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Brandywine School District

Annual Performance Report

2005-2006 school year

Overview

Brandywine School District is responsible for the education of over 10,000 students with a teaching staff numbering close to 700. There are approximately 1400 students with disabilities and over 150 special education teachers and related service staff in the district.

Brandywine School District is committed to improving the educational programs for students with disabilities. Special Programs/Services has implemented organization and program restructuring over the past four years resulting in greater inclusive practices throughout the district. All schools have a greater continuum of services, leading to increased access and opportunities to participate in the general education curriculum for all students.

Special Programs/Services develops and supports programs for students with disabilities and provides staff training both inside and outside the greater organization of Brandywine School District. There is a collaborative relationship between all departments of the school district such as Educational Services, Title 1, and Accountability. There are several district wide initiatives that directly support the move toward more inclusive schools:

- District Strategic Plan
- Equity Training
- Combined Special Education and Regular Education Professional Development
- National Center for Educational Accountability External Review

In addition, Special Programs is highly invested in Positive Behavior Supports, Inclusive Schools and the Instructional Support Team initiatives. The number of schools participating in these initiatives has increase annually.

Due to the length of this document, data is presented in chart format. All data charts and excel files are available upon request.

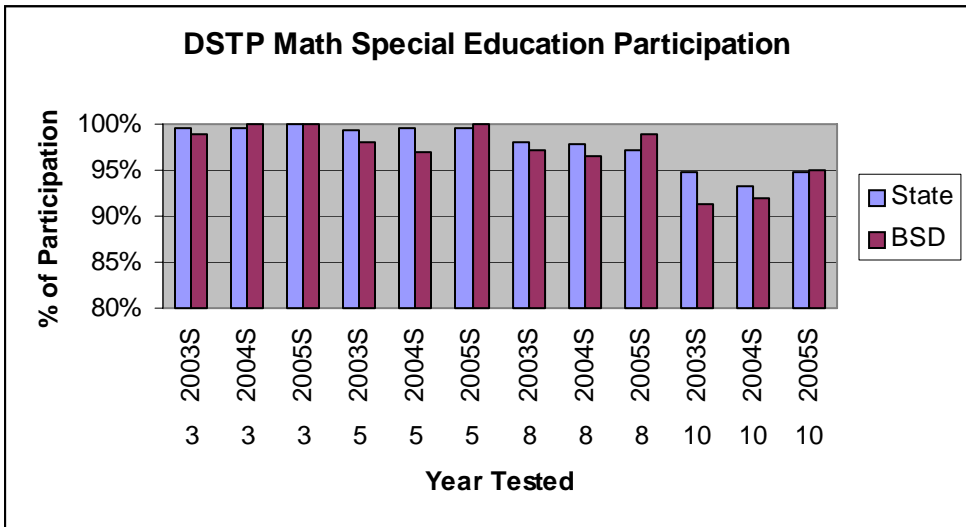
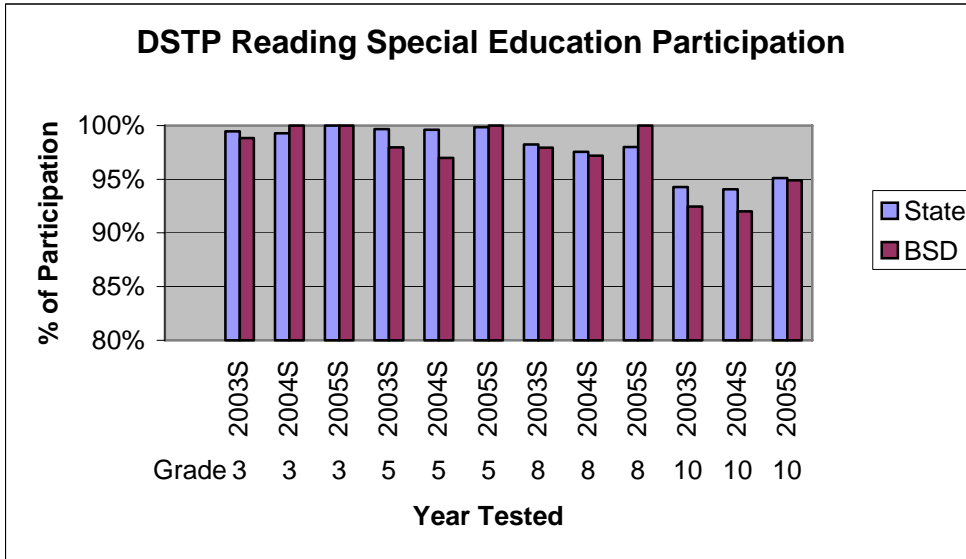
Many thanks to the dedicated members of the six priority area teams of staff, community and parents who met for two months to formulate and compile the targets and activities in this Annual Performance Report.

Priority Area One: Improve Student Performance

Indicator A: Increase the percentage of children with disabilities participating in the DSTP with no accommodations, with accommodations, and on the DAPA.

District Goal: The participation rate for students with disabilities in Brandywine School District is targeted at 100%.

Baseline /Trend Data:



Targets: NA (Brandywine did not set targets last year.)

Explanation of Progress or Slippage:

A comparison of DSTP participation rates for grades 3, 5, and 8 in reading and math, indicate that participation was between 96.5% - 100% from 2003 – 2005, which is an acceptable level according to the state. The participation rates in reading for grade 10 students increased from 92% - 94.9% from 2003-2005. The participation rates for grade 10 students in math increased from 91.4% - 94.9%.

A review of DAPA reading and math participation data indicates that 100% of the students in grades 3, 5, 8, and 10 participated in years 2003-2005.

By 2005, Brandywine met or exceeded the 95% participation goal as set by the state in both DAPA and DSTP participation data at all grade levels. We attribute our progress to staff compliance of attendance policies and procedures.

Projected Targets:

Indicator A: Increase the percentage of children with disabilities participating in the DSTP with no accommodations, with accommodations, and on the DAPA.

District Goal: Brandywine's projected target for participation in DSTP and DAPA is 100% for the 2005-2006 school year.

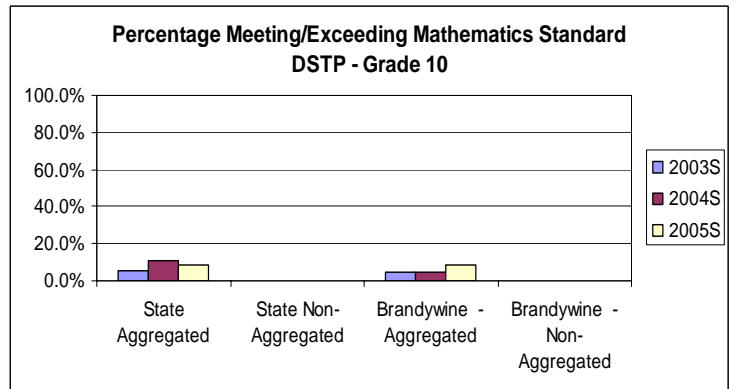
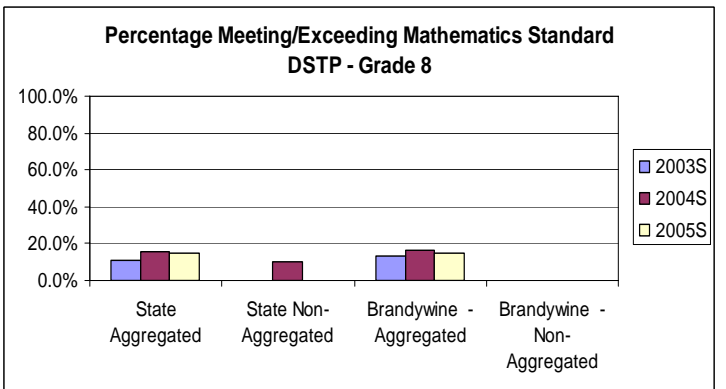
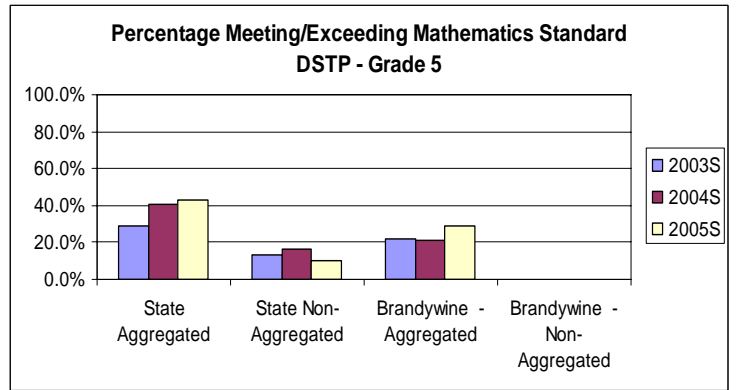
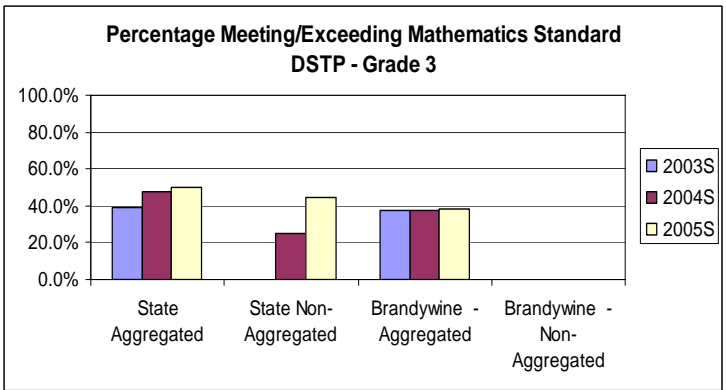
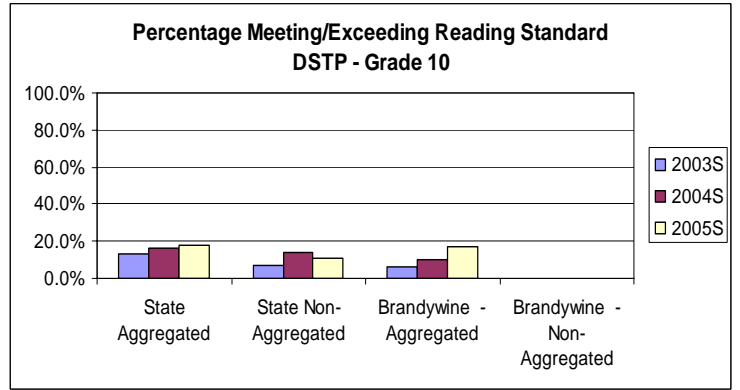
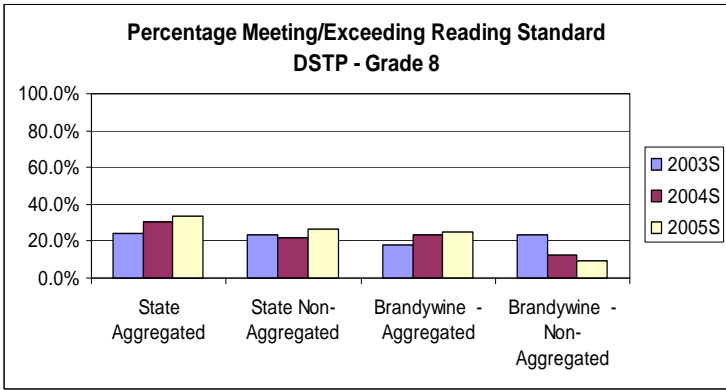
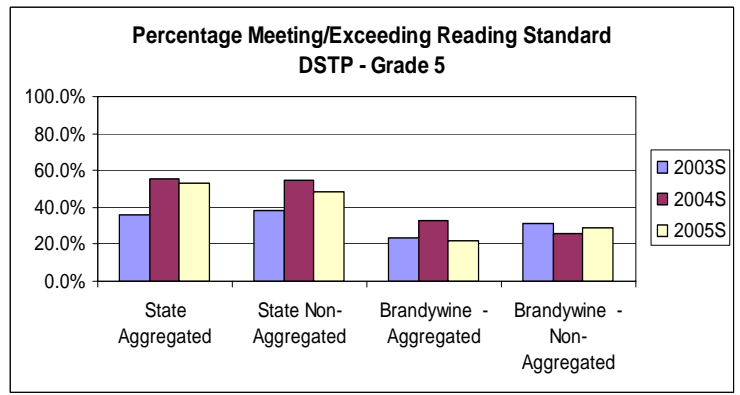
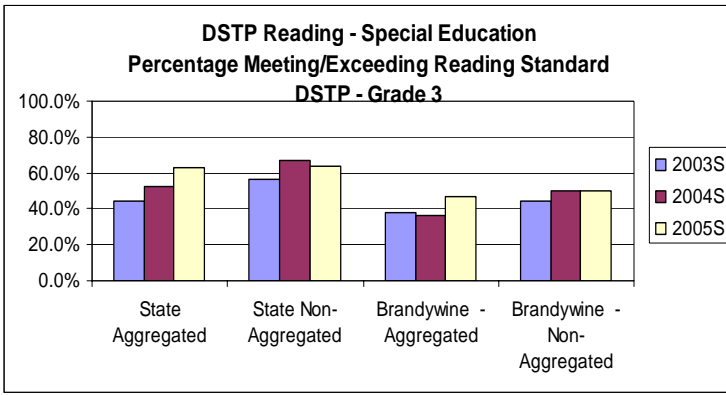
Future Activities, Projected Timelines, and Resources to achieve projected targets:

