



**INSIDE THIS  
ISSUE:**

State Performance Plan- Annual Performance Report	1
Extended School Year (ESY)	2
IEP Checklist: Before the IEP Meeting	3
Cortical Visual Impairment (CVI)-The Leading Cause of Visual Impairment	4
Free Medicaid Application Assistance offered in 170 Languages	5
Partner's in Policymaking (PIP)	6
Sibling Leadership Network Newsletter	9
Department of Education: IDEA Input	10
IDEA Survey	10
What is a Webinar?	11
SC Youth Leadership Forum	11
Book Sale	11
We're Glad You Asked: FERPA	12
Upcoming Event: Gang Awareness Workshop	14
Supporters of PRO-Parents	15

## State Performance Plan – Annual Performance Report Parent Involvement – Indicator 8 *Parent Input Needed*

When IDEA was reauthorized in 2004, the law was amended to require that each State develop a State Performance Plan (SPP). The SPP helps the State evaluate its efforts in implementing the requirements and purposes of IDEA, and describes how it will improve its implementation over a period of six years. The SPP includes baseline data, measurable and rigorous targets, and improvement activities for 20 *indicators* such as graduation rates, dropout rates, ensuring that complaints and hearings are resolved, etc. The IDEA also requires each State to report annually to the U. S. Secretary of Education on the progress it has made that year in meeting the measurable and rigorous targets established; this is known as the Annual Performance Report (APR). After reviewing each State's APR and assessing its progress, the Secretary is required to issue an annual determination letter, much like a report card, which documents the State's progress in meeting the requirements of IDEA and the State's targets. This annual report is an important tool in helping states in their ongoing efforts to improve education for children with disabilities.

Each year the S. C. Department of Education, Office of Exceptional Children completes the State Performance Plan (SPP) giving information on each of the 20 indicators. Specifically, Indicator 8 is the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The state's performance target for 2009 was for 30.38% parents to report that their school facilitated their involvement as a means of improving services. The actual performance as reported by returned surveys was 38%, therefore, the State met the target. There were 14,243 surveys mailed to families in the specific school districts selected, however, only 430 surveys were returned which results in a 3% return rate. The school districts that were surveyed in 2009 were Anderson 2 & 5, Barnwell 45, Clarendon 3, Colleton, Dillon 3, Dorchester 2, Florence 1 & 5, Greenville (1/6<sup>th</sup> of the district), Lancaster, Spartanburg 7, Sumter 17, and York 1.

In looking at the returned surveys, there was an underrepresentation of surveys returned from specific groups; African-American students with Specific Learning Disabilities and Other Health Impairments and in this group, students ages 11-17 years of age. In the returned surveys there was an overrepresentation of white students who receive speech-language services in the age range of 6 to 7 years of age.

We need to increase the numbers of completed surveys especially from parents of children who:

- Are African-American
- Have children with Specific Learning Disabilities, Other Health Impairments (including ADD), Multiple Disabilities and Developmental Delays
- Have children in grades 9-12 and/or are ages 11-17 years of age
- Have children who are three years of age

The annual surveys for this school year 2010-2011, will be mailed over the summer. This year surveys will be mailed to families in the following districts: Abbeville, Clarendon 2, Dillon 1, Dorchester 4, Greenville (1/6<sup>th</sup> of the district), Greenwood 52, Horry, Lexington 3, Richland 1 & 2, Spartanburg 1 & 6, and Union. Surveys are also available in Spanish. This is your chance to let your district and the State know how well your school and district are facilitating parent involvement as a means to improving services. If you need assistance in understanding the survey or completing the survey please contact our office for assistance. Let your voice be heard.

## Extended School Year (ESY)

### Do you know if you child may qualify?

Extended school year (ESY) is a way to maintain progress for students who would regress or have substantial difficulty relearning a skill over a long break from school. ESY is addressed in the Individuals with Disabilities Education Act (IDEA) IDEA – 2004: 34 CFR, 303.106. ESY may involve actual classes or other arrangements for a student to receive a service or services (such as arrangements for a local therapist to meet the family) as specified in the IEP. Generally, ESY is determined by the likelihood of the student to regress significantly without services over the break in the school year to the point that the student will require a longer period of time to regain or recoup the lost skills when school resumes. Regression and recoupment are two of the major reasons students qualify for ESY but not the only factors. Another possible reason would be if the skills a student has obtained are so new that reinforcement is needed for the student to retain the skill and not to lose it. With some students skills are emerging and continued service would be necessary to support the complete emergence of the skill.

