O
n August 14, 2006, the US Department of Education issued the official IDEA 2004 federal regulations for special education. All States and localities have signed assurances that they are complying with the IDEA 2004 statutes as of July 2005. The published federal regulations that clarify this statute will take effect October 14th, 2006.

New in the Regulations....Did you know that...
• Each child with a disability must have the supplementary aids and services determined by the IEP Team to be appropriate and necessary for the child to participate with nondisabled children in extra-curricular services and activities to the maximum extent appropriate to the needs of that child.
• The IEP Team must consider supplementary aids and services that will allow children with disabilities to participate in extra-curricular services and activities with nondisabled children.
• Tourette syndrome has been added to the list of conditions included in the Other Health Impairment eligibility category.
• There are specific requirements when a child is participating in a research-based intervention including performance data, strategies for increasing the child’s rate of learning and the parents right to request an evaluation.
• Special Education is no longer “Wait to fail.” A child with a disability must receive special education even though the child has not failed or been retained in a course, and is advancing from grade to grade.

These changes to the final regulations came in response to the over 5,500 public comments related to the proposed regulations. Parents, professionals, attorneys and hearing officers should pay careful attention to the responses to the comments on the regulations. Though not a part of the actual regulations, the comments section contains a wealth of information that will provide clarity about the federal interpretation of the law.

Modified Standard Diploma Requirements Changed

The Modified Standard Diploma – (for students with disabilities) requires that students pass specific high school courses (20 credits) including specific courses in English, math, lab science, history and social studies, arts, PE, and electives. Though students must take SOL exams, they do not have to pass them. However, they must pass the numeracy (math) and literacy (reading) competency tests (at about the 8th grade level) that are required by the Board of Education.

Students who are taking classes that are an alternate curriculum not at the same level of general high school students receive a Special Diploma if they have completed the requirements in their IEP.

Students who have chosen to receive a Special Diploma instead of pursuing the Modified Standard Diploma may wish to reconsider now that the Board of Education has lowered the passing scores.

The passing score for the numeracy test is now 344 out of 600 points and the literacy SOL pass score is now 371 out of 600 points.

Students who receive Special Diplomas or Modified Standard Diplomas remain eligible for special education and transition services until they are 22 or when they receive a regular diploma. This is the case even if they have dropped out or left school without a regular or advanced diploma.

Virginia has alternatives for students whose nature and level of disability prevents participation in the SOL assessments, even with accommodations. These tests convey verified credit for graduation purposes. The Virginia Grade Level Assessment (VGLA) through 8th grade is internally verified within the school system. In high school, the Virginia Substitute Evaluation Program (VSEP) assessment is verified at the state level.
NCLB REPORTS NOW IN
By Cherie Takemoto

D
id your child’s school or school division make Adequate Yearly Progress (AYP)? How did your child’s school or school division do? Of the 2006-07 ratings based on the 2005-06 results, 79 school divisions out of 132 divisions made AYP (55%); 52 divisions did not make AYP (39%); and 8 divisions were still being determined.

NCLB was meant to shine the light on school performance for subgroups, including students with disabilities. Many schools are meeting the challenge through training and instructional practices that help struggling students to succeed. Unfortunately, too many schools see the answer to this accountability challenge as blaming the students or hiding them where they hope they won’t be counted. Research has demonstrated that students with disabilities can do quite well given the right instruction. Dismal results are often the result of teachers and/or students who have given up without trying.

Sounds bleak? It doesn’t have to be. Many schools have risen to the NCLB challenge of success for all students. In fact, in a number of cases, it is special education that is lifting the boat for many others. Here are some examples:

**Flexibility in Accountability Assessment** – Virginia has developed a means for students to demonstrate mastery of the Virginia Standards of Learning and receive verified credit for advancement and graduation. High performing schools and teachers are developing more appropriate ways for students to verify that they have mastered these high standards throughout the year. This allows schools to more accurately measure what some students with disabilities know.

**Strategic Instruction Model (SIM)** – On another positive note, we have heard from some districts who are accepting the challenge and are seeing positive results from the use of the Strategic Instruction Model (SIM). This model, developed by the University of Kansas, is a part of State Improvement Grant initiatives for special education in Maryland and Virginia. Rather than trying to hide students who will have challenges, SIM schools are actively implementing instructional models consistently and collaboratively, and finding that more students, with and without disabilities, can succeed.

A good education is the best way to ensure that all students, especially students with disabilities, have a chance at a decent future. When the cards are stacked against these students, whether due to a disability, the prejudicial underbelly of low expectations, or failing schools, it is even more imperative that processes are in place to prevent children with disabilities from being left behind. Parent involvement, support and partnerships are the not-so-secret weapon for student success. These should be supported so that more parents have information on being effective partners in school and student success. However, schools also need research-based tools to hold up to the high expectations of NCLB so that all students, including students with disabilities can shine and no school or child has to hide their head in shame.

**Key point to consider when reviewing AYP data for Virginia public schools**

(from Virginia Department of Education website):

For a school or division to make AYP, a minimum of 95% of students overall and 95% of subgroups must take reading and mathematics testing. Subgroups are white, Black, Hispanic, students with disabilities, economically disadvantaged students and students with limited English proficiency. Each of these groups must meet the annual measurable objectives (AMO) for proficiency or reduce failure rates by at least 10%. The 2006-07 AYP ratings are based on tests during 2005-06. AYP for each subgroup was at least 69% proficiency in reading and 67% proficiency in mathematics.

