



Renee A. Foose, Ed. D.
Superintendent
410-313-6674

March 24, 2016

Ms. Jessica Feldmark
Administrator
Howard County Council
3430 Court House Drive
Ellicott City, MD 21043

Dear Ms. Feldmark:

As requested during the County Council/Board of Education Quarterly Meeting on March 16, 2016, please find enclosed documents from the Special Education Opportunities Review conducted in the Howard County Public School System (HCPSS) by the District Management Council (DMC), which began in August 2014 and concluded in January 2015.

The Opportunities Review was a multi-faceted process. Data review was one part of the process. The HCPSS provided data including student achievement, least restrictive environment, and staff counts. A second important component was the interview process. In September, staff from the DMC were on site at HCPSS and interviewed general educators, special educators, building administrators, central office administrators, related service providers, paraprofessionals, curriculum specialists, financial specialists, data specialists, and parents. Focus groups were also held.

A report was given to the Board of Education by DMC staff in January. A day long retreat was held to share the findings with HCPSS staff followed by an evening meeting with the parent community. The HCPSS identified eight recommendations based on information from the Special Education Opportunities Review. The first five recommendations deal specifically with English/language arts and math instruction.

Recommendation 1: Elementary Reading

Ensure all elementary struggling readers, including those with IEPs, receive systematic reading instruction and additional intensive intervention from highly qualified/highly effective teachers.

Recommendation 2: Secondary Reading

Ensure that all secondary students with disabilities who struggle to master grade level content receive additional time on task to address instruction gaps and support reading proficiency by a highly qualified teacher.

In response to recommendations 1 and 2, staff from HCPSS have done the following:

- Convened a multi-stakeholder group to systematically address K-12 reading/language arts.
- Developed a strategic plan to address reading by focusing first instruction, differentiated supports, and access.
- Provided professional learning to teachers and school-based leaders on first instruction including pedagogy, content knowledge, and classroom structures.
- Provided resources to teachers and school-based leaders including professional learning on monitoring student progress, a list and professional learning opportunities on recommended/endorsed interventions, and entry and exit criteria for recommended interventions.
- Used countywide benchmarks to review for equitable participation in high-level course work, and provided support to schools working to attain equitable participation.
- Provided professional learning around supporting diverse learners.
- Developed a communication plan to inform and engage parents and community members.

Recommendation 3: Elementary Mathematics

Students struggling in mathematics, including those with Individualized Education Programs (IEP), require additional instructional time to access and master grade level standards, as well as to fill instructional gaps. Instruction should be provided by highly qualified teachers.

Recommendation 4: Secondary Mathematics

Examine high school course options that provide students struggling in mathematics additional instructional time.

In response to recommendations 3 and 4, staff from HCPSS have done the following:

- Convened a multi-stakeholder group to systematically address K-12 mathematics.
- Developed a 3 year strategic plan to improve mathematics teaching and learning by focusing first instruction, intervention, and access.
- Provided professional learning to teachers and school-based leaders on first instruction including pedagogy, content knowledge, and classroom structures.
- Used countywide benchmarks to review for equitable participation in high-level coursework, and provided support to schools working to attain equitable participation.

- Developed a communication plan to inform and engage parents and community members.

Recommendation 5: Staffing

Ensure all students who are struggling in mathematics, English language arts (ELA), and reading; including those with disabilities, will receive rigorous instruction and additional interventions by highly skilled, highly trained, and highly effective teachers.

In response to recommendation 5, staff from HCPSS employed the actions outlined in response to recommendations 1 – 4 and the following:

- Collaborated with the Office of School Administration and school leaders to align staff schedules to allow for a match between student need and teacher expertise.

Recommendation 6: Related Service Providers

Increase direct service time so that occupational therapists, physical therapists, speech-language pathologists, and psychologists work directly with students by decreasing inefficiencies.

In response to this recommendation, staff from HCPSS have done the following:

- Studied research-based practice of “cycling” services to more efficiently provide speech language service to students.
- Developed an electronic tool that allows staff to collect information regarding the number of new assessments and re-evaluations per provider.
- Developed an electronic documentation record for all providers to increase both their efficiency and consistency in COMAR required documentation.

Recommendation 7: IEP Efficiencies

Examine the current IEP process and associated task and implement efficiencies to provide increased time for special education teachers to support student learning.

In response to this recommendation, staff from HCPSS have done the following:

- Provided professional learning for special educators on writing standards based IEPs.
- Explored ways to leverage technology such as developing a parent portal so that families can easily access documents and developing a data collection tool to collect and monitor data pertaining to IEP goals and objectives.

Recommendation 8: Central Office

Redefine roles and responsibilities within the Department of Special Education and Student Services.

Letter to Ms. Feldmark
March 24, 2016

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In response to this recommendation, staff from HCPSS has done the following:

- Developed an implementation plan addressing roles and responsibilities.

The HCPSS is actively engaged in cycles of continuous improvement. We will continue to develop and implement strategies focused on the recommendations of the District Management Council.

Sincerely,

A handwritten signature in black ink, appearing to read 'Renee A. Foose', with a long horizontal flourish extending to the right.

Renee A. Foose, Ed.D.
Superintendent of Schools

cc: Board of Education Members
Linda Wise, Deputy Superintendent

Howard County Public School System
and
District Management Council
Special Education Opportunities Review



**Howard County Public School System
10910 Clarksville Pike
Ellicott City, MD 21042**

Special Education Opportunity Review

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DMC PROJECT TIMELINE

January 8, 2015

Patty, Renee, Linda meet
to discuss draft DMC response

January 22, 2015

Staff retreat with DMC;
Parent Advocacy meeting with DMC
Develop draft recommendations to DMC for final report

January/February 2015

HCPSS receives DMC Final Report and plans for BOE Report

February 2015 TBD

BOE Meeting Presentation with DMC

March 2015

Establish workgroups
Develop stakeholder communication plan

April – June 2015

Elementary Reading Group – DMC Recommendation #1

JUNE 2015

Board of Education Report – Status Update – Implementation Plans

Secondary Reading Group – DMC Recommendation #2

Elementary Math Group – DMC Recommendation #3

Secondary Math Group – DMC Recommendation #4

Staffing – DMC Recommendation #5

Related Service Providers – DMC Recommendation #6

IEP Process Efficiencies – DMC Recommendation #7

Central Office Leadership – DMC Recommendation #8

IMPLEMENTATION TIMELINE: 2015 – 2016 SCHOOL YEAR

Secondary Math – DMC Recommendation #4 (second semester)

Related Service Providers – DMC Recommendation #6

IEP Process Efficiencies – DMC Recommendation #7

Central Office Leadership – DMC Recommendation #8

IMPLEMENTATION TIMELINE: 2015-2016 School Year and 2016-2017 School Year

Phase in Elementary Reading – DMC Recommendation #1

Phase in Secondary Reading – DMC Recommendation #2

Phase in Elementary Math – DMC Recommendation #3

Phase in Staffing – DMC Recommendation #5

List of Parents for DMC Retreat

Beth Benevides
Debbie Engle
Kelly Meissner
Andrea Holz
Ann Scholz
Kim McKay
Roger Thibaudeau
Judy Grosso
Carol Beatty
Linda Spencer
Nanette Schweitzer
Jessica Pearsall
Brenda Sackandy
Cheri Truitt
Marlon Guinn
Stacey Williams

District Management Council

PARENTS

Beth Benevides, Hussman Foundation

Debbie Engle, Special Education Community Advisory Committee

Kelly Meissner, Parents Place of Maryland

Andrea Holz, Family Support and Resource Center

Ann Scholz, Family Support and Resource Center

Kim McKay, ARC of Howard County

Roger Thibaudeau, Howard County Autism Society

Judy Grosso, Howard County Autism Society

Carol Beatty, ARC of Howard County

Linda Spencer, Children and Adults with Attention Deficit Disorder (CHADD)

Nanette Schweitzer, LDA

Kate Gerwin, National Alliance on Mental Illness

Jessica Pearsall, ARC of Howard County

Brenda Sackandy, Howard County Autism Society

Shari Truett, Howard County Autism Society

Marlon Guinn, Parent

Stacey Williams, University of Maryland

PARENTS – FOCUS GROUP

Kim McKay

Ann Scholz

Andrea Holz

Kelly Meissner

Beth Benevides

Roger Thibadeau

Contact:

Wallis Raemer

The District Management Council

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Fax: 617-491-5266

Cell: 617-512-4963

wRaemer@dmcouncil.org

Group	Time	Location	Names
	Tuesday, September 15, 2014		
H.S. ITLs	9:00-10:00	Board Rooms	Jeremy Snyder, Frank Weisberg, Susan Bannister, Christine Schmidt, Cathy Ferguson, Katie Keating, Brandon Gerry
M.S. ITLs	9:00-11:00	Board Rooms	Mikaela Lidgard, Kim Sampson, Kristin Terry, Faye Ebron, Joe Lichtfuss, Jill McGrath, Veronica Munroe, Michael Cometa
E.S. ITLs	10:00-11:00	Board Rooms	Lea Billingsley, Kasi, Klingbiel, Meredith Gebren, C'mon Walker, Dana Henry, Mary Tatum, Colleen Huelskamp
E.S. Sp. Ed. Teachers	10:00-11:00	Board Rooms	Mary Larocco, Katie Collins, Alicia Laboissonniere, Eric Pecukonis, Aleah Zinalebedini, Shayla Proctor, Ira Wright
M.S. and H.S. Sp. Ed. Teachers	11:00-12:00	Board Rooms	Colleen Spafford, Shannon Speake, Tiffanie Nunley, Sheryl Baker, Greg Chestnut, John Perfetto, Michael Colonna, Kara Brooks-Odom
Related Service Providers	11:00-12:00	Board Rooms	Joan Ogaitis, Jane Jung-Potter, Karen Lloyd, Judy Fox, Shannon Whalen, Emily Kinsler
Lunch	12:00-1:00		
Psychologists and Counselors	1:00-2:00	Board Rooms	Mark Cooper, William Eng, Kerri Morse, Chandra McKight-Dean, Alicia Taylor, Mike Krouse, Bettina Hartgrove, Kevin Siliko
DSE IFs and Resource Teachers	1:00-2:00	Board Rooms	Terri Savage, Joyce Agness, Anne Hickey, Ellen Hill, Sonya Robinson, Jessica Yaniro, Laura Peter, Missie Baxter
E.S. Gen. Ed. Teachers	2:00-3:00	Board Rooms	Dennis McDonald, Benita Parham, Jameelah Jefferson, Jennifer Bezy, Joseph Quirk, Pam Benya, Dan Lamberth, John Seniura
M.S. Gen. Ed. Teachers	2:00-3:00	Board Rooms	Brian McDonald, Pete Ilenda, Rhonda McDonnell, Eleese Martin, Robert Sullivan, LeRay Blanding, Laura Derreth, Jesse Mackey
H.S. Gen. Ed. Teachers	3:00-4:00	Board Rooms	Amy French, Michelle Howard, Alec Livieratos, Christine Boussy, Roland Heurich, Elizabeth Crawford, Larry Luthe, Kevin Cannon
Sp. Ed. co-teachers (community of practice teachers)	3:00-4:00	Board Rooms	Barbara Dougherty, Andrea Rovegno, Katherine Chandler, Laurie Buckland, Deborah Valencia, Karen Forte, Jeanette Bonomo
Parent Focus Group SECAC/FSRC	7:00-8:00	Board Rooms	Kim McKay, Ann Scholz, Andrea Holz, Kelly Meisner, Beth Benevides, Roger Thibadeau

Wednesday, September 16, 2014			
E.S. Paras	9:00-10:00	Ascend 1	Anna Kim, Jill Snavely, Kenneth Kelly, Dounia Bounoua, Derek Jackson, Meghan Leibowitz, Curtis Ramsey
Secondary Paras	9:00-10:00	Ascend 1	Michelle Pappadia, Wayne Snyder, Geraldine Dorzin, Keith Williams, Yamenah Gills, Drema Bonavitacola, Phillip Cohen
Meeting TBD	10:00-11:00	Ascend 1	
	Lunch	BOE	
Curriculum Directors	12:00-1:00		Clarissa Evans, Caroline Walker, Kathy McKinley
E.S. APs	12:00-1:00		Danielle Shanks, Nigel LaRoche, Cheryl Santoni, Keith West, Connie Stahler, Liz Yankle, Dan Notari, Kathy Carter
E.S. Curriculum Coordinators	1:00-2:00		Fran Clay, Kay Sammons, Kim Eggborn, Amy Reese, Lisa Davis
Secondary A.Ps.	1:00-2:00		Choya Franklin, Mathias Bama, Brein Bashore, Amie Knox, Lisa Smith, Lucy Lublin, Stephanie Harden, Allen Cosentino
Secondary Curriculum Coordinators	2:00-3:00		Bill Barnes, Zeleana Morris, Mark Stout, Mary Weller, Carol Fritts,
Chief Accountability, data staff	2:00-3:00		Grace Chesney, Vasuki Rethinam, Yochanon Stein
and SSLT (DSE/DSS)	3:00-4:00		Patti Mackey, Debbie Misiag, Janet Zimmerman, Marcella Randall, Cindi Schulmeyer, Lisa Boarman, Restia Whitaker, Kerrie Wagaman (IFs in 2 places?)
Executive and Administrative Directors	3:00-4:00		Frank Eastham, Ebony Langford-Brown, Ron Morris, Eric Minus, Dave Bruzga
Thursday, September 17, 2014			
Deputy Supt.	8:00-9:00		Linda Wise
Superintendent	9:00-10:00		Renee Foose
Exec. Dir. Of Sp. Ed. and Student Serv.	10:00-11:00		Patty Daley
Chief of Finance, Budget Staff	11:00-12:00		Camille Jones, Beverly Davis, David Phillips
	Lunch		
E.S. Principals	1:00-2:00		Jason McCoy, Bob Bruce, Michelle Leader, Pat Shifflett, Genee Varlack, Nancy Thompson, Ernesto Diaz, Kim Pratesi
Secondary Principals	2:00-3:00		Shiney John, Melissa Shindel, Rick Wilson, Robert Motely, Marcy Leonard, James Le Mon, David Burton, Addie Kaufman

Howard County Public Schools Special Education Parent Survey

Q1 I am:

Answered: 288 Skipped: 14

A parent of a student with...

