



Back To School	1
----------------	---

De Regreso A Clase	3
--------------------	---

Finding the Help Your Child Needs in School	4
---	---

Supreme Court Backs Reimbursement for Private School Tuition	6
--	---

We Are Glad You Asked	10
-----------------------	----

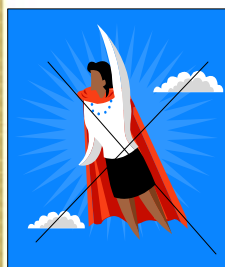
You Are The Expert Conference Highlights	12-13
--	-------

Ways you can help PAVE support families	14
---	----



Ready or Not – It's Back to School. It's the time of year. With anticipation and excitement, the school supplies are bought, the new clothes are laid out for morning and the back pack is by the front door.

While all that is true, for many parents and children who experience learning difficulties, returning to school also brings anxiety and apprehension. Will the new teacher be supportive of your child's learning needs? Will your child work well with the new teacher? Will the teacher have enough help to deal with issues or challenges as they come up?



This is not the time to put on your superhero costume to swoop in and save the day. Instead you may want to help prepare your child to meet the challenges of the new school year. Helping your child form a plan to start a successful year will assist him/her to learn planning and coping skills.

Here are some ideas that other parents have found helpful to assist your child in developing his /her plan for a successful transition back to school.

- Talk to your child to gain an idea about his/her concerns for the new school year. (The last thing you want to do at this point is bring up your concerns that adds to his/her list of things to worry about.)
- Include your child in gathering school supplies and putting them together in the backpack.
- Help your child organize a notebook that can serve as an organizing tool for assignments or communication with the teacher.

- Gradually get back on the school schedule by returning to school bedtimes and help your child set a new children's alarm clock to establish school routines.
- Call the school office and determine a time that you can bring your child to school to find their new classroom and meet their new teacher.
- Bring a special teachers gift when you visit the school. Extra school supplies such a bundle of pencils, boxes of Kleenex, a ball of rubber bands, fun sticky note pads, a rubber stamp, etc. are sure to be appreciated.
- Write a note with your child to the teacher that you are looking forward to meeting her and expressing confidence in the new school year. Let the teacher know that you will be available to discuss any questions or concerns. Leave a phone number and times that you can most often be reached.
- Make sure your child has a good night's sleep and a hearty breakfast to get a great start for the day.

Many children breeze through the first few grades, and expect the new school year be to no more of a challenge than the year before. But each year brings increasing amounts of work, increasing difficulty and expectations. Sometimes these changes may cause him/her to struggle or

feel frustrated and overwhelmed. In addition, while students progress at different rates, students become increasingly aware of these differences and this too may lead to increasing frustration for the students. It is important to discover if these routine changes are becoming barriers to learning or just temporary challenges.

You will want to take seriously signs of school difficulty academically, socially or behaviorally. There are times in every student's life when he/she isn't interested or finds a subject difficult. Ask him/her to tell you about frustrations or learning difficulties. By encouraging him to express himself and letting him know his opinions are respected and valued you reassure him that you and his teacher are working with him, not against him.

Call the teacher or meet to discuss your observations and brainstorm potential ways to solve the situation. Ask to see examples of his work that may show difficulties that he is having. This will help you get a better idea of where the difficulty may be and some ideas on how to best assist your child.



Help your child to do everything that they can this school year, so they are successful.

PARTNERSHIP ACCESS LINE



Parents, if you are having difficulty accessing mental health information or resources for your child, there is a program now available in Washington State to make it easier for you. The state legislature has funded a program called The Partnership Access Line (PAL). This is a telephone based child mental health consultation system for primary care providers. The primary care provider can call the toll-free number and receive consultation services from child psychiatrists, child psychologists, and social workers affiliated with Seattle Children's Hospital. They are there to discuss any child mental health issue that arises.

Take this information to your child's primary care provider and they should be able to assist you with your child's mental health needs. The toll free number is 1-866-599-7257 and for more information about the program go to www.palforkids.org.