There are several factors the IEP team should review in deciding on ESY:

- Regression and recoupment
- The child's progress toward the IEP goals and objectives
- Emerging/breakthrough skills
- Nature and severity of the child's disability
- Interfering behavior, behavior problems
- The child's rate of progress
- Special circumstances that may interfere with the student's ability to benefit from special education
- The availability of alternative resources
- The specific curricular areas in which the child needs continuing attention
- The vocation and transition needs of the child
- Whether the service requested is "extraordinary" rather than usual in consideration of the child's condition .

**A student should not have to regress to establish the need for ESY, the need should be based upon data.** School districts should ensure that special education service providers maintain quantitative and qualitative data regarding the child, including anecdotal records on the rate of the learning and re-learning, as well as the child's attainment of goals and objectives as specified in the IEP.

Schools may not limit ESY to certain categories of disabilities, type, amount or duration of certain services. **ESY should be reviewed on a case-by-case basis and based on the individual, unique needs of each student.** It should not be a one size fits all program. The school is responsible for the provision of the service including transportation if necessary to ensure the student's access to the service. The IEP should state the number of weeks, days and hours the service will be provided.

Have the discussion related to ESY early enough that any required testing, assessments or data collection are completed in time for the ESY to be discussed and necessary services put in place prior to the end of the school year.



#### **Join Us on Facebook**

<http://www.facebook.com/pages/PRO-Parents-of-South-Carolina/229608965502>

Also visit our website at [www.proparents.org](http://www.proparents.org) and enter your email at the top of the page to receive our newsletter electronically and updates of events and workshops.

## IEP CHECKLIST: BEFORE THE IEP MEETING



With the end of the school year approaching, many parents will be meeting with their IEP team to discuss next year's Individual Education Program (IEP). Here is a checklist to help you get prepared for the meeting.

1. Obtain and study all school records including private assessments, medical records, and so forth. Obtain copies of the following:
  - Prior IEPs (if any)
  - Progress notes, report cards, teachers' notes, work samples, and so forth
  - A draft copy of the new IEP if it has been developed
2. Talk with people who have worked with or evaluated your child to see how they think your child is progressing.
3. Inform your child's health professionals that you are preparing for an IEP meeting. Talk to them about issues they feel should be discussed, the services they feel your child needs, and goals that are appropriate for your child. Ask them to submit written statements. You might also ask if they can attend the meeting or contact the school by phone.
4. Familiarize yourself with IDEA and the rules and regulations regarding the IEP process. See the U.S. Department of Education's Office of Special Education Programs (<http://www.ed.gov/offices/OSERS/OSEP>) and the IDEA '04 (<http://www.ed.gov/offices/OSERS/IDEA>) web sites for more information.
5. Review the present IEP (if there is one) to see if you think the goals have been met. If this is a first IEP, obtain a copy of a sample IEP form.
6. Make a list of your child's present level of functioning based on your observations. Include an assessment of your child's skills in the following areas:
  - Academic (specify if skills vary by subject)
  - Developmental (if pre-academic)
  - Motor
  - Speech/language
  - Social
  - Self-help
  - Prevocational and vocational
  - Other
7. Consider making an appointment with your child's teacher to observe your child in the classroom.
8. Make a list of goals for your child, and consider how these goals can best be met.
9. List services your child may need, including:
  - Special education services and related services (e.g., transportation, occupational therapy, speech/language pathology services, parent counseling and training, psychological services)
  - Transition services
  - Special considerations needed in the regular classroom and for homework
10. If you have questions to be resolved or issues of concern for one or two members of the IEP team or individuals who will have input into the IEP, try to work them out before the IEP meeting. You should maintain an on-going dialogue with your child's teacher and communicate all year long so issues can be resolved as they arise.
11. Arrange for someone to attend the meeting with you, if you like.
12. You are allowed to tape the meeting. Many parents find this helpful for future reference. If you plan to tape the meeting, it can be helpful to politely notify the school in advance that you are going to do so.

# Cortical Visual Impairment (CVI)- The Leading Cause of Visual Impairment

“The current leading cause of visual impairment among children is not a disease or condition of the eyes, but cortical visual impairment (CVI)—also known as cerebral visual impairment—in which visual dysfunction is caused by damage or injury to the brain.” This quote is from the book [Cortical Visual Impairment: An Approach to Assessment and Intervention](#) written by Dr. Christine Roman-Lantzy, an international leader in research, assessment and the education of professionals in the characteristics and interventions for children diagnosed with CVI.