Other (please specify)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Answer Choices

Responses

A parent of a student with special needs.

96.18%

277

Other (please specify)

3.82%

11

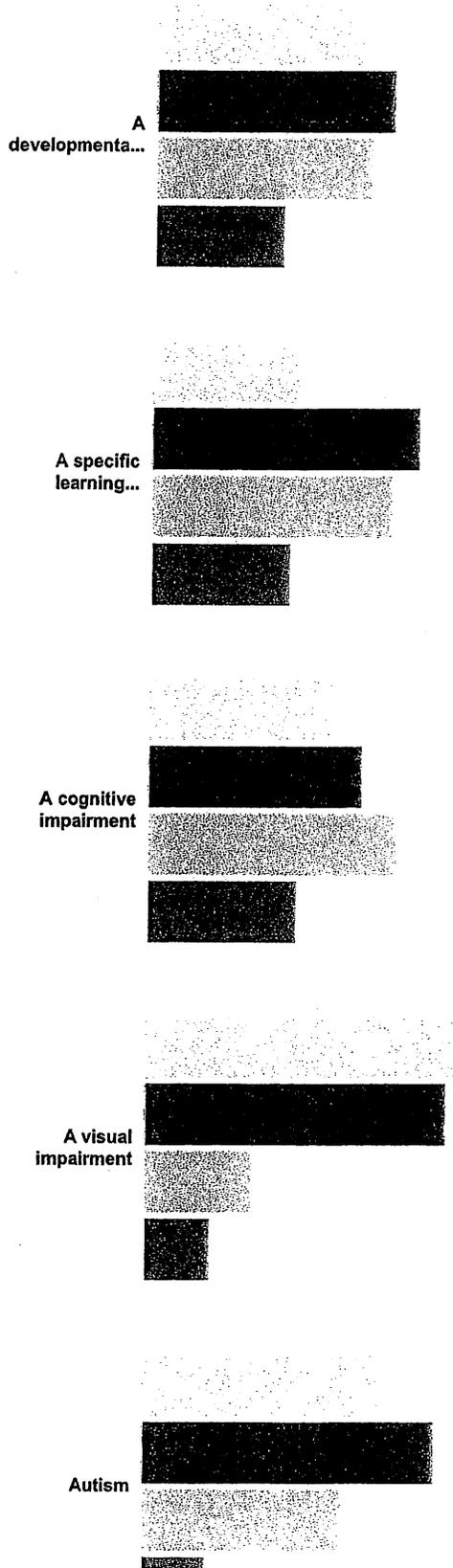
Total

288

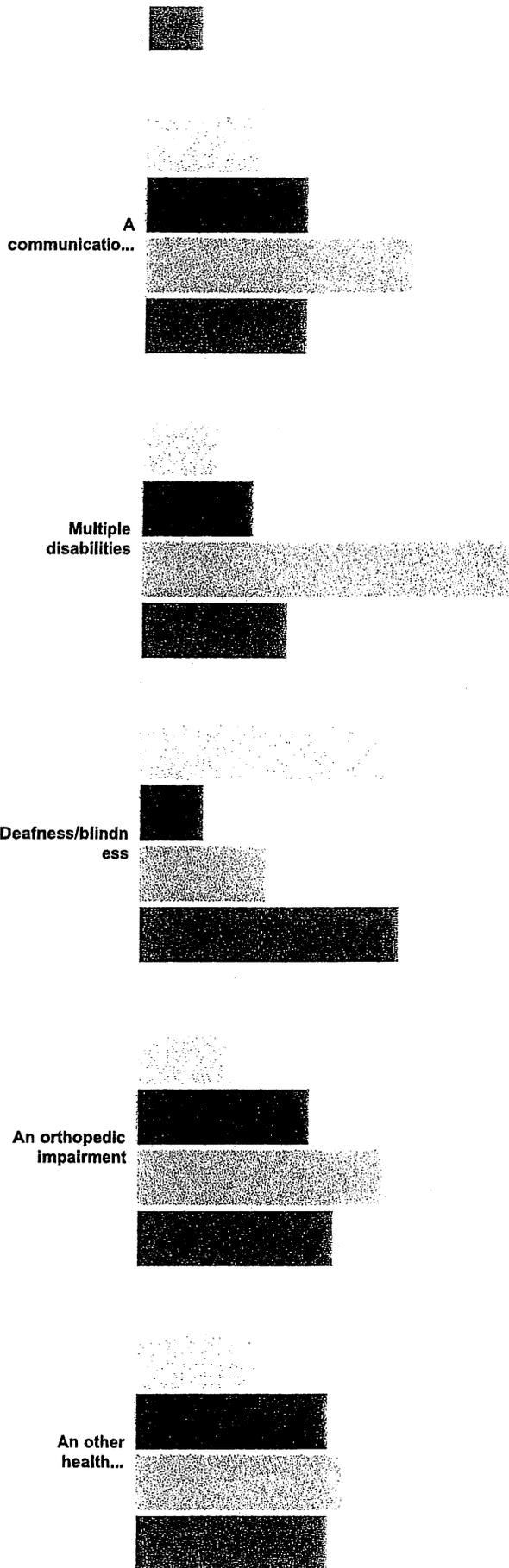
Howard County Public Schools Special Education Parent Survey

Q2 My child has:

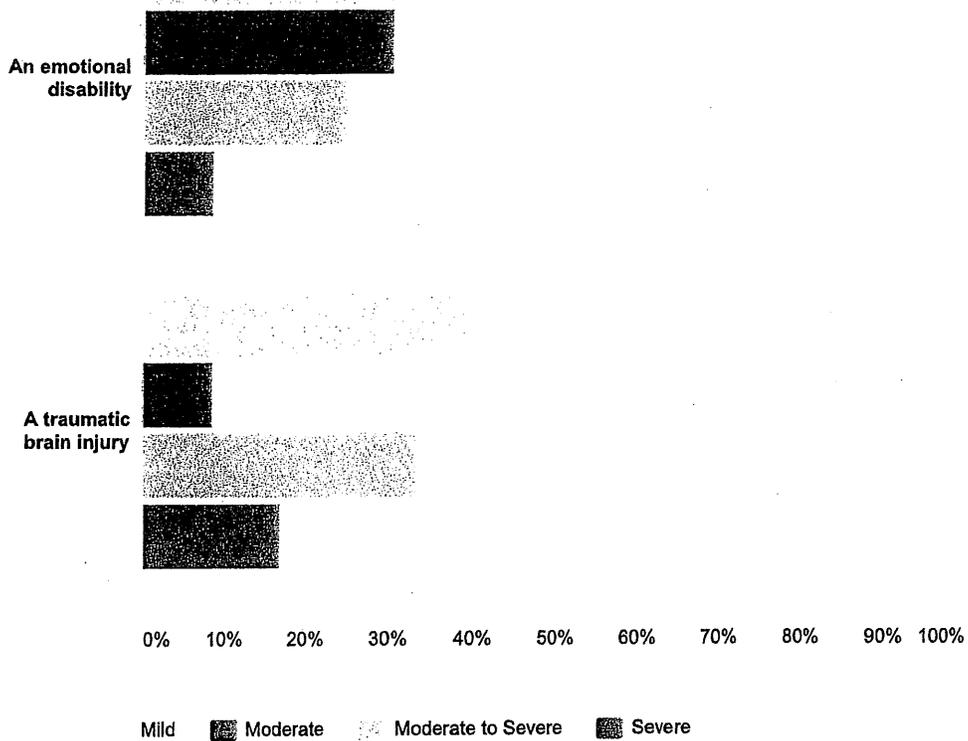
Answered: 273 Skipped: 28



Howard County Public Schools Special Education Parent Survey



Howard County Public Schools Special Education Parent Survey



	Mild	Moderate	Moderate to Severe	Severe	Total
A developmental delay	26.61% 33	29.84% 37	27.42% 34	16.13% 20	124
A specific learning disability	18.97% 22	33.62% 39	30.17% 35	17.24% 20	116
A cognitive impairment	23.26% 20	26.74% 23	31.40% 27	18.60% 16	86
A visual impairment	40.54% 15	37.84% 14	13.51% 5	8.11% 3	37
Autism	30.66% 42	36.50% 50	24.82% 34	8.03% 11	137
A communication impairment (NOT speech only)	16.22% 12	22.97% 17	37.84% 28	22.97% 17	74
Multiple disabilities	11.11% 7	15.87% 10	52.38% 33	20.63% 13	63
Deafness/blindness	36.36% 4	9.09% 1	18.18% 2	36.36% 4	11
An orthopedic impairment	13.79% 4	24.14% 7	34.48% 10	27.59% 8	29
An other health impairment	17.07% 7	26.83% 11	29.27% 12	26.83% 11	41
An emotional disability	36.11% 13	30.56% 11	25.00% 9	8.33% 3	36

Howard County Public Schools Special Education Parent Survey

A traumatic brain injury

41.67%
5

8.33%
1

33.33%
4

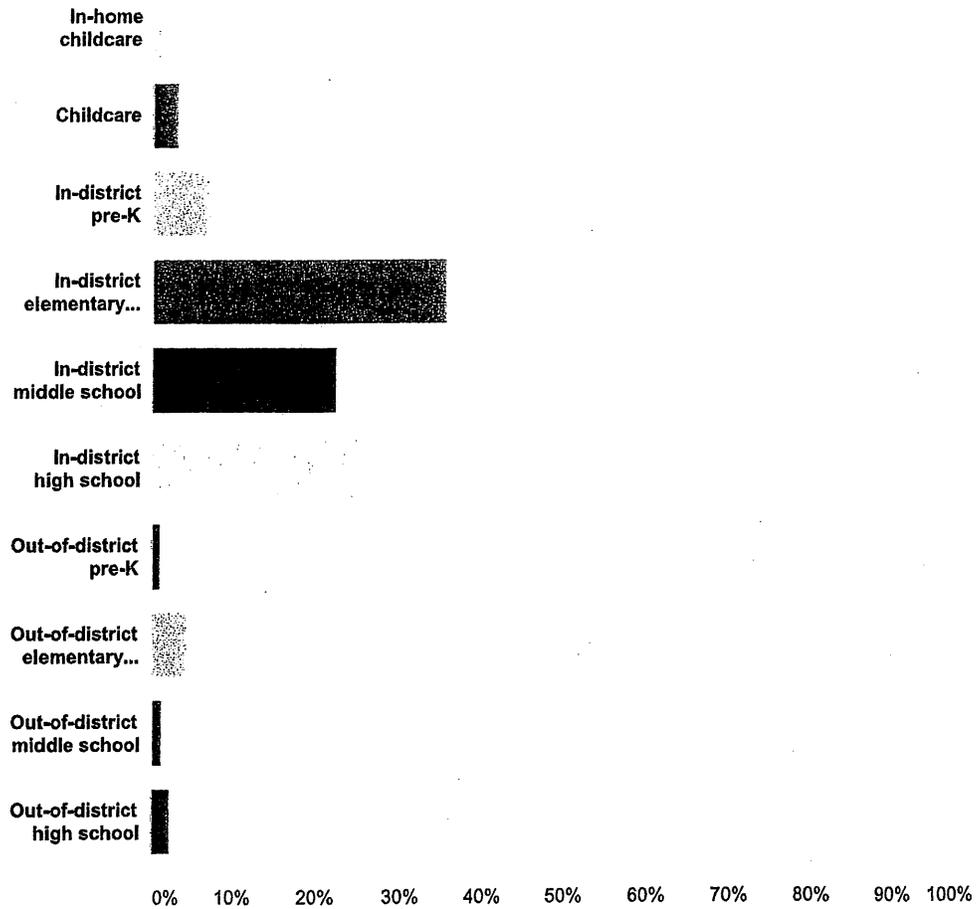
16.67%
2

12

Howard County Public Schools Special Education Parent Survey

Q3 My child attends:

Answered: 296 Skipped: 6



Answer Choices	Responses	Count
In-home childcare	1.35%	4
Childcare	3.04%	9
In-district pre-K	7.09%	21
In-district elementary school	35.47%	105
In-district middle school	22.30%	66
In-district high school	30.41%	90
Out-of-district pre-K	1.01%	3
Out-of-district elementary school	4.39%	13
Out-of-district middle school	1.35%	4
Out-of-district high school	2.36%	7

Total Respondents: 296

Howard County Public Schools Special Education Parent Survey

Q4 Which of the following statements concerning your child's education over the last 12 months do you generally agree with?

