

THE NETWORKER

a publication of Matrix Parent Network & Resource Center • Spring 2015

Matrix Parent Network is a 501(c)(3) organization founded in 1983 to serve families of children with special needs. We serve Marin, Napa, Solano, and Sonoma counties.

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DIRECTOR'S MESSAGE

What A Great IDEA!



A simple act of signing a piece of paper changed the future for millions of students with disabilities 40 years ago. In 1975, President Gerald Ford put his signature on PL 94-142, the Education for All Handicapped Children Act. This was the federal government's commitment that all children, regardless of degree of disability, were entitled to a free, appropriate public education in the least restrictive environment. In 1975, this groundbreaking civil rights law impacted approximately four million children. For the first time, students with families were considered equal partners in making important decisions in educating their child and preparing that child to become included, contributing adults in their communities. An average of five to six million children receive special education services annually, so for the past forty years, millions and millions of students have benefited from this Act.

This issue of the Networker focuses on that law, now known as IDEA – Individuals with Disabilities Education Act. There are many complex, but critical components of that law that schools and families deal with on a daily basis – timelines, appropriate assessments and evaluations, placement criteria, measuring educational benefit, manifestation determination (the most Rube Goldberg machination of all), etc. Helping families understand these pieces and parental/student rights in the process compose the majority of the work Matrix and other parent centers do on a daily basis.

But today we have chosen to highlight the Congressional findings that grew into IDEA, the view from 40,000 feet. These simple tenets build a powerful foundation on which all aspects of the laws, policies, and procedures are built.

The very first statement of the Congressional findings, a “preamble”, is that “Disability is a natural part of the human experience”. This statement busted down a gigantic barrier for so many people. It was stating that every person had value and could participate and contribute to our society. Access to education was key in ensuring that participation and contributions could happen.

In the forty years since the enactment of this law, there have been positive changes for children and families. There are increased expectations that students with disabilities will leave school with skills and education that will prepare them for fulfilling adulthoods. Finding the resources and supports to meet those high expectations involves a lot of creativity and collaboration. Families and schools still struggle to define “least restrictive” and “appropriate”. But the basis remains, the law is still the law, and all children, regardless of degree of disability, are entitled to that education.

Every day, thousands of families participate in an important meeting with their schools intended to benefit their child. The Individual Education Plan (IEP) meeting generates a plan designed to meet the unique needs of that student. Every IEP has a space for parents to sign their name, stating they agree with the plan designed to assist their child. That simple, hopeful act of signing their child's plan mirrors President Ford's signature forty years ago. With the sweep of a pen, positive actions could happen.

Nora Thompson
Executive Director

parent network
+ Resource Center

What's the Idea of IDEA?

What's the Idea of IDEA?

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Public Law 108-446

AN ACT

To reauthorize the Individuals with Disabilities Education Act, and for other purposes. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, with Disabilities Education Improvement Act of 2004.

CONGRESS FINDS THE FOLLOWING:

- (1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.
- (2) Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public law 94-142), the educational needs of millions of children with disabilities were not being fully met because –
 - (A) The children did not receive appropriate educational services;
 - (B) The children were excluded entirely from the public school system and from being educated with their peers;
 - (C) Undiagnosed disabilities prevented the children from having a successful educational experience; or
 - (D) a lack of adequate resources within the public school system forced families to find services outside the public school system.
- (3) Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this title has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving education results for children with disabilities.
- (4) However, the implementation of this title has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities.
- (5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by –
 - (A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible
 - (B) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home
 - (C) coordinating this title with other local, educational service agency, state and federal school improvement efforts
 - (D) providing appropriate special education and related services, and aids and supports in the regular classroom, to such children, whenever appropriate
 - (E) supporting high-quality, intensive preservice preparation and professional development for all personnel who work with children with disabilities



La Ley de Educación para Personas con Discapacidades

LOS INDIVIDUOS CON DISCAPACIDADES

Ley Pública 108-446

UN ACTO

Para volver a autorizar la Ley de Educación para Personas Discapacitadas, con y para otros fines. Que sea promulgado por el Senado y la Cámara de Representantes de los Estados Unidos de América, reunidos en Congreso, con Ley de Educación para Personas con Discapacidades del 2004.

