



The

PEAT *press*

www.peatc.org

Spring 2005

Building Better Futures for Children with Disabilities

“New IDEA 2004” Special Issue!

Are YOU Ready For IDEA 2004?

Felicia Kessel-Crawley

If your child already has an IEP or you are thinking about having him or her evaluated to receive early intervention or special education support and related services, what happens on July 1, 2005 could impact your access to special education for your child. That’s why we’ve created this special “IDEA 2004” issue of the PEATC Press -- to help you understand why it’s important and give you lots of resources to find out more.

As always, PEATC is here to help. Throughout the upcoming school year, PEATC will also be providing IDEA 2004 training to parents and professionals throughout Virginia and making valuable information available on our website at www.peatc.org. Remember, parents are their child’s first and best advocate. Make understanding IDEA 2004 a priority. Questions? Call 703-923-0010 or 1-800-869-6782

IDEA 2004 is finally here!

On December 3, 2004, President Bush signed into law the Individuals with Disabilities Education Improvement Act of 2004. Referred to as “IDEA 2004,” this new statute is the preeminent law governing the U. S. Special Education system designed to preserve the very basic right to a Free and Appropriate Public Education (FAPE) for students with special education.

As a parent of a child with a disability, self-advocate or professional working with preschool or school-aged children with disabilities, you’ll need to be aware of the recent changes in the Individuals with Disabilities Education Act that go into effect this summer. This newly reauthorized statute is the special education law that provides special education and related services for America’s 6.8 million children with disabilities.

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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, training and support

IDEA 2004 Online Resources

- Council of Parent Attorneys and Advocates
Comparison of H.R. 1350 (IDEIA 2004) and IDEA '97
www.copaa.org/news/idea04.html
- Council for Exceptional Children
www.cec.org www.ideapractices.org/
www.cec.sped.org/law_res/doc/
- Council for Exceptional Children - Summary of Significant Issues
www.cec.sped.org/pp/docs/CRSAnalysisofNewIDEAPL108-446.pdf
- The Center for the Study and Advancement of Disability Policy
A User's Guide to the 2004 IDEA Reauthorization (PL 108-446 and the Conference Report, Robert Silverstein, Director
www.thearc.org/ideachanges/usersguide.doc
- Congressional Research Service analysis of Changes Made by PL 108-446
www.cec.sped.org/pp/docs/CRSAnalysisofNewIDEAPL108-446.pdf
- Consortium for Citizens with Disabilities
www.c-c-d.org
- IDEA Partnership
Fact sheets from the Office of Special Education Programs (OSEP) of the US Department of Education related to IDEA
<http://www.ideapartnership.org/whatsnew.cfm>
- House Committee on the Workforce and Education Guide to Frequently Asked Questions
<http://edworkforce.house.gov/issues/109th/education/idea/ideafaq.pdf>
- National Association of State Directors of Special Education www.nasde.org
- National Coalition of Parent Centers
www.nationalparentcenters.org
- National Early Childhood Technical Assistance Center www.nectac.org
- NICHCY—National Dissemination Center for Children with Disabilities
www.nichcy.org/idea.htm
- <http://www.WrightsLaw.com>

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PEATC does not endorse any product or service referred to in this newsletter. Articles, announcements and resources are included for information only. Call PEATC with any questions or comments.

Hablamos Español

Si usted o alguien que usted conoce necesita información en español, pueden llamar a Lydia Mideros a PEATC al tefi: 703-569-6200 (línea en español); o al 703-923-0010, ext. 103 (línea directa).



Cherie Takemoto

Cherie's Corner

What's the new IDEA? The Individuals with Disabilities Education Improvement

Act of 2004, enacted by Congress and signed by the President in December 2004 will significantly change how students will be educated. This issue of the PEATC Press is devoted to informing readers about some of the immediate changes that will take effect July 1, 2005.

Now that IDEA has been "reauthorized," why am I asking readers to continue to be involved? Because the federal government and Virginia officials are now in the process of writing the regulations that will govern how this law is implemented. It is important that parents, professionals, advocates and students let policymakers understand how to make this law work for students with disabilities. The steps federal and state officials take will not be able to be undone for several years. Your action now will affect the services, rights and futures of children and students you care about.

Federal Regulations

In June, the US Department of Education issued draft regulations. Public Comment will be brief (75 days), and the last public hearing is scheduled for Tuesday, July 12, 2005, in Washington, DC. They expect to publish the regulations in final form by December 2005. Written comments or suggestions can be submitted electronically to comments@ed.gov or mailed to Office of Special Education and Rehabilitative Services, U.S. Department of Education, 400 Maryland Avenue, S.W., Potomac Center Plaza, Room 5126, Washington, D.C., 20202-2641.

Virginia Regulations

The Virginia Department of Education is working on the Virginia regulations. In Virginia, the State Board of Education must approve the regulations after a public comment period. The last time IDEA was reauthorized, after listening to parents and advocates, the Board decided to retain several provisions that went beyond the federal law in order to ensure that parents had maximum input and opportunities for consent. The Virginia Special Education Advisory Committee will be accepting public comment at its next few meetings so that they can make recommendations to the Virginia Department and the Virginia Board.

Paperwork Reduction Waiver and 3-Year IEP Pilot

Douglas Cox, Assistant Superintendent expects to submit proposals to the federal government to waive "paperwork" requirements and pilot a 3-year IEP process. The paperwork waiver will allow states to eliminate IDEA requirements that they believe to be burdensome. I can think of no one who is in favor of paperwork. However, if the "paperwork" ensures that students with disabilities are effectively educated and that parents can make informed decisions, perhaps it is not a good idea. The pilot for the 3-year IEP may make sense in situations where longer-term planning is necessary. This may be the case for students who need to plan their transition points through high school. The statute says that parents can opt out of the 3-year IEP, so it will be important to make sure that the application makes it clear to parents that they can opt out at any time. Also important will be safeguards to modify the IEP when expected progress isn't being made.

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PEATC Calendar of Events

PEATC Training Workshops

IN SPRINGFIELD

PEATC Coffee

10:00 a.m. – noon
6320 Augusta Drive, Suite 1200
Springfield, VA 22150
Saturday, October 1, 2005

Intro to Special Ed.

Presenters: PEATC, Vanessa Brownley



AROUND VIRGINIA

A Series of Workshops on Becoming an Effective Partner in the IEP Process

Mon-Thur, July 11–14, 2005

9:30 A.M.–11:30 P.M.

Contact: Uniquekids: www.uniquekids.net

Woolridge Road Church

5130 Woolridge Road

Moseley, VA 23120

PEATC at Virginia State Fair

September 22 – October 2, 2005

Come join PEATC at the 2005 Virginia State Fair.

To volunteer at PEATC Exhibit, call Pierre Ames at 804-819-1999.

Next Steps Transition

August 4, 2005

Adult Series 7+8

Oak Ridge Correctional Center

Chesterfield County, VA

Contact: Pierre Ames @ PEATC

IDEA Update

August 18, 2005

Hopewell, VA

Contact: Pierre Ames@ PEATC

College Bound 2005

Wed-Fri, June 15–17, 2005

Virginia Tech Campus

540-231-4270

Other PEATC Sponsored Workshops

World Of Possibilities Disabilities Expo 2005

Friday & Saturday, November 4–5, 2005

Landmark Mall, Alexandria, VA

1-866-227-4644

Circle of Support

November 5, 2005 (Location and Time TBD)

A Conference for Families of Children with Special Needs and the Professionals who work with them

Keynote Speaker:

Loretta Claiborne

<http://www.arcgpw.org/about.html>



Future Quest

Saturday, November 19, 2005

George Mason University Johnson Center

Sponsored by the Northern Virginia Transition Coalition

You Can Learn About:

Options After High School, Career Planning Career/

Technical Schools, Employment Strategies, College

Application Process, Supports and Resources in College

Look inside this

“New IDEA 2004”

Special Issue!

