabilities include: a. Regional Education Service Centers across the state; b. Stakeholders meetings held on various special education issues, including professionals and parents of students with disabilities; c. Monitoring of local school districts, even though this activity appears to focus on administrative issues and not as much on what is happening with students; d. Mediation, provided by the State, even though parents may not be aware of its availability; e. Programs like the Reading Initiative/Special Education (RISE), which is a collaborative effort to provide training and assistance on behalf of struggling readers.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?

174 The State of Texas is very deficient and even negligent in assuring that appropriate services are provided to students with disabilities. First, there is almost no advocacy assistance available to parents needing in resolving special education matters. I believe that the state should provide impartial assistance when there is as conflict between the district and parent to assist parents during ARD meetings, mediations, and due process hearings. Second, the Complaints Division of the Texas Education Agency is ineffective in helping parents because it seems to be very biased in favor of school districts. On two occasions TEA Complaints Division reworded my complaints. By avoiding the specific issues I has asked them to address, they were able to render a decision that gave the appearance that the district had committed no wrongdoing. Even more troubling was the Complaints Division's failure to provide me with due process on one occasion. Their own policy provides parents the opportunity to review the documents submitted by the district in response to a parent's complaint. I requested in writing the opportunity to review the documents submitted by my district before the TEA's final decision was rendered on my compliant and to speak personally with the person responsible for writing the final decision (who happened to be the director of the Complaints Division) after I reviewed the documents, but the officer wrote and mailed out the decision before I even received the documents and never responded to my request to speak directly to them before writing the decision. Third, the due process system in Texas is biased, for the most part toward school districts. In my son's due process hearing, the hearing officer conducted the hearing in what I believe was an improper and possibly unethical manner. I believe the officer was incompetent, negligent, biased, and unprofessional during the hearing process. The officer rendered the decision late, just before the Christmas Holidays, which caused me a hardship in obtaining legal assistance to file my amended request for findings of fact and conclusions of law as allowed by state law. In the written decision, the officer misrepresented the hearing by carefully avoiding references to 504, The officer misquoted and misapplied Tatro decision out of the Supreme Court, and cited an unpublished case, which warns in a memorandum within the case that was similar to my son's case. Fourth, financial issues prevent many parents from pursuing due process. The complaints, mediation, and due process hearing divisions should be separate, objective entity that is not part of TEA, possibly run by the federal government, due to the conflict of interest involved in the current system.

175 The state is not involved in assuring that appropriate services are provided to students with disabilities. Instead, the state is involved in assuring that appropriate services are not provided. We believe that current research indicates only one alternative offering long term opportunities for a child with Autism and the district is not required to offer that alternative.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
1	No response.
2	Yes, they are screened and evaluated by the services provider and then if needed they have an ARD and determine the placement of that child.
3	N/A
4	In my district it appears to be working well.
5	No response.
6	Yes, door to door contact are made to meet new students and parents to help them know what supports they can use that are available to them.
7	No response.
8	Yes contacts are made to ensure that parents/family know the services that are available.
9	Yes early childhood screening, notification in local paper of services.
10	Yes, ECI has been good about notifying districts of children in need of services. Also child find works well. Letters are mailed to day care providers and ads are sometimes in different publications.
11	ECI is a great program. However if falls short when preparing parents to make decision beyond 3 years old. First of all, most parents do not know that sending their child to a segregated ISD school program is setting a precedent for exclusion the rest of their life. All 3 year olds should be educated with other non-disabled peers. This usually/normally is a private or community daycare. At three years old students are learning to interact with each other. They need non-disabled peers to show them what is "normal" development interaction. This just cannot happen in a segregated ISD program. Once again have an RFP to find out how local childcare programs can meet the need of 3 and 4 years olds.
12	N/A
13	No response.
14	No response.
15	(a) It should. If agencies working with these children and the parents do their part. (b) Effective use of media, churches, and other organizations to get the word out to parents. (c) Programs readily available for three-year-olds with need.
16	N/A
17	Face to face meeting 90 days before 3 rd birthday ECI, NWT, SSA and parent meet to decide program. Services with the school status on the child's 3 rd birthday.
18	Yes, the transition works better when the ECI agency has completed, update information regarding the child and when this information is shared quickly with the LEA.
19	Yes, at face to face we meet family, established rapport, plan needed assessment, and when child is 3 they are placed and served as deemed appropriate.
20	Yes.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
21	Yes, we have a fact to face meeting, discuss needs and have services ready and available for the child to transition to the school at age three. If further assessment is needed it will be done before they turn 4, if possible.
22	Being a small district, this is much easier for us. Our staff makes sure that information is available and we are providing the needed support.
23	Our special education staff manages this task. After identification, appropriate support and services.
24	Transition planning is done in a timely manner.
25	Yes.
26	Yes.
27	Yes.
28	Yes.
29	N/A
30	N/A
31	No response.
32	N/A
33	N/A
34	Usually not, Communication is lacking between schools and agencies and all parties involved need more training.
35	Yes.
36	I think we are doing the best we can with what we've got. I think as technology expands in locating and identifying these children this will improve.
37	Yes, Early childhood intervention programs help transition and plan for services into the public school.
38	Certainly ECI transition provides families with a "sampling" of what their choices could be for transition in each community, but ECI transition falls very short of preparing families and will seek to "fix" kids rather than build on capacities of people with disabilities.
39	Yes.
40	No response.
41	N/A
42	Yes the transition was done in a timely manner. However, information regarding support services for the families is limited.
43	Yes, I feel PPCD is one of the best programs our state has. It would be a great benefit to pass legislation, which would allow for tuition Pre-K for non-qualifying students. This would strengthen PPCD.
44	No response.
45	N/A



