

Thank you very much for reaching out to me/us for some possible guidance. I have reviewed the items attached. I am not certain if I will be able to make the meeting scheduled for the 5th of April. I can however, give you some personal thoughts regarding the highlighted sections.

(k) outside services and organizations and their availability for districts to use will vary depending on the area of the state a district is located. Contractual agreements also vary from district to district. The services available to our district (Rogers) are plentiful and as with most everything, some better than others regarding the willingness to enter into agreements, adhere to public school regulations and fit in the "educational setting for educational and academic progress"

(L) a review of the facilities, equipment, and materials available in school districts for special education services and programs will also vary from district to district or area. A survey might be an efficient way to contact the individual special education departments to get a better understanding of the availability.

(M) academic instruction v. training time for independent function and career development - I can only answer the question looking through the lenses of our own district. Academic instruction requirements are huge as you are well aware. We provide transition services appropriate for students to meet their individual needs. After a brief discussion with our secondary special education consultant, depending on the age/grade/needs of the student it ranges from one class period to half day job skill training at various opportunities in our community.

I hope this helps, I hope to be able to get there on the 5th. Please don't hesitate to contact me or give me a call if I can assist in any other way now or in the future.

Tita

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*If a child can't learn the way we teach, maybe we should teach the way they learn.*  
Michael J Fox