

**ILLINOIS STATE ADVISORY COUNCIL
ON THE EDUCATION OF
CHILDREN WITH DISABILITIES**

Illinois State Board of Education
Board Room
100 North First Street
Springfield, Illinois 62777

Business Meeting
December 7, 2017
9:00 a.m.

I. Procedural Business

Chair Jennifer Naddeo called the meeting to order at 9:05 a.m. A quorum was present.

ISAC Members Present

Angela Baronello via phone
Heath Brosseau
Beth Conran
Jeannine Cordero

Keith Dronen via phone
Suzanne Lee
Jennifer Naddeo
Lauri Phillips

Serena Preston
Diane Schultz
Carrie Snyder
Susy Woods

ISAC Members Absent

Diane Blair-Sherlock
Ancel Montenelli

Elizabeth Keenan

Kimberly McClellan

ISBE Staff Present

Mark Schudel

Mary Long

Sue Taylor

Guests Present

Sandy Rakes, Coal City School District
Christy Lee, Parent Advocate, Urbana School District

Introductions

Chair Naddeo welcomed ISAC members and staff and asked that they introduce themselves.

Adoption of Agenda

Motion #1 – Susy Woods moved to “adopt the agenda as is.” **Jeannine Cordero** seconded the motion. **The motion carried.**

Approval of Business Meeting Minutes from October 12, 2017.

Motion #2 – Susy Woods moved to that “ISAC approve the minutes of October 12, 2017 as presented.” **Lauri Phillips** seconded the motion. **The motion carried.**

II. Public Participation

Christy Lee from Urbana, Illinois spoke to the council on her concerns and asked for your help and support from our council to create a statewide policy that requires school districts to provide families with copies of evaluation reports and supporting documentation 5 school days prior to meetings when the results will be discussed. You may view the report she shared at the end of these minutes.

III. Illinois State Board of Education Update

Update on Various Topics - Mark Schudel, Division Administrator, Special Education Services Division

IEP FACILITATION SYSTEM (AS A PREVENTATIVE MEASURE):

Benefits

- Preventative Measure – an assist in resolving issues prior to more formalized dispute resolution systems prior to formal dispute resolution
- State-sponsored facilitators are specifically trained – model facilitation processes for district staff

Accessing the System

- Statewide Implementation – is happening now.
- Districts, as well as, parents can make requests.
- ISBE encourages you to make use of this process.

ISBE Contact

- Any further questions or to request a facilitated IEP meeting, contact Sherry Colegrove at ISBE or go online to www.isbe.net and complete the request form.

SECONDARY TRANSITION

Random Sample

- Districts which report 100% compliance will be randomly sampled for a compliance check.
- The number of IEPs requested will be weighted to the size of the districts

- 5 IEPs for districts with <200 IEPs
- 10 IEPs for districts with 201-500 IEPs
- 15 IEPs for districts with 501+ IEPs
- Files should be representative of the student population 14 ½ to 22

Findings

- Letters of findings are being processed at this time
- Districts with a finding must correct the non-compliant IEPs and provide a sample of other IEPs commensurate with what is provided in the random sample pool

ASSESSMENTS

PARCC

- SIS Upload to Pearson Access Next (PAN)
- January 26th, 2018: Student demographic information file (PNP information) will be sent to Pearson (from SIS) to order paper test material, including Pre-ID labels (for paper assessments) and manuals.

SAT

NEW - SAT Test Center Establishment

- The list of established SAT test centers for spring 2018 is now posted at https://www.isbe.net/Documents/SAT_Test_Centers_2018.pdf. This list includes the established school's 15-digit RCDTS (Region-County-District-Type-School) code, 6-digit College Board AI (Attending Institution) code, and name. Only established test center RCDTS codes may be used as the Testing School in the SAT Pre-ID file in the Student Information System (SIS). AI codes identified as "In Process" will be updated as ISBE receives them from College Board.
- The window to correct student demographic information and reason for no valid test attempt (RNVTA) for the 2017 Illinois Science Assessment will close at **5 p.m. on Dec. 15. Please note the 2017 ISA correction window has been open since June 2017; therefore, you may have already completed your review.** "How to" documents for finding the report and making/verifying corrections are also available. Please contact the ISBE Division of Assessment and Accountability at (866) 317-6034 or assessment@isbe.net with questions.