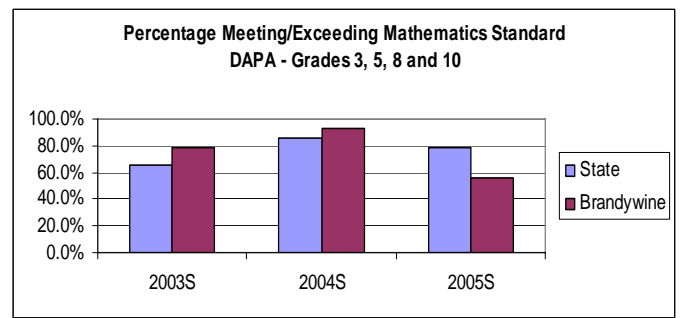
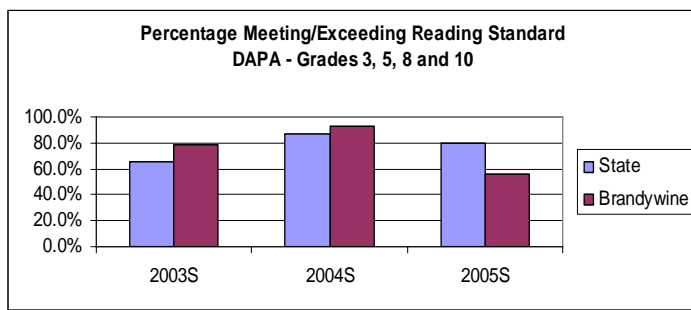
Future Activities	Projected Timelines	Resources
Maintain current practices encouraging students to attend school on DSTP testing days.	July 2005 – June 2006	Special Education Teachers
Review and reinforce attendance policy with attendance personnel.	July 2005 – June 2006	Principals
Share the above data with special needs teachers encouraging them to maintain their current practices for reviewing completion of DAPA portfolios with district staff.	July 2005 – June 2006	Educational Diagnosticians, Coordinators Special Programs

Indicator B: Increase the percentage of children with disabilities meeting the standards.

District Goal: The Brandywine School District will increase the percentage of students with disabilities meeting or exceeding the state standards in reading and mathematics as measured by the DSTP.

Baseline /Trend Data:





Targets: (NA) Brandywine did not set targets last year.

Explanation of progress or slippage:

Reading:

A review of the DSTP reading data shows an overall improvement in the percentage of students with disabilities that met or exceeded the standards in grades 3, 8, & 10. Grade 3 students made 9% gains going from 37.7% in 2003 to 46.5% in 2005. Grade 8 students made a 6% gain from 17.7% in 2003 and 23.7% in 2004, then increased 1.6 percentage points more to 25.3% in 2005. In grade 10, students have moved from 5.9% in 2003 to 10.3% in 2004, and finishing with 16.9% in 2005. This is a total gain of 11% in grade 10 students from 2003 – 2005. Grade 5 students increased 9% scoring 23.1% in 2003 and 32.4% in 2004, but decreased 10.9% in 2005 to 21.5%.

Increases in reading at the third grade level are primarily a result of several district wide initiatives. First, was the implementation and administration of the DIBELS assessment in grades K-3. In conjunction with this assessment, all teachers had five full days of professional development linked to the administration, interpretation, and analysis of their DIBELS data. Teachers used the progress monitoring, built into the assessment, to ensure effective instruction was taking place for individual students identified as needing intensive intervention. Additionally, all special education students had access to the general curriculum and on-grade level Harcourt Trophies materials. The Harcourt Trophies intervention materials were also used to supplement instruction. There was an increase in the number of coaching and modeling opportunities in the primary grades where students with disabilities were being served. These coaching and modeling opportunities have been provided in the classroom by a Special Programs and Services reading specialist, whose responsibility is to work with special education teachers on reading strategies and classroom instruction. In addition, specific specialized reading training was provided for special education staff. This specialist also worked collaboratively with the district reading specialist responsible for regular education to coordinate the core instruction, supplemental instruction, and provide collaborative professional development. Initial training in co-teaching was provided by Lou Emgee, an outside inclusion specialist.

Decreases at the fifth grade level were due to several relevant factors. The most significant impact was caused by the special education staff's instability at the intermediate level. There was an unusually high turnover rate relative to the turnover rates at other cluster levels. Personnel shortages, multiple substitutes filling these vacancies, and having no other option than hiring non-certified staff on an emergency basis had significant influence on student achievement. Additionally, The Harcourt Trophies Intervention program was newly implemented at the intermediate level. The professional development for the implementation and coordination of this program was minimal to meet the needs of the staff and students. Professional development days were designated and reserved for math. The students identified with disabilities were in more restrictive environments with fewer opportunities to participate in integrated settings than students in other cluster levels. There were also fewer co-taught classrooms at the fifth grade level.

The number of students that met or exceeded the state standards in reading at grade 8 increased substantially from 2003 – 2004 and then had a small gain of 1.7% in 2005. Even though eighth grade showed no significant gains from 2004-2005, the district is moving in the right direction by providing training in implementing researched based programs and instructional strategies. i.e. CRISS and Marzano. Fast Track, a reading intervention program, has recently been implemented in all secondary schools within the last month. This program is designed to strengthen decoding and comprehension skills that should increase DSTP scores in 2006. The district has also increased the number of coaching and modeling opportunities for middle school teachers, supported by the Special Programs and Services reading specialist. This past year has seen a measurable increase in the number of students who are participating in co-teaching opportunities and an increase in the number of students in less restrictive environments. Teachers have participated in multiple training opportunities in inclusive education training and co-teaching. Outside consultant, Lou Emgee, provided professional development workshops for the staff.

In grade 10 Reading/ELA, we saw overall increases of 11%. We attribute this gain to an increase of the number of co-taught classrooms and the professional development that was provided to support our teachers in this new initiative. Other mitigating factors also led to this notable increase. The high schools dramatically reduced the number of students being served in self-contained settings. The district also eliminated the segregated cluster site for students who participated in DAPA. High school students identified with disabilities who participate in DAPA now attend the program in their home school and have been afforded a significant increase in opportunities to interact, socialize and be educated with their non-handicapped peers. Over the past few years, professional development that was given to all secondary ELA teachers was in the area of assessment and answering open-ended questions. This was the first time special educators were included in district wide professional development and were afforded the opportunity to learn the same strategies and instructional practices as their colleagues who work with regular education students. This opportunity positively influenced their daily classroom instruction. Finally, the number of coaching and modeling opportunities for special educators provided by the Special Programs reading specialist also increased.

Math:

DSTP math performance from 2003 to 2005 showed gains for special education students in grades 3, 5, and 10, with grade 8 decreasing slightly. Grade 3 students have remained fairly stable, decreasing and increasing slightly from 37.6% in 2003 to 37.1% in 2004, and 38.3% in 2005. Grade 5 math students remained stable from 2003 to 2004, but increased by 8.9 percentage points in 2005, going from 21.1% to 29%. Grade 10 math performance remained fairly stable in 2003 and 2004, but increased from 4.3% in 2004 to 8.7% in 2005. This is an increase of 4.4 percentage points. Grade 8 math performance increased 3 percentage points with students meeting the standards at 13.6% in 2003 and 16.7% in 2004. However, a slight decrease of 1.6% occurred in 2005 as student performance was measured at 15.1%.

The status quo for Grade 3 math is due to fewer opportunities for teachers to integrate the new curriculum, pacing guides, assessments, and inclusive strategies. Last year the district focused on ELA and all professional development days revolved around this topic. This year, the district will focus equally on math and reading.

In fifth grade, the district focused on math last year and all fifth grade teachers were trained extensively in the new McDougal Littell math series newly implemented during the '04-'05 school year. Special education teachers were included in all the training provided by the District, which included 5 full days and approximately ten one-hour curriculum meetings. Teachers were expected to hold students to higher levels of rigor and expectation than has been typical in the past. For the

first time, students were immersed in the general curriculum, which included newly purchased on-grade level textbooks, the district's new pacing guide, and regular assessments. The District provided schools with a special needs math specialist who modeled several standards-based lessons in classrooms. The lessons were designed to supplement the regular curriculum and also demonstrate how the regular curriculum can be modified to address the needs of learning disabled students. Special needs teachers also attended *Math in Context* and *Connected Math* training sessions conducted by the special needs math specialist. These math trainings focused on supplementing the general math program in less abstract and hands-on instructional strategies. Opportunities for co-teaching continue to develop and increase in fifth grade across the District. All staff was presented with an overview and benefits of full inclusion. Lou Emgee, a nationally known inclusion expert, has worked with many teachers.

High school math performance increased largely as a result of co-teaching partnerships forming in several classrooms at all three high schools, inclusion training, and the implementation of new math programs and pacing guides. Graphing calculators were also purchased for each high school and the special needs teachers participated in training sessions using the graphing calculator as a tool to solve higher-level math problems. The majority of the special needs high school teachers were also trained in several *Connected Math* program units. The *Connected Math* training sessions were aligned to the state's tenth grade Performance Indicators. Also, for four full days, all high school math teachers worked on formative classroom assessment strategies with Dr. Dylan William, an internationally known assessment expert. These strategies are effective with all students.

Slippage in Grade 8 math may have resulted from the effort to raise the level of expectations for middle school students, requiring pre-algebra in grade 7 and algebra in grade 8. This shift in the curriculum may have caused gaps for some students and also for some teachers who prepared to teach on grade level material for the first time. Additionally, only 1 of 3 middle schools had co-taught classes to assist in making a smoother transition to the higher level of rigor expected. This year, 2 out of 3 of the middle schools have formed co-taught classes, which should improve student performance in 2006.

Slippage on the reading and math DAPA scores could have occurred because of the changes in the procedures for reporting information. For example, last year a change was made in the way evidence of student learning was presented. In previous years, student portfolios could earn points through pictures and work samples to show evidence of different types of prompting being given or what types of supports were used. This year, pictures and student work samples were deemphasized and could not be used to "prove" that these necessary prompts and supports were being given. If they were not on a single data page, then credit was not given. People new to the DAPA process may not have gotten the necessary training offered to effectively make the changes needed to the portfolios.