Answered: 255 Skipped: 47

Overall, I am pleased with...



Overall, I am pleased with...



I believe my child receiv...



My child is accepted wit...



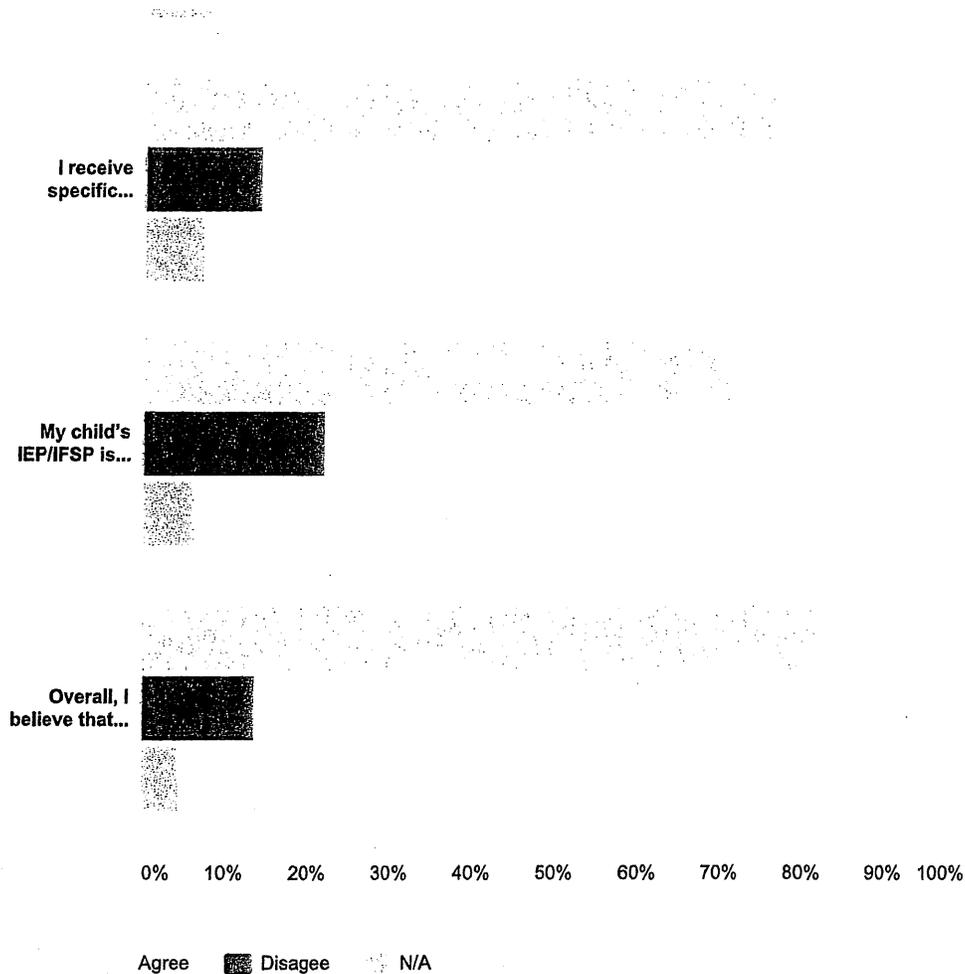
Availability of the staff...



I receive progress...



Howard County Public Schools Special Education Parent Survey

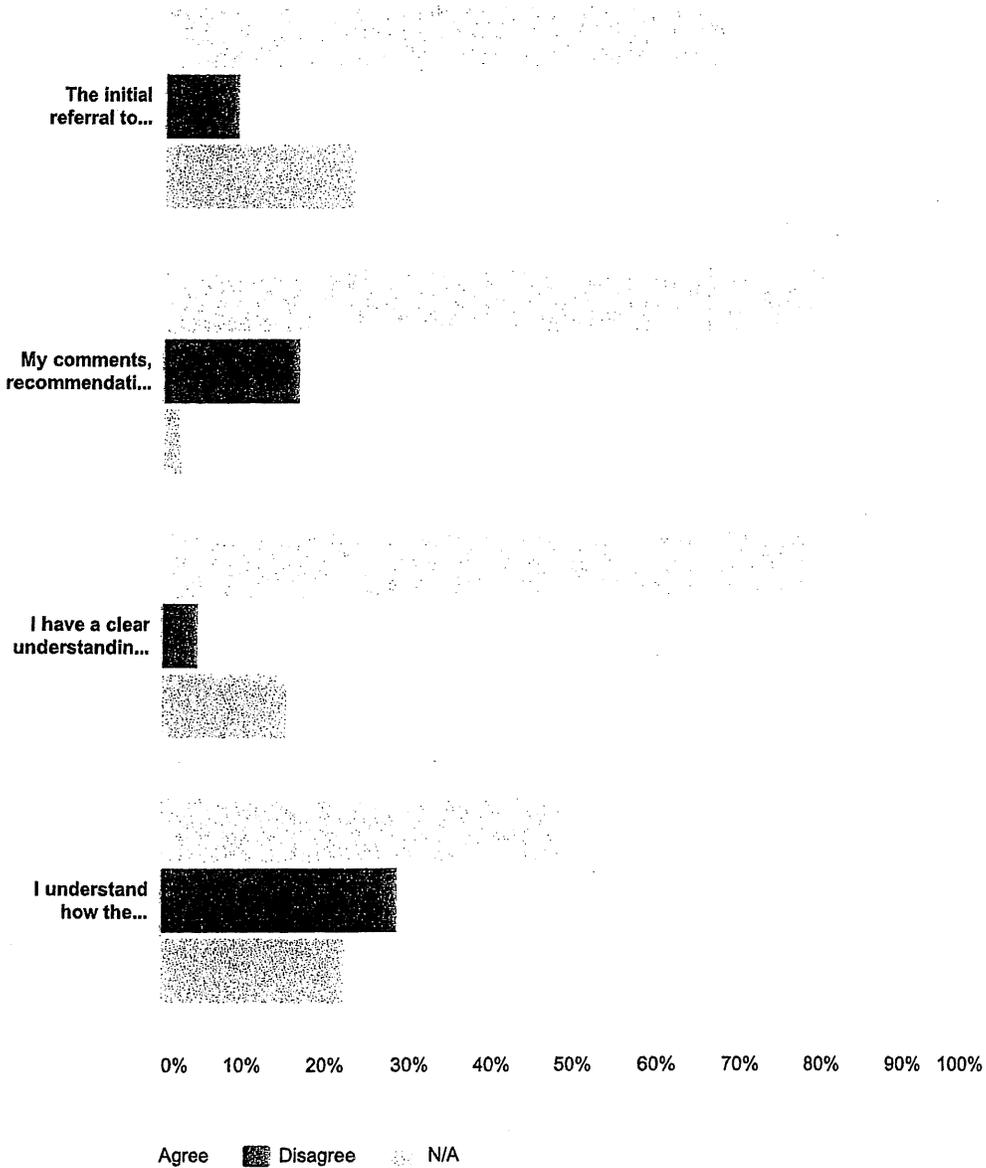


	Agree	Disagree	N/A	Total
Overall, I am pleased with the quality of my child's education as a student in the school district.	74.30%	21.29%	4.42%	249
	185	53	11	
Overall, I am pleased with the quality of the special education support and services my child receives.	68.83%	27.53%	3.64%	247
	170	68	9	
I believe my child receives the appropriate amount of special education services.	61.69%	35.89%	2.42%	248
	153	89	6	
My child is accepted within the school community.	81.20%	16.00%	2.80%	250
	203	40	7	
Availability of the staff and school schedule influences what services or the frequency of services my child receives.	75.20%	17.48%	7.32%	246
	185	43	18	
I receive progress reports and communication from my child's general education teacher.	70.85%	21.46%	7.69%	247
	175	53	19	
I receive specific information regarding progress towards meeting goals of the IEP at each progress marking period.	79.44%	13.71%	6.85%	248
	197	34	17	
My child's IEP/IFSP is implemented as specified in the document.	72.13%	21.72%	6.15%	244
	176	53	15	
Overall, I believe that my child benefits from the IEP/IFSP services, programs, and accommodations provided.	82.11%	13.41%	4.47%	246
	202	33	11	

Howard County Public Schools Special Education Parent Survey

Q5 Which of the following statements concerning the process of developing your child's IEP/IFSP do you generally agree with?

Answered: 252 Skipped: 50



	Agree	Disagree	N/A	Total
The initial referral to infants and toddlers or special education was made at the appropriate time in my child's education.	68.02% 168	8.91% 22	23.08% 57	247
My comments, recommendations and/or concerns are considered when developing my child's IEP/IFSP each year.	81.53% 203	16.47% 41	2.01% 5	249

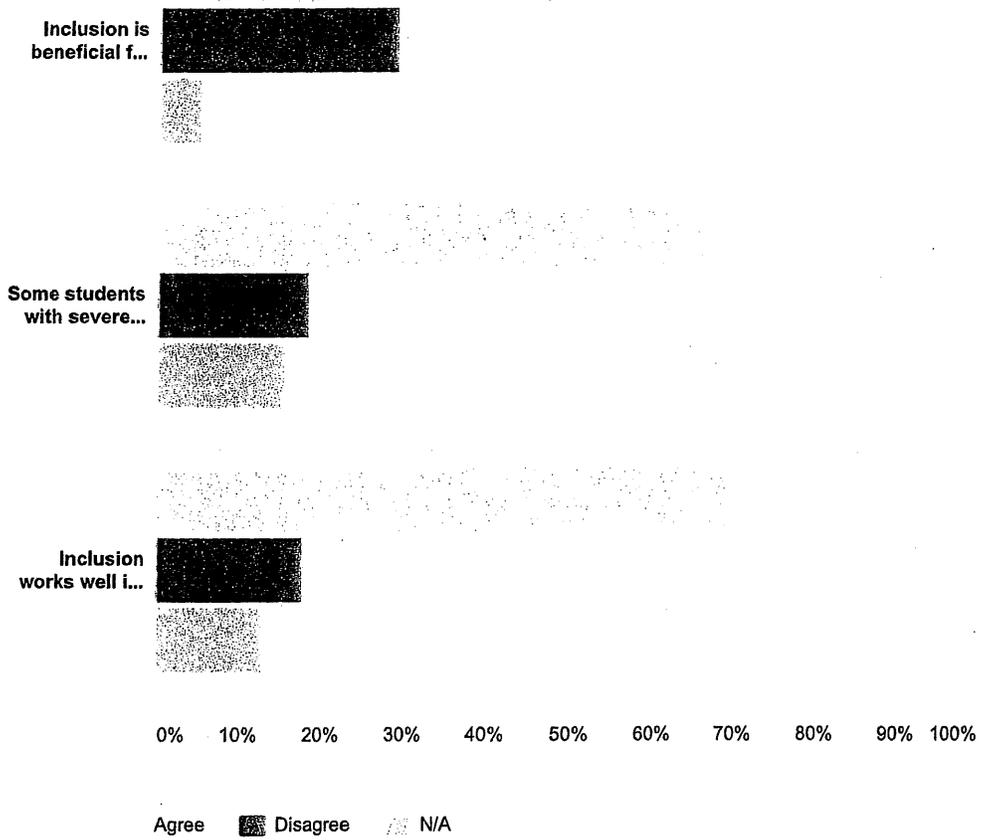
Howard County Public Schools Special Education Parent Survey

I have a clear understanding of why my child qualified for infants and toddlers or special education services.	80.57% 199	4.45% 11	14.98% 37	247
I understand how the IEP/IFSP team decides a student no longer needs special education services.	49.39% 122	28.34% 70	22.27% 55	247

Howard County Public Schools Special Education Parent Survey

Q6 Which of the following statements concerning inclusion for students on IEPs do you generally agree with?

