



THE

# Navigator

FALL

Pilot Parents of Southern Arizona

Volume 19 Issue 1

Providing Information and Resources to Families and Professionals in Southern Arizona

## JUST WHAT IS AN IEP? AND, WHAT IS ALL THE FUSS?

An IEP or individualized education program is a legal document. It is the road map that is to be followed to ensure your child has the best opportunity to succeed in school. It contains safeguards for monitoring current levels, and to determine progress. It explains what modifications or accommodations may be needed for your child to be successful and what related services your child qualifies for. Related services are any therapies (speech, physical therapy, occupational therapy, vision, etc..) It also contains information about special transportation. It is to be developed for your child exclusively, based on his or her educational and support needs.

Creating an IEP takes time, effort and patience. The more you know about the process, the better you can advocate for your child. A federal law called the Individuals with Disabilities Education Act (IDEA) required that public schools create an IEP for every child receiving special education services.

IEP's, by law, must contain the following:

- \* A statement of your child's present level of academic achievement and function (PLAAF). This is how your child is doing in school now.
- \* Your child's annual educational goals.
- \* Special education supports and services the school will provide to help your child reach goals.

- \* Modifications and accommodations the school will provide to help your child make progress.
- \* Accommodations your child will be allowed when taking standardized tests.
- \* How and when the school will measure your child's progress toward annual goals.
- \* Transition planning that prepares teens for life after high school.

### *Who Qualifies for an IEP?*

Two things must happen before your child can receive special education services:

1. An Evaluation: Anyone may request an evaluation of a child if they feel the child is struggling. The school psychologist and other professionals may give your child various tests or observe your child in the classroom. Please remember, schools cannot diagnose medical conditions. Only doctors or another medical professional can do that.
2. A decision. The IEP team, which includes parents and school officials, decide whether or not your child needs special education services in order to learn the general education curriculum.

### *What does an IEP contain?*

- \* Present levels of educational performance (PLAAF). Current abilities, skills, weaknesses and strengths. PLAAF should be based on tests results. *(continued on page 2)*

### inside...

**BULLYING**  
**FREE HOT TOPIC WORKSHOPS**  
**PARTNERS IN LEADERSHIP**

**PAGE 3**  
**PAGE 5**  
**PAGE 7**

(IEP continued from page 1)

teacher observation and objective data, like test results.

The PLAAF is not simply copied from one year's IEP to the next. Each year a child matures and masters skills: performance and needs will change.

**Results of your child's evaluations and tests:** This should include district-wide and state assessments.

***Special education and related services to be provided:***

The IEP spells out what kinds of support and services your child will receive. If your child will have speech therapy it will say how many minutes a week he or she will receive that service.

**Accommodations and modifications:** These are equipment/devices (computers aug/com devices etc.) , or changes to expectations to help your child learn the general curriculum. Perhaps your child will take tests orally, have additional time for testing, use modified tests, fewer questions, large print, etc.

**Supplementary aids and services:** Supports to help a child learn in the general education classroom, might include targeted adult support, highlighted classroom notes, equipment or assistive technology, such as software.

**Annual educational goals:** These should be realistic, achievable and **measurable**. What skills can your child realistically learn in one year's time. And, how are they going to measure progress? With a description of how your child's progress will be measured and reported to you.

If your child has multiple or severe disabilities, the law requires the IEP list short-term goals. These are also called objectives or benchmarks.

***An explanation of how much your child will participate in general education classes and extra-curricular activities.***

Participation at the fullest level possible is required by law. This is called the least restrictive environment (LRE)

**The date the IEP will go into effect:** You have the right to request a meeting to modify or request to

modify the IEP at any time. However, the IEP is only good for one (1) year.

Depending on your child's age the IEP might also include:

**A transition plan**– This kicks in when your child turns 16. Transition planning includes services and supports to help a student graduate from high school and achieve post-high school goals.

**Extended school year services**–Some students receive special education services outside of the regular school year, such as during the summer or, less commonly, during extended breaks like winter break.

