



IDEA 2004: It's a New Law!

There have been some changes in the Individuals with Disabilities Education Improvement Act (formerly IDEA 97) or IDEA 2004. This is the law pertaining to the education of children with disabilities. From time to time, laws are reviewed to determine if they need to be revised or changed in order to remain relevant to the public. This law had been reviewed previously in 1997. The information in this article is taken from many sources including Pacer Center and the Center for Law and Education.

One very significant change is that the long established obligation for IEP (Individualized Education Program) teams to spell out short-term objectives for meeting each annual IEP goal no longer exists. Such short-term objectives are not required for those students who participate in the typical district-wide assessments. IDEA 2004 still requires a description of how progress toward meeting goals will be



measured and this progress most often will be measured through the use of the Iowa Test of Basic Skills (ITBS) or Iowa Tests of Educational Development (ITEDS). The IEP for students who participate in the Alternate Assessment must continue to have objectives.

Another major change is the new IEP attendance and participation requirements. The law has a new section that allows IEP team members to be excused

from attendance if their area is not being discussed. This section also has a new provision allowing alternate means of meeting participation such as conference calls and using written reports. Some families feel these are positive changes while others are concerned these provisions may limit the expertise that is brought to the IEP table. In either case, written parental consent is required before these actions can occur. In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the local educational agency (school) may agree not to convene an IEP meeting for the purposes of making such changes, and instead may develop a written document to amend or modify the child's current IEP. Changes to the IEP may be made by the entire IEP team or by amending the IEP rather than redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated into it.

One big area of concern for many families is discipline. The right of a student with a disability to "stay put" in his/her current educational placement pending an appeal is eliminated for alleged violations of the school code that may result in a removal from the student's current educational placement to an interim alternative educational setting. With the new law, provisions have been made to include inflicting "serious bodily injury" along with "involvement with drugs and weapons" as reasons for removing a student to an interim alternative educational setting. Another provision allows school personnel to consider any unique circumstances on a case-by-case basis when determining whether to change the placement of a child with a disability who violates a school code of conduct.

A very significant change in the law is the reduction of questions that a team needs to ask when determining if a student's behavior was a manifestation of the student's disability. Now, the team needs to only

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address two rather than four questions. The two questions are: 1) was the conduct in question caused by or had a direct and substantial relationship to the child's disability or 2) was the conduct in question the direct result of the local educational agency's failure to implement the IEP? If the IEP team determines that the answer to either of these questions is yes, the conduct shall be determined to be a manifestation of the student's disability.

There are two pilot projects that 15 states can be involved with. Upon Federal approval, 15 states proposing to reduce excessive paperwork and non-instructional time burdens can waive statutory and regulatory requirements for up to four years. Also, the Secretary of Education is authorized to approve proposals from up to 15 states to allow local school districts to offer, with parental consent, a multi-year IEP, not to exceed three years. Parents in these states will have to consent to the three-year IEPs that must be reviewed at natural transition points by the IEP team. The outcomes of these pilots may affect future legislation.

Along with these changes are many more concerning issues such as funding, dispute resolution, some eligibility changes for learning disorders, age eligibility for early intervention programs and due process. How these changes affect our children will depend, at least in part, on how the U.S. Department of Education interprets them through policies and regulations and how they are implemented at the state, district and school level. Most of these changes will be effective as of July 1, 2005.

If you have questions, good sources for more information on IDEA 2004 are available at: www.pacer.org/legislation/index.htm (Pacer Center); www.askresource.org (ASK Resource Center). The phone number at ASK Resource Center is 1-800-450-8667. You may also access information on the National Dissemination Center for Children with Disabilities website (NICHCY). That address is: www.nichcy.org. Your **Parent-Educator Connection Facilitator at the AEA** should also be able to help you understand IDEA 2004:

Kathy Anson, Clinton Service Center
1-563-242-6454

Carol Aden, Bettendorf AEA office
1-563-344-6287

Cindy Laughead, Muscatine Service Center
1-563-263-8476

You may reach any Mississippi Bend AEA office using 1-800-947-2329.