Answered: 259 Skipped: 52

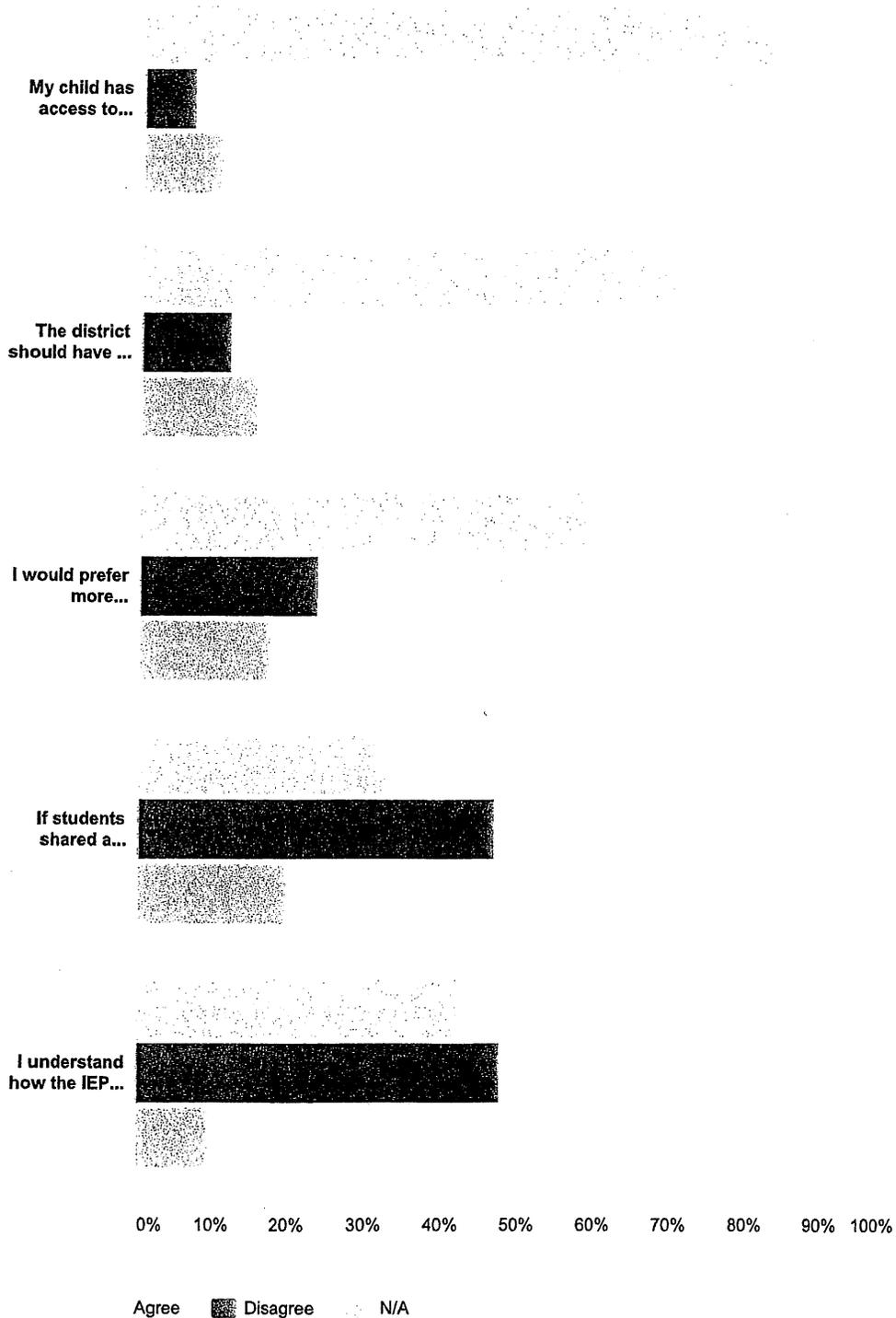


	Agree	Disagree	N/A	Total
Inclusion is beneficial for all students with disabilities.	65.98%	29.05%	4.98%	
	159	70	12	241
Some students with severe disabilities might benefit from less inclusion than is the district's current practice.	66.52%	18.26%	15.22%	
	153	42	35	230
Inclusion works well in the district.	69.96%	17.60%	12.45%	
	163	41	29	233

Howard County Public Schools Special Education Parent Survey

Q7 Which of the following statements concerning paraprofessionals for students on IEPs do you generally agree with?

Answered: 245 Skipped: 57



Agree Disagree N/A Total

Howard County Public Schools Special Education Parent Survey

My child has access to paraprofessional support in at least one academic or social setting.	83.33% 200	6.67% 16	10.00% 24	240
The district should have a few more paraprofessionals.	73.28% 170	11.64% 27	15.09% 35	232
I would prefer more instruction from certified teachers and less from paraprofessionals.	59.57% 140	23.40% 55	17.02% 40	235
If students shared a paraprofessional, it would have a significant negative impact on their learning.	33.33% 77	46.75% 108	19.91% 46	231
I understand how the IEP team determines how much paraprofessional support a child requires.	42.98% 101	47.66% 112	9.36% 22	235

Howard County Public Schools Special Education Parent Survey

**Q8 What aspects of special education
(birth-21) in the district are you most
pleased with?**

Answered: 185 Skipped: 122

Howard County Public Schools Special Education Parent Survey

What aspects of special education (birth-21) in the district are you most pleased with?

Answer Options

Response Count

180

answered question

180

skipped question

122

Number	Response Date	Response Text
1	Sep 19, 2014 9:00 PM	placement in some supported academic classrooms. placement in advanced math class meets child's skill level.
2	Sep 19, 2014 6:48 PM	Responsiveness of staff.
3	Sep 18, 2014 11:21 AM	The professional instructors, as well as the para educators, have a strong caring and compassionate nature which encourages students to try their best! They truly want the child to succeed.
4	Sep 17, 2014 2:39 PM	I am pleased that my daughter is included in her neighborhood school. I would not want my child's least restrictive environment to be in a separate school or regional program.
5	Sep 16, 2014 11:01 PM	Efforts at inclusion
6	Sep 16, 2014 10:15 PM	My child benefits greatly from inclusion in the classroom even though she has an [REDACTED] disability. However, I do not believe that inclusion is for all children.
7	Sep 16, 2014 4:51 PM	[REDACTED] both do a great job servicing their special needs kids. My child just entered 9th grade at [REDACTED], I will let you know how they do.
8	Sep 16, 2014 1:47 AM	The aspect of inclusion that allows my child to interact and learn with typical peers in a classroom and school setting. We are pleased with that on behalf of our "typical-peer" children as well who have the opportunity to learn from and with children with disabilities.
9	Sep 15, 2014 4:31 PM	Many years ago, the Infants and Toddlers program was research-based and designed to meet every child's specific needs. I no longer know that is the case.
10	Sep 15, 2014 2:17 PM	It has been a constant struggle for us to just to ensure our child receives FAPE.
11	Sep 15, 2014 1:56 AM	willingness for the staff to work with parents input. Lots of available supports and services
12	Sep 15, 2014 1:06 AM	[REDACTED]
13	Sep 14, 2014 7:58 PM	Our new PALS special Ed teacher is wonderful. I love that I get detailed notes every visit.
14	Sep 14, 2014 6:50 PM	1. Early intervention Services

15	Sep 13, 2014 9:07 PM	In Howard County, I was very pleased with the special educators. The applied services immediately and if the IEP did not have that specific service, we hold a meeting to update the IEP. The general and special ed teachers worked together as a team and fully supported my son. The principal was supportive, caring and professional.
16	Sep 12, 2014 10:51 PM	None, as it relates to my child with a disability
17	Sep 12, 2014 5:45 PM	Small classes at [REDACTED] and hands on work opportunities most help my son with his educational needs.
18	Sep 12, 2014 12:09 PM	We have been pleased with how the elementary team worked with our son. They took the time to get to know him (and us) and found the right balance of push and accommodate that benefits him.
19	Sep 12, 2014 12:07 PM	Early childhood after that it goes downhill
20	Sep 11, 2014 7:46 PM	That the school is open to discussion, meeting with us, listening to our concerns and needs and works with us or tries to work with us.
21	Sep 11, 2014 1:09 AM	IEP process
22	Sep 10, 2014 7:03 PM	Exceptional teachers and MINC programs (previously at [REDACTED] and currently at [REDACTED]).
23	Sep 10, 2014 1:29 PM	I am pleased that our county has an aggressive inclusion program. I never would have been able to save my [REDACTED] child if we were not allowed to have him in regular classes from a young age, when he was still having substantial issues. I am not one of the folks who agrees with 100% inclusion it is not right for all children. However I have to say that without it, my child would be heading for a group home and working on life skills instead of collage. That being said the program is GROSSLY underfunded. My child has suffered substantial developmental and educational delays because schools are allowed to say class room teachers can meet the needs of Special Ed kids.
24	Sep 9, 2014 6:19 PM	The facility. [REDACTED] is a wonderful facility for helping/working with children with multiple developmental issues.
25	Sep 9, 2014 12:57 PM	The most support my son received was through Infants and Toddlers and Early Intervention services. He was born in [REDACTED]. Also, he made significant progress during his elementary school years at [REDACTED]. We were very pleased with the resources available at the location.
26	Sep 9, 2014 10:37 AM	Regular daily communications
27	Sep 8, 2014 3:20 PM	The data that has been collected over the past 3 years in the area of reading and the in-depth formal assessments that were completed for my child.
28	Sep 7, 2014 10:16 AM	Inclusion in all day school
29	Sep 7, 2014 2:19 AM	My son enjoys school and loves working with the general education teachers.
30	Sep 6, 2014 3:47 PM	I have been pleased at the willingness to put proper accommodations on paper when the County level Special Education staff has been involved.
31	Sep 6, 2014 1:11 PM	The appropriate goals set for the individual child.
32	Sep 6, 2014 12:13 PM	Very happen with inclusion.
33	Sep 6, 2014 2:07 AM	The quality and concern of the teachers. The amount of services available.

34	Sep 6, 2014 1:39 AM	I am please with the speech and occupational therapy services provided. I am also pleased with the inclusion practices but wish there was more support to make this much more effective.
35	Sep 6, 2014 12:24 AM	I like that there are seminars to support the regular subjects.
36	Sep 5, 2014 11:24 PM	Overall, Howard County has a supportive view point in providing special education services and tries to pursue best practices. Some special education staff have been great to work with and have really helped my child make progress and worked well with us as parents to support our child. However, there are a few spec ed staff members that we have encountered (in a range of positions) that are not easy to work with and/or have hindered progress.
37	Sep 5, 2014 9:26 PM	I am most pleased by the dedication and knowledge of the special educators (teachers, paras, student assistants) that work with my child. They work very hard to do what is best for the student with the resources that they are given. They show genuine care and I believe they want to help my child be successful.
38	Sep 5, 2014 5:46 PM	██████████ School has done a phenomenal job with my son. The team has worked with my husband and I extremely well, fully respecting, asking for, and incorporating our input. They have been wonderful. They have been creative and flexible.
39	Sep 5, 2014 12:34 AM	extra therapies, o.t., speech
40	Sep 4, 2014 11:32 PM	overall communication and availability/support of school staff
41	Sep 4, 2014 9:11 PM	The inclusion of special ed students in all aspects of education.
42	Sep 4, 2014 9:04 PM	Special educators at ██████████
43	Sep 4, 2014 8:43 PM	The team effort and support that they provide.
44	Sep 4, 2014 8:29 PM	My son's placement at ██████████ for 2 years was the best thing that ever happened to him.
45	Sep 4, 2014 7:54 PM	My child just transitioned to middle school from elementary school. In elementary school, he received a lot of support from the entire team and was very well looked after. Currently, I'm not at all happy with the transition to a different set of providers/teachers and the lack of communication from one school to the next. I feel like I'm starting over and my son is wasting his time at school while everyone gets organized and sets up meetings.
46	Sep 4, 2014 5:12 PM	being brought into a much smaller group for reading, which is the subject my daughter struggles with the most.
47	Sep 4, 2014 3:28 PM	Summer program
48	Sep 4, 2014 2:56 PM	Howard County needs educators that are more experienced and understanding of children with ██████████. Our kids look "typical", so when they inevitably behave in an atypical manner, they need to be understood and dealt with patience. Some of them will need redirection or behavioral intervention, but the educators need to remember that the child is actually SOMEONE'S CHILD, the child is loved, the child is treasured--there needs to be more empathy (I dont think this is a global problem of all educators, it's limited to probably a few educators in every school)
49	Sep 4, 2014 1:42 PM	Diagnosis and access to service; opportunity for inclusion in neighborhood school; disability awareness within the school building.