You can find your school report card on the Virginia Department of Education’s website: [http://www.pen.k12.va.us/VDOE/src/index.shtml](http://www.pen.k12.va.us/VDOE/src/index.shtml)
PEATC Calender of Events

**PEATC Training Workshops**

**IDEA 2004 Training**

*How to Use the New IDEA to Improve Results for Your Child*

- Monday, October 9, 6:30 pm – 8:30 pm
  Pulaski County
- Friday, November 10, 7 pm – 9 pm
  Autism Society of Central Virginia
  Richmond
  (English with Spanish Interpretation)
- Thursday, November 16, 11 am – 2 pm
  Richmond Regional Office
  (English with Spanish Interpretation)
- Wednesday, December 6, 6:30 pm – 8:30 pm
  Springfield
- Thursday, December 7, tbd
  Spottsylvania

PEATC is currently scheduling IDEA 2004 workshops. Check the PEATC calendar and/or call PEATC if you are interested in scheduling a workshop in your area.

**Training for Trainers for the IDEA 2004 Training**

Richmond Regional Office

- Wednesday, October 11, 10 am – 2 pm
- and Wednesday, October 25, 10 am – 2 pm
  (must attend both days)

**AROUND VIRGINIA**

PEATC at the Virginia State Fair
September 28 – October 8, 2006
Come join PEATC at the 2006 Virginia State Fair.

**PEATC Coffees**

*How to Advocate for Your Child under the new IDEA Regulations*

Brownley Law Group

- Friday, October 20, 2006, 1 pm – 3 pm
  Springfield
- Friendship Building Strategies
  Wednesday, November 8, 2006, 1 pm – 3 pm
  Springfield

**PEATC offers workshops in English and Spanish Call Suzanne at 1-800-869-7826 for information about scheduling a training in your community.**

**Other PEATC Sponsored Workshops**

**Circle of Support/ Circulo de Suporte**
Saturday, November 4, 2006
Hylton High School, 14051 Spriggs Road, Woodbridge, VA
For more information/ Para más información: 703-730-3124
This conference will provide workshops in English and Spanish. (Esta conferencia tendrá talleres en español y inglés.)

**Making the Most of Transition Under the New Special Education Law**
Monday, November 13, 7:30 pm – 9 pm
McLean Bible Church

**Understanding IEPS**
Thursday, December 14, tbd
Stafford

**Parent and Professional Collaboration: A Cultural Perspective**

ESL School and Community Group
Tuesday, October 3, 2006, 1-3pm
Parent Resource Center, 2nd floor, Richmond Career Education Center, 2015 Seddon Way, Richmond 23230

PEATC Latino Outreach Coordinator, Barbara Cornicello will be a special guest on ‘Brown Bag Lunch’ hosted by Cathy Brown, Sept. 27, 2006, noon, on WRIR 97.3 LFPM. The broadcast can be heard on www.wrir.org. Barbara will also be a guest on ‘Chesterfield al Dia’ hosted by Juan Santacoloma (broadcast in Spanish) on Oct. 2, 2006 at 8pm and rebroadcast on Oct. 3 at 7:30pm on Chesterfield Comcast Ch. 17.

PEATC offers workshops in English and Spanish Call Suzanne at 1-800-869-7826 for information about scheduling a training in your community.

**Interested in attending a workshop?**

- Find out more about workshops in and around Virginia by visiting our Web site at www.peatc.org.
- Please register by the Monday before the workshop by calling 703-923-0010 or 800-869-6782 or email partners@peatc.org. Let us know if any special accommodations are needed.
- Share information with others. Post this sheet on bulletin boards and hand it out at meetings.

The Consumer and Family Participation Fund (CFPF) allows families and people with disabilities to attend conferences and workshops related to topics on disabilities. For additional information call the Independence Center at 866-625-2373 or visit the web site at www.cfpf.net.
Para Nuestra Comunidad

“Ask PEATC”

“Pregúntale a PEATC”
Por Lydia Mideros

PEATC offers workshops in English and Spanish that help families be more informed partners in their children’s education.
Call Suzanne at 1-800-869-7826 for information about scheduling a training in your community.

Queridos Padres:
PEATC ofrece talleres en Español que pueden ayudarlos a sentirse más seguros entendiendo lo que es educación especial. El niño o niña que recibe educación especial logra éxito cuando sus padres le hacen saber a todos que ellos quieren estar informados y participar activamente en la educación de su niño(a). Gracias a todos los que han asistido a los talleres, especialmente a estos padres que han asistido y participado en el taller ofrecido en Español “Logre que la Educación Especial Trabaje para su niño(a)”. En la última edición de la revista de PEATC, respondí preguntas sobre el proceso de evaluación. Usted puede llamar a PEATC si desea copia de los artículos escritos en Español. Esperemos que los padres de la comunidad latina puedan usar esta información que ha sido especialmente escrita para ellos.

¿Por qué es importante la sesión de elegibilidad?
A La sesión de elegibilidad es muy importante porque ustedes (ambos padres si es posible, ya que cuatro oídos escuchan mejor que dos), conocerán y verán como el comité de elegibilidad sustentará, comparará y clasificará todas las evaluaciones para determinar si su niño(a) será elegible o no para recibir educación especial y en cual de la clasificación en educación especial lo incluirán.

¿Quiénes asistirán a la sesión de elegibilidad?
A Asistirán los padres (padre y madre si es posible), niño(a) (si es apropiado y usted desea llevarlo), representante del sistema escolar, profesora o profesor de aula, y educación especial, terapistas (si es que el niño(a) lo necesita). Estos profesionales y ustedes, como padres, serán parte de las personas que decidirán la elegibilidad de su niño(a). Recuerde pedir el intérprete, si ustedes consideran que lo necesitan, ni bien reciban la nota de la escuela con el día, la hora y las personas que la escuela haya invitado para la sesión. Ustedes también pueden invitar a un miembro de su familia, a un amigo o amiga que conozca bien a su niño(a) y ustedes le hayan explicado el motivo de esta sesión pero no olvide comunicárselo a la escuela con anticipación. La relación de personas que pudieran asistir a la sesión de elegibilidad puede variar en cada sistema escolar. Las personas que he mencionado son las que frecuentemente asisten por lo que no se sientan intimidados al encontrar en la sesión a muchas personas que los esperan a ustedes.

