It has been twenty years since the U.S. Supreme Court made the landmark decision on Olmstead vs L.C. The court case revolved around two women, Lois Curtis and Elaine Wilson, who had both spent over half their lives in various regional hospitals because of a lack of programs and supports to live in the community. Lois Curtis, plaintiff, started the case by calling the Atlanta Legal Aid Society and telling lawyer Sue Jamieson, “I want to get out!” Elaine Wilson soon joined the efforts of Lois Curtis, having herself endured thirty-six stays in various institutions. The Supreme Court ruled in favor of the women by a 6-3 majority, and their decision paved the way for disability rights in this country by asserting that unjustified segregation of people with disabilities into institutions was a violation of Title II of the Americans with Disabilities Act (ADA). According to Justice Ruth Bader Ginsberg’s opinion, “institutional placement of persons who can handle and benefit from community settings perpetuates unwarranted assumptions that persons so isolated are incapable or unworthy of participating in community life.”

With this precedent, states have been working to come into compliance with this decision for the last two decades. Nevada PEP has participated in developing Nevada’s Olmstead State Plan which is designed to help the Nevada stay focused on: implementing inclusive programs and supports; updating policy and funding mechanisms; and changing approaches and minds so that people with disabilities have the opportunity to live, work and play in their own community.

The integration mandate of the ADA requires that public agencies provide services “in the most integrated setting appropriate to the needs of qualified individuals with disabilities.” And yet people with disabilities are still struggling to do this day as they remain on long waiting lists to access the supports and services they need. While Olmstead did break ground by setting a standard of protections for people with disabilities, many services are still designed to segregate people with disabilities, and even after 20 years, too many people with disabilities are unaware of their rights and have little to no support to exercise their rights.

The progress that has occurred is some areas is remarkable such as improved access to: medical care; regular education classrooms; innovative transition programs; college programs; and forward-thinking national employers focusing on hiring people with disabilities. Yet our State struggles in areas of supportive integrative employment and training services, affordable accessible housing and effective community-wide transportation.

In keeping with Justice Ginsberg’s vision, a true community is one that intentionally plans to include all people in community life. We still have much work to do, and Olmstead’s 20th anniversary is a perfect time to regroup and reenergize to ensure that the voices of people with disabilities are heard and their civil rights are secure.

**A Magical Night**

By: Diane Lombardo

Monday’s Dark with Mark Shunock is an outstanding organization that raises money for local non-profits by hosting an entertaining show with a cast of stars from the Strip on selected Monday’s each month.

In April, Nevada PEP took the spotlight as the chosen nonprofit to be honored at Monday’s Dark with Mark Shunock at The Space. Brilliant performers graced the stage with a captivated audience, singing the songs of Celine Dion which was the theme of the night.

Mark delivered hilarious humor as he joked with the live band announcing each musical act. Nevada PEP was recognized as an essential resource for families who have children with disabilities, which was showcased in a PEP video. Bidding began for the silent auction and treasure chest. Refreshments were flowing as the audience was wowed by a top notch, two hour show. Each of the evenings performers graciously autographed an event poster which now hangs on the wall of the Nevada PEP office.

Nevada PEP is very grateful to be selected as a Monday’s Dark charity. Please allow us to express our heartfelt gratitude for including Nevada PEP as part of the Monday’s Dark magic.
Findlay Automotive Group Announces That They’ll be the Presenting Corporate Sponsor of the Run Walk Roll Against Bullying!

Findlay AUTOMOTIVE GROUP

9th Annual Run Walk Roll Against Bullying

SAVE THE DATE!
Saturday, October 19th, 2019

Moyer Student Union
4505 South Maryland Pkwy

October is National Bullying Prevention Month
Ask about our Sponsorship opportunities to support Bully Prevention.

School-Wide Positive Behavior Supports (SWPBS)  By: Robin Kincaid

Targeted Positive Behavior Interventions and Supports (PBIS) is a practice that meets the individualized needs of students and provides consistent teaching about behavioral expectations. Both targeted PBIS and School-Wide PBS (SWPBS) work together to create campus environments that are both safe and focused on learning. SWPBS ensures all of the classrooms are working towards the same, big-picture behavior goals. All students can receive recognition for good behavior—in every classroom and anywhere on campus. SWPBS changes culture which then extends beyond the classroom and ripples across the entire campus.

According to the Positive Behavior Supports Technical Assistance Center, schools that consider these seven practices begin the process of establishing programs to encourage students to engage in positive behaviors.

• Develop a mission statement that focuses on a commitment by the school to create behavior change for all students.
• Define expected behaviors for all students.
• Create procedures to for teaching and practicing the expected behaviors.
• Create policies on responding to behaviors quickly.
• Set up procedures for record keeping and decisions.
• Involve families by communicating and creating a behavior of the month that students and parents talk about and understand the clear expectations.
• Reinforce and acknowledge good behaviors.