## What causes CVI?

The major causes of CVI are a lack of sufficient oxygen in the body’s blood cells, or not enough blood supply to the brain, which may occur during the birth process, developmental brain defects, head injury, and infections of the central nervous system, such as meningitis and encephalitis. The terms cortical visual impairment, neurological visual impairment, and cerebral visual impairment, are sometimes used interchangeably. Often children with CVI have multiple disabilities, and the diagnosis of CVI is not clearly stated, or it is secondary to other disabilities.

## What are the characteristics of CVI?

While children with CVI all have individual differences, there are several common characteristics of CVI that are different from visual impairments that result from ocular (eye) conditions alone. A number of these characteristics were used by Dr. Roman-Lantzy to develop an observation tool known as the “CVI Range.” The tool can be used by educators and parents to record specific information regarding the child’s visual functioning as well as to document improvement and changes as they occur. Specifically, the tool addresses the CVI characteristics of color preference, the need for movement, light-gazing, difficulty with distance viewing, and several others.

## What about research and interventions?

In the past, it was thought that children with CVI had highly fluctuating vision; however, a recent study suggests that when a child does not look, it may have more to do with a change in the environment than the child’s vision. This provides the opportunity for parents and teachers to adapt the child’s surroundings. “If significant adults believe that the child has stable vision, they are more likely to take responsibility for engineering the environment for the child’s success.” (Newcomb, 2010). A team approach using specific interventions with collaboration across environments is key to improved visual functioning.

If you believe your child has CVI, talk to your child’s eye specialist, neurologist or educational team. If your child has a documented vision loss that meets the state’s eligibility criteria, a functional vision assessment, including the CVI Range, by a certified teacher of the visually impaired will help to determine strategies for making the most of your child’s vision.

If you have questions regarding students with visual impairments and eligibility for services from a teacher of the visually impaired, call The Vision Institute of SC, Inc., at (803) 873-8893 or email [info@tvisc.org](mailto:info@tvisc.org).

## References and Resources

Newcomb, S. (2010). The reliability of the CVI Range: a functional vision assessment for children with cortical visual impairment. *Journal of Visual Impairment & Blindness*, October, 637-647.

Roman-Lantzy, C. (2007) *Cortical Visual Impairment: An Approach to Assessment and Intervention*. New York: AFB Press.

Websites: The American Printing House for the Blind <http://www.aph.org/cvi/index.html>  
Blind Children’s Center <http://www.blindchildrenscenter.org/index.htm>

*The Vision Institute of SC, Inc. is a 501(c)(3) tax exempt organization established to promote achievement and independence for people who are visually impaired or blind.*

2/2011

## Free Medicaid Application Assistance offered to SC Families in 170 Languages

As a parent, you do everything you can to keep your kids safe, but your baby gets an ear infection and your son sprained his ankle at soccer practice. And you can't afford the insurance offered by your employer. You're not alone. More than 110,000 South Carolina children are eligible, but not enrolled in the state's free health insurance programs, according to the non-profit Palmetto Project. Many families may not think their children are eligible because they own a home, cars, and work a full-time job. Not true.

You would probably be surprised at the income levels. Children in a family of four with an annual income of \$44,100 could be eligible for Medicaid. The process for applying for Medicaid in South Carolina can be complicated, and used to require a trip to the county health and human services office. "We've changed that," said Shelli Quenga, director of the Palmetto Project's children's health initiative program. Funded by a federal grant, the children's health initiative is a statewide campaign to enroll all the state's eligible children in Medicaid. Initiative staff and certified volunteers can work with families to complete initial and renewal applications. Because of a partnership with South Carolina Department of Health and Human Services, initiative staff and volunteers are able to certify citizenship and identity documents for applicants, and assist families at times and locations that are convenient for the family. As an added service, families can choose to have initiative staff track the progress of the application, and assist with an appeal when an application is denied. Quenga reported that 79% of applicants who requested follow-up advocacy through the children's health initiative were approved.

