



ecac

News Line

F A L L 2 0 0 3



“It is the duty of our nation to teach every child, not just some of them. I believe history will judge us by the way we teach our children.”

– Senator Elizabeth Dole



To help start the new school year off right, we invited Mary Watson, Director, Exceptional Children Division, North Carolina Department of Public Instruction to write a greeting to North Carolina families, educators, and others who receive ECAC's *NewsLine*.

September has traditionally been a month full of beginnings for people whose lives revolve around school. It is inevitable at this time of year that we take a moment to reflect on where we are, where we've been and where we are headed amidst the seeming multitude of forces specifically orchestrated to impact our schools and students. Any way you spell it - NCLB, IDEA, ABC's, AYP, FAPE, IEP, EOG, NCAAP, NCAAAI, OCS, - it is exciting to note that our common focus is on valuing children, and directing our efforts to produce results and achieve meaningful outcomes. When schools create positive, inclusive learning environments with high expectations for all students, there are amazing results in attendance, school climate as well as test scores for all students.

*As I write, we are preparing for the Division's 53rd Conference on Exceptional Children, which will be October 27-29 at the Koury Convention Center in Greensboro. It is fitting that the Division has selected the words from Helen Keller, *Together We Can Do So Much*, as the Conference theme. We value and wish to promote the joy and work of cooperation and collaboration. We are very aware that to accomplish our goal of improving outcomes for students with disabilities, we must all work collaboratively. Parents, teachers, related services personnel, teacher assistants, administrators and others must share the vision of increasing achievement for all students and work together to meet the expectations of schools and the unique, often complicated learning needs of children to reach this shared vision. It will be important to stay focused and not become overwhelmed by new and changes to federal and state legislation as we continue to implement No*

*Child Left Behind and work with the reauthorization of IDEA. I truly believe **Together We Can Do So Much!***

The Exceptional Children Division looks forward to working with all of our partners to achieve with them the very best results for students with disabilities and their peers.

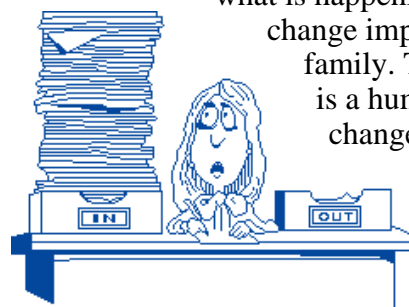
– Mary N. Watson, Director
Exceptional Children Division

Change is Happening!

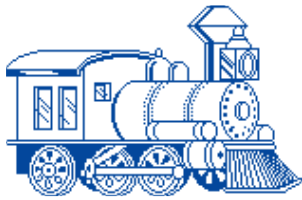
According to Webster's Dictionary, change is "a passing from one form to another"... and in North Carolina today many of the "forms", the systems that have served our children, are undergoing significant changes. For example,

- The NC Department of Health and Human Services, Division of Mental Health, Developmental Disabilities, and Substance Abuse is undergoing a complete change in structure both in Raleigh and your local community. Area Programs are changing to *Local Management Entities (LME)*, some are merging so the number will be reduced, and many services will be provided through a *Provider Network*.
- The Developmental Evaluation Centers will be changed to Children's Developmental Service Agencies (CDSA) which will have responsibility for evaluating, providing child care coordination, ensuring services for infants and toddlers with disabilities.
- The reauthorization of IDEA has the potential to significantly change the contents of Individualized Education Programs for school age students with disabilities.

Change is hard and large agencies often have difficulty moving from the status quo even if the change is designed for improvement. As parents, we will also have to do more work to figure out what is happening and how the change impacts our child and family. The following page is a humorous look at change... we are all going to need to keep our sense of humor for the next several years!



Why Change is Hard!



The US standard railroad gauge (distance between the rails) is 4 feet 8.5 inches. That's an exceedingly odd number. Why was that gauge used? Because that's the way they built them in England, and English expatriates built the US railroads. Why did the English build them like that? Because the first rail lines were built by the same people who built the pre-railroad tramways, that's the gauge they used. Why did "they" use that gauge then? Because the people who built the tramways used the same jigs and tools that they used for building wagons, which used that wheel spacing.



Okay! Why did the wagons have that particular odd wheel spacing? Well, if they tried to use any other spacing, the wagon wheels would break on some of the old, long distance roads in England, because that's the spacing of the wheel ruts. So who built those old rutted roads? The first long distance roads in Europe (and England) were built by Imperial Rome for their legions. The roads have been used ever since. And the ruts? Roman war chariots first made the initial ruts, which everyone else had to match for fear of destroying their wagon wheels and wagons. Since the chariots were made for, or by Imperial Rome, they were all alike in the matter of wheel spacing.



Thus, we have the answer to the original question. The United States standard railroad gauge of 4 feet, 8.5 inches derives from the original specifications for an Imperial Roman war chariot. Specifications and bureaucracies live forever. So, the next time you are handed a specification and wonder which horse's rear came up with it, you may be exactly right. Because the Imperial Roman war chariots were made just wide enough to accommodate the back ends of two war-horses.

And now, the twist to the story ... There's an interesting extension to the story about railroad gauges and horses' behinds. When we see a Space Shuttle sitting on its launch pad, there are two big booster rockets attached to the sides of the main fuel tank. These are solid rocket boosters, or SRBs. Thiokol makes the SRBs at their factory in Utah. The engineers who designed the SRBs might have preferred to make them a bit fatter, but the SRBs had to be shipped by train from the factory to the launch site. The railroad line from the factory had to run through a tunnel in the mountains. The SRBs had to fit through that tunnel. The tunnel is slightly wider than the railroad track, and the railroad track is about as wide as two horses behinds. So the major design feature of what is arguably the world's most advanced transportation system was determined by the width of a Horse's rear end!



The Individuals with Disabilities Education Act *Will* Be Changed

Last Spring, the United States House of Representatives passed the “Improving Education Results for Children with Disabilities Act of 2003” (HR 1350) in order to reauthorize the Individuals with Disabilities Education Act (IDEA). Major Laws such as IDEA must be reauthorized or repassed periodically in order to continue to be funded.

The House bill makes significant changes in IDEA including:

- giving school personnel the authority to remove a child to an interim alternative education setting for 45 days for violating the school’s *standard code of student conduct* (currently, students can be removed for possessing or carrying a firearm to school, possessing, selling, or distributing illegal drugs, or exhibiting behavior that “is substantially likely to result in injury to the child or others);
- IEPs would not contain short term objectives after the 2004-2005 school year;
- parent can choose to write a 3 year IEP.

The Next Step – The United States Senate’s bill (S.1248) has been passed by the Senate committee that deals with education and must now be voted on by the entire Senate. This vote could happen before the Senate adjourns (finished their work) this fall, however, it probably will not be considered until Congress comes back into session in January.

The proposed Senate bill is, in the opinion of many advocates, better for students with disabilities than the House bill. Things we like about this bill include provisions for alternate assessments, positive behavioral supports, school to life transitions, and personnel standards. However, the bill does make significant changes and most advocates are extremely concerned that the bill eliminates the “stay put” provisions of current law and feel that this is a major reduction in the rights of students with disabilities. Under the proposed Senate bill, if a student with a disability is excluded for more than 10 school days for violating school rules, and the IEP team determines that the behavior is not a manifestation of the disability, the student has no right to “stay put” in their current educational placement even if their parents challenge the decision by requesting a hearing.

