

**Community Referenced Instructional Programs  
in Prince George's County Public Schools**

**Survey Results**

**Administered October/November 2010**

**by**

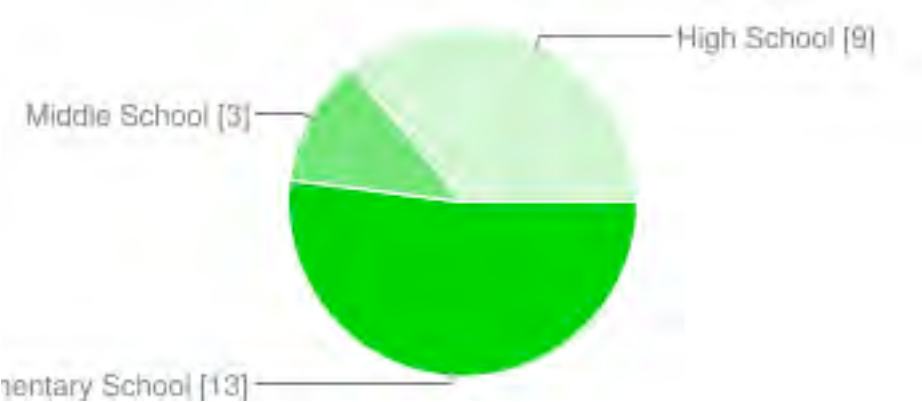
**The Arc of Prince George's County**

**and**

**Special Education Citizens' Advisory Committee**

**of Prince George's County**

# School level



Elementary School	13	52%
Middle School	3	12%
High School	9	36%

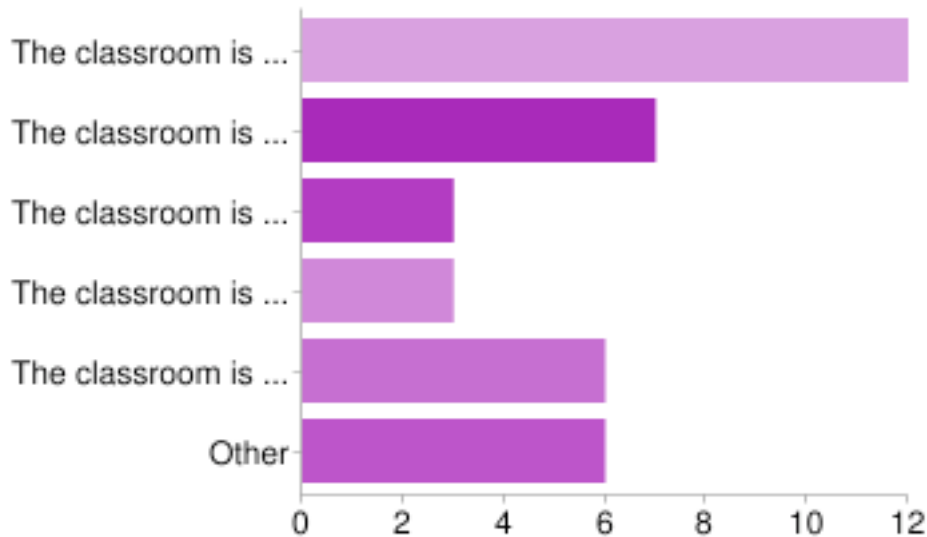
# Ages 5-19

## Child's School

- Parkdale (2)
- Friendly
- Rosaryville
- Marlton ES
- Paint Branch Elementary
- Springhill Lake
- High Point High School (2)
- Friendly
- Kennedy Krieger School
- Catherine T. Reed
- Buck Lodge (2)
- Surrattsville HS (2)
- High Bridge
- FDHS
- High Bridge Elementary (2)
- Bradbury Heights (2)
- Forestville Military
- Samuel Chase Elementary
- Benjamin Tasker
- Rose Valley

## School Environment

Which of the following best describes your child's school classroom environment?



The classroom is pleasant and engaging.	12	48%
The classroom is okay.	7	28%
The classroom is awful.	3	12%
The classroom is similar to other classrooms at my child's school.	3	12%
The classroom is in a different part of the building than the classrooms for the general education students.	6	24%
Other	6	24%

People may select more than one checkbox, so percentages may add up to more than 100%.

Other:

- The classroom is very small, even with seven students.
- Not in PGCPs; attends KKS
- Kids at the bottom of building
- He spends most of his time in workstudy that is equally awful, sitting on the bus for hours with no instruction or learning taking place.

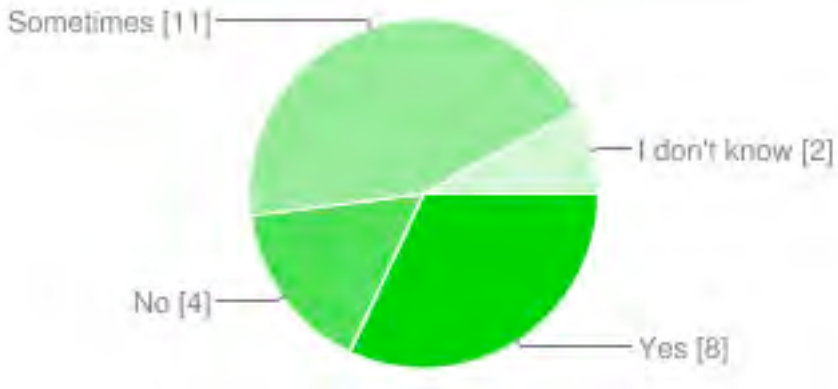
## How could the classroom environment be better for your child?

