Release Notes
AEA Special Education Procedures & Documentation Guide
(January 15, 2014)

Contents

Topics

- Transition activities and supports
- When reevaluation is required at exit
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<td><strong>Topic (Manual pages)</strong></td>
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<td><strong>IEP Changes Matrix: Reevaluation for Exit</strong></td>
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| **Private instruction** | Procedures were amended to reflect changes made by the 2013 Legislature. These changes provide for two options for competent private instruction (CPI) –  
  - Option 1: Instruction provided by or under the supervision of a licensed practitioner (Form A and course of study required)  
  - Option 2: Instruction provided by a non-licensed person (Form A and course of study required only if the child is dual enrolled)  
The legislation also added the option of independent private instruction (IPI). The parents of an eligible individual who wish to provide either form of CPI need the consent of the AEA Special Education Director or the director’s designee. The parents of an eligible individual who wish to provide IPI do not need the consent of the AEA Special Education Director or the director’s designee. Parents providing either CPI option may dual enroll their child. Parents providing IPI may not dual enroll their child. (Note: Parents may change their private instruction option at any time.) |
| **Exit to Private Instruction** | Procedures have been revised to address exit to independent private instruction: “If parents initiate IPI but do not revoke consent in writing, the child continues to be an eligible individual. The exit code CPN (Competent Private Instruction, no IEP or Independent Private Instruction) is used.” **Revised code definition:** CPN: Competent private instruction, no IEP; or Independent Private Instruction |

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### Classroom amplification & other assistive technology

See [revised language](#).

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| The “F” page makes a distinction between Services and Activities & Supports. The July 2013 Web IEP has Supplemental Assistance (coded SA) as a **Service** option with the following definition:  
   “AT devices or equipment (classroom amplification, refreshable Braille display, etc.)”  
The July 2013 Web IEP has Assistive Technology Support as an **Activities & Supports** option with a within-program definition of:  
   “Assistive technology devices, occasional troubleshooting or programming supports”  
The reference to devices in two places was based, in part, on the need to have classroom amplification systems as a service that could be weighted in the IMS. The IEP of a hard-of-hearing student may be weighted for the purchase of an amplification system even when no specially designed instruction is provided.  
Effective January 15, 2014 the Web IEP/IMS:  
- will not accept the SA service code and will add CA as a service code for “classroom amplification;” and  
- will add Assistive Technology Devices as an Activities & Supports option.  
**It is not necessary** to amend IEPs to align with this new code or this new category of Activities & Supports. No information will be lost and changes may be made as IEPs are reviewed. |

### Will this student participate in district-wide assessments (DWA)?

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| In past Web IEPs, the responses to this question were:  
- Yes;  
- No, not yet school-age; and  
- No, student is incarcerated in an adult correctional facility  
All preschool children enrolled in a district-provided or district-supported must be administered the GOLD assessment, making the GOLD a “district-wide assessment.” All K-3 students enrolled in a public school are subject to universal literacy screening and progress monitoring requirements, making these assessments “district-wide.”. This includes students who receive competent private instruction and are dual enrolled and students who are shared-time (enrolled in both a public school and accredited non-public school).  
Commencing January 15, 2014, the response options will be:  
- **Yes** “Yes” is selected for any student enrolled in a school district program, including: children enrolled in a voluntary four year-old program, regardless of location or provider; children enrolled in an early childhood special education program; and dually enrolled or shared-time students  
- **No** “No” is selected for preschool children who receive AEA support services, only, and students incarcerated in an adult correctional facility |

### Iowa Core Essential Elements

See [added information](#).

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<td>The Iowa Core Essential Elements in English Language Arts and Mathematics have been finalized. The Department of Education will be supporting efforts to incorporate the Essential Elements into IEP goal writing in the near future. Information regarding the Iowa Core Essential Elements has been added to Appendix C: Early Learning Standards, Iowa Core &amp; Essential Elements.</td>
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<td>Notes</td>
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| Parent Summary of the Educational Evaluation   | Beginning January 15, 2014, when an EER is printed a summary that draws from text already in the EER is also produced. There are no extra items and no additional input is required.  
The initial idea was to provide the summary to the parents prior to the eligibility meeting. At the meeting, the summary could be used to help frame the discussion and the rest of the EER information would be reviewed to supplement and support the conversations, considerations and decision making.  
**While that was the initial idea:**  
**FOLLOW YOUR AEA’s DIRECTION AND GUIDANCE FOR THE USE OF THE SUMMARY!**  
Within the EER in the Web IEP program, a red “H” denotes the items from which text is drawn for the Summary.  
*Summarize the significance of this individual’s rate of progress.*  
Based on LouAnn’s rate of progress of .5 story elements per meeting, the group of her class have mastered 12 out of 12 story elements and are continuing to grow that other peers who were at a similar level.  
*This information will be included in the Parent Summary.*  
Practitioners may wish to review Summaries generated from some already completed EERs to assess the extent to which their past practice has 1) included parent-friendly language and 2) avoided cross-referencing language that loses its sense in the context of the Summary (e.g., “... the data sources in the table above ...”).  
**Whether the Summary is used or not:**  
**Parents must be provided with a copy of the complete EER!**  
**And again:**  
**FOLLOW YOUR AEA’s DIRECTION AND GUIDANCE FOR THE USE OF THE SUMMARY!**
To: Iowa AEA Directors of Special Education