ACCESS

- DRC Planned Outage
- Begins - Saturday, Dec. 9th at 3:00pm CT
- Ends - Sunday, Dec. 10th at 10:00pm CT
- During this time, ACCESS for ELLs 2.0 Online and WIDA Screener (including scoring) will be unavailable. Test Setup in WIDA AMS should be available.

DLM

- The next student upload is December 15th, 2017.
- Students must be identified on the DLM Pre-ID in order for them to appear in Educator Portal.
- Students not appearing in Educator Portal may be caused by:
 - 3rd grade is defaulted to PARCC and any student who needs to take DLM must be moved from the PARCC Pre-ID to the DLM Pre-ID.

- Students were previously tested with PARCC or SAT. These students will need to be moved from the PARCC Pre-ID or SAT Pre-ID to DLM Pre-ID
- Incorrect RCDTs for testing school

FOCUSED MONITORING

Supporting a Results Focus for Districts and Schools already identified

- Districts that have not met their Results targets will be provided with options to address results
 - Follow up monitoring of district implementation of practices to increase the percentage of students served in the general education environment 80% or more of the day
 - Voluntarily join and successfully complete the RDA cohort
 - Webinar was held for LEAs on December 5
 - RDA cohort
 - Seminar 1: Root cause analysis
 - Seminar 2: Improvement Planning
 - Seminar 3: Evaluation of early implementation and results

GRANTS ACCOUNTABILITY AND TRANSPARENCY ACT (GATA)

Performance Reporting

- Grantees have submitted their first quarter performance reports

IDEA Grant Webpage

- <https://www.isbe.net/Pages/IDEA-Part-B-Grant-Program-Information.aspx>

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

Autism Training and Technical Assistance Project Grant

- Grantee: Illinois Center for Specialized Professional Support, Illinois State University, College of Education
- Year two of focused work on creating web-based resources within one common portal for six identified stakeholders: students, employers, community, parents, secondary education, postsecondary
- The website: autismcollegeandcareer.com
- Resources include (but not limited to) Tips for Job Success, Stakeholder self-assessments, Evidence-based practices, Effective interventions, 10 Characteristics of a Successful Employee, videos, and online learning modules.
- Moving forward: expanding the work that has begun within the framework of the website. Promoting the work to share this relevant information within schools, community agencies, parent/family groups, higher education undergraduate training, conferences and standard information: webinars and brochures to share a consistent, research-based message.
- The Leadership Committee met Tuesday, December 5, 2017 to identify goals and supports needed to enrich this project.

IDEA Part B Discretionary Grant (ISTAC)

- Currently multiple, subject area experts from the Illinois State Technical Assistant Consortium, are refining training seminars, previously provided face-to-face and in webinar format.
- This valuable work has been prioritized to meet the needs of their partner, IL MTSS-N and the intensive coaching delivery within the transformation Zone districts. The initial “round 1” includes modules: Implementation Drivers (Competency, Organization, and Leadership), Data, and Early Literacy.
- Additional legacy work that is under development for targeted professional development available in January 2018 include modules promoting families, Behavior Interventions Systems, Trauma, among others.
- An ISBE partnership with College and Career Readiness has been created to share an established online professional development platform, combining general education facilitated learning with special education topics. Future collaborations have been discussed for the development of co-teaching, facilitating learning, and additional subjects on ‘wish lists’ of work.
- As experts in these professional development modules, online, facilitated, learning workshops, and communities of practice are future goals as well as supporting the results driven accountability work of Focus Monitoring.

IDEA Part D State Personnel Development Grant (SPDG) – IL MTSS-N

- Currently, very focused work on the SSIP/SIMR and the 11 districts that have volunteered to partner with ISBE, targeting early literacy to increase reading competency and decrease the achievement gap between NIEP/IEP students through the multi systems approach. Recent activities include (but not limited to) Network coaches conducting data analysis/drive through with districts, progress monitoring conversations, observing classrooms with literacy stations, attending BLT/DLT, meeting with district/school leadership teams, discussions with special education directors and coordinators, assisting with district/school self-assessments, and sharing the scope of planned activities for the initial year.
- State Systemic Improvement Plan (Transformation Zone)
 - Nine new districts/Cohort 2: Carterville, Murphysboro, Berwyn North, CCSD 59, Lyons, Crystal Lake, DeKalb, Harrisburg and Bloomington.
 - Two continuing districts/Cohort 1: Springfield and Granite City entering the 2nd year of intensive coaching and guidance, leading to gradual release toward districts independently sustaining the skills needed for student growth.
- Supporting three districts for IL AWARE
- Supporting six additional, special circumstances districts that had identified, targeted needs.
- Collaborating with ISTAC to prepare and refine online professional development, communities of practice opportunities, targeted modules and webinars, and facilitated learning.

