

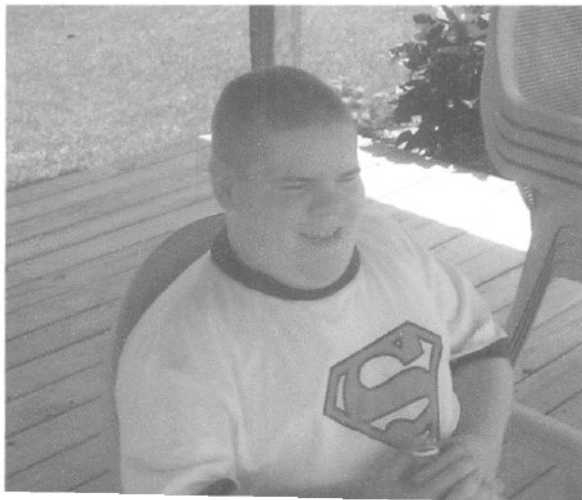
I am the Grandmother and caregiver of a 14 year old child with autism. He has been unable to attend school because of post traumatic stress disorder due to the abuse that was delivered to him by the professionals in third grade. When I removed him from the district his behaviors were out of control and if not brought under control which I had asked the school for help doing when he was 7 and they did it their way. Instead his SIBs (self injurious behaviors), aggressions towards others and non – compliance had been highly reinforced by untrained professionals and were out of control. If I had left him in this environment, he would be in a state school at this time.

I started a home program with the guidance of a BCBA (Board Certified Behavior Analyst) trained in Autism. After 4 years of trying to run an in home program, I signed a contract with a day treatment program and he is attending the Behavior Treatment and Training Center for nine hours a week as that is all that his foster care money will cover. I drive over 300 miles a week to take him to his appointments there and for occupational, physical and speech therapy all in the same three day period. He is now considered to be employable by professionals that I work with.

I urge you to support SB1000 and to allow parents to seek education for their children in a public school that has special trained teachers with access to qualified behavioral experts that know how to deal with unexpected behaviors that may arise. I would urge you to change accredited private schools to private placement. We still pay school tax and should be allowed to use it for an appropriate education for our children. Thank you for all of your efforts to bring about help for our special children.

Sincerely,

Linda Rogers
4312 Stansel Dr.
Alvin, TX 77511



Advocate for Cody Rogers

Advocating for an Appropriate Education
Linda Rogers

4312 Stansel Dr.

Alvin, Texas 77511
(281) 331-5487

Sandra Hazen, Special Education Director
Alvin Independent School District
301 E. House St.
Alvin, TX 77511

May 23, 2005

Mrs. Hazen,

This is in response to your letter of May 18, 2005 that I received on the 21 day of May. I did call on May 11, 2005 in response to your letter of May 9, 2005 in which you were asking for additional evaluations and other information that a public school which has not provided funding or services to for over a year and a half has the right to ask for any documentation from a private placement by the parent. You also told me that you were trying to get ready for his evaluation in the fall of 2005. Cody will not come back to the district because of the following history:

1. EC - Mastered turning doorknobs and this was a means of escape.
2. Pre-K Mastered nothing on his IEP goals (same IEP goals as the previous year)
3. K - Mastered drinking from a cup (same IEP goals as the previous two years)
4. 1st - Finally mastered all of the remaining goals but with a different teacher. Was stabbed 12 to 14 times by a peer at the end of the year with an aide watching. See audit folder.
5. 2nd - Returned him to second grade at Stevenson in January and I should have kept him out. He failed to master any of his long-term goals. The classroom had a long-term sub that was to be certified over the summer. Behaviors were within limits when he came back to Stevenson. As long as the agreed upon IEP was in place the behaviors did not emerge but when the principal decided that they would do what Cody wanted to do, instead of following the IEP, behaviors escalated from 2 a month for the first two months of school to 36 a month by the end of May. (See Correspondence notebook)
6. 3rd Behaviors continued to increase in SIBS, Aggressions and noncompliance. All of the behaviors were being highly reinforced by the long term sub (failed to receive certification over summer and school failed to notify me) and aides (See video for Dr. Wood). Unable to master goals as the district could not provide a proper behavior management plan or environment for him to learn in. Staff had not been trained in how to deal with undesirable behaviors. He was kicked by an aide his last day in school at Stevenson this was neither in his IEP nor his behavior management plan, (See Grievance filed in June of 2001 and I am sure that you still have the

report that you are denying me access.) You kept the aide on and by doing so were keeping a felon employed in the district. The principal was aware of what had happened to Cody but instructed her staff members, as you know what to say. Cody came home on several occasions with fingerprints on his person and the teacher dismissed it as nothing. The teacher and principal of Stevenson are still employed even though they knew what had happened to my child. The district labeled my child MR and by doing so set your self up as medical examiners. None of your staff has a medical license and it is illegal to practice medicine without one.