Ask your child’s school about investing in SWPBS, schools can create an atmosphere that helps students feel safe and ready to learn. Parents can encourage a discussion with their child’s IEP team about the need for PBIS that is required under IDEA for students whose behavior impedes the student’s learning or the learning of others. For more information about SWPBS, visit PBS.org.
When Can I Call a Meeting to Discuss a Revision to My Child’s IEP?

The difficulties children have with focusing, their different learning styles, and strategies that can help you help your child focus better.

Bullies, Targets, and Bystanders: Responses that Work

While bullying doesn’t always leave bruises or broken bones, it can leave deep emotional scars that last a lifetime. Bullying is a serious issue that occurs throughout our schools everyday and, without intervention, bullying can lead to serious academic, social, emotional, and legal problems. Don’t miss this class full of responses to bullying that really work.

Bullying Prevention: Everyone’s Responsibility

Participants will learn about the types of bullying, how to intervene when bullying happens, and how to encourage students who witness bullying to take action. This session will also cover the roles schools play, laws and policies, and bullying prevention strategies.

Considering College?

Learn about evidence-based practices that support preschoolers to be successful and a statewide project, the Nevada & TACSEI Pyramid Model Partnership.

Positive Behavior Approaches for Parents

Learn about evidence-based practices that support preschoolers to be successful and a statewide project, the Nevada & TACSEI Pyramid Model Partnership.

Six Advocacy Tips that Turn No’s into Yes’s!

Are you tired of being told “No”? You are the expert on your child and you know what your child needs. Learn how to get it with these six amazing advocacy strategies!

Transition Planning: Navigating Your Future

Transition planning is an important step in preparing students with disabilities for life after high school. Participants will learn how to help students achieve their dreams and goals.

Understanding Section 504 - A Civil Rights Law

This new workshop is designed to provide an understanding of The Rehabilitation Act of 1973 Section 504. Their purpose is to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Webinar Archive

Nevada PEP is pleased to offer free one-hour previously recorded webinars so you can learn from your home or office at your convenience. They are designed specifically for busy parents, grandparents, advocates, and professionals who want to learn more but may have limited time.

Bullies, Targets, and Bystanders: Responses that Work Webinar

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Help Your Child Focus on Learning Webinar

Do you find that homework and other tasks can be challenging for your child to complete? Learn about the difficulties children have with focusing, their different learning styles, and strategies that can help you help your child focus better.

Making the Most Out of Your Baby’s Early Intervention Services Webinar

Parents who have concerns about their child’s development often feel overwhelmed and unsure where to turn. Early intervention services can help your infant or toddler with a disability learn, grow, and meet milestones. This workshop is for families of children under the age of three who want to learn more about the free services that are available to enhance their baby’s development.

Positive Behavior Approaches for Parents

Learn about evidence-based practices that support preschoolers to be successful and a statewide project, the Nevada & TACSEI Pyramid Model Partnership.

Say Goodbye to Your Child’s Challenging Behavior Webinar

Challenging behaviors can leave many parents and teachers feeling frustrated and ineffective. Positive Behavioral Interventions (PBI) is a proactive approach that can assist children achieve social, emotional, and academic success. This workshop will introduce you to powerful tools that will have you saying goodbye to challenging behavior.

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Upcoming Events

NEVADA PEP TRAININGS

5 Part IDEA Training Series

Learn about starting the process to obtain help for a child, writing Individualized Education Programs, rights and procedural safeguards, behavior and discipline in school and transition planning.

Are You Ready for “The Talk”?

Puberty is often a confusing time for children with disabilities as they try to understand the changes their bodies go through and emotions they may be feeling. Learn how to teach your adolescent important skills, like understanding appropriate relationships, boundaries, social skills, and keeping up with hygiene. Feel more confident as you get ready to have “the talk”!

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Working for Change – Using the Power of Personal Story

Learn how to deliver your personal story in a way that catches attention and motivates others to action!

Nevada PEP Support Groups

Parent Support Groups in English. Learn about various topics of interest through open discussion with other parents.

Groups of apoyo para los padres en Español.

Aprenda sobre diversos temas de interés a través de una discusión abierta con otros padres.

Bullies, Acosados y Espectadores: Respuestas que Funcionan

Mientras que el bullying no siempre deja moretones o fracturas de huesos, puede dejar cicatrices emocionales profundas que duran toda la vida. El bullying es un problema grave que se produce a lo largo de nuestra escuela todos los días y, sin intervención, el bullying puede conducir a serios problemas académicos, sociales, emocionales y legales. No te pierdas esta clase de respuestas al bullying que realmente funcionan.