¿Qué pasa después que mi niño(a) es elegible para recibir educación especial?
A El equipo de profesionales generalmente conformado por un representante de la escuela, las profesoras o profesores (regular y especial), terapistas (si el niño o niña lo necesita), y usted como padre o madre o los dos, prepararán el Programa Individualizado de Educación (IEP) para su niño(a), dentro de los 30 días siguientes a la sesión de elegibilidad. El comité del IEP determinará las necesidades educacionales de su niño(a) viendo cómo se encuentra actualmente y que logros se esperan obtener con las adaptaciones o modificaciones que el comité del IEP en el IEP incluirá en el Programa para lograr el progreso de el niño o niña. Algunas escuelas conducen su sesión del IEP inmediatamente después de la sesión de elegibilidad. Pregunte antes de su sesión del IEP para que Ud. se prepare.

¿Qué pasa si no estoy de acuerdo con la sesión de elegibilidad y la clasificación que otorgaron a mi niño(a) dentro de la educación especial?
A La escuela, sin su autorización no puede incluir a su niño(a) en educación especial. Si usted no está de acuerdo con la elegibilidad de su niño(a), o la clasificación de él o ella dentro de la lista de discapacidades, usted tiene el derecho de pedir una evaluación educacional independiente (IEE) que quiere decir una evaluación realizada por un calificado profesional que no es empleado por la escuela y el gasto que demandará esta evaluación, será cubierto por la escuela. El no estar de acuerdo puede ser compli-cado en Español "Logre que la Educación Especial Trabaje para su niño(a)".

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La escuela debería llevar a cabo las sesiones de elegibilidad y el Programa Individualizado de Educación (IEP) el día y la hora que sean convenientes para usted y el personal de la escuela.

Si es que usted no está de acuerdo en dar su consentimiento para que su niño(a) sea elegible o no elegible para recibir educación especial, o con la clasificación que le han dado a él o ella dentro de las discapacidades, o no ha entendido el desarrollo de la sesión, usted no está obligado a firmar inmediatamente después de la sesión de elegibilidad.

Si usted tiene alguna pregunta o preocupación llame a PEATC al 800-869-6782, ext.3 antes de firmar un documento. Como padre o madre usted conoce a su niño(a) mejor que nadie y es por eso que su presencia en las sesiones de elegibilidad y el Programa Individualizado de Educación (IEP) es muy importante. Usted puede dar a éstos comités valiosa información que podría ayudar a que su niño(a) reciba la educación especial que él o ella necesite para lograr el esperado éxito en su educación.
**DMHMRAS Supports Family Involvement**

Parents and Children Coping Together (PACCT) has affiliated with the national Federation of Families and has changed its name to Virginia Federation of Families (VA FOF). VA FOF is a program under Medical Homes Plus, Inc. (MHP) and serves to provide resource coordination for individuals, provides training opportunities for parents and family members, and assists the efforts of various support groups for parents of children with emotional, behavioral and mental health problems. MHP also advocates improving the health resources available to children. DMHMRASAS (Department of Mental Health, Mental Retardation and Substance Abuse Services) funds VA FOF and believes that the collaboration will allow VA FOF to reach more people and to provide more resources and training opportunities. The VA FOF will feature a quarterly newsletter entitled “Family Watch” and can be accessed at the VA FOF website at http://www.pacct.net

DMHMRASAS also provided funding to seed the development of the Virginia Integrated Network of Family Organization (VA-INFO). VA-INFO serves to ensure that families of children and young adults with special needs obtain the optimal and most current knowledge, support and services and includes membership from the following community organizations: The VA FOF, Family Voices of VA, Parent to Parent of VA, The Arc-Family Involvement Project, and the Parent Educational Advocacy Training Center (PEATC). Parents and family members interested in contacting the VA FOF or VA-INFO should use the following contact information:

**VA Federation of Families**
http://www.pacct.net
Joyce Kube, Director
804-264-8428
877-264-8366

**VA-Info @ Medical Home Plus**
http://www.medhomeplus.org/VAINFO.html
8660 Staples Mill Road
Richmond, VA 23228
804-264-8428 or 877-264-8366

**Social Security Administration Releases New Red Book**

The NEW RED BOOK 2006 is available! Accurate information to beneficiaries of SSI/SSDI can help individuals make informed choices about work. Be sure to review the changes for 2006. Share this updated information in a one-page, easy-to-read/post handout. Check out the online versions available both in PDF and HTML formats and in English and Spanish versions, and access the URL to view and download a copy. Or better yet, call to order the Red Book and get copies in alternative formats by calling (800) 772-1213 [Voice] or (800) 325-0778 [TTY]. The Red Book serves as a general reference source about the employment-related provisions of Social Security Disability Insurance (SSDI) and the Supplemental Security Income (SSI) Programs for educators, advocates, rehabilitation professionals, and counselors who serve people with disabilities. http://www.socialsecurity.gov/disabilityresearch/redbook.htm

**Personal Data Wizard**

The PERSONAL DATA WIZARD is a website developed by the Transition Specialist of the Humboldt County Office of Education in California. It provides numerous tools to help students with a range of transition activities including creating resumes, cover letters, and/or household budgets, as well as help them identify employment preferences and interests. The Personal Data Wizard features an online interest assessment for students to identify their career interests and a bank of more than 500 photos of work activities allows students to identify their employment preferences by clicking on the photos of the jobs they prefer. For $1/year any student across the country can access the site. There are more than 10,000 registered users, and the site can serve an unlimited number of students. www.hrop.org/wizard

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**Proven Benefits of Early Childhood Intervention**

The RAND Corporation’s recently released research identifies the most effective practices and features of early intervention programs, based on a literature review and analysis. The study focused on diverse programs throughout the country that offered parent education and support, including home visits, center-based visits, or a combination. Key findings include:

- Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime prevention, and labor market success, among other domains.
- Interventions with better-trained caregivers and smaller child-to-staff ratios appear to offer more favorable results.
- Well-designed early childhood interventions have been found to generate a return to society ranging from $1.80 to $17.07 for each dollar spent on the program.