De Regreso a Clases

¡Ha llegado el tiempo de pensar en el regreso a clase! Con anticipación compramos el material necesario para la escuela, ropa nueva, y un bulto para nuestros hijos. **¡Estemos listos o no, es tiempo de regresar a clase!**

Mientras que todo esto es verdad, para muchos padres y niños que enfrentan dificultades de aprendizaje, el regreso a la escuela también trae ansiedad y aprehensión. ¿Comprenderá este nuevo maestro las necesidades de su hijo? ¿Trabajara su niño bien con su nuevo maestro? ¿Tendrá la suficiente ayuda la maestra para poder ayudar a su niño?

Este no es el tiempo para usted vestirse de súper-héroe. Este es el tiempo en que usted quizás deba de tratar de ayudar a preparar a su hijo para poder enfrentar a todas las nuevas dificultades que vendrán en el próximo año escolar. Ayudar a su hijo a preparar un plan para tener un año escolar exitoso lo ayudara a poder planear como enfrentar y lidiar con diferentes dificultades.

Aquí hay algunas sugerencias que usted puede utilizar para ayudar a que su niño planee una transición exitosa de regreso a clase.

- Hable con su niño para poder entender cuales son sus preocupaciones para el nuevo año escolar. (Trate de no hablar de sus preocupaciones sino debe de escuchar a su hijo.)
- Incluya a su hijo cuando este comprando los materiales necesarios para la escuela.
- Ayude a organizar un cuaderno que pueda servir como un diario para que su hijo/hija pueda organizar sus tareas o para usted pueda comunicarse con la maestra.
- Ayude a que su niño vuelva al horario de la escuela recordándole de acostarse a un horario mas temprano, también ayúdelo a que ellos puedan tener su propio reloj para despertarlo.
- Llame a la escuela, pregúntele cuando usted puede reunirse con la maestra de su niño y si es posible de traerlo con usted.
- Recuerde de traer un regalo especial cuando visite a la maestra. (Lápices, una caja de Kleenex, etcétera, son regalos que los maestros aprecian).
- Escriba una nota y mándela con su hijo expresándole a la maestra que usted esta deseosa de conocerla y este segura de expresarle su total confianza en el año escolar nuevo. Déjele saber que usted esta disponible para hablar sobre cualquier pregunta que esta tenga. Mán-dele un número de teléfono y el horario que usted esta disponible.
- Este seguro de darle un desayuno nutritivo y que su niño duerma bien la noche ante de atender a clases.

Muchos niños no tienen problemas durante los primeros años escolares, pero cuando estos comienzan los niveles escolares más altos empiezan a tener problemas con la escuela. Cada año escolar trae diferente tipo de trabajo y estos se vuelven más difíciles. Estos cambios hacen que nuestros niños se sientan frustrados y abrumados. Es importante tener describir si cambios a la rutina de sus niños traen problemas con el aprendizaje.

Usted debe tomar nota de todo los cambios que pasen con su niño, sean estos emocional o académicamente, ya que estos pueden afectar su trabajo en la escuela. Hay tiempos en que en la vida de un estudiante ellos pierden el interés en una materia difícil. Pregúntele porque se está frustrando. Anímelo a que se exprese y le diga porque se encuentra la materia difícil. Animando a que su hijo se exprese usted le está dejando saber que su opinión es respetada y que usted valora esta opinión. También le está dejando saber que los maestros y usted están trabajando junto con el no en contra de él.

Llame a la maestra para que se puedan reunir y puedan discutir todas las cosas que están observando para que puedan trabajar juntos y buscar una solución. Pídale ejemplos de los problemas que ellos están observando. Esto le ayudara a que usted pueda tener una idea de cómo usted puede ayudar a su hijo mejorar en la escuela.

Ayude para que su niño pueda comenzar este año escolar de la mejor manera posible.

Finding The Help Your Child Needs In School

by Karen L. Blaine Coordinator, RTI-Info for Families

Many parents dream of their beloved child skipping happily off to school, loved by all, loving to learn and bringing home great grades. This dream may not be a reality for many children who may struggle academically and become frustrated developing behaviors that continue to impact their learning. Unraveling this puzzle is often a struggle for parents. They will need to discover the difficulties their child is experiencing and find the right individuals to discuss school and district resources.

Learning challenges develop for many different reasons; therefore one simple solution will rarely be effective for all students. It is helpful to understand how the student is progressing academically. It is best to start with the professional who spends the most time with the student at school—the classroom teacher. Exchanging in-depth information with the teacher will assist you in understanding how your child is learning and forge the beginnings of a partnership that will increase the benefit for your child.