Interested in attending a workshop?

- Find out more about workshops in and around VA 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 e-mail 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.

IDEA 2004 Update

Third Annual Infant and Toddler Connection of Virginia Conference

PEATC Presents “Changes to Part C—Early Intervention of IDEA 2004”

Bonnie Davis

On March 7, 2005, I was honored to represent PEATC with a presentation of the *Changes to Part C—Early Intervention of IDEA 2004* to the 3rd Annual Infant and Toddler Connection of Virginia Conference.

I sensed some participants might be slightly uneasy about the thought of listening to “legalese” for two hours—right after a wonderful and filling lunch! They were in for a treat, as we at PEATC had whittled down the “legalese” into a more user-friendly format. The training included an overview of the history of Special Education laws, some of the aims and highlights of the new IDEA 04 law, and comparison with Part B—Special Education services. So, armed with highlighters and an incredible love for the children and families we both serve, my group and I dove into the training!

Some of the items that make Part C—Early Intervention services different from Part B—Special Education services are that eligibility can be determined based on *diagnosis or likelihood of developmental delay* and that services are provided under an **Individualized Family Service Plan (IFSP)**. IFSPs provide services to families, not to just the infant or toddler. These services are also to be delivered in the infant or toddler’s “**natural environment**”, and a **sliding fee scale is allowable for some services**.

During the training, I emphasized Congress’ finding of an “urgent and substantial need” to enhance development of infants and toddlers with disabilities in order to minimize their potential for developmental delay,

and to recognize that significant brain development occurs during a child’s first 3 years of life. Congress also stated that enhancing infants and toddlers’ development would reduce educational costs to society, including our schools, and will minimize the need for special education and related services after infants and toddlers with disabilities reach school age. Their findings also emphasized the importance of helping families to meet the special needs of their infants and toddlers with disabilities.

Foster Care, Homeless, Wards...

In the Federal law, new language was added to State policies in regards to state and local agencies and service providers in identifying, evaluating, and meeting the needs of all children. **This includes infants and toddlers in foster care, as well as infants and toddlers with disabilities who are homeless or wards of the state, and Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State.**

In addition, State Application and Assurances must contain a description of the individual State’s policies and procedures requiring referral to Part C services for children who are **involved in substantiated cases of abuse and neglect, affected by illegal substance abuse, or exhibit withdrawal symptoms resulting from prenatal drug exposure.**

Scientifically—Based Research

One aspect of Part C of IDEA 04 that was met with excitement and enthusiasm from the group was the language

in the law that says States must have policies in effect to ensure Early Intervention Services are “**based on scientifically-based research, to the extent practicable.**” IFSPs are to include a statement of the measurable results or outcomes expected to be achieved for the infant or toddler or family. These results or outcomes are to include pre-literacy, numeracy, and language skills, and must include criteria, procedures, and timelines to determine progress toward achieving results or outcomes, and whether modifications or revisions of the results or outcomes of services are necessary.

Transition is also addressed in the IFSP through a description of appropriate transition services that would be required for infants and toddlers moving to Part B—Special Education services or those exiting the program.

The information was very well received by the participants as they work to prepare for the changes in Part C that will take effect on July 1, 2005.

Change in DMHMRSAS E-mail Addresses

All Part C state office employees now have a new e-mail address. The change has been made to meet the new VITA standards. New e-mail addresses use the recipients First Name.Last Name@co.dmhmrzas.virginia.gov (example john.doe@co.dmhmrzas.virginia.gov).

SSA Disability Starter Kits

The Social Security and Supplemental Security Income disability programs are the largest of several federal programs that provide assistance to people with disabilities. Applying for these benefits can sometimes be confusing and overwhelming. To help with the process, the Social Security Administration has developed "Disability Starter Kits" that help prepare for the process of accessing benefits. The starter kits provide information about the specific documents and the information that SSA requests from its beneficiaries. The kits also provide general information about the disability programs and the SSA decision-making process that can help take some of the mystery out of applying for and receiving benefits.

Access the URL to link to an adult or child starter kit in both English and Spanish formats is available at http://www.ssa.gov/disability/disability_starter_kits.htm

National Council on Disability Calls for Changes to Americans with Disabilities Act

The National Council on Disability (NCD) has called upon the Administration and Congress to set the Americans with Disabilities Act back on course. The NCD "is charged with gathering information about the implementation, effectiveness, and impact of the Americans with Disabilities Act (ADA)."

Through its research and analysis, the NCD has determined that while the ADA has made some progress due to some of the decisions of the U.S. Supreme Court, the Court has also made several decisions that strayed from the core principles and objectives of the ADA.

The NCD has proposed an ADA Restoration Act, similar to the "Civil Rights Restoration Act of 1987, which was passed to respond to and undo the implications of a series of decisions by the Supreme Court...As with that statute, the ADA Restoration Act would 'restore' the law to its original congressionally intended course."

Among other changes, the law would revise the language barring discrimination against a person with a disability and instead prohibit discrimination "on the basis of disability" in the hope that court's will no longer engage in extensive examinations of whether or not the individual actually has a disability under the ADA. Many Plaintiffs in ADA cases lose based on a court's determination that they do not qualify as disabled under the Act.

To read the news release, use the following link:
<http://www.ncd.gov/newsroom/news/2004/r04-471.htm>

To read the full report, use the following link:
http://www.ncd.gov/newsroom/publications/2004/pdf/righting_ada.pdf

Transition for Students Returning from Juvenile Justice Facilities

The Virginia Board of Education, in cooperation with the Board of Correctional Education, has proposed new regulations that cover students who have been in the custody of the juvenile receiving instruction through the Department of Correctional Education. The regulations cover the exchange of educational information concerning students among the Departments of Juvenile Justice and Correctional Education and the public school divisions.

It is the intent of the regulations, to:

- Create a positive impact on the family, the student, court services, school divisions and correctional centers, as they are seeking to continue the student's education upon his or her release from a juvenile correctional center
- Provide for consistency in curricula, standards, and policies in all educational programs
- Provide for the timely transfer of information by court services, school divisions, and correctional centers
- Provide students with timely involvement in appropriate educational programs while in the correctional center and local school divisions upon their release from the correctional center
- Encourage dissemination of information, and increase public knowledge about these regulations and the re-enrollment procedures overall
- Enhance communication, cooperation, and coordination of services among the public systems required to provide for the educational needs of juvenile parolees

It is the goal of the Board of Education, through these regulations, to identify and define the roles and responsibilities of the participants and the required components of the re-enrollment plan and its implementation. The full text of the proposed regulations is available at <http://www.doe.virginia.gov/VDOE/studentsrvcs/proposedre-enrollmentregs.pdf>

FAQs in Special Education

“The following are frequently asked questions many parents have asked about IDEA 2004. If you have any questions, please send them to us via e-mail at: partners@peatc.org. We welcome the opportunity to provide assistance to you.”

Q *I keep hearing about IDEA 2004 Reauthorization. What does “reauthorization” mean?*

A The Individuals with Disabilities Education Act (IDEA) is the law that covers special education and early intervention services for infants, toddlers, children, and youth with disabilities. Every five years, the Congress considers whether they wish to continue or change this law. This change process is called reauthorization. The last time IDEA was reauthorized was 1997. The 2004 reauthorization took Congress awhile longer to agree upon the proposed changes to be included in the final law.