Information is available to download in three forms:

Where’s the Research?

By Cherie Takemoto

The recent special education reauthorization (IDEA 2004) and the No Child Left Behind (NCLB) laws affirm this nation’s commitment, in principle, to providing quality education to all students with disabilities. With this commitment come high expectations that students with disabilities will:

• Receive research-based education that is likely to lead to successful results
• Access and make progress in the general curriculum
• Participate in statewide assessments or alternate assessments
• Graduate with a regular diploma
• Leave school prepared for further education, employment and independent living

Along with high standards for students come a high level of responsibility and accountability for schools including:

• Responsibility for appropriate assessment, identification and special education services and supports to every student with a disability
• Accountability for results in the same accountability system the State has in place for all students
• Use of research-based instructional practices to meet the unique developmental, academic and behavioral needs of students
• Provision of services in the least restrictive environment.

All of this may be easy to say….but how can it be done? This Special Edition Part 3 offers places to go and things to see as parents and professionals search for ways to increase the odds that all children with disabilities can and will be successful in school.

National Dissemination Center for Children with Disabilities (NICHCY) (http://research.nichcy.org)

NICHCY has launched a new Research Center, designed to connect viewers with the research evidence on a wide range of educational practices for children with disabilities.

While you’re there, try out the brand-new Research-to-Practice database, where studies are placed in context and practical examples of the research in action are given. And please do come back for more, more, more, because this collection of summaries and analyses will be growing all the time. So that you won’t miss a thing, you can even sign up to be notified when new research analyses are added!

And speaking of signing up…if you are looking for information about disabilities in children, special education, early intervention, or materials in Spanish, we invite you to also sign up for NICHCY’s eNews service, which is designed to bring the information you need to your door (well, to your email box!). Sign up for eNews at: http://www.nichcy.org/SurveyIntro1.html

Or simply just visit NICHCY and help yourself to the resources on the Web site. All of NICHCY’s publications are available there, free, and they offer a toll-free number (1.800.695.0285) and information specialists who can respond to your disability-related questions in English and in Spanish. We welcome your visit!

The Alliance is the unified technical assistance system for Parent Centers. Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in each state provide training and information to parents of infants, toddlers, children, and youth with disabilities and to professionals who work with children. This assistance helps parents to participate more effectively with professionals in meeting the educational needs of children and youth with disabilities. The Parent Centers work to improve educational outcomes for children and youth with all disabilities (emotional, learning, mental, and physical).

At this site, you can find one of the approximately 100 parent centers in the United States that is closest to you.

PEATC is Virginia’s PTI. The common experience with the families they serve results in uncommon commitment to improving outcomes and results for children with disabilities.

Also at this site you can find information about scientifically based research, the What Works Clearinghouse, a link to the US DoE Technical Assistance and Dissemination Network, information on IDEA and NCLB, and parent-friendly publications.

http://www.taalliance.org/
The primary consumers for this information are state and local special education directors. However, Project Forum works to make their materials reader-friendly and useful to others. There are over 100 topics covered and new ones being developed on an ongoing basis. Some sample descriptions follow:

**Standards-Driven IEPs**
Involving state content standards in the development of individualized education programs (IEPs) for students with disabilities—a practice most often referred to as standards-based IEPs—is a growing area of interest in special education. The Access Center, a federally funded technical assistance resource, (http://www.k8accesscenter.org) is dedicated to helping students with disabilities learn from the general education curriculum and it has included the topic of standards-based IEPs in some documents, discussions and technical assistance activities.

**Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)**

is a national longitudinal survey commissioned by US DoE. Project Forum has published 3 summaries and the results of a survey that was sent to key personnel responsible for, or familiar with, special education issues in all 50 states and the District of Columbia, and a nationally representative sample of 959 districts and 4,448 schools at the elementary, middle and high school levels. Topics include:

- Increasing the Use of Positive Approaches for Addressing Behavioral Issues of Students with IEPs
- Placing and Serving Children with Disabilities in the LRE
- Increasing Involvement of Parents of Children with Disabilities

IDEA Parent Guide

http://www.ncld.org/content/view/827/527/

The National Council on Learning Disabilities (NCLD) has created a Parent Guide to the Individuals with Disabilities Education Act (IDEA) to help parents become informed and effective partners with school personnel to support their children’s special learning and behavioral needs. The guide includes information about how the federal law generally works in most states, what the law requires to determine whether a child has a learning disability, what is new to IDEA since Congress last updated the law in 2004, what questions to ask and what information to prepare in order to be a full and active advocate. Resources offered on the NCLD website are for parents of a child with a learning disability (LD), or for parents who suspect their child may have a learning disability. The goal of the Parent Center is to empower parents with the information and tools they need to become informed and effective advocates for their children, both at home and at school.

The Regional Resource and Federal Centers (RRFC) Network is made up of the six Regional Resource Centers for Special Education (RRC) and the Federal Resource Center (FRC). The portal to a massive information base can be found at http://www.rfcnetwork.org/.

The six RRCs and the FRC are funded by the federal Office of Special Education Programs (OSEP) to assist state education agencies in the systemic improvement of education programs, practices, and policies that affect children and youth with disabilities. These centers offer consultation, information services, technical assistance, training, and product development.

Visitors can find their State special education and early intervention agencies, Parent Training and Information Centers and National Dissemination Centers by going to the links on their home page. They can also find information briefs, papers, and handouts on a number of topics from very technical documents on State Performance Plans to easy-to-understand parent involvement information in multiple languages.

Using the Advance Search option, the term “RTI” (response to intervention) brought up 252 relevant links. Many of these links would take the reviewer to many other references.

Do you want to know the best place to go to get reliable information about early intervention and preschool for infants, toddlers and young children with special needs? The National Early Childhood Technical Assistance Center (NECTAC) website is full of information!

