



Memo

To: Edwin Martin
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99rt-ki0m

Comment

I am concerned, as a 50 year worker in the vineyards, and a planner of 94-142, that emphasis on inclusion which is well-intentioned by many, but also a cost-savings device for many administrators, is resulting in less, specially designed instruction. In 94-142, Education with non-disabled children was encouraged, with a caveat, wherever appropriate. A continuum of educational placements was also required, by law, to be available. All children in one educational setting is not consistent with individually designed instruction, however emotionally appealing it may seem. Teachers today report both successes with carefully designed inclusion in certain settings, but, unfortunately only a minority. Class size, inclusion, RTI, all are causing many children to be in baby-sitting, not effective instruction. Your task is to change that fact, to benefit children.

Response

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.



Memo

To: Michelle Roslosnik, Fortuna Union School District
From: Individuals with Disabilities Education Act (IDEA) State and Local
Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99sg-qfon

Comment

I think this format for collecting data is fine, please be clear on what you are asking of participants (as I was a little confused as to what sort of comment was expected from me for this, but I think just a comment about the process is what is being requested). Also, I am glad there will be a new re-authorization of IDEA soon.

Response

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.



Memo

To: James Kauffman
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99t7-r3ny

Comment

I think this format for collecting data is fine, please be clear on what you are asking of participants (as I was a little confused as to what sort of comment was expected from me for this, but I think just a comment about the process is what is being requested). Also, I am glad there will be a new re-authorization of IDEA soon.

Response

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.



Memo

To: Richard Ceruolo, Parent Advocacy Consortium
From: Individuals with Disabilities Education Act (IDEA) State and Local
Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99we-u8lm

Comment

IDEA:

IDEA and its re-authorization.

I am the Parent of a child with ASD, or Autism Spectrum Disorder. He is an amazing young man. Our battles to protect his civil rights and guarantee of FAPE have been substantial and extremely costly; both financially and emotionally. But my son is worthy of our family's best efforts.

IDEA: This is legislation that is vital to my child's future, and for many children like him that have disabilities. Yet children with Autism, ADHD and anxiety are being excluded from Special education services for reasoning that is not based on scientific data. The facts of how a child is performing within a school and school system are being intentionally and systematically hidden from parents. School systems can then base their decisions on their own less than reliable data and anecdotal evidence.

An appeal to Congress: Please strengthen IDEA. US DOE, state departments of education and local school districts have

Response

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From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study
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taken many liberties with the definitions within IDEA. And in some instances, failed to apply US DOE policies in their entirety. There needs to be more checks and balances with a system of accountability built into the law. Local and state education systems are making up their own set of rules in the current set up, and in many instances ignoring IDEA and US DOE guidance, all in the name of saving money by taking vital services away from the very students that need them the most. Our childrens futures, future success, and very lives are in the balance within the framework of this conversation. Please keep their best interests in mind when you consider to re-authorize and potentially strengthen the protections within IDEA.

Please also decide to full find IDEA, as the levels of funding have been a matter for much debate since IDEA was first written and authorized. We have yet to see a fully authorized and funded IDEA law enacted in our country. That is a shame and needs to be rectified immediately. Our children are worthy of our best efforts to help them be successful in life.

The lives and education of thousands of school aged children rests on the decisions that you make, please re-authorize and strengthen the protections under IDEA for kids like my son. Please work to better protect their futures.

Thank you for your time and consideration of my commentary.

Many kind regards.



Memo

To: K. Gladys
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99xv-97b2

Comment

First of all, I noticed a significant problem with the plan to collect data: the surveys are being sent to administrators--directors, department heads, etc. People not in contact with the population IDEA is intended to serve. These surveys should be collecting feedback from teachers--the people who are actually tasked with implementing the varied and poor interpretations of IDEA on a daily basis. Administrators have the difficult task of trying to save money, make budget cuts and put artificial measures in place to give the appearance of meeting the letter of IDEA without actually meeting the intent of IDEA. Teachers and families are the populations that know if program implementations are achieving the goal of protecting students with disabilities civil rights and preparing them to be able to participate as equal and independent citizens to the fullest extent possible. I would seriously reconsider expanding the survey targets.