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
46	Again, this goes well if parents are informed. Transition for my grandson went smoothly.
47	N/A
48	Yes.
49	N/A
50	It would be so helpful if a child who is in an ECI program had all the necessary hearing/ vision testing done prior to the time the schools begin transition them to the public school program. In many instances students will be receiving services and the requirements for assessment are significantly more lax than those required by TEA. The transition would be so much better if some of the assessment was the same and completed by age 3.
51	I'm not really sure; except in my son's case, he had Head Start to help him plan transition from home to school. But his major learning disability problems were not handled/addressed until he started SCH. Because programs like Head start Don't really have the funding to adequately spend on proper teaching tools or the time/manpower to work with the learning disabled students - which makes it harder on the teachers and the students.
52	No response.
53	Do not know.
54	Yes.
55	N/A
56	Child find is a program that has been very effective in providing services to children by their third birthday. This early education is very useful for children of this age with special needs.
57	N/A
58	We do seek children through the Child Find program.
59	ECI Keep PACE services 9 school districts and the transition plan is written at age 2 and formally at the 120-day meeting.
60	We serve 9 school districts. Transition (ECI, KEEP, PACE) plan written at age 2 - formally at 120-Day meeting.
61	My local MHMR was very helpful in the progress.
62	N/A
63	No response.
64	No response.
65	All students by age 3 have had acceptance of ISSP from ECIC or are provided an evaluation and given service in EE classes if needed by age 3.
66	Yes ECI contacts the school and the diagnostician in preparation for the ARD meeting. As soon as ECI receives notice from the hospital on a child's health they start providing support and services not just to the child, but to the child's family as well.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
67	We usually have 120 day meeting with any institution that has provided services to the child prior to age 3 if the child has not received prior services, we hope that we have identified the need through our own outreach. We can usually get services in place or at least evaluation set up so that the student can receive services quickly and efficiently.
68	No response.
69	Through Child Find, ECI, and our shared service arrangement with several school districts, our school is able to keep track of disabled and late developing children. The local medical clinic and school personnel offer information and help in contacting specific agencies and public school provisions.
70	N/A
71	No response.
72	If a child has been served through a provider from birth or something before their 3 rd birthday, the service provider calls a 120-day meeting, which means 120 days before their 3 rd birthday to begin transition planning. The parents are informed of their rights and services available to their children with the parent's permission. If the parent requests the services of the public school at age 3, then a disciplinary team evaluated the student to see if the student is in need for special services that begin in the public school when the student turns age 3.
73	No response.
74	Yes, all the pre-school programs have agreements with LEA special ed departments to conduct transition meetings on a timely pre-school basis.
75	Yes - our initial experience with special ed was very positive. My son was 3 where he received excellent intervention efforts, adaptive P.E., and speech therapy. His teacher was very good.
76	Yes the district, Co-op, parents and staff distribute information for children not receiving services through Rehab.
77	No response.
78	NO. It is horrible. Before my son was 3 he got speech, OT and had a psychologist work with him and help us with problems and stress. When the school took over he was suddenly "a threat", and services were never geared to HIS NEEDS. I have asked for counseling services for 3 years and though listed as a service, have never gotten them.
79	No response.
80	On or before the child's third birthday, the ARD committee has met and has considered services and supports needed by the students. The severity of disabilities of student being served in the school setting has increased; therefore more funding to LEAs is needed to keep the level of support required to the child and the family to be successful in the school.
81	No comment.
82	No response.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
83	Yes.
84	Yes, face to face meetings, E.C.I. to school services.
85	Yes.
86	We have transition meetings 120 days before child's' 3 rd birthday. We have a variety of Child Find activities (screening, training's, policies, procedures, and documentation.) We use the IFSP in place of the IEP when the 120 day timeline or 2 I 3 rule gets near. We assure kids receiving services by age 3.
87	Yes. Each year "screenings" are offered through media ads and radio.
88	No response.
89	No response.
90	Yes, this area has improved tremendously.
91	N/A
92	N/A
93	ECI does transition and speech services through the "120 day" process meeting - this enables students to enter PPCD program and/or drop in speech services.
94	Yes, we provide Early Childhood classes starting at age of three.
95	No response.
96	NA
97	No response.
98	Identify children and place them in appropriate class.
99	No response.
100	Yes. The family has had time to accept the disability, learn more about it, and discuss future plans. They are learning what the child can or cannot do and are identifying needs at this time, introducing them to people or places to help them is a must not only to support them but to build a trust between school and home. I am not real familiar with this aspect of special ed. However I know we need more varying resources and open access to various agencies, especially of small town where these resources are limited and travel required. Some sort of state wide system available to all districts regardless of size would provide for smaller towns and less fortunate people who require a head start. This perhaps would help them be on an even ground when they enter a regular class or kindergarten itself.
101	The parents and family are involved I n the planning, implementation, and follow up of the child's education.
102	I believe that by the child's third birthday, transition-planning results in the timely provision of needed supports and services to a child and a child's family.
103	N/A
104	N/A