Parents may be overwhelmed by the six-page application and bewildered by the documentation requirements. Although the application is available in both English and Spanish, the two applications are not the same. The Spanish application is several versions older than the English application and requires that the applicant provide detailed information about financial assets. Due to this complexity, some families have sought assistance – but often at a high cost. Families have reported paying as much as \$60 to an individual to help them complete the application, and an additional \$35 to notarize documents. "This is such a travesty," said Quenga. "There is no charge for our assistance, we are in every county in South Carolina, and we have access to interpreters in 170 languages, including Mixteco." Quenga also stated that families should never pay someone to notarize citizenship, identity, or income information for Medicaid applications. "It's simply unnecessary," she said. SCDHHS does not require that any of these documents be notarized. Families must provide proof of the child's U.S. citizenship and identity, along with proof of all income for at least the last four weeks.

South Carolina Healthy Connections, or Medicaid, covers urgent health needs like accidents and sudden illness. But it also covers regular check-ups, dental care, prescription medication, immunizations, and vision care. It's also important to renew your child's Medicaid coverage each year. For free assistance anywhere in South Carolina, families can call toll-free 1-888-998-4646 or visit [www.ChildrensHealthSC.org](http://www.ChildrensHealthSC.org).

### It's the Law (Rosa's Law)

On October 5, 2010 President Obama signed Rosa's Law (S.2781), named for Rosa Marcellino, a Maryland girl who has Down Syndrome. The journey to this legislation began with her family's battle for dignity, inclusion and respect for all people with intellectual disabilities, including their daughter.

Under the new law the terms "mental retardation" and "mentally retarded" will be stripped from federal health, education and labor policy. "Intellectual disability" and "individual with an intellectual disability" will be inserted in their place.

These changes will occur as laws and documents come up for revision over this next several years. The language swap will not alter the rights of individuals with disabilities.

# Partners in Policymaking Class 14 Graduates



On March 19, 2011, Partners in Policymaking, the nationally recognized Advocacy Training Program for persons with disabilities and parents of children with developmental disabilities, graduated its 14<sup>th</sup> class. The graduation was held at the beautiful Embassy Suites Hotel in Columbia, South Carolina.

This year's class was comprised of 18 self-advocates and parents from across the State of South Carolina, representing the Upstate, the Midlands and the Low Country. The graduates of this intense five month training program, received Certificates of Completion and a Certificate of Recognition from Governor, Nikki Haley. Their graduation and award certificates were presented to the class members by Valarie Bishop, Executive Director of the Governor's Office of the Developmental

Disability Council and Mary Eaddy, Executive Director of PRO-Parents of South Carolina, the sponsoring agency.

William Springer, Project Coordinator, says this year's class members will utilize their advocacy skills to develop community networks, serve on boards and committees and make a difference in their lives, their community and for the State of South Carolina.

*"I have enjoyed this class. I have learned so much about the disability movement and I have learned so much about the different resources that are out there for the disabled, that I never knew before. I have had a great time making new friends and learning about their families."*  
Cheryl (Class 14)

*"The PIP class was a great experience for me. I feel that I am much better prepared to serve my community and it was a privilege to meet my fellow classmates. I have a great respect for each one of these remarkable people."* Arnold (Class 14)



## PARTNERS IN POLICYMAKING (PIP)

### Recruitment for Class 15

Partners in Policymaking is accepting applications to participate in its 15th class that will begin Fall 2011. PIP is a comprehensive advocacy and leadership training program for parents of children with disabilities and adults with disabilities (developmental disabilities, intellectual disabilities, autism, cerebral palsy, epilepsy, head and spinal cord injury and other related disabilities). Two day trainings sessions are held in Columbia one weekend a month for five months. Participants learn how to be effective advocates with Policymakers and Legislators and how to effect systems change in disability services. Applications are available on the PRO-Parents website [www.proparents.org](http://www.proparents.org) or by calling 1-800-759-4776. Applications must be received by June 30, 2011, to be considered for the next PIP class. There is no cost for participation in this program and hotel, meals, respite care, attendant care, and mileage are included.

Partners in Policymaking is a project of the SC Partnership of Disability Organizations and is administered by PRO-Parents of SC (Parents Reaching Out to Parents of South Carolina, Inc.) The PIP project is funded through a grant from the SC Developmental Disabilities Council.

Submitted by: William Springer  
Project Coordinator Partners in Policymaking



*A parent training and information center for families of children with special needs.*

PARENTS REACHING OUT TO PARENTS OF SOUTH CAROLINA, INC.