Projected Targets:

Projected Percent of Increase from 2005 DSTP Scores to 2006 DSTP Scores

	Grade 3	Grade 5	Grade 8	Grade 10
Reading	+6%	+4%	+3%	+3%
Math	+6%	+6%	+2%	+2%

Future Activities:

Activities	Timeline	Resources
District Initiatives		
Ensure that the core curriculum is available for all special education students and teachers.	November 2005 - June 2006	Director of Special Programs, Principals
Continue to administer and discuss monthly open-ended math question assessments to all students. These questions are reflective of DSTP short answer and extended response questions.	November 2005-May 2006	All teachers
Provide training for grades 6-10 math and ELA teachers in NWEA, an assessment program, which will facilitate a teacher's ability to differentiate instruction.	October 2005-May 2006	Teachers-Grades 6-10
District Professional Development		
Provide training for professional staff in assessment, methods, strategies/teaching techniques to increase student achievement in Reading/ELA: DIBELS (K-5) NWEA (grade 6 math, 7-12 reading and math) Harcourt Trophies (1-6) Curriculum meetings Marzano strategies CRISS training Differentiated Instruction Dylan Wiliam Breakthrough to Literacy (all K and Grade 1 who score intensive range on the DIBELS) AbeCeDarian (all K and Self-contained 1) Paratore Model/ Multiple Flexible Grouping (K-5) SSSRI (Middle & High School) IMPACTII (to be offered 7-10) New Teacher Induction Program	November 2005-June 2006	Special Programs Reading Specialist (K-12) District Reading Specialist (K-5)
Special Programs Professional Development		
Conduct DAPA-II training for all Community Based teachers	October 2005-February 2006	Coordinator Special Programs, Center for Disabilities Studies
Train Special education teachers: Standards Based IEPs IEP process	January 2006	Coordinator Special Programs
Create a <u>Supplemental Guide</u> that aligns below grade level <i>Investigations</i> and <i>Math in Context</i> units to fifth and sixth grade <i>Grade Level Expectations</i> .	November 2005-February 2006	Special Programs Math Specialist Special education teachers-Grade 5-6
Reading/ELA training in methods, strategies/ teaching techniques specific for Special Education: Direct Instruction (1-12) Fast Track (7-12) Harcourt Trophies Intervention Program (1-6)	October 2005-February 2006	Special Programs Reading Specialist

Breakthrough to Literacy (K-1) AbeCeDarian (to be offered 2-5)		
Modifying and accommodating K-4 school-based <i>Investigations</i> assessments training for co-teaching staff	November 2005- June 2006	Special Programs Math Specialist
Professional Supports		
Provide Modeling/Classroom coaching for Special Education teachers in the areas of reading and math	November 2005- June 2006	Special Programs Math and Reading Specialist
Parent and Community Supports		
Offer <i>Math Nights</i> at Brandywine Parent Centers	November 2005	Special Programs Math Specialist

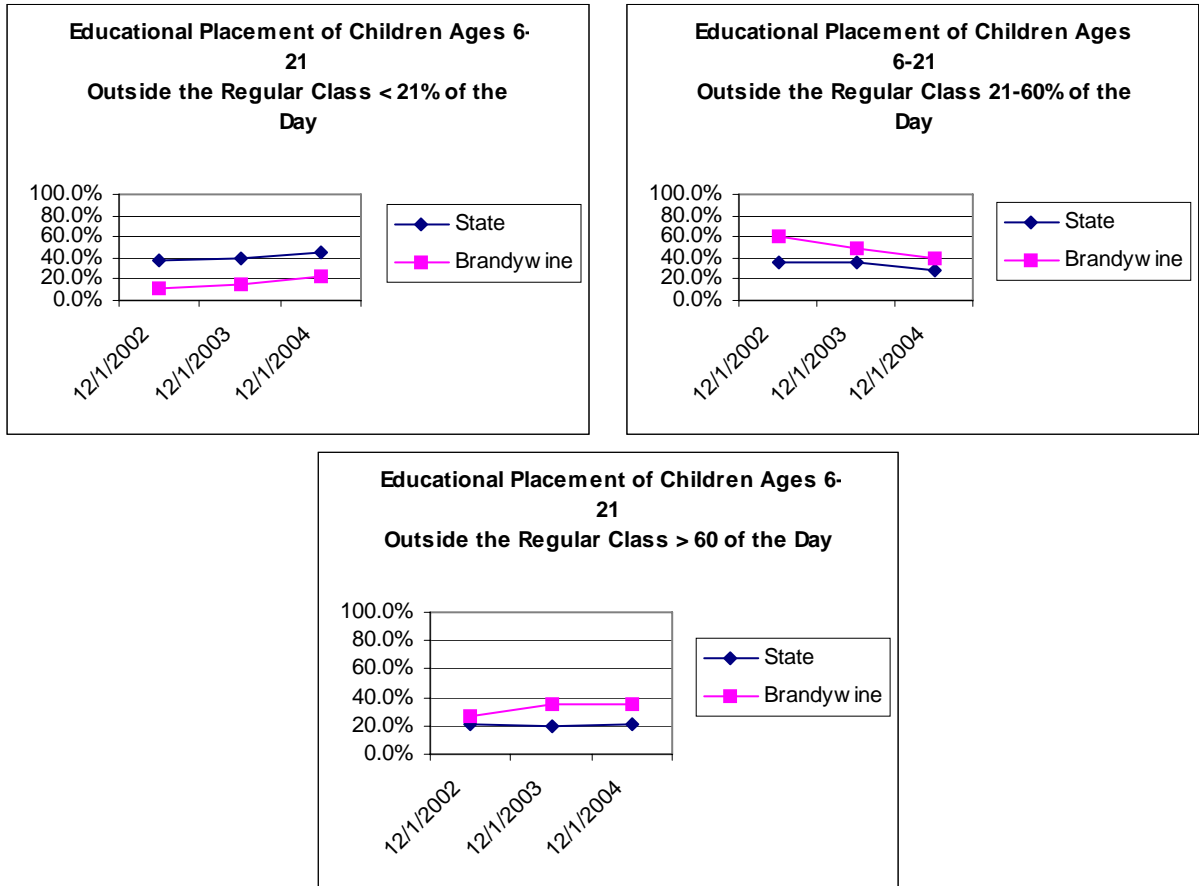
Priority Area Two: Increase Student Placement in the LRE

Indicator A: There will be an increase in the number of students with disabilities effectively included in the general education classroom and participating with their non-disabled peers.

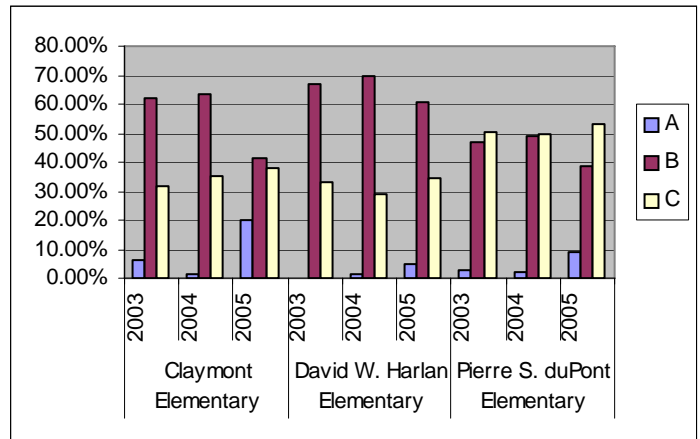
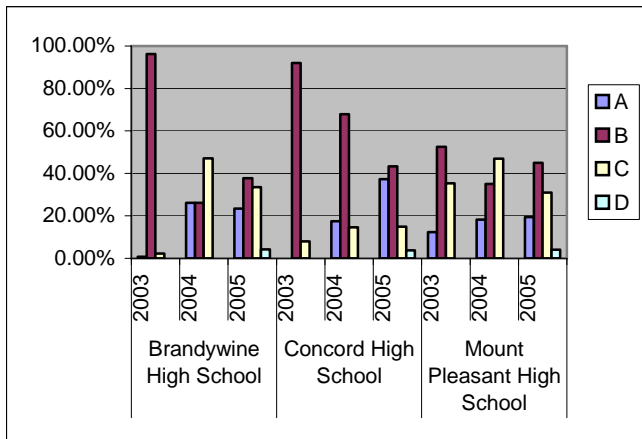
District Goal(s): All schools will provide a continuum of placements for students with disabilities increasing the opportunities for students with disabilities to be effectively included in the general education classroom and participating with their non-disabled peers in their home schools.

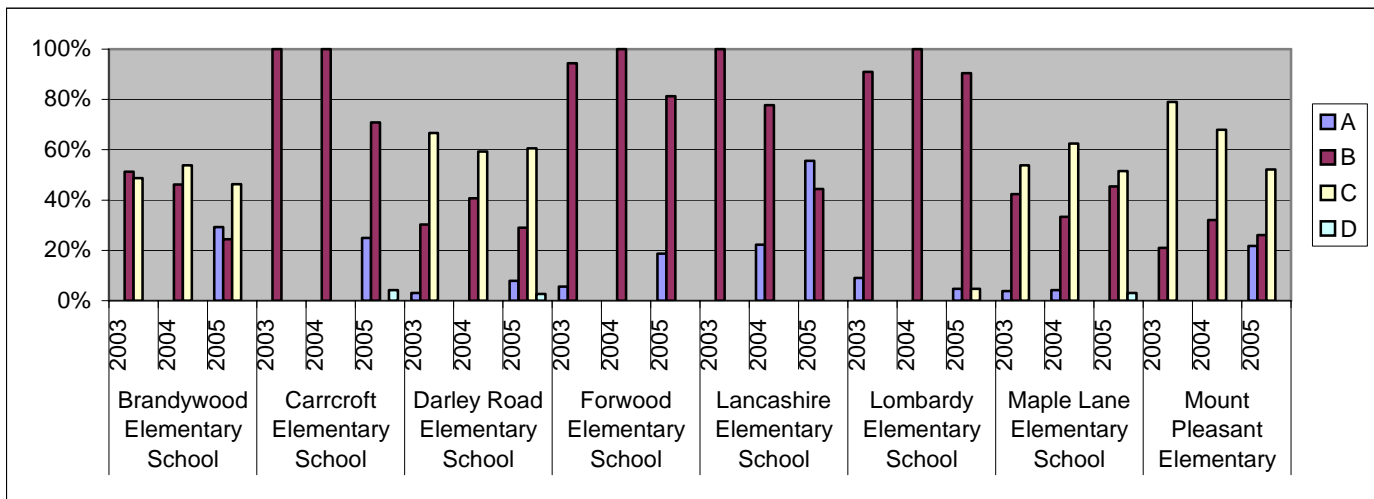
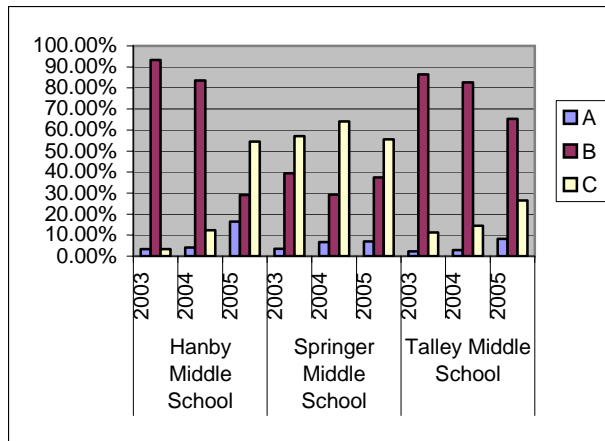
Baseline /Trend Data:

BSD LRE Data compared to the State



LRE Data by School





Targets:

There were no targets in this area prior to this APR.