Q *When does IDEA 2004 go into effect?*

A IDEA 2004 goes into effect July 1, 2005. However, there will be a period of public response more changes to draft regulations before the final regulations that clarify how states and localities will implement the law are in place. The US Department of Education does not expect the final regulations to be out until December 2005. In the meantime, the Virginia Department of Education has issued interim guidelines that can be accessed from the PEATC Web site under laws & regulations/IDEA/VaDOE or www.pen.k12.va.us/VDOE/duproc/IDEA2004GuidanceDocument.pdf.

Q *Where can I go to learn more about this new law?*

A This issue of the PEATC Press has a list of our favorite sites to find out more about the law. Our Web site at

www.peatc.org is also a source of updated information.

Q *Will school principals and teachers already be trained about IDEA 2004 by Fall 2005?*

A The Virginia Department of Education will be offering training to principals, teachers and parents over the next several months. PEATC will also be offering training around the state. However, even the “experts” will not necessarily fully understand how the new law will work until the US Department of Education issues its final regulations (expected December 2005).

Q *Does PEATC have any training available on IDEA 2004?*

A Yes. PEATC has developed new IDEA 2004 training workshops that we are offering to parents and professionals around Virginia. We also have information posted on our Web site. Call PEATC 1-800-869-6782 if you are interested or check our PEATC calendar of events at www.peatc.org for scheduled training and coffees.

Q *Is there any information available about IDEA 2004 in Spanish?*

A Many organizations, including PEATC are in the process of developing translations that will be easy to understand and culturally competent.

PACER, our technical assistance center through the Alliance, reports plans to translate IDEA 2004 into Spanish this summer with the final targeted for July. We will keep you updated on

availability as soon as they are distributed to Parent Centers.

Q *My son already has an IEP in place for next fall. Do I need to do anything regarding the new law for him?*

A Review your son’s IEP in light of the following guidance from the Virginia Department of Education (VA DOE). This information was recently provided to local school systems outlining the areas for consideration:

■ *The IEP team must consider the academic, developmental, and functional needs of the child when developing or revising the child’s IEP.*

■ *Benchmarks are only required for students taking alternate assessments aligned to alternate achievement standards. However, it is still permissible to include them for other children with disabilities.*

■ *Special education and related services and supplementary aids and services must be based on peer-reviewed research to the extent practicable (though IDEA 04 doesn’t define “peer-reviewed research” or “to the extent practicable”).*

Q *My child’s annual IEP is scheduled for June 15. Can I consider using the new law for planning his fall accommodations and related services or do I have to have another meeting in the fall?*

A Schools will be working from IDEA 2004 for IEPs to be implemented over the summer and into the fall.

Transition & Graduation

Reference Points for Transition Updates

Reference Points features resources and updates to help parent organizations, advocates and professionals better serve adolescents and young adults with disabilities, and their families. Transition updates from the TATRA Project is administered by PACER Center at www.pacer.org as a joint technical assistance activity of the TATRA Project and the National Center on Secondary Education and Transition <http://ici.umn.edu/ncset/>. Subscribe to *Reference Points* on the Web at <http://www.pacer.org/tatra/list/signup.asp>.

PEATC on Next Steps Transition Planning

Planning the “Next Steps” to adult Life for Students with Disabilities” can be extremely challenging and time consuming. For those of you who are not familiar yet, PEATC has an excellent online resource for parents, teens, or professionals looking for help planning life after graduation from high school. Visit www.peatc.org and go to NEXT STEPS. You will find a guided online tour of ideas, checklists, assessments, and career options to help begin the process of thinking about life after high school. For additional information, please call Pierre Ames, 804-819-1999.

Online Training Module for Inclusive College Experiences for Students with Intellectual Disabilities

This Guide helps users develop an Individual Support Model (ISM) to increase access to inclusive college experiences and to improve chances for the success of students with intellectual disabilities. An ISM approach provides students with individualized services and supports (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, internships, and/or degree programs. This module is a part of the On-Campus Outreach project at the University of Maryland; funded by the U.S. Office of Special Education Programs. http://www.education.umd.edu/oco/training/oco_training_modules/IndividualSupports/start.html

A Final Option to Get a Diploma

Project Graduation offers regional “continuation academies” for students who do not get a diploma with their class, and desire to upgrade their ‘certificate of completion’ to a Standard Diploma. The academies offer additional instruction and tutorials to prepare students for retesting. Regional continuation academies conducted last summer enabled 114 students to earn Standard Diplomas.

The Department of Education, as part of Governor Warner’s Education for a Lifetime initiative, is working with school divisions and community colleges to establish “continuation high schools” to provide opportunities beyond the 12th grade for students to complete their diploma requirements and receive training toward an industry certification or other postsecondary credential.

“We are not only helping students through Project Graduation who otherwise might have called it quits during their junior or senior year,” said Secretary of Education Belle S. Wheelan. “We also are providing opportunities for students to complete their diploma requirements after they leave high school.”

Virginia Guidelines for IDEA 2004

On July 1, 2005 the new IDEA takes effect. Though proposed state and federal regulations have not been finalized, the state and each local school system must provide assurances that they are implementing the new law. US DOE has posted an unofficial copy of the proposed regulations on its Web site at:

<http://www.ed.gov/policy/speced/guid/idea/idea2004.html>.

To clarify implementation, the Virginia Department of Education consulted with the Office of the Attorney General to issue guidance.

This guidance can be found on the VDOE website at: <http://www.pen.k12.va.us/VDOE/dueproc/IDEA2004GuidanceDocument.pdf>

IN REMEMBRANCE

PEATC wishes to acknowledge the passing of Dr. Fannie L. Page on June 7, 2005. Dr. Page was the Superintendent of Academic Programs of the Virginia Department of Correctional Education. She was a PEATC friend and supporter and a true Champion for children with disabilities. Our heartfelt sympathy to her family, friends and co-workers. We will miss her dearly.

World of Possibilities Expo is Fri/Sat November 4-5

Expo has moved to the Landmark Mall in Alexandria, VA. This huge shopping center is in a convenient central location overlooking I-395, with ample accessible parking arranged just for us and served by over 90 buses daily.

Also new to World of Possibilities Expo this year will be the addition of a large Senior Expo. The 2005 Expos will be bigger and better, including two full days of:

- durable medical products and resources
- assistive and adaptive equipment
- local agencies and support groups
- informative workshops
- free benefits planning and help desk
- product demonstrations, exhibitors and attendees from across America (and outside the U.S.)
- plays, art exhibits
- strolling entertainers raffles and giveaways
- celebrities and mascots

Free wheelchair rentals and free emergency repair services are available, and a first aid station will be on site. Free admission and free parking too!

Proceeds from WORLD OF POSSIBILITIES will go directly to serving children with disabilities and their families. Please visit <http://www.caringcommunities.org> for more information. Caring Communities phone number is 1-866 227-4644.

Phenomenal PEATC Partners

We couldn't do it without you!