### CALENDAR OF WORKSHOPS

The workshops are **FREE** and **OPEN TO THE PUBLIC**. Let us know if you need accommodations when registering. To schedule a workshop in your area please call: 1-800-759-4776. The most up-to-date CALENDAR OF WORKSHOPS can be viewed on <http://www.proparents.org/calendar.html>

*Are workshops for Foster Parents and DSS Staff		
DATE	WORKSHOP TITLE & LOCATION	FACILITATOR & REGISTRATION
4/20/2011 11:00am-12:30pm	****WEBINAR**** <b>Getting &amp; Keeping the First Job</b> Internet and phone line required to participate Registrations closes at 5pm 4/19/2011	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
4/21/2011 8:30am-12:00pm	<b>Bullying</b> Florence School District 1 North Vista Elem. (Media Center) 1100 N. Irby St.	<b>Kim Preston, PRO-Parents</b> SC Special Kids Project To register, call 1-800-759-4776 Or 1-803-772-5688
4/27/2011 11:00am-1:00pm	****WEBINAR**** <b>Transitioning Out of Special Education</b> Internet and phone line required to participate Registrations closes at 5pm 4/26/2011	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
04/30/2011 9:00am-12:00pm *	<b>Getting and Keeping the First Job Workshop</b> Orangeburg County DSS Office 2570 St. Matthews Road Orangeburg, SC	<b>Kim Preston, PRO-Parents</b> SC Special Kids Project Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/2/2011 6:00pm-8:00pm	<b>Gang Awareness Workshop</b> Glenforest School 1041 Harbor Drive	<b>PRO-Parents of SC</b> To register, call 1-800-759-4776 Or 1-803-772-5688
5/5/2011 11:00am-2:00pm	<b>Getting and Keeping the First Job Workshop</b> Sponsored by: Sumter County DDSN 775 Electric Ave Sumter SC 29153	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/9/2011 11:30am-1:00pm	<b>Transitioning Out of Special Education</b> Sponsored by Family Connections of SC 2712 Middleburg Drive 103 B Columbia, SC 29204	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/10/2011 11:00am-12:30pm	****WEBINAR**** <b>Positive Behavior Intervention</b> Internet and phone line required to participate Registrations closes at 5pm 5/9/2011	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688

DATE	WORKSHOP TITLE & LOCATION	FACILITATOR & REGISTRATION
5/11/2011 10:30am-12:30pm	<b>Transition Into Special Education (Early Intervention)</b> Bamberg County DDSN/Conference Room 16553 Heritage Highway Bamberg, SC 29042	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/11/2011 1:00pm-2:30pm	<b>Getting and Keeping the First Job Workshop</b> Sponsored by: Bamberg County DDSN 16553 Heritage Highway Bamberg SC 29042	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/12/2011 10:00am-12:00pm	<b>Is Your Child a Target of Bullying? Workshop</b> Colleton County DDSN 728 Hiers Corner Road Walterboro SC 29488	<b>Kim Preston, PRO-Parents</b> Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/12/2011 12:30pm-2:00pm	<b>Transition Into Special Education (Early Intervention)</b> Colleton County DDSN 728 Hiers Corner Road Walterboro SC 29488	<b>Kim Preston, PRO-Parents</b> Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/18/2011 10:00am-12:00pm	<b>Individual Education Program (IEP) Workshop</b> Marion/Dillon DDSN 400 Martin Luther King Blvd Marion SC 29571	<b>Kim Preston, PRO-Parents</b> Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/18/2011 12:30pm-2:00pm	<b>Transitioning Out of Special Education</b> Marion/Dillon DDSN 400 Martin Luther King Blvd Marion, SC 29571	<b>Kim Preston, PRO-Parents</b> Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
5/19/2011 11:00am-12:30pm	<b>****WEBINAR****</b> <b>Section 504 of the Rehab Act (504 Plan)</b> <b>Internet and phone line required to participate</b> <b>Registrations closes at 5pm 5/18/2011</b>	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688
6/8/2011 11:00am-12:30pm	<b>****WEBINAR****</b> <b>Transition Into Special Education (Early Intervention)</b> <b>Internet and phone line required to participate</b> <b>Registrations closes at 5pm 6/7/2011</b>	<b>Tanya Inabinet, PRO-Parents</b> Regional Education Coordinator To Register call 1-800-759-4776 or 803-772-5688

\*Continue to check our website and click on the Calendars link to get an updated list of upcoming trainings as more are added all the time.

\*\*And remember to sign up with your email address to get information sent to you as it becomes available.