Explanation of progress or slippage:

Brandywine School District has been working diligently for the past three years to restructure the organization of special education programs throughout the district. When this process began, “self-contained” programs at the elementary level were clustered in four of the eight elementary schools. If a student in a non-cluster site needed an increase in service, the student would have to transfer out of their home school and go to a cluster site. In addition, student in Kindergarten in need of special education services had to transfer to Bush. This is no longer the case. All students can be served in their home schools except for those who might need the highest level of service. This number at the primary level is extremely limited. Current data indicates that all schools have been providing a greater continuum of services at all grade levels. There has also been an increase in co-teaching opportunities in all schools.

The data above is a breakout of the LRE district data into schools. More schools are moving toward greater opportunities for students with disabilities to receive services within the regular classrooms. There is a difference in the growth of this trend with cluster site schools and non-cluster sites. For example, Lancashire (previously a non-cluster site school) has shown greater growth in students with

disabilities being educated in the regular classroom than the primary cluster sites (Mount Pleasant, Maple Lane, Darley Road, and Brandywood).

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006)

By June 30, 2006, the number of students with disabilities ages 6-21 in general education classes greater than 80% of the day will increase to 27 %.

By June 30, 2006, the number of students with disabilities ages 6-21 in general education classes for 40% to 79% of the day will increase to 45 %

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
MPES, CHS, Lancashire and Hanby will complete ½ the BLT training in the Inclusive Schools Initiative	October 2005 – June 2006	Coordinators of Special Programs, Building Level Teams
Provide IEP training for all special education staff focus on LRE	October 2005 – June 2006	Coordinators of Special Programs, Educational Diagnosticians
Increase the number of schools involved in Inclusive Schools Initiative from 4-6	January 2006-June 2006	Coordinator of Special Programs, DOE ISI staff
Engage in long term planning to schedule opportunities for more inclusive classrooms	March 2006-June 2006	Coordinators of Special Programs, Principals, Guidance Staff

Indicator B: New school building plans include classrooms that are inclusive and facilities that are fully accessible.

Baseline/Trend Data: Not available at this time

Targets:

There were no targets in this area prior to this APR.

Explanation of progress or slippage:

Brandywine School District has completed long term planning on renovations of all building. All building renovations will be completed to comply with all state and federal accessibility regulations.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006)

By June 30, 2006, 100% of new school building plans are inclusive and facilities are fully accessible.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

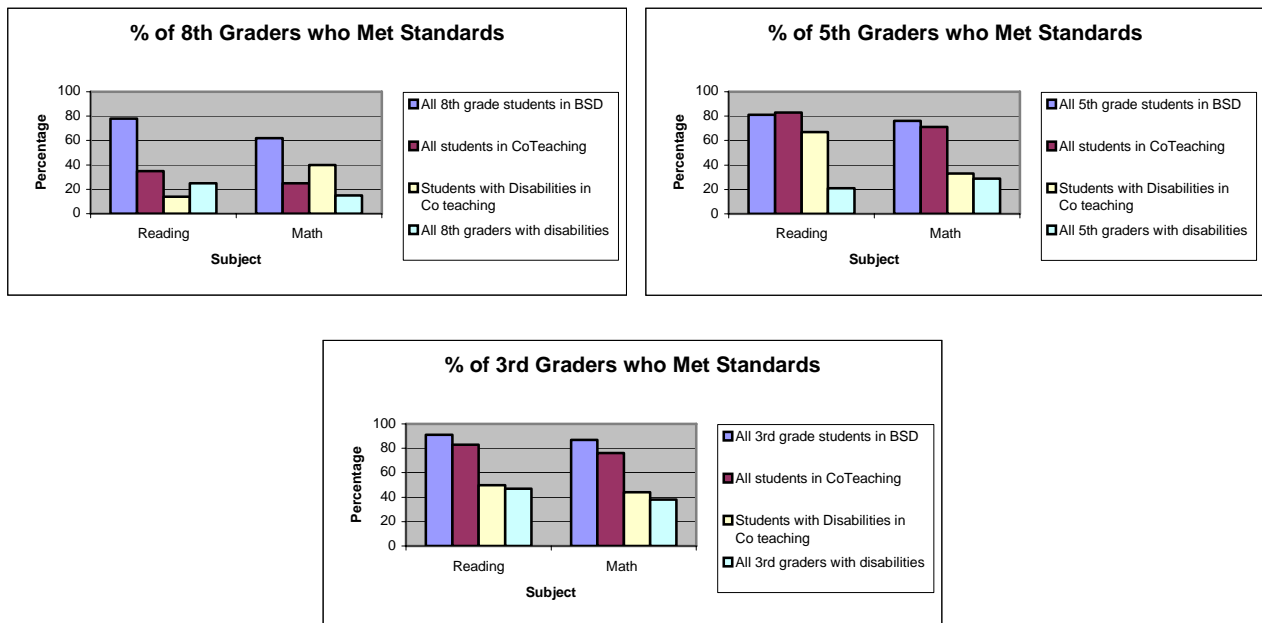
Future Activities	Projected Timelines	Resources
Provide accessibility training with all building administrative staff	December 2006	Director of Special Programs, BSD Parent of special needs student

Indicator C: Measure impact of student placement on individual student outcomes.

Baseline/Trend Data:

District specific data

Brandywine School District Co-teaching data



Targets: (NA) Brandywine did not set targets last year.

Explanation of progress or slippage:

The Co-teaching data provided above indicated that students with disabilities involved in co-teaching classes met or exceeded the standards at a higher rate than those students not in a co-teaching class. This was true for all co-teaching classes except 8th graders with disabilities in reading. This data is limited to four primary classes, two intermediate classes and two middle school classes during the 2004-05 school year. The number of co-teaching classes has increased this school year. We anticipate showing an increase in the % of students with disabilities who meet or exceed the standards in co-teaching classes as staff become more proficient in their co-teaching skills.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006)

By June 30, 2006, the percentage of students meeting or exceeding Performance Level 3 on the DSTP in co-teaching classes will increase by 5%.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Offer all staff co-teaching training throughout the school year.	October 2005 – June 2006	Coordinator Special Programs
Distribute and review Accommodation and Modification Q & A to all staff.	February 2006	Coordinator Special Programs, Educational Diagnosticians
Revise IEP minutes forms to reflect specific discussion on placement decisions and train special education case managers.	October 2005	Coordinator of Special Programs, Educational Diagnosticians, Special Education case managers

Priority Area Three: Improve Student Behavior

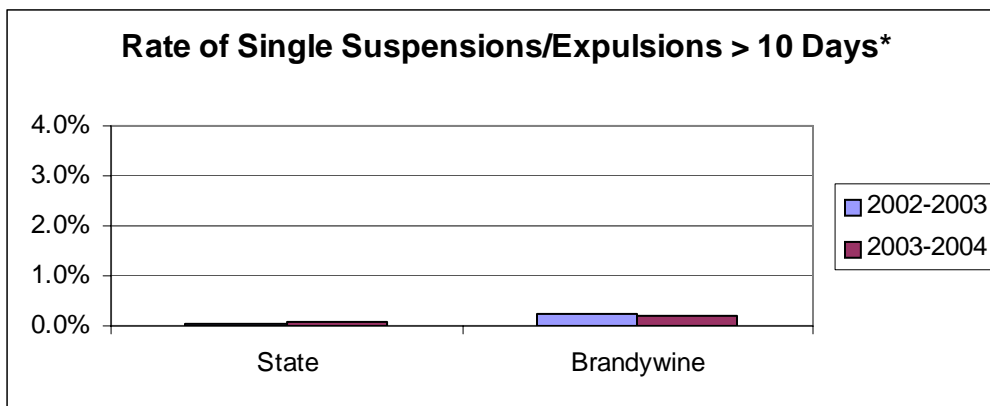
The Brandywine School District is committed to diligently collecting data on student behavior and utilizing that data for planning interventions. Policies and procedures relating to suspensions for special education students are included in the district's Code of Conduct and are consistent with the State's Administrative Manual for Special Education Services (AMSES). Discipline data, including duration of suspension and total days suspended has been entered through E-school since the 2004-2005 School Year. Disaggregation and tracking of special education students is done in cooperation with Delaware's Department of Education (DOE). Students in alternate interim placements are not included in the number of days suspended. Students placed on Homebound Instruction while waiting hearing for suspension or expulsion are counted as days suspended.

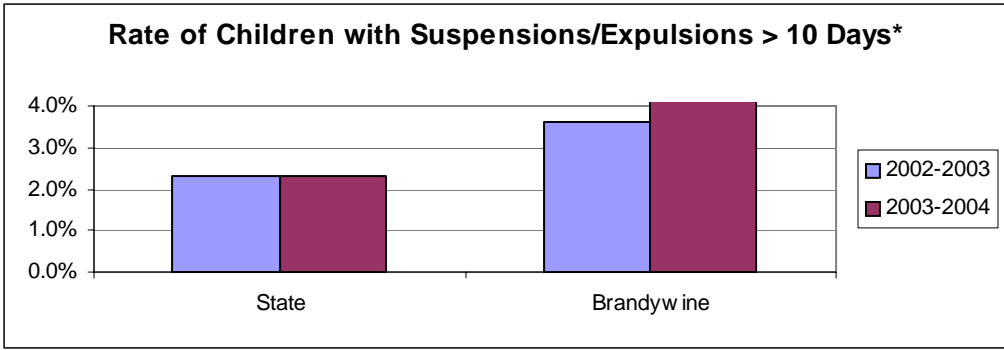
It is noted when analyzing the following data, that with the transition to E-school in 2004-2005 and more accurate reporting, there appears to be a significant increase in the number of suspensions and of days suspended in the Brandywine School District. While this explanation attributes an increase in part to reporting procedures, it should not be interpreted as an excuse or a wavering of Brandywine's strong commitment to achieve the goals and targets aiming at reduction of these numbers. Finally, it is noted that State data for 2004-2005 is omitted from the Baseline/Trend data since it will not be available until March, 2006.

Indicator A: The percentage of children with disabilities receiving long-term suspensions or expulsions will decrease.

Baseline/Trend Data:

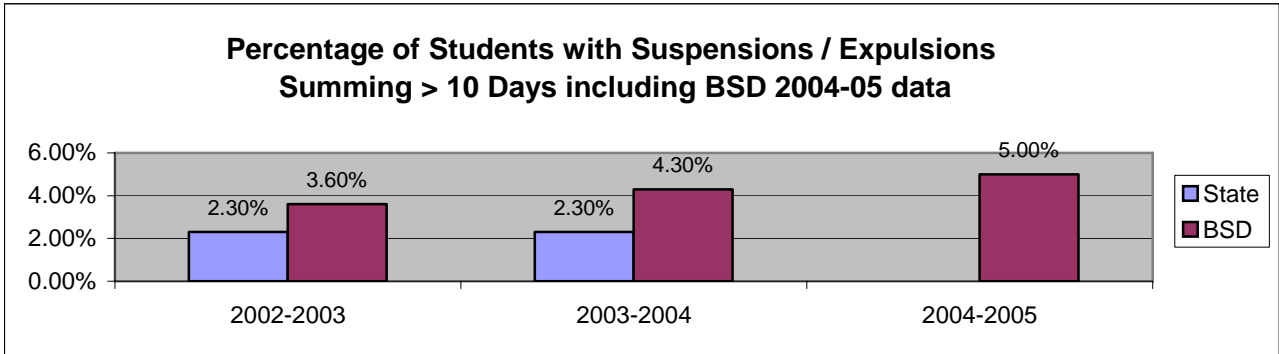
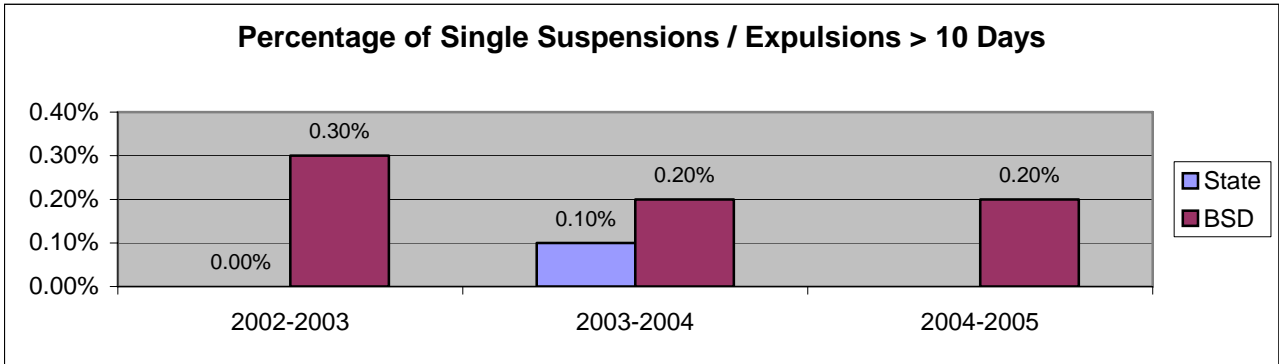
Suspensions/Expulsions Greater Than 10 Days for Students with Disabilities Comparing State with Brandywine School District





District specific data:

Suspensions/Expulsions Greater Than 10 Days for Students with Disabilities Comparing State with Brandywine School District including BSD 2004-05 data



***Does not include single suspensions/expulsions>10 days for drugs or weapons (only 12 statewide 2002-2004)**

Targets:

There were no targets in this area prior to this APR.