Diga Adiós a los Comportamientos Desafiantes de su Hijo

Los comportamientos desafiantes en los niños y los jóvenes están frecuentemente mal entendidos. Este taller explorará los efectos de comportamiento y estrategias para ayudar a los niños mantener un comportamiento apropiado en la escuela, casa y la comunidad.

Entrenamientos del IEP

Este entrenamiento guiará a los padres a través del desarrollo de cada parte del Programa de Educación Individualizada (IEP). Los padres obtendrán conocimiento necesario para participar de manera efectiva en las reuniones del IEP.

¡Seis Consejos de Abogacía que Gira de un No a un Sí!

¿Estás cansado de que le digan “No”? Usted es el experto en su hijo y usted sabe las necesidades de su hijo. Aprenda cómo conseguirlo con estas seis estrategias de abogacía increíbles!

Nevada PEP is pleased to offer free one-hour previously recorded webinars so you can learn from your home or office at your convenience. They are designed specifically for busy parents, grandparents, advocates, and professionals who want to learn more but may have limited time.

Please contact Nevada PEP for special accommodations to attend our trainings, or to request a workshop in your community.

Southern Nevada – 702.388.8899
Northern Nevada – 775.448.9950
Rural Nevada – 1.800.216.5188
Register online at www.nvpep.org
8th Annual Run Walk Roll Against Bullying

Nevada PEP is proud to partner with the National Bullying Prevention Center in recognizing October as National Bullying Prevention month. The 8th annual Run Walk Roll Against Bullying was a phenomenal event. Vegas Strong, success. The event welcomed over 1,800 individuals ready to take a STEP with PEP to STOP Bullying. Guests enjoyed an ideal autumn day complete with blue skies, calm winds and cool, crisp air at Sammy Davis Festival Plaza at beautiful Lorenzi Park.

Families came out together with the early morning sun to volunteer their precious time and energy to support this magnificent event. It was so heartwarming to see so many parents and children, aunts, uncles, nieces and nephews, cousins and new friends united together to support this event. Dedicated volunteers exceeded expectations with more than ninety showing up to help. Volunteers of every age scrambled together to handle the whirlwind of activity on the registration and pre-registration check-in which was in full swing. Sponsored schools were arriving and meeting up.

Anticipation was growing and excitement was in the air as Chet began announcing the sponsored schools, recognizing each and every one to a cheering sea of spectators. Sponsors were being recognized and presented with a gift of appreciation. The first place runner was welcomed to the finish line and presented an award. Honorary event chairperson, Trish Leavitt was on hand assisting with the event raffle among all other things and adding her exclusive brand of panache to the occasion.

During closing remarks, everyone agreed that they observed positive change in attitudes and even mindsets throughout the day. Unity was abundant. Inclusion was encapsulated. A significant step with PEP against bullying was made.

Nevada PEP is proud to be part of the movement. This event is so important to our organization because it raises awareness about bullying. Children with disabilities are twice as likely to be bullied. Having this event on an annual basis strengthens our community. We are looking forward to the 9th Annual RUN WALK ROLL against bullying event in 2019.

Champion Sponsors
- Advanced Imaging Solutions
- Nevada System of Care
- Helen Jo & Sean Yoad Mayfield

Hero Sponsors
- Bonnie Martin
- City of Las Vegas Nevada

Trailblazer Sponsors
- Aloha Pacific Federal Credit Union
- Assemblyman Ozzie Fumo
- Assemblyman Richard Carrillo
- Brownstein Hyatt Farber Schreck
- Dickinson Wright
- Distinctive Homes and Living
- Erika & Bryce Loveland
- Findlay Acure
- Findlay Automotive Group
- Findlay Cadillac
- Findlay Chevrolet
- Findlay Henderson Honda
- Findlay Honda in the Northwest
- Findlay Toyota
- Health Plan of Nevada
- Las Vegas 51s
- Leavitt Law Firm
- Limestone Realty
- Jaguar Land Rover Las Vegas
- Juvenile Justice Probation Officers Assoc.
- Montevista Hospital
- My Vegas
- Nevada State Bank
- Our Little World Treatment Center
- Rick & Afrodit Green
- RSG Accounting & Consulting Inc.
- Run Vegas Run
- Senator Yvanna Cancela
- Sheriff Joe Lombardo
- Sletten Companies
- Spring Mountain Treatment Center
- Subaru of Las Vegas
- Summerlin Hospital Valley Health Systems
- The Lovaaas Center
- Trish & Andy Leavitt

Dignitary Sponsors
- Boyd Gaming
- Chonie & Robert Marshall
- Findlay North Volkswagen
- Findlay Valley Auto Mall
- RSG Accounting & Consulting, INC.
- Sunrise Casablanca Las Vegas
- Suzy & Harley Nichols

Sponsors for 2018 Run Walk Roll Against Bullying

Our biggest thanks go out to all of our dedicated volunteers who worked so hard to make this event a success. Without their help and support, this event would not have been possible. Our sponsors and community partners also outshined themselves with their generosity. We sincerely appreciate the following businesses for their support.