50	Sep 4, 2014 12:52 PM	Quick response from the teachers and school regarding questions or concerns with my daughter's placement, classes, homework, organization needs, peer issues, accommodation needs, other executive functioning issues
51	Sep 4, 2014 12:34 PM	As a parent, I feel that the education team at my son's school values my input and truly wants to team with my family to execute the best possible plan to help my son reach his maximum potential. I hear those exact sentiments, both regularly and unsolicited, from nearly every member of his education team - from his para- and general-educators, right up through the principal of the school.
52	Sep 4, 2014 4:07 AM	This county's program seems to be the most effective program available for my son.
53	Sep 4, 2014 2:51 AM	The services my son has received at [REDACTED] have been excellent; he has done well with the social and academic supports.
54	Sep 4, 2014 2:30 AM	Our team communicates to us pretty well.
55	Sep 4, 2014 1:38 AM	Elementary level
56	Sep 3, 2014 10:30 PM	Support staff, make sure goals are met.
57	Sep 3, 2014 9:01 PM	The Infants and Toddlers program and the preschool Special education teams have been wonderful and are very strong; the elementary special education team has proved to be somewhat weak...
58	Sep 3, 2014 6:22 PM	Every bit of the Special Education department/services & all the para-educators our daughter has had and currently has are wonderful!
59	Sep 3, 2014 5:28 PM	My child has just started. I do not have any aspects at this time.
60	Sep 3, 2014 4:34 PM	The support to families and students, the knowledge of therapists, the inclusion of students, the inclusion of families in the IEP process, the in-class support given to those who need it
61	Sep 3, 2014 4:23 PM	I have been very pleased with the ability of the teachers and their interest in my child being successful.
62	Sep 3, 2014 4:02 PM	I am pleased with the initial meetings and discussions regarding the IEP.
63	Sep 3, 2014 4:01 PM	[REDACTED] School
64	Sep 3, 2014 3:47 PM	Communication at IEP mtgs, understanding of sp ed teachers and team leaders of the importance of parental input.
65	Sep 3, 2014 3:30 PM	Between the ages of birth to 5/6 years old.
66	Sep 3, 2014 3:11 PM	It is a negative, stigmatizing experience for my child.
67	Sep 3, 2014 2:59 PM	None
68	Sep 3, 2014 2:52 PM	Since my child started in infant and toddlers and is now in High School I have seen if you advocate for your child the system will work but only if you self advocate. Elementary and Middle school were horrible but the team at [REDACTED] is just amazing. If we had them through out our journey in special ed it would have been so much different. [REDACTED] really wants the best for your child along with [REDACTED] and the guidance counselors. I am most pleased that we are finally in a school with a good team. It makes such a difference when they all work together with you. The teachers there too. Very accepting and we are all on the same page.
69	Sep 3, 2014 2:04 PM	The love and care of the actual individuals who work with my child.

70	Sep 3, 2014 1:56 PM	The attention and help that my child has recieved has been outstanding. All that have been involved with our time in special education are truly dedicated, caring, professional and loving people.
71	Sep 3, 2014 1:48 PM	Caring special educators Access to tools and resource materials for students and educators
72	Sep 3, 2014 1:48 PM	Every teacher, helper and anyone within the school system who works with my son have been and are such caring people. They involve us in his IEP and treat him with such respect. The chosen staff are just amazing.
73	Sep 3, 2014 1:43 PM	Inclusion, the IEP process, the special education teachers
74	Sep 3, 2014 1:33 PM	county has the strong program
75	Sep 3, 2014 1:16 PM	Inclusion and having enough ppl to assist my child.
76	Sep 3, 2014 12:52 PM	Communication between the family and the team.
77	Sep 3, 2014 11:53 AM	Quality of education, facilities, staff
78	Sep 3, 2014 9:09 AM	The amount of Paraeducator support our son receives.
79	Sep 3, 2014 8:48 AM	Elementary and middle schools did a great job. However high school is another story.
80	Sep 3, 2014 3:51 AM	Early childhood
81	Sep 3, 2014 2:23 AM	██████████ has great facilities
82	Sep 3, 2014 2:20 AM	My son loves school, he is very happy to be with his age peers, instead of being isolated. He is getting a adaptive PE and very happy with it.
83	Sep 3, 2014 1:48 AM	Professionals
84	Sep 3, 2014 1:40 AM	Early detection; level of services and commitments from teachers and staff
85	Sep 3, 2014 1:36 AM	The EL and E-PL programs are outstanding for Ho Co and we're very fortunate our son qualified for them. This is a unique program and it has helped our son SO much. The ability to include his learning with typical peers, but also find IST time, is absolutely perfect for his learning style, and his progress shows it.
86	Sep 3, 2014 1:28 AM	Experienced, knowledgeable, qualified special education staff. The type of services and support offered to my child. Organized processes, met many hard working and caring individuals.
87	Sep 3, 2014 1:25 AM	Inclusion and the staff ██████████ rocks!
88	Sep 3, 2014 1:21 AM	office of special education information seminars
89	Sep 3, 2014 1:00 AM	There a special educator in classroom versus not in classroom
90	Sep 3, 2014 12:38 AM	good communication with our high school case manager
91	Sep 3, 2014 12:32 AM	I like that there are time limits set during the initial testing process. Overall the support from the Guidance Department is outstanding!!
92	Sep 3, 2014 12:16 AM	My child reach her goal. And pass the seventh grade with high grades. I think they did an excellence job teaching and supporting my child.
93	Sep 3, 2014 12:13 AM	It feels seamless in the classroom. The kids in my child's school just take it in stride, and often offer to help as well.
94	Sep 3, 2014 12:07 AM	Staff are welcoming to my child

95	Sep 3, 2014 12:06 AM	We just moved to the area, so my answers are based on the IEP support services we have received via the Department of Defense Dependent School (DODDS) system. Any N/A response is due to the fact that we have not leveraged our county's school's IEP support system to the extent required to provide significant input to this survey.
96	Sep 2, 2014 11:47 PM	I like the fact that my daughter have the inclusive with the pre-k in her new school district. I am pleased with the new SLP who is certified on prompt and I know she will get my daughter speech back.
97	Sep 2, 2014 10:27 PM	Development of the IEP - meetings to develop and implement have been very good
98	Sep 2, 2014 10:23 PM	I am please with the schools ability to assist in transition.
99	Sep 2, 2014 10:19 PM	The precise direction and attention my child is receiving in preK. They also are able to assist me with advice for home as well as tips and tools.
100	Sep 2, 2014 10:05 PM	Personal care and concern his teachers and special ed instructors have shown my son.
101	Sep 2, 2014 10:04 PM	I can't say my wife and I are pleased with any aspect of the special education program at this point. I have one child that's a year behind and needs to be reassessed and another that has been moved to a different school because his home school's special education program lacked the proper resources for a positive learning environment.
102	Sep 2, 2014 9:29 PM	individual special education instructors
103	Sep 2, 2014 9:16 PM	I am pleased for the most part with communication with the special education teacher.
104	Sep 2, 2014 8:57 PM	Collaboration. When my child was in Elementary school, they collaborated very well. We shall see for Middle school.
105	Sep 2, 2014 8:39 PM	My childs special educatio teacher
106	Sep 2, 2014 8:38 PM	Psychological and Special Educational support team.

107	Sep 2, 2014 8:34 PM	I wasn't at all pleased with my son's special education until he started [REDACTED]. His team has been fantastic providing my son with the accommodations necessary for him to learn both academically and socially. Unlike the previous school, his team listens to me and treats my son and me with respect. They keep in constant communication and he did very well in the contained classroom with his teacher (1;1). [REDACTED] was extremely knowledgeable about all of [REDACTED] diagnoses and did a superb job "reading" him. She responded quickly to his nonverbal cues and prevented him shutting down by taking him for a walk or stopping a subject that he was having difficulty with and changing to something else. She was always giving him positive reinforcement and knew exactly how to handle him. She obviously has had experience with children like my son and because of her varied ways to teach him and test his knowledge of the material made my son feel proud of his accomplishments. He bonded with [REDACTED] and tried his hardest to make her proud of him. Best of all, she taught [REDACTED] at HIS pace. She needs to be commended for truly caring about children like my son and the way she will go above and beyond to build their self-esteem and help them learn the material.
108	Sep 2, 2014 8:32 PM	Early identification of students needing services and referrals to appropriate service providers. Quality and responsiveness of IFSP service providers ([REDACTED] SLP, [REDACTED] OT and [REDACTED] PT).
109	Sep 2, 2014 8:26 PM	The support from multiple aspects of my child's education. OT to speech to reading etc.
110	Sep 2, 2014 8:19 PM	Attention
111	Sep 2, 2014 8:16 PM	We have encountered a few teachers who have tried to be helpful.
112	Sep 2, 2014 8:10 PM	Age 4 to 5th grade
113	Sep 2, 2014 7:57 PM	The Special education teachers at the elementary school, and now at the middle school have been so pleasant. They really listened at the IEP meetings.
114	Sep 2, 2014 7:50 PM	Access to a wide variety of support professionals, and a school management team that focuses on making sure SE students are successful.
115	Sep 2, 2014 7:45 PM	Services in RECC years were excellent, really tailored to child. As kids get older there is a movement to reduce services that is not connected to child's needs.
116	Sep 2, 2014 7:39 PM	Support that is received
117	Sep 2, 2014 7:33 PM	Each year I find that there are SOME members of the IEP team who really make the effort, look at my child and his specific needs, genuinely care and work with families in the best interest of the child, with open and honest communication.
118	Sep 2, 2014 7:32 PM	The availability to talk with staff who support my son. Their kindness and willingness to help
119	Sep 2, 2014 7:29 PM	The infants and toddlers program Pre-K program was the best. Low 3 to 1 student to teacher ratio was extremely helpful.
120	Sep 2, 2014 7:21 PM	I like the seminar classes in [REDACTED] in 9 and 10th grades. Why don't they offer it in 11th grade!!!!
121	Sep 2, 2014 7:13 PM	student to teacher ratio--however, I think this has more to do with our school's population and enrollment numbers over the strength of the special ed department.

		██████████ school has far surpassed any expectations I had! ██████████ has been a God send! this school knows what inclusion means, and have been more than accommodating to our family. ██████████ is an amazing teacher. I feel my son is safe and happy in this school :)
122	Sep 2, 2014 7:13 PM	
123	Sep 2, 2014 7:09 PM	work programs
124	Sep 2, 2014 7:08 PM	His case manager was usually very effective
125	Sep 2, 2014 7:05 PM	The paraeducators I have dealt with do seem to care about my child.
126	Sep 2, 2014 6:49 PM	<ul style="list-style-type: none"> - The professionalism of the staff is remarkable. - Feedback is timely and informative. - The expertise and skillsets of the staff is outstanding. - The staff has anticipated potential issues, rather than function from a reactionary stance only.
127	Sep 2, 2014 6:49 PM	The support from pre-school age and elementary school was very good. Middle school has been more difficult.
128	Sep 2, 2014 6:40 PM	I am grateful for all the wonderful support my child has received throughout her educational career. I have been most pleased with services in elementary school.
129	Sep 2, 2014 6:38 PM	I believe in the general philosophy of the Office of Special Education. All students can learn and students learn best when they spend more time in the general education setting.
130	Sep 2, 2014 6:28 PM	Specialized instruction, inclusion
131	Sep 2, 2014 6:27 PM	The quality of the teachers and the communication they have with me.
132	Sep 2, 2014 6:27 PM	Was most pleased with the preschool and RECC program.
133	Sep 2, 2014 6:18 PM	The special educator tries to keep on topic with typical peers while bringing the work to the child's developmental level.
134	Sep 2, 2014 6:17 PM	Columbia
135	Sep 2, 2014 6:13 PM	The teachers and staff are very nice.
136	Sep 2, 2014 6:02 PM	We have generally been pleased with the quality and knowledge of special education teachers and speech-language pathologists.
137	Sep 2, 2014 6:01 PM	Teachers and all staff are very caring and work hard with my child.
138	Sep 2, 2014 5:58 PM	Once we pass the battle of getting the child diagnosed, obtaining an IEP was not as painful. The IEP team I work with in my child's school is easy to work with.
139	Sep 2, 2014 5:57 PM	The inclusion of my child, who is a non-diploma bound student into the general education curriculum.
140	Sep 2, 2014 5:56 PM	the time and attention the teachers and special education professionals give to each student.
141	Sep 2, 2014 5:56 PM	We have worked with many great special educators who are dedicated to the students.
142	Sep 2, 2014 5:55 PM	Communication
143	Sep 2, 2014 5:55 PM	Now in High School and looking back - Infants & Toddlers was our best experience.
144	Sep 2, 2014 5:53 PM	We are new to the district. I do not feel that my child has been in the district long enough for me to formulate an opinion.