**Who develops the IEP? The Team. And, you are part of the team.**

Members of the team:

You, as the parent of your child, have the legal right to participate in all IEP meetings. As the parent, you are a full and equal member of the team.

At least one of your child's general education teachers.

At least one special education teacher .

A school district representative knowledgeable about both general and special education. This person should also have the authority to make decisions that involve school resources.

**A school psychologist or other specialist** who can interpret the student's evaluation and test results. The therapists who work with your child during school.

And, your **child**. Consider his or her level of understanding to determine if they should attend. At the age of 16, they are expected to attend and participate in transitioning.

You may invite anyone else you like. Perhaps an extra pair of ears, or a specialist who has knowledge of your child's abilities outside of school. Send the school a written notice that you are bringing outside people. Likewise, they should inform you if anyone else is attending. Everyone must come to the IEP or

( continued on page 3)

(IEP continued from page 2)

inform you of their inability to attend and request permission to miss the meeting. If you attend the meeting and people are missing who should be there and they have not asked permission from you to miss the meeting, the meeting cannot be called an IEP meeting and must be re-scheduled.

More, next issue on IEP's.



## BULLYING

It is that time of year again. School will be starting soon and opportunities to bully and be bullied will rear their ugly heads. It would be a good idea to speak with your child about bullying.

PACER Center has a guide : Bullying 101: Guide for Middle and High School Students. The basics of bullying, what it is and isn't, the role of students, and tips on what you can do.

It is available free, on-line at [PACERTeensAgainstBullying.org/bullying411@pacer.org](http://PACERTeensAgainstBullying.org/bullying411@pacer.org)



**Carnival Corp., the world's largest cruise company, reached a settlement with the U.S. Justice Department over complaints that many of its ships do not offer access to passengers with disabilities.**

Under the agreement announced Thursday, Carnival must pay \$55,000 in penalties, plus \$350,000 in compensation to passengers who complained about disability access on ships in the company's Carnival Cruise Line, Holland America Line and Princess Cruises.

In addition, the Miami-based cruise company agreed under the settlement to make 3 percent of the cabins on 49 of its ships accessible to passengers with disabilities. Carnival must also appoint a compliance officer to ensure the company meets the requirements of the Americans With Disabilities Act and provide ADA training to its employees and managers. Carnival has faced lawsuits, dating back at least 15 years, from passengers with disabilities who complained about access. At one point, the company argued that the ADA does not apply to cruise ships registered outside of the U.S. The settlement marks the first time that the Justice Department has required a cruise company to set aside a minimum number of accessible cabins and develop plans to ensure that all ships meet ADA standards.

"People with disabilities who travel must be able to count on getting the accessible cabin they reserve," said Vanita Gupta, head of the civil rights division of the Justice Department. The Justice Department said Carnival has cooperated with the agency to reach a settlement.

In a statement, Carnival spokesman Roger Frizzell said: "We have historically maintained a strong focus on accessibility and have a longstanding track record of meeting the needs of all our guests. We will continue to do so with even more enhancements in staff training, accessibility policies and communications, as well as additional shipboard accessibility features."

© 2015 the Los Angeles Times

# A LITTLE BIT OF THIS AND THAT.....



## NATIONAL AWARENESS MONTHS/DAYS

### July

[Juvenile Arthritis Awareness Month](#)  
[National Cleft & Craniofacial Awareness & Prevention Month](#)

### August

[Children's Eye Health and Safety Month](#)  
[National Immunization Awareness Month](#)

### September

[Childhood Cancer Awareness Month](#)  
[Fruit and Veggies—More Matters Month](#)  
13th [National Celiac Disease Awareness Day](#)  
30th [National Women's Health & Fitness Day™](#)

