September 20, 2017

Hilary Malawer,

Assistant General Counsel, Office of the General Counsel

U.S. Department of Education

400 Maryland Avenue S.W., Room 6E231

Washington, DC 20202

Subject: Evaluation of Existing Regulations

Dear Ms. Malawer:

Thank you for this opportunity to address my concerns with the proposed action to reduce Federal regulatory oversight for educating students with disabilities. As a mother of two special education students, an educational advocate, and a Doctor of Education, much of my writing and research has focused in the special education arena.

One important measure to the effectiveness of oversight are test results. According the 2015 Nation’s Report Card, special education students in grades four and eight have improved in reading ability.

2015 NEAP Test Results for the United States

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Special  Education  Students | Year of NEAP Testing | NEAP Reading  Scores \* | Public  School  Students | NEAP  Reading  Scores \* |
| Grade 4 |  | Scores |  | Scores |
|  | 1998 | 176 |  | 213 |
|  | 2015 | 187 |  | 221 |
|  |  |  |  |  |
| Grade 8 | 1998 | 224 |  | 261 |
|  | 2015 | 230 |  | 264 |

\* https://www.nationsreportcard.gov/reading\_math\_2015/#reading/groups?grade=4

Existing regulation has improved these scores. This is especially true for both grades of students in the Unites States. Yet, the special education population still performs falls far below the general public-school population. Less regulation will possibly equal lesser educational standards, less general education access, and less parent involvement being allowed for the special education population. Please consider the impact of cutting regulations for a populace which consistently faces a negotiation process with the public-school systems in order to achieve a level educational playing field.

Once again, I thank you for this opportunity to voice my concerns. If you have any questions, please feel free to contact me.

Sincerely,



Dr. Jan Mounsey

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