The proposed Senate bill also:

- eliminates short-term objectives and benchmarks from IEPs;
- requires all parents who file for due process to go to a meeting to explain their complaint;
- permits the option for a three year IEP only for students between the ages of 18 and 22.
- changes the process by which students with disabilities can be disciplined for various violations of school code of conduct including permitting schools to remove certain students from their current placement for specific violations even if the action was a result of the child’s disability.

Amendments – Once a bill is “introduced on the floor” which means introduced so it can be voted



on, members of Congress can propose amendments or changes to the bill. There are several amendments that are being discussed by Senators including an amendment to IDEA that will change No Child Left Behind (NCLB). That amendment will exclude children with disabilities from the Adequate Yearly Progress (AYP)

calculation if a school is determined to be failing because of the scores of students with disabilities. This means that if the test scores of the students with disabilities are the reason the school does not meet their goals and is then considered “failing”, the scores of the students with disabilities will not count.

Most groups representing families and children with disabilities feel that this would be discriminatory and according to the Disability Rights Education Defense Fund (DREDF) this amendment would change NCLB to “Leave Children with Disabilities Behind” because if schools don’t have to count the scores of students with disabilities, they will not be held accountable for educating them and will have no incentive to comply with the law and provide services.

Other amendments that might be introduced include:

1. Mandatory full funding for IDEA,
2. A limitation on attorneys’ fees for lawyers representing families,
3. A voucher amendment which will allow parents to use federal IDEA funds to educate their students in private schools.

After the Senate Bill Passes – The House bill that has already passed and the proposed Senate bill are very different so, after the Senate passes

their bill, a conference committee made up of both Senators and Representatives must work to make the two bills into one piece of legislation. The members of Congress begin with both bills, fight for their bill, negotiate, compromise, and blend the two into a law that reauthorizes IDEA. After the Conference Committee has created a piece of legislation, both the House and the Senate have to revote on the new bill. Since the House bill and proposed Senate bill are significantly different from each other and both make drastic changes in current law, we know that this new law will not contain the same rights that students with disabilities now have.

Communicating with Policymakers – The Senate bill might have passed before you receive this newsletter, however, it is always appropriate for your representatives in both the House and Senate to hear your opinion and understand the issues of families of students with disabilities. Let them know about what you like or dislike about the legislation. It is important that they know children with disabilities in their district and state.

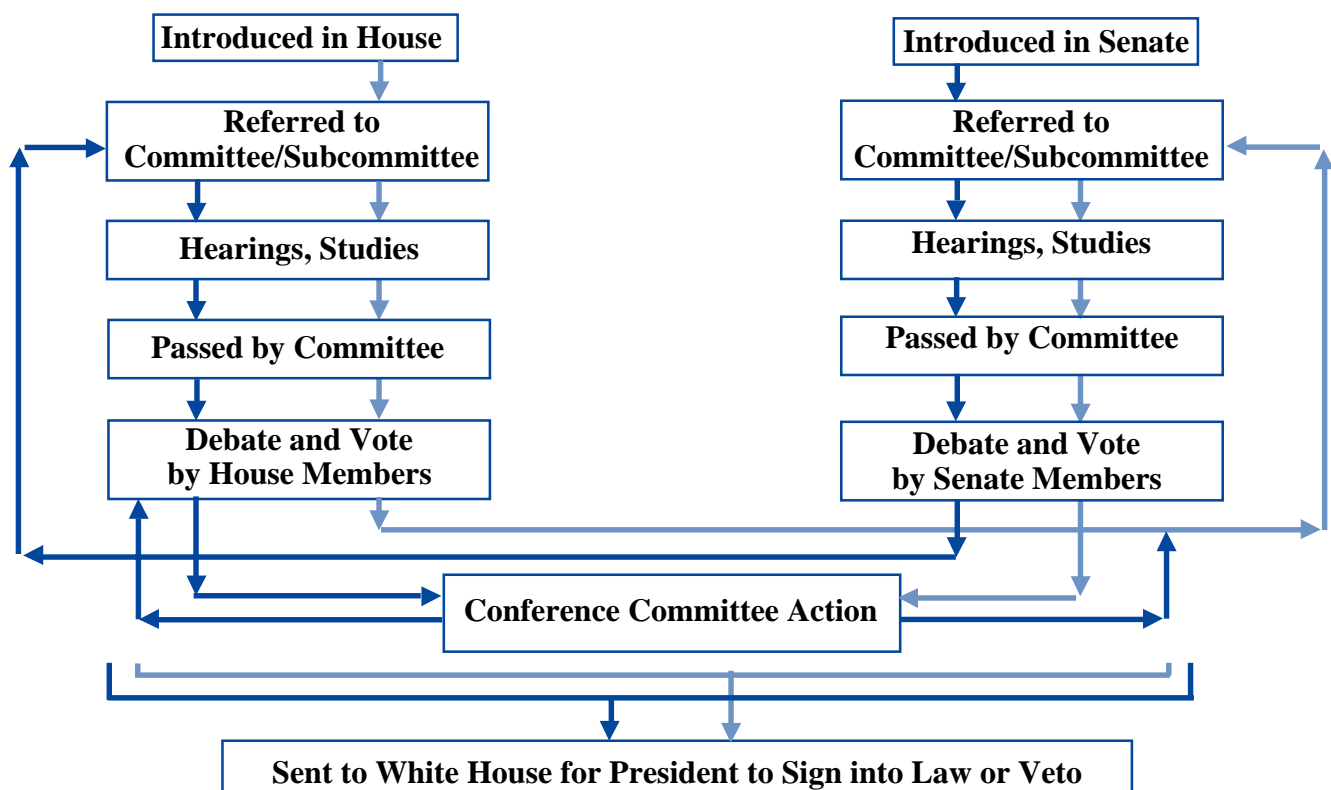
Staying Informed – The ECAC website www.ecac-parentcenter.org will continue to contain updates and information. In addition, most state-wide and national disability organizations should be able to provide you with current information. You

can also get on the DREDF e-mail list by emailing www.preserveIDEA@dredf.org

Learning About the New Law – Historically, the US Department of Education has written regulations for IDEA before school systems were required to implement or follow the entire new law. We do not know if that will be the process this time or if all or parts of the law will go into effect soon after it is passed. We do know that parents and other advocates are going to have to work hard to learn about all of the changes in the law.

Since ECAC is the state wide Parent Training and Information Center for North Carolina, we have in the past been included in training programs on new legislation provided by the US Department of Education, Office of Special Education Programs. We anticipate that this will happen again and we will then share that information with parents and other interested people in our state. As soon as possible after the new law is passed, we will develop a new parent information packet and schedule a series of workshops in all sections of the state. We are also planning on a series of conference call training sessions on particular topics related to the new law. Learning all of this new information will be hard – but we are all in it together!

