

IDEA, Part B Alignment

IDEA, Part B Statutes	Alignment	Applications
Purchasing Equipment		
<p>IDEA allows the purchase of equipment. Equipment is defined as:</p> <p>(a) Machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment [34 CFR §300.14(a)]; and</p> <p>(b) All other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents, and other related materials. [34 CFR §300.14(b)]</p>	<p>VariQuest tools meet the requirement for instructional equipment, sensory, and other related materials. The tools assist in making a robust learning environment that emphasizes the use of educational best practices for all learners by creating exciting visuals that reinforce educational concepts and providing manipulatives to reinforce a kinesthetic approach to learning.</p>	<ul style="list-style-type: none"> • Create content-specific study guides, such as graphic organizers, manipulatives, rubrics and Venn diagrams • Address activities that focus on promoting positive behavior with personalized awards, progress charts and honor roll awards • Promote personal responsibility and a sense of classroom community with bulletin boards, test instruction charts, state standard expectations and activities banners • Foster independent learning in the classroom with storyboards, criteria charts and word walls
Response to Intervention (RtI)		
<p>Response to Intervention (RtI) Eligibility for Special Education - IDEA regulations incorporate new requirements regarding the identification of children with specific learning disabilities (SLD) and early intervening services (EIS). Procedures other than the discrepancy model may be used, including allowing a local educational agency to consider a child's response to scientific, research-based intervention (RtI) as part of the SLD determination process. Response to Intervention is so important, that a child cannot be determined to be a child with a disability under IDEA Part 300 if the determinant factor for that determination is lack of: 1) appropriate instruction in reading, 2) including the essential components of reading instruction, 3) appropriate instruction in math, or 4) limited English proficiency. [34 CFR §300.206(b)(1)]</p>	<p>VariQuest tools can be used to support the identification of a student in need of RtI services and also support the RtI learning experience after student identification and placement. Educators can use the tools to create multiple formats of assessments, maximizing the potential to identify student strengths and weaknesses while providing an informal assessment of the student's learning style. The resulting information can become part of the student's RtI identification package.</p>	<ul style="list-style-type: none"> • Use letter manipulatives to classify, reinforce and organize key learning concepts • Promote phonemic awareness and decoding skills through creation of teaching materials or charts • Encourage multi-step problem solving with logistical charts and process posters • Develop interactive word walls and other forms of vocabulary aids
Promoting Positive Behavior		
<p>Promoting Positive Behavior - In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior; [34 CFR §300.324(a)(2)(i)] and Assisting in developing positive behavioral intervention strategies. [34 CFR §300.34(c)(10)(vi)]</p>	<p>VariQuest tools promote positive behavior for all students and not just students identified as special education students. In general, the tools add an element of enrichment in classroom instruction which intrinsically motivates students and provides a feeling of satisfaction for educators.</p>	<ul style="list-style-type: none"> • Recognize individual progress with customized awards • Provide immediate positive feedback • Create progress tracking awards • Generate stickers and success badges

IDEA, Part B Alignment continued

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Assistive Technology Device		
<p>Assistive technology device means 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 child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. [34 CFR §300.5]</p>	<p>VariQuest tools have been used to assist students with developmental disabilities. Most of the activities involve giving students hands-on materials that can be manipulated, helping students with identification and recognition skills, as well as general fine motor skills. Our tools also incorporate touch screen technology—providing students with special needs additional methods of communication and practice with 21st Century technology.</p>	<ul style="list-style-type: none"> • Encourage development of fine motor skills by lacing string through cards • Create a communication board to help students communicate basic needs, identify objects and discriminate between similarities and differences • Foster communication with non-verbal students or students with autism with touch screen technology
Acquisition of Technology		
<p>IDEA encourages the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities. [34 CFR §300.704(b)(4)]</p> <p>IDEA states: “to improve the use of technology in the classroom by children with disabilities to enhance learning.” [34 CFR §300.704(b)(4)(iv)]</p>	<p>VariQuest tools are easy to use and students can learn the technology with proficiency, increasing their feelings of self-sufficiency and accomplishment while preparing them for skills needed in the 21st Century.</p>	<ul style="list-style-type: none"> • Encourage students to explore their own uses of technology • Expose children to advanced technology with easy-to-use 3D printer and software • Foster both peer and self-learning • Reinforce the skills of following computer directions and learning and practicing how to use touch screen technology
Least Restrictive Environment		
<p>Grants to States Program provides funding to local education agencies (LEAs) to supplement and/or increase the level of special education and related services provided to eligible students with disabilities ages 3 through 21 who are enrolled in special education programs. Funds are used to ensure that all children with disabilities receive a free appropriate public education in the least restrictive environment. [300.208 (1)]</p>	<p>VariQuest tools meet the requirement for instructional equipment, sensory, and other related materials. Computers and specialized equipment or devices to assist children with disabilities are allowable expenditures under IDEA Part B as are the purchase of educational supplies, materials, curriculum, and software directly involved with implementing IEPs for students with IEPs.</p>	<ul style="list-style-type: none"> • Attain technical skills that can provide a foundation for further academic coursework and a vocational path • Differentiate instruction with die-cut manipulatives • Use a scalable approach to teaching and reinforcing physical and spatial concepts using cutout shapes

