



Summer Art Classes at The Creative Access Art Center

Idaho Parents Unlimited, Inc. VSA Idaho had a fantastic opportunity to bring art to our Creative Access Art Center (CAAC) for the summer. During the months of July and August the CAAC through a VSA grant brought artist Amy Nack to provide inclusive art in the center. Classes were limited to 15 students and filled up quickly. Students go on field trips and use what they have learned and observed in a variety of art projects including creating printing plates to use in a small printing press.

The five classes in July and six in August last for a fast paced two hours each providing children with and without disabilities the satisfaction and enjoyment of creating art. Student art will be on display in the Creative Access Art Center after the completion of the programs.

For more information stay tuned to our web site www.ipulidaho.org or our Facebook page <http://www.facebook.com/pages/Creative-Access-ArtCenter/167142273347432>.



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Image by Masterpiece Studio

Call for Board Members

Idaho Parents Unlimited, Inc. is looking for individuals who are interested in volunteering for a two-year term on the Board. This is an exciting opportunity to be involved with a well established non-profit organization providing a variety of supports and services for parents of children with disabilities. Board Members commit to attend regular meetings and participate in at least one Board Committee. Volunteers and members of the community are also encouraged to submit names of those who may be interested in being a board member. Send resume's to parents@ipulidaho.org.

IDAHO PARENTS UNLIMITED, INC.

UPCOMING ACTIVITIES



{en}Able 2.0

The Creative Access Art Center, located at 500 South Eighth Street, will premiere {en}Able 2.0 exhibition on First Thursday, Aug. 2, from 5-8 p.m., with music by David Triggs.

The show will run through Aug. 23, and features work from artists Nathan Brasley, Marilyn Cosho, and Reid Warren.

The Creative Access Arts Center is a partnership between VSA of Idaho, Idaho Parents Unlimited Inc., and the Idaho State Independent Living Council, which aims to "create opportunities by providing professional training, workshops, exhibitions and sales for artists with disabilities."

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Least Restrictive Environment (LRE)

The regular education classroom is the first placement choice the Individualized Education Program (IEP) team must consider. When an IEP team, which always includes the parents, considers where a child will be educated, it must ask what can be provided so the child can stay in the regular education classroom or activity. It must consider what "supplementary aids and services" (extra supports) will allow the child to be placed in a regular classroom environment. Examples might include assistive technology, special behavior strategies, use of a resource room, or accommodations or modifications in the curriculum or assignments.

If the IEP team, which includes the parents, decides a child cannot be educated in the regular classroom, even with supplementary aids and services, then it must consider other options, such as special classes, special schools, home instruction, or instruction in hospitals or other institutions. The school is required to provide the appropriate options and services that meet the child's individual needs.

Pacer Center Action Sheet - Least Restrictive

Environment (LRE) - A Simplified Guide to Key Legal Requirements

<http://www.pacer.org/parent/php/php-c7.pdf>

Support Group Training

Idaho Parents Unlimited receives calls from parents frequently about including their children with disabilities in regular education classrooms. Including kids in the general education classroom with their peers to the maximum extent is also known as "Least Restrictive Environment" (LRE). IPUL is collaborating with The Idaho Federation for Families for Children's Mental Health to train facilitators around the state to ensure that families have a support network. This workshop gives ideas on how to start a parent support group, how to maintain the support group and how to revive an existing support group. Anyone interested in starting, supporting, encouraging, attending, or reviving a support group please contact us here at IPUL. 208.342.5884 or 1.822.IPUL (4785)



Parent Training Information Center - PTI

The Keeping All Children Safe Act

In April 2011, Representative George Miller Earlier introduced HR 1381, The Keeping ALI Children Safe Act. Senator Tom Harkin introduced a companion bill (S 2020) in the Senate in December 2011. The purpose of The Keeping All Children Safe Act, which has bipartisan support in both the House and the Senate, is to regulate the use of dangerous restraint and seclusion in school.

Senators Harkin (D-Iowa) and Enzi (R-Wyoming) have scheduled a hearing on the use of restraint and seclusion in the Senate Health Education Labor and Pensions (HELP) Committee for this Thursday, July 12, at 10:00 am EDT.

What's at Stake

This year, the US Department of Education released data that showed that in 2009-10, students with disabilities represented 12 percent of students, but made up nearly 70 percent of the students who were physically restrained by adults in their schools.