How a Bill Becomes a Law



Keeping in Touch with IDEA

It would take a crystal ball to predict the final changes that will be made to the Individuals with Disabilities Education Act Amendments of 1997. Our congress is working hard to reauthorize this important legislation and it is a complicated process. Some of those changes will be positive ones and some may not, but whatever the outcome, it is important that you keep informed and understand how changes might affect your child or the children you teach. Let your legislators know how important this is to you and let them know what you think!

Probable sections to change	US House of Representatives <i>already has passed</i>	IDEA <i>current law</i>	US Senate <i>currently proposed</i>
Teacher Qualifications	All teachers of core subjects must be <i>highly qualified</i> no later than the 2005-2006 school year, as defined in No Child Left Behind. Requires a bachelor's degree and certificates in the subject that he/she teaches.	Each state decides teacher qualification requirements.	Would allow an extended time (beyond the 2005-06 school year) for teachers to be <i>highly qualified</i> . Also proposes an alternate method for teachers of students with severe cognitive disabilities to meet the requirement. Special Education teachers who also teach core subjects must have dual certification.
Individualized Education Programs - IEPs	Short-term objectives would continue until 2005-06 when NCLB requirements begin. Federal model IEP Forms to be developed	IEPs contain short-term objectives and benchmarks. They are reviewed and revised annually with entire IEP team in attendance.	Short-term objectives would be erased. Positive behavior <i>interventions</i> would be added.
Reduction of Paperwork	With agreement by the IEP Team, 3-Year IEPs can be written. Also provides for flexibility in attendance during IEP meetings.	Specific language not currently addressed.	3-Year IEPs considered only for students 18-21. All others still annual. Also reduces the number of times procedural safeguard notices will be sent.
Discipline	Each infraction is considered individually. Educational services will continue, yet allows students to be removed from the general educational setting for up to 45 days, or as set by each state. Would eliminate manifestation determination hearings, Functional Behavioral Assessments and BIPs.	Under IDEA, students can be removed for up to 10 consecutive days during which they are not entitled to educational services. After 10 days, students will receive educational services. Students who bring drugs or weapons to school may be removed for more than 45 days, as decided by the local educational agency (LEA).	Services remain after student is disciplined. Proposal retains manifestation determinations, and the 45 day rule. Mandates a 20 day expedited hearing when discipline measures are disputed by parents and includes positive behavior interventions for students with behavior problems.

Don't Forget the Most Important Part of the IEP *Present Level of Educational Performance*

It is hard to know where you are going unless you really know where you are! So the key to writing IEP goals that are designed to benefit your individual child, is to write an accurate present level of educational performance.

The Individuals with Disabilities Education Act (IDEA) says

The IEP for each child with a disability must include...a statement of the child's present levels of educational performance, including

(i) How the child's disability affects the child's development and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.



According to A Guide to the Individualized Education Program written by the US Department of Education, Office of Special Education and Rehabilitative Services, the information to write the present

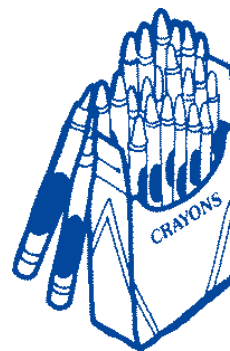
level of educational performance comes from evaluation results such as classroom tests and assignments, individual tests given during evaluations and reevaluations, and observations made by parents, teachers, related service providers, and other school staff. (You can request a copy of the Guide from ECAC at 1-800-962-6817). Remember that the information can come from "observations" including those made by parents, not only written evaluation data. This is important because "tests" are not always the most accurate picture of students with disabilities.

The NC recommended IEP form says that the present level of educational performance should "include specific descriptions of strengths and needs that apply to current academic performance, behavior, social/emotional development, other relevant information, and how the student's disability affects his/her involvement and progress in the general curriculum". This statement recognizes that for many students with disabilities areas such as behavior and social/emotional development are

critical components to an appropriate education. If needed, make sure you address those issues when writing the present level of educational performance for your child.

Also, make sure that the descriptions are "specific" and give you information that can be actually used to write a goal. For example, "John reads at the 4th grade level" does not tell you why John reads at that level and gives you no information on which to base a goal. In addition, the present level of performance should never contain the child's disability, for example, "Sheila is autistic". The present level of educational performance can, however, contain a description of the impact that disability and can be addressed by an IEP goal such as "Sheila does not make eye contact or verbally express herself to interact with her classmates. She grabs others or their clothing to initiate conversation or join in a group." That present level of educational performance could be the basis of a goal such as "Sheila will increase her expressive language skills to initiate and join in conversations with others."

Writing a descriptive present level of educational performance (PLP) makes writing the rest of the IEP easier. The present level of educational performance is the foundation for IEP goals. Once you have identified the PLP (where the child is), you know your child's needs. Those needs should turn into IEP goals that are truly appropriate for your child.



**We could learn a lot from crayons:
Some are sharp, some are pretty, some
are dull, some have weird names, and
all are different colors ... but they all
exist very nicely in the same box.**

– Author unknown



Glad You Asked

Question:

Our daughter, who is four, receives services from the developmental preschool. Speech therapy has greatly improved her ability to communicate over the past few months. We asked for speech therapy as extended school year service over the summer, but were told that they didn't feel that our daughter will regress over the three months of summer, therefore they will not provide services.



Answer:

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) removed the requirement of showing regression as the only determiner for extended school year services; however, there are several factors that should be considered in determining the need for ESY services. These include: **Category of disability** (does the child's disability require consistent, highly structured programs, is there a predispositions to regression and limited capacity to recoup skills when programming is interrupted); **Severity of Disability; Parents' ability to provide an educational structure at home** (looking at the complexity of program, time constraints, lack of expertise, or other factors); **Child's rate of progress** (the rate at which the child learns skills or behaviors, and the extent to which the child has mastered and consolidated an important skill or behavior area).

– taken from Pic's-n-Pieces,

Volume 13, Issue 1 (September/October 2003)

Question:

My daughter is a special education student and this year most of her peers will be graduating. Although she will continue going to school until she is 21, I think it is really important for her to participate in the graduation ceremony along with the students that she has been going to school with. Can my daughter be



allowed to "walk across the stage" during the graduation ceremony with her class even though she will be returning to the high school next year to continue her education?

Answer:

There are no federal or North Carolina state laws or guidelines that specifically address this issue, so you may first want to check to see whether your local school district has developed a policy on this subject. If the school district does not have a policy, the school's Principal has the authority to approve or deny your request. We suggest that you ask to meet in person with your Principal to discuss your request and the reasons why you feel that it is important for your child to share this significant experience with the group of people with whom she most relates to as peers. Let the principal know that you are not expecting a diploma at this time and that even if she is only handed a blank piece of paper (many times graduating students are not given their actual diplomas during the ceremony anyway), being included in the ceremony is what you are asking for.

It is also quite likely that the other students in her class have formed strong relationships with your daughter and *they* would appreciate the opportunity to celebrate their mutual accomplishments along with her. It is not uncommon to have some of the loudest applause erupt as the name of a student with a disability is announced. The other students, teachers and staff not only recognize the magnitude of the achievement, but confirm that the student with the disability belongs to this graduating class! "Walking" without actually graduating with a diploma will not take away your child's right to a free and appropriate public education (FAPE) through age 21.



You've got mail!