Motion #3 – Susy Woods moved that “ISAC accept the withdrawal of Coal City CUSD #1 from the Grundy County Special Education Cooperative and suggest that they endeavor to include more students with disabilities such as intellectual, emotional and autism in their general education classes and that they also work to ensure that students who of transition age have meaningful experiences working in a variety of settings including paid jobs.” .” **Beth Conran seconded** the motion. **The motion carried.**

Committee Reports

Committee reports can be found at the end of the minutes.

Executive – Jennifer Naddeo, Chair – see report at the end of these minutes.

Access – Diane Blair Sherlock, Chair – see report at the end of these minutes.

Bilingual – Jennifer Naddeo and Ancel Montenelli, Co-Chairs – No meeting was held so there is no report at this time.

Comprehensive State Plan – Susy Woods, Chair – see report at the end of these minutes.

Family Communications – Beth Conran, Chair – see report at the end of these minutes.

Finance – Heath Brosseau, Chair – see report at the end of these minutes.

General Supervision/Due Process – Diane Blair Sherlock, Chair – see report at the end of these minutes.

Legislation – Susy Woods, Chair – see report at the end of these minutes.

Personnel Development – Suzanne Lee, Chair – No meeting was held so there is no report at this time.

Rules and Regulations – Suzanne Lee, Chair – No meeting was held so there is no report at this time.

Transition – Diane Blair Sherlock, Chair – see report at the end of these minutes.

IV. Old Business

Coal City Withdrawal vote

V. New Business

Motion #4 – Susy Woods moved that “ISAC adjourn the meeting.” Serena Preston seconded the motion. The motion carried.

The meeting was adjourned at 11:00 a.m.

ISAC Executive Committee Meeting
8:00 a.m. via telephone

November 7, 2017

Members Present

Heath Brosseau
Diane Blair Sherlock
Suzanne Lee
Ancel Montenelli
Jennifer Naddeo
Susy Woods

Members Absent

Elizabeth Conran

Others Present

Dianne Schultz

Chair Jennifer Naddeo called the meeting to order at 8:00 a.m. A quorum was present. Chair Naddeo asked that all subcommittee chairs to give a quick summary of what their work is a head of them for the coming year. Chair Naddeo expressed if anyone has contributions for any of the committees, to please share with everyone during this meeting.

Access Committee

Ms. Blair Sherlock shared that the Access Committee is discussing the website accessibility and how information is disseminated in the classrooms via the internet. This subcommittee is focusing on informational access.

Bilingual Committee

Chair Naddeo as the state is growing in diversity that she is finding language support for all the families. Need to focus on supporting all kids across the state in finding language support. ELL population is increasing and the need to find resources for the parents to understand the process.

Comprehensive Committee

Susy Wood shared that the only time this committee meets is when there is a district withdrawing from a coop/district.

Family Communications

Beth Conran was absent for this meeting.

Finance Committee

Heath Brosseau shared that with our new evidence based model and new funding formula, Heath wants to take the lead on getting information to the whole ISAC committee on how will this be implemented.

General Supervision/Due Process

Beth Conran was absent for this meeting.

Legislation/Interagency Communications

Susy Woods expressed how important this committee is and will be meeting more often. The whole ISAC council organizes for the Legislative Breakfast. Menta is a great supporter of this breakfast. Ms. Woods brings all legislation to the council that impact our special education students.

Personnel Development

Suzanne Lee shared that licensure endorsement requirements are in the process of changes. The state board has begun to work on changes to the endorsement requirements to teach special education. Ms. Lee is unsure when they will be rolling out ISBE recommendations. Ms. Lee is hoping that someone from Educator Licensure will be able to come and speak at one of our ISAC meetings maybe in the spring.

Rules & Regulations

Suzanne Lee watches the rules that are posted and she checks to see if there are any proposed rules that would impact special education for example, Private Facilities hearing impaired, interpreters...