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
105	Yes students needs are being met by age 3 through a program called "Early Childhood" in which children are diagnosed with districts at an early age. Head start is another program available for young children.
106	Yes, at age 3, school districts are responsible for providing school services to the child and child's family. Our district has an early intervention program that screens and provides services to the student with disabilities.
107	No response.
108	N/A
109	Our school has a program to serve children with special needs beginning on the day the child turns three.
110	No. Teacher only one at ARD and she says no speech therapist available to give speech therapy so I will give speech everyday in class, speech therapy not needed. OT/PT not needed for education, no evaluations needed. At most needed I use sign language and teacher says she is able to communicate to all students.
111	The transitions are plan, but are followed through by the school, and the principal, the teachers. Instead of writing and saying in the ARDs and IEP, what a student need, I feel the student's should get the need's, the help, from the school district, and responsible staffs. School staffs should make parents and family members feel welcome, when visiting the schools.
112	ECI really needs to be pro active and start 3 months before the third birthday.
113	Transition planning is started at the time the child is tested and put under the special ed umbrella. Not all children are receiving services by age three, unless they have been in contact with the school as to the services available.
114	We have an early childhood program.
115	Yes, we begin serving a child with special needs in our PPCD program the day the child turns 3.
116	N/A
117	No response.
118	No response.
119	No - I address this in question 1. This school really dragged its feet getting my son educated and entered into school even though they had been notified by ECI well in advance several different times.
120	There is a child find program that does a good job but the follow up is weak Reading/ comprehension is where child falls behind very early.
121	A student with disabilities needs to be diagnosed early so he can have the opportunity to receive services early. This is important to be able to be educated with his peers with out disabilities when he turns school age. We need more early intervention programs.
122	No response.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?

123 My son was evaluated when he almost 4 years old. Child find needs to use more proactive approach in reaching out to families that may not know where to look for help after the y suspect that their child may have a disability. Public service announcements, radio programs, community services columns in the newspaper are very effective ways to inform parents and the public about the districts programs. Child find is essential in locating, identifying and placing children early to prevent more delay and regression and to provide much needed services.

124 No. Once a child is eventually evaluated for special services through ECD the schools sit on it and does not implement or address the individual needs. Parents are not advised, trained, or informed about their child's disability and what parents should be doing. This step of passing the buck is pervasive in our district. Instead parents fill out questionnaires like this one, by this time evident changes should be apparent. We know what the problems are, when are you going to do something about it?

125 ECI generally works or, but the schools do not. Most of the problems with this transition result from the public schools neglect, not ECI. ECI needs feedback from the schools that they never get from the schools.

126 No response.

127 No response.

128 I'm proud to say that our district has taken child find to a superior level, and definitely provides appropriate services for the 0-3 years population. Transition at the 3 year old level is smooth, profession and appropriate.

129 N/A

130 N/A

131 Yes. Our entire community very well supports Child find. ECI works well with our school district and certainly with Head Start. We are in constant communication with ECI and conduct many referral and ARDs in a timely manner. Our diagnostician is specifically solely and especially in transition planning.

132 Yes - I've not heard of any problems.

133 Appears to be working.

134 In many areas there is a smooth transition from ECI to the schools. In other areas this does not occur as effectively. The change or difference of terminology often leaves families baffled.

135 No response.

136 N/A

137 N/A



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
138	Most of the time. Parents have a 120-day face to face meeting before 3 rd birthday. Most parents are very cooperative and testing and ARD meetings are scheduled by the 3 rd birthday. Some parents do not come up for 120 day meetings and keep missing appointments to test and complete needed paperwork before an ARD meeting can occur. These parents also typically call ESC to complain about lack of services and or that no one has worked with their child. Better documentation from MHMR ECI services that parents well contacted and continue to miss appointments and forward copy of this documentation to the school district.
139	It did for us, though the parent/infant program helping us to get involved in the PPCD programs available. As long as funds are there and teachers/staff are genuinely interested in helping kids, things can go well. The greatest need we probably have from the state is funding.
140	No response.
141	While I have no direct involvement with this program, I have not had any complaints expressed to myself nor have I heard of any made at our school.
142	No response.
143	Special Services conducted a screening for three-year-olds each year to determine their needs. Qualifying children receive support and services as the Elem. School.
144	Unfortunately my child was not appropriately diagnosed by age three. I was told re: speech delays – that he would catch up – it wasn't unusual for a 2 nd child. I feel because my child was strong and happy and looked "normal" the challenges he has with his brain were overlooked.
145	I noticed that my son needed help by pre K but I had to get the paperwork rolling otherwise I think my son won't have been in special education. As a parents I really feel my son was let down by the special education system.
146	Yes, the referral process and child find are so effective. Our EC classes become crowded and must be divided. More family interviews at that level could be organized and utilized as parenting skills.
147	Yes, there is a good transition. However, I felt more supported when my daughter was in the birth to 3 program than I do now that she is in the public school.
148	Yes, there was a transition. However, now she is in a class with a lot more children and the teacher doesn't have time to focus on my daughter.
149	In my opinion, ECI programs are so family oriented, they work very close with parents transitioning them to school that once parents are in the school system they come into a big disappointment when the school doesn't inform them about almost anything, and doesn't welcome them as a team players in theirs children education.
150	Families and students are made aware of services available throughout the state.
151	No response.
152	Works well: Coordination with other agencies for continuity of services, Do day before 3 meetings.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
153	I think that the PPCD program is good – however resources (therapists, etc.) restrict the proper treatment of those children. If you only have one therapist for the whole school many of the children are getting minimal assistance when they need much more to be successful.
154	In most cases yes, but with learning disabilities or ones that occur later in life, we do not learn until damage has been done. Sometimes it is an oversight where parents or educators are concerned. Other times it is a roadblock of some kind to keep students from being identified. These kids must be identified and help started ASAP.
155	No response.
156	Very good transition for three year olds because of the child find activities that all ISDs do. The ESCs are very helpful with these activities which are documented in most districts.
157	I can't respond to this, my son wasn't diagnosed until he was 7.
158	We did not realize that our daughter was dyslexic, as she did not communicate.
159	ECI provides necessary support for infants 0-3. Our local district also provides services to all (hearing and vision) 0-3 students who are referred. There is an agreement of services; communication is immediate, and parents are offered appropriate services at birth – again in the LRE – which begins in the home. At age 3 on or before the 3 rd birthday, the school district holds an ARD and writes an IEP which is formulated from appropriate assessment.
160	Procedural safeguards are provided. They are so frequently sent out, they may become overlooked. Appropriate services need to be more clearly defined. The state needs to initiate some information sharing with parents, independently. Relying on schools districts to provide all the information is unrealistic.
161	I don't know. My child became involved with school and special services at about 4 years old.
162	N/A
163	Does not apply.
164	In this district the parent has to insist upon FAPE and the related services they receive for their children. The district will deny that it needs to provide FAPE and related services such as transportation or nursing care for a child with a trachea in the hopes that naïve parent will not challenge the denial.
165	I do not deal with this age level, but I believe that the school district has an active policy to seek out these children from birth to age 3 and provide the needed services.
166	In some districts they refuse to have staff available in the summer to conduct evaluations on referrals.
167	Transition does occur for a child leaving an ECI program. If that child turns 3 after school is out there can be a delay in services until next sch. year. Receiving services outside of a classroom is under utilized. Families do not realize they could get related services in daycare programs.