Explanation of progress or slippage:

The percentage of suspensions/expulsions summing greater than ten days for Brandywine's students with disabilities was clearly higher than the state percentages during 2002-2003 and 2003-2004. There has also been a consistent, moderate increase in this percentage within the

school district during the three years culminating in 2004-2005 (5%). During the same period, the percentage of **single** suspensions/expulsions (more serious acts) greater than ten days was significantly higher for Brandywine than the State. Interestingly, within Brandywine there was a slight decrease from 2002-03 to 2003-04, which remained stable in 2004-05. There is clearly a need to reduce the percentage of students with disabilities receiving suspensions summing greater than ten days and to continue the trend toward fewer single incident suspensions of greater than ten days. It is important to continue more consistent data gathering for comparison of trends especially since School-Wide Positive Behavior Support (PBS) has been expanding and becoming more effective since the 2004-2005 School Year. PBS has also begun to provide more useful data such as numbers of discipline referrals and their nature providing more informed decision-making regarding proactive interventions to prevent problems and encourage pro-social behaviors.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006)

The percentage of students with disabilities receiving suspensions or expulsions summing greater than ten days will decrease by 20% from a rate of 5% in 2004-05 to 4% in 2005-06 school year.

The percentage of students with disabilities receiving single suspensions or expulsions greater than ten days will decrease by 20% from a rate of .2% in 2004-05 to .16% in 2005-06 school year.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Complete training of all psychologists, educational diagnosticians and school based teams to build capacity to conduct and track effective Functional Behavior Assessments (FBA's) and Behavior Support Plans (BSP's).	Completed by the end of the 2005-2006 school year.	Coordinator of Special Programs, School Psychologists.
Train administrators and educational diagnosticians on discipline procedures for students with disabilities.	During the 2005-2006 school year, to be repeated annually.	Coordinator of Special Programs
Continue to provide supplemental counseling and psychological programs and support in all district schools and intensive learning center sites.	During the 2005-2006 school year and ongoing.	Psychologists, Counselors, Social Workers, ILC Therapists, Family Crisis Therapists (F.C.T.'s).
Continue Crisis Prevention Institute (C.P.I.) training for teachers, psychologists, support staff, interventionists and aides working with challenging students/programs.	During the 2005-2006 school year with ongoing renewal training as required.	Coordinator of Special Programs, School Psychologists
Develop and implement curriculum and programs to teach and encourage prosocial skills and behaviors for	During the 2005-2006 school year and ongoing.	Coordinator of Special Programs, School Psychologists, Counselors,

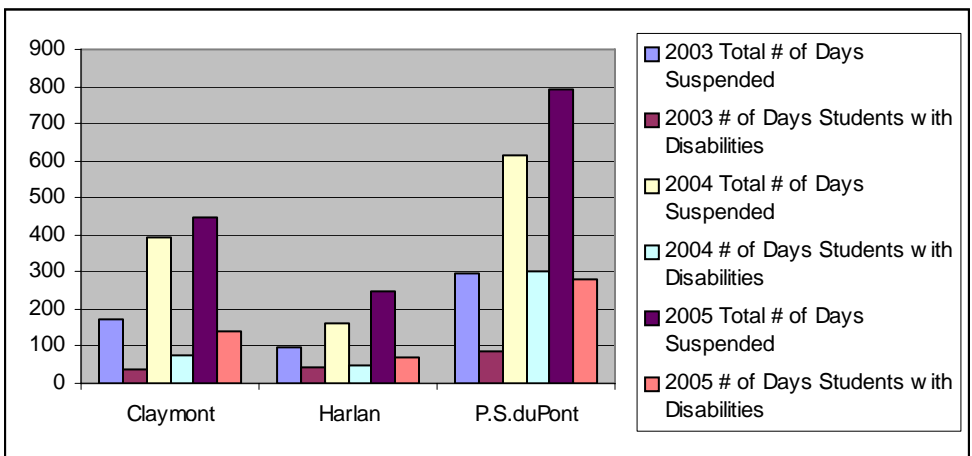
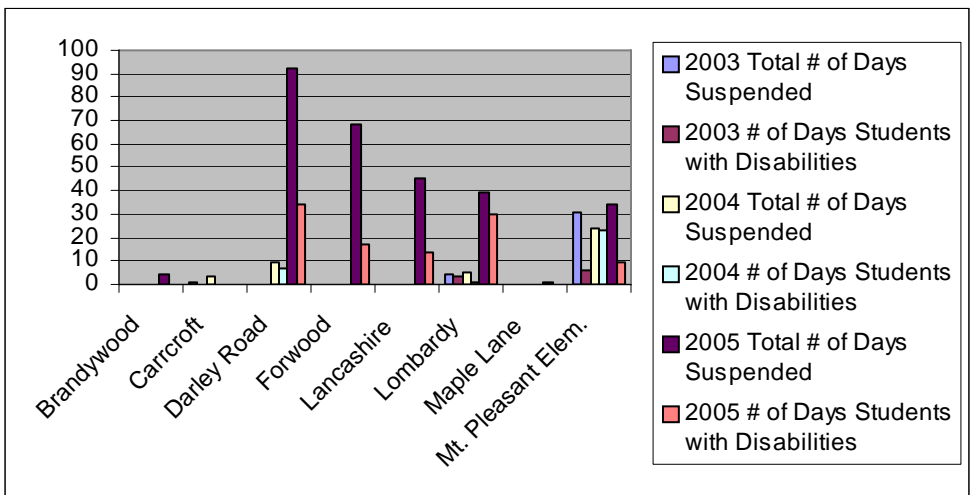
<p>academic success, such as anger management, conflict resolution, social skills training, anti-bullying programs, Brandywine Community School, Twilight Academy Program (T.A.P.), Leader Corps, H.U.G. (Hello-Update-Goodbye mentoring) Program, P.B.S. and other character education programs such as Responsive Classroom, Love and Logic, Core Essentials.</p>		<p>Social Workers, ILC Therapists, Family Crisis Therapists, Interventionists, etc.</p>
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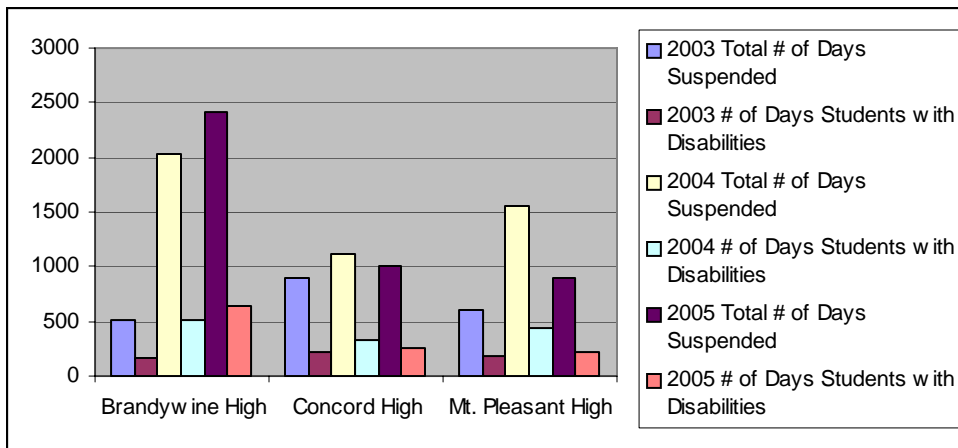
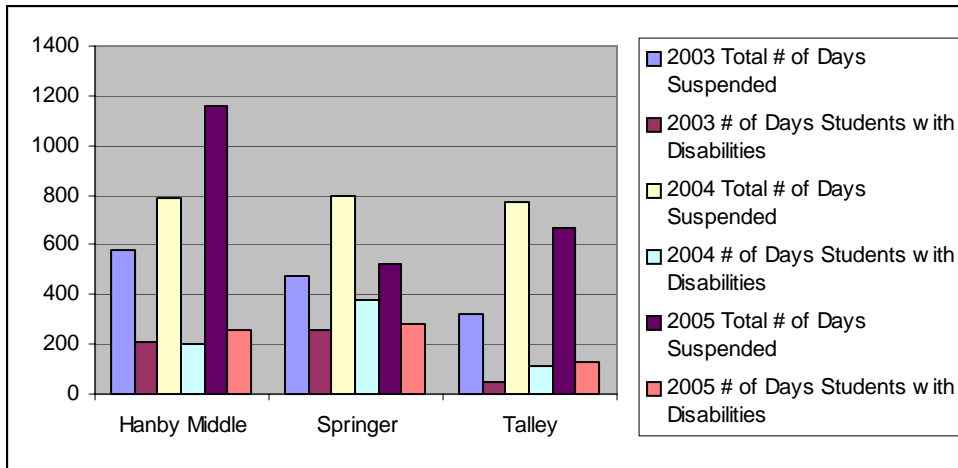
Indicator B: The number of days children with disabilities are suspended will decrease.

Baseline/Trend Data:

District specific data:

Number of suspension days by school for all students and students with disabilities





Targets:

There were no targets in this area prior to this APR.

Explanation of progress or slippage:

During the years 2003-2004 and 2004-2005, the number of suspension days for students with disabilities compared with the total number of suspension days approximately doubled compared with the number of days students with disabilities were suspended in 2002-2003. In each of these years, there was a consistent increase in the number of days students with disabilities were suspended as they rose in grade levels from elementary (least days), to intermediate, to middle, to high school (most days). While this data may in part be explained by reporting procedures and developmental stages of the students, there appears to be a need to explore effective interventions, especially at the middle and high school levels. Positive Behavior Support (PBS) and other interventions geared toward secondary students have recently expanded from the elementary to the secondary level and PBS has yet to be implemented at the high school level.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006)

The number of days suspended for students with disabilities compared with the total number of days suspended will decrease by 20% from 2396.5 days in 2004-05 to 1917.2 days in 2005-06 school year.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Provide support and training to the twelve current Positive Behavior Support (PBS) schools and build capacity to increase the number of STAR Schools beyond the six currently recognized.	During the 2005-2006 school year and ongoing, conduct SET-D evaluations of all PBS schools and make appropriate recommendations.	Coordinator of Special Programs, District PBS Coaches, DOE/U. of DE. PBS Staff.
Conduct Positive Behavior Support (PBS) training to increase the number of implementing schools from 12 to 14.	Training in the Spring, 2006.	Coordinator of Special Programs, District PBS Coaches, DOE/U. of DE. PBS Staff.
Conduct next phase of Partners in Excellence (P.I.E.) training for pre-school, kindergarten and ECAP programs, applying PBS principles to early childhood programs.	During the 2005-2006 school year.	Coordinator of Special Programs, District PBS Coaches, Social Workers, DOE/U. of DE. P.I.E. Staff.
Encourage and expand parent/guardian/community/agency involvement in supporting positive behavior such as early, proactive contact before negative behavior escalates, referral to agencies, speakers to motivate prosocial behaviors, mentoring, community service opportunities (Service Learning, Key Club, etc.), Parent Information Center (PIC) training.	During the 2005-2006 school year and ongoing.	Coordinator of Special Programs, District PBS Coaches, Social Workers, DOE/U. of DE. P.I.E. Staff.