Iowa Summer Camps For Children and Adults with Special Needs

Abe Lincoln Camp

1624 West Front St., Blue Grass, IA 52726
563-381-3053 www.ymcacampabelincoln.org
Ages 4 – 17 and adults. Hearing, mental disabilities and special needs.

Albrecht Acres

14775 Sherrill Rd., Sherrill, IA 52073
319-552-1771 www.albrechtacres.org
Ages 2 – 18. Physical & mental disabilities

Camp SUPERKIDS

American Lung Association of Iowa

5601 Douglas Ave., Des Moines, IA 50310
515-278-5864 or 877-925-8647
Ages 7 – 14. Asthma & other lung diseases

Camp Courageous

12007 190th St., P.O. Box 418, Monticello, IA 52310
319-465-5916 www.campcourageous.org
Ages 3 – 99. Co-ed. Mental, physical, learning disabilities, hearing, visually impaired, autistic, ADHD disorders.

Camp Sunnyside

Easter Seals of Iowa

401 NE 66th Avenue, Des Moines, IA 50313
515-274-1529 www.ia.easter-seals.org
Ages 5 – 39. Physical & mental disabilities, spina bifida & epilepsy.

Camp Conestoga “Discoveries”

Dixon, IA
319-843-2955 or toll-free 1-800-798-0833
www.girlscouts-mvc.org/campconestoga.html
Ages 8 – 20. Girls special session. Mental disabilities. Also for children with diabetes and asthma who can be mainstreamed.

Hertko Hollow Camp

1192 166th Dr., Boone, IA 50036
515-432-7558 or toll-free 1-888-437-8652
www.camphertkohollow.com
Ages 6 – 16. Individuals with diabetes.

Iowa Baptist Deaf Camp

P.O. Box 80, Ventura, IA 50482
641-829-3824 www.irbc.org
Ages 10 to adult. Hearing impaired.

Camp Tanager

1614 W. Mt. Vernon Rd., Mt. Vernon, IA 52314
319-365-9164 www.camptanager.org
Ages 7 – 12. Diabetes, hemophilia and emotional disorders

Wyoming Camp

9106 42nd Avenue, Wyoming, IA 52362
563-488-3893
www.campwyoming.net
Ages 10 to adult. Mental disabilities

Language and General Knowledge

Children can develop language skills only if they have many opportunities to talk, listen and use language to solve problems and learn about the world.

Long before your child enters school, you can do many things to help her develop language. You can:

Give your child opportunities to play. Play is how children learn. It is the natural way for them to explore, to become creative, to learn to make up and tell stories and to develop social skills. Play also helps children learn to solve problems—for example, if her wagon tips over, a child must figure out how to get it upright again. When they stack up blocks, children learn about colors, numbers, geometry, shapes and balance. Playing with others helps children learn how to negotiate.

Support and guide your child as she learns a new activity. Parents can help children learn how to do new things by “scaffolding,” or guiding their efforts. For example, as you and your toddler put together a puzzle, you might point to a piece and say, “I think that this is the piece we need for this space. Why don’t you try it?” Then have the child pick up the piece and place it correctly. As the child becomes more aware of how the pieces fit into the puzzle, you can gradually withdraw your support.

Talk to your child, beginning at birth. Your baby needs to hear your voice. Voices from a television or radio can’t take the place of your voice, because they don’t respond to your baby’s coos and babbles. Your child needs to know that when he makes a certain sound, for example, “mamamamama,” that his mother will respond—she will smile and talk back to him. The more you talk to your baby, the more he will learn and the more he will have to talk about as he gets older.

Everyday activities provide opportunities to talk, sometimes in detail, about what’s happening around him. As you give your child a bath, for example, you might say, “First let’s stick the plug in the drain. Now let’s turn on the water. Do you want your rubber duck? That’s a good idea. Look, the duck is yellow, just like the rubber duck we saw on ‘Sesame Street.’”

Listen to your child. Children have their own special thoughts and feelings, joys and sorrows, hopes and fears. As your child’s language skills develop, encourage her to talk about her thoughts and feelings. Listening is the best way to learn what’s on her mind and to discover what she knows and doesn’t know and how she thinks and learns. It also shows your child that her feelings and thoughts are valuable.