Some questions to ask about your child's progress



- Do you have a list of classroom rules or expectations that you can share with me?
- What strengths or concerns have you observed about my child's adjustment to school and social interaction? Can you share any examples?
- What are the strengths or concerns about my child's academic progress? Can you show me examples of his work, tests or grades?
- How does my child compare with your expectations for the class?
- Has any screening been done to check for academic progress?
- Are there other staff that have contact with my child that I should talk with?
- Are there some things that I can help my child with to be more successful at school?
- What forms of parent teacher communication would work best for you?

School districts use many different processes to help determine the assistance a child may need. A variety of resources may be available within districts. Some of these resources may be available to schools that have more students from low income families, some programs provide services for minority students, others such as Special Education only after an extensive evaluation and eligibility process.

One such process that is being embraced by some districts is **Response to Intervention (RTI)** a national initiative, strives to provide interventions to struggling students who are identified through periodic screenings of all students. The RTI process may be identified by different names in individual districts. Local school districts may have other strategies providing assistance programs. Generally, the school principal, or district Special Services Director will have information about programs that are available that might help your child. Below you will find a list of questions that will guide you in your search for pieces to the puzzle.



Some questions to ask about school resources

- How often are children screened to measure academic progress?
- Are parents provided information about these screening results?
- What kinds of learning programs are available at your school? In the district?
- May I have a copy of any materials with information describing extra assistance programs?
- When do parents become involved in the process? How are they involved? How often will they be informed of their child's progress?
- What kinds of written materials will parents receive informing them they have the right to ask for a special education evaluation at any time?
- What training does the personnel who are working with my child have in delivering these special interventions?

By now, a parent may feel a bit like Sherlock Holmes, a detective extraordinaire. Gathering information is the first step in becoming a knowledgeable partner in your child's education. Parents have valuable information about their child that will be important in developing the child's intervention plan. When all the information is gathered and put together, a plan of interventions can be developed. A part of any plan should discuss a review and adjustment process. It is important that parents are clear how they will be involved in this process and remain informed. Celebrate: It is wonderful when the puzzle comes together and the child is off on the right foot.



In Our Next Issue:

Look for more information on the newly formed Developmental Disabilities Life Opportunities Foundation (DD LOF)

Supreme Court Backs Reimbursement for Private School Tuition

A June 2009, ruling from the Supreme Court makes it easier for parents of children receiving special education services to be reimbursed for the cost of private schooling for their children. The original case involved a teenage boy from Oregon (in the Ninth District Court) who was diagnosed with ADHD. His parents sought reimbursement of the tuition at \$5,200 per month for a total of \$65,000 for the cost to send their son to a private school.

The Oregon school officials had noticed T.A.'s difficulties and evaluated him for learning disabilities. He was found ineligible for special education services. Only after he enrolled in the private school was T.A. diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and other disabilities. The school maintained that students should first be required to give public special education programs a try before seeking reimbursement for private education tuition.

The legal issue in the Forest Grove case was whether a 1997 amendment to the Individuals with Disabilities Education Act or (IDEA) prohibited private-school tuition reimbursement for students who never received special education services in public school. The amendment says tuition may be available for students with disabilities 'who previously received special education' services in public school, if the public school did not make a free and appropriate public education (or FAPE) available in a timely manner.

The Forest Grove school district, backed by school-board associations across the country, argued that the amendment precluded reimbursement for those like T.A., who never received special-education services in public school.

But the high court, in a 6 to 3 ruling, rejected that argument. "We concluded that IDEA authorizes reimbursement for the cost of private special education services when a school district fails to

provide a FAPE and the private school placement is appropriate, regardless of whether the child previously received special education or related services through the public school," Justice John Paul Stevens wrote in the majority opinion.

In his dissent, Justice David Souter, joined by Justices Antonin Scalia and Clarence Thomas, said that the federal disabilities law was designed to promote cooperation between school districts and families in developing an individualized education plan for each disabled student.

This ruling could be important for parents who have children in regular or special education.