From: Barbara Guy and Thomas Mayes

Re: Independent Private Instruction and Special Education Exit

At a recent Special Education Directors meeting, legislation related to private instruction was discussed. The legislature’s intent to provide the option for a nearly complete severing of ties with public education through independent private instruction (IPI) was, for an eligible individual, equated to revocation of consent. The Iowa Department of Education (DE) has had further discussions regarding the IPI option and the parent right to revoke consent for special education. In particular, the DE considered the provisions that 1) allow IPI to be initiated without documentation; and 2) require revocation to be in writing:

To enroll a child in IPI for the first time there is no documentation required. A parent, guardian, or legal or actual custodian choosing IPI is advised to inform the district that they will be choosing this option, but are not required to do so. The superintendent of district of residence of the student enrolled in independent private instruction may but is not required to request a report from a parent, guardian, or legal or actual custodian identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the name of the students enrolled.

The Individuals with Disabilities Education Act (IDEA) regulations allow a parent to revoke consent to continued special education services. Parents must give their child’s school, AEA, or both, a written statement revoking consent for special education.

Given the specific requirement for written revocation, the following processes are to be applied:

Any time a parent revokes consent for services in writing, including at the initiation of IPI, give prior written notice before stopping special education services. In that notice, explain that the parents requested their child’s special education to stop, that all services and accommodations in the child’s Individualized Education Program (IEP) will stop, and explain the alternatives to stopping the child’s special education. PRC (parent revoked consent for special education) is the correct exit code. Following revocation and termination of services, the child is no longer considered to be an eligible individual and a return to special education services requires the initial evaluation and eligibility determination process.

If parents initiate IPI but do not revoke consent in writing, the child continues to be an eligible individual. CPN, the same code used for competent private instruction without dual enrollment for special education, is the correct exit code. Should the child return to school or if the parents, at a later date, choose competent private instruction with dual enrollment for special education, the child’s IEP may be reactivated. The IEP team will make a determination of data and procedural needs at that time – the IEP may have passed its anniversary date, reevaluation may be needed to determine a child’s current needs and so forth.

Please contact David Happe (David.Happe@iowa.gov) if you have any questions.
## Competent Private Instruction Worksheet

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**Student’s Name:** ____________________________________________  **DOB:** _____________________ / __________ / ________

**Parent’s Name:** ____________________________________________  **Grade Level:** ___________

**Address:** ________________________________________________  **Home Telephone:** ____________________

(Street)  (City or Town)  (Zip)

**School District & Building:** ________________________________  **Cell/Work Phone:** ____________________

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This student’s parents wish to provide competent private instruction for this eligible individual.

**Current services (check one or both):**

- [ ] District instructional services
- [ ] AEA support services

Please indicate the parents’ preferred option and attach the appropriate documentation:

- [ ] **Option #1:** Dual enrollment with all special education services continued or continued with only minor changes (e.g., scheduling or location of service).
  - Completed Competent Private Instruction report (Form A, front and back).
  - Course of study provided by the parent.
  - Documentation of an IEP meeting or an amendment without a meeting that describes any changes to the IEP.
  - Prior Written Notice of any changes, pending CPI approval.

- [ ] **Option #2:** Dual enrollment with all special education services continued, but with significant (e.g., amount of service or nature of the service) changes.
  - Completed Competent Private Instruction report (Form A, front and back).
  - Course of study provided by the parent.
  - Documentation of an IEP meeting or an amendment without a meeting that describes any changes to the IEP.
  - Prior Written Notice of any changes, pending CPI approval.

- [ ] **Option #3:** Dual enrollment with some, but not all special education services continued.
  - Completed Competent Private Instruction report (Form A, front and back).
  - Course of study provided by the parent.
  - Documentation of an IEP meeting or an amendment without a meeting that describes any changes to the IEP.
  - Prior Written Notice of any changes, pending CPI approval.