Ask your child questions, particularly questions that require him to give more than a “yes” or “no” response. If, as you walk with your toddler in a park, he stops to pick up leaves, you might point out how the leaves are the same and how they are different. With an older child, you might ask, “What else grows on trees?”

Answer your child’s questions. Asking questions is a good way for your child to learn to compare and to classify things—different kinds of dogs, different foods and so forth. Answer your child’s questions thoughtfully and, whenever possible, encourage her to answer her own questions. If you don’t know the answer to a question, say so. Together with your child, try to find the answer.

Read aloud to your child every day. Children of all ages love to be read to—even babies as young as six weeks. Although your child doesn’t understand the story or poem that you read, reading together gives her a chance to learn about language and enjoy the sound of your voice.



You don’t have to be an excellent reader for your child to enjoy reading aloud together.

Just by allowing her to connect reading with the warm experiences of being with you, you can create in her a lifelong love of reading.

Be aware of your child’s television viewing. Good television programs can introduce children to new worlds and promote learning, but poor programs or too much TV watching can be harmful. It’s up to you to decide how much TV and what kinds of shows your child should watch.

Be realistic about your child’s abilities and interests. Set high standards and encourage your child to try new things. Children who aren’t challenged become bored. But children who are pushed along too quickly or who are asked to do things that don’t interest them can become frustrated and unhappy.

Provide opportunities for your child to do and see new things. The more varied the experiences that she has, the more she will learn about the world. No matter where you live, your community can provide new experiences. Go for walks in your neighborhood or go places on the bus. Visit museums, libraries, zoos and other places of interest.

If you live in the city, spend a day in the country. If you live in the country, spend a day in the city. Let your child hear and make music, dance and paint. Let her participate in activities that help to develop her imaginations and let her express her ideas and feelings.

This is an excerpt from a booklet titled *Helping Your Preschool Child* published by the U.S. Department of Education, Office of Intergovernmental and Interagency Affairs, Washington, D.C., 20202.

To order copies of the complete publication in English or Spanish **write to:** ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398 or **fax** your request to: **301-470-1244** or **email your request to:** edpubs@inet.ed.gov or **call** in your request toll-free: **1-877-433-7827** (1-877-4ED-PUBS). If 877 is not yet available in your area, call 1-800-872-5327 (1-800-USA-LEARN). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY), should call 1-800-437-0833.

This publication is also available on the Department’s Web site at: <http://www.ed.gov/parents/academic/help/hyc.html>

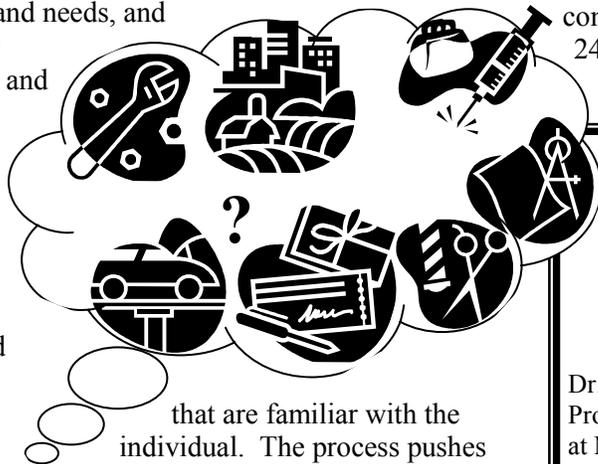


What is Person Centered Futures Planning?

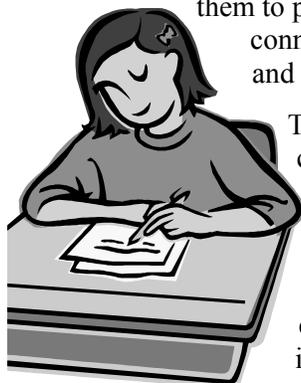
By Pauline Carr
Clinton High School

There are three Transition Advisory Boards (TAB) within AEA 9. Each TAB serves a certain area, those areas being Clinton/Jackson counties, Muscatine/Louisa counties and Scott County. The TAB is a group of local special educators, community agency representatives, family members, and individuals with disabilities. The TAB works together to improve services and outcomes for young people moving from school to adult life. The Clinton/Jackson Transition Advisory Board (TAB) has provided training in Person Centered Futures Planning (PCFP) to teams from local high schools for the last few years. TAB members have participated in the choosing of students and teams and coordinated the mapping activities. Many team members have expressed that the activities have helped them to overcome obstacles and open up new avenues to explore for their students.