# SC Adult Sibling Leadership Network

MARCH 2011

## Message From Susan DuRant, SIBL Network Project Coordinator

We are looking forward to our next SibL Network Conference and we are hoping to have even more people attend. As we begin planning for the conference, we would like to hear from you on what topics you would like to hear more about as you plan for your sibling or loved one with a disability. Contact us at (803)772-5688 if there are special topics you are interested in learning more about.

The SibLNetwork is also very interested in your ideas on how to get the information about the network out to the persons who need it most. If you have any ideas or suggestions, please let us know.

## Highlights of the Quarter

- A support list was created and shared with those who attended our last conference.
- Information on the SibL Network was shared at the WS Sandel Elementary School Resource Fair, the Student Nurse Conference, Family Connection Conference, Babcock Waiting List Event, Respite Coalition Conference, Parents Leading the Way Conference, AT Expo, Fort Jackson Exceptional Family Member Awareness Fair, the SIC 2011 Conference, and more.
- We met with the current Partners in Policy Making Class.
- We have had over 910 hits on our SC Adult Sibling Leadership Network website.
- We currently have 67 fans on Facebook.

## “What Happens When We are Gone”

“What happens to our special needs family member when the primary caretaker dies?” This is a question that is discussed in an article by Debra Taylor, “What Happens When We are Gone?” As the sibling of a brother or sister with special needs you may have to face this situation one day. To read the article and view the information on special needs planning, go to <http://parentingspecialneeds.org/article&article=8> The link to this article can also be found on our SC Adult Sibling Leadership Network website.



## **WE ARE GETTING THE WORD OUT**

This quarter has provided us with some excellent opportunities to get out into the community and share information on the SC Adult Sibling Leadership Network. At the Babcock Waiting List Event we were able to meet individuals, family members and caregivers of individuals with special needs. The Fort Jackson Exceptional Family Member Awareness Fair provided an opportunity for us to meet military families and talk with them about the SibL Network. Information was distributed at the Family Connection SC Conference, the AT Expo, the Parents Leading the Way Conference and more. Please help us continue to get the word out and encourage those who have siblings with special needs to join the SC Adult Sibling Leadership Network. There is no obligation or cost to join. For more information or to receive a membership application, please contact PRO-Parents at (803) 772-5688 or 1-800-759-4776, or go to our website at [www.scadultsiblingnetwork.org](http://www.scadultsiblingnetwork.org)

## **Join Us on Facebook**

<http://www.facebook.com/pages/SC-Adult-Sibling-Leadership-Network/221084994836?created>

## **PARTNERS IN POLICYMAKING**

Partners in Policymaking (PIP) will soon begin accepting applications for individuals to participate in its 15th class that will begin in the Fall 2011. As a sibling of a brother or sister with a disability, this would be an excellent opportunity to learn how to be an effective advocate with Policymakers and Legislators and how to effect systems change in disability services. Two day training sessions are held in Columbia one weekend a month for five months. There is no cost for participation and hotel, meals, and mileage are included. Applications for the PIP class 15 are available on the PRO-Parents website [www.proparents.org](http://www.proparents.org) or by calling 1-800-759-4776. Be sure to indicate that you are a sibling on the application.

**website: [www.scadultsiblingnetwork.org](http://www.scadultsiblingnetwork.org)**

**email: [proparents@proparents.org](mailto:proparents@proparents.org)**



## What is a Webinar?

A Webinar (web+seminar) combines two methods of communication: phone conferencing and online presentations for a complete interactive experience. It allows you to submit questions to the presenter via the web during the presentation and in order to participate, you'll need access to a phone and a computer with Internet access; preferably high speed.

A Webinar is a new innovative way for parents and others from across the state to view and listen to the Webinar from the comfort of their home and use their personal home computer. **FREE OF CHARGE!!!**

When you register with PRO-Parents you will receive a confirmation email from the host asking you to register for the Webinar. You must register so you can receive an email with a link to view the Webinar and a toll free number with an access code to listen to the call.

Please visit our website [www.proparents.org](http://www.proparents.org); The Calendar link on the website lists upcoming workshops across the state including workshops available as a Webinar.

PRO-Parents of SC would also like to encourage all parents and others to join our email list while you are visiting our website so you may stay current on the latest information.

\*When participating in a webinar for the first time, please test your computer ahead of time to ensure easy access on the day of the Webinar.



