

Funding Alignment: IDEA, Part B

The Individuals with Disabilities Education Act (IDEA), Part B provides funding assistance to ensure that all children with disabilities have a free, appropriate public education that meets their unique needs and that there are measures in place to protect their rights. The American Recovery and Reinvestment Act (ARRA) provides additional IDEA, Part B funds to stimulate the economy and invest in the long-term educational growth of the country. Local Educational Agencies (LEAs) must use IDEA, Part B ARRA funds consistently with IDEA, Part B requirements.

Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. The Foundation publishes the Superkids® Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation's literature-based reading readiness program. The table below shows the IDEA, Part B program requirements and alignment with Rowland Reading Foundation programs.

IDEA, Part B Requirements	What the Superkids and Happily Ever After Programs Do
Special Education Services Designed to Meet Unique Learning Needs	
<p>§300.1 Purposes. "The purposes of this part are... [t]o ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;</p> <p>§ 300.206 Schoolwide programs under title I of the ESEA. "... LEAs may use funds ...to carry out a schoolwide program under section 1114 of the ESEA... ensuring that children... (1) Receive services in accordance with a properly developed IEP; and (2) Are afforded all rights and services...."</p> <p>SEC. 1114.</p> <ul style="list-style-type: none"> • "... opportunities ... to meet the State's proficient and advanced levels of student academic achievement...; • ... effective methods and instructional strategies that are based on scientifically based research... • ... strategies for meeting the educational needs of historically underserved populations ... particularly the needs of low-achieving children... 	<p>Differentiated instruction is the classroom practice of tailoring teaching methods and materials based on students' documented needs. Research has shown that classrooms that differentiate instruction produce higher reading growth for both students who need more explicit teacher-managed instruction and who can work more independently. For example, the Superkids Reading Program is comprehensive and provides research-based core instruction and specific opportunities to meet the needs of all learners by adhering to three principles of differentiated instruction:</p> <p>Principle 1: Identify the children's needs through formal and informal assessment. The program offers formative and summative assessments so teachers can answer: <i>What does the child need? What should I teach?</i> Formal assessments in the Assessment Books include Placement Tests (or a Beginning-of-the Year Test), Progress Tests, and End-of-Level Tests. Teachers can informally assess students using Daily Routines, daily skill work in Student Books and Word Work Books, optional blackline master activities, expressive writing assignments, discussion of comprehension questions during guided reading, and other classroom discussions.</p> <p>Principle 2: Deliver core instruction using research-based materials. The Superkids Reading Program meets the criteria for effective, research-based core reading instruction delivered to all students during a 60- to 90-minute reading block for K-1st grade and a 120-minute reading block in 2nd grade. Core, grade-level instruction is delivered systematically to the whole class to ensure that all students have the necessary sequence of skill instruction over the K-2 development span in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, handwriting, writing, grammar, and mechanics. Similarly, Happily Ever After is used during core instruction for prekindergarten students.</p>



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<ul style="list-style-type: none"> • ... <u>high-quality and ongoing professional development</u>.. • ...strategies to <u>increase parental involvement</u>... • ...plans for <u>assisting preschool children</u>... • ...the <u>use of academic assessments</u>.. • ...<u>activities to ensure that students who experience difficulty... shall be provided with effective, timely additional assistance</u> ... • ...<u>coordination and integration</u> of Federal, State, and local services and programs.... • ... funds ... to establish or <u>enhance prekindergarten programs</u> for children ..." 	<p>Principle 3: Differentiate instruction based on student needs.</p> <p>With the Superkids Reading Program, for example, teachers are able to address students’ individual needs <i>every day</i> in small groups or one-on-one. Lessons are structured so that teachers can give struggling students more guidance on their core skill work while allowing other students to work more independently. Ten-Minute Tuck-Ins provide additional teacher-led activities for reteaching, reinforcing, or extending skills taught in a lesson. Teachers use the activities to give targeted instruction to small groups or individuals. Guided reading instruction is done in small, homogenous groups so that teachers are able to customize the instruction to meet the specific needs of children in each group. Superkids Libraries for kindergarten and first grade provide over 100 decodable fiction and nonfiction books at three levels—easy, on-level, and challenging—for additional guided reading or independent practice that matches students’ reading abilities. CDs with recorded readings of core texts and Library Books are available to support struggling readers and help all students develop listening comprehension and fluency skills. Independent Activities enable students to practice core skills on their own using blackline masters and other materials. Some activities make cross-curricular connections to science, social studies, art, and other disciplines. A <i>How to Teach</i> book for each grade explains best practices for teaching the program, including how to differentiate instruction. The <i>Superkids Skill-Building Book</i> offers additional activities and tips to help teachers provide targeted instruction to meet students’ needs. The Rowland Reading Foundation also offers a range of professional development opportunities for teachers to acquire best practices in differentiated instruction via on-site workshops and coaching days.</p>
<p>High-Quality, Ongoing Professional Development</p>	
<p>§300.207 Personnel development "...The LEA must ensure that all personnel ...are appropriately and adequately prepared, subject ... personnel qualifications [in IDEA]...and section 2122 of the ESEA.</p> <p>ESEA SEC. 2122. "... training to enable teachers to – (A) teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; (B) improve student behavior in the classroom and identify early and appropriate interventions ...;</p>	<p>The Superkids Reading Program and Happily Ever After include initial in-service training and ongoing professional learning and coaching opportunities. For any district/school partnership, the Rowland Reading Foundation customizes services to meet teacher and administrator needs on requested days and times. A cadre of literacy coaches, in-service training professionals, and program experts are located throughout the country to provide implementation support. A recommended training plan involves:</p> <ul style="list-style-type: none"> • Year 1: Initial in-service foundation and implementation training, two to three (2-3) coaching visits per classroom, administrator orientation training, a parent orientation event, professional development seminars, and a third-grade awareness meeting. • Years 2–3: In-service training for experienced teachers, train-the-trainer workshops to build capacity within the school, professional development seminars, grade-level meetings, and leadership development sessions for leaders and mentors. • Years 4–6: In-service training for expert teachers and continuation support for leaders and