Person Centered Futures Planning is a team effort to assist an individual in creating a vision of his or her future that accommodates specific strengths and needs, and allows the individual and family to guide the services received. The team is comprised of family and service providers



that are familiar with the individual. The process pushes them to pool resources and establish connections through mapping and action planning procedures.



The mapping procedure clarifies what the individual wants in life, the family's desires for the individual, and the current status of the focus person. Maps are created that focus on the individual's background,

relationships, preferences, places, dreams (future vision), choices, communication, and health. A variety of maps may be completed across time through multiple meetings. The meetings may be held at the individual's home, at school or at other locations.

The process begins with setting group rules, and establishing roles. The team discusses what has happened in the past, what is happening in the present, what works well and doesn't work for the student. Then the team brainstorms what a satisfying future would look like for this student. From these maps a vision statement is created. Support people are identified and problem solving to overcome obstacles is documented. Each meeting concludes with an action plan assigning specific tasks to various team members with a specified time frame. The plan includes the next meeting time and establishes the next map(s) to be completed.

Although PCFP can be time consuming, it greatly improves team communication and active participation among students, family members, teachers, and service providers. The process empowers the individual and creates a workable plan that all team members support. The vision statement and action plan may be incorporated into the Individualized Educational Program (IEP). Teachers, students, family members and community agency people have all found it to be well worth the time investment. For more information, contact Pauline Carr at Clinton High School (563-243-2435) or Jane Rock at Mississippi Bend AEA (344-6288 or 1-800-947-2329).



The Explosive Child

Monday, June 6, 8:00 - 4:30

West Des Moines, Iowa

Sponsored by the Iowa Federation for Children's Mental Health (IFFCMH)

Dr. Ross Greene, Director of the CPS (Collaborative Problem Solving) Institute in the Department of Psychiatry at Massachusetts General Hospital, will present a workshop on chronically inflexible and easily frustrated children. Dr. Green is a renowned speaker and author.

Intended audience: parents, educators, community service providers, and counselors.

Fee: \$60 per person or \$150 for a team of three. CEUs are available for nurses, social workers, and psychologists at a cost of \$10. Registration must be postmarked by May 15.

For more information and to register, contact the Iowa Federation for Children's Mental Health, c/o Lori Reynolds, 106 South Booth, Anamosa, IA 52205 or 319-462-2187 or Lori@iffcmh.org.



WHAT'S NEW in the Parent- Educator Library?



There are some exciting new materials in the Parent-Educator Libraries.

Here are some of the new children's books by Elizabeth Verdick: *Teeth Are Not for Biting* teaches preschoolers what to do instead of biting; *Feet Are Not for Kicking* gives preschoolers fun things they can do with their feet and lets them know that kicking people hurts; *Words Are Not for Hurting* is for ages 4 - 7 on how to choose appropriate words and includes activities and discussion starters. *How to Take the Grrrr Out of Anger* by Elizabeth Verdick and Marjorie Lisovskis provides advice for children and adults on how to control anger. Another preschool book, *Hands Are Not for Hitting* by Martine Agassi, teaches preschoolers acceptable things hands can be used for.

There are also new books and videos on parenting, ADHD and sign language, both for children with hearing impairment and for teaching infants how to communicate with signs before they are able to speak.

Youth Leadership Forum Now Accepting Applications

The Division of Persons with Disabilities, in partnership with the Department of Education, Division of Vocational Rehabilitation Services and the Department for the Blind, is currently accepting applications for the Iowa High School Youth Leadership Forum for Students with Disabilities.

The Youth Leadership Forum (YLF) takes place in Ames on the ISU campus from July 17th through July 22. It is a unique summer program designed to teach leadership and self-advocacy skills to high school students with disabilities. Each year about 30 students attend the forum. Many say that it has a tremendously positive impact upon their lives.