145	Sep 2, 2014 5:52 PM	collaborative funding program, RECC program, and teachers/staff (are knowledgeable and well trained in [REDACTED])
146	Sep 2, 2014 5:50 PM	I was pleased with services in elementary school. Middle school thus far has been a nightmare.
147	Sep 2, 2014 5:46 PM	My experience with the special ed teachers at [REDACTED] where phenomenal!!! They really cared on the progress of my son. Their time and dedications was exceptional.
148	Sep 2, 2014 5:43 PM	My son being taught by a certified special ed teacher who had experience with [REDACTED], [REDACTED] and severe [REDACTED]. She was very alert to his body language and knew when to give him a break and/or stop teaching the current material and moving on to something else. In doing this, she kept his attention and prevented him from becoming withdrawn or raging.
149	Sep 2, 2014 5:40 PM	Early intervention is great. Late elementary to middle school is tough. The transition was difficult.
150	Sep 2, 2014 5:40 PM	The best thing that ever happened for my [REDACTED] son was when the elementary school vice principal began to handpick his classroom teacher. It wasn't necessarily the most senior teacher; it was the one who had the right personality to best reach him. The best thing that ever happened for my [REDACTED] son was when the middle school guidance counselor and psychologist arranged for him to have a study period. Because even though he's extremely bright, it does take him longer to do things. He had become overwhelmed by [REDACTED] until the study period was arranged for him.
151	Sep 2, 2014 5:39 PM	The time that the staff and faculty take to get to know our son and his needs. I believe that this is very school and person specific, and does not apply across the board in the school system.
152	Sep 2, 2014 5:39 PM	My son has had a wonderful Professionals and he moved from a MINC toddler to a middle school student who is in all GT classes. This school system made my child successful and independent.
153	Sep 2, 2014 5:38 PM	The proactive engagement of teachers to make my son's experience beneficial. The staff really take a personal interest in helping my son achieve his potential.
154	Sep 2, 2014 5:38 PM	I am generally pleased with the "special education system" so to speak, but I find that the current systems and personnel do relatively little to address the primary concern for parents of children on the [REDACTED], which is in the social interaction and social engagement area. My kids are going through school without developing deep friendships, and have been targets of bullies. We have even had teachers over-focus on our children's self-management in class on days when we and other parents have been invited to sit in. So much so that in one case, students were verbally admonishing our child who was doing very little but struggling to manage to sit still. I feel the teacher needs to be well aware that the student may have challenges, and while he/she may speak to the student about it, they should discourage the neuro-typical peer students from parroting the teacher's corrective remarks and guidance. Otherwise, so many people are barking corrections at the child that he becomes overwhelmed and the problem can't improve.

155	Sep 2, 2014 5:33 PM	Positive focus on inclusive practices Thorough meeting and review process Quality of psychological testing (by some school psychologists) Open dialogue with parents and community members - Special Education leadership is available and willing to engage
156	Sep 2, 2014 5:33 PM	The amount of time spent with my son individually by his teacher and the different therapists.
157	Sep 2, 2014 5:33 PM	We are pleased with the strong reading and writing supports that our son has gained over the last three years. He went from being well below reading and writing level in Q1 of third grade to being on-grade-level reading and writing in Q3 of fifth grade. He also earned the Advanced Level in Reading on the Maryland School Assessment. As I understand from the counselor, that is somewhat rare.
158	Sep 2, 2014 5:32 PM	extra class at hs level to assist in hw and concepts learned that day...
159	Sep 2, 2014 5:32 PM	elementary
160	Sep 2, 2014 5:31 PM	I am pleased that my child has had the opportunity to attend top schools in the district. I was extremely pleased with the progress that he made at [REDACTED] School.
161	Sep 2, 2014 5:31 PM	I appreciate the needed supports my child finally received. The close-adult supervision has made it possible for my child to learn and excel both academically and socially.
162	Sep 2, 2014 5:30 PM	We are having a positive experience at [REDACTED] School, where all students are valued and treated like part of the community. The principal sets an inclusive tone and the staff follows the lead. Our student is challenged academically and active in all aspects of high school life.
163	Sep 2, 2014 5:29 PM	I like that my child feels fully included in her 5th grade class while still receiving special education services within the confines of her grade's pod. The school wide system of reading groups sets it up so that in my child's mind this is just her reading group (math group, etc) and no different from any other group.
164	Sep 2, 2014 5:28 PM	the availability of the regional program at [REDACTED] has probably made the difference between a successful, enriching educational experience and one in which my child barely "got by" -- the educators and administrators have been completely open and transparent about the IEP process and the classroom challenges, as well as being open and welcoming...we really couldn't have asked for a better experience for our child.
165	Sep 2, 2014 5:28 PM	My middle schoolchild was denied an IEP until he entered middle school. I have a younger son with the same issues and he has been denied an IEP at the same elementary school ([REDACTED]). My middle schooler has more support in middle school, but they are constantly trying to downgrade the IEP at [REDACTED]. Howard County does not support students with [REDACTED] well at all. I am very unhappy with the complete lack of support at [REDACTED] (his G/T math teacher wants to just get him out of her class because she does not understand his challenges and does not want any extra work. I am waiting for my son to transition to [REDACTED] where I feel he will finally receive support.

166	Sep 2, 2014 5:27 PM	So far our middle school experience has been okay. Can't comment on high school yet. The fact that we had many of the same team members (paraeducators) in 7th and 8th grade has made for an easier transition into 8th grade.
167	Sep 2, 2014 5:27 PM	continuity, individual care, availability of services
168	Sep 2, 2014 5:27 PM	The attention received and the specialists that she encountered in elementary school
169	Sep 2, 2014 5:27 PM	I am pleased with the individualized plan created for my child. It appears to be working but there is still a long way to go.
170	Sep 2, 2014 5:26 PM	Collaborative funding
171	Sep 2, 2014 5:26 PM	My ability to communicate one-on-one with my son's education providers
172	Sep 2, 2014 5:26 PM	The majority of the Special Ed staff in the County are incredibly dedicated.
173	Sep 2, 2014 5:26 PM	Our child's teachers are in constant contact with us regarding our child's progress, conduct and other issues. They take into account all of our concerns and desired outcomes for our child and incorporate them into the IEP and class schedule.
174	Sep 2, 2014 5:25 PM	I am pleased that I have not had to "fight" for my daughter to be included in her zone school with peers without disabilities; her placement was never questioned.
175	Sep 2, 2014 5:25 PM	The willingness of the team to think outside the box. Also to take my child's feelings and wishes into account when deciding a course of action. The communication we as parents have with the school is wonderful and I don't hesitate to contact them with there is an issue.
176	Sep 2, 2014 5:24 PM	I am pleased so far after just one week of school for my son who just started ██████████ ██████████ School. So far this school seems to be much better equipped than his elementary school to track and help kids with learning disabilities. It remains to be seen if he can keep his academic progress going..
177	Sep 2, 2014 5:22 PM	That the professional is involved with our child's success in the program and monitors his progress with his teachers.
178	Sep 2, 2014 5:22 PM	The teachers and therapists are great and well informed. They always respond quickly to emails.
179	Sep 2, 2014 5:20 PM	I am new to the district and state, so I am not well-versed on the services yet. I hope to have a meeting soon.
180	Sep 2, 2014 5:20 PM	In home care.

Howard County Public Schools Special Education Parent Survey

Q3 If the district could make one or two changes to better meet the needs of students with special needs, we should ...

Answered: 150 Skipped: 110

Howard County Public Schools Special Education Parent Survey

If the district could make one or two changes to better meet the needs of students with special needs, we should ...

Answer Options

Response Count

186

answered question
skipped question

186
116

Number	Response Date	Response Text
1	Sep 19, 2014 9:00 PM	provide feedback from school psychologist services. (My child receives 30 minutes weekly, but I don't know what transpires during those thirty minutes.)
2	Sep 18, 2014 11:21 AM	We had an excellent teaching staff working with our child. We were pleased with every aspect of her education.
3	Sep 17, 2014 2:39 PM	Make sure that general education teachers are responsible for educating our children and that principals should be held accountable to the central special education team.
4	Sep 16, 2014 11:01 PM	Realize that not every student will gain a diploma
5	Sep 16, 2014 10:15 PM	make sure that staffing is based not only on service hours, but understanding the degree of support that each child needs. Staff are often spread too thin because on paper the hours appear to be covered but in reality some child is missing out. In addition, prior to the first day of school, or shortly there after, parents and the special ed team should meet to discuss expectations so that the first month of school isn't wasted. Also, for those children where communication is an issue, it is important for the educators to realize that important information presented in class is not going to be filtered home by the child and further information is needed for completion of assignments (ie. class notes and details of assignments). It is very frustrating to be a parent who cares and always feel like you need more information.
6	Sep 16, 2014 4:51 PM	Provide all teacher who have a special needs child in their classroom additional support, a para or an intervention teacher. The teacher should not be without additional support in the classroom.
7	Sep 16, 2014 1:47 AM	Continue and strengthen the excellent course that the district is on. We moved here in part because of the specific services our child would receive and have been more than thrilled in what we have found in HCPSS. They celebrate our child, encourage his development and learning and are meeting him where he is. They have also emphasized that they do not (and we should not) underestimate our child. Please do not lessen the support for special needs services or turn away from the important principle of inclusion learning.

8	Sep 15, 2014 4:31 PM	Hire and train more special education resource teachers and paraprofessionals, especially at the middle school level. Decide inclusion based on student needs, not on availability of staffing as seems to be the current practice.
9	Sep 15, 2014 2:17 PM	Increase resources and provide staff with appropriate training and be held accountable. More transparency from the top down
10	Sep 15, 2014 1:56 AM	More one on one support in general ed classes for those special needs children. More modified testing and work.
11	Sep 15, 2014 1:06 AM	Get students more help before they start failing and are turned off to school. My [REDACTED] son started shutting down in middle school, in 6th grade, but because he was still passing (C's and D's), he was considered to be doing OK. I spent \$15,000 on psychologists, social skills groups, tutors and medicine each year, plus 2 hours a night helping with homework, so he would pass middle school. When we asked about [REDACTED], we were told that he wasn't failing so he wasn't eligible. Not until I fired the tutor, ended the social skills group, etc. and watched my son fail 2 semesters in 9th grade did they move him to [REDACTED]. By then he was anti-school. He has been at [REDACTED] 2 1/2 years and is finally doing better. It's such a shame he had to fall so far before he could get the help he needed.
12	Sep 14, 2014 6:50 PM	1. Increase speech and language support for special needs students needing this services
13	Sep 13, 2014 9:07 PM	Although my child needed the support of a nonpublic, it would have been great if there was a calming room at the local school to allow the time needed to help calm my child. Encourage the Nonpublic Services & Sp.Ed Compliance to focus on the needs of the child and [REDACTED] personal and subjective opinions about nonpublic schools. Her demeanor has been consistently condescending and because of her I will have every CIEP meeting tape recorded. While the teacher's are top--notch, the technology is not. I would LOVE to more UDL and use of smartboards.
14	Sep 12, 2014 10:51 PM	Consider how we can help this child live independently one day and not treat the child punitively when he or she manifests the symptoms of his or her disability.
15	Sep 12, 2014 5:45 PM	At a certain point, the HPCSS should abandon attachment to "curriculum" and focus on vocational and life skills for certain special needs students. Also, while curriculum is involved, much more emphasis on "mapping" curriculum to their vocational and life skills essences is a critical part of how teachers can help special needs children benefit from curriculum-based teaching. Teachers are currently not focused on doing this nor are they trained on how to do it. Please contact me if you desire more specifics here. [REDACTED]
16	Sep 12, 2014 12:09 PM	Provide [REDACTED] training to school administrators. If they don't "get" it, the teachers working for them don't feel like they have to either. I highly recommend some training at the middle school level as that has been a huge problem for us and it's only been two weeks.
17	Sep 12, 2014 12:07 PM	Realize that inclusion isn't for all! Have access to Smart Boards..
18	Sep 11, 2014 7:46 PM	If a child is newly diagnosed, the school or district would benefit parents by providing resources outside of the school i.e., parent support groups, special needs tutoring, special needs baby sitting, just as much info they can offer.