Indicator C: The percentage of children with disabilities committing Title 14, Delaware Code 4112 incidents will decrease.

Baseline/Trend Data:

No district data is available at this time

Targets:

There were no targets in this area prior to this APR.

Explanation of progress or slippage:

These acts statewide are highly infrequent.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006)

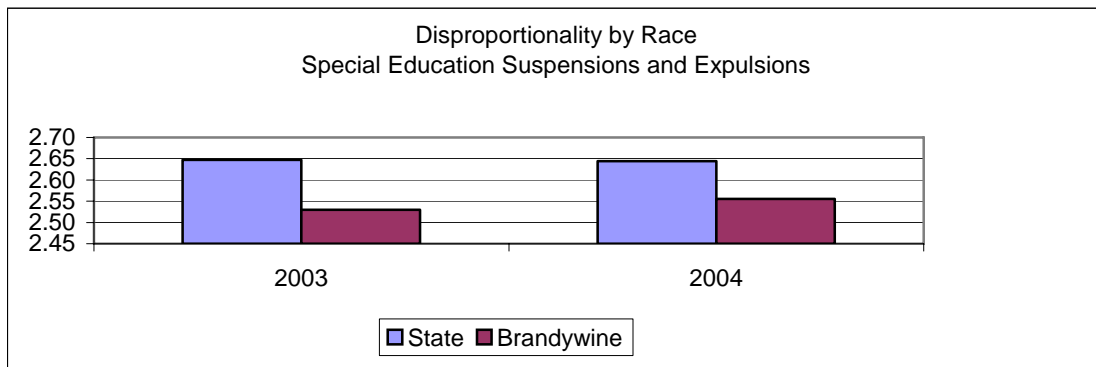
N/A

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

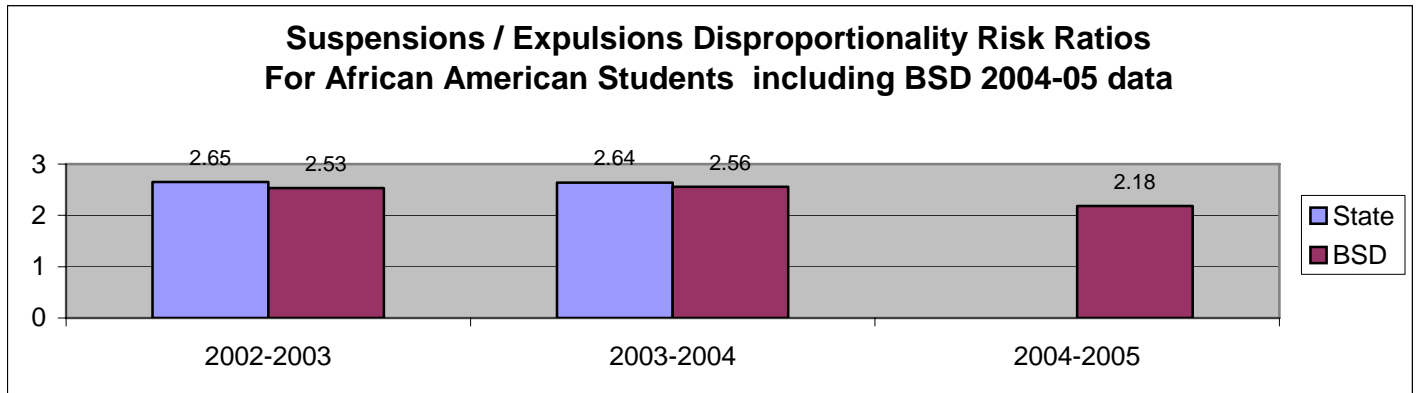
N/A

Indicator D: Review of suspension/expulsion data to identify and address disproportionality by race.

Baseline/Trend Data



District specific data:



Targets:

There were no targets in this area prior to this APR.

Explanation of progress or slippage:

Risk Ratios indicating disproportionate suspensions of students with disabilities by **race** indicated significantly high ratios for African American students both throughout the State and the Brandywine School District in 2002-03 and 2003-04 (no State data available 2004-05). In 2002-2003, there was a disproportionate ratio for Hispanic students in Brandywine. However, in the two years following 2003-04 and 2004-05 that number decreased to a non-significant ratio. The Brandywine risk ratio for African American students was less than the State ratio in both 2002-2003 and 2003-2004. There was a decrease in Brandywine’s risk ratio for African American students from 2003-2004 (2.56) to 2004-2005 (2.18). While this

is an improvement, it is still well above the “greater than 1.25” criteria for significance. Brandywine seeks to continue a system wide commitment and initiatives to develop understanding, positive relationships, instructional approaches and higher academic achievement for all students.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006):

The Brandywine School District will continue to identify and address disproportionality of suspensions by race.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Continue to support and expand Instructional Support Teams (IST) beyond the ten currently implementing schools to assist in developing instructional and behavioral problem solving strategies.	During the 2005-2006 school year and ongoing.	Coordinator of Special Programs, IST Facilitators, I-C Institute, DOE IST Staff.
Continue specific initiatives such as Courageous Conversations, workshops and training to develop understanding, positive relationships, effective instructional and behavioral approaches and academic success of African American students.	During the 2005-2006 school year and ongoing.	District Equity Team, administrators, teachers and support staff.

Priority Area Four: Increase Family Involvement

There are three main components to the Brandywine School District's plan to address family involvement issues. First, additional data must be collected. This will be in the form of an updated family survey. We plan to survey all parents of students with special needs in the district. Next, the district will address parent training. Parents will feel as though they are more a part of the decision making process if they are well knowledgeable about the IEP process in general. Finally, Brandywine School District plans to enhance its level of communication with parents. Parents will feel as though they have been treated with more courtesy and respect if they are more aware of the policies, procedures and initiatives taking place.

Indicator A: The percentage of families satisfied with their child's education will increase.

Baseline /Trend Data (Per 2002 State of Delaware Parent Survey):

1. 87.7% of parents somewhat or very satisfied with their child's education
 - a. 42.1% somewhat satisfied
 - b. 45.6% very satisfied
2. Decrease in parents who were not at all satisfied
 - a. From 7.3% in 2000 to 2.5 % in 2002

Targets (Not Applicable-Due to changes in report format):

Explanation of progress or slippage:

The amount of progress/slippage from the 2000 to 2002 survey in this area is not statistically significant. In 2000, 47.7% of parents responding were very satisfied with their child's education. In 2002, 45.6% reported that they were very satisfied. This is a decrease of only 2.1%. Similarly, in 2000, 35.8% of parents responded that they were somewhat satisfied. In 2002, 42.1% of parents reported that they were somewhat satisfied. This was an increase of 6.3%. One may speculate that the change in the percentage indicates a small shift of parents moving from the very satisfied category to the somewhat satisfied category.

There was a 4.8% decrease in the number of parents who were not at all satisfied. This improvement may be attributed to increased role and training of Educational Diagnosticians in all buildings. These staff members ensure that procedural regulations are followed and follow up with IEP team recommendations.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006):

90% of parents will report that they are very/somewhat satisfied with their child's overall special education program on the BSD 2005-06 Parent Survey.

50% of parents will report that they are very satisfied with their child's overall special education program on the BSD 2005-06 Parent Survey.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Complete a revised BSD Parent Survey to all families with students who have IEP's	January 2006	Coordinator of Special Programs
Update the resources available at the Special Needs Resource Center, located at Claymont Elementary School	November 2005	Coordinator of Special Programs, Updated materials

Indicator B: The percentage of families (youth) responding they were actively involved in decision – making will increase.

Baseline /Trend Data (Per 2003 BSD Parent Survey):

1. 98.2% of parents reported they were involved in IEP decision making
2. 95.9% of parents reported they were active participants
3. 56% of 14-21 participated in IEP meeting

Targets- (Not Applicable-Due to changes in report format):

Explanation of progress or slippage:

Brandywine School District is satisfied with the percentage of parents (98.2%) who reported that they were involved in IEP decision-making. Brandywine School District is satisfied with the percentage of parents (95.9%) who reported that they were active participants in the IEP process. In the past, the secondary IEP was not student friendly. Because it was not transition driven, the teachers did not recognize the importance of having the student in attendance. We have revised the secondary IEP to make it more transition driven, where the student's input is paramount. The student must be in attendance in order to complete the IEP process.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006):

90% of parents report that they are actively involved in the decision-making process

95% of parents report that their child participated in his/her IEP meeting after the age of 14.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Distribute " <u>Parents Can Be the Key</u> " informational pamphlet to every parent of a student with an IEP.	December 2005	Coordinator of Special Programs, Special Education staff
Develop a resource station in each building for informational pamphlets available to parents	January 2006	Coordinator of Special Programs, Educational Diagnosticians, Principals
Coordinate trainings with Delaware Parent Information Center	December 6 2005, January 18, 2006,	Coordinator of Special Programs and PIC staff

	March 18, 2006, April 6, 2006	
Provide parent training video on the IEP process to all schools for review prior to IEP meetings	January 2006	Coordinator of Special Programs
Conduct monthly Special Education Forums rotating grade cluster for parents	Oct 12 - Primary Nov 2 - Intermediate Dec 7 - Middle Jan 4 - High School Feb 1- Bush/ECAP April 5 - Primary May 3- Intermediate June 1 – Middle & High School	Director of Special Programs/Services, Coordinator of Special Programs, Building level staff

Indicator C: The percentage of families (youth) responding they were treated with courtesy and respect will increase.

Baseline /Trend Data (Per 2003 Brandywine Parent Survey):

1. 92.2% of parents reported the IEP was scheduled at a mutually agreeable time
2. 89.3% of parents reported they felt valued
3. 94.3% of parents felt welcomed as part of the IEP team
4. 82% of parents felt their concerns were addressed
5. 97.4% of parents were provided information in their native language
6. 95.9% of parents were appropriately notified of their child's meeting

Targets (Not Applicable-Due to changes in report format):

Explanation of progress or slippage:

Overall, the Brandywine School District is satisfied with the percentage of parents who feel as though they are treated with courtesy and respect based parent responses on the 2003 survey. Formation of the Special Education Advisory in 2003 allowed stakeholders an opportunity to voice concerns and opinions about procedures and policies affecting special education in Brandywine. By providing the format for these discussions, parents may feel more respected by the district that their opinions are important.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006):

98% of parents will report that they are treated with courtesy and respect

98% of parents will report that their input is valued

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Print special education information and meeting dates in the Brandywine Review	Quarterly	Coordinator of Special Programs, BSD Public

		Information Officer
Send Parent Input Form home with Notice of Meeting (see attached)	February 2006	Special Education case managers

Indicator D: The percentage of families satisfied with their child's placement will increase.