7. 4th The district failed to provide what was in place in the previous ARD and I would have to start the battle all over again. After two weeks back in school with Mark Wofford as a teacher, Cody was head banging, being aggressive and non-compliant and having tantrums because he couldn't have his way. It only took two weeks under your administration to accomplish what it took the previous administration to accomplish in 6 years.
8. 5th, 6th Cody could not attend school because the district could not provide a safe environment or staff trained to work with him. You were to pay for trained personnel other than myself to work with Cody and then you were in breach of contract when you refused to pay from January to May but you alone set and scheduled an illegal ARD that was never agreed to by me.
9. You sent a person posing to be an autism specialist to observe Cody. According to the Credentials that I obtained, she is a LSSP with very little training in Autism. No one consulted with me concerning Cody's capabilities and wrote an invalid IEP. Any time the district is trying to return a student from a private placement, the administration and staff of the private placement have to be consulted. You neither consulted with Kelly Bivens or me as to Cody's capabilities.

It is for the above reasons that Cody cannot return to school plus he suffers from posttraumatic stress disorder after the abuse by the Stevenson Staff.

Trying to keep a child's health under control when their liver is unable to process anti convulsive and anti depressants is a challenge in it's self. You would be unable to effectively deal with his seizure activity, as it requires the flat screen monitors and flat screen TV as the static and light from the CRT monitors can cause a child to have seizures, as does florescent lighting.

When I should happen to get another evaluation, I will be happy to share it with you.

Sincerely,

Linda Rogers

c c: Greg Smith, Ph. D, Superintendent
Audit file

time. I requested that the OT could come at 11:00 to observe and then the PE from 1 to 4 two at a time. The district called back and informed me that they were sending three (classroom teacher, speech, and assistive technologist) at **10:00 – 11:00AM**, OT and adaptive PE at 11:00 am – 12 pm and two diagnosticians and the school psychologist at 2 – 3 pm. I wrote a letter and mailed it to Ms. McDaniel on January 10, 2006, canceling the 10:00 AM group, as it was not scheduled in the hours offered.

I posted a notice on my door concerning the visits, as I had heard nothing back from the district. ~~At 10:05 am~~ ~~the~~ ~~assistive~~ ~~technologist~~ ~~knocked~~ ~~on~~ ~~my~~ ~~door~~ ~~at~~ ~~10:05~~ ~~am~~ ~~and~~ ~~told~~ ~~me~~ ~~she~~ ~~had~~ ~~just~~ ~~for~~ ~~the~~ ~~11:00~~ ~~session~~ ~~also~~ ~~and~~ ~~I~~ ~~told~~ ~~her~~ ~~no~~ ~~but~~ ~~that~~ ~~she~~ ~~could~~ ~~come~~ ~~back~~ ~~on~~ ~~wednesday~~ ~~January~~ ~~18,~~ ~~2006~~ ~~at~~ ~~11:00~~ ~~and~~ ~~observe~~ ~~and~~ ~~she~~ ~~failed~~ ~~to~~ ~~return~~. OT and adaptive PE arrived on time and asked questions but there were no evaluations done by either. The two o'clock appointment came minus Ms. McDaniel. The psychologist was busy copying my notes on the dry erase boards and most have been mastered already, the autism specialist and I do need to see her credentials took notes on what Cody was working on and as it had been a stressful day and I had not actually worked with him in over a year, we worked mainly on items that were mastered and he had difficulty in mastering them.

Ms. McDaniel called and apologized on January 18, 2006 and asked that I take Cody to Manvel Jr. High on Wednesday January 25, 2006. I agreed to do this as it is only supposed to be the classroom teacher and speech that will be doing the evaluations. If they try to run another large group in then we will be forced to leave. The district seems to fail to realize that they are dealing with a child that has neurological disorders and not an adult that is neurologically typical.