## AHCCCS

### AHCCCS Community Forum re:

Arizona's Plan for the CMS Home and Community Based Services (HCBS) Rules

AHCCCS is hosting forums to obtain public input on the Centers for Medicare and Medicaid Services (CMS) final rules for home and community based services (HCBS). The purpose of the rule is to ensure individuals receiving HCBS are integrated into their communities and have full access to the benefits of community living. These requirements impact individuals in the Arizona Long Term Care System (ALTCS) receiving services in residential and non-residential settings such as assisted living facilities, group homes, adult day health, day treatment and training, center-based employment programs, etc. AHCCCS will review its draft assessment of the state's current compliance and a draft transition plan for meeting compliance standards for all settings. AHCCCS is seeking input from stakeholders including members and their families, advocates and providers. The draft assessment and transition plan will be available on the AHCCCS website ([www.azahcccs.gov/HCBS](http://www.azahcccs.gov/HCBS)) on or before August 1, 2015.

Please RSVP as space is limited: persons with a disa-

## "Evidence Based Breastfeeding Support: Tongue-tie, Torticollis and Reflux" Presented by Catherine Watson Genna BS, IBCLC

This two day workshop describes current research and evidence based strategies to support relationships, neurobehavioral organizations, and the biomechanical and sensory processing aspects of breastfeeding. The presentation includes in depth review of current literature on gastroesophageal reflux, torticollis and tongue tie as they influence the mother-infant dyad and successful infant feeding. Methods to evaluate and support oral motor skills and swallowing from both the lactation consultant and feeding therapist perspective will be presented.

### Event Info

Friday, September 18th and  
Saturday, September 19th, 2015  
Pima Medical Society  
5199 E Farness Drive  
Tucson, AZ 85712

For more information on workshop, fees, etc. contact Lorna Motz at [lorna@mealttimeconnections.com](mailto:lorna@mealttimeconnections.com) or 520-829-9635.

(AHCCCS continued)

bility may request a reasonable accommodation, such as a sign language interpreter, with the RSVP. [HCBS@azahcccs.gov](mailto:HCBS@azahcccs.gov) or 1-888-883-4002, ext.6024174203.

In Tucson:

Casino Del Sol—Ballroom Room B  
5655 W. Valencia Rd, Tucson, AZ 85757  
Wednesday, August 26, 2015 1:00-3:00 pm.  
Public input may be submitted by  
email :[HCBS@azahcccs.gov](mailto:HCBS@azahcccs.gov)



**FREE HOT TOPIC  
SUMMER WORKSHOPS –**  
Presented by Pilot Parents of So. AZ

Wednesday, August 19  
**PLACEMENT**  
12:00-1:30

Questions about what the different placement options are for children who are eligible for Special Education Services. If you want to know more about placement options, please attend this informative workshop!

Wednesday, September 16  
**COLLABORATION**  
12:00-1:30

Are you wanting ways to improve collaboration with your child's special education team or school? Do you feel unheard by the school? You will learn strategies that will help resolve conflict.

All workshops will be facilitated by Amanda Heyser, Education Coordinator for Pilot Parents and also the Children's Clinics

Workshops will be held in Florence Manning at the Children's Clinics, 2600 N. Wyatt Dr. Please register to attend 5 days in advance so we have the appropriate supplies for everyone.

520-324-3150 to Cheryl  
or [cheryl@pilotparents.org](mailto:cheryl@pilotparents.org)

**SORRY, NO CHILD CARE AVAILABLE**

## CRS ID card

CRS members have one of four coverage types. You can find your coverage type by looking at your new CRS ID card. Don't forget to use your CRS ID card for your covered benefits, including pharmacy.

- CRS Fully integrated-10115: use your CRS ID card when you get CRS specialty services, primary care or behavioral health services.
- CRS Partially Integrated-Behavioral Health (BH) 99125: use your CRS ID card when you get CRS specialty services or behavioral health services.
- CRS Partially Integrated-Acute 10145: use your CRS ID card when you get CRS specialty or primary care services.
- CRS Only 99135: use your CRS ID card when you get CRS specialty services.