- Windows to brighten the room, clean, BR facilities inside the room
- Students with special needs, especially those at the elementary age, need lots of space for movement and special equipment. I believe that if the smallest room in the building is assigned to the special needs classes, maybe there should be a rotation system where the classrooms are switched each year. This way those having typically developing children would have an idea of what our children and their teachers have to go through. (I'm sure their parents and teachers would complain!) Another idea would be to have the older typically developing children (grades 5 or 6) assigned to temporaries and having our children in a regular sized classroom, not in a closet.
- \My child's classroom environment is great, and so is his teacher (Eileen Clemens, Springhill Lake Elementary School) and her aids.
- Use of smartboard technology and UDL would benefit ALL children not only those with special needs.
- It would be better if they have 4 to 5 students and have access to the computers to learn during the class.
- "He should be paired with other verbal students. At present time he is in a classroom with mostly nonverbal students and orthopedic students. My son is autistic, does not have orthopedic issues, but is beginning to imitate these students.
- "More interaction with teachers and communication, more technology, more space, classroom more accessible
- The classroom he is currently in is very 'sterile'. There is little on the walls or around the room to engage the children in learning. I don't think I have ever seen a class that has as minimal as the one he is currently in.
- "The CRI classroom should not be used as a teacher's lounge with other teachers and staff coming in during class.
- Middle school students shouldn't be doing ""circle time"" type activities.
- There should be more teaching and less movie watching, free time, and pre-school level worksheets.
- Aides should not be allowed to use personal cell phones during school hours when with students.
- Aides need to be held accountable and have clear direction on what their responsibilities are and who they report too.
- CRI staff should work the same core school hours as regular ed. teachers and not be leaving before the student's bus arrives."
- "Need the Surrattsville HS CRI program completely overhauled, or have him removed from from this dysfunctional setting. The staff has no understanding on how to work with students with autism. They have grouped students with autism with physically disabled individuals - this is a safety concern.
- Totally nonverbal students are grouped with students who are verbal, but the staff does not work with verbal students to help them with their speech or to communicate.

- The staff should be trained to work with the student and speech therapist, to generalize what is being worked on in the speech session.
- Lack of written/verbal communication from the classroom teacher, to help parents understand what is happening at school from day to day for students with limited communication skills.
- No HW is sent even when parents have requested it over and over again.
- Very little cooperation from the classroom teacher. "

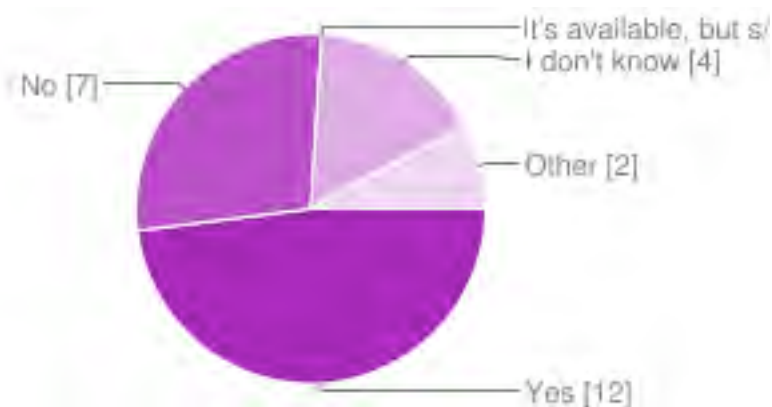
# Curriculum and Access to the Curriculum

Does your child use general education materials in any of his or her classes?



Yes	8	32%
No	4	16%
Sometimes	11	44%
I don't know	2	8%

## Does your child use assistive technology in the classroom?



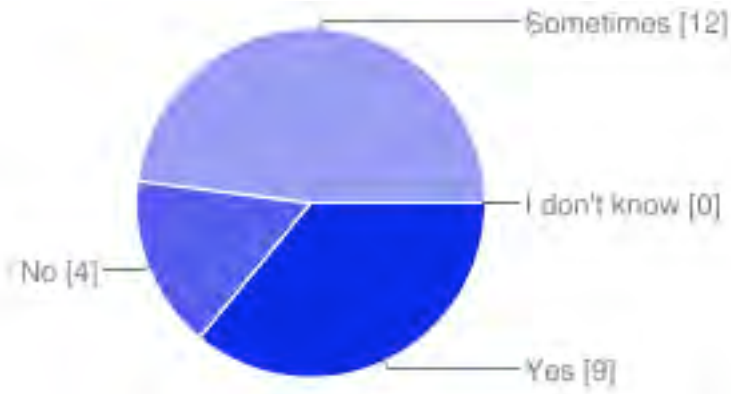
Yes	12	48%
No	7	28%
It's available, but s/he doesn't use it.	0	0%
I don't know	4	16%
Other	2	8%

### Other:

- [blank]
- It's sometimes available but staff is not adequately trained or willing to use it.



Do you think the classroom's community trips are useful?



Yes	9	36%
No	4	16%
Sometimes	12	48%
I don't know	0	0%

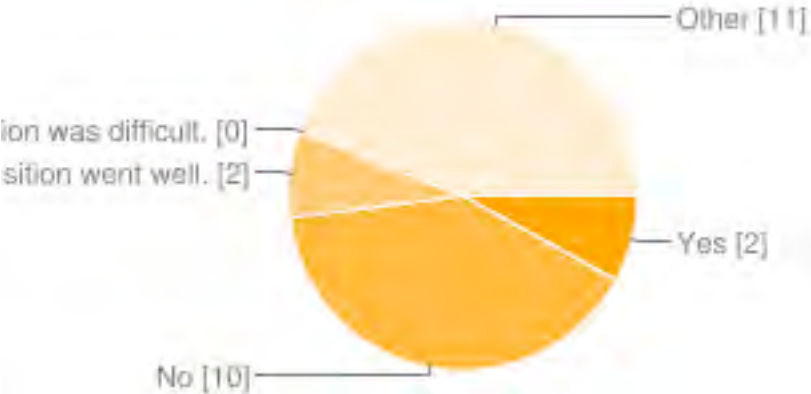
## What changes could PGCPS make to the curriculum that would most benefit your child?