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?

168 I believe that the transition planning here is good. However, parents are shocked to find out they don't receive the support they had in the program the child is leaving.

169 No response.

170 Transition for 3 yr. olds has seen great improvement on our campus since we began to fully include them with regular ed. students. The formation of an Early Impact team is making it even better, and allowing for communication between service providers in our area.

171 No response.

172 I think the transition planning for my son was done in a timely manner. He has received a lot of support from the state.

173 Early childhood interventions are seen an inconsistent across the state, with lack of adequate accountability. There is a need for coordination between the district and early childhood interventions. Limited funding is also seen as a barrier to the provision of needed supports and services to young children with disabilities and their families.

174 I have no response to this question.

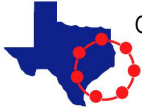
175 Transition planning does not result in the timely provision of needed supports and services to a child and their family. Prior to our child being diagnosed with Autism, we knew nothing about ECI or the fact that at the age of 3 a child was entitled, by IDEA, to a free appropriate public education. We had never heard of child find. We had to find out about these programs through our own reading and research. Discussions with other parents indicate their experiences have been similar. It appears to us that Texas agencies consider their child find efforts to be successful if the child finds them, and they could not care less about finding a disabled child in the need of services. In fact, they would just as soon not find yet another child who is in need of services that they do not want to provide.



Written Comments from Meetings

Note: Proper names of schools, districts, organizations, groups, people, and others were not included in the written comments, as the overall purpose of these comments was to provide, in total, a broad, statewide view of special education, versus an examination of specific localities and/or individuals.

1. Are students with disabilities receiving the special education and related services they need?	
1	No and Yes. Depending on the diagnosis, the accuracy of the diagnosis and on the District and school. Sometimes children under five do not receive their primary Diagnosis.
2	There are a few concerns that need to be addressed with solutions. Timely assessments need to be done, pre-ARD meetings should include everyone who has been involved with that child. For instance, Head Start staff, if there has been contact in a Head start program. Also, preschool children or kindergarten children are not adequately served, particularly for sp. ed.
3	No, there needs to be an independent panel for complaints filed with TEA other than mediation or due process. (1) This is not an independent system currently. (2) Funding needs to be dramatically increased. (3) Group therapies are not appropriate education, and send these kids to private schools/therapies. (5) It is also inappropriate for districts to file truancy on parents who take children to appropriate therapies during school hours – even if the children are present for attendance purposes (this is now a district policy in our district). Children are also being dumped into a “life skills” or “bridging” class, instead of being taught. Assistive technology does not exist.
4	Professional personnel like (Speech, O.T., etc.) cannot be effective if the student to therapist ratio is too high. You cannot provide an appropriate service if you don’t have enough personnel. This is happening all over. Curriculum is not design to the individual child.

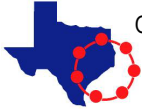


1. Are students with disabilities receiving the special education and related services they need?	
5	When I was in first through sixth grade, I did not spend much time with regular education students. It was hard for me to learn how to behave because I was only around other special education students. When I was in Junior High and High School I was in all regular classes. It was so much fun. I had really good time with all the regular education students. I also learned a lot. My mother told me that in my 7 th grade year, I went up three grade levels in reading. When I was in high school I was in the musical. I was also elected by the other students to be the emcee at the talent show and the senior show. I attended a local College where the Transition teachers helped me take computer, weight lifting, theater, and signing classes. They also helped me learn how to work at a job. I now work full time for a software company. I deliver mail and input data into the computer. I live alone in a duplex, take the bus to work, walk to the grocery store, Marble Slab, Blockbuster, and church. I could not be doing what I am doing right now if I had not been fully included in school. I needed that to be successful. I hope you will make sure all students like me have the opportunity I did. I understand that many students in Texas do not, because some people do not care. Please be sure that all students have the chance I did, to be included in regular education. Please care.
6	No response.
7	No they are not. These students with "hidden disabilities," especially attention deficit disorder meet great resistance and ignorance on the part of our school district in recognizing their disabilities and educational needs. The district refuses to conduct testing and education and to begin the eligibility process. Information regarding rights and eligibility is not provided. The child has to suffer as much harm and many school problems before his disability is then recognized.
8	+ Transportation - Books - assisted technology. No psychologist on campus any time for ED students - No extended year service - Speech students are not given sessions according to then IEPs - High numbers of students in class - Only one teacher (may or may not be certified) - No aide except for services students.