Cosponsored by Councilwoman Tarkanian and Councilman Crear

Continued...
Youth M.O.V.E. Nevada  By: Ryley Harris

Youth MOVE Nevada has been hard at work these past few months. During March several of our members had the opportunity to visit the state capital for Children’s Week at the legislature. While there, they were able to meet some of their representatives and share their experiences with mental health struggles. Through this experience, our members were able to share with their representatives why mental health resources are important while also learning valuable lessons in how to tell their life story in a constructive manner.

Throughout the month of May, Youth MOVE Nevada was active in various activities related to Children’s Mental Health Awareness Day. Through one of these activities we were able to participate in was the Southern Nevada Summit on Children’s Mental Health. Some of our members had the opportunity to host a panel in a room full of professionals and various service providers. Our members spent time sharing their experiences with mental health across several topics they chose and held a Q&A session as the end of their presentation. The audience was captivated with the Youth MOVE Nevada members and was very engaged with the responses our members had for their questions.

Volunteer Corner  By: Lisa Gomez

I enjoy volunteering at Nevada PEP. Since being added to the weekly schedule, I have been able to see firsthand how those with physical, intellectual, neurological, emotional and all disabilities learn skill building that inspire lifelong learning. Children as well as adults are empowered both by other volunteers and the community of caring, thoughtful individuals that make up the staff here at Nevada PEP. My daughter is now away at college. However, at one time she struggled a great deal with anxiety and depression. I am honored to be part of the PEP team. Members of the staff as well as other volunteers have been impacted by a disability in some way and they all make a concerted effort to make sure families know that there is help and they are not alone.

Raffle Sponsors

A Dog’s Best Friend
American Legion Auxiliary
Bahama Breeze
Bonnie Springs Ranch
Cal-Ranch Store
Carrabba’s Italian Grill
Cheesecake Factory
Children’s Discovery Museum
Circus Circus Adventure Dome
Coffee Bean and Tea
Grand Canyon University
Grimaldi’s Pizza
Imperial Wine Wholesalers
Lake Mead Cruise
Las Vegas Cause Players
Las Vegas Lights
Las Vegas Party Rental
Macayo’s Mexican Restaurant
Medi-West
Natures Bakery
Outback Steakhouse
Paradise Ranch
Raider Foundation
Red Lobster
Reddy Ice
REI
Scales N Tails
Sea Quest
Smith’s #334
Sparkletts Water
Super Hero Foundry
Target
Trader Joe’s #86
Trader Joe’s #98
V- Theatre Group, LLC
Wing Stop
Young Men’s Service League
My Family Story - A Volunteers Story

By: Tracie Wheaton

I contacted Nevada PEP when my son was having several behavior challenges at school, I felt frustrated and overwhelmed and I didn’t know where to go. Often times, his behavior would lead to a suspension and I was told he needed to be picked up. I could not understand why my son behaved well at home, but struggled greatly at school. One day, he said “Everyone is afraid of me, I don’t have friends and no one wants to play with me.” After hearing those heart breaking words, I knew I had to do something right away. After meeting with my family specialist and reviewing my son’s IEP and behavior plan, I promptly requested for the IEP team to meet.

We discussed a plan to prevent unnecessary academic and behavior failure and developed a support system using evidence-based interventions. A few weeks later, I was so excited of how effective the new plan was working; different strategies and positive solutions were being implemented. A few months later, my son received student of the month award in academics and citizenship. His grades changed and his behavior was no longer an issue. He now comes home happy and excited. Thank you Nevada PEP for your encouragement and support. I am happy to say that school no longer views my son as a problem; they see him as a child of potential.

Did You Know...?

WHEN DID THE AMERICANS WITH DISABILITIES ACT COME INTO EFFECT? The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990. Some parts of the ADA didn’t go into effect until after that date to give entities time to comply with the law, but those compliance deadlines have passed.

Strength does not come from physical capacity. It comes from an indomitable will.

- Mahatma Gandhi
Congratulations PEP Staff Anniversaries

Nevada PEP has a wonderful team. Their dedication and longevity to Nevada PEP is truly admired and recognized. The following staff members have made their anniversaries in the past months. (Left to right)

Karen Taycher 24 Years, Natalie Filipic 15 Years, Stephanie Vrsnik 18 Years, Robin Kincaid 20 Years.

Elisa Kline 3 Years, Kenny Taycher 4 Years, Robin Renshaw 20 Years, Diane Lombardo 13 Years, Zelinna Palma 3 Years.