- I think the CRI should be more of a functional curriculum vs. Academics. Teach them things that will help them to function in this society.
- At the high school level, for those whom it will benefit, add living experiences; like cooking, washing dishes real life everyday things people do daily. Like home economics, washing clothes etc.
- Cooking
- "--The curriculum could be more modified to meet the needs of special needs children.
- --Teachers spending more time developing modified curriculum for students.
- --testing and other assessments geared toward showing progress of special needs children
- --training for teachers on various classroom teaching techniques getting away from the traditional ways of teaching for special needs students.
- --more use of assistive technology in the classroom.
- "
- Offer better therapy sessions, i.e., (speech, motor and occupational) the timing of sessions and the frequency of sessions.
- Train educators on modification for all learners, towards student that need academics but also life skill
- Require classroom and dedicated aides to be properly trained as their counterparts in the ECC schools. Aides should be familiar with the child's IEP. Use of smartboard technology and UDL would benefit ALL children not only those with special needs. Many children learn differently and the current classroom style only meets a small percent of children.
- The special need child should be spending more time in the subject in which she or he is in lack of. School should have the specific program for their specific need to improve to make their goal. For example, the child having difficulty in speaking should have speech therapy and also should have group activities with children who can talk and communicate with nonverbal children.
- "The CRI trips are usually at Dollar Tree or Safeway. Unfortunately, these trips are not educationally beneficial because the goals and objectives are not written to help student learn skills that can be generalized. Most of the time, my child is led to the store, the staff makes the selection, purchase and hands it to my child to carry. There is no real teaching/learning in this activity. The trip is not later discussed in the class, the student is not made to write any journal entry about the trip, nor are references made later on about these trips.
- Basically, these trips are not educationally beneficial.
- Everyone is equal - just because a child is non-verbal does not mean that he/she can't learn. Follow the curriculum in non-public schools such as Kennedy Krieger. Kids that go over there are gaining a great knowledge.
- Should have more inclusion with peer buddies so we as a society will become use to special needs population

- Teach him how to do functional things. More structured environment
- more hands on and one on one instructional assistance
- Not sure.
- "CRI students should be learning the same things as their non-disabled peers, but adapted to their individual skill level.
- Teaching reading should be a priority. CRI staff needs to presume competence (they currently don't).
- Teaching coin recognition and telling time on an analog clock repeatedly every year is not beneficial."
- Surrattsville is reluctant to having parental input in how my child's educational program is put together. He needs more academics and teaching life skills such as understanding money concept, time concept, HW related to this topic, learning how to read, write and communicate. At present time the work-base activity is limited to going to Safeway and church where they are pushing shopping cart or sweep floor. Despite parental request to change this, or have HW sent home they are not cooperative.
- If a child has mastered a particular area, more time should be devoted to the other area the child is having difficulty in.

# Transitions

Did you understand how your child's education would change when s/he moved to middle school?

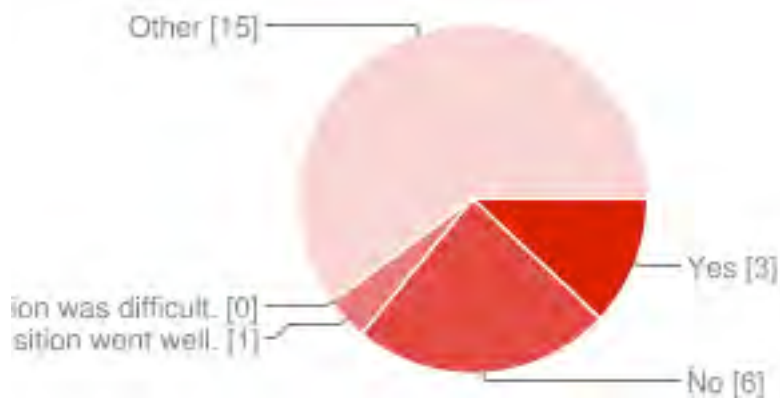


Yes	2	8%
No	10	40%
I can't remember, but the transition went well.	2	8%
I can't remember, but the transition was difficult.	0	0%
Other	11	44%

Other:

- It took awhile for me to understand the procedure. [1]
- *-blank-* [10]

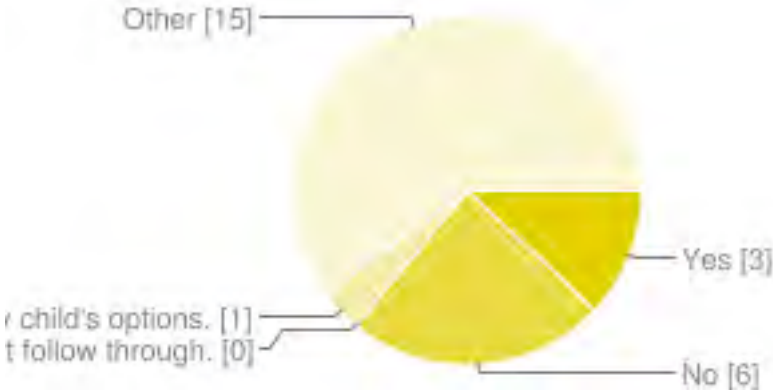
Did you understand how your child's education would change when s/he moved to high school?



Yes	3	12%
No	6	24%
I can't remember, but the transition went well.	1	4%
I can't remember, but the transition was difficult.	0	0%
Other	15	60%

- This was a process, the following year was somewhat better.
- this was never really explained to me. All I was told that the high school staff would work with me. So far, they have not.
- -- *blank*—[13]

If your child is between the ages of 14 and 21, has your IEP team discussed transitioning services from school to adult service providers?



Yes	3	12%
No	6	24%
They might have, but I couldn't follow through.	0	0%
They might have, but it was difficult to get enough information to evaluate my child's options.	1	4%
Other	15	60%

If your child is between the ages of 14 and 21, has your IEP team discussed post secondary education?



Yes	1	8%
No	9	69%

Post-secondary education is not appropriate for my child.	1	8%
I don't have enough information to evaluate whether post-secondary education would be appropriate for my child.	2	15%
Other	1	8%

People may select more than one checkbox, so percentages may add up to more than 100%.