- [ ] **Option #4:** Dual enrollment for a student eligible for special education services whose parent has chosen only general education/extracurricular activities.
  - Completed Competent Private Instruction report (Form A, front and back).
  - Course of study provided by the parent.

- [ ] **Option #5:** No dual enrollment and no school involvement provided by the LEA or the AEA.
  - Completed Competent Private Instruction report (Form A, front and back), **if parent’s choose to submit one**.
  - Course of study provided by the parent, **if parent’s choose to submit one**.

**Comments** (attach additional information, if necessary):

Submitted to the Director of Special Education or designee by: ____________________________________________
Assistive Technology

1. If the team determines that assistive technology is required, Assistive Technology on Tab B is checked.

   - This item is checked for any assistive technology service, device or equipment, regardless of the category (e.g. communication, mobility, organization, hearing, writing, reading, etc.).

2. If Assistive Technology on Tab B is checked, then one or more of the following items must be checked on Tab F.

   - **Assistive Technology Service (AT – Tab F, Services sub-tab):** Services of an assistive technology provider that promote accomplishing a technology literacy goal, and/or

   - **Classroom amplification (CA – Tab F, Services sub-tab):** Classroom equipment that adapts the delivery of instruction by amplifying sound, and/or

   - **Assistive Technology Devices (Tab F, Activities sub-tab):** any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability except classroom amplification or a medical device that is surgically implanted, and/or

   - **Assistive Technology Support (Tab F, Activities sub-tab):** Short definition – support for selection and purchase; short-term training of students and school personnel in the use and maintenance of assistive technology; follow-up training, trouble-shooting and support. Full definition – support for selecting, purchasing, leasing, or otherwise acquiring assistive technology devices or equipment; support for designing, fitting, customizing, adapting, applying and maintaining assistive technology devices or equipment; support for coordinating and using other therapies, interventions, or services with assistive technology devices or equipment; short-term training or technical assistance for a student, his or her family, professionals, employers or other individuals who are substantially involved in the major life functions of the student.”
3. If Assistive Technology Service (AT) is chosen for a student:
   o Choose “Technology Literacy” for the Goal Type (Goals Tab).
   o Provide service information on Tab F (provider, time, yes or no to removal, description).

4. If Classroom Amplification (CA) is chosen for a student:
   o Goal: continue current AEA practice. Goals related to access and goals for students who, with special education services and supports, meet the expectations for age or grade will be addressed in the July 1, 2014 AEA Special Education Procedures.
   o Provide service information on Tab F (provider, time, yes or no to removal, description).
     - Total minutes: Estimate number of minutes the device is available for use per day.
     - Removal from General Education: Indicate No.
     
     **Example:**

     | Total: 420 minutes per: Day | Direct removal from Gen. Ed. setting? No |

   - Description should include the required device features and may include the name of the device that is currently used to meet the requirements.

**Note:** The determination of the personnel who may provide assistive technology services and assistive technology activities and supports is made by each AEA in collaboration with their school districts.

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**Accessible Instructional Materials (AIM)**

If AIM are required, this should be checked on Tab B, Consider Tab.

On Tab F, Activities sub-tab, select “Accessible Instructional Materials” from the “Select Category” pull-down.

- List materials and media and the support needed for them. This could be a repetition of some information included in the description of Assistive Technology Support.
- Include information related to required AIM and activities related to participation in nonacademic or extracurricular activities.
Expectations of the Iowa Core Essential Elements

The Iowa Core Essential Elements are standards that emphasize learning across the grades for students with significant cognitive disabilities. For detailed information, go to: Iowa Core Essential Elements

<table>
<thead>
<tr>
<th>What They Are</th>
<th>What They Are Not</th>
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<tbody>
<tr>
<td>Standards aligned directly with the Iowa Core at each grade</td>
<td>Downward extension to Pre-K</td>
</tr>
<tr>
<td>Statements of content and skills that provide a bridge for students with significant cognitive disabilities to achieve grade differentiated expectations</td>
<td>General essence statements</td>
</tr>
<tr>
<td>Challenging and rigorous standards appropriate for students with significant cognitive disabilities in consideration of the significance of their disabilities</td>
<td>Statements of functional skills</td>
</tr>
</tbody>
</table>

Examples:

**Second Grade English Language Arts Standards: Reading (Literature)**

<table>
<thead>
<tr>
<th>Iowa Core Grade-Level Standard</th>
<th>Iowa Core Essential Element</th>
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<tbody>
<tr>
<td><strong>RL.2.1</strong> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.</td>
</tr>
<tr>
<td><strong>RL.2.2</strong> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.</td>
</tr>
<tr>
<td><strong>RL.2.3</strong> Describe how characters in a story respond to major events and challenges.</td>
<td>EE.RL.2.3 Identify the actions of the characters in a story.</td>
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**Sixth Grade Mathematics Domain: Geometry**

