



Connecting

Connect

Family Support is the Heart of our Mission.

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Volume 12, Number 3

Schooling options

What choice is there?

Whether your child is currently enrolled or is about to begin school, you may be searching for the ideal educational environment. Parents may see changes in their child's progress, in family circumstances, or in the school environment which indicate the need to consider other options.

Becoming fully aware of available choices is the first step in making informed decisions about a child's education. For a child receiving special education services there are additional concerns parents face when considering options. Some issues to be

addressed are how well the school can meet a child's unique educational needs, and determining which services are appropriate.

Enrolling in the local public school may be the most appropriate choice when it offers a good educational environment for the child. Arizona is a national leader in enabling alternate schooling options to flourish and has the highest number of charter schools in the country. This has created a diverse array of options for families, and many families are exercising their ability to choose.

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Know your terms

There is some confusion over terminology used to describe schools and the various requirements or regulations which govern the way schools operate. Federal law defines special education as "specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings."

The following is a brief summary of important terms, but further research is recommended to become familiar with the full extent of options.



From the Director...

“Whatever will be, will be, the future’s not ours to see”.

— from *Que Sera Sera (Whatever Will Be, Will Be)* lyrics by Ray Evans

Fifteen years ago, after visiting several different schools and observing kindergarten teachers and classrooms, I was trying to picture my son with autism functioning well in any of them. My heart was heavy, attending special education preschool had been one thing, but the thought of starting his “official” school years in a self-contained special education kindergarten was different. Preschool was something you could classify as “preparing for school” and maybe needing a little more time to develop learning skills. The realization that our son needed a high level of intervention, with special services and support, didn’t fully register with me until those classroom visits. I watched the children and teachers carefully, trying to absorb the reality that the type of school experience our son would have might be vastly different from our other three children.

I was the kind of mother who simply loved the first day of school—taking time to always snap pictures of each child, all decked out in new clothes, with a new backpack and lunch box, full of eagerness and anticipation. Over the years, we captured many smiling faces, happily waving good-bye, as they stood by the front door of our house or at the school door, ready to take on the world of education, playground escapades, new teachers and friends. Matt’s pictures were different. The hopes and dreams of his parents had also been altered, our worries weren’t captured on film, but they were in full focus on the other side of the camera.

Our chief worry about school was that our son would miss out on a good education because of his disability. We were determined to see that it didn’t happen. We wanted our son working on grade-level academic content, and with the opportunity to receive quality instruction. This meant his education was the primary goal, and not which type of program provided it. With the help of many dedicated teachers and constant effort, he successfully met his goal, earning a regular high school diploma with a high GPA.

Our son’s former special education kindergarten teacher is now a college professor. In the fall, Matt will once again be enrolled in her class. This time it’s for a course at a community college, “Introduction to the Exceptional Learner”. When I talked with his former teacher recently, she said, *“To have Matt in class 15 years later is amazing! We couldn’t have written the future that cleverly.”*

We may never be able to see the future, but we can believe that it’s as full of possibility as those first days of school.

And this year, I can’t wait to take a picture!



**Raising
Special Kids**
families helping families

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Parent to Parent support is the heart of Raising Special Kids. Information about local services, educational programs, advocacy, or special health care needs is available in both Spanish and English. Services are provided at no charge to families in central and northern Arizona.

Raising Special Kids is a 501(c)3 non-profit organization.

Raising Special Kids Calendar

For a complete listing of calendar events, please visit our website at www.raisingpecialkids.org. If you require special accommodations to attend a Raising Special Kids sponsored activity, please notify us at least 48 hours in advance. Unless otherwise noted, all Raising Special Kids workshops and trainings will be held at 2400 N. Central Ave., Suite #200, Phoenix. For more information please call 602-242-4366 or 800-237-3007.

Raising Special Kids Hosted Events, Training & Workshops

Call 602-242-4366 or 800-237-3007 to Register

All workshops at Raising Special Kids are free of charge, but you must call and sign up if you wish to attend. If no one has signed up for a workshop, we will cancel it.

IEP/504

An overview of IDEA and 504 plans for parents and professionals.

Wed., July 11, 1:30-3:30 pm

Mon., Aug. 27, 10-12 noon

Mon., Sep. 10, 1:30-3:30pm

IEP Q & A

Bring your IEP and questions you may have about the IEP. **(limit 4 families)**

Wed., Aug. 15, 1:30-3:30pm

Fri., Aug. 31, 9:30-11:30am

Fri., Sep. 14, 9:30-11:30am

Advanced IEP

A more in-depth look at special education law for families who want to go beyond the overview.

Fri., July 20, 9:30 - 11 am

Parent/Professional Collaboration

Learn tools for clear and effective communication with service providers

Wed., July 25, 1:30-3pm

Wed., Sep. 19, 10-11:30 am

Positive Behavior Support

Tips and positive techniques for families of children who have behavior issues.

Thur., July 9, 1:30-3pm

Can You Hear Me Now?

Techniques for effective advocacy. What to ask, how to ask it.

Mon., July 6, 1:30-3:30pm

Resilient Families

Learn ways to help your family “bounce back” and thrive in the face of challenges.

Wed., Sep. 5, 1:30-3:30pm

Self Advocacy for youth

Discussion of advocacy with youth and parents

Wed., July 18, 10-11:30 am

Wed., Aug. 22, 10-11:30 am

Understanding Evaluations

Develop a better understanding of the numbers on an evaluation and how to put the results to work in your child's IEP.