Other:

- She is only 10.

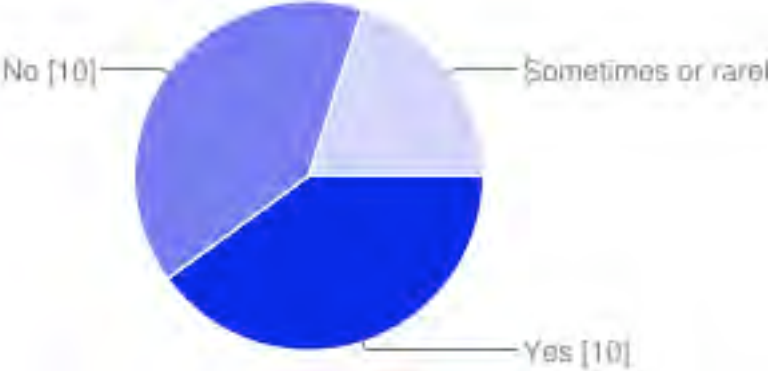
## What else could PGCPS have done to better prepare you for your child's transitions?

- Since PGCPS is always putting emphasis on they want more parents involved and when they try to become involved they are pushing them away. They state "Parents Are Our Partners," however, they don't allow us the opportunity to be involved. Who knows your child better than yourself. Certainly not the school system. Certainly not the principal. PGCPS needs to hold administrators, teachers, support personnel accountable.
- I am not certain that the teachers fully understand how to prepare the parents on the transition. You (parents) have to ask so many questions before you get an understanding of the process. Since all the information is so new, you have to be persistent, with your questions and suggestions.
- "review transition checklist at middle school when students have IEP"
- discuss transition at each IEP starting at kindergarten"
- I think the teachers should all be on the same page when explaining what is going to happen and how they will be a part of making it as easy as possible so the parent can make the best decision and plan for the process.
- I don't have enough time or space to truly answer this question.
- Just giving out a piece of paper is not sufficient. In addition, I know a lot more about transition, than the staff - because I am telling them what I know. They have yet to explain all the services and how they can be applied for.
- have more workshop for parents like this to help us understand this process
- They could have meetings during the year to educate us and what to expect, reaching out to parents more
- Transitions should be based on the individual child's skill and abilities and based on what was successful in past placements. Children on the Alt-MSA track should not automatically be placed in CRI classrooms.
- Staff from upcoming school should have attended the IEP meeting before transition took place to inform the parent about the program at that school and how the services will be implemented and give an overview of the program. Invitation to the open house is a little too late because decisions have already been made to the placement and no opportunity to have program adjusted for the student.



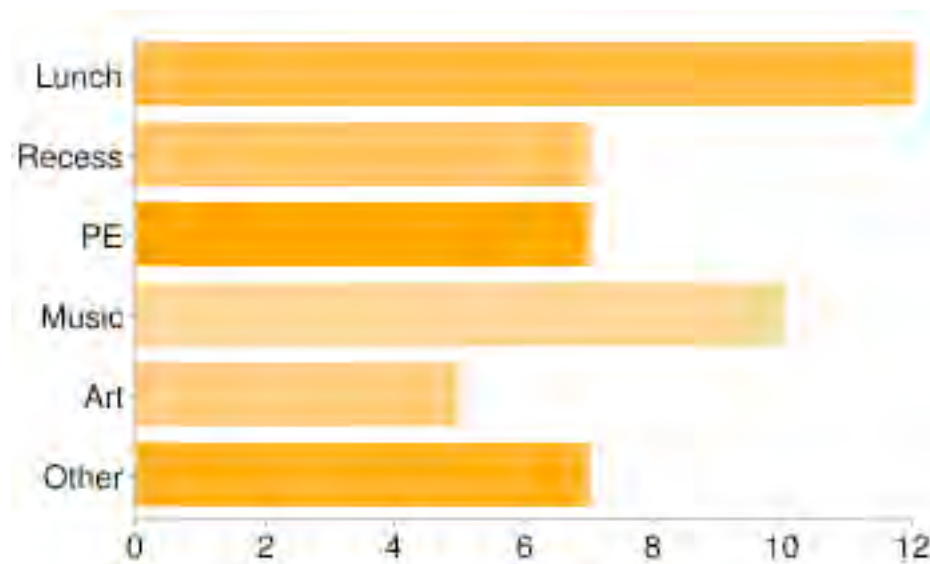
# Opportunities for Inclusion

Does your child interact with his or her typically developing peers during the school day?



Yes	10	40%
No	10	40%
Sometimes or rarely	5	20%

If your child does interact with typically developing peers during the day, which general education classes/activities does your child participate in?



Lunch	12	63%
Recess	7	37%
PE	7	37%
Music	10	53%
Art	5	26%
Other	7	37%

People may select more than one checkbox, so percentages may add up to more than 100%.

Other:

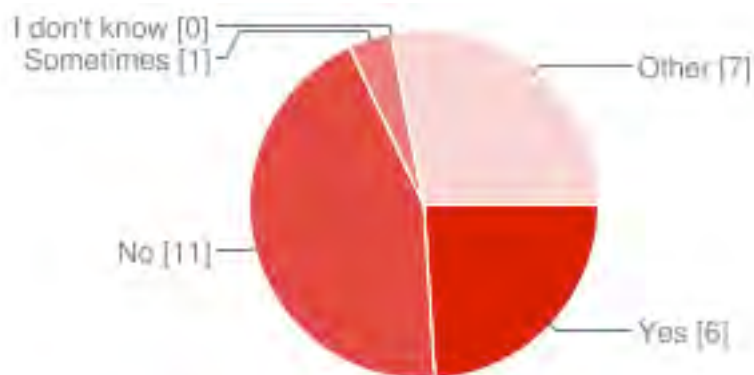
- math science reading social studies health
- extended education classes
- none
- none
- none
- assemblies
- participating in assembly - homecoming event