Information seekers can find policy clarification related Early Intervention for Infants and Toddlers with Disabilities and other official Department of Education information related to policies, resources, the law and regulations. They can also find relevant information for their own state’s early childhood research. NECTAC serves as a Clearinghouse for Early Intervention and Early Childhood Education. There is also a link to the ERIC database of journal and non-journal education information. Finally, there is a special link for folks who seek information in Spanish related to early intervention and early childhood. Visit www.nectac.org
The Tool Kit on Teaching and Assessing Students with Disabilities

“Under No Child Left Behind, our nation has committed to providing every single child with a quality education. No Child Left Behind works in concert with the reauthorized Individuals with Disabilities Education Act to ensure that schools are held accountable for the educational results of all their students. Given the appropriate supports and services, the expectation is that students with disabilities can achieve to high standards. Already, we are seeing results as the longstanding achievement gap finally begins to close.”

Secretary Margaret Spellings
US Department of Education (US DoE)

The Office of Special Education and Rehabilitative Services (OSERS) and the Office of Elementary and Secondary Education (OESE) from the US DoE teamed up to develop the Tool Kit for Instruction and Assessment of Students with Disabilities to offer up-to-date guidance on assessing the achievement and progress of students with disabilities. According to the US DoE, the keys to educating children are instruction and assessment, relying on the most current and accurate information on how children learn, while also measuring student performance to ensure continuous growth and progress.

The Tool Kit includes technical assistance products chosen based on their relevance to improving teaching and assessment of all students with disabilities. The main topics are:

- Assessment for standards based assessment and accountability, alternate assessment, progress monitoring and response to intervention
- Instructional Practices in K-3 literacy, social interaction and communication and adolescent literacy
- Behavior related to school-wide behavioral interventions supported by research
- Accommodations describing how to select, administer and evaluate the use of accommodations
- Resources
- http://www.osepideasthatwork.org/toolkit/

The U.S. Department of Education’s “What Works Clearinghouse” recently announced the launch of an Evidence-Based Education Help Desk. The Help Desk will assist educators, policymakers, and others conduct research-based evaluations as well as find and implement evidence-based educational interventions. Moderators are available by phone and email to help users find the information and resources they need. The Help Desk’s Web site is: http://whatworkshelpdesk.ed.gov

Center on the Social and Emotional Foundations for Early Learning

We are pleased to announce that the latest version of the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) training modules is now available online! These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The content of the modules is consistent with evidence-based practices identified through a thorough review of the literature. To view and download these FREE materials which include a variety of formats including PowerPoint presentations and videos, please visit:
http://www.csefel.uiuc.edu/modules.html
Technical Assistance Alliance for Parent Centers  
http://www.taalliance.org

Regional Resource and Federal Centers  
http://www.rrfcnetwork.org

National Dissemination Center for Children with Disabilities (NICHCY)  
http://www.nichcy.org

National Early Childhood Technical Assistance Center (NECTAC)  
http://www.nectac.org

National Secondary Transition Technical Assistance Center  
http://www.nsttac.org

Reading Rockets  
http://readingrockets.org

National Research Center on Learning Disabilities (NRCLD)  
http://nrcld.org

The Access Center: Improving Outcomes for All Students K-8  
http://www.k8accesscenter.org

Center for Improving Teacher Quality  
http://www.ccsso.org/intasc

Center on Positive Behavioral Interventions and Supports (PBIS)  
http://www.pbis.org

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)  
http://www.directionservice.org/cadre

IDEA Partnership  
http://www.ideapartnership.org

IRIS Center for Faculty Enhancement  
http://iris.peabody.vanderbilt.edu

National Center for Special Education Accountability Monitoring (NCSEAM)  
http://www.monitoringcenter.lsuhsc.edu

The National Center for Special Education Personnel and Related Service Providers (Personnel Center)  
http://www.personnelcenter.org

National Center on Education, Disability, and Juvenile Justice (EDJJ)  
http://www.edjj.org

National Center on Student Progress Monitoring  
http://www.studentprogress.org

National Dropout Prevention Center for Students with Disabilities  
http://www.dropoutprevention.org

National Institute for Urban School Improvement (NIUSI)  
http://www.urbanschools.org

Professional Development in Autism (PDA) Center  
http://www.pdacenter.org

Project Forum  
http://www.projectforum.org

Technical Assistance in Data Collection, Analysis, and Report Preparation  
http://www.IDEAdata.org

The Early Childhood Outcomes Center:  
http://www.the-eco-center.org

National Center on Educational Outcomes (NCEO)  
http://www.ncee.info

Midwest Center for Postsecondary Outreach (MCPO)  
http://www.mcpo.org

Center for Implementing Technology in Education (CITEd)  
http://www.citeducation.org

Family Center on Technology and Disability (FCTD)  
http://www.fctd.info

NIMAS Development and Technical Assistance Centers  
http://nimas.cast.org

The National Center for Postsecondary Education for Individuals with Disabilities, HEATH Resource Center  
http://www.heath.gwu.edu

National Post-School Outcomes Center  
http://psocenter.org

Northeast Technical Assistance Center (NETAC)  
http://www.netac.rit.edu

Postsecondary Education Consortium (PEC) Center on Deafness  
http://sunsite.utk.edu/cod/pec

Western Region Outreach Center and Consortia (WROCC)  
National Center on Deafness  
http://wrocc.csun.edu

National Information Clearinghouse on Children Who Are Deaf-Blind (DB-LINK)  
http://www.dblink.org

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)  
http://www.tr.wou.edu/ntac

Helen Keller National Center  
http://www.hknc.org

Linking Academic Scholars to Educational Resources (Project LASER)  
http://www.coedu.usf.edu/laser

National Center for Culturally Responsive Educational Systems (NCCREST)  
http://www.nccrest.org

National Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education (Monarch Center)  
http://www.monarchcenter.org
A Big Thanks
To PEATC Board members and friends who made PEATC’s first Virginia Icon a success.