Wed., Aug. 29, 11-12 noon

High School Transition

Preparing youth for transition from high school to post-secondary education, employment and life in the community.

Wed., Aug. 8, 10-11:30am

Tue., Sep 25, 1:30-3pm

Preschool Transition

Discussing the process of entering and moving beyond preschool.

Mon., July 30, 9:30-11am

Volunteer Training

Join us for a dynamic introduction for volunteering for Raising Special Kids.

Thur., July 12, 1:30-2:30

Wed., Aug 15, 10-12 noon

Thur., Sep. 13, 10-12 noon

Dad's Network

For men, by men—fathers, grandfathers, uncles of children with special needs.

Shiloh Community Church Activity Center 19021 N. 32nd St., Phoenix, AZ.

Call Ray Morris 602-569-7011.

Your skills count!

Share them as a volunteer

Becoming a volunteer for Raising Special Kids is as easy as 1...2...3

- 1) Fill out a volunteer orientation and training application
- 2) Attend volunteer orientation and training
- 3) Get started right away as a Parent-to-Parent volunteer talking to families about what you know best—raising a child with special needs!

See page 11 for workshops in Spanish.

Types of schools

Many of the regulations and policies that differentiate schools are related to the source of funding.

Kim Elliott originally placed both of her children in a charter school, and then transferred her son through open enrollment to a district school that offered a specialized program for gifted students. “Each year I’ve looked at my children’s needs and goals and made sure their educational environment would be appropriate. At a particular educational level, my son was unable to work with peers, so I searched for a place which would challenge him academically and provide the social supports he needed. It has been very successful—not the easiest drive time, but it has been worth it for their education.”

Public schools

District schools, commonly referred to as “public” schools, receive funding from local, state, and federal government sources and must admit all students who live within their district to a school within that district (with a few exceptions such as students who have been expelled). Most, though not all, students attend their “home school,” the individual school assigned to serve a specific area. Through open enrollment a district may admit students from other districts or allow students within the district to attend a location other than their home school*.

When a child with an Individual Education Program (IEP) is enrolled in a district, if an appropriate setting within the district’s

schools cannot be found through the IEP process, the school may pay tuition and transportation to a suitable placement such as an another district or an approved private school.** Fees for students placed directly in a private school by parents are paid by the parents.

If a student is homebound (as certified by a medical doctor) and cannot receive instruction at the school, the student can receive services within the home including a minimum of four hours per week of instruction and therapy specified on the IEP.

Charter schools are also public schools. They receive funds from state and federal government sources and may receive funds from private sources, but they do not charge tuition to families. Charters must adhere to the basic requirements of the state regarding curriculum, but they are not bound

under all the regulations for district schools. For example, the teachers (except for special education teachers) are not required to be state certified. Charters must accept students with disabilities and provide appropriate special education services. For more information see www.uscharter-schools.org.

Virtual Schools or Distance Learning Programs are now available for primary grade levels

in which the student remains at home and attends classes full time via the internet. Enrollment in a virtual school is not considered homeschooling.

Magnet schools, which can be district or charter, offer specialized studies often in a particular area such as performing arts or mathematics. Admission may be competitive involving testing or auditioning. Enrolled students with disabilities are provided with special education supports.

Private schools

Private schools are funded by independent sources. Those not approved by the Arizona Department of Education are not subject to the same scrutiny or regulations as public schools. A private school may establish admission standards and select which students will be admitted. They are

not required to accept students with disabilities, but some private schools offer programs designed specifically for students with disabilities. Students

placed in private school by their parents are not entitled to services under FAPE (Free Appropriate Public Education—a requirement under IDEA, the Individuals with Disabilities Education Act). School districts are obligated to provide a

“After visiting all the programs our school district had to offer, we choose a private setting for our son. We are happy to say that by receiving the specific intervention that he needed as an individual, he has progressed leaps and bounds this year.”

— Jill Ann Castle

Follow up on line

* district policies must be filed with the state and can be found at: <http://lp.ctspublish.com/asba/public/>

** The list of approved private schools can be found at www.ade.state.az.us/ess/SpecialProjects/vouchers/ApprovedPrivateDaySchools.pdf

Search for schools in Arizona at <http://www.ade.state.az.us/>

proportionate share of their funding for special education services for students attending private school and for homeschooled students. Private school students with a disability receive services through consultation with the district in which the private school is located, and with the private school's representative.

Independent schools are funded by tuition payments, charitable contributions, and endowments.

Parochial schools are private schools governed and supported by a religious organization.

Proprietary schools are for-profit enterprises and may operate either as charters or private schools. Currently there is discussion over whether proprietary schools in Arizona should operate as charter schools receiving government funding.

Homeschooling

Popular acceptance of homeschooling is growing, and a variety of community-based programs are available to provide social enrichment opportunities. According to the National Center for Education Statistics (NCES), out of over 50 million K-12 students in 2003, more than one million were being homeschooled.

While homeschooling generally refers to teaching a child within the home or outside of a traditional school environment, it can be paired with part time attendance at a public school. (See pg 6 for Arizona rules.) Families use various styles of homeschooling,

including "unschooling" which emphasizes student-led learning.

Some parents choose to homeschool temporarily and remain open to enrolling in a traditional school in the future; others regard it as a longterm commitment.

Homeschooled students with special needs are entitled to consultation between the district and the student's representative, and an evaluation from the school district in which they reside. Parents of a homeschooled student who suspect their child has a disability can request an evaluation from their public school district.

What are your needs?

Consider your child's learning style, and the factors which are the most important to her learning.