1. Are students with disabilities receiving the special education and related services they need?

- 9 No, not as much as they should. I know from personal experience with my own daughter, who has autism. She did not received Occupational therapy until she was 5 years old. I had no idea it was a service. Prior to 5 she had no self help skills or fine motor skill an on top of that autism there are all the sensory issue that parents and teachers don't understand. After starting OT it took another 2 years for my daughter to receive true sensory integration therapy with the appropriate equipment and staff skills. She has truly benefited from these services, however it would have been nice if she had received them Sooner. She has received speech therapy since she was 2 years old and very little progress as been made. That frustrating! The law says staff is to have the appropriate training to meet the individual needs of child so how is it that my daughter went through 4 different speech pathologist through and not a one of them Assistive technology assessment, tried to create and alternative way for her to communicate, nor did they do an Oral-motor assessment due to the fact that she is non-verbal like so many children with autism. I had to ask for all testing not one was ever recommend by the professionals and fight for 4 months to get the oral-motor assessment that came back showing that she did have oral dyspraxia, lack of motor planning for speech. As I look back my daughter who is non-verbal receive articulation therapy for 7 years before I fund an alternative way for her to communicate and showed the should she could communicate in an alternative way. Parents need to be able to turn to the educators to gain knowledge and skill to help their children not the other way around. Under the autism label by law the ARD committee is to go over the autism supplement including in-home and parent training. Those two services were not brought up until two years after she entered school. In 1997 my daughter and another little girl were the 1st children with autism to receive In-home training and parent training in our district. I can't imagine that no child before them did not need these services. My daughter is not the only one there are many.
- 10 No, our special ed. director sent a memo to school staff telling them not to refer students to special ed.
- 11 It continues to amaze me that spec. ed. regs. appear very functional on paper but in reality programs violate them left and right. In all the schools have provided services, have seen more than violation occurring. DEC visits mean virtually nothing. There are very few special ed. providers who are bilingual (including teachers).
- 12 To some extent, not without a fight, meaning due process. Not enough students are being exposed to the various reading programs available in the schools. Assistive Technology although mandated by IDEA is still not being addressed by the ARD process unless the parents are knowledgeable about it. The special education process needs to identify and implement services earlier and with more constancy.



1. Are students with disabilities receiving the special education and related services they need?

- | | |
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| 13 | I will speak only about what I know of educational services for blind and visually impaired students. These students are, for the most part, receiving excellent services in Texas. This is due to a network that includes local school districts, cooperatives, educational service centers, the Texas School for the Blind and Visually Impaired (TSBVI), the Texas Commission for the Blind, and Early Childhood Intervention. Because of the close working relationship among these entities, and the mutual respect they hold for one another, blind and visually impaired students in Texas are able to access a variety of services and educational placement, and the potential for meeting the individualized needs of each student is excellent. |
| 14 | For the most part I have seen students receive an adequate special education services. |
| 15 | No response. |
| 16 | Not in all districts. Some are more interested in receiving the funds than working with the students. It could improve if more education for ALL parents of special ed students was provided. After my son was placed in sp ed I started researching on his disability. The school (past) did nothing is assisting his disability. |



1. Are students with disabilities receiving the special education and related services they need?

- 17 Problems with identification of students: 1. Necessary forms are not readily available as needed at the campus level. Each campus needs a complete set of special education forms used by the school district available in the principal's office. 2. Assessments not complete within 60 days time frame. Students sometimes wait most of the school year before completion of assessment, ARD, and the initiation of services. 3. Students identified as Speech Handicapped in pre-kinder and kindergarten years often do not display learning difficulties until 1st or 2nd grade. Instead of providing further needed services for these students as the needs become apparent, a new referral is initiated to give the student additional label before any other services are provided to that student. 4. Special education guidelines and procedures for the district are not readily available at the campus level. Each campus needs a complete set of guidelines and procedures available in the principal's office. 5. When a student is referred for a learning disability, only Method I is considered. Method II is rarely, if ever mentioned. When additional is requested for a student referred for an initial comprehensive evaluation, the district administers the same testing instruments over again instead of administering different instruments providing more in depth information in a particular area, such as reading or written expression. 7. When the parent requests an IEE, the parent is not provided with a list of available persons to conduct the assessment. The district administers the same testing instruments over again instead of administering different instruments providing more in depth information in a particular area, such as reading or written expression. 8. Assessment is often not aligned with classroom expectations. For example, students in fourth grade are expected to perform satisfaction at the composition level of written expression. During an initial assessment for learning disability, however, the student is only required to perform at the sentence level with no regard for spelling, capitalization, punctuation or syntax. 9. The district uses a single assessment instrument for academic performance in Spanish, the Bateria Woodcock Munoz. It does not assess the areas of listening comprehension nor expressive language and no other instrument is used to do so. 10. Students are administered the LAS prior to a comprehensive evaluation to determine dominant language. Students scoring a proficiency of English- 1, and Spanish - 3 are still assessed in both languages and required to show a 16 point discrepancy in both languages in order to qualify as learning disabled. 11. After an initial comprehensive evaluation, the MDT determines eligibility. The parent is not included in this process. The parent is later invited to an ARD where the eligibility determination is presented to the parent. The parent is not a part of the eligibility determination meeting, MDT, and the opportunity to request additional assessment is not available at that time to the parent or the classroom teacher for that matter.



1. Are students with disabilities receiving the special education and related services they need?

Problems with providing needed services: 1. Once a student is identified as Learning Disabled the ARD committee is instructed by the diagnostician that services can only be provided in the area of eligibility. Students who qualify with a discrepancy in written expression, for example, are not allowed to have special education services in math even though they may be functioning below grade level in that area, failing math in the classroom, and not mastering TAAS objectives. 2. Services addressed in the IEP are often based on what each campus decided to offer. For example, when IEPs are written for students moving from elementary to middle school, Content Mastery is only written in the IEP if the campus that student will be assigned to chooses to offer Content Mastery. 3. Services are often offered based on "too many students." Students needing resource may be provided only with inclusion because the resource teacher has too many students. 4. There are no scientific research-based instruction programs for special education students in the areas of math and written expression. Each special education teacher does whatever he or she chooses. This means no continuum from one year to the next and certainly no continuum from one school to the next. This presents an even greater problem with students who may transfer three times during the school year to a new campus. 5. Special education students who transfer from another district are not provided special education services until official records arrive from that district. This may take months. 6. IEPs are written using SpEd Manager before the ARD. This is more than a recommendation. The diagnostician tells the special education teacher what eligibility and services to put in the IEP. The teacher makes the IEP on the computer and brings it to the ARD complete. Any changes the ARD committee wishes to make means the IEP has to be rewritten, and the parents are given a copy later. 7. Any services or provisions to the IEP that are not of the SpEd Manager's "fill in the blank" format are included in the minutes. However, the minutes are filed in the student's eligibility folder, not readily available to the student's teachers. Therefore, special provisions may not be provided the student because no one is aware of them. 8. Each teacher providing direct services to special education students is not given a copy of the goals and objectives and modification plans for the student they work with.