<p>| Cluster: Solve real-world and mathematical problems involving area, surface area, and volume |</p>
<table>
<thead>
<tr>
<th>Iowa Core Grade-Level Standard</th>
<th>Iowa Core Essential Element</th>
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<tr>
<td><strong>6.G.1.</strong> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</td>
<td>EE.6.G.1. Solve real-world and mathematical problems about area using unit squares.</td>
</tr>
<tr>
<td><strong>6.G.2.</strong> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</td>
<td>EE.6.G.2. Solve real-world and mathematical problems about volume using unit cubes.</td>
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Parent Summary of the Educational Evaluation

Student: ______________________________________________________
Birthdate: __/__/____ Gender ____ Grade: ____
Attending District ________________________________
Area Education Agency _____________________________

Parents: You gave your consent for an evaluation of your child. The evaluation gathered information about:

• How your child’s performance compares to the expectations for your child’s age or grade,
• Your child’s progress, given assistance, and whether that progress has allow your child to meet the expectations for your child’s age or grade, and
• Your child’s educational needs.

This summary provides important information from your child’s evaluation, but is just a summary.

At our upcoming meeting we will review the results of the evaluation, discuss your child’s needs, decide if your child has a disability and determine if your child’s needs include special education.

Your child’s performance.

[Text drawn from “Using the data above ... summarize the significance of the discrepancy ...” and “Using the data above ... summarize whether or not the individual’s performance ... is unique”]

Your child’s progress.

[Text drawn from “Using the data above and any other relevant information, summarize the significance of this individual’s rate of progress.”]

Your child’s needs.

Instruction (how a child is taught)

[Text drawn from “... describe the individual’s needs within: Instruction”]

Curriculum (what a child is taught)

[Text drawn from “... describe the individual’s needs within: Curriculum”]

Environment (the way your child’s success is supported through the procedures, schedules, routines, behavioral expectations, room or seating arrangements of the school)

[Text drawn from “... describe the individual’s needs within: Environment”]

Additional Learning Supports (family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology and other accommodations that are needed by your child)

[Text drawn from “... describe the individual’s needs within: Additional Learning Supports”]
Parent Summary of the Educational Evaluation

Student: _____ Sammy Reading & Behavior Example _____    Birthdate: _____ / _____ / _____    Gender _____    Grade: _____

Attending District __________________________ Area Education Agency __________________________

Parents: You gave your consent for an evaluation of your child. The evaluation gathered information about:

- How your child’s performance compares to the expectations for your child’s age or grade,
- Your child’s progress, given assistance, and whether that progress has allow your child to meet the expectations for your child’s age or grade, and
- Your child’s educational needs.

This summary provides important information from your child’s evaluation, but is just a summary.

At our upcoming meeting we will review the results of the evaluation, discuss your child’s needs, decide if your child has a disability and determine if your child’s needs include special education.

Your child’s performance.

Reading: Sammy’s performance in reading is significantly below the level of most of his second grade classmates. He struggles to decode new words quickly and easily including basic consonant-vowel-consonant (CVC) words such as “jam” or “fit”. Peers can decode words more than twice as fast as Sammy. Sammy’s reading performance is below the 12th percentile on the Iowa Assessments compared to other second graders in Iowa.

Eighty-six percent of students in the second grade at Franklin Pierce Elementary scored at or above the 41st percentile rank on the reading comprehension portion of the Iowa Assessments. Sammy scored at the 10th percentile. 85% of second graders at Franklin Pierce Elementary met the expectation for reading skills on the DIBELS Next Oral Reading Fluency test this September. Sammy did not meet expectations. Sammy has received a small group reading intervention. Sammy’s reading skills are below the skills of all other students in the group and three of four other students now meet reading expectations for second grade.

Behavior: Sammy’s on-task behavior and physically aggressive behavior when not getting his way were significant concerns prior to intervention. His aggressive behaviors still occur slightly more often than the same kind of behaviors occur with same age/grade peers. Sammy is now better able to follow directions given by adults without reacting negatively. He continues to be more off-task than his peers, but this is not a significant difference. Sammy now remains on-task and focused while in the classroom and completes his work on time.

Your child’s progress with assistance.