Gather input from your child on the possibility of changing schools and how she would adjust to a new environment. If you are considering homeschooling, try sketching out a sample schedule

for a day and a week, be sure to include time for other necessary activities too—household chores, errands, work outside the home, etc.

Schools have report cards too

Your total perception of a school should not be based entirely

on test scores, but they are a place to start. Check websites of the individual school, the district, the Arizona Department of Education, and note ratings or parent reviews on sites such as greatschools.net or schoolmatters.com.

Schedule a site visit (preferably while school is in session) to observe the physical environment and ask to observe some classes in action. Take note of the classroom interactions. For example, in inclusive class-

rooms, is attention evenly directed toward all students or is there an evident preference shown for those who raise their hands quickly? If you observe a self-contained special education classroom, note whether students are being challenged or just occupied with tasks that do not support mastery of academic content.

Ask what curriculum is used and follow-up online for further descriptions and reviews. Remember that while each school has its own culture or philosophy, each teacher has their own style and interpretation. Sometimes your child's comfort in the classroom may depend on the student/teacher relationship. Most schools do not accommodate parent requests for specific teachers or transfers into other grade level classrooms.

If you have questions on schooling options, call Raising Special Kids. We can assist with special education issues, and a variety of education-related trainings are available. Call 602-242-4366 or 800-237-3007 or email us at info@raisingspecialkids.org.

Some **school choice factors** may include: class size, extra curricular opportunities, learning environment and approach to teaching, child's social needs, location, transportation, after school programs, academic offerings and test scores.

"Homeschooling works best for my family. It allows us the flexibility to adjust what type of work my son does and how much he does each day. We also have the flexibility to choose which homeschool classes and events best suit our schedule and my son's learning style."

— Chandra Woods

Funding for school choice

Last fall state-funded “scholarships” became available in Arizona for students with disabilities to attend a private school. Some restrictions apply for qualification—a student must have attended a public school the previous year and must have an IEP (Individual Education Program).

The program has generated controversy and has been challenged in court. Some families have indicated they are hesitant to start using the program until the legal issues are resolved. Reportedly, 34 students had enrolled in the spring which used 11% of the available funds.

Upon meeting qualifications, parents receive a voucher which they can use for tuition at a private school of their choice. The actual amount for individual students is dependent on many factors and may not cover the complete cost of tuition.

If you are interested in more information, call Exceptional Student Services at (602) 542-8239 or visit <http://www.ade.state.az.us/hb2676/> in the Arizona Department of Education website.

Homeschooling in AZ

Arizona statutes require that every child of school age be taught at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall choose a public, private, charter or home school to provide that instruction. For a home school, as defined in the statute, parents need to file an affidavit of intent with the county school superintendent stating that the child is being provided with instruction in a home school and including the child's name, date of birth, current address of the school the child is attending, and names, telephone numbers and addresses of the persons who currently have custody of the child.

The Arizona Deafblind Project

A Resource for Parents of Children Who Have a Combined Vision and Hearing Loss

by Cindi Robinson, Deafblind Specialist

The Arizona Deafblind Project is a resource for parents of children who have combined vision and hearing losses (both losses together). The purpose of the Deafblind Project is to provide assistance, training, and resources to families, educational personnel, and others who live or work with children from birth through 21 years of age with this combined sensory loss.

The term deafblind seems a little frightening because many people think that it means the child is totally deaf and totally blind. However, very few children identified as deafblind are totally deaf and totally blind. Most have some remaining usable vision and/or some remaining usable hearing. Even with usable vision and hearing, these children face challenges because the information they receive can be distorted and incomplete, making it difficult for them to gather, understand, and process information. They can also

have difficulties in developing concepts, language, and communication skills. Experts in deafblindness feel strongly that all children who are deafblind can learn if they are given the right supports and strategies for learning.

Staff of the Arizona Deafblind Project are available to work with families and school personnel to help them understand the impact of a combined vision and hearing loss and learn strategies to use with their child. The goal of the Deafblind Project is to maximize learning in school, home, community, and vocational environments. Some of the services provided by staff of the Arizona Deafblind Project include:

- Assistance in identifying children with combined vision and hearing loss
- Services to families of children with a combined vision and hearing loss, including home visits and assistance in attending conferences

- Technical assistance to staff or agencies serving children and youth with combined vision and hearing loss
- Referral to resources within the community
- Training and in-service on deafblindness based on local needs and requests
- School or program consultation to classrooms with a student who qualifies as deafblind
- Transition services
- Information dissemination through the Deafblind Loan Library, newsletters, and resource materials.

For more information, contact the Deafblind Project at:

Main Office in Tucson:

*serves statewide
excepting Maricopa County
520 770-3680
crobinson@asdb.state.az.us*

Satellite Office in Phoenix:

*Serves Maricopa County
(602) 544-1670
pjung@asdb.state.az.us*

Region 5 Conference

The Region 5 Conference for Parent Training and Information (PTI) Centers was held in Phoenix. Representatives from 11 states came to discuss special education issues and share ideas.

Michael Remus, Deer Valley's Director of Special Education led a workshop on Systems Change.



Tom Horne, Superintendent of Public Instruction, welcomed attendees to Arizona.



(above) Karen Gaffney, Public Speaker and Self Advocate, shared her experience as a student in special education.



(above from left) Carmen Sanchez, U.S. Department of Education; Joyce Millard Hoie, Executive Director Raising Special Kids; Michael Remus, Deer Valley Special Education Director; and Barbara Buswell, Director Region 5 Technical Assistance Center



A reception for attendees at the Botanical Gardens featured Native American dancing.