## The South Carolina Youth Leadership Forum

Applications for the 2011 Youth Leadership Forum (YLF) are now being accepted! The application packet can be downloaded at: [http://www.scvrd.net/downloads/pdfs/2011\\_ylf\\_application.pdf](http://www.scvrd.net/downloads/pdfs/2011_ylf_application.pdf).

YLF is a leadership development program for high school students with disabilities between the ages of 17 and 21 who want to increase their leadership skills while making new friends and trying new experiences. It features team-building activities, group discussions, guest speakers, a ropes course, and most of all, **fun!** YLF will be held at Newberry College July 13 through 15, 2011. The deadline for completed applications is May 2, 2011.

There is no cost other than transportation to and from the college. Approximately 30 delegates will be selected. For more information, go to [www.ylf.scvrd.net](http://www.ylf.scvrd.net).

**Book Sale**

**\*\*Special Sale on all Wrightslaw Titles and others\*\***

**Including the New Book "All About IEP's"**

**All About IEP's - \$12.95 retail – Our price \$10.00**

**Special Education Law 2<sup>nd</sup> Edition - \$29.95 retail –Our price \$22.00**

**From Emotions to Advocacy - \$19.95 retail – Our Price \$15.00**

**Also catch these titles while you can:**

**Girls with ADD by Beth Walker - \$17.95 retail – Our Price \$12.00**

**Shelly the Hyperactive Turtle - \$14.95 retail – Our Price \$10.00**

**Teaching Teens with ADD and ADHD - \$18.95 retail – Our Price \$10.00**

**Please make checks payable to PRO-Parents of S. C. (sorry no credit cards)  
Orders can be picked up at our office Monday – Friday 9:00 a.m. – 5:00 p.m. or  
can be shipped within 24 hours of receipt for a fee of \$3.00 per title.**

# WE'RE GLAD YOU ASKED



## What is FERPA?

The Family Educational Rights & Privacy Act (FERPA), also known as the Buckley Amendment, can be defined as:

“A federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.”

The Act applies to students enrolled in higher education institutions as well as K–12 students. Under FERPA, these two groups are treated the same with one fundamental difference: *WHO* the rights are given to under the Act.

If a student is a minor (e.g., under the age of eighteen) or a dependent, the parents or legal guardians are afforded the rights. On the other hand, the rights primarily reside with the student, regardless of age, once he or she is admitted or enrolls at an institution of higher education. Only when the student has signed a written release giving their parent(s) access to their record, or when an institution accepts proof from the parent that the student is a dependent, is an institution allowed to release information from the student's education record to parents.

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

An example: Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520



## ¿Qué es FERPA?

La Ley de Privacidad y Derechos Educativos de la Familia (FERPA) también conocida como la enmienda Buckley, puede ser definida como:

“Una ley federal que está diseñada para proteger los registros educativos y para establecer los derechos de los estudiantes para inspeccionar y revisar sus registros educativos y también para proveer de lineamientos para la corrección de información incorrecta a través de audiencias formales e informales”

Esta ley se aplica para los estudiantes en las instituciones de educación superior, así como también para estudiantes desde Kinder hasta el 12avo grado. Bajo la ley FERPA, estos grupos son tratados de la misma forma con solo una diferencia fundamental:

Si el estudiante es menor de edad (por ejemplo, con menos de 18 años) o es dependiente (cuando los padres o representante legal tienen los derechos). Por otra parte, los derechos pertenecen al estudiante, sin importar la edad, una vez que el mismo haya ingresado en un instituto de educación superior (universidad). Sólo cuando el estudiante le haya dado un permiso por escrito a sus padres para revisar sus registros o cuando la institución acepta una prueba de que el estudiante es dependiente de los padres o representante legal, sólo así institución le permitirá el acceso a los registros educativos del estudiante a los padres o representante legal.

La Ley de Privacidad y Derechos Educativos de la Familia (FERPA) le da ciertos derechos a los padres y a aquellos estudiantes mayores de 18 años (“estudiantes elegibles”) con respecto a los registros educativos del estudiante. Estos son:

- El derecho para inspeccionar y revisar los registros educativos del estudiantes dentro de 45 días desde que la escuela recibe una petición para revisarlos.

Los padres o el estudiante deben enviar al Director de la Escuela [o a una autoridad oficial apropiada de la escuela] una petición por escrito en donde se especifica los registros que se desean inspeccionar. El oficial de la escuela hará los arreglos para la inspección y le notificará los padres o el estudiante de el día y el lugar en donde los registros serán inspeccionados.