Iowa High School juniors and seniors with any type of disability who are interested in preparing for post secondary education and employment are urged to apply. Applications are online at www.state.ia.us/dhr/pd or contact the Division of Persons with Disabilities at 888-219-0471.

Invitation to Provide Input for the Office of Special Education Programs

The Office of Special Education Programs (OSEP) is conducting Verification Visits to states regarding their systems for early intervention and special education for children with disabilities under the Individuals with Disabilities Education Act (IDEA). The specific purpose of these visits is to review: (1) the accuracy of the data that the state collects and reports each year to OSEP; and (2) the effectiveness of the state's systems for identifying and correcting noncompliance with the IDEA requirements. They will be visiting Iowa during the week of July 11, 2005.

Prior to its visit to each state, OSEP wishes to hear from parents and other stakeholders regarding their experiences with, and views of, the strengths and weaknesses of the state's systems for identifying and correcting non-compliance. Therefore, ***OSEP has scheduled a conference call, through which parents and other stakeholders may provide their input. The call will take place on Thursday, May 19, 2005, from 11:00 A.M. to 12:00 P.M. (CST) for parents of children who are under 3 years of age. The call for parents of children who are 3 years of age and older is on the same day from 12:30 P.M. until 1:30 P.M. (CST).***

OSEP would like to invite all parents and other stakeholders who are interested to participate in this call. ***You may connect to the call by dialing 1-800-473-7796. The operator will ask you to provide the name of the chairperson for this call. That name is Kimberly Mitchell. The operator will also ask you if you would like to provide comments regarding the following questions:***

“How well does the state's monitoring system work in identifying and correcting noncompliance?”

“How well does the state's system for mediation, hearings, and complaints work in helping to resolve disputes?”

And there is one additional question for parents of children who are 3 years of age and older.

“How well does the State's system for State-wide assessment ensure that: (1) all children with disabilities are appropriately included in the assessment program; and (2) results for children with disabilities are reported with the same frequency and in the same detail as the results for nondisabled children?”

Those who indicate that they wish to provide comments will be called upon in the order in which they call into the conference call and each will be allotted 3-5 minutes for their comments.

If you have any questions, please contact LauraBelle Sherman-Proehl, Administrative Consultant, Bureau of Children, Family and Community Services at 1-515-242-6018 or email her at LauraBelle.Sherman-Proehl@iowa.gov.

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ATTENTION! PARENTS OF CHILDREN WITH SPECIAL NEEDS

You are invited to participate in “Parents as Presenters.”

This two-day workshop will teach you the skills you need to effectively share your story with college students and community professionals. There will be no cost for attending the workshop. Each family member selected to participate in “Parents as Presenters” will receive a stipend to assist with childcare, hotel, and travel expenses.

What: Parents as Presenters Workshop
When: Sept. 23-24, 2005
Where: Country Inn & Suites
1350 NW 118th St.
Clive, Iowa (a suburb of Des Moines)

! Participation will be
● limited to 40 family
members throughout the
state. Applications must be
received by May 13, 2005.

Contact Mary Schertz at 515-281-5433 (e-mail: mary.schertz@iowa.gov) or Paula Connolly at 515-223-6714 for application and/or workshop information. Linnie Hanrahan, Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319 (e-mail linnie.hanrahan@iowa.gov) must receive the application by May 13, 2005.

Selected participants will be notified by late June.

This workshop is co-sponsored by the Iowa Department of Education, Iowa SCRIPT, Parent-Educator Connection, Early ACCESS, the Kid Coalition, Family Voices, and the Parent Training and Information Center of Iowa.

Mississippi Bend Area Education Agency does not discriminate on the basis of race, color, creed, gender, marital status, sexual orientation, national origin, religion, age, or disability in its educational programs, services or employment practices. Inquires concerning application of this statement should be addressed to: Tom Wirtz, Equity Coordinator, 729 21st Street, Bettendorf, Iowa 52722. Telephone: (563) 344-6410

The Mission of the Mississippi Bend Area Education Agency is to improve teaching and learning for all students through active partnerships and assertive leadership in a climate of mutual respect.