To read more on the Supreme Court ruling go to: www.supremecourtus.gov/opinions/08pdf/08-305.pdf

**Tell your family, friends, co-workers,
neighbors and more!**

Dine-out and help PAVE



When: **September 15, 2009**

Time: **4:00– 8:00 pm**

Where: 2207 N. Pearl St., Tacoma

Directions/Menus: www.joesepis.com

Reservations Recommended: (253) 761-5555

Owner, Joe Stortini is donating 25% of the total money earned in food sales on Sept. 15th to support PAVE's mission.



Ready to get a jump on the holidays?

Bid to win silent auction items

Hand-made decorations, gift certificates and more!

IEPs

(Rhythm from Dr. Seuss' Green Eggs & Ham)

Do you like these IEP's?

Author Unknown

I do not like these IEP's

I do not like them, Geez Louise

We test, we check

We plan, we meet

But nothing ever seems complete

Would you, could you like the form?

I do not like the form I see

Not page 1, not 2, not 3

Another change

A brand new box

I think we all

Have lost our rocks

Could you all meet here or there?

We could not all meet here or there

We cannot all fit anywhere!

Not in a room

Not in the hall

There seems to be no space at all

Would you, could you meet again?

I cannot meet again next week

No lunch, no prep

Please hear me speak

No not at dusk. No not at dawn

At 4 p.m. I should be gone

Could you hear while all speak out?

Would you write the words they spout?

I could not hear, I would not write

This does not need to be a fight

Sign here, date there

Mark this, check that

Beware the student's ad-vo-cat(e)

You do not like them

So you say

Try again, try again!

And you may

If you will let me be

I will try again

You'll see

Say!

I almost like these IEP's

I think I'll write six thousand three

And I will practice day and night

Until they say

'You've got it right!'

12 Mandamientos para los Padres de Hijos con Necesidades Especiales

www.pacer.org

1. Eres el mejor y el mas consistente abogado de tu hijo.
2. Tienes información valiosa sobre tu hijo. Los profesionales necesitan tu contribución.
3. Lo pondrás por escrito y guardarás una copia.
4. Trataras de resolver los problemas al nivel mas bajo, pero no vacilaras en ponerte en contacto con una autoridad mas alta si no se resuelve el problema.
5. Guardaras un archivo.
6. Buscaras la información cuando sea necesario.
7. Tomaras tiempo para pensar bien la información antes de hacer una decisión.
8. Tendrás permiso de ser menos de lo perfecto. Unas lecciones importantes se aprenden de tanto los éxitos como los fracasos.
9. No te volverás mártir. Decídete tomar una pausa de vez en cuando.
10. Mantendrás un sentido de humor. Es excelente para tu bienestar emocional y el de tu hijo.
11. Siempre te acordaras de decirles a los otros cuando hagan buen trabajo.
12. Animaras al hijo hacer decisiones porque algún día tendrá que hacerlo.





Who Should Get Influenza Vaccine?

Department of Health (DOH) and the Centers for Disease Control and Prevention (CDC) recommend that the following groups get a flu vaccine:

- All children, ages 6 months up to the 19th birthday
- All adults, 50 years and older
- Children and adults of any age with certain chronic health conditions or special health care needs, such as diabetes, heart disease, cancer, cystic fibrosis, asthma and other breathing problems, sickle cell anemia and cerebral palsy
- Pregnant women
- People who live or work in long-term care facilities
- Household contacts and caregivers of people in any of the above groups
- Health-care professionals
- Household contacts and caregivers of children, especially those in contact with babies under 6 months of age who are too young to get flu vaccine
- Anyone who wants to reduce their chances of getting the flu

Shot or Nasal Spray

Two types of influenza vaccine are available. Each is recommended for different groups of people. If you're not sure which is best for you or your child, ask your doctor, nurse or clinic. With either vaccine, children under age 9 may need two doses in the same influenza season.

The Flu Shot

The flu shot or Trivalent Inactivated Vaccine (TIV) contains inactivated (killed) viruses and may cause some soreness where the shot is given. The flu shot can be given to anyone age 6 months and older.

The Nasal Spray Flu Vaccine

The nasal spray flu vaccine or Live Attenuated Influenza Vaccine (LAIV) contains live, weakened flu viruses. It can be given to healthy children, teens and adults aged 2 to 49 years who are not pregnant. Check with your health care provider or local pharmacy about how to get the LAIV (commonly called FluMist). More information on LAIV is available at:

<http://www.cdc.gov/flu/professionals/acip/index.htm>

Mercury-Free Influenza Vaccines

Mercury-free influenza vaccines are available to meet the requirements of a new mercury-limiting law that went into effect in Washington State on July 1, 2007. The law requires that pregnant women and children under age 3 be given vaccines that are considered mercury-free (or thimerosal-free).