Some of Arizona's PTI staff (from left) Jane Nguyen, Twila Pochoema, Kim Yamamoto, Jill Pearn and Kathleen Collins

Alexa Posny, Director of OSEP (Office of Special Education Programs) at the U.S. Department of Education, focused extensive comments on the promising results of **Response to Intervention**.

Response to Intervention is a research-based process for identifying students in need of special education services. Using escalating interventions targeting a student's skill deficits, frequent review of data to determine effec-

tiveness and revisions to instructional methods based on results.

RTI is sometimes presented as an alternative to a "wait-to-fail" model in which students are not referred for special education until they have already fallen significantly behind their peers—often

around 3rd or 4th grade. RTI is addressed in IDEA 2004, "...a local educational agency may use a process that determines if the child responds to scientific research-based intervention as a part of the evaluation procedures..."

For more research on the web, visit:

- <http://www.nrcl.org/research/rti.shtml>
- http://www.reading.org/downloads/resources/IDEA_RTI_report.pdf
- http://www.ncl.org/images/stories/downloads/parent_center/rti_final.pdf
- http://educationevolving.org/pdf/Response_to_Intervention.pdf

Volunteer Profile of Excellence

Vicky Rozich

Vicky's family moved to Arizona from Chicago in 2001 because of her daughter's disability. "We wanted to move somewhere flat with no precipitation so it would be easier to navigate Bianca's wheelchair," she explained.

After learning about Raising Special Kids from a nurse, Vicky became a volunteer in 2004. She is frequently joined by her 13-year-old son, Travis (an excellent public speaker and an authority on the sibling perspective).

The Rozich family hosts home visits for physicians who participate in Raising Special Kids Family and Community Medicine Program. The program offers training to pediatric physicians at local hospi-

tals. A home visit with a volunteer family gives a first hand look at the challenging role of raising a child with special needs.

As the parent to Bianca, age 10, who has cerebral palsy, developmental delay and seizures, Vicky has extensive experience in meeting parenting challenges. She also shares that experience by participating on parent panels which offer the family perspective to pre-service medical professionals.

"Vicky is just amazing," said Family Support Specialist Sonia Cortina who works with



Vicky, Bianca and Travis

many of our volunteers. "A number of times she has been available for us on short notice if someone else had to cancel. She is always so willing to help out."

We salute Vicky and her family for their dedication and commitment to family support.

Community Action Teams

Are you looking for a way to get involved? Consider joining a parent-led Community Action Team.

Teams consist of parents and family members of children with special health care needs, professional providers of services, administrators, community leaders, elected officials, and interested citizens. They are formed to identify resources and prioritize issues needing resolution, plan activities and take action, assuming ownership of all activities. They receive funding and technical assistance through organizational support contracts.

For more information visit their new website: <http://www.azcommunityactionteams.org/>

Change in Special Education Law

For students at age 22

The governor recently signed House Bill 2251 extending the age special education students may remain in school. Arizona students who reach 22 years of age may continue to receive special education services until the end of the school year. Until this change, the law stipulated students were eligible for special education programs only until they reached the day of their 22nd birthday.

Call for Photos

Would you like your child's picture featured in an issue of Connecting? Raising Special Kids is inviting submissions of pictures of your children (shown individually or with family members) that depict the everyday lives of families raising a child with a disability to be used for illustration in our publications. If you are interested in participating, please call Marissa Huth at 602-242-4366 or 800-237-3007 for a photo submission form and send digital or print photos to Raising Special Kids at: marissah@raisingspecialkids.org or 2400 N. Central Ave., Ste. 200 Phoenix, AZ 85004.

Please note: Photos cannot be returned and Raising Special Kids will retain ownership and rights to print all photos.

Opciones educativas

¿Qué selecciones hay?

Si su hijo/a está inscrito/a actualmente o está por empezar la escuela, es posible que usted esté buscando el ambiente educativo ideal. Los padres pueden ver cambios en el progreso de sus hijos, en las circunstancias familiares, o en el ambiente escolar, lo cual indica la necesidad de considerar otras opciones.

El primer paso para tomar decisiones informadas es estar conscientes de todas las opciones disponibles. Para un niño que recibe servicios de educación especial, hay asuntos adicionales que los padres deben mantener en mente cuando consideran sus



opciones. Los asuntos a considerar incluyen qué tan bien puede satisfacer la escuela las necesidades educativas particulares del niño, y determinar qué servicios son apropiados.

Inscribirse en la escuela pública local puede ser la elección más apropiada cuando hay un buen ambiente educativo para el niño. Arizona es un líder nacional posibilitando el crecimiento de las opciones escolares alternas, y tiene la mayor cantidad de escuelas

incorporadas (charter) en el país. Esto ha creado una diversa gama de opciones para las familias, y muchas de ellas están ejerciendo su capacidad de elegir.

Conozca sus términos

Hay algo de confusión sobre la terminología usada para describir a las escuelas y los varios requisitos o normas que gobiernan la forma en la cual éstas operan. La ley federal define la educación especial como “la instrucción especialmente diseñada, sin costo para los padres, para satisfacer las necesidades especiales de un niño con discapacidad, incluyendo la instrucción realizada en el salón de clase, en el hogar, en hospitales e instituciones y en otros ambientes.”

A continuación está un breve resumen de términos importantes, pero se recomienda más investigación para familiarizarse con la gama completa de opciones.