Gifted Advisory

Susy Woods expressed that we need to get information out there and the understanding of kids that are twice gifted.

Ad Hoc Significate Proportionality

Nothing was shared at this time.

Transition

Diane Blair Sherlock wanting to look at the lack of universality and the goals of the transition plan. There are so many different levels of students in transition. The district needs to put more effort into job training, job seeking, and things like that. The committee would like the programs to be more consistent across the state.

Adjourn 8:26 a.m.

**Comprehensive Withdrawal Committee
December 4, 2017 at 8:00 a.m. via teleconference**

Minutes

Present: Susy Woods (Chair), Lauri Phillips, Lauri Phillips, Beth Conran, Suzanne Lee and Heath Brosseau

Discussion was held on Coal City withdrawal. No one had any issues with the withdrawal plan. Everyone realized this is a small district and that we need to consider this when we look at their percentages.

Family Communications
December 6, 2017 @ 11:00 a.m.
Board Conference Room

Present: Beth Conran (Chair), Lauri Phillips and Angie Baronello
Discussion:

1. Newsletter for April-Due by February
 - a. Topics
 - i. Letter from chair-Chair
 - ii. New Member Spotlight-Dianne Schultz and Angie
 - iii. Funding-Mile high view-Beth
 - iv. Transition Committee article-Diane Blaire
 - v. RTI-Heath – Parents guide
 - vi. Parents Rights-Equip may have one
 - vii. How to not burn bridges-Susy

**Transition Sub-Committee
December 6, 2017 at 12:00 p.m.
Illinois State Board of Education
Board Conference Room**

Present: Diane J. Blair-Sherlock, Laurie Phillips, Beth Conran, Suzy Woods, Connie Heinz, Serena Preston, Suzanne Lee, Jeannine Cordero

Discussion of difficulty of access of information on ISBE website. Access subcommittee will discuss.

Discussion of lack of universality of transition programs/programming/goals. Committee wishes to explore how we can get information out about programs available for transitions children that meet standards to tailor the programs to meet their individual needs. Further, how to ensure that transitions programs have sufficient training on assistive technology.

Committee will work on compiling a list of programs that can be utilized in transitions that meet standards for potential dissemination to transitions professionals who may not be aware of the programs.

Connie expressed concern on relationship with adult service providers and gaining/expanding their involvement in transitions.

The committee asks that notice of all transitions be sent to the ex-officio members for their participation.

Nothing further. The meeting adjourned.

The meeting adjourned at 12:40 a.m.

**Access Sub-Committee
December 7, 2017 at 8:20 a.m.
Illinois State Board of Education
Board Conference Room**

Present: Diane J. Blair-Sherlock, Laurie Phillips, Jennifer Naddeo, Jeannine Cordero, Heath Brosseau, Carrie Snyder

Discussion was held on the ISBE website there are two separate concerns being discussed: Accessibility in light of disability and ease of access to the pertinent information on the website. Suzy will make some inquiries on Accessibility and the committee discussed ease of access.

There was discussion of ability of frequent users to access the information through the search tool, but concern was raised for those infrequent users (mostly parents) and the limitations of using proper search terms.

Heath suggested looking into a training tool for parents on the site to teach them how to navigate to find the information. Further discussion will be held on this in the future.

It was also pointed out that on the website calendar the full name of ISAC does not appear on the calendar and the committee would request that the entire name appear as other council's do so that people are on notice of our Education of Children with Disabilities charter.

Due to time limits we were unable to get to item b which will be tabled until the next meeting.

Meeting is adjourned at 8:48

Public Comment

My name is Christy Lee and my husband and I have been residents of Urbana IL for over 20 years. We have four children, two of whom have Down syndrome and receive, or have received, special education services in school.

I am here to ask for your help and support to create a statewide policy that requires school districts to provide families with copies of evaluation reports and supporting documentation 5 school days prior to meetings when the results will be discussed.