EL CONGRESO CONCLUYE LO SIGUIENTE:

- (1) La discapacidad es una parte natural de la experiencia humana y de ninguna manera disminuye el derecho de las personas a participar en o contribuir a la sociedad. Mejorar los resultados educativos de los niños con discapacidad es un elemento esencial de nuestra política nacional de asegurar la igualdad de oportunidades, la plena participación, la vida independiente y la autosuficiencia económica para las personas con discapacidad.
- (2) Antes de la fecha de promulgación de la Educación para Todos los Niños con Discapacidades de 1975 (Ley Pública 94-142), las necesidades de educación de millones de niños con discapacidades fueron no cumplidas plenamente, porque –
- (A) Los niños no recibieron los servicios educativos apropiados;
 - (B) Los niños fueron excluidos por completo del sistema de educación pública y de ser educados con sus compañeros;
 - (C) discapacidades diagnosticadas impidieron que los niños tengan una experiencia educativa exitosa; o
 - (D) la falta de recursos suficientes en el sistema escolar público obligó a las familias a encontrar servicios fuera del sistema escolar público.
- (3) Desde la promulgación e implementación de la Educación para Todos los Niños Discapacitados de 1975, este título ha tenido éxito en asegurar que los niños con discapacidad y las familias de estos niños acceder a una educación pública gratuita y apropiada y en la mejora de los resultados educativos de los niños con discapacidades.
- (4) Sin embargo, la aplicación de este título ha sido impedida por las bajas expectativas, y un enfoque insuficiente en la aplicación de la investigación replicable en métodos probados de enseñanza y aprendizaje para los niños con discapacidad.
- (5) Casi 30 años de investigación y la experiencia ha demostrado que la educación de los niños con discapacidades puede ser más eficaz–
- (A) que tiene grandes expectativas para esos niños y asegurar su acceso al currículo de educación general en el aula regular, en la mayor medida posible
 - (B) el fortalecimiento del papel y la responsabilidad de los padres y asegurar que las familias de esos niños tienen oportunidades significativas para participar en la educación de sus hijos en la escuela y en el hogar;
 - (C) la coordinación de este título con los esfuerzos estatales y federales y de otras organizaciones locales y agencias de servicios educativos para mejorar la escuela
 - (D) proporcionar educación apropiada especial y servicios relacionados, y ayudas y apoyos en la clase regular, a estos niños, en su caso
 - (E) el apoyo de preparación de pregrado de alta calidad, intensiva y el desarrollo profesional para todo el personal que trabaja con niños con discapacidad





The Early Edition

a publication of Matrix Parent Network & Resource Center • Spring 2015

The *Early Edition* is a publication of the Matrix Family Resource Center (FRC) program — part of California's interagency system of early intervention services for children from birth to 36 months. Our FRC staff is here to provide information and support to help you care for your baby. Additional information and resources are also provided in a designated *Birth to 3* section on our website at www.matrixparents.org



BIRTH TO 3

What's the idea behind IDEA part C?

If your child has an Individual Family Service Plan (IFSP) through part C of the special education law, IDEA, there are many parts of this and processes to understand. Having the big picture of why this law exists can be an anchor to thinking big when the details are overwhelming. Here is the big picture.

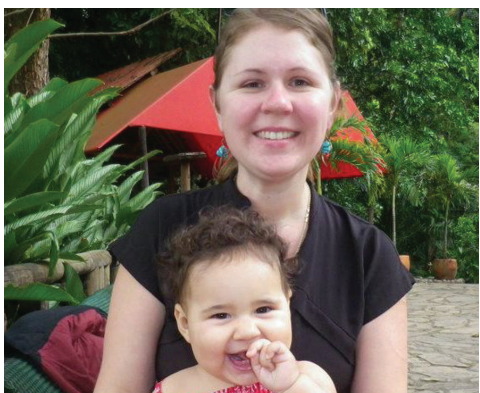
THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

PART C – INFANTS AND TODDLERS WITH DISABILITIES

Re-authorized 2004

CONGRESS FINDS THE FOLLOWING:

- (1) To enhance the development of infants and toddlers with disabilities, to minimize their potential for developmental delay, and to recognize the significant brain development that occurs during a child's first 3 years of life;
- (2) To reduce the educational costs to our society, including our Nation's schools, by minimizing the need for special education and related services after infants and toddlers reach school age;
- (3) To maximize the potential for individuals with disabilities to live independently in society;
- (4) To enhance the capacity of families to meet the special needs of their infants and toddlers with disabilities; and
- (5) To enhance the capacity of State and local agencies and service providers to identify, evaluate, and meet the needs of all children, particularly minority, low-income, inner city, and rural children, and infants and toddlers in foster care.



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transition to preschool.
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La Edición Temprana

una publicación de Matrix Centro de Recursos Familiares • Primavera 2015

La *Edición Temprana* es una publicación Matrix Centro de Recursos Familiares (FRC) programa como parte del sistema interinstitucional de los servicios de la intervención temprana para niños de California desde el nacimiento hasta los 36 meses. Nuestro personal del FRC esta aquí para proporcionar información y apoyo para ayudarle a cuidar de su bebé. Información adicional y recursos también están proveídos en un área designada en la sección recién nacido a tres en nuestro sitio de web, www.matrixparents.org.

NACIMIENTO A 3

¿Cuál es la idea detrás de la parte C de IDEA?