Thimerosal is a preservative still used in some vaccines that contains a type of mercury called ethylmercury. Ethylmercury is processed differently in the body than methylmercury (the type of mercury found in the environment). Studies suggest that ethylmercury is removed from the body more quickly than methylmercury. A thimerosal-free influenza vaccine is defined as having less than 1.0 microgram of mercury per 0.5 milliliter dose.

Ask your doctor, nurse or clinic about mercury-free flu vaccines for you or your child or if you have further questions about this law.

How to Find an Influenza Vaccine

1. Call your doctor, nurse or clinic
2. Check the American Lung Association's Flu Shot Locator at www.flucliniclocator.org
3. Contact your local health department - a list of local health departments is available at: www.doh.wa.gov/LHJMap/LHJMap.htm
4. Call the Family Health Hotline at 1-800-322-2588

Symptoms of Influenza

The signs to watch for include fever, headache, tiredness, dry cough, sore throat, nasal congestion and muscle aches. If you or someone you know has these symptoms and they are severe, contact your health care provider as soon as possible.

[Flu Fact Sheet - FAQ](#)--Washington State Department of Health
<http://www.doh.wa.gov/FluNews/influenza.htm>

Important Information about Antibiotics

Antibiotics don't work against viruses such as colds or influenza. If you take antibiotics for a viral illness, you could develop resistant germs or "superbugs." Then, when you really need the antibiotic for a serious bacterial infection, it may not work. [Find more information on our antibiotics page.](#)
<http://www.doh.wa.gov/Topics/Antibiotics/default.htm>

Protect Yourself and Others: Use Good Health Habits

Take these simple precautions to help prevent the spread of influenza and other respiratory disease:

- Get vaccinated
- Cover your cough or sneeze with a tissue or your upper sleeve, not your bare hand
- Use a tissue to wipe your nose, then throw the tissue away
- Wash your hands frequently with soap and water, or use a hand sanitizer
- Stay home to avoid spreading germs if you or your family members are coughing, sneezing or have aches or fever associated with influenza
- Wear a mask to cover your face in a medical office, if asked

Educational Materials

Flu Fact Sheet and Flu Pyramid: The Immunization Program/CHILD Profile has influenza education materials that can be ordered for free, including a fact sheet for parents and a countertop display (Flu Pyramid) for health care clinics, lobbies and offices. For information on ordering materials, please visit: <http://www.doh.wa.gov/cfh/immunize/vaccine/order-materials.htm>

For more information on the H1N1 Flu Virus please visit The Federal Center for Disease Control: website at <http://www.cdc.gov/h1n1flu/guidance/>



WE'RE GLAD YOU ASKED

Q Our daughter will be attending high school next year. She has a current IEP which is not due until after school starts. However, her special education teacher recommended some changes that will carry her over to the new school. She told us that we do not need a full IEP team meeting. These 'amendments' could be made and we just need to inform the rest of the team members. What do you think?

A The process your teacher recommends is perfectly legal. You and the district can agree not to convene an IEP team meeting to amend the current IEP. All team members, including the ones at the high school must be informed of the changes. Make sure you receive a copy of the amendments that have been added to the IEP. Remember, you always have the right to agree or disagree with the suggested amendments as well as any other part of the IEP. Good luck with high school.

Q My child has just been reevaluated for special education services. The school wants to combine the meeting about the evaluation with his IEP team meeting. Even at the best of times, it seems that we are always rushed trying to discuss everything that concerns us. If we add this other issue to the meeting I know we will never have enough time. Do you have any ideas?

A You can ask for copies of the reevaluation report and the draft IEP before your meeting. Those copies can be sent to you via email, fax, mail or you could pick them up. Go over the information carefully and make a list of your concerns, questions and comments in preparation for the meeting. If you run out of time, reschedule and finish the meeting on another agreed upon day. In regard to whether the district can combine these meetings the answer is-to the extent possible they have been encouraged to do so by federal and state law. Remember, the purpose of any meeting is to ensure the children will have an appropriate education. In order to reach that goal parents must be involved in the process. So if things take a little longer-so be it.