■ **Mary Ellen Cardwell**, *Public Affairs Specialist, Social Security Administration*
How Work Affects Benefits the PASS Program December 7, 2004

■ **Judith Hoopkins**, *Future Sales Director, Discovery Toys*
Toys for Children with Disabilities, December 8, 2004

Special Thanks to our volunteers for the PEATC exhibit at the Virginia State Fair 2004:

- **Brigid Williams** – *for her generous donation of computer equipment*
- **Gail Elamak** – *Poquoson Parent Resource Center*
- **Kim Messick** – *Poquoson Parent Resource Center*
- **Tanisha Capers** – *Virginia Union University*
- **Jennifer Ramsey** – *Virginia Union University*
- **Cynthia Lantz** – *Parent to Parent of Virginia*
- **Dee Vance** – *Virginia Office for Protection and Advocacy*
- **David Mills** – *Virginia Department of Mental Health Mental Retardation and Substance Abuse Services.*
- **Linda Braxton** – *Richmond Career Advancement Center at EDFRC*
- **Chaya Braxton** – *Richmond Career Advancement Center at EDFRC*
- **Jahod Braxton** – *Richmond Career Advancement Center at EDFRC*
- **Gwendolyn Coles** – *East District Family Resource Center*
- **Johnette Walker** – *East District Family Resource Center*
- **Marc Coles Peters** – *Student*
- **Maria Dunn** – *Parent*
- **Iman Shabazz** – *Richmond's Children (FAMIS)*
- **Alexandre Ames** – *Thomas Jefferson High School*
- **Clareese Lewis** – *Thomas Jefferson High School*
- **Kelli Nelson** – *Thomas Jefferson High School*
- **Nicole Rose** – *Thomas Jefferson High School*
- **Olivia Ames** – *Albert Hill Middle School*
- **Elizabeth Brown** – *Albert Hill Middle School*
- **Deborah Ames** – *PEATC family member*
- **Stanley Ames, Jr.** – *Self advocate*

IDEA REAUTHORIZED

WHAT'S NEXT FOR OUR CHILDREN?

“Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.”

108th Congress, Findings – IDEA 2004

So begins the Bill that will make significant changes to how special education works for over 6 million children in this country who receive special education services. President Bush signed PL 108-446, the “Individuals with Disabilities Education Improvement Act” or IDEA 2004, into law in December 3, 2004. Central to this reauthorization is its close alignment with No Child Left Behind (NCLB).

Alignment with No Child Left Behind

NCLB was enacted January 8, 2002 and is the largest federal education program. Also known as Title I of the Elementary and Secondary Education Act, this program serves over 12 million children in approximately 48,000 schools, including 96% of schools with low-income enrollments of 75% or more. NCLB is intended “...to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

The basic premises of NCLB are that:

- *All children can learn to a high level*
- *Achievement gaps are not acceptable*
- *The educational system is accountable for closing*

that gap by using effective teaching and proven instructional methods to educate all students so they achieve at high levels.

- *No child shall be left behind*
- *Parent involvement is crucial*

NCLB mandates a single system of accountability in each state that includes:

- ① **Challenging state academic content and achievement standards describing what all students, including students with disabilities should know and be able to do; and how well;**
- ② **A system of valid, reliable, multiple measures for assessing whether every student has reached “proficient” levels of mastery of those standards;**
- ③ **Report cards and other public reporting of school data, including student assessment results, broken down by student population groups - race/ethnicity, English Language Learners, low-income, and disability; with;**
- ④ **Consequences for failing to show enough continued improvement or “Adequate Yearly Progress.”**

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The US Department of Education described the nexus between IDEA and NCLB by discussing the President's broad principles of education reform to ensure that no child is left behind:

- *Accountability for results by aligning IDEA with principles of NCLB, including*
- *Local control and flexibility,*
- *Empowering parents to participate more meaningfully in their children's education,*
- *Employing research-based practices known to work to improve student performance.*

IDEA 2004 Highlights

Here are some highlights of IDEA 2004 that relate to these key themes.

General Education Curriculum— is derived from the educational standards identified for all students by each State as a part of NCLB. The presumption is that almost all students with disabilities will learn what other students their age are expected to learn. Assessments, evaluations, curriculum, IEP, and many other decisions about the individual student are made within the context of these standards.

Evidence-based Instruction — is required in NCLB and carries through with terms such as “peer-reviewed research” and “scientifically, research-based” that are used, but not defined in IDEA 2004.

Adequate Yearly Progress (AYP) — is an accountability measure of NCLB to measure the progress of all students. Schools failing to make AYP for students with disabilities can face

consequences. In Virginia, a school with less than 50 students in special education does not have to disaggregate the data. However information about the performance of students with disabilities must be reported at the district and Statewide level. Adequate yearly progress does not specifically refer to progress for an individual child. However, the measurable annual goals must be related to making progress in the general education curriculum.

All Students Participate in Assessment — requires that all students participate in state, district-wide and local assessments with appropriate accommodations. Students who cannot participate in the regular assessments with accommodations must take alternate assessments. However, alternate assessment must be aligned with challenging grade-level academic standards. The IEP team makes assessment decisions. Assessments are used to guide instruction and evaluate whether the student is making expected progress. They are also used in making eligibility and IEP decisions.

Highly Qualified Teachers — consistent with timelines for NCLB, teachers are certified or licensed as special education teachers and do not have requirements waived on an emergency, temporary or provisional basis. Special ed teachers, who are teaching core academic subjects, must demonstrate competencies in the core academic subjects as regular educators. Core academic subjects are English, reading or language arts, math, science, foreign language, government, economics, arts, history and geography. Related services personnel and paraprofessionals must meet state-recognized certification, licensing, registration or other requirements in their discipline and have not had these requirements waived.

State Performance Plans — must include measurable and rigorous targets and be reported annually. There are provisions for

enforcement if the States “needs assistance” for two consecutive years; “needs intervention” for three consecutive years or “needs substantial intervention” at any time.

Expedited Access to Education for Children who are Homeless, in Foster Care, or who Transfer Jurisdictions — IDEA requires that schools work more quickly to begin or continue services for students who have traditionally faced delays in receiving special education services.

Early Intervening Services — LEAs can use up to 15% of IDEA funds to serve students who are not identified as needing special education or related services, but needing additional academic and behavioral supports to succeed in the general education environment.

Model Forms — The US Department of Education will publish model forms for IEPs, Individualized Family Service Plans (IFSPs for infants and toddlers), procedural safeguards and prior written notices when it publishes the final regulations.

New Data Requirements — States 3-21 child count data must be reported by race, ethnicity, limited English proficiency status, gender, and disability category by numbers and percentages in each disaggregated category. New categories for data collection include interim alternative educational settings and acts precipitating those removals, due process hearings filed and numbers conducted, disciplinary hearings and placement changes resulting from those hearings; incidences, types and durations of disciplinary actions, including suspensions of one or more days for students with and without disabilities; and mediations held and settlement agreements reached.

Information related to graduation, placement, and drop out rates will also continue to be collected.

Procedural Safeguards Notice

— containing special education rights and dispute resolution processes are required to be given only once a year except at initial referral, when a parent requests an evaluation, initial filing of a due process hearing or a the parent’s request.

Due Process Requests — the process is much more formalized and complicated with procedures and standards for what constitutes a “sufficient notice.” There is a two-year limit from when a parent or agency knew or should have known about the alleged violation. Hearing Officers cannot be an employee of the State Education Agency or LEA or have a personal or professional conflict of interest. They must be knowledgeable about IDEA and knowledgeable in conducting hearings. The determination is based on whether the child received a free and appropriate public education (FAPE) with less weight on procedural violations.

Resolution Sessions — required within 15 days of a sufficient due process hearing request, is to discuss the facts and resolution of the due process issues. The LEA meets with the parents, relevant IEP team members, and an agency representative with decision-making authority. The schools cannot include an attorney if the parent doesn’t bring an attorney. A signed legally binding agreement can be executed within 3 business days if both parties agree. The school does not have to pay the parent’s attorney fees if a settlement is reached in the resolution session.

Mediation — is available to resolve any matter (even before requesting a due process hearing.