### Crisis Network for the CRS Program

Area Code	Crisis Line
602, 623, 480	1-800-631-1314
520	1-800-796-6762
928 Northern Arizona	1-877-756-4090
928 Southern Arizona	1-866-495-6735

All kids need is  
a little help, a  
little hope, and  
somebody who  
believes in them.

Magic Johnson

[venspired.com](http://venspired.com)

## Making a Shift in the Public Workforce System

July 1, 2015, marked the day that many of the provisions of the *Workforce Innovation and Opportunity Act (WIOA)* take effect. This new law has the potential to make a tremendous difference for tens of millions of workers, jobseekers and students across this country. WIOA's transformation of our publicly-funded workforce system means that all of us—federal and state partners, governments, non-profits and educational and training institutions, must be pressing for innovations to ensure:

- \* The needs of business and workers drive our workforce solutions.
- \* One-stop centers, also known as American Job Centers (AJCs (<http://jobcenter.usa.gov/>)) provide excellent customer service to both jobseekers and employers and focus on continuous improvement; and
- \* The workforce system supports strong regional economies and plays an active role in community and economic development.

July 1st is about “opportunity.” It's about implementing strategies to help workers and jobseekers achieve their full potential. Through our AJCs (American Job Centers) and other service locations, the public workforce system will meet people where they are, whether they're young adults just starting out, or experienced workers who need to retool their skills to succeed, whether they are a person with a disability or someone who faces other barriers to a job. Our aligned services need to help each of them build a meaningful career and achieve economic independence.

### Where We've Been and Where We're Going

Through town halls and virtual stakeholder events, we listened to you. The U.S. Departments of Education and Labor, in consultation with the U.S. Department of Health and Human Services, incorporated your feedback into proposed regulations and will continue to do so as we review comments and develop final regulations.

For more information and updates on WIOA, please visit OSERS' WIOA Web page : <http://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>

## ADA.gov CELEBRATING 25 YEARS 1990-2015

ADA was designed to Advance Equal Access for people with disabilities.

The Americans with Disabilities Act celebrates 25 years of removing barriers and empowering people.

Their website offers the Introduction to the ADA with publications and videos that answer these questions and more: What is the ADA? Who is a person with a disability? Who must comply with the ADA? Where can you call to ask questions about the ADA?

The site gives instructions for filing a complaint with the Department of Justice and for requesting accommodations for the filing process.

There is the website and an ADA information Line: The U.S. Department of Justice provides information about the Americans with Disabilities Act.

(ADA) through a toll-free ADA information line 1-800-514-0301 (voice) and 1-800-514-0383 (TTY). Their website is [ADA.gov](http://ADA.gov).



# Arizona Partners in Leadership

## 18th Partners Class Graduates

On June 6, 2015 nineteen individuals graduated from the AZ Partners in Leadership program. Congratulations to this year's graduates!

Christine Brown, Tucson  
Linda Carlson, Tucson  
Wendi Decker, Queen Creek  
Athena Delgado, Sahuarita  
Jamie Erickson, Tucson  
Elizabeth Everett, Tempe  
Megan Graham-Killian, Phoenix  
Sarah Deal, Tucson  
Briana Gutierrez, Tucson  
Jennifer Hubbard, Marana  
Tish Hurd, San Tan Valley  
Colleen McGregor, Sun City  
Kimberly Meachum, Buckeye  
Alana Parker, Mesa  
Livier Rivera, Tucson  
Cassandra Simonton, Sahuarita  
Sandra Stribling, Tucson  
Jamie Tupper, Kingman  
Amber Zumwalt, Kingman

For a second year, program participants created Action Group projects. Action Groups were created to allow each participant the opportunity to work in a small group setting over the course of the program to learn how to function as a member of a diverse group to influence a public issue through collective actions. This process provides practical experience that can be taken back to the participants' communities.