In my district the standard practice is to provide copies of the evaluation reports at the team meeting where eligibility is determined. This practice does not give parents the opportunity to read the reports prior to making decisions based on the information contained in them. There are several reasons why I believe parents should receive the reports in advance:

- Evaluations usually involve multiple reports (intelligence measurements, adaptive skills assessment, speech and language evaluations, autism screening...etc), completed by multiple people (psychologist, social worker, speech therapist, teachers..etc). These reports contain a lot of detailed information. Parents need the opportunity to read them so they can make informed decisions about their child's education plan.
- If there is information in the reports that the parents want to research or discuss with their child's doctor and/or private therapist prior to making decisions there is no opportunity for them to do so when they do not get the reports in advance.
- These reports include extensive lists of things the student can't do, and developmental ages, which are often very different from the child's chronological age. This information is difficult to hear, regardless of how well a parent knows their child. Hearing it for the first time at the eligibility or IEP meeting negatively impacts a parent's ability to productively contribute.

There is policy regarding student records that require school districts to allow parents access to student records:

““As a parent, you have a right to inspect and review any educational records relating to your child which are collected, maintained or used by the district. The district shall comply with a request to review the educational record without unnecessary delay and before any meeting relating to the identification, evaluation, or placement of the student...”. (from IL procedural safeguards)

However, school districts get around this requirement when reports are not completed until the last minute and are therefore not a part of the student's record prior to the meeting. Unfortunately, in my experiences, waiting until the last minute to complete reports is a common practice.

I attended a meeting where the parents requested copies of evaluation reports one week prior their next team meeting which was two months away. School staff

acknowledged, and agreed to the request, but when the time came did not follow through. This prompted me to advocate for a formal policy.

I have approached my local school district with this request. They do agree that it is good practice for parents to receive reports prior to the team meetings, but they have reservations about having requirements that go beyond what ISBE dictates. While I am continuing to work with them, their reservations have compelled me to advocate for a policy at the State level.

There are currently 10 states (NJ, PA, MA, NH, ME, IN, MD, VA, WV, MS) that specifically address parent's access to reports prior to meetings in their regulations.

I believe it should be standard practice for parents to receive reports and other supporting documents 5 school days prior to a team meeting at which they will be discussed.

As you consider this request please ask yourself what you would expect as standard practice if the reports were about your child.

Thank you for listening to my concerns.

Christine Lee
502 E Colorado Ave
Urbana, IL 61801
(217)344-5832
christylee61@yahoo.com

VT, NY, CT, RI, DE, IL, NC, SC, GA, FL, AB, OH, MI, WI, MN, MO, AR, LA, OK, TX, KS, NE, ND, MT, WY, CO, NM, AZ, NV, UT, WA, OR, CA, HI, AK, KY, TN, SD, IA, MN: no requirement to give to parents before meeting

PA, MA, NH, ME, NJ, IN, MD, VA, WV, MS, : requirement in procedural safeguards and/or state regulations that parents receive evaluation reports before EDC/IEP meetings

MS:

http://www.mde.k12.ms.us/docs/special-education-library/vol-i-cf-eval-elig-final-volume-09-22-2015_2016_0708142156_277140.pdf?sfvrsn=2

A copy of all evaluation report(s) must be provided to the parent at least seven (7) calendar days prior to the meeting to determine eligibility unless the parent has waived this right in writing in advance of the meeting.

Public agencies are recommended to provide parents a copy of all reevaluation reports at least seven (7) calendar days prior to the meeting to determine or reestablish eligibility unless the parent has expressed their preference to receive the reevaluation report at the meeting.

WV : <http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49583&Format=PDF>

Prior to meeting, no specific amount of time listed

VA: http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf

In addition, a written copy of the evaluation report must be made available to you at least two business days before the eligibility meeting. The special education administrator should let you know where and when you can get a copy of the reports. A written copy of the evaluation reports must be provided to you at no cost at the eligibility meeting or immediately following the meeting but no later than 10 days after the eligibility meeting.

http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf

D The evaluation report(s) shall be available to the parent(s) no later than two business days before the meeting to determine eligibility (34 CFR 300.306(a)(2))

1 A written copy of the evaluation report(s) shall be provided to the parent(s) prior to or at the meeting where the eligibility group reviews the evaluation report(s) or immediately following the meeting, but no later than 10 days after the meeting

2 The evaluation report(s) shall be provided to the parent(s) at no cost

MD:

<http://marylandpublicschools.org/programs/Documents/Special-Education/BuildingIEPsMDFamilies.pdf>

Who Develops the IEP

The IEP is written at a meeting where observations, assessment results, classroom data, and progress notes are presented and discussed by the IEP team. At least five (5) business days before a scheduled IEP team meeting, parents are to receive a copy of each assessment, report, data chart, draft Individualized Education Program (IEP), and other document(s) the IEP team plans to discuss at the meeting. During the meeting, the opinions of all team members are heard in a respectful, open environment.