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The Mediation agreement must be in writing and signed by the parent and agency representative. The Agreement is legally binding and enforceable by any state court. The Mediation process is confidential and may NOT be used as evidence in subsequent legal action.

Manifestation Determination — within 10 school days of the decision to change placement due to discipline, the LEA, parent and relevant IEP team members shall review all relevant information to determine if the conduct was caused by or was in direct and substantial relationship to the child's disability or a direct result of the LEA's failure to implement the IEP.

Interim Alternative Educational Setting — placement change is allowed for up to 45 school days for weapons and drug offenses or serious bodily injury.

When do IDEA 2004 changes become effective?

Most provisions of the Act become effective on July 1, 2005. The US Department of Education anticipates that the draft regulations will be out in May. This draft will go through a public comment period of 75 days before being finalized. Following the federal regulations process will be the State regulations. It is not clear whether some of the changes in the law will be implemented at the local level. Just because some of previous requirements in IDEA have been eliminated at the federal level, it doesn't mean that the states will eliminate the requirement at the state/local level. An example of this is the elimination of short-term objectives or benchmarks from the IEP. States can choose to continue to require them for individual students in their states.



PEATC

Parent Educational Advocacy Training Center

is Virginia's Parent Training and Information Center committed to building better futures for children with disabilities by working collaboratively with families, schools and professionals to improve opportunities for excellence in education and success in school and community life.

We offer easy-to-understand, research-based disability information, education, advocacy training and support.

For further information call:

703-923-0010 or 1-800-869-6782 or en Español 703-569-6200

E-mail us at partners@peatc.org

Visit us at www.peatc.org

What's the NEW IDEA for Evaluation, Eligibility and IEPs

Congress made several significant changes to the Evaluation and Individualized Education Program (IEP) processes. These changes are consistent with their intent to reduce paperwork and align IDEA with No Child Left Behind (NCLB).

Evaluation and Eligibility

Initial Evaluation — The timeframe to conduct an evaluation and determine eligibility is within 60 days from when the parent signed consent (or other timeframe established by the State.) Early intervening services designed to help children succeed and prevent their need for special education are encouraged in the new IDEA, with up to 15% of IDEA funds available to fund these services (in addition to other NCLB or local/state funds). Screenings to determine appropriate instructional strategies is not considered to be an evaluation for eligibility. Schools cannot evaluate students without parental consent (unless they take the parent to due process.) A parent, State agency or local education agency (LEA) may request an initial evaluation.

Reevaluations — are required if LEA determines that educational or related services needs, including improved academic achievement and functional performance, warrants one or the child's parent or teacher requests one. They may not be more frequent than once a year unless the parent and LEA agree. They also may not be less often than once every three (3) years, unless parent and educational agency agree that it is unnecessary.

Evaluation Data Requirements

— include a variety of assessment tools and strategies to gather relevant functional, developmental and academic information and does not rely on any single measure or assessment. They must use technically sound instruments that assess cognitive, behavioral, physical and developmental factors. Assessments and other evaluation materials used cannot be discriminatory on a racial or cultural basis. They must be administered in the language and form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally.

Learning Disability — The LEA is not required to consider a severe discrepancy between achievement and intellectual ability to determine eligibility, as was previously the case in Virginia. Instead the school can use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation process.

Evaluation is required before termination — when graduating with a regular diploma or exceeding age eligibility for special education. When a student exits due to age eligibility, the LEA must provide a summary of academic achievement and functional performance including recommendations on needed assistance in meeting postsecondary goals.

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Eligibility — The IEP Team (including the parent) shall review existing evaluation data including information provided by the parents; classroom-based, local, or State assessments and classroom-based observations; and observations by teachers and related services providers. The team will determine if the child has a disability and is eligible for special education. They will also review the child's educational needs, present levels of academic achievement and related developmental needs, and whether any additions or modifications to the special education and related services are needed to meet measurable annual goals and participate in the general education curriculum. The Team will also consider whether additional tests are necessary to make a determination. A copy of the evaluation report shall be given to the parent.

Learning Disability — The LEA is not required to consider a severe discrepancy between achievement and intellectual ability to determine eligibility as was previously the case in Virginia. Instead the school can use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation process.

Individualized Education Program (IEP) Required Components

1. Present levels of academic achievement and functional performance — including how the disability affects involvement and progress in the general education curriculum (or appropriate activities for preschool children). This section would include the child's strengths, parental concerns, evaluation results, and the academic,

developmental and functional needs of the child.

- 2. Measurable Annual Goals** — including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and meet other educational needs related to the disability. IDEA 2004 only requires short term objectives or benchmarks for students who take alternate assessments aligned to alternate achievement standards.
- 3. Description of Progress** — Includes how this will be measured and when parents will receive periodic reports on progress toward reaching annual goals (such as through the use of quarterly or other periodic reports concurrent with the issuance of report cards).
- 4. Statement of Special Education; Related Services; Supplementary Aids and Services; Program Modifications; and/or Supports for School Personnel** — that are based on peer-reviewed research. These services should help the child advance appropriately toward attaining the annual goals; be involved in and make progress in the general education curriculum and participate in extracurricular and other nonacademic activities.
- 5. Least Restrictive Environment** — a statement of the extent, if any, the child will not participate with nondisabled children in the regular class and other activities.
- 6. Accommodations on State and District-wide Assessments** — any necessary individual appropriate accommodations required to measure academic achievement and functional performance on

these tests. If the IEP Team determines the child should take an alternate assessment, why the child cannot participate and the appropriate alternate assessment to be used.

7. Specifics about Services and Modifications — including projected dates for beginning and the anticipated frequency, location and duration of the services and modifications.

8. Transition Plan beginning no later than Age 16 — including appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. The plan should specify transition services (including courses of study) needed to assist the child in reaching transition goals. No later than 1 year before the child reaches the age of majority (age 18 in Virginia), a statement that the child has been informed that parental rights in IDEA will transfer upon reaching the age of majority. NOTE: The previous law required a transition plan describing the course of study by age 14. It is still considered recommended practice to consider the course of study at the same time it is being considered for all students —usually in middle school.

Special factors for IEP Team to consider — include the use of positive behavioral interventions and supports, and other strategies to address the behavior of a child that impedes the child's learning or that of others; whether the child needs assistive technology devices and services; the use of Braille for a child who is blind or visually impaired; and language and communication needs of a child who is deaf or hard of hearing including opportunities for direct communications in the child's language and communication mode and opportunities for direct instruction in that mode.

IEP Team — members include the parents; not less than one regular education teacher (if the child is, or may be, participating the regular education environment); not less than one special education teacher or special education provider; the local educational agency (LEA) representative knowledgeable about the availability of resources, qualified to provide, or supervise the provision of special education services and who is knowledgeable about the general education curriculum; a professional who can interpret the instructional implications of evaluation results (may be an individual serving in another capacity); other individuals at the discretion of the parent or agency, who have knowledge or special expertise regarding the child, including related services personnel; and, the child, when appropriate.

IEP Team Meeting Attendance Not Necessary — at all or part of a meeting if the parent and LEA agree attendance is not necessary. The parents and LEA can excuse an IEP Team member for all or part of meeting when it involves modification to or discussion of the member's area of the curriculum or related services if member submits, in writing, input prior to the meeting. The parent agreement and consent must be in writing.

Alternative Means of Meeting Participation — such as videoconferences and conference calls are allowed if the parent and LEA agree. (They can also use these means for placement meetings, mediation, resolution sessions and administrative matters related to due process hearing.