This year's projects included:

A blog called *Parents Moving Mountains*

A Facebook page titled *AzPIRE (Arizona Parents for Information, Resources and Education)*

A guide to inclusive resources in Arizona titled *Better Together in Arizona*

*Friendship Flowers* a friendship curriculum to be used in elementary schools

The creation of a policy draft for early identification by pediatricians using validated developmental screening tools

Once again, it is that time of year when **Pilot Parents is accepting applications for the AZ Partners in Leadership program**. This incredible FREE training program gives participants the opportunity to meet and unite with others who have similar concerns to create a powerful voice on important issues. **Partners is designed to provide information, training, resources and skill building to young adult self-advocates and the parents of children with disabilities so that they can become better advocates**. The application deadline is October 16<sup>th</sup>. Visit [www.pilotparents.org](http://www.pilotparents.org) to download the application or call Karen at 520-324-3158.



# LET'S MOVE

The Let's Move campaign says children should get 60 minutes of active play every day. It doesn't all need to happen at one time. The Let's Move campaign was started by First Lady Michelle Obama. It is her mission to reduce childhood obesity. Being active is one part of keeping a healthy weight. There are also other benefits to being active. Let's Move says children who are active:

- ◇ Feel less stressed and better about themselves.
- ◇ Are more ready to learn in school.
- ◇ Build healthy bones, muscles and joints.
- ◇ Sleep better at night.

Learn more. *The National Center for Physical Activity and Disability offers a searchable database of programs by state and city at "NCPAD.org. You can also learn about Special Olympics Arizona at SpecialOlympicsArizona.org.*

Taken from Spring 2014 Health Talk

## Staff Members:

**Lynn Kallis—**  
Executive Director  
324-3151

**Cheryl McKenzie—**  
Receptionist/Secretary  
324-3150

**Karen Kelsch—**  
Director of Programs  
324-3158

**Amanda Heyser—**  
Education Coordinator  
324-3157

**Marianne Scott—**  
Partners in Leadership  
Coordinator 324-3154

**Jo Ann Spencer—**  
Special Projects—  
Sibshop, Editor *The Navigator*, workshops.  
324-3153



You can now view or download *The Navigator* from our web page. Go to [pilotparents.org](http://pilotparents.org) and click on *The Navigator*. If you no longer wish to receive *The Navigator*, please contact the office.

**THE *NAVIGATOR* IS PUBLISHED QUARTERLY. YOU MAY E-MAIL NOTICES, ARTICLES, ETC. TO [JOANN@PILOTPARENTS.ORG](mailto:JOANN@PILOTPARENTS.ORG), FAX THEM TO 520-324-3152 OR MAIL THEM TO: PPSA, 2600 N. WYATT DRIVE, TUCSON, AZ 85712 ATTN: JO ANN SPENCER, EDITOR, AT ANY TIME. SUBMISSIONS WILL BE USED BASED UPON SPACE AVAILABILITY AND WILL BE USED IF THE DATE OF THE ACTIVITY FALLS WITHIN OUR PUBLISHING SCHEDULE.**



**Leadership Education Advocacy Partnership**  
a program of Pilot Parents of Southern Arizona

Pilot Parents of Southern Arizona is pleased to announce that the Arizona Developmental Disabilities Planning Council has approved funding for Year 5 of the LEAP program. This year's contract will run from July 1, 2015 through September 30, 2016. This year we will be focusing on providing scholarship awards for individuals that have not previously received LEAP scholarship funds. To learn more and download an application visit [www.pilotparents.org](http://www.pilotparents.org)

## Year 4, LEAP Program Review

Pilot Parents received 126 scholarship applications during the fourth year (July 1, 2014 – June 30, 2015) of the LEAP program. During this time over 90 awards were extended for local, state-wide and national event attendance with over \$35,000 in scholarship funding given. We are especially proud of our collaboration efforts with Arizona Developmental Disabilities Planning Council, Down Syndrome Network, Sharing Down Syndrome and Southern Arizona Network for Down Syndrome in assisting 32 individuals/families to attend the national Down Syndrome Congress Convention held in Phoenix in June .