In an effort to get your *NewsLine* to you faster and also cut costs, ECAC is developing a list of readers who would prefer to receive an **electronic copy** (PDF version) of *NewsLine*, rather than the paper version. If you would like to receive *NewsLine* editions via email, please email: NewsLine@ecacmail.org to let us know.



Situaciones de la Transición

pregunta:

Nuestra hija, tiene cuatro años y recibe atención del desarrollo pre-escolar. En los últimos meses, ha mejorado notoriamente su habilidad para comunicarse. Nosotros solicitamos la terapia de lenguaje como un servicio adicional durante el verano, pero nos dijeron que ellos no creían que nuestra hija pudiera sufrir un retroceso durante los tres meses del verano y no nos dieron el servicio.



respuesta:

Las correcciones de 1997 al Decreto para los Individuos con Discapacidades en Educación (IDEA Individuals with Disabilities Education Act) dictaminaron que el hecho de sufrir un retroceso, no es determinante para que los servicios se extiendan más allá del año escolar. Sin embargo, hay muchos factores que deberían considerarse para evaluar la necesidad de que éstos servicios se prolonguen (ESY), los cuáles incluyen: Categoría de la discapacidad (El tipo de discapacidad del niño requiere de program consistentes y altamente estructurados?); Existe una predisposición a sufrir un retroceso que limite la capacidad de recuperar habilidades, si el programa es interrumpido?); Severidad de la Discapacidad; Capacidad de los padres para proveer una estructura educacional en casa (considerar la complejidad del programa, limitaciones de tiempo, falta de experiencia y otros factores); Rápidez de progreso (la rapidez con la que el niño desarrolla habilidades o comportamiento, y el punto en el que el niño ha logrado dominar y consolidar alguna habilidad importante ó un área de comportamiento.

– taken from Pic's-n-Pieces,

Volume 13, Issue 1 (September/October 2003)

pregunta:

Mi hija es una estudiante de educación especial y este año muchos de sus compañeros se van a graduar. Aunque ella va a continuar la escuela hasta la edad de 21, creo que es muy importante para ella participar en la ceremonia de graduación junto con los otros estudiantes que han estado con ella en la escuela. Va a poder mi hija caminar a través del escenario, durante la ceremonia de graduación con su clase, aunque tenga que seguir su educación de bachillerato (high school) el próximo año?



respuesta:

No hay ley federal ó estatal en Carolina del Norte ó directrices que se refieran específicamente a este caso, así que primero tendría que verificar si el distrito escolar local ha desarrollado alguna norma para éste aspecto. Si el distrito escolar no tiene una norma, el Director de la escuela tiene la autoridad de aprobar o negar su petición. Nuestra sugerencia es que se reúna con el Director para hablar sobre ésta situación y las razones que Ud. tiene para pensar que esto es importante para su hija, el que comparta ésta experiencia tan significativa con sus compañeros, que son las personas con las que está muy vinculada. Aclárele al Director, que Ud. no espera que se le otorgue un diploma y aunque tan solo se le dé un papel en blanco (muchas veces no se entregan los diplomas reales a los estudiantes que se gradúan) lo más importante es que se le incluya en la ceremonia, que es lo que Ud. solicita.



Es muy probable que su hija haya hecho muy buena amistad con algunos estudiantes de su clase y ellos van a valorar la oportunidad de celebrar junto con ella éste logro mutuo. No es de extrañar que se escuche un fuerte aplauso cuando se nombra a un alumno con alguna discapacidad. Estudiantes, maestros y personal en general reconocen que el estudiante con una discapacidad pertenece a la clase graduada y la magnitud de su logro! Caminar sin graduarse con un diploma, no le quita a su hija el derecho de tener una educación pública, libre y apropiada (FAPE) hasta la edad de 21.

Helping your Child Read and Understand



The *No Child Left Behind* legislation has resulted in a stronger emphasis on reading for ALL children. This is a “good thing”, however, the school year has started and many students with disabilities are struggling with reading. One of the most important things you can do for your child is to understand what makes a good reader and support and practice those skills at home.

In order to be a good reader, your child must be able to do two things at the same time:

- 1) decode words which means to read words by sounding out the letters in the right order on the page and
- 2) understand what the words mean.

Children are first taught how to read single words but being good at reading single words is not the only skill your child needs to read well. Once a student has become good at decoding single words, he or she needs to learn to read “fluently”.

Fluent readers have moved beyond decoding single words well. Fluent readers read quickly and automatically. They can read with expression. They tend to separate sentences into groups of words based on the meaning. They also tend to read many individual words automatically. They can understand what they are reading. This is the ultimate goal for reading well.



It is hard to understand what you are reading when you are not a fluent reader. Researchers believe that everyone has a limited ability to pay attention when learning a new task. So, if your child needs to use a lot of attention to decode single words, there is little left over to use understanding what he or she has read. Once decoding single words becomes automatic,

attention can then be turned to meaning. Fluent readers can begin to enjoy the meaning of what they read. They can move beyond learning to read. They can now read to learn.



In her book, *Overcoming Dyslexia*, Dr. Sally Shaywitz Co-Director of the Yale Center for the Study of Learning and Attention, advises that children who are struggling with dyslexia get additional reading practice and fluency training at home. She writes, “I urge parents of dyslexic children to make fluency training – repeated oral reading – their number one priority.”

This concept doesn’t just apply to students with dyslexia. Fluency is critically important for all readers. At whatever reading level your child is, there are some things you can do to help improve fluency.



Encourage your child to do more reading.

The best way to become a better reader is to spend time reading. Anything you do to encourage your child to spend more time with books or stories will make him or her a better reader. When practicing reading, it is important to have your child read materials in which they can read 80 to 90% of the words automatically. It is this practice with words that your child can read automatically that helps improve fluency.

Reading aloud to your child while he or she watches the words on the page is also helpful. You can also turn on the captioning while your child is watching TV. Write simple notes (using words he or she knows) to your child. The more your child reads, the more automatic reading will become, so ANY reading is better than no reading.

Reading new materials or re-reading familiar materials both help improve fluency.



Researchers have tried to figure out what types of reading material are best for improving fluency.

It does not matter whether this time is spent reading new things or re-reading favorite selections (as long as most of the words are familiar). If he wants to, allow your child to re-read his favorite book one more time. It may not be interesting to you, but it is helping your child become fluent.



Read aloud not only to your child, but WITH your child.

Parents can serve as a good model of a fluent reader for their child. Read out loud *together* with your child. This is sometimes called choral, paired or assisted reading and is easy using the following steps:

- Let your child pick out something interesting to read.
- At first, you take the lead and let your child will follow you.
- Point to the words as you pronounce them.
- Read clearly and with expression.
- Go at a pace that is comfortable to your child.
- Let him or her follow along with your voice and point (with support, if needed) to the words that you are both saying.
- If your child wants to read a bit alone, let him.
- Step in when he struggles over a word. Pronounce the word correctly and begin reading aloud together at the start of that sentence.

This method is multi-sensory: it combines your child's senses of vision and hearing with the motor activities of speaking and pointing. Done on a regular basis, this activity can help your child make great gains in fluency. While it is not always as effective as reading with a parent or other person, many children will be able to also benefit from reading out loud with a recorded book-on-tape. Books-on-tape are available in many neighborhoods at the local library.