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<p>(C) <i>involve parents</i> in their child's education; and (D) <i>understand and use data and assessments</i> to improve classroom practice and student learning."</p> <p>§ 300.226 Early intervening services. "... In implementing coordinated, early intervening services ... an LEA may carry out activities that include (1) Professional development (which may be provided by entities other than LEAs) ...to deliver scientifically based academic ... interventions, including scientifically based literacy instruction...; and (2) Providing educational ... services, and supports, including scientifically based literacy instruction."</p>	<p>mentors.</p> <p>Training and support are delivered via hands-on workshops, DVD training modules, website support, and the helpline.</p> <ul style="list-style-type: none"> • Hands-On Workshops <ul style="list-style-type: none"> - Foundations of Primary Literacy – This session lays the groundwork for understanding the process of learning to read. The science of reading and the contemporary research are presented in an interactive format, and participants will leave this session with a firm understanding of how the neural pathways for reading are formed, what systematic, explicit instruction really means, and how the program is truly research-based. The session is for all teachers and administrators and occurs before the implementation training. - Implementing the Program – This training, divided by grade level, prepares teachers to implement the program. Participants engage in role-playing lessons and examine the “what” and “why” of the program. Teachers leave this session prepared to use all program materials. All teachers new to the program, or new to a grade level, participate in the sessions; experienced teachers are also welcome to attend as a refresher course. - Administrator Orientation – A presentation for administrators helps acquaint them with the program and research foundation. The session includes a helpful “What to Expect” document for classroom walkthroughs. - Parent Orientation – A presentation for parents acquaints them with the program and research foundation. In year one, the Rowland Reading Foundation staff members deliver the session; in subsequent years, the LEA staff members use a PowerPoint presentation and outline to deliver the session. - Professional Development Seminar – The Rowland Reading Foundation provides content seminars. These sessions are custom-designed and can include keynote presentations and break-out sessions on topics related to primary literacy. • Ongoing Training & Meetings <ul style="list-style-type: none"> - Coaching – In year one, each classroom receives two coaching visits in the fall and one in the spring. Classroom visits can include observation and feedback, discussion on topics chosen by the teacher, or lesson modeling, including differentiated instruction. Coaching visits may also include a team or grade-level meeting, either during the day or after school. If needed, a classroom may receive additional coaching days to support a successful implementation. - Leadership Development – As part of an ongoing relationship with the Rowland Reading Foundation, LEAs may pursue a customized program to train reading specialists to deliver training or mentor colleagues new to the program. - Grade-Level Teacher Meeting – Specifically for experienced teachers, the Rowland Reading



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<p>Early Intervening Services with a Focus on Students in K-2</p>	
<p>§ 300.226 Early intervening services. "... An LEA may... develop and implement coordinated, early intervening services... for students in [K-12] (with a particular emphasis on students in [K-3]) who are not currently identified as needing special education or related services, but who need additional academic ... support...."</p>	<p>The Superkids Reading Program and Happily Ever After help students meet rigorous requirements and align to Common Core State Standards and state-specific standards, and the International Reading Association (IRA), the National Association for the Education of Young Children (NAEYC), and the Head Start recommendations for teaching students to read. The instructional focus of each level is described below. Correlation charts for each state or national requirement show the alignment of each program to these standards.</p> <p>The Superkids Reading Program (Kindergarten–Grade 2) The Superkids Reading Program is designed just for kindergarten through second grade and teaches all aspects of reading, seamlessly integrated with the language arts. Built on scientific research and proven pedagogy, it combines rigorous instruction with highly motivating materials. The Superkids Reading Program provides explicit and systematic instruction in reading, spelling, handwriting, expressive writing, and simple grammar and mechanics. The six levels are:</p> <ul style="list-style-type: none"> • Level 1: Meet the Superkids (usually taught first semester of kindergarten) This level begins children’s formal phonics instruction by teaching 13 letters of the alphabet—five short vowels and eight consonants. Students learn one sound for each of the letters and how to blend the letter-sounds to read words and eventually sentences. They also learn how to write the capital and lowercase form of each letter and to encode (spell) words with the letters and sounds they’ve been



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<p>Charter School Students</p>	



SUPERKIDS AND HAPPILY EVER AFTER ALIGNMENT TO IDEA, PART B

IDEA, Part B Requirements	What the Superkids and Happily Ever After Programs Do
<p>§ 300.209 Treatment of charter schools and their students. "... the LEA must... <u>serve children with disabilities attending those charter schools</u> in the same manner as the LEA serves children with disabilities in its other schools...."</p>	<p>Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. In doing so, the Foundation has supported charter school children across the country in addition to public and private school children. The Foundation publishes the Superkids Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation's motivating, literature-based reading readiness program.</p>
NIMAC Coordination and Compliance	
<p>§ 300.210 Purchase of instructional materials. "... <u>coordinate with the National Instructional Materials Access Center (NIMAC)</u>, when purchasing print instructional materials...."</p>	<p>Rowland Reading Foundation converts its core student materials (Student Books, Readers, and Libraries) into the National Instructional Materials Accessibility Standard (NIMAS) format, per IDEA requirements. NIMAS is a technical standard used by publishers to produce source files (in XML) that may be used to develop multiple specialized formats (such as Braille or audio books) for students with print disabilities. Schools then collaborate with their state department of education, or another organization, to arrange for the conversion of our NIMAS-format files into student-ready materials.</p>