Baseline /Trend Data (Per 2003 Brandywine Parent Survey):

- a. 83.7% of students have access to regular education
- b. 89% have access to peers
- c. 74.1% of parents feel their child's instruction is appropriate
- d. 84.5 of parents feel the accommodations provided for their child are appropriate
- e. 80.6 of parents feel the assistive technology provided for their child is appropriate
- f. 82.3 of parents feel the instructional support services are appropriate

Targets (Not Applicable-Due to changes in report format):

Explanation of progress or slippage:

The Brandywine School District has done extensive work with teaches and administrators on the background and importance of inclusion. Several presentations have been made to building staff. Additionally, District Special Programs/Services staff members have stressed the importance of discussing placement in the regular education setting as the first choice for every student. While this location may not be appropriate for all students, each IEP team must first consider it before moving to more restrictive settings.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006):

90% of parents will report that they are satisfied with their child's educational placement

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

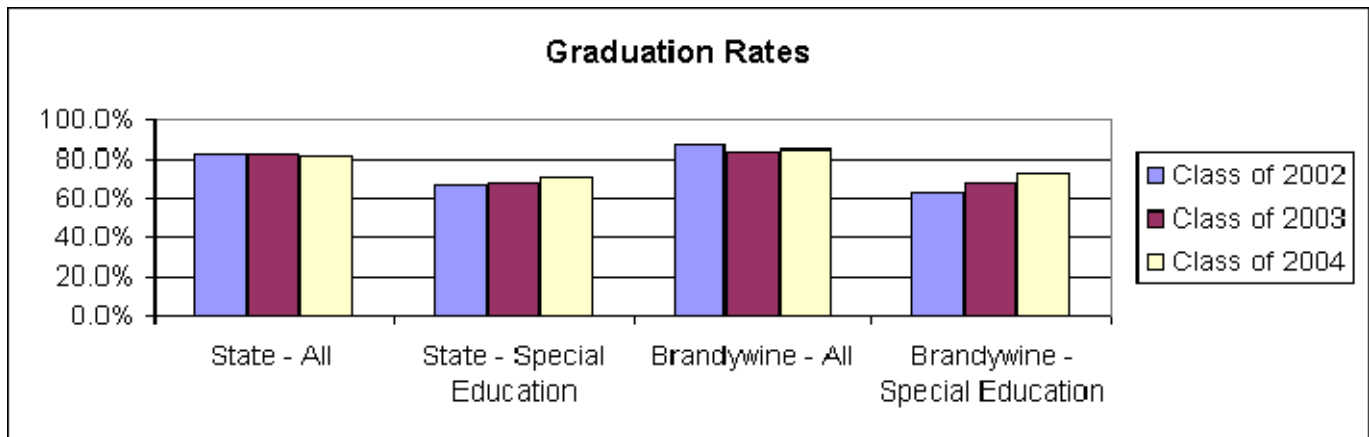
Future Activities	Projected Timelines	Resources
Distribute informational articles on IEP process and placement/scheduling for the next grade cluster to parents of students with IEPs	January 2006	Coordinator of Special Programs, Educational Diagnosticians, Guidance Counselors

Priority Area Five: Increase the number of youth in Special Education Who Successfully Complete High School

Indicator A: The percentage of youth in special education completing high school will increase.

District Goal(s): To increase the numbers of students with disabilities who have successfully complete high school.

Baseline/Trend Data:



Targets:

By the target year of 2005, the number of youth in special education completing high school will increase by 5.2%, which is the average of all three years.

Explanation of progress or slippage:

During the reporting period from July 2003 – June 2004, the graduation rate for students receiving special education has increased by approximately 3%, as measured by the educational status information. The reasons for the increase can be credited to the increase of numbers of students attending their IEPs, the adoption of a secondary IEP form and process in 8th grade and higher, participation in the Student Leadership Advisory Council, and many opportunities for professional development. The latest graduation rate information exceeds the State 2004 target for graduation of students receiving special services, which was set at 70.5%.

Projected Targets (for next reporting period July 1, 2005 – June 30, 2006)

There will be a 2.5% increase of youth in special education completing high school (this target is below the 5% growth due to concerns about new diploma and graduation requirements adopted by the State).

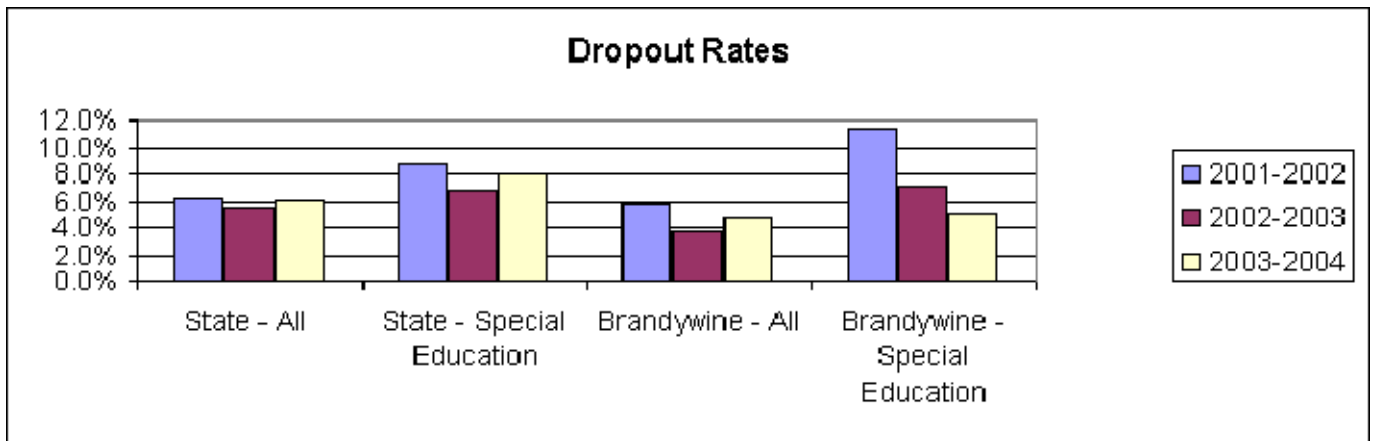
Future Activities/Projected Timelines and Resources: (for next reporting period July 1, 2005 – June 30, 2006):

Future Activities	Projected Timelines	Resources
Monitor excessive absences	During the 2005-2006 school year and ongoing.	Transition Specialist, Attendance secretary and case manager
Review of after school activities/clubs awareness	During the 2005-2006 school year and ongoing.	Transition Specialist, Special Education Case managers
Distribute brochure “Transitioning Programs at the Middle School” (return of insert page)	During the 2005-2006 school year and ongoing.	Transition Specialist, Case manager/ED

Indicator B: The annual dropout rate for youth in special education will decrease at the secondary level.

District Goal: Continue to decrease the dropout rate at the secondary level at least by 3.1%, which is annual dropout rate targeted by the State for 2005.

Baseline/Trend Data:



Targets:

The target for the annual target rate should be lower and/or equal to the non-disabled peers. The data collection has been different for the last few years, however, there seems to be a decrease in dropout rate.

Explanation of progress or slippage

The reason for our progress has been more students from the 8th grade thru high school have been participating in their IEPs. DOE has adopted a secondary IEP that is transition driven – focusing on post school results and supports needed for students to be successful in school and beyond.

Projected Targets: (for next reporting period July 1, 2005 – June 30, 2006)

By the target year 2006, the drop out rate for students in special education will decrease by 3.1%. The annual drop out rate for students in special education will be less than or equal to their non-disabled peers.

Future Activities/Projected Timelines and Resources: (for next reporting period July 1, 2005 – June 30, 2006)

Future Activities	Projected Timelines	Resources
Refer all students with IEPs to DVR at the end of their junior year.	May 2006	Transition Specialist, Special Education case managers, DVR
Offer parent training on transition issues.	March 2006	Transition Specialist, PIC
Increase the number of self-determination activities with student leadership advisory council, S.O.A.R. clubs, High School/High Tech.	October 2005-June 2006	Transition Specialist
Increase the number of staff that participate in transition trainings/activities	October 2005-June 2006	Transition Specialist, Special education teachers

Priority Area Six: Address significant disproportionality by race with respect to disability and educational placement

Risk Ratios Guidelines:

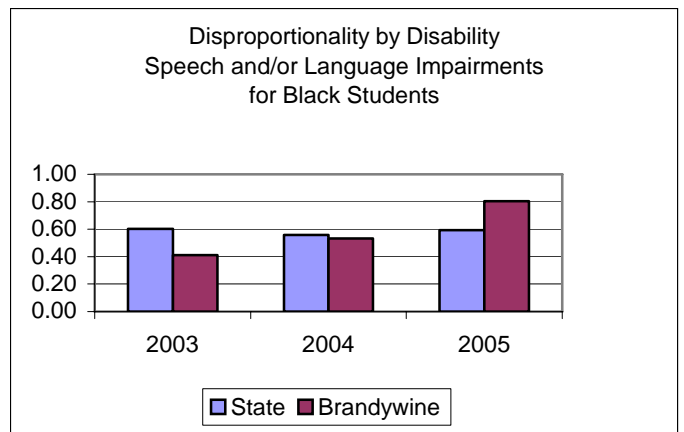
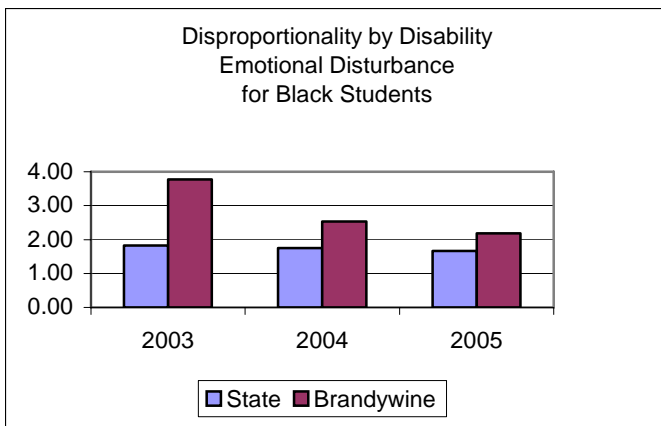
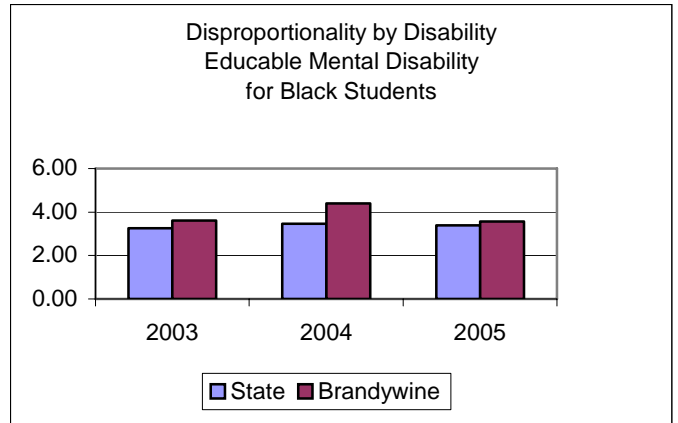
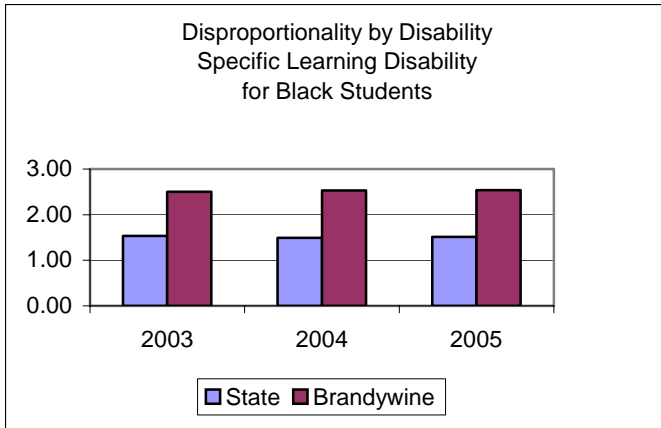
- A Risk Ratio of 1.00 would mean that a particular race is equally likely to be in a particular disability category or educational placement as all other special education students.
- No Disproportionality exists when risk ratio is $>.80$ and < 1.25 for disability categories
- No over representation exists unless risk ratio is >1.25 in educational environments for Outside Regular Classroom $>60\%$ if Day and Separate Facility

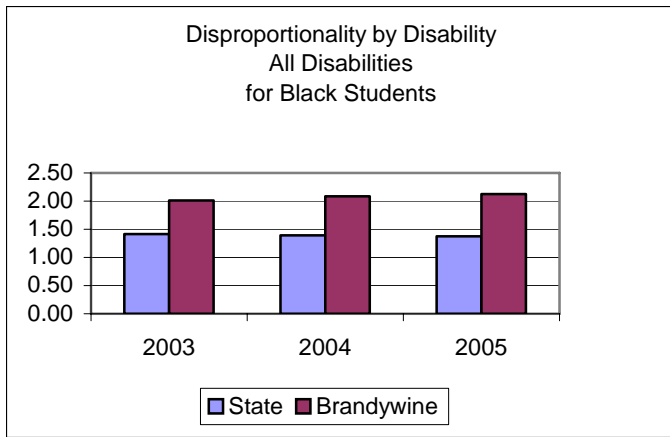
Indicator A: District will review disproportionality data to determine if they are disproportionate as described in state areas of focus for disproportionality.