19	Sep 11, 2014 3:43 PM	The district needs to provide children with the [REDACTED] disability of [REDACTED] with intervention by fully certified orten-gillingham or OG based programs practitioners. If Howard County would not allow teachers to teach if they did not complete college and all other requirements, then the teachers providing intervention to our [REDACTED] students should be fully educated and certified in that intervention program.
20	Sep 11, 2014 1:09 AM	Provide a process to ensure that teachers are aware of and implement 504 plans before the child asks for the service.
21	Sep 10, 2014 7:03 PM	Make the ESY program longer during and change the school year to year-round attendance.
22	Sep 10, 2014 1:29 PM	<p>1. More trained professionals working with SE kids. My child receives virtually NO time with a trained special educator to work on IEP objectives. It is left to class room teachers (with 20-30 kids) and Aids (with many different titles and usually no training). Ask parents questions about the services there children receive each year and have that data go to the county SE by school.</p> <p>2. Stop resetting IEP goals before the schools are forced to admit they are not being met. Every report card it is the same thing. "making adequate progress to meet objective" even if it is not true. Than before the end of the cycle there is a new IEP meeting the goals are refined and we never see that the old goals were not met.</p>

23	Sep 9, 2014 6:19 PM	<p>education for students with [REDACTED] needs. We parents know our children better than anyone—we live with and take care of them all the time they are not in school. And for many of us, after our child is no longer in school, we'll be left with taking care of our developmentally disabled adult. And we'll have to try and teach them what they should have learned when they were in school.</p> <p>As my son has become older and been moved up into groups of middle and high schoolers, the biggest problem has been teachers that don't want to listen to student's parents. If you question them, they make the point that they've been teaching 30 or more years. The 30 years of teaching experience means they know what's best for my child to learn and how best to teach it. They know more about how my individual child learns than do I. They rely on methodologies learned years ago—using laminated cards/pictures, when today's technology (iPads and speech programs like Proloquo-2-Go) are forever changing how communication impaired students can learn and communicate. But instead of seeing how this new technology can improve the educational opportunities of individual students, teachers and speech therapists resist using the new technology and cling to antiquated teaching methodologies, and focus on a group of student's instead of the individual.</p> <p>They won't have to spend the rest of their lives taking care of my child as he becomes an adult. They won't have to live with the things he hasn't learned, because they didn't think it was necessary or because it didn't fit into their educational plan. I have a [REDACTED] year old son who's been in the HCPSS since he was [REDACTED] years old who can't communicate and isn't potty trained. That's 12 years in school! And for the last three years it's been a constant struggle to get his speech therapist and teacher to grasp the concept that it's more important that my son be taught how to communicate his knowledge of the subjects being taught in class, than focusing mostly on learning to 'wait for a turn!'</p> <p>Teaching is important. But when speech therapists and teachers focus on teaching without providing a method for the student to express his/her knowledge of the material being taught—how can you know any teaching is happening? How can you test that a teacher is teaching if his/her students aren't being taught to communicate what's they've learned? When you choose to not teach a child to communicate, then there's no empirical way to test whether a teacher has taught the student anything.</p> <p>My second peeve is the lack of focus on teaching important life skill to special needs students. My son is [REDACTED] years old. He's been attending [REDACTED] for 12 years and he hasn't been taught to go the potty on a toilet yet. It's so very frustrating that the schedule of classes is more important than teaching my son how to communicate</p>
24	Sep 9, 2014 10:37 AM	Add additional special educators

25	Sep 8, 2014 3:20 PM	create a program/school that meets the needs of students with [REDACTED]. My child has a high average/above average intelligence based on her formal assessments; however, she is grouped with students functioning well below her level because she needs instruction from a special educator who has to serve a variety of levels and needs at the same time. Students with [REDACTED] need an intensive specialized program to meet their reading decoding, fluency, and spelling needs. The current practice of this county is NOT meeting these students needs. If the county had regional programs for students with [REDACTED] and special educators trained on programs that meet [REDACTED] students needs, these students would learn how to read at their level/learning style, perform well on state assessments, maintain their engagement in school and the learning process, and overall feel better about themselves as learners.
26	Sep 7, 2014 10:16 AM	More intervention available at home and before schools starts. Also more continuity during the summer
27	Sep 7, 2014 2:19 AM	Make sure that special educators charged with writing and monitoring IEPs know how to use Tienet. I also think that special educators working in regional programs such as the [REDACTED] should be highly qualified teachers.
28	Sep 6, 2014 3:47 PM	I am very displeased that many individuals (general educators, special educators, paraprofessionals, psychologists, administrators, etc.) do not properly implement my son's IEP. I have the distinct impression that they either think one size fits all or that they will "fix" my son's problems with their style. In any case, they do not understand what is written in the IEP in many instances and it takes months (and even a whole year) of struggles for them to "get it". In the meantime, my son struggles emotionally and academically.
29	Sep 6, 2014 1:11 PM	understand the needs and accept [REDACTED] as a disability in the school system. There are specific programs and modifications used successfully for a child with [REDACTED] that do not change the curriculum. It would be beneficial for the child if these programs were implemented.
30	Sep 6, 2014 12:13 PM	Keep the inclusion going but realize that there are times it is not right for everyone. I think my child would benefit from a little more pull out but the team pushes inclusion.
31	Sep 6, 2014 2:07 AM	Increase staff for decrease ratios.
32	Sep 6, 2014 1:39 AM	Make one-to-one paraprofessionals available for those students that have [REDACTED] and need that one-on-one support for academic success, social skills training, transitions and to act as an advocate for students due to language and communication deficits.
33	Sep 6, 2014 12:24 AM	Involve the parents more.
34	Sep 5, 2014 11:24 PM	The facilitation of transitions between middle school and high school. The HS ITLs that we had to deal with were not interested in our child, but just seemed to be slogging through the process. Special ed staff should be trained on how to facilitate meetings and to work with parents in a collaborative and positive way. Nothing derails the IEP process more than patronizing coordinators that treat the parents like they do not know or have anything to contribute to the process and the dismissive attitude that all teenagers are alike. IEP stands for developing a plan for the individual, which means they should show interest in getting to know the child during the transition and building a positive relationship with the parents.

35	Sep 5, 2014 9:26 PM	My child has been in Spec, Ed since first grade and almost every year I see the school struggle to provide IEP services because they are not given enough staff members to support the IEP of each student. One person is spread over several students and that is not meeting the goals in my opinion. If you continue to focus on inclusion (and it has so many benefits for ALL students you should) more money needs to be spent to provide the staff to execute the IEPs that are written for what a student needs then have to be manipulated to what can actually be delivered because of student case loads. All students can benefit from the additional staff in an inclusion classroom.
36	Sep 5, 2014 5:46 PM	Focus on how the rest of the student body accepts/includes students with special needs. The staff and teachers for the most part have been wonderful but the students have not always been. My son has suffered from bullying. When he was younger (elementary school) and unable to articulate the inappropriate behavior to an adult he suffered terribly. Children were picking on him, teasing him, pushing him, and adults did not intervene. I assume the adults did not see what was going on. But as a young child my son was not able to express himself well enough or assert himself enough to bring it to their attention. Adults will have to be more vigilant and proactive, and certainly more reactive on behalf of students who cannot do this for themselves.
37	Sep 5, 2014 11:10 AM	Paperwork and processes need to be simplified. The IEP progress reports are in such a small font they are practically unreadable. The information also gets cut off; not helpful! Middle schools schedules need to allow for more seminars AND related arts classes!!
38	Sep 5, 2014 1:12 AM	The school administration and in-school counseling staff needs better training. They are punitive and unsupportive of children with behavioral issues. Kids with diagnosed [REDACTED] issues are punished harshly. I had to remind my school's administration on several occasions to follow the 504. My son was actually suspended (out of school) in 5th grade because he told another kid his artwork was ugly. He is non-violent, and has diagnosed [REDACTED] issues but the administration chose to use harsh punishment rather than effective intervention.
39	Sep 5, 2014 12:34 AM	they need to have a compassion and patience and more professional development, there is a level of intelligence, wit and brilliance these children have and understand like the theory of Howard Gardener each child learning style.
40	Sep 4, 2014 11:32 PM	lack of before/aftercare.
41	Sep 4, 2014 9:11 PM	Have summer school hours of at least 6 hours a day for the 4 weeks to benefit the students more during this time period.
42	Sep 4, 2014 9:04 PM	More education of guidance counselors on opportunities for children with special needs.
43	Sep 4, 2014 8:46 PM	Work with my child at his developmental level in all areas and be taught all subject by a highly qualified special education teacher and not taught by a para educator different information than what is taught in the general education classroom
44	Sep 4, 2014 8:43 PM	Be a little more conscious of the needs of any specific student. There is a tendency to generalize. Not all of the special educators understand the specific disability. ([REDACTED])
45	Sep 4, 2014 8:29 PM	Provide more training/information/workshops to general education teachers/personnel about special need students/services/IEP/504, etc.

46	Sep 4, 2014 7:54 PM	Ensure that bus drivers transporting special needs kids are the best of the best, or at minimum, nice people. These kids need kindness from people they see every day in their community. They should not fear them. And the same goes for parents who have enough on their plates. Thanks.
47	Sep 4, 2014 7:00 PM	The new Common Core approach has some benefits to children with [REDACTED] disabilities (seeing the material in a variety of different ways or approaching the same information through a variety of approaches). Ultimately, the increased writing requirement adds an additional layer of difficulty and the abstract thinking is also difficult for children who are concrete learners.
48	Sep 4, 2014 5:12 PM	continue to include children with [REDACTED] learning disabilities in the regular classroom setting, but have teachers be especially sensitive to bullying by other students. It's fine to have anti-bullying programs or presentations for the entire school, but I've still seen and heard of bullying happening in classrooms and it doesn't always get addressed by teachers.
49	Sep 4, 2014 3:28 PM	Supports at the beginning/end of each day to check that student has 1) written down homework assignments 2) packed all necessary materials/papers 3) turned in all homework. Also, a place on Aspen where parents could look up homework in the event their child has neglected to write it down.
50	Sep 4, 2014 2:56 PM	have a better screening process. some staff are highly uneducated people who have personalities that would be unsuitable for typical children let alone special kids. Some of these people are ill-mannered, use poor language skills, smell like smoke, dress in an unprofessional manner, and would be best suited for careers outside of education.
51	Sep 4, 2014 1:42 PM	Improve training of teachers so that students with special needs can be included successfully; hire special educators and paraprofessionals with content level expertise; hire more qualified paraprofessionals who understand effective teaching practices; provide more training of paraprofessionals (training should be mandatory)
52	Sep 4, 2014 12:52 PM	I am very pleased with my daughter's school and their sensitivity to her educational and emotional needs.
53	Sep 4, 2014 12:34 PM	I have a [REDACTED] year old son with [REDACTED] in a mainstream/inclusive classroom. While I understand that Common Core is a hot political topic right now, I have to say, it's ESPECIALLY frustrating to us as parents of a special needs child. Common Core makes typically easy concepts much harder for kids without special needs. With our children with special needs...it's that much harder. I would STRONGLY urge HCPSS to immediately phase out Common Core teaching strategies for children with learning disabilities and/or developmental disabilities. Not doing so is going to significantly impact their ability to keep pace with their peers.
54	Sep 4, 2014 4:07 AM	-Map! the curriculum down to its basic elements -Understand and teach that the school setting might not be best for him. Or, perhaps said better, understand and teach to his motivations (which I will get on progression)
55	Sep 4, 2014 2:51 AM	More social and academic supports for kids on the higher functioning end of the [REDACTED], who need a little more support to reach their academic potential. It would be helpful to extend support to the families who may need assistance with supporting their child's success outside of school.