Tipos de escuelas

Muchas de las reglamentaciones y normas que diferencian a las escuelas están relacionadas con sus fuentes de financiamiento.

Escuelas públicas

Las escuelas de distrito, comúnmente conocidas como escuelas “públicas”, reciben financiamiento de fuentes gubernamentales locales, estatales y federales, y deben admitir a todos los estudi-

antes que vivan en el distrito (con algunas excepciones, como lo son los estudiantes expulsados). La mayoría, aunque no todos los estudiantes asisten a su “escuela local”, asignada para servir a un área específica. Por medio de inscripciones abiertas, un distrito puede admitir a estudiantes de otros distritos o permitir que estudiantes del distrito asistan a una escuela que no sea su “escuela local.”

Cuando un niño con un Programa Educativo Individual (IEP por sus siglas en inglés) se inscribe en un distrito, si no se puede encontrar un ambiente apropiado en las escuelas del distrito por medio del proceso IEP, la escuela puede pagar por la enseñanza y el transporte a una ubicación adecuada, como a otro distrito o a una escuela privada aprobada. Las cuotas de los estudiantes colocados directamente en una escuela privada por los padres son pagadas por los padres.

Si un estudiante está confinado al hogar (certificado por un médico) y no puede recibir instrucción en la escuela, el estudiante puede recibir servicios dentro del hogar, incluyendo un mínimo de cuatro horas de instrucción y la terapia especificadas en el IEP.

Las escuelas incorporadas también son escuelas públicas. Reciben fondos de fuentes gubernamentales estatales y federales, y pueden recibir fondos de fuentes privadas, pero no cobran matrícula escolar a las familias. Las escuelas incorporadas deben ceñirse a los requisitos básicos del estado con

Opciones educativas

¿Qué selecciones hay?

respecto al programa de estudio, pero no están obligadas a seguir todas las normas de las escuelas de distrito. Por ejemplo, no se requiere que los maestros (excepto los maestros de educación especial) sean certificados por el estado. Las escuelas incorporadas deben aceptar a estudiantes con discapacidades y proveer servicios apropiados de educación especial. Para más información visite www.uscharterschools.org.

Las Escuelas Virtuales o los Programas de Aprendizaje a Distancia ahora ya están disponibles para los grados del nivel de primaria, en los cuales el estudiante permanece en el hogar y asiste a las clases de tiempo completo vía la Internet. La inscripción en una escuela virtual no se considera instrucción en el hogar.

Las escuelas imán, que pueden ser de distrito o incorporadas, ofrecen estudios especializados frecuentemente en un área particular, como artes interpretativas o matemáticas. La admisión puede ser competitiva, requiriendo la participación en pruebas y audiciones. Los estudiantes con discapacidades inscritos son provistos de apoyos educativos especiales.

Las escuelas privadas

Las escuelas privadas son financiadas por fuentes independientes. Aquellas que no están aprobadas por el Departamento de Educación de Arizona, no están sujetas al mismo escrutinio o reglamentación que las escuelas públicas. Una escuela privada puede establecer

estándares de admisión y seleccionar a los estudiantes que serán admitidos. No se requiere que acepten a estudiantes con discapacidades, pero algunas escuelas privadas ofrecen programas diseñados específicamente para estudiantes con discapacidades. Los estudiantes inscritos en escuelas privadas por sus padres, no tienen derecho a servicios en conformidad con el requerimiento de Educación Pública Gratuita Apropiada (FAPE por sus siglas en inglés)—un requisito en conformidad con la Ley de Educación para Individuos con Discapacidades (IDEA por sus siglas en inglés). Los distritos escolares están obligados a asignar una parte proporcional de su financiamiento para servicios de educación especial, para estudiantes que asisten a escuelas privadas y para estudiantes que reciben instrucción en el hogar.

Los estudiantes con una discapacidad de escuelas privadas, reciben servicios a través consultas entre el distrito dentro del cual esté ubicada la escuela privada, y el representante de la escuela privada.

Las escuelas independientes son financiadas con la matrícula escolar, contribuciones caritativas y donaciones. **Las escuelas parroquiales** son escuelas privadas gobernadas y apoyadas por una organización religiosa.

Las escuelas registradas son empresas con fines de lucro que pueden operar como escuelas incorporadas o como escuelas privadas. Actualmente hay un debate

con respecto a si las escuelas registradas en Arizona deben operar como escuelas incorporadas recibiendo financiamiento gubernamental.

Instrucción en el hogar

La aceptación popular de la instrucción en el hogar está aumentando. Hay una gran variedad de programas basados en la comunidad disponibles para proveer oportunidades de enriquecimiento social. De acuerdo al Centro Nacional de Estadísticas Educativas (NCES por sus siglas en inglés), de los más de 50 millones de estudiantes K-12 en 2003, más de un millón estaba recibiendo instrucción en su hogar.

Aunque generalmente la instrucción en el hogar se refiere a enseñar a un niño en su hogar o fuera de un ambiente escolar tradicional, ésta puede complementarse con asistencia parte del tiempo a una escuela pública. Las familias usan varios estilos de instrucción en el hogar, incluyendo la modalidad “desescolarizada” que enfatiza el aprendizaje dirigido por el estudiante.