ESTAMOS CONTENTOS QUE PREGUNTE

P Nuestra hija estará atendiendo la escuela secundaria el próximo año. Ella actualmente tiene un Plan de Educación Individual (IEP) que no esta para renovarse hasta el próximo año escolar. Su maestra de educación especial ha recomendado algunos cambios que debemos seguir en su próxima escuela. Ella nos informo que no tenemos que tener una reunión completa con el equipo del Plan de Educación Individual. Estas recomendaciones deben ser seguidas y solo tenemos que informarle al resto del equipo. ¿Qué piensa usted?

R El proceso que recomendad la maestra es totalmente legal. Si usted y el distrito escolar pueden llegar a un acuerdo de no tener la reunión con el equipo completo del Plan de Educación Individual para hacer los cambios necesarios. Todos los miembros del equipo deben ser informados de los cambios, incluyéndose los miembros que estarán participando en las Escuela Secundaria. Este seguro de recibir una copia de los cambios que se han hecho en el Plan de Educación Individual. Recuerdese que usted tiene el derecho de esta de acuerdo o puede rechazar las sugerencias que se le han dado igualmente como si fuera cualquier otra parte del Plan de Educación Especial. Mucha suerte el la escuela secundaria.

P Mi hijo lo estarán reevaluando para servicios de educación especial. La escuela quiere combinar su evaluación con la reunión para el Plan de Educación Especial. Hasta en el mejor tiempo es como que nos están apurando para discutir cualquier cosa que nos concierne a nosotros. Si nosotros tenemos la evaluación a la misma vez que la reunión para el Plan de Educación Especial, nunca tendremos tiempo suficiente. ¿Tiene usted alguna ideas?

R Usted puede pedir copias de la evaluación y del bosquejo del Plan de Educación Especial antes de atender la reunión. Estas copias pueden ser manda por correo electrónico, fax, o por correo y si usted desea puede recogerla en persona. Repase la información y ha lista de preguntas o de cosas que le preocupan y comentarios para llevar a la reunión. Si usted no tienen tiempo suficiente en la reunión, hagan otra cita pare volver a reunirse en otra ocasión. Ahora, en respuesta a su pregunta si el distrito puede combinar estas reuniones- la respuesta es que las leyes federales y estatales los animan a que combinen estas reuniones. Recuérdese que el propósito de las reuniones es asegurarse que los niños reciban la educación que necesitan. Es mejor que el proceso tome un poco mas de tiempo y que se haga correctamente.



INTERNET RESOURCES YOU CAN USE

Study Zone program!

This is the place to be after school lets out! Students in grades K-12 can stop by to finish homework and get questions answered by volunteer tutors who are proficient in math, science, and WASL and SAT preparation. Visit www.kcls.org/studyzone.

Ask a Librarian (online)

As long as its not a rhetorical question, you're in luck.

Professional librarians are available 24 hours a day, seven days a week to answer your questions. For more information, visit www.kcls.org/research/index.cfm

Computer Classes (program)

Expand your skill set by learning the basics about email and the internet, or challenge yourself to become more proficient with Microsoft Excel or Word. To find a class, visit www.kcls.org/programs and look for the Computer Classes link.



PAVE Proudly Announces The 2009 “You Make A Difference” Award Winners

Marge Critchlow



Since 1994, Marge has served as the Director of *A Common Voice* that works with families raising children with emotional and/or behavioral health care needs.

Marge began to “clone” parents to work as “Parent Partners” - parents helping parents from crisis and chaos to resolutions and solutions. Her passion is for families to have “access, voice, and ownership” of their child’s and their family’s plan. Among Marge’s many words of wisdom is “To keep life simple, focus on your child’s strengths, and work to provide a more normalized life for your child.”

Larry Murray



Mr. Larry (one of the names he goes by) is a great advocate for families especially those who are facing financial and relationship strain among other problems. The owner of a private physical therapy practice and gently used equipment exchange program often gets asked to help a families outside of his service area and

seldom does he hesitate. Empathetic, dedicated, conscientious and supportive are just some of the attributes ascribed to this dad of a child with a disability. He truly believes that families are the constant in a child’s life and always consults with them to make sure the goals for the child and family are in-sync.