Good fluency instruction includes learning about the rhythm and expression of our language.

You — or the voice of the speaker on a book-on-tape — are a role model for reading with expression. By listening to expressive reading at a good pace, your child is learning how to group words into meaningful phrases. Good rhythm and expression help readers understand and enjoy what they are reading.

Families **can** help their children become better readers. They can do this by making reading fun

and surrounding children with lots of things to read. Remember that a good reader must do more than learn to read single words on a page. Your child must also increase fluency to understand what he or she is reading.

Excerpted and adapted from Families and Advocates Partnership for Education (FAPE) Promising Practices 37 Fluency: Helping Your Child Read and Understand, Pacer Center, Inc., Minneapolis, Inc. Link to original fact sheet in its entirety at www.ecac-parentcenter.org under FAPE.

Fluency Tip:

One quick way to find out if a story is too hard for a student is to count out 100 words in the story or passage and have the student read that section. Then, count the number of mistakes, if any. If there are 10 or more mistakes in 100 words (including words left out or added, or words you have to supply), the story is too hard. Choose an easier story for fluency practice.



— adapted from Denton and Hasbrouck, *Teaching Students with Disabilities to Read*, Peer Project, 2000, p.26. (ECAC Lending Library #4017).

Questions that families can ask to learn specific information about their child's academic progress:

The winter/spring 2003 *News Line* featured three pages of questions that parents can ask their child's teacher(s) to gain specific information about their child's performance in reading, writing, spelling and testing. A more detailed version of this question worksheet can be downloaded from the ECAC website at www.ecac-parentcenter.org or can be requested by calling 704.892.1321 or the parent information line at 1.800.962.6817.

Mark your calendars for ECAC's *Literacy for All* Conference for Families

Saturday, February 28, 2004
9 AM to 3 PM in Greensboro, NC

ECAC is pleased to announce *Literacy for All... a conference for families*. The conference will include a wide range of topics on literacy and reading for ALL students. We are planning sessions for families with students with learning disabilities, students with mental retardation, and for students who struggle with reading for any reason! Please mark your calendars now and plan to attend! Watch the ECAC website www.ecac-parentcenter.org for upcoming information.

The conference is being made possible with funding from the North Carolina State Improvement Project, North Carolina Department of Public Instruction, Exceptional Children Division.

The Literacy Resource Guide for Families and Educators

The *Literacy Resource Guide for Families and Educators* highlights current research-based literacy resources available through the U.S. Department of Education and its funded projects. This new 52-page guide lists whether the resources are available in print, online, CD-rom or videotape. The description of each item includes information about cost (many are free), ordering, and relevance for specific audiences (e.g., older students, students with disabilities, and English-language learners). Symbols also denote resources that address one or more of the five key early reading skills: phonemic awareness, phonics, vocabulary, reading comprehension and fluency. This guide is available to borrow from the ECAC Lending Library or to purchase by sending a check or money order for \$10 payable to: Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120.

Internet Reading and Literacy Resources

WiLearns
(Wisconsin Literacy Education and Reading
Network System)

www.wilearns.com/apps/

click on families on menu on the left

National Education Association's Read Across
America for Parents

www.nea.org/readacross/parents.html

The International Children's Digital Library

www.icdlbooks.org

International Reading Association

www.reading.org

U.S. Dept. of Education

www.ed.gov

National Center for Literacy

www.famlit.org

National Institute for Literacy

www.nifl.gov

ZYGO - Literacy and students using
Augmentative and Alternative Communication
(AAC) systems

<http://www.zygo-usa.com/chat/2001/mcwlit.html>

Colorin Colorado!: informacion, actividades
y asesoria para padres de familia que
hablan espanol.

<http://www.colorincolorado.com/>



Tips for Successful Transition Planning

1. Don't lose sight of the student's individual needs or preferences – cookie cutter, one size fits all programs don't work.
2. Make sure you build learning self-determination and self advocacy skills into transition planning. All students need to leave school with the ability to make their own choices and advocate for themselves. This also applies to students with severe disabilities – you just have to get more creative in how you support choices and interpret communication.
3. Students must be involved in planning for transition, making choices, and setting goals.
4. Do as much teaching of self-determination and job skills as possible in the actual environment the student wants to enter, for example, the job site, community college, bus, grocery store, etc.
5. Identify and use other people such as friends or co-workers to help teach and reinforce skills.
6. Since many community services have long waiting lists, a “support team” made up of family members, friends, co-workers, and peers can often help provide support, informal services and reinforce skills.
7. Parents are critical components of both the planning and teaching. We must allow and encourage choice making and self-determination. This is one of the hardest things for a parent to do but it is extremely important for successful transition into adulthood.
8. *Begin Early!* 14 or 16 are not magic ages to begin thinking about transition. Even young students with a disability should be encouraged to think about the future, be aware of jobs in the community, make choices, and express themselves.

9. Allow our young people to dream. Transition planning should not be about what jobs are available instead of what the young person would like to do. Dreams can often become possible with a little “reframing” – young people with mental retardation have “gone to college” by working on a campus or, “become lawyers” by working in a law office.



Transition Question

One of the most important times in the life of any student is the transition from high school into the “next steps” towards adulthood. This is especially true for students with disabilities and the transition process is supposed to assist the young person and his or her parents in planning for that time. The IEP transition section and the IEP goals should be designed to teach, along with academics, the skills needed for adult life and identify necessary supports and appropriate adult agencies. Make sure you and the student both ask questions when writing transition plans. It is the only way that the important planning will truly be appropriate for your student.



1. Independent Living: Where will the student live and with whom? Can he/she live successfully on their own and be responsible to cook, shop, clean, pay bills, manage time, take care of themselves? What supports does he/she need?
2. Community Participation: Can the student shop, vote, use the library, make health appointments and utilize their local community to be self-sufficient? How will the student get around in the community? Does the student know how to access volunteer, community and church organizations?
3. Jobs & Job Training: Does the student have the skills to apply for a job and to work with others? If not, what else does he/she need to learn and what types of supports, if any, are available to provide assistance?
4. Recreation & Leisure: How does the student spend time alone and in groups? What does the student do for physical fitness and individual relaxation? Does he/she have friends or know how to make friends?
5. Post Secondary & Lifelong Learning: Does the student want to attend a four-year college or is the community college more appropriate? Does the student need help identifying college programs that will provide appropriate modifications and supports? If not going to college, what will the student do to continue to learn job skills and for personal enjoyment? What supports will be necessary?

Adapted from “What is Transition”,
ND Dept. of Public Instruction.

Standard Course of Study is for ALL Students

While the NC Standard Course of Study (SCS) is not new for public school students in North Carolina, programs for children with more severe cognitive disabilities have not been included until last year when the NC School Board passed goals and competencies for these students that are connected to the NC Standard Course of Study. The NC Department of Public Instruction's Exceptional Children Division has created a document to show how goals for students with more severe disabilities relate to the NC Standard Course of Study. For each goal they have created an "essence" or meaning that shows how that goal would connect to a student's IEP goal and domains for each goal.



For example:
Standard Course of Study English/Language
Art Curriculum

Competency Goal 1 for all NC students: The learner will develop and apply enabling strategies and skills to read and write.