18 Children with special needs may need continuation of services such as physical therapy, OT and ST, but services often stop during summer. Children often regress during this time. Also, schools need to offer specialized therapy such as hypnotherapy. A few districts are now covering this.

19 It would help if children were being identified testing prior to during and ending their first grade. It would be necessary for children who to be tested for Educational, psychological, emotional, behavior, learning issues. If child fails on is reading at a lower level this child need to be tested as well.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
1	100%. Children with a Special need participate in all classroom activities unless they are unable to restrictions listed on diagnosis or IEP. (Pre K) children with (Speech) disabilities are able to be included in the Pre K classroom setting. Children with motor disabilities and severe disabilities would not be able to participate due to lack of roper equipment, staff training and awareness of the child's needs. Lack of understanding IEP goals.
2	In my particular experiences, children do participate, as a group, with the children/students with disabilities. There may need to be more education for teachers/staff to help the children/students interact with each other. I don't know if students have access as a whole to the general curriculum.
3	In our experience, no participation for kids of kindergarten age or younger was ever attempted. Our daughter was isolated for 3 years. (That includes extra curricular) In our district the PPCD children (even if kindergarten age) have little access to general curriculum. The district refused to teach our child the alphabet (even as a 6 year old) and numbers. There should be mandate that the curriculum should include the alphabet for all children in PPCD.
4	Assessments regarding the above, need to be completed by a trained outside unbiased professional. The outside assessment needs to be just an important and considered for the child's appropriate education.
5	No response.
6	Assessments.
7	Not when they are placed in a CDC or AEP (Campus Detention Center/ Alternative Education Program) for several weeks.
8	No interaction for severe students; for ex. Choir, P.E., Art, extra curricular activities is not available for certain kids with disabilities - resource students have access to the general curriculum; severe students are limited to CBVI; Vocational, Math, English, - Regular personnel not equipped to assist special ed. students.
9	If you call P.E., music, and eating in the same cafeteria participation than I guess so. However aids are not P.E. teachers or music teachers. There as to be training on inclusive education so that the general education teachers know how to include our children so there is true participation. I was told my daughter participated with non-disabled peers because they at in the cafeteria together. The students with disabilities sat at one table by them selves and all other classes of non-disabled students sat and different tables. If you and I are eating at a restaurant sitting at two different tables are we participating together? No were not having lunch together interacting and participating unless where at the same table. Children with disabilities are being segregated. The only way you can get true participation is if the children with disabilities and without are in the same classrooms, same playground at the same time with staff facilitating interaction until meaningful relationships develops. Lucky for my daughter she is included with non-disabled peers all day long, however there are many others who are not.



2. To what extent do students with disabilities participate with non-disabled students? Do all students, regardless of placement, have access to the general curriculum?	
10	#1 problem area: LRE is not the placement for students. Supplementary aids and services are not provided to ensure children with disabilities are educated with peers. Only inclusion is non-academics. All teachers need training in all special ed areas and modifications and given time to make adaptations to general ed. Special ed is a "place" not individualized ex - all kids with disabilities in life skills - awful.
11	This depends on the school campus where the student attends, the amount of control the school staff have in the ARD meetings and the self-confidence of the parent(s) - if they attend at all. Primarily, spec. ed. students have limited to moderate access to the gen. Curriculum.
12	Because of the push currently for inclusion, more students are able to access the general curriculum, but the question becomes are they concurring educational benefit, are there IEPs being addressed. Athletics is still a very closed area as well as after school activities. Both of these areas need a lot of improvement.
13	Because of the outstanding services available in Texas, and become of a long-standing commitment to the mainstreaming of blind and visually impaired students, almost all of these students receive the majority of their education in classrooms with non-disabled peers. The excellent working relationship among service providers assures the capability of meeting individual needs by changing service delivery placements when indicated by assessment. The value of access to the general curriculum depends on the needs of individual students. I strongly suggest that OSPE reconsider its commitment to the general curriculum for all students. Some of our most challenging students need access to very specialized curriculum that may bear little resemblance to generic definition of the "general curriculum." Finally, the general curriculum is accessible from every potential placement site and every program design for blind and visually impaired students.
14	No response.
15	The teachers need to be more sensitive in general. It depends on behavior and disability. Most are suppose to be integrated with non-disability. The lack of support from administration to school staff. The parents have to push for technology agreed on to by ARD. I had to move to be able to provide for this. This next year all sp ed students are in regular ed class and sp ed teachers will be going to each class. 3 teachers per 100 or so students.
16	No response.
17	No response. If a disability is identified then this child needs to be provided with individual therapy to assist him. Instead of punishing him for his disability. Motor skills lack attention or focus.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?	
1	N/A
2	There is too much isolation, particularly for physically handicapped persons and persons with other more difficult problem, i.e. behavior management.
3	N/A
4	No response.
5	No response.
6	No response.
7	N/A
8	As students approach graduation TRC & MHMR come to talk with students & parents about transition; Too little too late; parents need more info about transition; community based organizations will not assist students until after graduation; limited funds from organizations; only help for 90 days.
9	N/A
10	Too broad - no specific planning. Kids drop out or even graduate skills. No vocational training in the schools.
12	This again depends on the district/campus/grade level. Each district carries out this process in a different way. However, most transition plans do not actually help more students. What a shame! For the most, no, students do not receive the services needed.
13	No, the transition process is very broken. The students are being tested for their interests and strengths, but the related services, technical and vocational training are not available. The same basic programs should be available for the special ed. population i.e. basic clerical and computer training instead of them being steered towards cashiering, auto mechanics and horticulture only. Parents are being refereed to outside agencies for related services and these agencies will not address the students' needs until they have left the school system. So the transition plans look good on paper, but do not always work. Students are graduating without the ability to read, do math and trained for nothing.