January 25, 2006

When we arrived I parked the car and was trying to talk to Cody, I looked in my review mirror and Laura Alexander and Erin Marks were standing at the car to greet us. (I had requested that they meet us at a door away from the office so it would not be so traumatic for Cody) I took Cody into school with Laura Alexander, Erin Marks and Cindy Mouch met us inside today, and Cody almost immediately began to head bang, became aggressive and non-compliant. I have not seen this behavior in over one and one-half to two years. We left within 10 minutes of getting there. Cody was extremely upset and kept saying stop and crying after returning home. Mrs. Marks came by to talk to Cody, as she did not want to be associated with what had happened. It is now an hour and half since we have left the school and he has finally calmed down.



Wednesday, January 25, 2006 @ 2 PM after visit to Manvel Junior High

I was told by a private source that the district wanted to know if I had staged this incident. I am outraged that anyone would even suggest that I tell Cody to hurt himself and others those are slanderous remarks as I do everything that I can to protect him. The behaviors that he exhibited in the classroom today were ones that were highly reinforced in the third grade by untrained personnel that was working with him. He has not been in school because of the same behaviors being exhibited in that environment and then they were carried over into the home and community settings,

1/26/06: The principal from Manvel Jr. High called and wanted to know how Cody was and said that we were there such a short time that she didn't know that we had come.

1/30/06

I was contacted January 6, 2006 to schedule an in home evaluation and again on January 18, 2006. The district failed to attempt to set up the recommended evaluations in a manner that would not overwhelm the child.

All evaluations were to be finished and the school has contacted me only twice during the month of January to try to schedule appointments for evaluations. Adapted PE is the only one that has done a hands own evaluation of Cody. Occupational Therapy observed Brittany Dilleshaw, OTR MedCare Professional Group that provides therapies for Cody. She did not ask to work with Cody and failed to do an evaluation for this reason. The Psychologist and Diagnostician did come to my home but neither talked nor attempted to work with Cody.

Linda Rogers, January 31, 2006

February 2, 2006

Laura Alexander and Cindy Mouch from the district came to observe Cody in his in home setting this evening. Cody did some of his work and he did read his story for them. It is very rewarding to work with a child that attends and wants to learn. He did sound out some of the words for them, did his number lines and wrote for them. The teachers told me how awesome it was to watch him and then wanted to know what would have to be done to get him back into the school setting. He could not get away from the public school setting fast enough on January 25 and here they want me to agree to bring him back.

Linda Rogers

February 3, 2006

Cody did not rest well after the visit yesterday. He was talking in his room until after 10 PM and was awake at 4 AM. Even though he showed no outward signs of apprehension while the teachers were here. It was reported by the sitter that he went to the window every few minutes after 4PM on the second looking for them to come. It is 5:20 AM, Cody has had his Alpha Lipoic Acid and he's quiet in his room once again.

Linda Rogers

February 16, 2006

Ms. McDaniel contacted me again today to set up the final evaluation for the district. It will be the school psychologist, Mary Tillman autism specialist and Cindy Mouch, Speech Pathologist. They have some team test that they need to administer. This is still in violation what the ARD committee agreed on. Assistive technology has not made an appearance or contacted us.

Linda Rogers

February 22, 2006

I contacted Ms. McDaniel and cancelled all evaluations as the district is already out of compliance. I signed the agreement on December 6, 2005 and it was to have been done by January 31, 2006 yet little attempt was made to do an evaluation during the allotted time. The

1. Stanford-Binet 5 Test is a series of test that take 5 to 10 minutes each yet the district failed to mention how many of these test they would give.
2. The Woodcock Johnson III would take 45 minutes
3. The Leiter test is a test that has no time limit and a person that has administered the test told me that it took her two days to give it.
4. The Vineland Adaptive Behavior
5. The Gilliam Autism Rating only takes 5 to 10 minutes and is unnecessary as the child has autism.

The name of the various test for speech were very vague and I am not sure if it was the speech pathologists or the classroom teacher that upset Cody the day that we went to school and then again when they came to the house together. I had rather not upset the child again.

Linda Rogers