IEP Modifications — Parent and LEA may agree to develop a written document to amend or modify a current IEP without convening IEP meeting. Changes can be made by amending the IEP rather than redrafting the entire document. Upon request, parent shall receive a revised copy of the IEP with the amendments incorporated.

New Definitions & Key Change Aspects

Parent — Natural, adoptive or foster parent of a child; guardian (but not the State if child is a ward of the State); individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; individual assigned to be a surrogate parent

Ward of the State — a child who is a foster child, a ward of the State, or in the custody of a public child welfare agency. This term does not include a foster child who has a foster parent (because foster parents are considered as parents in the new definition.)

Homeless Student (consistent with McKinney-Vento) — lacking a fixed, regular, and adequate nighttime residence and includes: children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar children, and migratory children who are living in circumstances listed above.

Highly Qualified Special Education Teachers — All special education teachers must have a full state certification to teach special education (or equivalent licensure). This means they cannot have waivers on emergency, temporary or provisional basis. Special education teachers who teach a core subject must demonstrate competence in each core academic subject in the same manner as an elementary, middle or secondary school teacher. Consultative teachers and other special education teachers who do not teach core subjects do not have to meet the new requirements.

Core Academic Subjects — English, reading or language arts, mathematics, science, foreign languages, civics & government, economics, arts, history and geography (Section 9101 of ESEA)

New Related Services Added — interpreting services; school nurse services designed to enable access to FAPE; Core academic subjects include math, language arts or science. (Now excludes surgically implanted medical devices such as cochlear implants.)

Transition services — coordinated set of activities that are:

- *Designed to be within a results-oriented process, focused on improving the academic and functional achievement; facilitate movement from school to post-school activities (including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation*

- *Based on individual needs, strengths, preferences and interests*

- *Inclusive of instruction, related services, community experiences, the development of employment and other acquisition of daily living skills and functional vocational evaluation*

Universal Design — concept or philosophy for designing and delivering products and services usable by people with the widest possible range of functional capabilities including products and services that are directly usable (without Assistive Technology (AT) or made usable with AT.

Serious bodily injury — bodily injury which involves: a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Learning disability — local education agencies (LEAs) are not required to consider severe discrepancy between achievement and intellectual disability in determining eligibility as having a learning disability. LEAs may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.



Focus on PEATC

LOOK **WHO'S NEW** AT PEATC!

BONNIE DAVIS **Intake Information Specialist**

Bonnie is a native of Roanoke, VA and a proud graduate of Virginia Tech. She brings to PEATC more than 15 years of experience with military life, and more than five years of work in the disabilities field. As an Intake Specialist Bonnie provides caring and professional support to parents and professionals who call, looking for ways to help their children with special needs 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 and her husband are the proud parents of three lively boys, two of whom have special needs.



GAIL BYRD RYDER **Administrative Coordinator**

Gail comes to us from Mitchellville, MD with more than 11 years of office administration in the public sector. Gail is responsible for reception and general office administration and staff support. She also provides administrative support to the Executive Director and Director of Programs and Operations. She is the proud mother of five children, including two sons serving in the military.



LYDIA MIDEROS **Latino Outreach Information Specialist**

Lydia is originally a native of Peru where she worked for 18 years, in a facility that provided care for mentally and physically challenged infants, children and adults. Some of the services included early childhood, cerebral palsy, down syndrome, autism, emotional disorders, epilepsy, learning disabilities, mental retardation and speech and language disorders.

Lydia reaches out to Latino families with her knowledge of disabilities, special education, and Spanish language skills. She continues to work with Arlington public schools to provide translation and interpretive services to parents of special education students. She is dedicated to meeting the concerns of students, school system, and parents.



www.PEATC.org

Features Special Education Tour, Fact Sheets and online disability resources

*If you want a simple and easy introduction to the special education process, visit our enhanced Web site at **www.peatc.org**.*

Our new online Special Education Tour is a brief tutorial, PowerPoint style, that you can take at your own pace.

Other new features include disability glossaries, special education fact sheets, and informative links to valuable online disability resources.

You Ought to Know

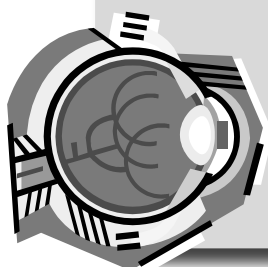
Older Children Can Benefit from Treatment for Childhood's Most Common Eye Disorder—AMBLYOPIA

Excerpts from NIH news release re: its National Eye Institute at: <http://www.nih.gov/news/pr/apr2005/nei-11.htm>.

Surprising results from a nationwide clinical trial show that many children age 7 through 17 with amblyopia (lazy eye) may benefit from treatments that are more commonly used on younger children.

Treatment improved the vision of many of the 507 older children with amblyopia studied at 49 eye centers. Previously, eye care professionals often thought that treating amblyopia in older children would be of little benefit. The study results, funded by the National Eye Institute (NEI), part of the National Institutes of Health (NIH), appear in the April issue of "Archives of Ophthalmology".

Amblyopia is a leading cause of vision impairment in children and usually begins in infancy or childhood. It is a condition resulting in poor vision in an otherwise healthy eye due to unequal or abnormal visual input while the brain is developing in infancy and childhood. The most common causes of amblyopia are crossed or wandering eye (strabismus) or significant differences between the eyes in refractive error, such as, astigmatism, farsightedness, or nearsightedness.



Rates of Success Treating Children With Amblyopia In Clinical Trial*

Treatment Group **

Ages seven through 1—53 percent
Ages 13 through 17, no prior treatments—47 percent
Ages 13 through 17—25 percent

Optical Correction Group (glasses only)

Ages seven through 12—25 percent
Ages 13 through 17, no prior treatments—20 percent
Ages 13 through 17—23 percent

* **The standard for success in the trial** was a child's ability to read at least two more lines on a standard eye chart using the eye with amblyopia. This may not be the maximum possible benefit that can be achieved with treatment.

** **Treatment was** eye patching, special eye drops, and near vision activities for ages seven through 12; eye patching and near activities for ages 13 through 17.

"This study shows how important it is to screen children of all ages for amblyopia," said study co-chairman Richard W. Hertle, M.D., Children's Hospital of Pittsburgh.

The study described in this release was conducted by the NEI-funded Pediatric Eye Disease Investigator Group.

For background information regarding amblyopia, please visit www.nei.nih.gov/ats3/background.asp.

A list of current study centers is available online at www.nei.nih.gov/ats3/centers.asp.



Juvenile Justice Bibliography

The National Center on Education, Disability, and Juvenile Justice (EDJJ) has updated their resource list. The new version of the bibliography includes an introduction to EDJJ and contains 3 sections of resources: parents/families, education, and prevention. Each section contains a list of related organizations and their Web sites. The bibliography can be found at: <http://www.pacer.org/jj/index.htm>

You Ought to Know

Online Advocacy Guide

"Making Your Case" was developed after many years of research on effective advocacy methods at the local, state and federal levels, and incorporates the best that "e-learning" tools have to offer. By taking part in this free learning program, participants will be better able to:

- Effectively "tell their story" to policymakers;
- Identify which policymakers would be most helpful in bringing about positive change;
- Write effective letters and e-mails;
- Conduct productive meetings with policymakers;
- Give effective testimony and answers to questions; and
- Organize with others to address important issues.