- El derecho a solicitar una enmienda a los registros educativos del estudiante dado que el padre o estudiante crean que los registros son incorrectos, erróneos o que haya habido una violación de los derechos de privacidad del estudiante bajo la ley FERPA.

Aquellos padres o estudiantes que deseen solicitar a la escuela una enmienda a los registros, deben escribir al director de la escuela [o a la autoridad oficial apropiada], y deben identificar claramente la parte del registro que desean que sea cambiada y también deben especificar el por qué debe ser cambiada. Si la escuela decide no realizar el cambio, como fue solicitado, la escuela debe notificar a los padres o el estudiante de la decisión y debe advertirles de su derecho a una audiencia relacionada con su petición, información adicional relativa al proceso de audiencias se les dará a los padres o estudiante cuando se les notifique de su derecho a solicitar una audiencia.

- Derecho a la privacidad de la información personal en los registros del estudiante, con excepción de aquella información que la ley FERPA autoriza a revelar sin necesidad de un consentimiento.

Una excepción que le permite a la escuela liberar información sin consentimiento, es cuando se le permite a los oficiales de la escuela ver la información con fines educacionales. Un oficial de la escuela es una persona empleada por la escuela en el área administrativa, o como supervisor o instructor o algún miembro de apoyo (incluyendo el personal de salud o un miembro del equipo de cumplimiento de la ley); también puede ser alguien en la mesa directiva de la escuela/distrito; una persona o compañía que la escuela haya contratado sus servicios o funciones tales como un abogado, auditor, médico o terapeuta; un padre que sirve en un comité oficial, tales como comités disciplinarios o de quejas; un padre, un estudiante o un voluntario que está asistiendo a un oficial en sus tareas.

Se define que un oficial de la escuela tiene un interés legítimo en revisar los registros de un estudiante cuando lo hace para cumplir con sus responsabilidades profesionales.

Por ejemplo: luego de una petición de otra escuela en donde el estudiante quiere, intenta registrarse o ya está registrado y la petición es relacionada con la transferencia del estudiante, la escuela actual entrega registros educacionales del mismo sin pedir consentimiento. [NOTA: FERPA exige que el distrito escolar haga un intento razonable de notificar a los padres o el estudiante de la petición de los registros realizada la escuela nueva, a menos que se especifique en su notificación anual que se pueden enviar sus registros si estos son solicitados].

- El derecho a poner una queja en el Departamento de Educación de los Estados Unidos, referida a la falla de la escuela en cumplir con el requerimiento de FERPA. EL nombre y la dirección que administra FERPA se encuentran a continuación:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520



# UPCOMING EVENT

## Gang Awareness Workshop

For Parents & Community Members

Presented by

**Luis M. Rivera, Jr., Gang Investigator  
Lexington County Sheriff's Department**

May 2, 2011

6:00pm - 8:00pm

Glenforest School  
1041 Harbor Drive

Children with disabilities may be more vulnerable to gangs. Gangs prey on those who: need to belong, have lower self-esteem, are risk takers and have social difficulties.

If you think there is no gang activity in your community or your child's school - Think Again!

Topics will include signs of gang activity in the community and awareness of signs that you may already recognize.

**This is a free workshop  
Open to the public**

## THE CONTINUED SUPPORTERS OF PRO-PARENTS

*Many thanks to the continued supporters of PRO-Parents:*

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*Thank you for your continued support.*



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**The Mission of PRO-Parents**

is

To enhance the abilities of families to assist children and young adults with disabilities in obtaining services and opportunities needed to become successful adults.

**Your donation will help provide positive futures for children**

By contributing as little as \$5.00 to PRO-Parents, you can assist in ensuring positive outcomes for students with disabilities and remembering someone in a special way: a special teacher, loved one, children or other person or organization that has special meaning in your life. An acknowledgement of the contribution will be included in our next newsletter and a card acknowledging your recognition or memory will be sent to the person or your designee. Your tax deductible donation can be mailed to: PRO-Parents of South Carolina, Inc., 652 Bush River Road, Suite 203, Columbia, SC 29210.

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*Thank you for your support of families with children of special needs.*

**If you are receiving duplicate copies of this newsletter - please clip the addresses and mail them to PRO-Parents or call us at 1-803-772-5688 or 1-800-759-4776 toll free**

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