3. Describe the planning process that takes place for students age 14 and older to ensure a successful transition to work, independent living, or additional education services (e.g., college, technical school). Are students receiving the services needed?

14	Transition planning is probably common for blind and visually impaired students in local schools. What is often missing are educational services specifically directed to this population covering the topics of career education, independent living skills, and social interaction skills. The educational needs for blind and visually impaired students in these areas of curricula are unique because of the impact of visual loss on casual learning. Therefore, "transition" may be a part of the IEP process, but often students are not prepared for transition because they have not had the opportunity to learn the skills that lead to successful transition. The Texas school for the Blind and Visually Impaired (TSBVI) has become one source in the state to which local districts can refer students for instruction in career education, independent living skills, and social interaction skills. TSBVI has designed a variety of instructional programs in order to meet the needs of students who will receive most of their education in their local schools. Summer programs, short-term classes during the school year, and longer-term (one-to two-year) programs are available to assist students in accessing their "expanded core curriculum."
15	No response.
16	I have no idea.
17	No response.
18	No response.
19	No response.
20	No response.



4. How are parents involved in the education of their children with disabilities?	
1	Parents are not always informed of all their rights. Parents depend heavily on the school districts to help their children and may not be aware of all their choices and opportunities.
2	It seems that most parents involve themselves in this. They are not treated as real partners in some cases and are not invited to the school to be apart of their children's education. There are teachers who don't want parents among the students or classes being active. Improvement could come and teachers, and initial education of parents (to be advocates for their children).
3	The parents that we know are actively involved in trying to be part of the education process and supplementing education process outside of school because failures by the districts. The districts are not allowing these parents to be a part of developing IEPs or taking parent suggestion into serious consideration.
4	No response.
5	No response.
6	No response.
7	It seems in order to even begin to obtain the free appropriate public education, which is guaranteed under federal law, parents must educate themselves for the rights and services which should be afforded. Then, the parent must be out spoken, persistent, and very assertive in helping their children. The alternative for the child is that he is pushed aside - perhaps from school to school, as administrators avoid their responsibility under the law to educate all children.
8	Parents are not aware of the money the schools get from the state for special education students. There needs to be accountability! Many parents are only involved with specific issues.
9	Unless your very active in your child's life and you truly understand special education the only involvement is your invited to the ARD. During the ARD meeting most parents do not know what questions to ask or how they could enhance the process. I can say since my daughter was 7 I have been given the opportunity to help write her goals and objectives. The system tries to rush through the process and the I remember 15-20 minute ARDs to plain a whole school year for her, one can not address anyone's individual needs in that short of time. I have sit in on Transition meetings and ARDs and watch school personal ask an individual to sign without even explaining what they were about to sign and we know it happens to parents as well. Parent training is the key to getting parents involved and staff development and collaboration needs to be improved. Parent should get copies of IEP 10 days before.
10	Our district takes families to due process when parents advocate for their child's FAPE. It denies services to students in ECI. Entering school, it holds ARDs without assuring parent involvement, least restrictive environment (LRE is not being assigned, it is an eye opener.
11	There is very little parental involvement in spite of some parents attending ARDs. Most parents feel intimidated and do not express their true concerns and do not provide input into the actual IEP. Parents should be made to feel comfortable and welcomed at all meetings regarding their child's education.