According to a 2009 GAO study, students have been injured, suffered post-traumatic stress syndrome, and died in restraint and seclusion. Unfortunately, less than one-third of states have laws that restrict restraint and seclusion to emergencies that threaten imminent risk of physical danger—children may be secluded and restrained for tantrums, failing to obey rules, to coerce their compliance, and as punishment. This must stop.

The Keeping All Children Safe Act would promote a shift to a culture of positive interventions and supports, and ensure that restraint is used only in emergencies that threaten physical danger. It would prevent children from being subjected to seclusion in non-emergencies. The bill would change school climates by ensuring that the use of restraint and seclusion be a practice of last resort, only to be used when a student's behavior poses imminent danger of serious physical harm to self or others and when other interventions would prove ineffective in such an emergency.

US Department of Education Resource

Guidance

There are effective alternatives to the unregulated use of restraint and seclusion. On May 15, 2012, the US Department of Education (DOE) issued "Restraint and Seclusion Resource Document," in which it lays out 15 principles for states, localities and school districts to consider for regulating use of restraint and seclusion policies in schools. It's an excellent resource.

From the DREDF Special Edition - Disability Rights Education & Defense Fund



Transition to Adulthood

Life is full of transitions, and one of the more remarkable occurs when we get ready to leave high school and go out in the world as young adults. When the student has a disability, it's especially helpful to plan ahead for that transition. In fact, IDEA requires it. The following is a Quick Summary of Transition

Transition services are intended to prepare students to move from the world of school to the world of adulthood.

Transition planning begins during high school at the latest.

IDEA requires that transition planning start by the time the student is age 16.

Transition planning may start earlier (when the student is younger than 16) if the IEP team decides it would be appropriate to do so.

Transition planning takes place as part of developing the student's Individualized Education Program (IEP).

The IEP team (which includes the student and the parents) develops the transition plan.

The student must be invited to any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.

In transition planning, the IEP team considers areas such as postsecondary education or vocational training, employment, independent living, and community participation.

Transition services must be a coordinated set of activities oriented toward producing results.

Transition services are based on the student's needs and must take into account his or her preferences and interests.

Not enough detail? We can fix that! Call one of our Parent Education Coordinators. 208.342.5884 or 1.800.242.IPUL (4785)

National Dissemination Center for Children with Disabilities (NICHY)
<http://nichy.org/schoolage/transitionadult>

CALENDAR

August 1st

Medicaid Redesign and What is IPUL workshop - 4:30 - 6:00 pm
1120 Stocks Ave
Rexburg, ID

August 8th

IFSP to IEP workshop - 6:00 - 8:00 pm
500 South 8th Street
Boise, ID

September 12th

Success with an IEP workshop
IPUL Support Group - 6:00 - 8:00 pm
500 South 8th Street
Boise, ID

September 27th

Planning for a healthy Transition workshop - 1:00 - 3:00 pm
Journey to Adulthood and Home Files workshop - 4:00 - 6:00 pm
803 Monroe St. suite 2
Salmon, ID

September 28th

Parents Toolbox and Success with an IEP workshop - 9:00 am - NOON
Positive Behaviors intervention and Supports/PBIS workshop - 1:00 - 3:00 pm
803 Monroe St. suite 2
Salmon, ID



Parent Training Information Center - PTI

Parent Advocate and Parent Health Mentor Training

IPUL is providing statewide training for parents to become Parent Education and Parent Health Mentors.

These trainings will give parents the opportunity to assist others at a grassroots level in their own communities ensuring that ALL parents receive the information and resources they may need for their children. Parents will learn about advocacy skills, IEP development and Parent/Professional Collaboration. Who better understands families who have children with disabilities and/or special health care needs but veteran families who also have such children? PEM's and PHM's will receive ongoing support and additional training as needed from IPUL.

If you are interested, contact our office and/or watching for training events to be announced on our website, via email and on our Facebook page.

IPUL - 208.342.5884 or 1.800.242.IPUL(4785)

Facebook <http://www.facebook.com/pages/Idaho-Parents-Unlimited/103633682612>

Individualized Education Program (IEP)

The first day of school is right around the corner. We know summer never lasts long enough.