Terri Braxton
Suzette Blackwell
Cassandra Coleman
Paul Sternfels
Johnette Walker
Charles Wilson

Major support came also from Judges -
Jean Bayou
Rosie Bernardo
Pam Burton
C. Anthony Bush
Willie Coates
Lyne Revo-Cohen
Vaughan Mason

Dumi Right
Music Director, Felicia
Kessel-Crawley
Videographer,
Vaughan Mason
Videography liaison,
David Bliss
Graphic Designer,
Rick Leon
Website design and support, Kevin McGrail,
ThoughtWorthy Media
Mistress of Ceremonies, Natalie Case
MAJIC 102.3 FM

Production, reception, trouble-shooter and concessions volunteers,
Jason Hawkins
Judy Jeter
Lauren McCreary
Lydia Mideros
Margaret Scampavia
Lynda Sielaty
Lynda Vincent
Candace Watting

VBPD Assessment of Virginia’s Disability Services System Now Available

The Virginia Board’s Biennial Assessment is the result of a careful and thorough research and development process spanning over two years. Chapters focus on basic service categories such as community and institutional supports, early intervention, education, healthcare, housing, transportation, employment, and advocacy across the lifespan. Content is organized by type of service rather than provider agencies to make it easier to see the full range of available services as well as gaps in the system. Resource lists and an index make it easier to locate information on specific services or providers. Both text and audio versions of the Biennial Assessment can be accessed on the Virginia Board’s website at www.vaboard.org. Copies in print, CD-ROM, audio, and other accessible formats and more information about the Board’s activities can also be obtained by contacting the Virginia Board for People with Disabilities at 1-800-846-4464 (voice/tty), 804-786-1118 (fax), info@vbpd.virginia.gov, or 202 N. 9th Street, 9th Floor, Richmond, VA 23219. To learn more about Virginia Voice, visit its website at www.virginia-voice.org or call 804-266-2477.

Muchisima Gracias to the Virginia Department of Education for funding a Latino Outreach Coordinator position in the Richmond Regional Office. ¡¡Bienvenidos Barbara Cornicello!!

We Thank PEATC Supporters
Cassandra and Sam Coleman,
Friends of PEATC, hosted a Golf Tournament in May.
PEATC Interns Shannon McGrail and Beth Schumann.
Web-design/hosting and computer support by Peregrine Computer Consultants Corporation and Kevin McGrail.
PEATC Office Volunteers
Justin Ryder and Stephanie Sielaty.

1 Price Conference, for discounted conference calling.
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Workshop presenters, Bill and Vanessa Brownley (Brownley Law Group), Nancy Diehl (Kennedy Policy Fellow), Chris Marty (Social Security Administration), Jennifer Dodge (occupational therapist), Nancy Siford (Virginia Mediator).

Staffing PEATC’s information booth at the Accessibility Summit – Suzette Blackwell and Cassandra Coleman.
Volunteer Trainers on IDEA 2004-
Debbie Campbell, Nancy Diehl, Shannon McGrail, Cassandra Coleman, and Beth Schumann.

Latino Outreach – Shannon McGrail for partnering with PEATC on a Partners in Policymaking project to expand Latino Outreach and
Nuevas Raíces Newspaper for printing an articles about PEATC and services to Spanish-speaking families to its circulation to 14,000 readers.
The Federal Government published the Regulations for IDEA 2004 in the Federal Register on August 14, 2006. The IDEA 2004 regulations go into effect 60 days after they are officially published in the Federal Register. Therefore, the federal IDEA 2004 regulations will go into effect on October 14, 2006.

Now that the Federal regulations have been issued, the Virginia Department of Education (VDOE) is beginning the process for our State regs. How does that happen? VDOE must go through Virginia’s Administrative Process Act (APA) for creating or revising regulations. Judy Douglas, Director of the Office of Dispute Resolution and Administrative Services (ODR/AS), estimates that it will take them approximately 19 months, barring any glitches.

ODR/AS will coordinate the revisions process and have incorporated a number of opportunities for active public involvement. The Board of Education will issue a Notice of Intended Regulatory Action (NOIRA). Once that occurs, ODR/AS will activate a downloadable form and dedicated e-mail account from their website, http://www.doe.virginia.gov/VDOE/dueproc/. There will also be a link to the Virginia Register which will have all official notices related to the regulations process and public comment.

IDEA 2004 permits local flexibility in developing policies and procedures. School divisions have chosen to make changes in a variety of ways. Some area of local discretion include:

- Preventing inappropriate overidentification or disproportional representation by race or ethnicity of children with disabilities including particular disability categories.
- Specific Learning Disabilities – localities can choose to use a research-based intervention model or different research-based assessment process instead of the IQ discrepancy model.
- Summary of Performance – before graduating with a regular diploma or exceeding the age of eligibility the locality must provide the student with a summary of the student’s academic achievement and functional performance, including recommendations on how to assist the student in meeting postsecondary goals.
- Short-term objectives or benchmarks are no longer required in IEPs except for students taking alternate assessment.
- IEP amendments after annual IEP meeting – allowed if the parents and locality agree.
- Parents and locality can jointly excuse an IEP team member.
- Transition services before they are required in year student turns 16.
The VDOE has developed a comparison of Virginia-specific regulations that differ from IDEA 2004. There are three reasons stated for differing from the IDEA 04 statute:

1. To assure that students with disabilities receive a free appropriate public education (FAPE) and meet general supervision responsibilities.
2. Terminology and requirements that are specific to Virginia law and regulations.
3. Historic precedent that has been based on public comments from parents and special education administrators.