Reading: Sammy’s was given help in a small group working on specific decoding skills. Sammy was given direct instruction from the teacher and had many opportunities to practice while his teacher gave him feedback (praising his good work, helping him correct mistakes). This help has not resulted in enough progress for Sammy to catch up to the level of skills of other second graders. At his current rate of progress, the gap between Sammy’s skills and his classmates’ skills will continue to increase. Sammy’s slow pace means he will need to spend more time than his peers to read the same thing. Also, slow reading often means that children are struggling to comprehend what they read. Sammy’s progress was most improved when he received small group instruction using materials that were very clear and providing many opportunities to read with teacher support.

Behavior: Sammy was taught new ways to respond to difficult work and frustrating situations by his classroom teacher and the school guidance counselor and he was reinforced by all adults serving his classroom and grade for using these new strategies. All of the information gathered during the intervention indicate that Sammy made good progress towards the the goal set for his behavior. Sammy’s social behaviors are no longer significantly different than peers. It appears that Sammy will be able to maintain his behavior, and most likely continue to improve, given the supports that are in place.
Your child's needs.

**Instruction** (how a child is taught)

Reading: Sammy’s instruction in reading needs to be provided in a very clear manner. He should be shown exactly what to do and have the opportunity to practice along with someone else before trying a new skill on his own. Sammy needs more practice time and needs to repeat practicing each new skill. Practice throughout the day in different subjects, groupings and classrooms (distributed practice) has also been shown to benefit Sammy. In addition to his regular reading instruction, focused instruction should occur more than 20 minutes per day. New and more complex skills should be introduced as Sammy’s reading improves.

Behavior: Sammy benefits from direct instruction, including being shown exactly how he might respond to difficult situations such as disagreements, and being given assistance and encouragement when beginning tasks. It is important to provide him with both positive and negative reinforcement, encourage him to ask for help when unsure how to do things and give him frequent feedback. It is helpful to provide Sammy with choices with respect to work completion (how the work might be done, when the work needs to be completed).

**Curriculum** (what a child is taught)

Reading: Sammy’s instruction in reading needs to focus on the following skills: 1) increasing accuracy for word recognition; 2) identifying vowels, vowel teams (e.g., “oo” in “soon” or “tool”), decoding regular (e.g., cat, yellow) words and recognizing irregular (e.g., was, give) words; 3) decoding blends (e.g., “bl” in “block” or “gr” in green) and multisyllabic words (e.g., ev-er-y-thing); and 4) increasing reading rate and accurate word recognition in reading connected text (e.g., “Jenny walked two blocks to her aunt and uncle’s house.”)

Behavior: Sammy needs to continue to learn appropriate social skills for difficult situations, direction following skills and work completion skills. An alternative curriculum is not needed to teach Sammy the skills necessary to complete work and solve disagreements with peers. The curriculum used in the guidance program has been effective.

**Environment** (the way your child’s success is supported through the procedures, schedules, routines, behavioral expectations, room or seating arrangements of the school)

Reading: Sammy benefits from a small group setting in which he can have many opportunities to respond and receive consistent feedback and error correction. He works best when instruction is motivating and reinforcing.

Behavior: Sammy benefits from having written posted behavior expectations and positive feedback when he is meeting those expectations. He has benefited from having the expectations taught and acknowledged in all school settings, with the Character Counts emphasis and PBIS framework. He has benefited from identifying aggression triggers with the guidance counselor in a private session and engaging in problem solving alternative ways to handle them in the future.

School staff need to identify a location where Sammy can go when his schedule “freezes” (Sammy can’t go on to the next activity until he attempts the work or task he is assigned). There, Sammy will work on the task in a quiet, distraction free place. Staff will need to be identified to supervise this time, when it occurs.

**Additional Learning Supports** (family supports or involvement, community partnerships, transition supports, supports for engagement, assistive technology and other accommodations that are needed by your child)

Reading: Sammy’s parents can be shown how to practice the word recognition skills he’s learning in school to help at home.

Behavior: Sammy needs continued support of the school-wide Character Counts, Positive Behavioral Interventions and Supports and guidance activities. The home school communication system has also been beneficial, with Sammy’s parents reinforcing his successes.
Meeting Notice Participants/Page A Attendees: If a participant is listed on the Meeting Notice they will become available as a 'suggested participant' on Page A (Attendees) tab. This feature is to the right of attendees. To add as an attendee, users can simply select the blue link. The suggested participant is removed from that list after being added. Only participants who aren't used should remain on the 'suggested participant' list. They won't reappear on the suggested list if you remove them from the Meeting Notice participants, unless you select Page A (Attendees) again. See screen shots below.

Meeting Notice Participants

Page A (Attendees)

Page A (Attendees) 'after' selecting the blue link