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mgls/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlt2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

To: K. Gladys
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study
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The study team is considering whether or not to include a teacher survey in a later round of data collection. The study team determined that the supplementary information from parent and teacher surveys, beyond that of the state, district, and school surveys, doesn't warrant the burden on respondents or the resources associated with these collections at this time.

Regarding how the programs implemented under the provisions of IDEA, I would state the biggest issue is the this legislation intended to protect student rights and require education systems to meet students' individual needs to enable students to develop skills necessary for adult life. From what I have seen as both a parent of a student with special needs and a special education teacher the provisions of LRE are being used to deny students necessary services and place students in inappropriate instructional settings. While the Endrew F. decision did not state a student's educational potential needs to be maximized, I hope the "meaningful educational benefit" will be clarified in any future reauthorizations of IDEA. Saying "it's a student's right to be educated with general education peers" does not mean it is the appropriate setting for all students. The continuum of service is being eliminated across many districts, all under the guise of meeting IDEA legal requirements.

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. This comment is not about the data collection specifically.

To: K. Gladys
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study
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Students are being dumped in GE rooms, with service minutes in an IEP that are met by a the mere presence of special education staff (often not even a credentialed teacher) in the GE room.

The common thread through any concern with the successful implementation of the provisions of IDEA is the fact that service agencies--PUBLIC SCHOOL programs in particular, are given a plethora of mandates without ADEQUATE FUNDING. IDEA cannot be properly implemented without education and special education IDEA programs being FULLY FUNDED. As long as Congress continues to UNDERFUND these programs, the message is clear--IDEA looks good on paper but we don't really care if you help these kids or not.

A goal for any teacher or parent is for their child to grow up healthy, happy and be able to live as independently as possible. However, IDEA is not protecting a large group of students with special needs after high school. Students with disabilities, who earn a diploma (using accommodations, modifications and assessment waivers), have any special education services end after leaving high school. There is no protection for these students, who met the academic hurdle of a HS diploma, but may still need significant support to reach that goal of being able to access the community and be a contributing citizen. There are not workability programs, adult transition programs or job skills training or placement support for this population. These students are

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considered "high functioning" and therefore ineligible for the services outlined in IDEA. This "high functioning" population fills our streets as homeless adults, our unemployment lines and our jails; particularly as parents age and die and these students are left with no one to help them manage the demands of daily life. With support the costs of addressing the problems these people will encounter and contribute to as unsupported adults far outweigh the costs of providing them with transitional services. Again, servicing agencies--regional centers, school districts, transition program, etc. are overwhelmed with student needs and underfunded to provide supports so they are constantly looking for a student/client they can kick out of programs, reduce or deny services too.



Memo

To: Christena Harper, Garden Grove Unified School District
From: Individuals with Disabilities Education Act (IDEA) State and Local
Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99xx-1rjd

Comment:

I work in a large urban school district in southern California and there are many problems we are facing within special education.

1. The Least Restrictive Environment within the General Education setting to the maximum extent possible is being abused. Our district was put on program improvement because too many students were in self-contained classrooms too many hours of the day. In response to that our district sent all students who were classified as Mild/Moderate back to their homeschools with minimal support. As a consequence we are barely meeting the needs of the students because our district didn't hire additional personnel. In order to meet the needs of students within the general education setting there needs to be additional personnel to make it work. We are attempting to meet the needs of 31 students across 7 grade levels with 2 special education teachers and 3 part-time aides...an impossible task. As a special education teacher I was able to meet the needs of my students much more effectively when we were self-contained. I was able to provide explicit, systematic, multi-sensory instruction and my students made progress. Since returning to the homeschool most of my students are not meeting their IEP goals. The pendulum has swung too far. All students are not successful in the general education setting and research has shown that students with dyslexia, reading disabilities, and autism need explicit, systematic, multi-sensory instruction in order to learn. Incidental teaching is not effective!

Response:

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.

Comment:

2. Special education should be providing explicit intervention programs for reading, writing, and math. Instead we are just making accommodations to the core curriculum which is not effective. Is our goals to push students through curriculum or to help produce independent and functional adults?