Parent we should be thinking about our children's IEP goals. S.M.A.R.T Goals are Specific: a specific goal should answer the six "w" Who is involved? What needs to be accomplished? Where: Identify the location, When: Establish a time frame, Which: Identify requirements and constraints, and Why: Give specific reasons, purpose or benefits of accomplishing the goal. Measureable Establish concrete criteria for measuring progress toward the attainment of each goal, Attainable: develop the attitudes, abilities, skills and capacity to reach each goal., Realistic; To be realistic the goal must represent the gains your child is trying to make, and Timely and Tangible: The goal must be something your child can with accommodations achieve in a specific time frame.

Tips on writing success S.M.A.R.T goals can be found at websites listed below:

<http://ipulidaho.org/index.php/education>, National Dissemination Center for Children with Disabilities at nichy.org, the Idaho Training Clearinghouse at idahotc.com and WrightsLaw at www.wrightslaw.com

Improvement Partnership

The CHIC Project is working with the Utah Pediatric Partnership to Improve Healthcare Quality (UPIQ) and the National Improvement Partnership Network (NIPN) to develop an Idaho improvement partnership. The CHIC Project hosted the NIPN leaders to consult with stakeholders in November 2011 and is moving forward in selecting an "institutional home" for Idaho's improvement partnership.

This webpage was developed under grant CFDA 93.767 from the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. However, these contents do not necessarily represent the policy of the U.S. Department of Health and Human Services, and you should not assume endorsement by the Federal Government.

Reprinted from Dept. of Health and Welfare (www.healthandwelfare.idaho.gov)

Katie Beckett Eligibility

Katie Beckett is an eligibility category that allows certain children under the age of 19 who have long term disabilities or special health care needs to become eligible for Medical Assistance coverage. Eligibility enables children to be cared for at home instead of in an institution. Under the program only the child's income and resources, not the parents', are used to determine eligibility.

Who can apply?

Children who are not eligible for other Medicaid programs because income or assets of their parents are too high, may be eligible for Medicaid through the Katie Beckett Program.

How can I apply for Katie Beckett Medicaid?

Find out about applying for Katie Beckett Medicaid by contacting your local Idaho Department of Health and Welfare's Regional Medicaid Services office.

<http://www.healthandwelfare.idaho.gov/AboutUs/Newsroom/tabid/130/ctl/ArticleView/mid/3061/articleId/1491/font-size2Idaho-Medicaid-Revises-Rules-for-Katie-Beckett-Program.aspx>



Family to Family - F2F

Children's Benefit Redesign and EPSDT - Can a child under Children's Benefit Redesign get more services through the Early Periodic Screening Diagnosis and Treatment or EPSDT?

Currently, many parents have questions about the redesign of Medicaid services for their children with developmental disabilities under the Children's Benefit Redesign (CBR) system. The new redesigned services are being phased in to replace the current Developmental Therapy (DT) and Intensive Behavioral Intervention (IBI). (See additional detail under another question in this FAQ section of the Council website) As a child reaches their annual redetermination date, the parents will receive information about the new system and directed to have an evaluation conducted by the Idaho Center on Disabilities Evaluation (ICDE). This evaluation will determine what the budget will be for the child's services under redesign. The family can then work with their child's case manager to plan services within the budget.

Families are encouraged to switch from the current services to the new redesigned system after the child's evaluation. However, since the current services and the redesigned services are both offered, families can opt to stay with the current services if they feel these better meet their child's needs. Families who choose to wait until the old services are ending to switch services, may experience a gap in service for their child. The end date for the old services has not been identified.

In the current system, there are limits to the number of hours of DT and IBI services that a child may receive. If additional services are medically necessary, the family can apply for more services through the Early Periodic Screening Diagnosis and Treatment or EPSDT process.



Under the new system, there are no longer limits on hours of service. Instead, children are assigned a budget to provide the services the child needs as determined through the evaluation process. There are a variety of services ranging from respite care to habilitative intervention. Some parents are finding the amount of funds allocated in their child's budget is not adequate to pay for the amount of services their child needs to continue to develop and progress.

The Council asked the Department of Health and Welfare if the EPSDT process could be used by these parents as a way to access additional, medically necessary services their child may need under the redesigned system.

The Affordable Health Care Act Timeline

On June 29 the U.S. Supreme Court finally announced its ruling on the constitutionality of the landmark health care reform law, the Affordable Care Act (ACA). Chief Justice John Roberts wrote the opinion, upholding most of the law, which was joined in various combinations of other Justices on the different issues under consideration.

THE HENRY J. KAISER FAMILY FOUNDATION, a non-profit, private operating foundation focusing on the major health care issues facing the U.S., has prepared an Implementation Timeline. The implementation timeline is an interactive tool designed to explain how and when the provisions of the health reform law will be implemented over the next several years.