Michelle Jennings 3 Years, Joanna Gonzalez 3 Years (top), Magdalena Ruiz 5 Years, Nicole Rush 2 Years (top), Ryley Harris 2 Years, Chad Uhl 8 Years.

Lilana Resendez 3 Years.

Dan Sapp 1 Year.

Kid’s Count 2019 Data Book – State Trends in Child Well-Being

By: Jacqueline Harris, M.A., LMFT, LADC

The Annie E. Casey Foundation published the first “Kids Count” Data Book in 1990. In 1990 there were 64 million children in America, today there is close to 74 million. In the 30th edition of the Data Book, the Foundation looks at how America’s child population has changed. Children of color have increased with 69 percent of children Caucasian in 1990 – today that number is 53 percent. Children with at least one immigrant parent has doubled since 1990 from 13 to 26 percent. Every state where the child population growth outpaced the national average is in the South or West. Our country’s children are more diverse than ever and we need to reduce racial and ethnic disparities that many children of color encounter on the road to adulthood.

Nevada’s numbers continue to show some concerning trends. In 1990, Nevada ranked 32nd overall, today we are 47th. This is based on key indicators in the following four domains: Economic Well-Being; Education; Health; and Family & Community. Each domain has four indicators, for a total of 16 data points. Economic Well-Being looks at the number of children in poverty, children whose parents lack secure employment, children living in households with a high housing cost burden and teens not in school and not working. The Education domain looks at young children (3-4 year olds) not in school, fourth graders not proficient in reading, eighth-graders not proficient in math, and high school students not graduating on time. The Health domain looks at low-birth weight babies, children without health insurance, child and teen deaths per 100,000 and teens who abuse alcohol or drugs. Family and Community domains explore children in single parent families, children in families where the household head lacks a high school diploma, children living in high poverty areas, and teen births per 1,000.

Kids Count is an important resource for all Nevadans, because “using reliable data to make smart decisions, federal, state and local leaders can improve the lives of kids and families” (2019 Kids Count Data Book, page 10). Learn more about this report at www.datacenter.kidscount.org/NV
Educational Update

What is Chronic Absenteeism?

By: Robin Kincaid

Attending school regularly is the key to students gaining access to the curriculum and advancing from grade to grade. As children start back to school, families may see school administrators expressing concerns about children missing school. Attendance is part of the Nevada’s Every Student Succeed Act (ESSA) plan, and Nevada schools have been challenged to improve school attendance rates. The 2015-2016 Hamilton Project showed Nevada’s average chronic absence rate at 20.2%. There are only 8 other states with a higher school absence rate than Nevada.

Under ESSA, chronic student absenteeism is a measure under the indicator of school quality or school success. In Nevada Star ratings (1-5) are given to schools on how well they do in the areas of academic proficiency, graduation rate, growth, English Language Proficiency and student engagement (including absenteeism). Last year, the Nevada Department of Education developed guidance and defined chronic absenteeism for Nevada students as missing two days a month or 18 days in a school year regardless if the absence is excused or unexcused.

A student with a disability may require medical and therapy appointments and or have frequent illnesses that result in the student missing school. The IEP Team can plan for the lost instructional time by discussing the concerns with the doctor, medical providers, and the school. The IEP team can consider adding supplementary home services; providing attendance accommodations to support student learning; and forming a plan so the student is not in jeopardy of losing class credits which may impact graduation.

In instances where the parents believe there are reporting mistakes regarding absences, parents will want to work directly with the school to correct the records. As we enter into a new school year, communication with the school about school attendance will be important to address the individual needs of students.

TRUANCY
Counts only unexcused absences. Emphasizes compliance with school rules. Relies on legal and administrative solutions.

VS.

CHRONIC ABSENCE
Counts all absences: excused, unexcused, and suspensions. Emphasizes academic impact of missed days. Uses community-based, positive strategies.

Did You Know...?

What Law Protects Students’ Rights with Disabilities?

Three federal laws protect the rights of people with disabilities, which can include people with learning and attention issues. These laws are the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
Has your school talked to you about developing a Summary of Performance (SOP) prior to your student leaving school? Under the Individuals Disability Educational Act (IDEA), SOP is required to be provided to the student.

The language as stated in IDEA 2004 regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the school “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §§Sec. 300.305(e)(3).

It should include their abilities, aspirations and recommendations on how to assist the student in meeting their postsecondary goals; whether that is pursuing college, employment or training in another area. This summary is especially useful because it can be used for the assessment process, when a student is applying for Vocational Rehabilitation, accessing accommodations in college or community programs. Parental and student involvement is an essential part of the process and creating this document. It should be a shared effort between the school, the student, and the family. If your son or daughter is in their last year of school, ask your student’s school to begin gathering the necessary information needed to complete their Summary of Performance.

