

# Memo

**To:** Debbie Burchfield  
**From:** Lisa Muller  
**CC:** Mike Means; Linda Modenbach; Dr. Sara Fields; Margaret Molenda  
**Date:** May 4, 2004  
**Re:** Instruction and Services for Ashley Voss

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This memo is designed to address concerns that Mrs. Voss has raised recently about the instruction and services received by her daughter, Ashley.

Currently, the following software, equipment, and assistive technology are available for use when appropriate.

Math	Access to Math, Coin Changer, Basic Picture Math, Show Me Math (add/subt), Basic Coins, Math One, Money Station, Big Display Talking Calculator, Coinulator, Vertical Magnetic Board with various materials, Modified Filing System, APH Math Flash, Bingo/Lotto games, Language Master/audio card reader, with custom materials, color printer, adapted keyboard, computer, slanted reading stand, counting bears with magnets attached, vertical magnetic board with stand
Survival Skills	Grocery Store, Everyday Life Skills Surviving on you OWN, Computers at Work, Bake and Play, Survival Skills, Functional Literacy, Personal Success, Community Success, Speaking Dynamically with food/nutrition, Picture Bingo/Lotto Games for Grooming, Clothing, Food, Magnetic survival skills terms made with Zyron machine, computer, adapted keyboard
Speech	Write Outloud, Speaking Dynamically, Boardmaker, Dashed fonts, PrintNLearn, multiple supplementals to Boardmaker and - Speaking Dynamically, Pix Writer, customized Boardmaker materials designed for Ashley
VI	Boardmaker, Write Out Loud, Speaking Dynamically Pro, Dashed Fonts, News-2-You, Vertical Magnetic Boards, Dry Erase Board, Zyron Machine

Since we met with Mrs. Voss on February 13, 2004, I have also addressed the need to be sure all materials are visually appropriate for Ashley and the need to increase the use of technology in instruction with Ashley's teachers. This semester, Margaret Molenda and Kim Walker have consulted with teachers, paraprofessionals, and our assistive technology specialist on 21 different occasions in reference to Ashley. VI has made recommendations to

Laurie McDonel, Katie Daley, Margaret Daley, and Dr. Sara Fields as to how to make materials and lessons more visually appropriate for Ashley. In addition, Kim Walker has made some materials for use in the math classroom. In the area of increasing computer and software use, Dr. Sara Fields has consulted with both Laurie McDonel and Margaret Daley and has provided specific training for these teachers on programs that would be useful in Ashley's instructional program. The special education department is also funding the attendance of Margaret Daley, Laurie McDonel, and Marian Arroyo at a workshop sponsored by the Oklahoma State Department of Education and the Oklahoma Assistive Technology Center Department of Rehabilitation Sciences at the University of Oklahoma Health Sciences Center. This workshop is entitled, "Integrating Assistive Technology into the 'Real World' of Students with Multiple Disabilities," and includes information on applying the IntelliKeys keyboard.

District professional development sessions specific to assistive technology are presented on an ongoing basis, and staff is regularly informed of other local, state, or national training opportunities. In addition, our Assistive Technology Specialist provides individualized training, technical and instructional support, and/or collaboration upon request for staff throughout the district. Community bond issues provide the funding for assistive technology equipment and devices, which are purchased regularly for high school students and staff. There have been no denials of team-requested purchases for assistive technology at Jenks High School to date.

Another concern Mrs. Voss has voiced is the lack of appropriate hardware in the classrooms. She has referred to "leftover" equipment being passed on to special education students. While we do use older computers to increase the number of student computers available for use in the regular education classrooms, we recognize that special education students often need newer machines to run specialized software. Over the past four years, a number of new machines and other equipment have been purchased for use in the special education program. At the site level, these purchases include: 4 desktop iMacs for student use, listening centers, and software. At the district level, special education funds have purchased new iMacs for use by the speech pathologist and visually impaired specialist, 5 desktop iMacs for student use in special education classrooms, 15 laptop iMacs and wireless base stations, 2 HP LaserJet printers, and 3 Alphasmart keyboards. These machines are instrumental in both direct instruction of students and the production of materials for student use.

I hope this answers any questions you have about Ashley's program here at the high school and helps you as you seek to address Mrs. Voss' concerns. The teachers and other professionals I have spoken to report that they enjoy working with Ashley and strive to provide her with a warm, caring learning environment in which she is able to meet her IEP goals. I am hopeful that we can come to agreement about these matters with Mrs. Voss.