PA: <https://www.pacode.com/secure/data/022/chapter14/s14.124.html>

(d) Copies of the reevaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing.

MA: <http://www.doe.mass.edu/lawsregs/603cmr28.html?section=04>

(c) **Reports of assessment results.** Each person conducting an assessment shall summarize in writing the procedures employed, the results, and the diagnostic impression, and shall define in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. The assessor may recommend appropriate types of placements, but shall not recommend specific classrooms or schools. Summaries of assessments shall be completed prior to discussion by the Team and, upon request, shall be made available to the parents at least two days in advance of the Team discussion at the meeting occurring pursuant to 603 CMR 28.05(1).

NH:

https://www.education.nh.gov/instruction/special_ed/documents/procedural_safeguards_handbook.pdf

The LEA shall provide parents with copies of each examiner's evaluation and assessment report(s) at least 5 days prior to the meeting of the IEP team at which the evaluation and assessment report(s) will be discussed. The LEA shall provide the report(s) by sending the report(s) to the parents via US mail unless the parents and the LEA agree upon another method. If you disagree with the evaluation conducted by the school district, you may request the school district provide an independent educational evaluation at no cost to you.

ME:

<http://www.maine.gov/doe/specialed/laws/documents/Chapter101August272017final.pdf>

1. Evaluation Report. The IEP Team shall require each person or agency completing an evaluation or diagnostic service recommended by the IEP Team to submit a written evaluation report no later than 40 school days, or no later than 50 days for children in the Child Development Services system, from the receipt of parental consent to evaluate, recognizing the requirement that the parents receive the evaluation report at least 3 days prior to the IEP Team Meeting at which the evaluation will be discussed.

2.

1. A copy of the evaluation report must be provided to the parent at least 3 days prior to the IEP Team Meeting at which the evaluation will be discussed.

NJ: [Special Education / State Regulations](#)

Special Education / State Regulations

6A:14-3.5 Determination of eligibility for special education and related services

68

(a) When an initial evaluation is completed for a student age three through 21, a meeting according to N.J.A.C. 6A:14-2.3(k)1 shall be convened to determine whether the student is eligible for special education and related services. A copy of the evaluation report(s) and documentation and information that will be used for a determination of eligibility shall be given to the parent not less than 10 calendar days prior to the meeting. If eligible, the student shall be assigned the classification "eligible for special education and related services." Eligibility shall be determined collaboratively by the participants described in N.J.A.C. 6A:14-2.3(k)1.

(f) When a reevaluation is completed:

1. A meeting of the student's IEP team according to N.J.A.C. 6A:14-2.3(k)2 or 3.6(c) shall be conducted to determine whether the student continues to be a student with a disability. A copy of the evaluation report(s) and documentation of the eligibility shall be given to the parent at least 10 days prior to the meeting.

IN: <https://www.doe.in.gov/sites/default/files/specialed/navigating-course-june-2017.pdf>

Additional Parental Rights

At the request of the parent, the school must provide a copy of the evaluation report at least 5 school days before the CCC meeting. If the parent requests to have the results explained prior to the scheduled CCC meeting, the school must arrange a meeting with the parent and an individual who can explain the evaluation results within 5 school days

prior to the CCC meeting.

<https://www.doe.in.gov/sites/default/files/specialed/art-7-english-january-final-rule-update-2015-2017-spi.pdf>

(h) If a parent requests, under section 4(h)(1) of this rule, a copy of the educational evaluation report prior to the CCC meeting, the public agency must ensure that a copy of the educational evaluation report is made available at no cost to the parent not less than five (5) instructional days prior to the scheduled CCC meeting.

(i) If a parent requests, under section 4(h)(2) of this rule, a meeting to have the results of the educational evaluation explained prior to the scheduled CCC meeting, the public agency must arrange a meeting with the parent and an individual who can explain the evaluation results within five (5) instructional days prior to the scheduled CCC meeting. The meeting shall be scheduled at a mutually agreed upon date, time, and place. A copy of the educational evaluation report must be provided at no cost to and reviewed with the parent at this meeting.