Joanne Butts



Making a difference in countless lives for many years, Jo has parented her biological children and dozens of foster children. She started PAVE 30

years ago and just this January retired as its Executive Director. She is nationally known as an advocate who mentors families and their members with disabilities through support and information to be strong advocates. She continues to lead by example and many people attribute their success in part to Jo’s guidance and caring, supportive attitude.

PAVE would also like to honor the people who were nominated for this award:

Donna Forbes
Dr. Steve Nourse
Krissy Rehberger
Roberta Reesman

A **special thank you to Katie Utehs**, news reporter for KNDO-TV, the NBC affiliate serving the Yakima Valley for being the evening’s emcee.



“2010 You Make A Difference Award”

Has a person made a difference to you and/or others you know? Please let us know how and nominate him/her/them for next year’s award. They could be a parent, professional, volunteer, student, business, etc. For more information, please call 253-565-2266 or email pave@wapave.org

You Are The Expert Conference 2009 Highlights

On May 29-30, 2009 over 200 participants attended PAVE’s annual “You Are The Expert” statewide conference to network, learn, and connect. This year’s conference was at the Howard Johnson in Yakima, WA. Parents, Youth, Advocates, Educators and Professionals selected from over 15 presentations, a variety of “strands” or break-out sessions. Topics ranged from “Families are Important”



to “Child and Adolescent Mental Health Resources in WA State” to “Discipline and the Special Needs Child—Toolbox for Parents” to “Safe and Strong: Personal Safety Strategies for People with Developmental Disabilities.”

The conference opened with Rick Lavoie’s keynote entitled “Last One Picked/First One Picked On”. It was insightful, hit home and well received. A phrase that stood

out was it’s like living on a waterbed, when one family member is “dealing” with something *everyone* feels it. Rick offered practical solutions and thought provoking real-life examples leaving all in attendance much to consider! Such as, the typical child spends approximately 1080 hours per year in the classroom and that is a mere 5% of the child’s waking time. Ninety-five percent of the child’s time is spent in social settings (school bus, cafeteria, community, home front.) It is crucial that parents and professionals understand the impact of social problems upon the success, progress and self-concept of children.



**Rick Lavoie Keynote
Tells It Like It Is**

2009 Dance and Auction Highlights

Conference participants had the chance to socialize, dance, bid on over 12 tables of exciting items, network and have fun! The band, *Voices of the Village*, performed and welcomed all to participate in playing instruments, dancing and singing to backdrop of a Hawaiian theme.



The evening proved some people have all the luck! Emcee Katie Utehs selected Suzie Johnston’s raffle ticket from literally hundreds of tickets!



Thank you to our Sponsors!

- SAFE WA
- SEWSCDHH
- WA State Migrant Council
- WA—PIRC
- WEA

**Youth
Dance
Drummer**



Giving Made Easy



DONATE USED GOODS AND DONATE TO PAVE!

Did you know.....Thrift City, Thrift Store operates a fleet of trucks dedicated to collecting donations of used clothing and household goods from homes throughout the Puget Sound area in Washington State?

PAVE receives money for each pick-up they make.

To make a donation **call 1-888-472-1961.**



DONATE TO PAVE BY SHOPPING AT ALBERTSON'S FOR GROCERIES

Shop at any participating Albertson's stores and use your Preferred Saving Card to donate up to 4% of your monthly spending to PAVE. Donating can be as simple as just shopping for groceries. Simply connect your "Preferred Savings Card" to our Community Partners ID # **49000122903** today and you are set. Once you have made that link, future purchases will automatically be credited to PAVE, and you will no longer need to present your "Community Partner Card".



Good Search

This is an excellent way for you to give to PAVE and it won't even cost you a penny! All you have to do is log on to **www.goodsearch.com**, designate **Washington Partnerships for Action Voices for Empowerment** as your charity and PAVE will receive \$.01 for every search you do on Good Search.

OUTREACH IN YOUR AREA!!!

PAVE's Parent Training and Information (PTI) program staff are available in various communities to provide a variety of support and training.



Associate boards: Parents, professionals, community members and individuals with disabilities meet to discuss what is needed in their county and how the PTI program can help. This is a great venue for discussion, trainings, funding needs, family support, and many other great activities.