Response:

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Comment:

3. There is a huge disconnect between best practice/research and what is actually implemented within schools.

Response:

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Comment:

4. There needs to be better programming for students who "graduate" from high school in providing transitional programming for job- training. The way the system is set-up right now there are supports for students with severe disabilities but, not for mild/moderate disabilities. It is almost like we are setting kids up for failure and for disability checks.

Response:

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.

Memo

To: Shelly Agostine
 From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
 Date: 8/6/2019
 Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the State and Local Implementation of the Individuals with Disabilities Education Act (IDEA). Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99y2-ydfz

Comment

This survey/study is geared to SEAs and LEAs. Parents should have the opportunity to participate equally regarding any and all surveys, studys and considerations regarding reauthorization of the IDEA. The experiences of parents/legal guardians/educational guardians in working with school districts and states regarding the provision of FAPE for their student in alignment with the IDEA is extremely important. The Department of Education should create a companion

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mglis/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

The study team is considering whether or not to include a teacher survey in a later round of data collection. The study team determined that the supplementary information from parent and teacher surveys, beyond that of the state, district, and school surveys, doesn't warrant

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From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019
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survey/study with input from parents/guardians of students with disabilities. They should also consider surveying advocates and private attorney who support families of children with disabilities. These additional surveys should be given to a parent group no smaller in number than 10,000-20,000 and an advocate/private attorney base of no less than 2,500. the burden on respondents or the resources associated with these collections at this time.

Just as the IDEA requires a TEAM effort, which includes parents/guardians and their advocates or attorneys, in making decisions about a students Individual Education Program (IEP), so should the Department of Education of the United States Government include all conceivable members of IEP teams from which to gather important and critical information that may affect the IDEA.



Memo

To: Anonymous
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99yb-iqaa

Comment

As parents, we are the ones fighting for services for our children. I use the word fighting! There are limited resources so let us help to make sure those resources are being used in the best possible ways! If you're collecting information, add our voices to address what we need for our kids. Send out questionnaires to the parents of children receiving the services!

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mgls/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

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Memo

To: Kate Anonymous
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

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1k3-99yd-mqq7

Comment

Implementation and data collection of educational interventions for special needs students varies drastically from state to state, district to district, and even within districts. As a military family, parent of ASD child and educator, I have the following recommendation for increasing the effectiveness of educational interventions in public schools:

1. Mandatory use of BCBAs (Board Certified Behavior Analysts) for students with Autism and other related disorders in the following areas:

- (a) Functional Behavior Assessments, Behavior Plans and data analysis for all,
- (b) Social skills instructions and data analysis for those interventions

Response

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.

To: Kate Anonymous
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study
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(c) Academic support for teachers of ASD students for Academic Skills instruction, Prompt levels and Prompt fading procedures for greater skill independence of the student,

(d) Registered Behavior Technician (RBT - specific training in ABA) as paraprofessionals in educational settings, frequent supervision by BCBAs for implementation of behavioral, social and academic interventions.

Only use evidence-based interventions for students with Autism (Applied Behavior Analysis) for academic skills, social skills and behavior interventions. The current eclectic approach to teaching these students is failing. Accurate data collection and analysis is the only way to know if the intervention and instruction is working.

2. Direct Instruction (nifdi.org) for Reading, Writing and Mathematics instruction in grades K-3 instead of the whole language, common core, eclectic approach that is failing too many students.

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Memo

To: Jennifer Spitzer
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

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1k3-99ye-44l4

Comment	Response
Dear Sir or Madame The Education Department needs to add a survey of at least 10,000 parents whose children have IEPs to their information gathering process.	<p>Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (https://nces.ed.gov/surveys/mglis/) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.</p> <p>The study team is considering whether or not to include a teacher survey in a later round of data collection. The study team determined that the supplementary information from parent and teacher surveys, beyond that of the state, district, and school surveys, doesn't warrant the burden on respondents or the resources associated with these collections at this time.</p>



Memo

To: Anonymous
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
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1k3-99ye-t10y