Algunos padres y madres eligen la instrucción en el hogar temporalmente, y permanecen abiertos a la idea de inscribir a sus hijos en una escuela tradicional en el futuro. Otros lo consideran como una dedicación a largo plazo. Los estudiantes con necesidades especiales que reciben instrucción en su hogar, tienen derecho a consultas entre en distrito y el representante del estudiante, así como a una evaluación del distrito escolar en el

Opciones educativas

¿Qué selecciones hay?

que residen. Los padres de un estudiante que recibe instrucción en su hogar, que sospechan que su niño tiene una discapacidad, pueden solicitar una evaluación de su distrito de escuelas públicas.

¿Cuáles son sus necesidades?

Considere el estilo de aprendizaje de su niño, y los factores que son más importantes para su aprendizaje.

Pida la opinión de su niño sobre la posibilidad de cambiar de escuela y como se adaptaría a un ambiente nuevo. Si usted está considerando la instrucción en el hogar, trate de bosquejar un itinerario muestra para un día y una semana, asegúrese de incluir también tiempo para otras actividades necesarias—tareas del hogar, mandados, trabajo fuera del hogar, etc.

Las escuelas también tienen boletas de calificaciones

Su percepción total sobre una escuela no debe basarse completamente en las calificaciones de los exámenes; sin embargo son un buen lugar para empezar. Visite en la Internet los sitios de cada escuela, del distrito, del Departamento de Educación de Arizona, y observe las calificaciones o reseñas de los padres de familia en sitios como greatschools.net o schoolmatters.com.

Programe una visita al sitio (preferentemente mientras estén en

clases en la escuela) para observar el medio ambiente físico, y pedir observar algunas clases en acción. Tome nota de las interacciones en el salón de clase. Por ejemplo, en salones de clase incluyentes, ¿se presta igual atención a todos los estudiantes, o hay evidente preferencia por quienes levantan la mano rápidamente? Si usted observa un salón de clase de educación especial auto controlada, note si se estimula a los estudiantes, o si sólo están ocupados en labores que no apoyan el dominio de contenidos académicos.

Pregunte qué programa de estudio están usando y haga un seguimiento en la Internet para encontrar más descripciones y reseñas. Recuerde que si bien cada escuela tiene su propia cultura y filosofía, cada maestro tiene su propio estilo e interpretación. A veces la comodidad de su niño en el salón de clases puede depender de la relación entre el estudiante y el maestro. La mayoría de las escuelas no responden a las peticiones de los padres con respecto a maestros específicos, o cambios a salones de clases de otro nivel.

Si tiene preguntas sobre las opciones educativas, llame a Raising Special Kids. Tenemos personal que puede ayudarle en asuntos de educación especial, y tenemos disponible una variedad de capacitaciones relacionadas con la educación. Llame al 602-242-4366 ó al 800-237-3007; ó envíenos una nota por correo electrónico a info@raisingspecialkids.org.

CALENDARIO ESPAÑOL

Por favor llamar al 242-4366 o al 800-237-3007 **para confirmar su asistencia a los talleres**

IEP/504

Una perspectiva general de Educación Especial y de los planes 504.

Martes, 24 de Julio, 1-2:30pm

Martes, 28 de Agosto, 1-2:30pm

Viernes, 28 de Septiembre, 1-2:30pm

El Comportamiento Positivo

El vinculo entre las familias y las intervenciones y el apoyo conductual positivo es muy importante

Viernes, 6 de Julio, 10-12 pm

Viernes, 17 de Agosto 10-12pm

Martes, 4 de Septiembre 1-3pm

ENTRENAMIENTO PARA VOLUNTARIOS

Acompañenos a un entrenamiento para voluntarios y así desarrollar su liderazgo ayudando a otras familias a aceptar y sobrellevar el diagnostico de un hijo (a) con necesidades especiales de salud.

Martes, 7 de Agosto, 1-2:30pm

Viernes, 14 de Septiembre, 1-2:30pm

Grupo de apoyo para padres (hombres)

Grupo de padres (hombres) con hijos con necesidades especiales. Para más información, lláme al 602-242-4366, Lugar: La Oficina de Raising Special Kids (Criando Niños Especiales)

EN ENTRENAMIENTO SERA EN ESPAÑOL

Worth Noting



presented by
ARIZONA
BUSINESS BANK

October 11, 2007
Venue of Scottsdale

7117 E. 3rd Avenue, Scottsdale
Doors open at 6:30 p.m.

Raising Special Kids is thrilled to announce that we have been selected as the beneficiary of the first Biz Bash fundraiser in Arizona. The event will feature music by Three Dog Night and a high end silent auction. Our sincere thanks go to Arizona Business Bank and the CoBiz Financial family of services: CoBiz Insurance, Green Manning & Bunch for their generous sponsorship.

Originated in Colorado, organizers project Biz Bash will be "one of the most exciting and entertaining fundraising events in the Phoenix area. With its combination of great music, fantastic food, a top-notch silent auction and a uniquely casual approach to doing some serious good, the Biz Bash has put the fun back into fundraising...No black ties or fancy gowns. No formal dinner. No long-winded presentations. You're not stuck at a table all night. You'll be walking around, dancing, taking in the amazing atmosphere and food and meeting new friends..."

Tickets are \$150 each and sponsorships are available beginning at \$5000. For more information, please call Raising Special Kids at 602-242-4366.

DID YOU
KNOW?

Last year Raising Special Kids —

- Helped 8,036 families and the professionals who serve them
- Matched nearly 300 families with a trained parent volunteer.
- 1,316 Arizona educators, school personnel and health professionals received training and information on how to work effectively with families.