*Essence of the goal
for children with more
severe cognitive*

*disabilities: The learner will develop strategies
for communication*

*Competency: Student will demonstrate
observable responses to a wide variety of
environmental stimuli.*

Competency Goal 2 for all NC students: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

*Essence of the goal for children with more
severe cognitive disabilities: The learner will
develop and apply strategies and skills
to comprehend outside stimuli.*

*Competency: Student
demonstrates awareness of any or
all of the following: verbal,
nonverbal, sign, symbolic,
gestural, and/or written
expression.*



Examples for the NC Standard Course of Study Mathematics Curriculum are written a little differently from those above, but the relationships are similar:

Mathematics Competency Goal 2 for all NC Students includes Spatial Sense, Measurement, and Geometry.



*Essence of the goal with more severe cognitive
disabilities: Recognizing size, measurement,
spatial order, and shape.*

Mathematics Competency Goal 3 for all NC Students includes Patterns, Relationships, and Functions.

*Essence of the goal with more severe cognitive
disabilities: Sorting and Patterning.*

The entire document lists domain and subdomain competencies for both English/Language Arts and Mathematics. The English/Language Arts domains include Communication and Community, while the Mathematics domains include Personal and Home Management and Career/Vocational.



Self-help skills such as toileting, eating and drinking, and personal hygiene, are connected to the competencies in the mathematics domain.

This is an important step in our state. There are now standards for educating ALL students and ALL students are connected to the general education curriculum. Student progress towards these standards will be assessed by the Alternate Assessment Portfolio and these scores will become a part of the school system report card.

As you are thinking about your child's current or upcoming IEP, it is important to remember that there are real connections between the Standard Course of Study and your child's IEP goals. Those real connections should mean higher expectations and outcomes for all of North Carolina's students.



*For a copy of the Curriculum/Competencies
document, please contact ECAC at 1-800-962-6817
or visit the NC Public Schools website at:
www.ncpublicschools.org*

Kevin Tooley Wins 2003 Matthew C. Graziadei Award

The winner of the 2003 Matthew C. Graziadei Achievement Award was Kevin Darrell Tooley from Newton-Conover High School in Newton, NC. The award, which is presented annually to the outstanding North Carolina high school senior with a disability, was presented to Kevin during the Newton-Conover High School awards ceremony on May 27, 2003. Kevin lives with Jennifer Benedikter, his guardian and biggest supporter, in Hickory, NC and is attending St. Andrews University in Laurinburg.

The Matthew C. Graziadei Achievement Award is presented annually to a high school graduate with a disability who best exemplifies the characteristics of Matthew Graziadei. Matt was a remarkable young man who died in January of 1998 at age 26. The characteristics he exhibited every day are determination, perseverance, persistence, dedication, confidence, motivation, fortitude, accomplishment, excellence, and quality.

Kevin Tooley's Counselor, Lynn Mullinax, states: "The accomplishments that Kevin has reached are directly related to those criteria which are used to determine the winner of the Matthew C. Graziadei Achievement Award; that connection, simply put, is that he displays them all at the highest level." Kevin has achieved the Academic Achievement Award and Perfect Attendance Award. He is a Newton-Conover Silver cardholder indicative of excellence in studies and attitude. Kevin has competed in Special Olympics, Walk and Roll Bowling League and is a member of the Adaptive Sports Water Ski Team. He has served as Vice President and President of the Youth Alive Club and is a member of the Student Council, Chess Club, SADD, SAVE and the Principle's Forum. Kevin is actively involved with his church Youth Group and participates in a number of community activities.

Kevin has spastic cerebral palsy. He relies on a wheelchair for mobility and the use of an augmentative communication device to speak. This has not stopped him as Ms. Mullinax and others point out: "the teachers and students at our school respect him for his intelligence as well as

his confidence in his own abilities. Kevin is a friend to all and determined to make his mark in the world."

The Matthew C. Graziadei Achievement Award includes a \$1,000 scholarship to be used for any post high school learning experience/training or for equipment/technology needed for employment. For more information about the Matthew C. Graziadei Achievement Award, please contact Jana Kranz at ECAC 1-800-962-6817 or jkranz@ecacmail.org

Nance to be Recognized for Receiving National Yes I Can! Award

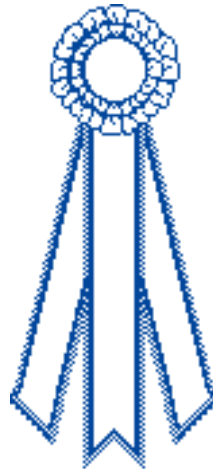
Jordan Nance, a high school senior in the Rockingham County School System, was recognized for receiving the national Yes I Can! Award at the Department of Public Instruction's Exceptional Children Advisory Council Meeting. He was also recognized at International CEC in Seattle during the week of April 7th, 2003.

Jordan, who has severe quadriplegic cerebral palsy that limits his skill in the areas of fine and gross motor, vision and speech, has been able to overcome these physical obstacles through the use of technology. His mastery of technological devices has facilitated improvement in his literacy and communication skills, which has enabled him to pursue his interests in TV and radio communication.

The Yes I Can! Award recognizes individuals for their achievement in academics, the arts, independent living, athletics, community service, employment, and extracurricular activities. The nominees are recruited through the media and print journals. The winners are chosen by a committee and are invited to the national convention of the Council for Exceptional Children, an organization for teachers of special education .

The mission of the Yes I Can! Award Foundation for Exceptional Children is to encourage, enhance, and empower children and youth with disabilities, and/or gifts/talents, in the pursuit of their individual goals and dreams. To date, more than 40,000 children and youth have been recognized through this program.

For more information, please contact CEC at 1-888-CEC-SPED.



North Carolina Families United Provides Support for Families of Children with Mental Health Challenges



North Carolina Families United is a current project of ECAC with the long term goal of being an independently operating non-profit organization. Their mission is *“To link families of children with serious emotional, behavioral or mental health challenges to state and community partners for the*

purpose of improving the lives of these children and their families.”

NCFU developed from Federal grants given to the state of North Carolina to change the way mental health services are provided to children/youth and their families. Eight areas were chosen across the state to become grants sites and each site was given funds to provide training and support to families. ECAC was awarded the contract in 1999 to provide technical assistance to the 11 parent organization developing in these communities.

When the families across the state began to meet as a group, they quickly identified a consistent pattern of the gaps in service that children and families desperately need to survive. As a result, NCFU was formed so families would have a link to help find the services, support, information and advocacy that their families need and to help change the way services are provided to families in North Carolina. In 2000, ECAC received a small federal grant to assist the group of families in developing a state-wide family network.

NCFU is here to help families help their children. Members are representing families of children/youth with serious emotional, behavioral, and/or mental health challenges on many state and local boards and committees working on the reorganization of the NC mental health system. The group also provides a conference for families, workshops, and information. For more information, to be placed on the mailing list, or to request a Mental Health Parent Information Packet, contact Lynn Martin at the ECAC office, 1-800-962-6817.