"Making Your Case" has been designed by the Minnesota Council on Developmental Disabilities for use by people with disabilities, family members, and concerned citizens. The program can be accessed any time by going to <http://www.partnersinpolicymaking.com/makingyourcase>

Cheri's Corner

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Highly Qualified Special Education Teachers

Cox and other administrators are also concerned about the provisions for "highly qualified" personnel. Special education teachers who teach a core subject must demonstrate competence in each core academic subject in the same manner as an elementary, middle or secondary school teacher. Core academic subjects include math, language arts or science. Consultative teachers and other special education teachers who do not teach core subjects do not have to meet the new requirements. All special education teachers must have a full state certification to teach special education (or equivalent licensure). This means they cannot have waivers on an emergency, temporary or provisional basis. By the end of the 2005-2006 school years, each person employed as a special education teacher must meet the requirements for "highly qualified." Expect a flurry of activity as the Commonwealth and local school divisions rush to meet this requirement.

Implementation without Regulations

Local school systems have been advised by the State Superintendent, Jo Lynne DeMary, that they will be asked to provide assurances that they are following the new law beginning July 1, 2005. Where state regulations and federal laws conflict, DeMary advised schools to follow federal law. The Virginia Department of Education has issued guidance to help localities comply with existing Virginia regulations and the new federal law. (see Box on Page 7) For example, instead of using an IQ test to determine eligibility for learning disability, a school system can consider whether the child has failed to respond to research-based intervention. With regard to dispute resolution (mediation, due process, and state complaints), the law in effect during the time the event occurred will be considered to be in effect.

Navigating Medicare and Medicaid Guides

The Kaiser Family Foundation released resource guides for people with disabilities, their families, and advocates wishing to navigate Medicare and Medicaid. The new guides, prepared by Bob Williams and Henry Claypool of Advancing Independence and Jeff Crowley of the Georgetown University Health Policy Institute, explain the role of Medicare and Medicaid for roughly 20 million children, adults and seniors with disabilities.

These guides offer a basic introduction to the Medicare and Medicaid programs, including answers to questions such as:

- *How do people with disabilities apply for coverage under Medicare or Medicaid?*
- *What is Medicare's policy for covering durable medical equipment?*
- *Where can people with disabilities turn if they need help in applying for Medicaid?*
- *How do people with disabilities appeal Medicare coverage decisions?*
- *Can a person with a disability who has Medicare and/or Medicaid be employed and still keep their coverage?*

These guides are available online in both PDF and HTML formats.

<http://www.kff.org/medicare/med020705pkg.cfm>

The Web site for Parents of Children with Down Syndrome of Northern Virginia (PODS) is www.podsnova.org
Call 703-569-5547
for more information.

Para Nuestra Comunidad



Lydia Mideros
PEATC
Especialista de
Información y
Colaboración
Latina

“Ask Ana”

Siguiendo con nuestro anhelo de orientarlo en la sección hispana de PEATC, responderé algunas preguntas de interés general que Ud debería conocer para contribuir en la educación especial de su hijo(a).

Q ¿Qué es la Ley Federal IDEA y como beneficia a mi hijo(a)?

IDEA es una importante Ley Federal que asegura una educación especial gratuita a los niños con discapacidades en las escuelas públicas. Este proceso incluye una participación activa entre los padres y las escuelas y garantiza servicios en un ambiente con menos restricciones.

Q ¿Cómo puedo conectarme con padres de familia que en Español, deseen compartir sus experiencias y orientarme para contribuir en la educación especial de mi hijo(a)?

La manera más directa es inscribiéndose en al PTA (Asociación de Padres y Maestros) en la escuela de su hijo(a) y voto en la escuela asistiendo a las reuniones donde conocerá otros padres de familia que quieran compartir sus experiencias. Otro camino sería el comunicarse con el PTI (Centro de Entrenamiento para Padres) en su estado. Su PTI estatal puede orientarlo y ayudarlo en la educación especial de su hijo. Estos centros son financiados por el Departamento de Educación de los EE.UU. para dar información a

los padres de los niños que requieren educación especial sea en Inglés como en Español.

Q ¿Qué tengo que hacer cuando mi niño(a) es diagnosticado con AD/HD (deficiencia relacionada con la atención (prestar atención)/hiperactividad?)

Lo primero que tiene que hacer es entender que Ud no está solo con esta situación diagnóstica, que no tiene nada que ver con la inteligencia o la habilidad para hacer un trabajo. Es solo una desventaja que Ud, su niño(a) y familiares superaran, aprendiendo y entendiendo nueva terminología, en otras palabras, nuevos conceptos y palabras nuevas que no son difíciles de aprender.

Recomendaciones:

- *Entendiendo claramente las desventajas y problemas que su hijo(a) tiene.*
- *Conociendo y teniendo más información sobre los derechos que tiene su hijo y que hay una Ley Federal llamada IDEA que lo protege.*
- *Buscando la ayuda de otros padres que tienen experiencia con este mismo problema que usted tiene y lo van superando día a día.*
- *Lo más importante es entender de que hay muchas formas de ayudar a su hijo(a) y que usted puede y debe pedir ayuda.*
- *Recuerde que su hijo(a) merece lo mejor.*

Q ¿Dónde puedo encontrar información en Español que me ayude a descifrar y entender el diagnóstico de mi hijo(a)?

En nuestra publicación anterior mencionamos como las diferentes clases de discapacidades han sido definidas

y categorizadas bajo la Ley Federal IDEA y la explicación de cada una de ellas, puede encontrarla en nuestro Web site: www.peatc.org donde de manera clara y sencilla tratamos de explicar a Ud el concepto de cada una de las discapacidades de acuerdo con IDEA y si tuviera alguna duda puede llamarme a la línea en Español 703-569-6200 o al 703-923-0010 ext. 103, así como también puede ingresar al Web site de otras instituciones como www.nichcy.org, centros comunitarios o agencias de su localidad.

Además de la comunicación entre padres me parece importante enumerar algunas organizaciones que como PEATC lo ayudaran a saber como ser parte activa en la educación de su hijo(a).

PEATC

6320 Augusta Drive, Suite 1200
Springfield, VA 22150
703-923-0010 ext. 103
703-569-6200 (en Español)

NICHCY

P.O. BOX 1492
Washington, DC 20013
1-800-695-0285
Washington, DC 20013

Por favor escríbame o envíeme su correo electrónico a AskAna@peatc.org o visite la página del Web en www.peatc.org y presione el teclado en Bienvenidos para mayor información sobre programas, y materiales de servicios de educación especial de PEATC todo en Español. ¡Hasta pronto!

Lydia Mideros recientemente vino a formar parte del PEATC como especialista de Información y Colaboración Latina. Sra. Mideros ha trabajado con escuelas y familias en la educación especial por más de 18 años y más recientemente ha dado ayuda a familias latinas a través de las escuelas públicas en el condado de Arlington en el estado de Virginia.

Latino Corner

“Ask Ana”

Dear Parents:

In keeping with our wish to orient Latino families through our PEATC press, Latino Corner, I will respond to very important questions in areas that you should know about to help you better understand special education for your child.

Q What is the federal law called IDEA and how does it help my child?

IDEA is an important federal law that ensures children with disabilities with special education the right to a free and appropriate public education. This process includes active participation between the parents and the schools and guarantees services in the least restrictive environment.

Q How can I reach other Spanish-speaking parents of children with disabilities to share their experiences and help me to support to my child's special education program?

The most direct way is enrollment in the PTA at your child's school, where you will have a voice and a vote at the PTA meetings. Also, you will get to know other parents who wish to share their experiences. Another way is to contact the Parent Training and Information Center (PTI) in your state. These centers are funded by the U.S. Department of Education to give information to the parents with special needs students.

Q What do I do when my child is diagnosed with Attention Deficit/Hyperactive Disorder (AD/HD)?