**What is the Transfer of Rights?**

By: Suzie Glenn

As parents, we want our children to have the skills they need to become successful adults. Part of becoming an adult is learning about adult responsibilities like the transfer of rights in special education. In Nevada, the procedural safeguards that protect parents and students with disabilities are transferred to students at the age of majority (age 18). This includes the right to:

- receive notice of and attend Individualized Educational Program (IEP) meetings;
- consent to reevaluation;
- consent to change of placement; and
- request for mediation or a due process hearing to resolve a dispute about evaluation,
- identification, eligibility, IEP, placement, or other aspects of a free appropriate public education (FAPE).

The school must demonstrate that the student and parents have been notified of this transfer at age 17.

Parents of students with a significant cognitive impairment who participate in the Nevada Alternate Assessment may seek an exemption to transfer by submitting an application to the student’s school district or charter school for the purpose of seeking authority to represent the student’s special education interests after the student turns 18. The application must be submitted at least 90 days before the student’s 18th birthday, but not before the student turns 16. Within 30 days after the school receives the application they must respond to the request. If the parents’ request is denied, parents may appeal the decision by filing a complaint with the Nevada Department of Education (NDE) pursuant to NAC 388.318.

It is important that students be actively involved in setting their high school goals and planning for their transition to adulthood before they reach the age of majority. When students with disabilities and young adults are involved in their own IEP meetings, they learn to set goals and be self-advocates. The transfer of rights process can result in parents serving as an advisor to the student as they are learning about making decisions. Parents continue be invited to the IEP and can stay involved to be part of their student’s support system.

For additional information on the transfer of rights, attend a Nevada PEP workshop or webinar on transition. Visit nvpep.org for the training calendar to find the next Transition Planning: Navigating Your Future class.

**Summary of Performance**

By: Tameya Ducksworth

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*You never know how strong you are, until being strong is your only choice.*

- Bob Marley
It is important that our high school students learn and practice their Self-Awareness, Self-Advocacy, and Self-Determination skills. Those valuable skills will benefit your student well into the future. College is one place that these skills will set your student on the path to success. When students transition from high school to college, they transition from having their rights under the Individuals with Disabilities Education Act (IDEA) to their protections provided by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Students and their support system will need to have a good understanding of their protections and how to access the support they need in college.

Title II of the ADA covers state-funded programs such as universities, community colleges, and career and technical education programs. Title III of the ADA covers private colleges, and vocational programs. If a postsecondary education program receives federal funding, regardless of whether it is a private or public program, it is also covered by the regulations of Section 504 of the Rehabilitation Act which requires the school to make programs accessible to qualified students with disabilities.

A postsecondary program cannot have eligibility requirements that omit people with physical or mental disabilities or discriminate on the basis of disability. Extracurricular activities are also covered and must be accessible to students with disabilities. Postsecondary programs can do this in a number of ways: by providing architectural access, providing aids and services necessary for effective communication and accommodations, and by modifying policies, practices, and procedures.

Postsecondary programs may request current (3 years or less) documentation of a disability to establish the validity of a request for the accommodations and to help identify the accommodations needed. If students do not require any accommodations, they can choose to keep information about their disability private. If they need accommodations because of their disability, however, students will need to share relevant information. A postsecondary program cannot provide any service, modification, or accommodation when it does not know one is required. It is a student’s responsibility to make their needs known in advance. This process is often facilitated by a Disability Resource Center at the college.

The Diploma Options:

<table>
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<tr>
<th>Diploma Options</th>
<th>Eligible Students</th>
<th>Free Appropriate Public Education</th>
<th>Course Work Requirements</th>
<th>Testing Requirements</th>
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<tr>
<td><strong>Standard Diploma or Higher</strong></td>
<td>Students with or without disability</td>
<td>FAPE ends when a Standard or Higher Diploma is earned</td>
<td>Students successfully complete required course credits</td>
<td>Participates in End of Course Exams, Statewide Assessments, and the College &amp; Career Ready Assessment.</td>
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<tr>
<td><strong>Alternative Diploma</strong></td>
<td>Students with a disability assessed on the Nevada Alternate Assessment (NAA)</td>
<td>Students in Special Education remain eligible until their 22nd birthday.</td>
<td>Students complete required course credits that are aligned with the general curriculum</td>
<td>Students participate in the Nevada Alternative Assessment (NAA)</td>
</tr>
<tr>
<td><strong>Adjusted Diploma</strong></td>
<td>Students w/disability unable to earn a Standard Diploma, or who do not meet the criteria for NAA participation</td>
<td>Students in Special Education remain eligible until their 22nd birthday.</td>
<td>Meet the IEP Goals and Requirements</td>
<td>Students participates in the EOC exams and Statewide Assessments as determined in the IEP.</td>
</tr>
</tbody>
</table>

Each student has individualized needs and can request accommodations that will work for them such as: note takers; books on tape; extended time to complete tests; a distraction-free space for tests, sign language interpreters, readers, or alternative test formats. Testing accommodations are also required of agencies which administer college entrance exams, and the agencies, organizations, or businesses that administer licensure and certification.