56	Sep 4, 2014 2:30 AM	<p>1) More training and communication across pieces of schools. For instance, not apparent that administrators (principals/etc) are always in tune with the special educators.</p> <p>2) As special education population grows, so does the need for expertise. Given growth of [REDACTED] population, HCPSS would benefit from a 2nd [REDACTED] specialist to help with training/direction/etc.</p>
57	Sep 4, 2014 1:38 AM	<p>Hire more professionally trained permanent staff to provide help f2f or children with [REDACTED] needs. And make parent classes mandatory not an option. Its tough to see the teachers working so hard with limited impact in home. In home visits would help to ensure kids are safe and g as in more resources as prevention.</p>
58	Sep 3, 2014 10:30 PM	<p>Consider before and after care for special needs student</p>
59	Sep 3, 2014 9:01 PM	<p>-better communication with parents -consider personalities and peer dynamics when grouping for classes...my son has a variety of issues and feels socially ostracized in school...the fact that he is in a class for the third yr in a row with no friends (in another class) is doing him much harm.</p>
60	Sep 3, 2014 6:22 PM	<p>MORE para-educators & school psychologists/behavioral staff & therapies. I truly believe as every year passes, the schools world-wide are going to have to acknowledge that more and more special ed kids are coming into the system.</p> <p>For questions that I answered with a disagree or N/A are because I can't speak for other special needs kids as all their circumstances vary. We have received exceptional and excellent assistance from Howard County and that reputation in 2009 is why we moved here. Thank you!</p>
61	Sep 3, 2014 5:28 PM	<p>have more parent conferences</p>
62	Sep 3, 2014 4:38 PM	<p>ESY should be extended to full days during the summer months to accommodate working parents.</p>
63	Sep 3, 2014 4:34 PM	<p>provide special education teachers in the classroom who actually know the content of the class, do more out-of-classroom staff training, rather than in-class staff training</p>
64	Sep 3, 2014 4:23 PM	<p>There needs to be a better solution/approach for children who are still on the "diploma track" but have a significant gap between their learning level and grade level. The current approach of not modifying the work only results in frustration for the student and child. Accommodations aren't always enough.</p> <p>There should be more support for teachers in accommodating and modifying materials. It seems that each teacher does their own thing and some teachers are better than others.</p>
65	Sep 3, 2014 4:02 PM	<p>More communications with the parents. I am an involved parent and having advance classroom information, like a syllabus helps me to keep my child on task.</p> <p>I like the way [REDACTED] instructors are very respectful and accommodating.</p>
66	Sep 3, 2014 3:47 PM	<p>We need to train and maintain the general educator's use of accommodations and make sure they are followed. In regard to students with processing or written language issues- Foreign Language teachers need to understand the different ways to assess the individual learning needs of students and let them use all on-line and resources available to make them successful.</p>

67	Sep 3, 2014 3:11 PM	<ol style="list-style-type: none"> 1. the communication from special education at my child's school -- there should be a standard procedure at the beginning of the year of contact from sped. teacher. 2. sped. teachers at the elementary level should move grades with the children rather than new providers every year who are unfamiliar with child and needs -- back at square one every year.
68	Sep 3, 2014 2:59 PM	Be a better listener and stop guessing and making assumptions.
69	Sep 3, 2014 2:52 PM	<ol style="list-style-type: none"> 1. Test earlier for learning disabilities as is done in Canada. 2. Monitor special ed teachers better. My child's special ed teacher wasn't pulling her for services. My child's general ed teacher helped me document the issue to get action but really that was not our job. 3. Keep current with teaching methods for [REDACTED] and other learning issue. 4. Train the staff in these methods - even the ones you do use the staff isn't trained. 5. You have some very good special ed people but you have some very lousy people too. Everyone seems to know who they are but yet you don't do anything.
70	Sep 3, 2014 2:24 PM	Look at the schools with students with more severe [REDACTED] needs and base staffing off of student needs not the whole school's total students=staff needed. People are getting hurt because there are not enough trained staff.
71	Sep 3, 2014 2:04 PM	Stop treating children as budget items. Give the children what they need, not the minimum you think you can or should give them. Above all LISTEN to the parents!!
72	Sep 3, 2014 1:48 PM	Create programs which are more supportive for students who fall in the middle of the [REDACTED] - the continuum from ALS, Primary Learner, and Inclusion leave many students hanging Do not wait for a child to be at the point of no return behaviorally to find the most appropriate placement, whether private or public - think of the needs of the child first and foremost at all times
73	Sep 3, 2014 1:48 PM	<ol style="list-style-type: none"> 1. Special needs kids shouldn't be moved from school to school. That could be intimidating. 2. For my son OT has almost been eliminated even though he truly needs it. It shouldn't be based on what the School System thinks it's best but should be what's best for the child. 3. Inclusion in activities e.g. plays, concerts etc.
74	Sep 3, 2014 1:43 PM	Better training/sensitivity for GENERAL education teachers, especially on middle school and high school level. More co taught classrooms, especially in the honors and GT classes. Just because a child is in higher level classes, doesn't mean the child doesn't need the support.
75	Sep 3, 2014 1:33 PM	the general ed teacher should at least be aware of what kind of disability the student has, what limitation of the student would have in learning the class materials, and how to accommodate or adapt the materials for the student

76	Sep 3, 2014 1:16 PM	More experienced SLP's-- my daughter stutters a lot, and the amount of ST she receives is not sufficient without a very experienced SLP. My daughter stuttered when she was in the [REDACTED] program, but being that she had an excellent SLP, her stuttering nearly stopped. Now she stutters more than ever, she is more anxious more than ever, and she has a very difficult time getting her thoughts out intelligibly; it is clear that the quality and quantity of SLP services this county is providing to children is insufficient for the ones who truly need it and/or the SLP's you have put into schools are not experienced enough to handle these children. It has been a complete drop-off in terms of services, and if she does not improve, we will have to enlist private SLP services. I do not want to hear that special education services are being cut b/c this is unacceptable, and I have heard this from numerous parents. All I can say is thank God I do not have another special needs child.
77	Sep 3, 2014 12:52 PM	I'd like to know more specifically when my child has 1:1 attention from a para. After a problem is identified or before? Since it's the beginning of the school year I don't have names associated with members of the team.
78	Sep 3, 2014 11:43 AM	More direct programs to address social skills during lunch/recess/pe. This is not targeted enough. Also, more specific plans to have parent/teacher meetings at the beginning of the school year. A lot could be helped by front loading some meetings at the beginning of the year with the new team to ensure that everyone is on the same page and that Parents and school develop a plan for communication that works best for everyone. Parents could also provide input on strategies for the child. Also, principals should be graded on the quality of the SE provided in the school to ensure that they are motivated to place resources in that area.
79	Sep 3, 2014 11:32 AM	Allow touch math to be used as an alternate math program for all students
80	Sep 3, 2014 9:09 AM	More staff receiving better pay!
81	Sep 3, 2014 8:48 AM	Real transportation services instead of current moving of bodies from one place to another. More consistent school schedule. High schools need to make accommodations for students who take medicines that causes them to be extra tired in the am. School starts too early for high school students.
82	Sep 3, 2014 3:51 AM	Make more accommodations in the curriculum for kids with IEP, the current way sets the kids for failure. How do you read or give instruction to a 6th grader who had the reading ability or understanding of a kindergartener?
83	Sep 3, 2014 2:23 AM	More autism special services
84	Sep 3, 2014 2:20 AM	The OT and ST should be involved planning my sons daily activities with other classes like Art so on. I do not think he receives a good support from OT, which he needs most. We are fighting not to give away his therapy time. The district should find better therapists. Last year my child's special ed teacher was not good as well, the district should hire better special educators. We support my son's speech needs with music therapy, music therapy and art therapy should be a part of special ed curriculum. He is sitting in Art class without doing anything, the art teacher told me she does not have any time
85	Sep 3, 2014 1:48 AM	More time available by professionals with students
86	Sep 3, 2014 1:40 AM	Provide more technology aides for students
87	Sep 3, 2014 1:36 AM	EXTEND THE [REDACTED] TO GO THROUGH 5th GRADE (or beyond!!) This is such a successful program for kids on the [REDACTED], can we extend it to go beyond 2nd grade?

88	Sep 3, 2014 1:28 AM	More support and services needed for social skills, such as lunch bunch for older kids too, para educator facilitating recess games, peer buddy, mentors (my child really responds to older kids), and social skills groups offered as an after school activity. Implement pilot classes that are taught differently, such as co-teaching.
89	Sep 3, 2014 1:25 AM	Help staff support students with more intense needs
90	Sep 3, 2014 1:21 AM	Include [REDACTED] testing as part of the county's educational and psychological testing done to determine learning disabilities. Provide a certified Orton-Gillingham reading program or tutor in all elementary schools. Allow open enrollment for special needs students.
91	Sep 3, 2014 1:00 AM	speech pathology
92	Sep 3, 2014 12:38 AM	Transition, transition, transition I find it odd that the school or district has not seen most situations from previous students in applying an approach to a current challenge
93	Sep 3, 2014 12:32 AM	When a child is given a "case manager" that person should be in at least one of the child's classes. My child's case manager did not have my child in any class last year. It appears the case manager spends a lot of time on the quarterly progress reports. These reports are not user friendly at all. They should be easier to read & understand. That being said perhaps the time taken to fill them out quarterly could be spent with the children. I know it's difficult in such a large school district but I wish there could be more face to face conversation with the teachers, case managers, parents on the child's progress.
94	Sep 3, 2014 12:16 AM	Have the teachers attend the IEPs more, then just passing the message through the case worker.
95	Sep 3, 2014 12:13 AM	Educate the class on the nature of the child's challenge (if the parents approve) so that they will not be nervous or afraid of the child. Let the kids ask questions, when appropriate, about the nature of the challenge.
96	Sep 3, 2014 12:07 AM	Some of the therapists and teachers are overly concerned with behaviors. They should know that some students are learning even when they are moving or when not making eye contact, etc. if they believe a student has to sit still before s/he can learn then nothing will get accomplished.
97	Sep 3, 2014 12:06 AM	Factor in the needs of new children joining the school at every grade level and not just the initial or youngest grade that the school covers, such as 6th and 9th grades.
98	Sep 2, 2014 11:47 PM	I would recommend more speech therapy with non-verbal kids. I would recommend more hours other than the hours in their IEP and also with the OT I would recommend they do more learning how to write their names etc during OT. I am looking for stability as well. This is my daughter's 4th school. I am happy with this one because her SLP is so good and helpful and not lazy I think she is working for my child and will help increase my child's speech.

99	Sep 2, 2014 10:55 PM	Listen when a parent is telling you that a student with an IEP is struggling with a class. We were told for homework to "tough it out" which eventually led to our son hating the subject. We were able to reduce homework amount after persisting but why should it take so long? It was a strategy that was clearly established in Middle School as being effective and conducive to his learning. Also, we received very little if any communication from our son's special education case manager last year. Now we have her again this year. We got much more support directly from the teachers than our case manager. So, now we are looking at another year of little communication on our son's progress unless we ask specific questions. Why do we have the same case manager every year?
100	Sep 2, 2014 10:23 PM	<p>I appreciate the paraeducators. The ones that my child has dealt with had very good training and real life experience to assist my child. His 1st grade teacher was AWECOME, however I do not think that her skills alone was the support my child or child like mines the support and attention that he needed. It would be great to have a certified teacher, but I know that dealing with a special needs child does require more than just the certification. Experience, patience, and stamina.</p> <p>I think there needs to be changes with the ESY that is offered. It seems like the older the child and the more of a delay would require more assistance. My son received great services and I am positive that each year the teachers and staff give it their all each year. However, his needs are growing unfortunately and I believe this needs to be taken in account.</p>
101	Sep 2, 2014 10:19 PM	Not sure at this time.
102	Sep 2, 2014 10:05 PM	Add more special ed Professionals so one on one time is increased
103	Sep 2, 2014 10:04 PM	<p>Include the parents in the decision making process (don't just say it to get them to IEP meetings) and listen early on.</p> <p>Get rid of isolation and restraint in schools. Unless this is really an emergency situation, this is unnecessary and doesn't foster a positive learning environment. This is school not jail.</p>
104	Sep 2, 2014 9:29 PM	<p>provide better training to elementary school administrators; many ES administrators are too slow to test students (particularly if the student is at a Title I school with many students in need of remedial services); even though all of my child's teachers in K-3rd had concerns about my child's academic progress, the administration refused to consider testing/ services until he had begun to fall behind his peers and until we initiated testing at [REDACTED]; I feel my child had 4 wasted years of education. We also spent an excessive amount of money on testing and tutoring. My child needed SE support during school hours in K-3rd.</p>
105	Sep 2, 2014 9:16 PM	<p>Provide more special education teachers to accommodate the special education students. Last year I initially encountered communication delays between the general education teacher and special education teacher because she had so much more responsibility. This affected my child's grade. I had to advocate for him to get his grades changed, etc. because the issue was the classroom needed some more modifications and he needed medication adjustments. Once those were identified, he had a successful year. Unfortunately, it took a lot of back and forth with me as the parent, to get these needs met.</p>