- **Age of Eligibility** – Special education has been required at age 2 before there were any federal requirements.
- **Age of Majority** – The Code of Virginia (COV) specifies age 18 as the age of majority.
- **Child Study Committee** – is not a federal requirement, but has been a long-standing Virginia requirement since 1980.
- **Due process hearing** – clarifies the difference between due process and the complaints system, which is not specifically identified in the federal statute.
- **Home-based instruction** – homebound instruction, home instruction and home tutoring have distinct definitions based on prior regulations, Standards of Quality, and Virginia Code.
- **Referral requirements and Child Study** – long-standing Virginia requirement since 1980.
- **Evaluation reports available to parents 2 business days before eligibility meeting** – Board of Education decision based on parent comments in the 2001-02 regulations revision.
- **Timelines for Eligibility is 65 business days instead of 60 calendar days in IDEA 2004** – longstanding Virginia requirement.
- **Local Advisory Committees** – required since 1980.
- **Caseloads/Caseload maximums** – established in the Standards of Quality.

**Additional Parent Rights**

- Evaluation reports available to parents 2 business days before eligibility meeting – Board of Education decision based on parent comments in the 2001-02 regulations revision.
- Requirement to get parental consent to terminate services – long-standing Virginia requirement established in 1980.
- Parents may audio record IEP meetings (and localities can establish policies to limit video recordings) – based on Appendix A guidance previously accompanying federal regulations.
- Eligibility and IEP Teams work toward consensus – based on former Appendix A guidance accompanying federal regulations related to not using a majority vote to make decisions.
- Parental Consent required for changes in identification, revisions to IEP, partial or complete termination of services – required in regulations since 1980. Parent Consent required to release student information to public and private insurance companies.

**Anticipated Timeline for Virginia Regulations Process**

- **Month 1**: Board of Education (Board) reviews and approves the Notice of Intended Regulatory Action (NOIRA).
- **Month 2**: Executive Branch Review (Department of Planning and Budget, Cabinet Secretary, and the Governor’s Office.)
- **Month 3**: NOIRA published in the VA Register, 30 day public comment period begins, and VDOE convenes one-day facilitated meeting of selected stakeholders.
- **Month 6**: Board reviews and approves proposed regulations along with Executive Branch review.
- **Month 8**: VDOE submits proposed regulations to the VA Register.
- **Month 9**: Superintendent’s Memo regarding the locations and dates of the public hearings released.
- **Month 9**: Proposed regulations published in the VA Register.
- **Month 9 – Month 11**: 60 Day Public Comment Period. Public hearings planned in 5 locations—Wytheville, Charlotteville, Richmond, Tidewater, and Northern VA. A one-day facilitated meeting of a stakeholders group will follow after public comments.
- **Month 15**: A summary of all public comment and the VDOE’s response to the comment provided to each person who submitted a public comment 5 days before the Board takes final action on the regulations.
- **Month 17**: Executive Branch approves the final regulations. VDOE submits to the VA Register which begins a 30 day final adoption period.
- **Month 18**: Revised Virginia Regulations become effective following the 30 day final adoption period, unless: Changes with “substantial impact” were made between the proposed and final stages; AND 25 members of the public and/or the Governor petition VDOE. (If this occurs an additional 30 day comment period must be held.)

**Key Information for IDEA 2004 implementation in Virginia**

- **Procedural Safeguards for Special Education**
  http://www.pen.k12.va.us/DOE/Instruction/Sped/proc_safe.pdf
- **VDOE issued Guidance on Local Implementation of IDEA 2004**
- **VDOE Quick Recommendations and Resources for Implementing IDEA 2004**
- **Office of Dispute Resolution and Administrative Services** will provide downloadable comment forms, updates on the regulations revision process and links to the Virginia Register
  http://www.doe.virginia.gov/DOE/dueproc/
How it Adds Up

Census Bureau Facts:
Celebrating the 16 Year Anniversary of ADA!

On July 26, 1990, President George H. W. Bush signed into law the Americans with Disabilities Act, guaranteeing equal opportunity for people with disabilities in public accommodations, commercial facilities, employment, transportation, state and local government services and telecommunications.

On the Job
11.8 million
Number of 16- to 64-year-olds who reported the presence of a medical condition that makes it difficult to find a job or remain employed. They comprise 6 percent of the population.

56%
Percentage of people ages 21 to 64 having some type of disability and also employed in the last year. The rate ranged from 82 percent of those with a nonsevere disability to 43 percent with a severe disability. For those without a disability, the rate is 88 percent.

44%
Percentage of people with a nonsevere disability who work full time, year-round. This compares to 53 percent without a disability and 13 percent with a severe disability.

Using or Needing Assistance
10.7 million
Number of people age 6 and older who need personal assistance with one or more activities of daily living (such as taking a bath or shower) or instrumental activities of daily living (such as using the telephone). This group amounts to 4 percent of people in this age category.

2.7 million
Number of people age 15 and older who use a wheelchair. Another 9.1 million use an ambulatory aid such as a cane, crutches or walker.

60%
Percentage of people ages 25 to 64 with a nonsevere disability who live in married-couple families. The corresponding rates are 68 percent for those without disabilities and 50 percent for people with severe disabilities.

23%
Percentage of people with a nonsevere disability who live alone or with nonrelatives. This compares with 28 percent of those with a severe disability and 19 percent without a disability.

51.2 million
Number of people who have some level of disability. They represent 18 percent of the population.

11%
Percentage of children ages 6 to 14 who have a disability. This amounts to 4 million children.

72%
Percentage of people 80 and older with disabilities, the highest of any age group.

20%
Percentage of females with a disability, higher than the 17 percent of males. On the other hand, among children under 15, boys were more likely than girls to have a disability (11 percent versus 6 percent).

Education
33%
The percentage of people ages 25 to 64 who had a nonsevere disability and were college graduates. This compares with 43 percent with no disability and 22 percent with a severe disability.

Income and Poverty
$22,000
Median earnings for people with a nonsevere disability. This compares to $25,000 for those with no disability and $12,800 for those with a severe disability.