## How are the inclusion opportunities structured?

- I see very little inclusion with the CRI kids
- My child does not have an inclusion person, but there is one in his class and he observes what is taking place. In fact he has learned some sign language.
- My son is in his regular general education class and his special education aids remain in the classroom all day.
- After school activities, such as family skate night.
- In my son's school, he is in an inclusive classroom with another autistic student. They both sit together.
- My son sits in the last row, and works closely with his paraprofessional who takes good care of him. the students sits together during recess and lunch.
- From what I've been told, when inclusion opportunities are presented for my child, he just joins in with the others peers. No special arrangements are made.
- Generally all of the above except sit in the back of the room.
- Not structured enough; there are not enough opportunities CREATED for the children in CRI to be inclusive.
- There is no interaction with typically developing peers during the school day.
- I think she has a co-teacher.
- Not in a inclusion
- There are no inclusion opportunity made available to my child - he is at Surrattsville HS. The buses brings him to the school (on special ed bus) and drops him off at the back of the building (separate entrance for these students). Lunch hours are separate from regular schedule. No opportunity to participate with peers - all of his time is structured around CRI schedule.
- in class with just CRI Students
- not included in general ed. The only time he is included is at lunch, but they don't sit with each other.
- He sits by himself.
- Mostly he has been sitting with other CRI students. What I have seen is not only are CRI students segregated within their classroom in the school they are segregated when there are 'inclusion' opportunities.
- I believe he remains w/his CRI class although the the general population may be present
- "There are no inclusion opportunities. The CRI class is kept completely separate from general ed. even in lunch. They don't participate in the end of year picnics with the general ed. class; they have their own separate one.
- CRI students do not receive information about school functions (dances; bookfairs; sports, etc.)"
- Outside of attending assembly with his CRI group (as a whole) does not have any other opportunities

- Sits at a table with developing peers.
- Sits with other CRI students at lunch

Does your child participate in after school activities and field trips available to his or her typically developing peers?

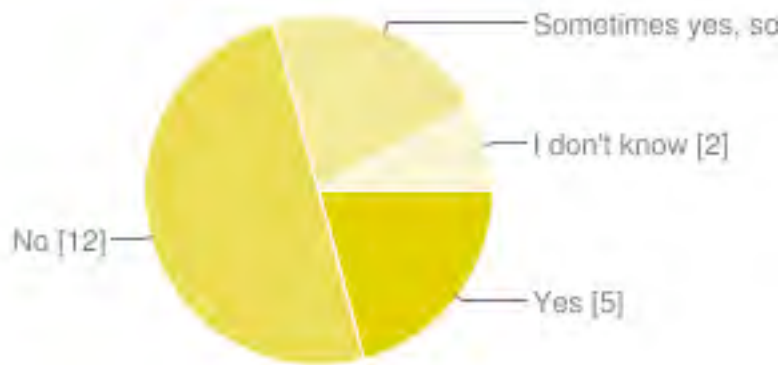


Yes	6	24%
No	11	44%
Sometimes	1	4%
I don't know	0	0%
Other	7	28%

Other:

- attends KKS
- Yes, but she has been having trouble on the trip.
- No afterschool activities available with support staff. Field trips are only with his CRI class.
- Does not have any organized inclusive opportunities (afterschool) by the school personnel.
- During the school day yes, my daughter attends field trips with her peers.
- performances

I am satisfied with my child's opportunities for inclusion.



Yes	5	20%
No	12	48%
Sometimes yes, sometimes no	5	20%
I don't know	2	8%

## What changes would make inclusion better for your child?

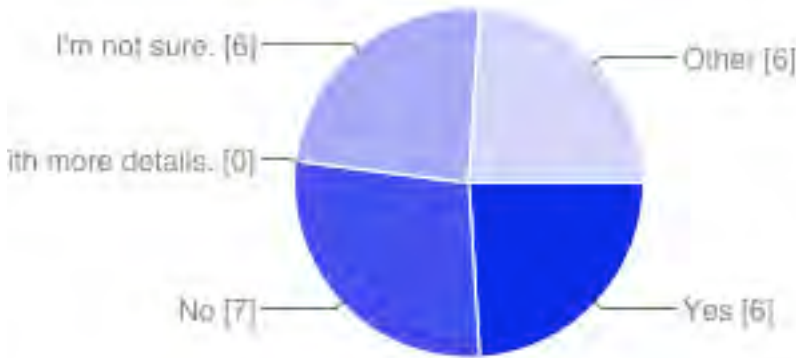
- My child does not have an inclusion person dedicated to him in the class room.
- "Being assigned a peer buddy who could read or play with him.
- Inclusion during lunch, recess, art, P.E., & music.
- Being recognized as the Student of the Month, Citizenship, Perfect Attendance
- Allowed and encouraged, by the person in charge of the activity, to participate in chorus, band, school plays, talent shows. Some of our children love music and singing!
- Invite typically developing children (from his school, as well as the neighboring middle and high schools) interact with him (reading, playing, tutoring, etc...). This way, children of all ages and developmental stages can appreciate how our children are ""differently-abled"" and see how they are more like them than different."
- Would love for the school to adopt a "buddy like" program where a typically normal developing child/children could take/guide a special needs child under his/her wings and involve him/her in activities in and outside of the school environment. For this to be successful, the school, all parents, and teachers alike need to embrace and actively participate if it is to be successful. It could also be a life lessons for parents who have typically normal developing children to appreciate and value the differences in others.
- Don't really know what all is or could be available for my child.
- That students are given an opportunity to have a peer buddy that would assist them at lunch an/or non-academic subjects
- Inclusion helps them to know what is happening around them and allows them to follow a guide.
- I think that the word inclusion needs to be explained to the school system. I also believe that teachers both incoming and existing have not gotten the proper training to participate with inclusion.
- My son is not in a CRI program. He does need the supports from KKS, but hope to transition him back to full inclusion in two years. PGCPs did not provide necessary supports for him to be successful in inclusion. It would great if there was a school to support HFA children and have foreign language as an optional course.
- I feel the teacher, student and parents need to be more aware of the different challenges kids have with special needs.
- Have a teaching assistance sit beside the student at inclusion.
- Need to re-structure the CRI program, especially at the high school level. Being in a regular high school but not allowing students to interact with non-disabled peers is like the school system and the community is ashamed of our kids.
- be able to have a peer buddy and also interact with his peers. Although sometimes there is a downside to this, it's difficult for some regular kids to accept our kids with special needs.
- the general education class that he should be in pe music are not able to have him in them
- Interaction with regular ed kids