The first thing that you have to do is understand that you are not alone with this situation (diagnosis). It has nothing to do with intelligence or the ability to do work. It is only a condition that you, your child, and the family will successfully overcome by learning and understanding new terminology (words) that are not difficult to learn and understand.

Recommendations

- *Understand clearly, what kind of disability your child has.*
- *Know more about your child's rights (IDEA, federal Law).*
- *Look for support from parents who have experience with this situation.*
- *The most important is to understand that there is a lot of help for your child and that you can and should ask for help.*
- *Remember that your child deserves the best*

Q Where can I find Spanish information that will help me understand my child's diagnosis?

We mentioned in our previous newsletter how IDEA identifies disabilities by category and gives a definition for each one. You can find these on our website at www.peatc.org or visit the websites of other organizations. You can also visit community centers or neighborhood agencies. If you still need more information about it, you can call me en Español 703-569-6200 or 703-923-0010 ext.103.

In addition to the communication between parents, here is the contact information for PEATC and other institutions that help you to be an active part of your child's special education program with resources in Spanish.

PEATC

6320 Augusta Drive, Suite 1200
Springfield, VA 22150
703-923-0010 ext. 103
703-569-6200 (en Español)

NICHY

P.O. BOX 1492
Washington, DC 20013
1-800- 695-0285

Questions? Send e-mail to askana@peatc.org

Lydia Mideros recently joined PEATC as the Latino Outreach Information Specialist. She has been working with schools and families in special education for more than 18 years and has most recently been providing support to Latino families through her work with Arlington Public Schools for the last several years. She is a native of Peru.



PEATC at Work

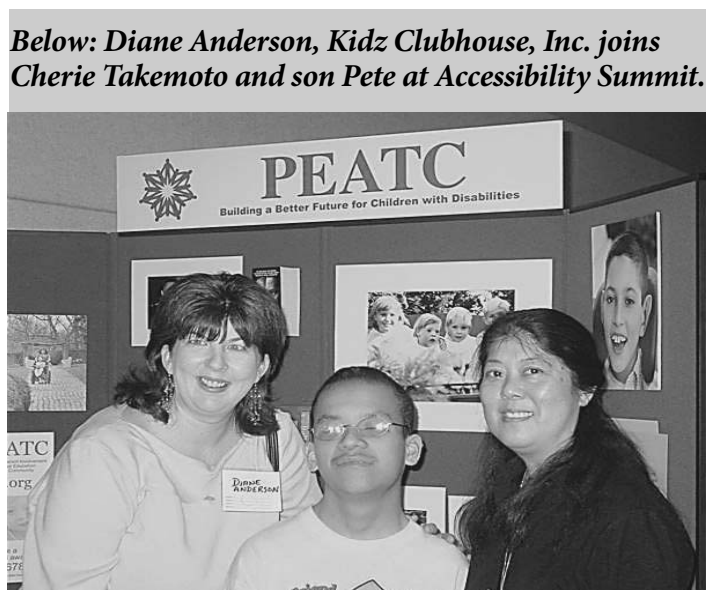


Above: PEATC Richmond Regional Office hosts April Board meeting. Left to right: Cherie Takemoto, Ex. Dir.; Doris Swain, Treas.; Florence Bey, VP of Personnel & Finance; Johnette Henderson, President.

Right: PEATC's Pierre Ames presents with Illinois NEXT STEPS trainers Bill McHie and Carol Farnum at Virginia Transition Forum.



Above: Board member Cassandra Coleman volunteers at McLean Bible Church's Annual Accessibility Summit.



Below: Diane Anderson, Kidz Clubhouse, Inc. joins Cherie Takemoto and son Pete at Accessibility Summit.

Virginia Parent Resource Centers

Parent Centers offer information, assistance, referrals and workshops to parents, volunteers and educators. For more information on VA, MD, and WVA Centers, visit us at www.peatc.org, or call 703-923-0010 or 800-869-6782.

VA State Team:	800/422-2083 Judy Hudgins	Henrico Co.	804/343-6523	Richmond	804/780/6084
Alexandria	703/706-4552	Henry Co.	276/632-7248	Roanoke City	540/853-2089
Allegheny Co./	540/863-1621 Covington	Hopewell	804/541-6443	Roanoke Co.	540/562-3900 x296
Arlington Co.	703/228-7239	Lexington/ BuenaVista/ Rockbridge Co.	540/464-8560	Russell Co.	INACTIVE
Bedford Co.	540/587-8990	Loudoun Co.	703/771-6765	Salem	540/389-0130
Brunswick Co.	434/848-2157	Lynchburg	434/522-3737	Spotsylvania Co.	540/582-3616
Caroline Co.	804/633-7083	Mecklenburg Co.	434/738-0524	Stafford Co.	540/658-6448
Chesapeake	757/482-5923	Montgomery Co.	540/381-6175	Suffolk Co	757/925-5579
Chesterfield Co.	804/743-3703	Newport News	757/886-7859	VA Beach	757/437-6539 757/437-6533
Colonial Hgts	804/524-3452	Norfolk	757/892-3318	Warren Co.	540/635-2171 x251
Culpepper Co.	540/829-2108	Orange Co.	540/672-9525	Waynesboro	540/649-0862
Fairfax Co.	703/204-3941	Page Co.	540/743-4669	Williamsburg/ James City Co.	757/229-8051 x158
Fauquier Co.	540/347-6117	Petersburg	804/861-4563	Winchester	540-678-3962
Floyd Co.	540/745-9440	Piedmont Reg.	434/975-9400	Wise Co.	540/395-5516
Franklin Co.	540/483-0280	Poquoson	757/868-7564	York	757/890-1017
Fredericksburg	540/372-1127	Portsmouth	757/393-8791	PADDA-Tidewater	888/337-2332
Frederick Co.	540/535-9006	Powhatan Co.	804/598-3034	PEATC-Richmond	804/819-1999
Giles Co.	540/626-7287	Prince George Co.	804/991-2242		
Goochland Co.	804/556-4867	Prince William Co.	703/791-8846		
Hampton	757/896-7623	Pulaski Co.	540/643-0204		
Hanover Co.	804/365-4596	Radford	540/731-3679		

Link to VDOE Parent Resource Centers list:
http://www.pen.k12.va.us/VDOE/Instruction/Sped/prc_list.pdf

State Team for Maryland
Family Support Services Coordinator: 800-535-0182

State Team for West Virginia
304-558-2696 or 800-642-8541



**“NEW IDEA 2004” Drive for Success!
DONATE TO PEATC AND
SAY “YES” TO EXCELLENCE IN EDUCATION**



PPEATC is proud to announce we have been awarded another five-year grant by the US Dept. of Education to continue as Virginia’s parent education, support, training and information center, serving families of children with disabilities and the professionals who serve them throughout the state. Our grant helps us offer no cost services to families, but your contributions help us meet the growing demand for complex and diverse training and outreach programs that reach out to Virginia’s diverse and hard to reach families and professionals across the state.

With the “urgent” demand for new IDEA 2004 training materials, PEATC is asking parents, partners and friends to consider making a contribution to help us develop uniquely user-friendly training to present around the state while continuing to provide quality education, advocacy training and support. While considering your giving, remember that donations to PEATC are fully tax-deductible. Once again, thank you for your support.

Enclosed is my tax-deductible gift of: \$ _____

Personal check (Payable to PEATC)

Visa Mastercard AMEX Account No. _____ Expiration Date _____

Signature: _____

Name: _____ Phone: Office/Home _____

Address: _____ E-mail: _____

City/State/Zip _____



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