One to One Consulting: PTI staff can help you make sense of your child's Individual Education Program or 504 plan. Meet by phone or in person with staff to help answer all your questions and concerns regarding school plans.

PTI workshop: PTI staff provides wonderful opportunities to gain skills to become your child's very best advocate. Topics include IEP, 504, evaluation, discipline, Federal and State laws, record keeping, transition, communication, and much, much more. Workshop fees: less than 4 hours \$15, 4-8 hours \$25. Some stipends available.

Community Volunteer Training: Volunteer assistance benefits everyone! PTI staff provides free training for people who would like to become a PAVE volunteer and assist families in their communities.

PAVE Chapters: Parents, family members and others meet to provide support and resources to each other in their communities regarding education and disabilities.

*Please contact the PAVE staff for your county, as listed below:

Vicky McKinney & Vanessa Lewis

1-800-572-7368

{Clallam, Jefferson, Kitsap, Grays Harbor, Mason, Thurston, Pierce, King}

Anita Partida

1-509-837-5387

{Chelan, Douglas, Kittitas, Yakima, Grant, Klickitat } Bi-Lingual Spanish support

Jeanette Stonecipher

1-877-675-5808

{Whatcom, Island, Skagit, Snohomish, Jefferson, Clallam}

Sherry Mashburn

1-877-821-4113

{Franklin, Benton, Columbia, Walla Walla, Adams, Grant, Garfield, Yakima}

Debbie Snyder

1-509-326-1722

{Okanogan, Ferry, Stevens, Pend Oreille, Spokane, Grant, Lincoln, Whitman, Adams, Garfield, Asotin}

Rhonda Smith

1-877-909-4422

{Pacific, Lewis, Cowlitz, Clark, Wahkiakum, Skamania}

PAVE PIPELINE
6316 S. 12th St.
Tacoma, WA 98465-1900

Non-Profit Org.
U.S. Postage PAID
Tacoma, WA
Permit No. 940

CHANGE SERVICE REQUESTED

**If you are not already a
subscriber
sign-up today**

PAVE Pipeline

6316 S 12th St
Tacoma, WA 98465

253-565-2266 (v/tty)
800-572-7368 (v/tty) Toll-Free
253-566-8052
pave@wapave.org
www.wapave.org



**Partnerships for Action
Voices for Empowerment**

We're on the Web!!
www.wapave.org

The PAVE Pipeline exists to inform people whose lives are linked to children and adults with disabilities about available resources, strategies for educational planning, family support and activities and how to plan for everybody's right to be a wage-earning participating member of the community .



Contributing Editors & Reporters: Tracy Kahlo, Heather Hebdon, Karen Blaine, Sherry Mashburn, Sandy Trujillo, Vicky McKinney, Cassie Johnston, Elma Rounds, Debbie Snyder, Vanessa Lewis, Michele Lehosky, Adriana Martinez, Valerie Patterson, Nicka Glanton, Susan Jackson, Mia Perez, Amanda Burkhart, Jeannette Stonecipher, Rhonda Smith, Julie Finholm, Debbie Jackson, Anita Partida, Candy Reyes, Jill McCormick.



Rates: \$15.00 yearly membership.



The PAVE Pipeline is a quarterly newsletter. Contact PAVE about information for the Pipeline, such as workshops and conference notices, support groups, and any other articles.



PAVE is funded through grants and contracts from the U.S. Department of Education, the State of Washington and Pierce County. Information contained in the PAVE Pipeline does not necessarily reflect the views of the PAVE Organization or the Department of Education nor does it imply endorsement of any product or service.



PAVE has a policy of nondiscrimination. In the event you, as an employee or recipient of services, feel that you have been discriminated against on the basis of race, color, national origin, marital status, disabled or Vietnam era veteran status, sex, disability, religion, creed, age, sexual orientation, or HIV/AIDS status, you have the right to file a complaint with the agency's 504 Compliance Officer. Please contact PAVE's Compliance Officer: Heather M. Hebdon 6316 South 12th. Street; Tacoma, WA 98465-1900

(253) 565-2266 (v/tty); 1-800-5-PARENT (v/tty);

Fax: (253) 566-8052

E-mail: hhebdon@wapave.org