Si su hijo tiene un Plan de Servicio Individual para la Familia (IFSP) de acuerdo con la parte C de la ley de educación especial, IDEA, hay muchas partes de este y procesos para entender. Entender en general de lo que existe en esta ley puede ser un ancla para pensar en grande cuando los datos son abrumadores. Aquí está el panorama:

Ley Pública 108-446

LEY DE EDUCACIÓN PARA INDIVIDUOS CON DISCAPACIDADES X

PARTE C - BEBÉS Y NIÑOS PEQUEÑOS CON DISCAPACIDADES

Re-autorizado 2004

HALLAZGOS – EL CONGRESO CONSIDERA QUE ES UNA NECESIDAD URGENTE Y SUSTANCIAL :

- (1) Para mejorar el desarrollo de los infantes y niños pequeños con discapacidades, para minimizar su potencial de retraso en el desarrollo, y reconocer el desarrollo cerebral significativo que se produce durante los primeros 3 años de vida del niño;
- (2) A fin de reducir los costos de la educación en nuestra sociedad, incluyendo las escuelas de nuestra nación, reduciendo al mínimo la necesidad de educación especial y servicios relacionados después de bebés y niños pequeños llegen a la edad escolar;
- (3) Para maximizar el potencial de las personas con discapacidades puedan vivir en forma independiente en la sociedad;
- (4) Para mejorar la capacidad de las familias para satisfacer las necesidades especiales de sus bebés y niños pequeños con discapacidades; y
- (5) Para mejorar la capacidad de los organismos estatales y locales y proveedores de servicios conocer para identificar y evaluar las necesidades de todos los niños, en particular las minorías, de bajos ingresos, centro urbano, y niños de zonas rurales, e infantes y niños pequeños en cuidado de crianza.



Podemos ayudar con la transición a la pre-escuela
Llama
800.578.2592

Ways to Give...

BEAUTIFUL SMILING FACES...

Family Portraits

On Sunday, April 19, just in time for Mother's Day, Matrix families modeled for a mini photo shoot by professional photographer, Brenda Hawkes, of Hawkes Photography. Pictures were taken at the beautiful Sonoma State University Campus in Rohnert Park.

Each participating family received a CD of all their portrait images for a donation to Matrix Parent Network. All proceeds came directly to Matrix to provide needed services to families in our community.



Special thanks to Brenda Ficco, of Hawkes Photography and Kristie Anderson!

Contact Brenda Ficco at 707.823.6537.



A GOOD TIME WAS HAD BY ALL!

4th Annual Golf Tournament

The wonderful golfers and volunteers combined with the magnificence of Windsor Golf Course for an incomparable setting of fun, camaraderie, and memorable moments at our 4th Annual Matrix Golf Tournament on April 24, 2015. We appreciate the contributions of goods and services for our event and auction, which allowed Matrix Parent Network & Resource Center to raise valuable operating funds. Our gratitude goes out, as well, to our volunteers; we couldn't have done it without them!

Photographer Brenda Ficco captured all the day's color and excitement. Tournament photos can be viewed on our Matrix Flickr link at www.matrixparents.org.

Matrix Golf Tourney Organizing Committee: Bill Allen, Kristie Anderson, Norm Bryan, Joanne Ferris, Tammy Moratto, Sarah Ponsford, Demian Reddy, Nora Thompson



OUR WONDERFUL SPONSORS HELP TO MAKE IT POSSIBLE FOR US TO DO VALUABLE WORK WITH OUR FAMILIES!

Special Thanks to our Tournament Sponsors

Not only do our tournament sponsors contribute financially, but they send golfers and volunteers along to support us on tournament day. Special thanks to our lead returning sponsors: Andy's Produce, The Central Office, Cowtown Creations, Jerry Thompson and Sons, Solarcraft, Sutter Medical Foundation, and West Bay Builders. We welcome first time sponsors Capstone Roofing, GP Homestay, Henris Roofing, Law Office of Alexis Lynch, Santa Rosa Barbershop, Staggs Construction, and Summit Funding.

It wouldn't be a full day without goods and games for the golfers on the course. We were delighted to feature in-kind donations from our neighbors: Arctic Glacier Ice, Dixon Golf, Eagle Brewing, Lagunitas Brewery, Sonoma Latina Grill, Snyder's of Hanover, Stout Brothers Irish Pub and Brewery, and Westamerica Bank.

We couldn't have done it without our course volunteers: Denise LaBuda, Alexis Lynch, and Becky Sani along with the Windsor Golf Course staff led by Demian Reddy and Liz Glass.





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Upcoming Matrix Events

Coming this Fall...

A six week Mindfulness Based Stress Reduction Class specifically tailored for parents of children with special needs.



Thanks to the Marin County Board of Supervisors for making this possible.

NETWORKER

IDEA Issue • Spring 2015

Our mission: To empower families of children with special needs to successfully understand and access the systems that serve them.

Nuestra misión: Capacitar a las familias de niños con necesidades especiales para entender y acceder a los sistemas que los sirven.

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