Indicator B: If district is determined to have areas of significant disproportionality, the district will review and if appropriate, revise policies, procedures and practices used in identification and/or placement to ensure that such policies, procedures and practices comply with IDEA requirements.

Baseline/Trend Data

Disproportionality by Disability



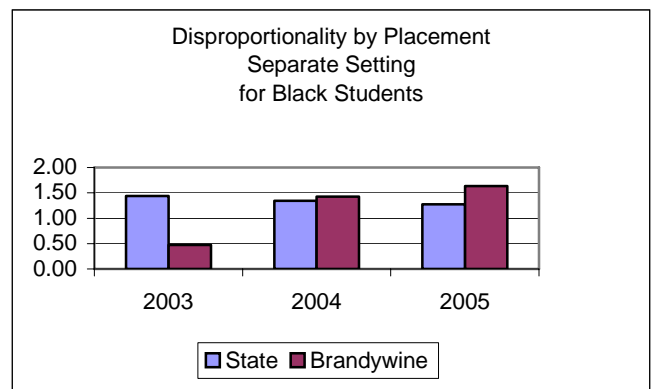
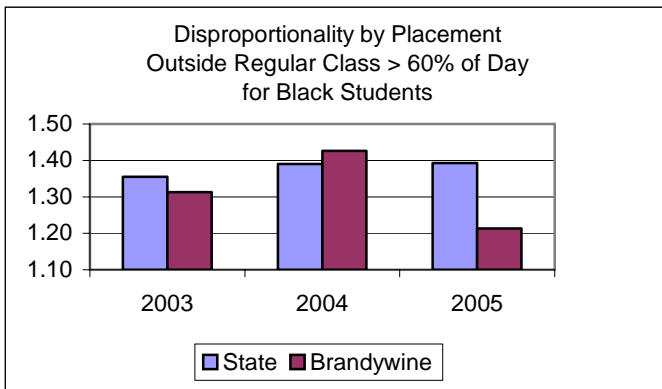


School Year	Disability	Black
2003	Educable Mental Disability	3.60
2003	Emotional Disturbance	3.77
2003	Specific Learning Disability	2.50
2003	Speech and/or Language Impairment	0.41
2003	All Disabilities	2.01
2004	Educable Mental Disability	4.39
2004	Emotional Disturbance	2.53
2004	Specific Learning Disability	2.53
2004	Speech and/or Language Impairment	0.53
2004	All Disabilities	2.09
2005	Educable Mental Disability	3.57
2005	Emotional Disturbance	2.18
2005	Specific Learning Disability	2.54
2005	Speech and/or Language Impairment	0.80
2005	All Disabilities	2.12

Explanation of progress or slippage

Brandywine acknowledges that disproportionality by race exists for African American students in particular disability categories. African American students are more than three times likely to be in the disability category of Educable Mental Disability and Emotional Disturbance and more than twice as likely to be in the disability category of Specific Learning Disability as compared to all other special education students. The data reflects no significant change in decreasing disproportionality over the past three years.

Disproportionality by Placement



Explanation of progress or slippage

Brandywine acknowledges that over representation of African American students exists in educational environments of Outside Regular Classroom >60% of Day and Separate Facility. Data over the past three years indicates no significant reduction in over representation in more restrictive settings.

Projected Targets (for NEXT reporting period July 1, 2005 through June 30, 2006):

Complete a review of policies, practices and procedures for the identification and placement of students with disabilities by June 2006.

Future Activities to Achieve projected targets for next reporting period (July 1, 2005 through June 30, 2006):

Future Activities	Projected Timelines	Resources
Complete a comprehensive external audit of the Brandywine School District Special Education Program's policies/procedures and practices including: <ul style="list-style-type: none"> a. Instructional Support Team Process b. Assessment/Identification Process 	October 2005 – June 2006	Director of Special Programs/Services, Outside Consultant, Coordinator of Special Programs
Conduct internal audit on IST referrals, data collection and representation to accurately reflect the influences of IST. Collecting information on IST referrals by race in comparison to the actual number of students referred and placed in special education by race.	October 2005 – June 2006	Director of Special Programs/Services, Outside Consultant, Coordinator of Special Programs
Survey staff to identify factors that contribute to disproportionate representation.	October 2005 – June 2006	Director of Special Programs/Services, Outside Consultant, Coordinator of Special Programs

Additional Forms

- Parent IEP Input Form
- BSD Special Education Family Survey

Parent IEP Input Form

Date: _____

To the Parents/Guardians of: _____

It is time to evaluate the progress for this year and to begin the planning process for the year ahead. Your input is very important in developing a plan for your child. Using your responses, information from the child, and information from his/her teacher a rough draft may be created and used as a basis for discussion at the IEP meeting.

Please complete this information sheet and return to your child's teacher by _____.

1. What do you see as your child's successes this year?

2. What are his/her strengths and other special skills or abilities?

3. What are his/her areas of weakness?

4. List any classroom accommodations you are aware of that seem helpful to your child?

5. What helps your child learn?

6. Please list other questions or concerns.

Brandywine School District
 Special Education Family Survey
 Please return by January 30, 2006

Dear Family Member:

We are distributing this survey to all Brandywine School District families with a child receiving special education services. We are interested in learning about your satisfaction with and participation in your child’s special education program and the manner in which information about special education is communicated to you. If you have questions about the survey, please contact Theresa Kubiak at 793-5069. Thank you for your time and response!

Si usted prefiere una copia de este cuestionario en español, por favor comunicarse con Theresa Cúbica.

1. SERVICES: For each of the services listed below, please check (✓) ONE (1) box (very satisfied, somewhat satisfied, or not satisfied) in the corresponding column to indicate your level of satisfaction ONLY for those services or supports your child and family receives. If your child or family does not receive a particular service or support, please check (✓) “Not Applicable.”

How satisfied are you with:	Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Accommodations/Modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Augmentative Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Support Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESY Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health/Medical Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nursing/Medical Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Education/Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Support Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with:	Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Applicable
Psychological Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Instructional Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Therapeutic Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Administrative Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respite Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Work Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specially Designed Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech/Language Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance Abuse Treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition Planning/Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How satisfied are you with your child’s overall special education program?

- Very satisfied Satisfied Somewhat satisfied Not satisfied

3. Please check all that apply.

My child has the opportunity to interact with peers who do not have disabilities in the following activities and/or classes:

- | | |
|----------------------------------|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Specials (art, gym, etc.) |
| <input type="checkbox"/> Math | <input type="checkbox"/> Extracurricular activities |

- Science
- Social Studies
- Lunch
- Recess
- Peer mentoring/tutoring programs
- Transportation
- Assemblies
- Other (please list)
- My child does not have any opportunity to interact with peers without disabilities.

4. Please check the number of special education hours your child receives (refer to page 6 of IEP).

- less than 5 hours
- 11-15 hours
- 21-30 hours
- 5-10 hours
- 16-20 hours

Please place a check (✓) in the column that describes how you would respond to the statement.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Parental Rights					
5. I understand my child's rights and my rights in the special education process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. School personnel helped me obtain an evaluation for my child within the time period allowed by special education regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School personnel explained to me the process of getting special education services for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School personnel have explained what options I have if I disagree with a decision made by the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication					
9. All written information I receive is written in a way I can understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My child's school gave me information about organizations that offer support for parents of students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The school district should offer parent training on special education issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Each staff member that works with my child is aware of my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel I have good communication with my child's teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IEP Process					
14. Appropriate and measurable IEP goals and objectives were developed for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The members of my child's IEP team treat me with courtesy and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I was given the opportunity to be an active participant in my child's IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My child (ages 14-21) was given the opportunity to be an active participant in his/her IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My child's IEP provides the services, supports and accommodations necessary to meet his/her goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am satisfied with the extent to which my child's behavior was addressed in his/her IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am considered an equal partner with teachers and other professionals in developing my child's IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am satisfied with the degree to which my child's strengths and needs are considered by the IEP team when we developed annual goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The IEP team members value my input and document my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Least Restrictive Environment (LRE)					
23. The IEP team discussed placement in a regular class prior to placement in a more restrictive setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I agreed with the IEP team's decision about my child's current educational placement (e.g., general education, resource room, self-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

contained classroom).					
25. A regular education classroom provides more meaningful opportunities for my child to learn than does a special education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please place a check (✓) in the column that describes how you would respond to the statement.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
26. The more time my child spends in a regular education classroom, the more likely it is that the quality of his/her education will improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I am satisfied with the amount of time at school that my child spends interacting with peers who do not have disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I am satisfied with the amount of input I have regarding my child's educational placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My child participated in intervention strategies prior to special education referral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Education/Services					
30. School personnel set high academic expectations for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I am satisfied with the extent to which my child has grown socially and emotionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I am satisfied with the extent to which my child is receiving an education that is preparing him/her for further education, employment, and independent living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I am satisfied with the extent to which my child has met IEP goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I am satisfied my child is receiving an education that meets his/her unique needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional information about your child receiving special education services:

Responses to these questions will be used **ONLY** to ensure we are hearing from a wide variety of families. Please help us so we can ensure that we are addressing the needs of all of Delaware's children receiving special education services.

31. What is your child's grade level? _____

32. Is your child a... male female

33. How old is your child? _____

34. What is your child's special education eligibility category?

- Learning Disability Educable Mental Disability Trainable Mental Disability Severe Mental Disability
- Autism Emotional Disturbance Hearing Impairment Deaf-Blindness
- Physical Impairment Traumatic Brain Injury Developmental Delay Speech/Language Impairment

35. The primary language spoken in my household is: _____

36. What best describes the race/ethnicity of your child?

- African American American Indian Asian Caucasian Hispanic Multicultural

37. What school does your child attend? _____

38. How long has your child received special education services? _____

39. How long has your child received special education services in Brandywine? _____

40. Are you aware of the Parent Information Center of Delaware (PIC/DE)? <http://www.picofdel.org/> Yes No

41. Are you aware of the Brandywine Special Needs PTA? <http://bsnpta.org>

Yes No

Other

Comments: _____

Thank you for taking the time to complete this survey! Please mail the survey in the envelope provided to:

Special Education Survey
Special programs/Services
1000 Pennsylvania Avenue
Claymont, DE 19703

Please return by January 30, 2006!!