- Not sure
- Staff needs to be trained and willing to foster interactions between CRI students and their non-disabled peers. They should participate in classes with their age group peers and not as a CRI group "participating" separately.
- Surrattsville HS/PGCPS should have inclusion with regular ed throughout the day, and have more opportunities for CRI students to participate with non-disabled peers. This is not happening.
- I would like to see more time spent in areas where the child is having difficulties.



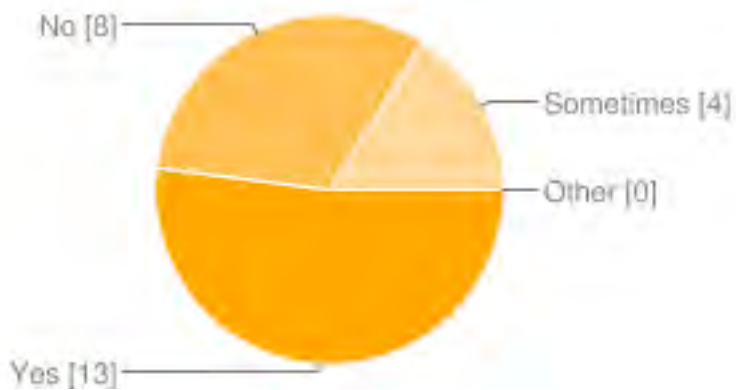
## Other

My child's report card looks like the report cards given to his or her peers.



Yes	6	24%
No	7	28%
I get two versions, one that looks like a regular report card, and another with more details.	0	0%
I'm not sure.	6	24%
Other	6	24%

Do your child's teachers communicate well with you?



Yes	13	52%
No	8	32%
Sometimes	4	16%

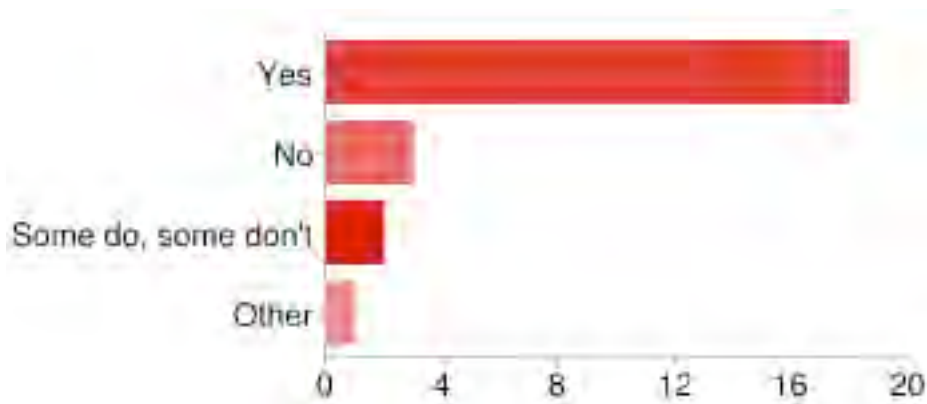
Other

0 0%

## What kind of information do you like to get about your child?

- How was the day, what behaviors did she display, what she ate for lunch, BR issues, her daily activities, did she have motor, speech, etc.
- I would like to get communication more than when I ask for it. It is not on a regular basis. When I need to know anything specific, I will call the school and talk with the teacher and aide.
- My son's classroom teacher is phenomenal! She communicates with me on a daily basis. However, I rarely hear from his specialists (speech, motor, OT), except during the IEP meetings.
- I have a daily report with my teachers so everyday we communicate on what has happened in the classroom.
- We communicate daily with our child's teacher, we always discuss the challenges and the successes.
- at least a weekly update
- I would like a daily communication, since my child is non-verbal. There is the communication book but there is no information logged in it for me.
- 
- KKS uses points system and I like seeing the points earned by class, extra points earned and total points for the day. I also appreciate getting the occasional notes from the teacher when he does an especially good job or had a tough day/moment.
- I would like to know the detail about what kind of material they covered everyday
- "Very rarely do they communicate. I have to call them, or write to them several times to get any feedback.
- Since my child is nonverbal, he cannot tell me what happened at school. Need feedback to review his day with him when he gets home."
- Academic progress, homework, challenges my child is encountering, accomplishments
- progress, changes
- how his day was, what he did in classroom, how can I assist at home,
- Academic progress, challenges encountered, behavior changes (if any)
- "We should receive papers home, the same as a general education student would.
- Teachers and administrators should respond to email questions."
- "Daily communication about daily progress, information about challenges my child encounters, what is taking place in the classroom or other activities.
- Most important that the teacher responds back when parents send question in communication book."
- I would like to receive information on the areas my child is having so that those particular areas can be worked on at home as well as school.
- information about challenges my child encountered during the day

## Do your child's teachers treat him or her with respect?



Yes	18	75%
No	3	13%
Some do, some don't	2	8%
Other	1	4%

People may select more than one checkbox, so percentages may add up to more than 100%.

Other:

- don't know

If you wish, you can provide more details about how your child is treated here.