Powerful Youth Friends United Speaking Out and Making A Difference

At a meeting in Durham recently, Jason Gosnell of Madison County talked about what happened when he began to feel depressed in sixth or seventh grade. “People started slipping away from me,” he said. Adam Oates, a 13 year old from Cleveland County said, “When people found out I had mental illness, they automatically assumed I’d do something bad. “ When teachers were searching for the culprit of some misdeed, he said, they’d assume he was guilty without even giving him a chance to speak. “It was like they didn’t care whether I did it or not.”

Kelly Jones, 22, said teachers who cared about her helped her do OK in high school despite depression and a bipolar disorder but reported that her brother wasn’t so lucky. “People would pull chairs out from under him and laugh at him,” she said. “He went every day, but people didn’t want to make friends with him.” These three young people, members of the Powerful Youth Friends United management team, were participating on a panel to kick off an effort to reverse the stigma of mental illness.

PYFU began last July when a group of youth with mental health needs participated in a leadership retreat sponsored by ECAC and North Carolina Families United. They participated in team building activities, leadership skills training, and made a lot of new friends. Today the group of 20 youth has learned more about mental health issues, how to support each other, and how to make change happen. They have presented at local, state, and national conferences, presented to mental health professionals and school system personnel, and met with public officials including the Secretary of the NC Department of Health and Human Services.

Their message is simple.

- *We Are Not Bad Kids.* Please do not judge us, make an effort to get to know us.
- *You Are Not Alone.* One in five children have a diagnosable mental, emotional or behavior disorder, In NC, this means almost 20,000 young people.
- *Be Part Of Our Team.* Come join us as we develop our leadership skills, make new friends and learn to advocate for ourselves and others. Contact Laura Weber, PYFU Coordinator at 336-288-9264.

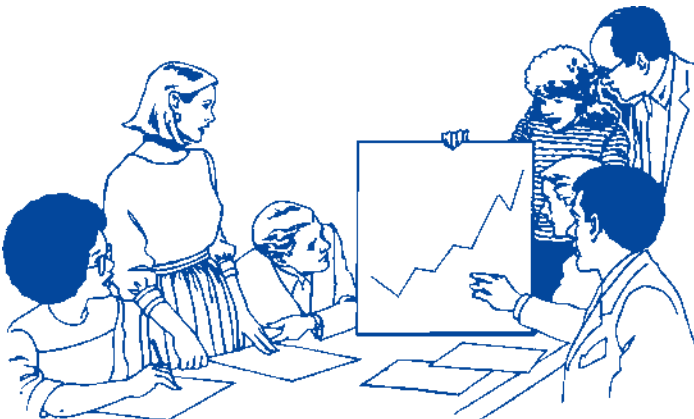


North Carolina Partners in Policymaking[®]

ECAC and the North Carolina Council on Developmental Disabilities are collaborating to continue the Partners in Policymaking[®] training program in North Carolina. We are excited by this opportunity to bring an outstanding nationally recognized training program to families and self-advocates in our state. *Partners in Policymaking[®]* programs are conducted nationwide and program graduates have a reputation for being “a system of change agents”.

What is Partners in Policymaking[®]? *Partners in Policymaking[®]* is a leadership training program designed to empower parents of young children with disabilities and self-advocates. The program explores disability issues and builds leadership skills during eight weekends of training. Session topics include: History of the Disability Movement, Inclusive Education, Supported Living, Person-Centered Planning, Family Support, Supported Employment, Assistive Technology, Seating and Positioning, Positive Behavior Supports, Federal Policy and Legislative Issues, State Legislative Issues, State and Local Policy/Service System and Parliamentary Procedures and Community Organization.

Participants commit to attend one weekend training session per month for 8 months. At those sessions, they will learn from national and state experts who share the Partners' vision and values, practice new skills in a comfortable and safe environment, and build a network of people from diverse cultural backgrounds and life experiences. Thirty five parents of young children with disabilities and self-advocates will be chosen to participate in the 2004 training program which will begin on the 4th weekend in March and continue through October.

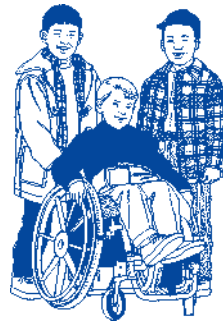


If you are interested in participating in Partners in Policymaking[®], please contact Judi Archer, ECAC's Partners in Policymaking Coordinator at 1-800-962-6817, ext. 26 or via e-mail: jarcher@ecacmail.org. Applications will be mailed in November. Information is also available on the ECAC website, www.ecac-parentcenter.org and at NCPartnersinpolicymaking.com

Top 10 Values of Partners in Policymaking[®]

Value #1: People with disabilities are *people first*. They are not “the handicapped” or “the disabled.”

Using People First Language is a must - no labels!



Value #2: People with disabilities need real friendships, not just relationships with paid staff.

Value #3: People with disabilities are entitled to the full meaning of The First Amendment right to free speech. The ability to

communicate, in whatever form, must be available to every person with a disability.

Value #4: People with disabilities must be able to enjoy full mobility and accessibility that allows active participation in community life.

Value #5: People with disabilities must be assured continuity in their lives through families and neighborhood connections.

Value #6: People with disabilities must be treated with respect and dignity.

Value #7: People with disabilities need to be in positions to negotiate to have their wants and needs met.

Value #8: People with disabilities must be able to exercise choice in all areas of their lives.

Value #9: People with disabilities must be able to live in the homes of their choices with the supports they need.

Value #10: People with disabilities must be able to enjoy the benefits of true productivity through employment and/or contributions as members of their communities.





The following books have been added to the ECAC Lending Library. To borrow a book, contact the ECAC office. The book will be sent to you along with a return, postage paid envelope.