Around Arizona

What's happening up north

Workshops in Flagstaff (all classes are 5:30 pm - 7:00 pm)

Tue., July 17th: **Parents as advocates**

Tue., August 21: **Introduction to IDEA/504**

Tue., September 12th: **Evaluations and Assessments**

Location: Family Resource Center, 1806 E Route 66, Flagstaff

Free onsite childcare, RSVP for childcare: 928-774-1103

Flagstaff Coffee

Thursday., August 16th, 9:00am at the Campus Coffee Bean at NAU. All parent volunteers and anyone interested in becoming a volunteer are invited to have a cup of coffee and get to know some great parent volunteers in Flagstaff.

For more information, call: Kathleen Collins at 928-523-4870.

New Director

Arizona Center for Disability Law

Our congratulations to Peri Jude Radevic on her appointment as the new Executive Director of the Arizona Center for Disability Law. With offices in Tucson and Phoenix, the Center investigates reports of abuse and neglect; advocates for basic rights to health and mental health care services as well as access to public accommodations; ensures fair housing and equal employment opportunities; and ensures that children with disabilities have access to a free and appropriate public education.

"It's a true delight to hear this news," said Joyce Millard Hoie, Executive Director of Raising Special Kids. "Peri Jude is a talented and dedicated leader who brings a wealth of experience to this position. She is a true asset to our community."

Social Security

When a child with a disability becomes an adult

Adapted from an article by Barbara Jackson, Social Security Area Work Incentive Coordinator, Phoenix

You may know that a child can receive Social Security benefits on a parent's record if the parent is receiving disability or retirement benefits or as the survivor of a parent who is deceased. But did you know that while most Social Security benefits for children end when a child reaches age 18, a child — if blind or disabled — may qualify for benefits as a "disabled adult child" well past that age?

Disabled adult children may include biological and adopted children, and sometimes even a stepchild, grandchild or step-grandchild. To qualify for disabled adult child benefits, the child must be unmarried, at least 18 years old and must have a disability that began before reaching age 22. As long as the adult child was disabled before age 22, continues to be disabled and did not work, the child may be eligible.

To learn more, visit our webpage at www.socialsecurity.gov/dibplan/dacpage.shtml or call 1-800-772-1213 (TTY 1-800-325-0778).

Our Northern Arizona Team



(Front) Kathleen Collins, Twila Pochoema, and Bertha Yazzi. Also shown, Joyce Millard Hoie

Northern Arizona offices

Flagstaff 928-523-4870

Second Mesa 928-737-9223

Sanders 505-406-4245

Autism Conference

Autism Society of America's
38th National Conference

July 11-14, 2007

The Westin Kierland Resort
6902 East Greenway Parkway
Scottsdale, Arizona 85254
Scottsdale, AZ

For more information visit
www.autism-society.org

7th Annual Transition Conference Save the dates!

Sept 17-18, 2007

Radisson Fort McDowell Resort

Scottsdale/Fountain Hills, AZ

85264. Sponsored by Arizona

Department of Education,

Exceptional Student Services,

Arizona Department of Economic

Security, Rehabilitation Services

Administration and others.

Don't miss the workshop given by

Raising Special Kids Transition

Coordinator Jane Ngyuen, titled

Success in Transition,

True Tales Tell it All.

For more information visit

www.SharedWork.org or call

Cynthia Bryant at 602-542-3005.

Raising Special Kids News

Special Day for Special Kids

We join many parents in saying “Thank you” to Scottsdale Sunrise Rotary Club for making April’s Special Day for Special Kids event a real joy for hundreds of families.

“The rotarians have consistently gone all out for this annual event and it was a wonderful partnership experience,” said Joyce Millard Hoie, Executive Director of Raising Special Kids.



Teamwork award

We are proud to announce that at the Family Voices’ 15th Anniversary Gala Celebration and National Conference in May, Raising Special Kids Family Health Center Project Coordinator, **Wendy Benz** received the **Teamwork Award**. Family Voices, is a national network which advocates for health care services and provides information for families with children and youth with special health care needs.

The Teamwork Award is presented for using innovative methods to collaborate, communicate and organize activities in order to impact issues affecting children and youth with special health care needs within the Family Voices network. The award recognizes exceptional activities and partnerships developed with agencies, organizations or individuals.

Thank you to all who participated in Special Day for Special Kids!



“I have two little girls who were born blind. We just attended the “Special Day for Special Kids” event last weekend. I want you to know how wonderful that was! I was amazed with everything and my girls loved it! Thank you, thank you, thank you!”

It is often difficult for my girls to get a valuable experience or an equal chance at regular venues. They loved the pony rides, and the petting zoo was great!”

— from a parent

We are moving — next year!

In the fall of 2008 Raising Special Kids will be moving into the new universally accessible Arizona Disability Services Campus under construction at 5025 E. Washington St. in Phoenix.

www.raisingpecialkids.org

In The Spotlight

Volunteers are the
Heart of
Raising Special Kids
Thank You!