Follow the link below to view the timeline.
at <http://healthreform.kff.org/en/timeline.aspx>

Adapted from:

<http://www.familyvoices.org/news/latest?id=0200>

<http://healthreform.kff.org/en/timeline.aspx>

Immunization and the Whooping Cough

Whooping cough (or pertussis) is a serious, sometimes deadly disease. It is one of the most commonly occurring vaccine preventable diseases in the United States. It can cause uncontrollable, prolonged violent coughing fits and "whooping" sound when an infected person gasps for breath. In 2010, there were 27,550 cases reported in the US with 27 deaths. Worldwide, there are 30-50 million cases each year and 300,000 deaths.

Our neighbor Washington State is currently in the midst of an outbreak of whooping cough, with 2092 cases reported as far this year. Idaho has reported 50% less cases this year and an infant in eastern Idaho died from whooping cough this spring.

For more information visit
<http://www.idahoimmune.com>



FAMILY VOICES[®]

Family to Family - F2F

Children's Benefit Redesign and EPSDT (Cont)

There is some question about whether the EPSDT process can be used to provide services in the new redesigned system. But since states are required to provide medically necessary services to children under EPSDT, parents have been using this form to gather and present information to Medicaid about the additional services their child needs. It may be helpful when filling out the form to list the additional services under the "Other" category since the form does not currently include a listing of the services provided in the new redesign system.

Emailing the information to: Request@dhw.idaho.gov

Faxing the information to: 208-364-1811, ATTENTION: EPSDT Request

Mailing the information to EPSDT Request, IDHW-Division of Medicaid, P.O. Box 83720, Boise, ID 83720-0036

Questions about Children's Benefit Redesign may be answered by going to the redesign website at www.redesignforchildren.medicaid.idaho.gov. If that site does not provide the information you are looking for, contact your regional Family and Community Services Division staff. Click here to open a listing of those staff persons and their contact information.

Questions about EPSDT, should be directed to Lauren Ertz at 364-1835 or ertzl@dhw.idaho.gov.

Article adapted from original posted on the IDDC (Idaho Developmental Disabilities Council) (iddc.idaho.gov/faq.html).



Updating Health Information

Idaho Parents Unlimited's Family to Family Health Information Center is partnering with the CDHD to create a new "Health Information" resource guide within the site. These are resources at the most local level which parents who have children with disabilities and special health care needs will be able to use. We need you as we move forward. Please send us your local resources so we can add them to this site. Your input will ensure we have the most accurate and up-to-date info!

Artists In Residence - Final Call

In the Spring Newsletter we put the call out for Artist Residencies. The program allows an artist to present a program in public schools in an inclusive environment. This program has benefited children and schools throughout Idaho.

As of this newsletter we still have four programs available to award to teachers and artists between now and October thanks to current funding through VSA, the State Department of Education and the Idaho Commission on the Arts.

If you want to take a part in this enriching experience, please contact Bob McKain at 342.5884 or email: bob@ipulidaho.org

Task Party

October is a big deal!!! We've partnered with the Idaho Art Education Association to host a Task Party for First Thursday in October. A TASK party aligns with the mission of Idaho Parents Unlimited and the Creative Access Art Center in many ways. It's inclusive, it's expressive, it's improvisational, it's a fantastic way for kids (and adults alike) to learn and a fun, interactive way for teachers to educate. It builds community! Take a look: <http://www.theartblog.org/2008/08/oliver-herrings-task-2-coming-to-fluxspace/>

We'll be looking for donations of materials and ideas and volunteerism galore for that event!!!! If you are able to donate any of the supplies listed please contact Bob either by phone or email at 208.342.5884 or bob@ipulidaho.org. Toll free 800.242.IPUL (4785)

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VSA Arts



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All Kids Can Create Idaho Winners

Congratulations! The following artwork has been selected from over 3,000 submissions nationwide to represent the state of Idaho in the VSA and CVS Caremark All Kids Can CREATE exhibition:

"What Inspires Me" is part of VSA and CVS Caremark's All Kids Can CREATE campaign that encourages learning and community engagement through artistic expression. The program includes the Call for Art, artist-in-residence programs in schools and community events that expand access and learning through the arts for students with disabilities. CVS Caremark colleagues also participate in the program through volunteer activities that engage their communities and/or schools in building inclusive environments.