- On day one I wanted to assist with her transitioning to lunch. When I walked in the room, the teacher was manhandling her and trying to take her purse and use it as a tool to get her to do what she wanted her to do. It was too late for me to do anything, because she was upset. The teacher didn't want to accommodate her by allowing her to eat in the class. I went to the coordinator who said "we can accommodate her" have the aide to get her lunch and bring in the room. The classroom teacher still didn't allow her to eat until the coordinator told her. The SPED chair starting harrasing me and sent an email to the principal. The principal felt like I couldn't separate from my child. I told her that was her opinion and my daughter is my number 1 priority and I wouldn't allow anybody to mistreat her. I could go on and on from previous years. The principal also told me I should transfer. I am constantly being harrassed by Mrs. Pumphrey, the Special Ed Chair now. I have to watch how I walk, what I say, what I do (even if I go to the BR) There should be a person parents who work in the same school can go too when problems like this occurs.
- My son's classroom teacher treats all of her students as if they were her very own.
- My child is treated with so much love and respect from the entire school body as well as the after school program. Don't know if it's because of his wonderful disposition or because we are always present at the school.
- KKS meets my son where he is academcially and emotionally. While he is in "First Grade", his school and homework for reading and math are at 2nd grade level. When he attended PGCPS, he would get bored easily which led to verbal disruptions and behaviour issues. He was also treated very insensitively by the staff at the PGC local school system which included being sat on my a very large teacher and had his shoes removed since he was kicking.
- Child have difficulty to talk only at school or outside. But talks at home. I do not know why?
- DA's need to take lessons in safety, how to work with special needs kids, he has been injured several times, left unattended and fell in his wheelchair, treated like his non disable peers. The CRI programs is suppose to be the same in all schools, but I hear things different in different schools. Why is that?
- My child is treated like a piece of luggage being taken by her aides to each class, but not even talked to. Not even told where they are going or why.
- Teachers like my student because he does not display any behavioral challenges, and he is very quiet.

## Describe the ideal classroom for your child. Dream big!

- The days of the week, how to tell time, how to count money, how to read, write, become more verbal. Express wants and needs. Just be happy and safe. I accept the fact that my child has a disability, but work with her on things that will help her function in life. Not things like, how do plants and animals get their food, given her words with no pictures and asking her to pronounce, meaning, etc.
- I would like to see a white board that has touch movement that helps him see what is really happening in his lesson. I would like to see total engagement within the classroom with the students. I see some of that but the class is really laid back and a bit more interaction.
- "I want my child's classroom to have the same amenities (size of classroom, modified curriculum, computers, teacher's tools, extracurricular activities, etc...) as his typically developing peers and the extra tools necessary to assist him to become an independent adult.
- A classroom:
  - large enough to have stations (sensory, math, computer, reading corner, etc...).
  - with a Smart Board and ceiling projector
  - typically developing children (from his school, as well as the neighboring middle and high schools) interact with him (reading, playing, tutoring, etc...). This way, children of all ages and developmental stages can appreciate how our children are "differently-abled" and see how they are more like them than different.
  - with a home economics area (kitchen, table, washer, dryer, etc...)
  - where the children are not required (or expected) to stay in their seats all day, but structured movement is allowed (this does not happen in my child's classroom)
  - where worksheets are not the only learning tool distributed on a regular basis (this does not happen in my child's classroom)
  - where Science Fair projects are created and submitted for judging, by the entire class
  - the School Counselor interacts with the CRI students as well as the typically developing students
  - with a classroom aide for every three (3) students
  - the Principal / Asst. Principal visits and interacts with their "differently-abled" students to understand their needs. Besides, there's more to life than MSA and making AYP.
- I would like for my child to be able to read (chapter books, newspapers, magazines, signs, directions, etc..), do basic (and higher level if possible) math, write letters, spell, know some geography, speak and be understood. I want him to have any skill needed for him to attend college, if so desires, and get a job that does not require him cleaning up after other people.
- I would like for my child to be able to live independently with some, if any, assistance. I would like for him to be able to shop, balance a checkbook, take care of bills, get a job (that does not require cleaning up after others), use a computer effectively, manage his money, travel around town and find his way home independently, know when to ask for help, how to communicate

with others, how to interview for a job, vote in political elections, choose his friends wisely, hopefully drive a car, and successfully achieve any goals HE may have."