Comment

Please create a federal cap on class size/caseload size for special education teachers/students. There are wide differences between school districts within a single state and huge differences between states and how they implement "Least Restrictive Environment" and "Individualized small group instruction". I was trained in Iowa and I have a sister who teaches in Iowa. They have a cap and a weighted system for caseload based upon the eligibility of the student. My sister teaches the same thing I do in Iowa and she had 8 students and 3 full-time aides. She is able to accomplish so much with her students and truly support all students within the general education setting. In California where I teach I am working with one other special education teacher and 3 part-time aides to support 31 students within the general education setting across 7 grade levels with disabilities ranging from learning disabilities to emotional disturbances and autism. We are not meeting the needs of the students. In contrast a school district about 5 miles away

Response

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has 2.5 teachers and 8 part-time aides
supporting the same amount of students.



Memo

To: Kathleen Lowy
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

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1k3-99ye-vub8

Comment

Hi, I am writing you about the survey being sent to School Districts and other Depts about the effectiveness of the IDEA. In the interest of seeing all perspectives on the effectiveness of IDEA I ask that there be a survey included for the perspective of the children and families.

Please let me know once this process starts as I am very concerned.

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mgls/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

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Memo

To: Dr. Marie Ficano
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
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1k3-99yf-osfx

Comment

It is my understanding that State Departments of Education as well as local school districts will be surveyed regarding the implementation of I.D.E.A. to determine what is working or needs improving. Further, that this data will assist OSEP in preparing for the reauthorization. I would like to submit comment that surveys also be sent out to private publically funded providers and parents of the children with disabilities for their important input. Thank you

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mglis/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nltts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

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Memo

To: Debra Joseph
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
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1k3-99yn-d0y2

Comment

You must include families of children. I am a trained special education teacher, spotted dyslexia in my own kid took 8 years to get through system now looking at due process. step up and value both sides as equally as the law does

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mgls/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

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Memo

To: Tonya Murray
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
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Subject: Response to public comment

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1k3-99z2-pbt0

Comment

Parents are an essential part of the IDEA law, and their input is vital. Im writing to request that 10,000 parents be surveyed to gather their input for changes to IDEA.

Response

Thank you for your comments emphasizing the importance of the parent perspective. IES agrees that the parent perspective of students with disabilities is key to understanding IDEA implementation and is collecting information from both students with disabilities and their parents. First, the Middle Grades Longitudinal Study of 2017–18 (<https://nces.ed.gov/surveys/mgls/>) includes a large number of students with disabilities in several disability categories. This study follows students from grades 6 through 8 and includes annual surveys of students, parents, teachers, and special education staff. Second, the National Longitudinal Transition Study 2012 (https://ies.ed.gov/ncee/projects/evaluation/disabilities_nlts2012.asp) includes students ages 13 through 21 and also includes surveys/interviews of students, parents, teachers, and special education staff. Finally, IES values the expertise of the parent training and information centers (PTIs) and family-led organizations and has added questions in the surveys to understand how state and district leadership support the work of the PTIs and how information is provided to parents.

The study team is considering whether or not to include a teacher survey in a later round of data collection. The study team determined that the supplementary information from parent and teacher surveys, beyond that of the state, district, and school surveys, doesn't warrant the burden on respondents or the resources associated with these collections at this time.



Memo

To: Anonymous
From: Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019 Study Team
Date: 8/6/2019
Subject: Response to public comment

The study team offers the following response to public comments submitted regarding the Individuals with Disabilities Education Act (IDEA) State and Local Implementation Study 2019. Any reference to a section or specific item in the response references the August 12, 2019 versions of the surveys.

1k3-99z7-87sy

Comment

All students, whether classified for Special Ed or not, need to be screened for dyslexia upon entering school. Early intervention and continued support all the way through high school is essential to a student's academic career and personal growth. Please add dyslexic screenings and Orton-Gillingham methodology to a student's academic experiences. Support these struggling readers by finding their challenges and addressing them ASAP!

Response

The study team appreciates the time and attention given to reviewing and commenting on the proposed data collection effort. The study team did not take any action based on this comment as it did not raise an issue for which this data collection request is seeking approval.