This inclusive exhibition will feature the work of two artists per state and will debut at the Martin Luther King Jr. Memorial Library in Washington D.C. for the month of August 2012.

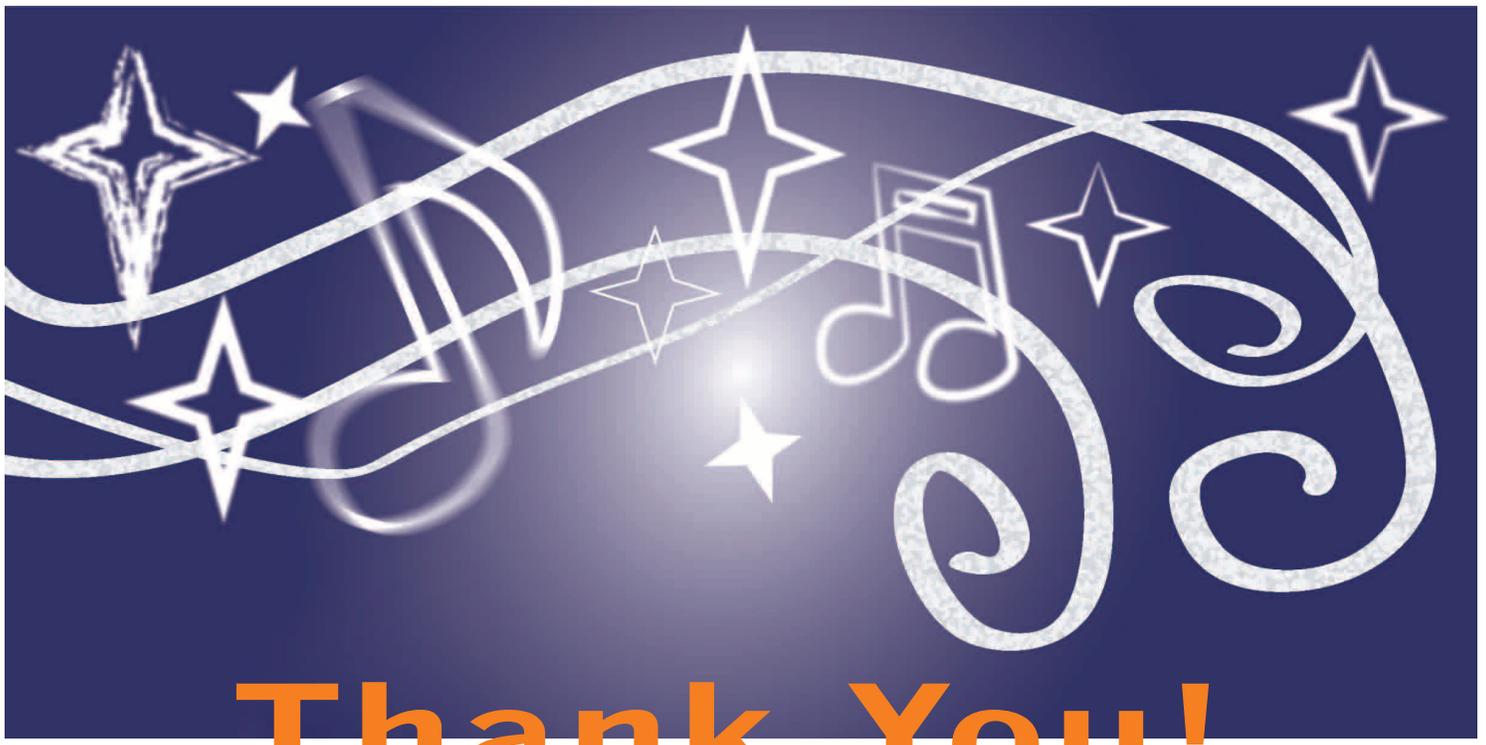
We are thrilled to have Audrey's and Drew's artworks in the exhibit in Washington D.C. VSA had the work professionally framed and prepared for exhibition.

Audrey Huang, age 9
The Universal Language



Drew Steubner, age 12
Zebra





Thank You!

Idaho Parents Unlimited, Inc. would like to sincerely thank our sponsors, those who joined in the auction and the many people who worked so hard to make the Magical Evening of Artistic Expression and Celebration Gala a success.

This event would not have been successful without each of you. We deeply appreciate your willing support and generosity. We sincerely hope that this association will be maintained and that you will continue to support us in future endeavors.

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