NEW BOOKS

- #344 SPECIAL DIETS FOR SPECIAL KIDS**
Understanding and Implementing Special Diets to Aid in the Treatment of Autism and Related Developmental Disorders
by Lisa Lewis, Ph.D.
- #345 HYPERLEXIA HANDBOOK**
A Guide to Intervention Strategies & Resources
by The American Hyperlexia Association
- #346 READING TOO SOON**
How to Understand and Help the Hyperlexic Child
by Susan Martins Miller
- #347 PLAY & IMAGINATION IN CHILDREN WITH AUTISM**
by Pamela J. Wolfberg
- #348 UNDERSTANDING ASPERGER SYNDROME AND HIGH FUNCTIONING AUTISM**
by Gary B. Mesibov, Victoria Shea, & Lynn W. Adams
- #349 NAVIGATING THE SOCIAL WORLD**
A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders
by Jeanette McAfee, MD
- #461 BIPOLAR DISORDER IN CHILDHOOD AND EARLY ADOLESCENCE**
by Barbara Geller, MD & Melissa P. DelBello, MD
- #1235 SMALL STEPS FORWARD**
Using Games and Activities to help your Pre-school Child with Special Needs
by Sarah Newman
- #1326 SPECIAL EDUCATOR'S COMPLETE GUIDE TO 109 DIAGNOSTIC TESTS**
How to Select & Interpret Tests, Use Results in IEPs, and Remediate Specific Difficulties
by Roger Pierangelo, Ph.D. and George Giuliani, Psy.D.
- #1718 ONE CHILD AT A TIME**
A Parent Handbook and Resource Directory for African American Families with Children Who Learn Differently
by Nancy R. Tidwell,
NAEAAACLD, Founder & President
- #2256 THE CHILDHOOD ROOTS OF ADULT HAPPINESS**
Five Steps to Help Kids Create & Sustain Lifelong Joy
by Edward M. Hallowell, MD
- #2258. QUE ANDA HACIENDO SU HIJO?**
Como Manejar La Sexualidad De Los Discapacitados Mentales
by Ilse Achilles
- #3305 DISTINGUISHING CHARACTERISTICS OF GIFTED STUDENTS WITH DISABILITIES**
by Terry Friedrichs, Ph.D.
- #3826 WHEN SPIDER WEBS UNITE**
Challenging Articles & Essays on Community, Diversity and Inclusion
by Shafik Asante
- #3827 QUICK - GUIDES TO INCLUSION 3**
Ideas for Educating Students with Disabilities
by Michael F. Giangreco
- #4024 MONTH-BY-MONTH READING AND WRITING FOR KINDERGARTEN**
Systematic, Multilevel Instruction
by Dorothy P. Hall and Patricia M. Cunningham
- #4025 MONTH-BY-MONTH PHONICS FOR FIRST GRADE**
Systematic, Multilevel Instruction
by Patricia M. Cunningham and Dorothy P. Hall
- #4027 WHAT REALLY MATTERS FOR STRUGGLING READERS**
Designing Research-Based Programs
by Richard L. Allington
- #4028 CLASSROOMS THAT WORK**
They can all Read and Write
by Patricia M. Cunningham & Richard L. Allington
- #4030 PHONICS THEY USE**
Words for Reading and Writing
by Patricia M. Cunningham
- #4031 GAMES FOR LEARNING**
Ten Minutes a Day to help your Child do well in School - From Kindergarten to Third Grade (Reading and Math)
by Peggy Kaye
- #4701 UPSIDE-DOWN BRILLIANCE**
The Visual-Spatial Learner
by Linda Kreger Silverman
- KATIE CLARK**
- #148 IAN'S WALK**
A Story about Autism
by Laurie Lears
- VIDEOS**
- #185 PARENT AND EDUCATORS WORKING TOWARD MUTUAL SOLUTIONS**
by The Technical Assistance Alliance for Parent Centers & Consortium for Appropriate Dispute Resolution in Special Education
- #186 EARLY INTERVENTION:**
Recognizing and Referring Your At-Risk Patients

Internet Resources

National Institute of Urban School Improvement
<http://www.inclusiveschools.org/>

Special Ed Advocate
<http://www.wrightslaw.com>

Families for Early Autism Treatment
<http://www.feat.org>

Families for Early Autism Treatment – NC
<http://www.featofnc.org>

Get Ready to Read
<http://www.getreadytoread.org/index.html>

Hearing Exchange News
<http://www.hearingexchange.com/newsletters.htm>

LEARNING DISABILITIES

LD Online Newsletter
<http://www.ldonline.com/subscribe.html>

LD News
<http://www.ld.org>

LD Reader Newsletter
<http://www.ldresources.com>

Teaching LD News
<http://www.teachingld.org/>

Schwab Learning Online
<http://www.schwablearning.org/registration.asp>

World of Dyslexia Newsletter
<http://www.dyslexia-teacher.com/>

IDEA / OTHER LEGISLATION

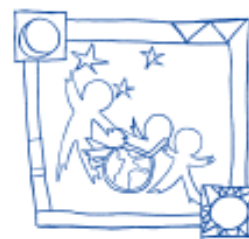
ADA Watch
<http://www.adawatch.org>

IDEA News
<http://www.ideapractices.org>

IDEA Watch
<http://www.ld.org/advocacy/IDEAwatch.cfm>

Special Education Law
<http://www.reedmartin.com>

Dream Big and Reach for the Stars!



Don't let yourself be limited by what others think you can do!
 – author unknown

There will be those who tell us we can't make it because we're too small, because we're too inexperienced, because of how we look, or how we talk. We have all heard that ... I almost listened.
 – L. Douglas Wilder, the first elected African American governor in US history

You see things and you say, "Why?" but I see dreams that never were and I say "Why not?"
 – George Bernard Shaw

The *freedom* to fail is vital to success.
 – Michael Korda

Plan ahead... It wasn't raining when Noah built the Ark.
 – Richard Cushing

Sometimes you just have to create what you want to be a part of.
 – Geri Wietzman

Everything that is was once imagined.
 – Ted Jones

It's important to have a vision. Without a vision people perish.
 – Ernesto J. Cortes

Don't let the services that are presently available limit your dreams!
 – unknown

Don't be afraid of opposition. Remember the kite rises against the wind, not with it.
 – George Bernard Shaw

If you can dream it ... You can do it.
 – Walt Disney

The greatest thing is to fight life through, and say at the end, "The dream is true."
 – Edwin Markham, American poet



Workshop Schedules

If you would like more information about the following workshops or to schedule a workshop in your area, please contact Mary LaCorte at the ECAC office 704-892-1321, ext. 10 or 1-800-962-6817. Please visit our website www.ecac-parentcenter.org for more workshops and conferences.

Polk County – Columbus, NC

Positive Behavior Supports

Wednesday, November 12th

Co-sponsor:

Polk County Partnership for Children

Ashe County - details to be arranged

Writing Effective IEPs

Thursday, November 13th - 2 opportunities

Morning workshop and early evening workshop

Co-sponsored: Ashe County Partnership for Children and Parent to Parent High Country

Buncombe County - Asheville, NC

5 Steps to Becoming Your Child's Best Advocate

Monday, November 17th - 5:30 -8:30 pm

Co-sponsored with:

FSN of Western North Carolina

Rowan County– Salisbury, NC

Positive Behavior Supports

Monday, January 26th

Co-sponsor: Rowan County Department of Social Services

Conferences of Interest

53rd Conference on Exceptional Children October 27-29, 2003

Sheraton Greensboro Hotel at Four Seasons/Koury Convention Center, Greensboro, NC

For more information, visit:

<http://www.ncpublicschools.org/ec/>

2003 Assistive Technology Expo November 6-7, 2003

North Raleigh Hilton Hotel, Raleigh, NC

For more information, call 919-850-2787

The Western North Carolina Symposium on Learning Disabilities and Attention Deficit Disorder

November 17-18, 2003

Grove Park Inn, Asheville, NC

For more information, contact: Marcie Sirkin 828-274-5577

Literacy for ALL! Conference February 27-28, 2004

Greensboro, NC

Mark Your Calendar! More information to come.

This is an ECAC conference, in collaboration with Public Schools of North Carolina

FREE IDEA Symposium for Families, Educators & Policymakers April 30 - May 1, 2004

Friday Center, UNC Chapel Hill

Sponsored by: NC DD Council & Special Needs Federation

For more information, contact: 919-856-2195, ext. 104

This publication was prepared as a part of Project No. 029H6044 from the U.S. Department of Education, Special Education Programs, Department of Personnel Preparation. The information contained herein does not necessarily reflect the Education Departments position or policy.



ecac

907 Barra Row
Suites 102/103
Davidson, NC 28036

Parent Information Line: 1-800-962-6817

ADDRESS SERVICE REQUESTED

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 60
Davidson, NC