4. How are parents involved in the education of their children with disabilities?	
12	The notification of ARD process works well for parent involvement. Sometimes the parent is listened to as far as the student's needs and they are involved in the creating of the IEP. But often if the committee and the parents disagree about the students IEP or needed services the special education director and ARD committee send out standard form letters of notice to implement anyway. So is the parent really apart of creating an appropriate IEP or are they there because the law says the parent must be included.
13	It is my impression that parents are involved as equal partners in educational planning for their children enrolled in local school programs. This means that IEP is developed jointly by educational professional and parents. It means equality between professionals and parents. At TSBVI, every effort is made to involved parents in the education of their children. If they cannot attend the IEP meeting in person, a teleconference is held. A "Weekends Home Program" is available to families, assuring that their children may return home on weekends as often as desired. Parents are encouraged to visit the school, and, if necessary, TSBVI pays for the travel costs of parents who come to the campus of the school. A Parent Weekend is held every year. Parents of athletes are invited to accompany their children to wrestling tournaments and track meets.
14	The parents are involved by going to the ARDs. In many instances though, things are all ready ironed out before between the staff WITHOUT parent's involvement. Then when everyone comes to the wrong and nothing should be gone over and decide until the parents are all ready have the answers and just except the parents to agree. This should be a total team planning.
15	No response.
16	Every parent of sp ed students are included in ARDs until age 18 unless at the age 18, that person signs consent papers for parent to have input. One of the 2 workshops (Dec 2000) gave information about what to do at ARDs before and after - this was wonderful.
17	No response.
18	No response.
19	Parents need o be educated regarding their child's disability as well as the educators. We need to be able to work together to help our children deal with their disability. All personnel, teaches, PE, lunch staff need to be educated on various disabilities. Administrators and counselors are usually well educating but need to be educating direct providers such as teachers and other personnel, including parents.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?	
1	Funding may be the problem. There are too few teachers who are trained to identify children with certain disabilities that result in or cause behavior problems.
2	I'm not sure what is working well in the state that they are involving themselves in. Monitoring helps but is not apparently providing real answers. One thing that would help is increasing salaries to keep good teachers and other staff. There is too much turnover and burnout; in other cases they just don't care. These people need to go.
3	The TEA does not assure that appropriate services are being provided to the children. The TEA is backing lies in response to complaints. The process should include the parents having a chance to know what the school submits so that the parents can dispute the validity of the districts response before the TA makes a final decision.
4	No response.
5	No response.
6	Parents have to enforce laws.
7	The Texas Education Agency provides guidelines by which school districts can be in compliance with federal laws and polices (IDEA, U.S. Dept. of Education). The school district in actuality ignores the laws and policies. Therefore, monitoring/ and enforcement of compliance is needed from TEA to assure appropriate services are provided to students with disabilities.
8	They tend to check the paper work not necessarily evaluate what's happening with the student's overall educational experience.
9	From the stories I have heard from parents it depends on who your mediator is. I know that our school was to be monitored in the 2000 year and I had asked about the public round table but the school never gave notice. Monitoring a school every 5-6 years is not often enough, to many children fall between the cracks. I also don't feel that using a buddy system is the most effective way of monitoring schools. I know several of the administrators in our district that monitors school than from what I know they in return monitor them. Does the state have any parents sitting on the monitoring teams?
10	Families don't win in due process system; it's not working. Look at the %, TEA doesn't follow up after giving districts corrective measures to assure they do as directed.
11	The state actually does very little in spite of the so-called DEC visits. The state also does not hear legitimate concerns of parents and some students themselves. The state is also guilty of making parents and students (usually HS) feel intimidated and threatened.
12	They state is involved as far as mediation, due process a hearings periodic monitoring or records. But they are not doing a very good job. IEPs are not being implemented or followed even after due process hearing the state agencies inspect the records, fine the school districts and when they leave it's business as usual. Instead of rewarding school districts more fines need to be handed out as well as withholding of federal funds and replacement of administrators who cannot meet the students needs because of an unwilling attitude.



5. How is the State involved in assuring that appropriate services are provided to students with disabilities?

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| 13 | The outstanding success of educational programs for blind and visually impaired students in Texas is due to the consultant for education of the visually impaired employed by the Texas Education Agency. This individual is both an advocate on behalf of blind and visually impaired children and their families to TEA, and a representative of state and federal policy to parents and educators. Without this individual in a strategic position within TEA, there would be no expertise regarding the needs of these children at the state level. A representative within TEA who has a strong background in the education of blind and visually impaired students, and who is assigned specifically to the role of administering and guiding programs for these students is essential, and must be continued. TEA has also helped assure quality education for blind and visually impaired students by providing funding to education service centers so that each has at least one expert consultant in education for the visually impaired. Also, Texas is well known for having the most sophisticated systems for the production of textbook in the appropriate media. Whether students need print, large print, Braille, or auditory materials, TEA has put into place systems that have the capability of delivering the right textbook in the right media at the right time for every blind and visually impaired student. |
| 14 | I have no idea on how the State is involved on assuring that services are provided. |
| 15 | No response. |
| 16 | Monitoring schools, mediation, and process of filing compliant. |
| 17 | No response. |
| 18 | No response. |
| 19 | Parents need a handbook with all services available to them including resources, diagnosticians, local community and state resources. Signs to look for risk behavior, red flags tips, failing grades, refusing to go to school. |



6. By the child's third birthday, does transition planning result in the timely provision of needed supports and services to a child and a child's family?	
1	Transition Planning with out a proper diagnosis is ridiculous yet common. There are very limited services for these children (Speech, O.T., P.T.), between 3 and 5 they loose the progress made due to lack of continued service.
2	There usually are no services provided; other people are usually giving the parent info, and the districts deny services until 5yr; if it is done timely, and with appropriate support, it does work; this is too often the exception to the rule.
3	No, this transition is not smooth. ECI and the school are failing to provide enough information to parents for sufficient understanding of the process. Our experience was that we were not informed of our rights in the IEP process and the school forged our signatures on the Procedural Safeguards at the time of entrance. An independent advocate system needs to be put into place to ensure parents know their rights. This advocate need s to be present at the initial ARD meetings to ensure that the parents understand the abundance of paper work and terms related to the special education process. It would be helpful to have some short period of overlap between ECI and the public school to ensure nothing slips through the crack of transition.
4	No response.
5	No response.
6	No response.
7	N/A
8	Unsure.
9	I feel ECI has improved a little in the area of transition planning since my daughter was 3. If there was any planning for here it was between ECI and the school the paper work was sent by mail and that was transition. ECI staff need to teach parents how they can become involved in the transition for the benefit of the their child. No one ever talked to me about ARDs or visiting the school, or a continuum of options, LRE, I had no guidance at all. ICI staff in ARDs with school district family parent training.
10	Our district is denying services to these children. They won't have documentation of this but families with this concern call us so it is happening.
11	50% of the time perhaps. Again this depends on the district the child will be attending. I have seen countless 3 yr. olds fall through the cracks because parents are either afraid intimidate or confused about the services their child needs. Yes, I'm most certainly an advocate for all children with disability. I feel as if I'm fighting a losing battle.
12	IEPs are not being implemented due to classroom size.
13	I have no knowledge of this.
14	Do not know.
15	No response.
16	N/A
17	No response.
18	No response.
19	No response.