March - May, 2007

Avondale

Rachel Palacio
Gabriela Sanchez-
Orozco

Chinle

Bertha & Harrison
Yazzie

Flagstaff

Mary Frost
Schenley Hall
Cindy May
Tina Rabe

Gilbert

Terri Hesson
Monica Hulsey
Gina Johnson
Jennifer Kurr

Glendale

Beatriz Acosta
Marge Dalen
Dawn Kurbat
Dee Lindsay
Marci Monaghan

Mesa

Laurie Alexander
Kay & Mark
Bradshaw
Kimberly Crook
Nancy Garner
June Siegel
Yolanda Smith

Nogales

Jenny Hill

Phoenix

Veronica Acosta
Rebecca Bailey
Debbie & David
Demland
Chris Jones
Kari Moore
Kelly & Ray Morris
Kathy Moschioni
Madeline Papazian
Katie Petersen
Carla Truman
Carolyn Warden

Sun Lakes

Philip Sanabria

Surprise

Terri Nelson

Tempe

Janet Romo

Waddell

Sharon Atwood

Making a Difference in the Lives of Children
Thank You
for referring families to Raising Special Kids

March - May, 2007

Arizona Child Study Center

Dr Daniel Kessler
Vivien Burley

Arizona Health Sciences Library

Banner Behavioral Health

Banner Childrens Medical Center

Amira El Ahmadiyyah

Banner Thunderbird

Anne Steinle

Tyra Barradas

Susan Becerra

Birth To Five Helpline

Clara Scnall

Camp Verde Headstart

Debbie Mace

Capital School

Paulina Staut

Capstone Health Plan

Jacquelyn Thorpe

Catholic Charities

Chandler Unified School District

Childrens Rehabilitative Services

Tony Thiel

DDD

Carmen Aguilera
Mary Alvarado
Lucy Bard
Ruthann Bilkey
Cindy Bordaoux
Sarah Bravo
Jason Brothers
Kathleen Calder
Ali Dilorio
Francine Emrick
Karla Euceda-Jones
Rose Fabris
Maria Fernandez
Ralph Figueroa
Katherine Hartnett
Kristen Heninger
Doug Jones
Nancy Mccoy
Nicole Morong
Clay Muschinski
Cyndie Muschinski
G. Niccum
Karen Nugent
Shawn Padilla
Teresa Pfaff
Yolanda Potter
Carolyn Ross
Kizzy Sepulveda
Jodi Stein
Traci Tapia
Joanne Valdez
Julie Valdez
Tammy Vanosdell
Meredith Webb
Carmen West
Lateef West
Patricia O Williams

Ebony House

Family Resource Center

Paula Stefani

Foundation for the Blind

Frogs Landing

Elaine Berkley

Growing In Beauty Program

Verna J Harvey

Headstart

Cindy Hood

Isaac Elementary School

Karigan Child Care Center

Madison School District

Maggie's Place

Manzanita Elementary School

Marcie Monaghan

Karen Meyer

Linda Mood-Bell

Victor Morales

Muscular Dystrophy Assoc

NAMI

Nelson Pediatrics

Louise Koziol

Northern Arizona ASA

Oakwood Elementary School

OCSHCN

Marta Urbina

Parenting Connection

Phoenix Children's Hospital

Dr John Barton

Peter Kelley

Gina Maranetti

Teresa Rimer

Peoria Unified School District

Phoenix Union High School

Tina Raabe

Scottsdale Shea Women's Center

Tina Greenfield

Seville Elementary

St Andrew's Church

St Joseph's Hospital

Carol Bedner

The Guidance Center

Kurt Rieck

United Cerebral Palsy

Value Options

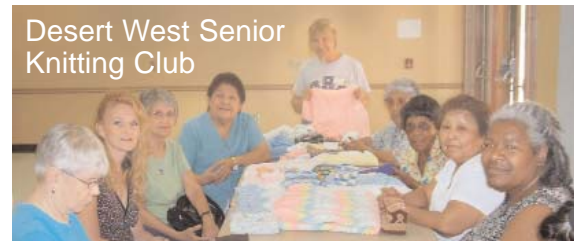
West Side Headstart

Yesi Quintana

YMCA Flagstaff

Charity Zarate

Handmade baby booties and caps for children in NICU.



Desert West Senior
Knitting Club

Many thanks to the members of the Desert West Senior Knitting Club for the hand made baby booties and caps for children in NICU. The items go to families through Raising Special Kids NICU support programs in three Valley hospitals.

Thank you
To all who participated in the
Thunderbirds Charities
2007 FBR Open.
Your pledges totalled \$1500!

Connecting is now available
by email. Just call us at
602-242-4366 or email to
info@raisingspecialkids.org

RAISING Special Kids
2400 N. Central Avenue, Suite #200
Phoenix, AZ 85004-1313

RETURN SERVICE REQUESTED

NONPROFIT ORG.
U.S. POSTAGE
PAID
PHOENIX, ARIZONA
PERMIT NO. 2017

Announcing Raising Special Kids' 2007 Raffle



Featuring terrific prizes courtesy of
Southwest Airlines and the Phoenix Coyotes

Enjoy a great time with your family or friends compliments of Southwest Airlines or Phoenix Coyotes and Raising Special Kids. Enter now to win one of 3 spectacular prizes!

1st Prize: Southwest Airlines vacation package with four roundtrip tickets to SanDiego, four passes to Sea World, and two nights at Westin Horton Plaza Hotel. Estimated value \$3000.

2nd Prize: The use of a luxury suite at Jobing.com Arena for a Phoenix Coyotes hockey game during the 2007-2008 hockey season including 18 tickets to the suite. Estimated value \$2600.

3rd Prize: Two round-trip airline tickets from Southwest Airlines. Estimated value \$800. These tickets are not valid on ATA operated flights. For further questions, please call the SWA Phoenix Marketing Office at (602) 304-3983.

Deadline for purchase is November 1, 2007.

Winners will be announced at Wishes for the Future on November 8. (Winners need not be present.)

Raffle tickets are available for \$25 each. Only 1000 tickets will be sold!

Get yours today!! Call 602-242-4366 or 800-237-3007 for tickets.

www.raisingpecialkids.org