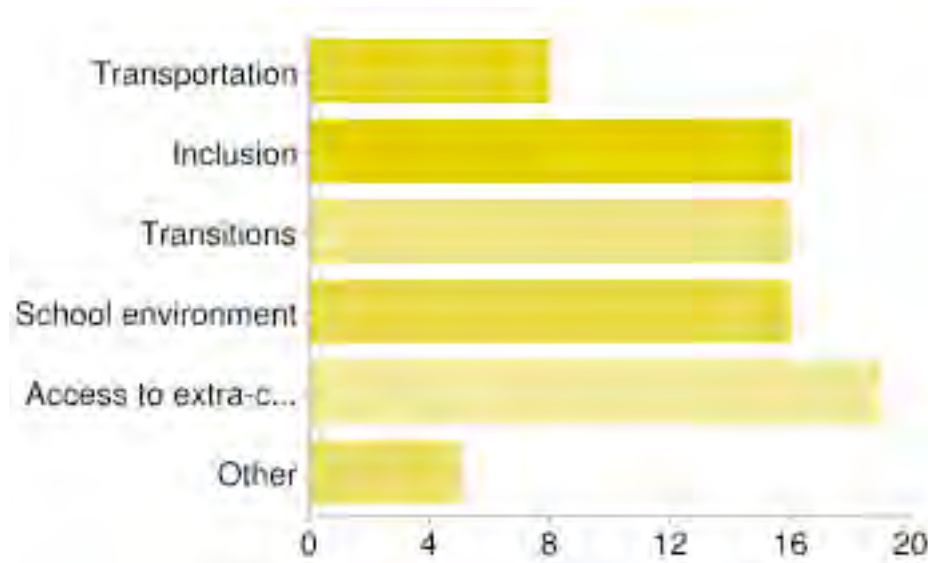
- The ideal classroom for my child is one in which all the necessary tools and equipment are readily accessible to cater to his needs. I would love to have a music class for my son, since I believe that he has a special aptitude to music. After high school, my aim for my son is to attend college and be a productive contributor in society.
- I wish my child's classroom was equipped to provide him daily one on one sessions of speech therapy. I have no confidence in the therapy he currently has.
- Ideal day would start off at a community college (with employment, career awareness self and advocacy skill)
- My child is non-verbal, I would like to see equipment that would show him how to process information that he is told. Receptive communication is very important and seeing, touching and doing would best help my student.
- He would attend a PCGPS with his typically developing peers utilizing UDL and smartboard technology. Teachers and aides would be trained to work with children who learn differently and the first day of school all classes would have to view the DVD "You are Special" by Max Lucado. My son would be pulled out to join special, yet small groups for reading and math to meet his advanced level in these areas. He would also participate in a foreign language class and have at least 30 minutes each day where he were in a small setting to run, jump and pretend. This helps him relax. When he graduates with a High School diploma, he should have skills at test taking, coping with changes, prepared to attend a local college, speak a foreign language almost fluently, be independent and have a driver's license.
- I would like my daughter to be with her peers and all aspect in class, trip included in everything.
- "A small student teacher ratio 1:3 with students who are slightly higher functioning than mine (verbal or able to communicate using adaptive tool). A structured program with individual topic boards, and schedule that a student follows throughout the day. Use of PCS and adaptive/manipulatives to help him stay focused. Use of both visual and verbal/gestural cues. Adaptive and modified curriculum with handouts to take home (as HW assignments) of items taught that day to help generalize these lessons.
- Modified story books to take home, to practice reading at home.
- Individualized pull-out related services - ie: Speech, OT, PT
- Highly trained staff in the area of the disability of a child ie: autism, behavior modification, ADD/ADHD. LD. etc.
- Better communication with parents to establish partnership with school/home/community.
- Training for parents on how to work with our children -especially for challenging behaviors, self help skills, functional life skills.
- a typical classroom where in the beginning of the day it starts with the pledge, great communication devices, etc.
- a class room where he can have one on one with speech, and computer tech to enhance his skills and there is enough time to teach him on the level he is and not at the testing level the system wants

- Able to read and write. To improve his gross motor skills, able to become more independent. To be included, for people to understand him and be treated fairly.
- The classroom would contain the appropriate tools, resources, therapies/therapist, and educational structures that would enable my son to function independently with minimal assistance in professional, educational, and domestic environments.
- "Each child should participate in classes with their age level non-disabled peers; with work modified and adapted to their level. Communication and relationships should be fostered.
- Aides and staff should be qualified and trained appropriately and held accountable for their actions.
- Community fieldtrips for just CRI students should be stopped. These students get out in the community with their families. They would receive more benefit from general ed. field trips with their non-disabled peers."
- This is hard to answer as I have not giving it much thought on it. I guess I stay optimistic that my child will overcome the delays she currently has to be able to be an active independent person. One thing is for sure, my child would definitely fit the "customer service" character as she is always engaging to meet new people and to introduce herself.



## Topics Ideas for Workshop

Which of the following topics would you like to hear more about at the workshop?



Transportation	8	35%
Inclusion	16	70%
Transitions	16	70%
School environment	16	70%
Access to extra-curricular activities	19	83%
Other	5	22%

People may select more than one checkbox, so percentages may add up to more than 100%.

Other:

- Accountability for PGCPs employees
- academic state tests
- Specialized Therapy Sessions
- the college experience
- How Md Volunteer State Curriculum can be modified to help students learn and not just waste time.

## Any other topic areas?

- "Why aren't all CRI programs same in the county?"
- Question - who do parents go to when they work in the same school and are being harrassed by certain staff members?"
- The role of classroom and dedicated aides and available training.
- The opportunity to participate in RDI (Relationship Development Intervention Program coordinated by Betty Adkins, PGCPS Special Educaiton.
- How can we (parents) get SECAC or other agency (the Arc) to monitor the school system, that will investigate when parent files a complaint about what is happening at their child's school. (Not necessarily gearing for mediation or due process, but just simply oversight on what they should be doing.)
- "There is no modification of homework, they just send home anything, They need to teach them things they can benefit from. Not Alt MSA, such as the Science. More functional goals.
- DA's should have daily communication with parent and principal or Chair should not tell them not to communicate with parent.
- Treat parents as part of the team.
- Open communication with everybody. "

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## Is there anything else you would like to tell us?

- How to hold people accountable?
- Due to the financial situation the County is in, my son's school bus picks him up at a very early hour, however his school doesn't start instruction until an hour later.
- Transition discussion need to start earlier
- I can say that my child's journey has gotten easier. The teachers that I encountered at HP are great; as well as the principal.
- I would like to see more discussion on UDL (Universal Design for Learning) and other initiatives by PGCPS to achieve "Parents as Partners".
- "The CRI program is a dumping ground for my child. He was put on work based program from the day he entered HS - (9th grade) without my knowledge. A program was chosen for him without informing me that he would go to Safeway and a Church on daily basis (M-Th from 9:40-1PM), where they spend many hours sitting on the bus, or cleaning church floor and pews or putting shopping carts from the parking lot to the store rack. This is a waste of time. Fridays are for CBI field trips (mostly to the dollar store or Safeway). But these students are never taken to meaningful field trips (museums, or art gallery, etc.)
- There is no real opportunity for them to work on academics per this schedule. He will most likely be in HS until age 21. He is 14, so for the next 5 years he will be stuck in this program unless major changes are made.
- We (parents) need help and options for our students."
- the school system has failed in the special education for both of my sons, my youngest is playing a catch up game that we will not win, due to the lack of educational support earlier on
- I have gone through a lot of unnecessary changes with the principal, past coordinator, Donna Watkins over the years. It has caused me a lot of stress, and lost of trust in some of the staff members. My son has fallen out of his wheelchair several times, and things have been covered up.
- I would like to know more about the actual budget that is set aside for the Special Education Department. Is proper funding being allotted for the Special Education Departments? Will the CRI program add more services?