18%
Percentage of people with a nonsevere disability and household incomes of $80,000 or more. By comparison, 26 percent of people without a disability had household incomes of $80,000 or more with the same being true of 9 percent of those with a severe one.

11%
The poverty rate for people ages 25 to 64 with a nonsevere disability. This compares to 26 percent for those with a severe disability and 8 percent of those without a disability.
Focus on PEATC

Who’s Who at PEATC

PEATC is staffed by a talented and diverse group of parents and professionals committed to building better futures for children with disabilities by working collaboratively with families, schools and professionals who serve them, to improve opportunities for excellence in education and success in school and community life.

Cerie Takemoto, M.P.A., is the Executive Director of PEATC where she directs the varied programs of the center. She is a nationally recognized disability advocate and a firm believer in the power of partnerships that can help families and professionals to build better futures for children and youth with disabilities. Cerie’s policy and advocacy endeavors have stimulated change at the local, state and federal levels. Cerie has celebrated the power of partnerships through her work in family and disability policy, cultural competency, community organizing and advocacy. Cerie is the parent of two children, one of whom has special needs.

Suzanne Wolfe, B.S., is PEATC’s Director of Programs and Operations. She taught elementary school for five years before becoming an Educational Advocate for military and civilian families, as well as her own children. She changed her career path in order to dedicate her talents to helping families of children with special needs. She brings a rich background in education, administration, management, training, and advocacy. Suzanne is the proud mother of four children, two of whom have special needs.

Pierre Ames, B.A. coordinates the Richmond Regional Office and Coordinator of Strategic Partnerships. He focuses on the underserved communities in Central and other parts of Virginia. He serves as a liaison for PEATC with the State and local agencies in the Richmond area. Pierre has a strong background in self-advocacy training and working with families. He worked for the Department for Rights of Virginians with Disabilities (DRVD) for over ten years before coming to PEATC.

Gail Byrd Ryder is the Administrative Coordinator and has more than 11 years of office administration experience in the public sector. Gail is responsible for reception and general office administration and staff support.

Barbara A. Cornicello is the new Latino Outreach Coordinator with PEATC. Barbara is completely fluent in Spanish and her life-work has been in advocacy for the Latino community on both social and business issues. She lived and worked abroad in Argentina for several years with her husband who is Argentine. She has been Vice-President of the Hispanic Chamber of Commerce of Central Virginia, interim Secretary for the Virginia Coalition of Latino Organizations, and currently Publisher of ‘La Voz Hispana of Virginia’ (The Hispanic Voice of Virginia) magazine which has been recognized by both Virginia Governor Tim Kaine and former Governor Mark Warner for its impact and vision. Barbara’s husband has a disability so she understands first hand the importance of all persons having equal access to the information they need and looks forward to making a positive contribution to the Latino community.

Irene Moore, is the new Information Specialist and has more than eight years of experience working with military families of children with disabilities. She has knowledge of civil rights laws for individuals with disabilities through participation in Wrightslaw Special Education and IDEA workshops. She is also a 2005 graduate of the Virginia Board for People with Disabilities’ Partners in Policymaking advocacy program. Irene is passionate about advocating for parents of children with disabilities.

Bonnie Davis, B.S. is a Senior Information Specialist and brings to PEATC more than 15 years of experience with military life and more than five years of work in the disabilities field. Bonnie provides caring and professional support to parents and professionals who call looking for ways to help their children with special needs to be more successful in school. She also helps develop and present PEATC training. Her expertise is in the areas of autism and military life. She is the proud mother of three lively boys who have special needs.

Nancy Diehl has been advocating for the needs and rights of folks with disabilities for more than 30 years. She has 4 children who are adults now, two of whom have disabilities and needed IEPs throughout their school years to assist them to benefit from the educational opportunities available to all children.

For the past 16 years, Nancy has directed the Parent Training and Information Center (PTI) in Tennessee. She is currently residing in Virginia for a year fulfilling a lifelong dream of learning and working in our Nation’s Capital. She was awarded a Joseph P. Kennedy Foundation Public Policy Fellowship to support the exciting year in Washington, DC.

Her oldest son is challenged by a severe form of autism: however he has had many accomplishments including owning his own home, a job he loves, and is leading a self-directed life as an outstanding citizen and member of his community. The journey has been an adventure for both Nancy and her son. Nancy is also volunteering as a PEATC trainer as she travels between Washington, DC and Tennessee. Her presentations are rich with real-life stories.

PEATC at Work

PEATC is scheduling workshops for Fall/Winter 2006. Please call or e-mail us if you are interested in bringing information to your community.

PEATC at the Virginia Info Conference in Charlottesville, VA. Pictured, from the Richmond Regional Office, Pierre Ames, Strategic Partnerships Coordinator and Barbara Cornicello, Latino Outreach Coordinator.
To Our Readers:

Parenting a child with a disability means you may need to be an expert at navigating a complex maze of educational, health care and social services for your child. Being your child’s advocate in these areas can be a challenge. We hope the information provided in this PEATC Press and Special Edition will help you to navigate these complex systems.

We serve families of children with disabilities in Virginia. Our staff and board are parents of children with disabilities, people with disabilities and professionals who serve them.

We understand the struggles that parents of children with disabilities often face when trying to find options and opportunities for their children. We learn from their struggles and successes, search when there appear to be no answers, and develop model information and training materials that will help families, professionals and students with disabilities within and outside our Virginia borders.

Visit our website www.peatc.org or call us at 800-869-6782 if you seek more information or support. PEATC is here to offer help and hope for a better future for children with disabilities.

PEATC is Virginia’s parent education, support, training and information center committed to helping children with disabilities, their families and the professionals who serve them. Our Mission is to build better futures for children with disabilities by working collaboratively with families, schools and professionals to improve their opportunities for excellence in education and success in school and community life. We offer Services and support for families and professionals, experienced based program development and training curriculum, easy-to-understand, research-based disability education, information, and training.