Adaptive materials from the National Center Parent Center on Transition and Employment.
Welcome to our newest edition of the Hand in Hand Together We Can Appreciation Program! This program honors and recognizes the extraordinary people who have made a difference in our lives and in the lives of our children with special needs. We have wonderful and truly devoted people throughout the state of Nevada who have given that extra hand to help our children. So sit back and enjoy these heartfelt stories!

hand in hand
together we can!

Vicenta Andrade
Teacher Aide

Vicenta Andrade is one of the most dedicated Teacher’s Aide we have ever met. Her passion for helping children with special needs is unmeasurable. My boys have learned so much from her. She loves going the extra mile to meet their goals. Recently their teacher had to take a mandatory medical leave, and Ms. A was there to step up to the plate. I would like to thank her for all that she does with not only my children, but the children that depend on her teachings. You are exceptional Ms. A!

Aida Obando
Mother

Debra Barrows
Teacher

My son did well in his self-contained pre-k program and his Kindergarten class with the help of his teachers and aides. So we were very confused when he began struggling in first grade. His academics were at grade level but while he had begun developing socially, he suddenly stopped speaking at school and was coming home emotionally exhausted. He did not want to go to school and he had meltdowns at the mention of homework. When Mrs. Barrows started, we were both worried but it was the best thing that could have happened. Her patience and experience were invaluable. Her efforts to make her classroom inclusive were heartwarming. The biggest impact was that she showed genuine pleasure at his presence. It is heartbreaking and soul crushing to constantly feel like a source of frustration to your teacher and Mrs. Barrows showed my son that he was valued and appreciated at school which meant the world to him.

Katie Krikorian
Mother

Coach Kelly
Gymnastics Instructor

Mr. Kelly is the best gymnastics instructor we could have asked for! He welcomed my daughter into his class with open arms around six months ago. Each week, he greets the children with boundless energy and enthusiasm. He manages to meld goofiness and silliness with high expectations for success—a tone that the kids really resonate with! My daughter sometimes has a hard time managing her frustrations, but working through challenging gymnastics moves with Mr. Kelly’s support has helped her quite a bit! My daughter’s confidence in herself has increased tremendously with Mr. Kelly’s kind-hearted nature, youthful spirit, and words of encouragement. Thank you, Coach Kelly!

Stephanie Houle
Mother

Char Frost
Statewide Family Network Director

I would like to say how much I cherish her wealth of knowledge and her support. When I was going through a difficult time with my daughter, Char listened to me and empowered me to look at things in a positive way. I cannot thank her enough for reminding me that things will get better, not only does she listen and let me vent but reassures me that I’m not alone. I wanted to thank her for empowering me to ask questions to support my daughter. She always lets me know that there is no manual for being a parent and that I’m doing the very best as one. When things are difficult there is always a positive outcome.

Joanna Gonzalez
Family Specialist/Parent

Joanna Gonzalez
Family Specialist

I, Concepcion Escalante Estrada would like to nominate Joanna Gonzalez for being a very professional and outstanding worker. When my son was getting bullied at school I felt frustrated. She took the time to listen to me as I expressed my concerns. She was able to help me fill out the correct paperwork to fix the bullying issue. Because of her, I now know my rights. She deeply cares about her families. Thank you Joanna for being helpful and friendly, overall thank you for all that you do.

Concepcion Escalante
Mother
Ms. Jenna has been a wonderful support to our family over the last year. We first met Ms. Jenna when my daughter was having a difficult time at school and at home almost a year ago. Since then, my daughter has made tremendous strides, largely due to Ms. Jenna’s help. Ms. Jenna is an incredibly creative, knowledgeable, and patient therapist and we are so fortunate to have crossed paths with her. Thank you for all that you do!

Stephanie Houle
Mother

Christy Jenson
Teacher

Mrs. Jenson is my son’s special education teacher. She has helped us get services that my son needs. Even though he has been denied several times over the years for different reasons, Mrs. Jenson is an amazing teacher and cares greatly for each child she teaches and deserves to be recognized for all her efforts against any odds. Thank you for all that you do, we appreciate you.

Amanda Taddei
Mother

Elisa Kline
Family Specialist/Parent

I admire her as parent, I seen her many times maintain a busy life and take care of her son. Elisa, I wanted to thank you for helping me when I had mixed emotions with my daughter. I found it hard to stay positive in so many ways, but you reminded me to look at things in a positive outlook because there are always options. I cannot thank you enough for reminding me things will be better and when I need another parent to listen to me you were always there. You’re such a great example of resiliency and strength.

Joanna Gonzalez
Family Specialist/Parent

Diane Lombardo
NV PEP Community Education Specialist

We volunteer at Nevada PEP every week and there is always so much to do. We are learning to do work that we’ve never done before. The volunteer coordinator is so good to us. She has made our lives good by giving us the chance to help out in so many ways. We are a mother and daughter team and requested to work on separate projects to gain some individual independence. PEP projects are provided to help meet this goal. We work on everything from assembling information packets, to helping prepare mail by folding and labeling training flyers. We appreciate the opportunity to interact with other volunteers as well as staff members from Nevada PEP. We would like to thank Diane from the bottom of our hearts. We are so glad we met her. She is always there for us.

Phyllis and Christina Taylor
Volunteers

Dan Sapp
Family Specialist

Dan Sapp is the best thing that has ever happened to my 6 year old son. Frustrated with a failing IEP in a regular ED 1st grade placement, Dan stepped in, heard my concerns, and helped us get my son’s rights and needs met. We were able to get additional resource time, specialists, and an IEP revision that met
his needs after months of being treated like a discipline problem at school. Dan is kind, caring, and patient. He attends meetings with us and continues to check in and make sure that my son’s IEP is being followed. He has helped us obtain resources and is Godsend!

Tracie Ann Wheaton
Mother

Melissa Wells
Teacher

Our daughter attends Rainbow Dreams Academy. She is very intelligent but has a hard time focusing in school. Her teacher, Mrs. Wells, has been a huge support for our daughter. She gives us updates and checks on her during school breaks. Last year, Mrs. Wells had our daughter’s older sister in her classroom and had always been supportive of her as well. We were not sure how successful our daughter would be, but with Mrs. Wells’s guidance, patience and understanding, she is doing very well in her class. We are so very grateful that our daughter has an understanding and flexible educator like Mrs. Wells. Mrs. Wells is the epitome of what an outstanding educator does!

Algie and Stuart Elzy
Parents

Rachel Wilde
Physical Therapist

My person that I would like to recognize is Rachel Wilde, she is my son’s physical therapist. Rachel is one of the most caring, kind, and good hearted person you will ever meet. She understands our children’s wants and needs. She is knowledgeable about all of the newest techniques to help our children live as comfortable as possible, yet trying to strengthen and teach our children.

Rachel genuinely cares about my son and all of her other children and is always willing to help parents no matter how big or how small. She is a good role model for our children.

Pam Phillips
Mom

Inez Williams and Peter Green
Aunt and Uncle/Caregivers

Inez and Peter provided us with a nice home. They do so much for both of us every single day. They have taught us so much and continue to. We help with the meals and hang the clothes out to dry. They’re always making sure our clothes match before taking us out into the community. They give us rides to our doctor’s appointments and make sure we take our medication on time. They treat us to concerts, movies, and buffets. They even brought us to volunteer at Nevada PEP. We want to thank them for all that they do. We appreciate them for always being there for us.

Phyllis and Christina Taylor
Mother and Daughter

Gregg Wyatt
Smith’s Grocery Store Manager

I would like to nominate Gregg Wyatt for Nevada PEP’s “Hand in Hand Award”. I was introduced to Gregg by a Challenger Little League Task Force Member, Dottie Gordon. In the early 2000 season of Challenger Little League Dottie requested a donation of sodas for our banquet from Gregg, who at the time worked with Dottie at a local Vons grocery store. Gregg currently works for the Smiths Grocery Store chain as a Manager. Since my introduction to Mr. Wyatt he has graciously continued giving back to the community by donating water or soda to Challenger Little League. The day before the 2018 Run, Walk & Roll against Bullying, Nevada PEP was in need of oranges for the participants of the event. It was too short of notice to follow most stores protocol in regards to a requested donation. I made a phone call to Gregg; he donated the oranges to the Run Walk & Roll event. Gregg Wyatt deserves to be recognized with the Hand in Hand Award because of his willingness to help nonprofits in Southern Nevada. Thank you Gregg for your continued support.

Tom Taycher
Volunteer

Inclusive Early Childhood Settings
By: Kate McLeod

Why should parents consider inclusive early childhood settings? Children that begin school in inclusive settings are more likely to develop language earlier, make meaningful friendships and demonstrate appropriate classroom behaviors. Research demonstrates that participation of children with disabilities in regular early childhood settings with appropriate supports, accommodations and modifications results in improved outcomes for those children, and also provides benefits for their nondisabled peers according to The Birth through Five Building Bridges Initiative.

The decision about placement of children with disabilities in an inclusive settings happens at the Individualized Educational Program (IEP) team meeting which includes the parents. A child’s placement is where the IEP will be carried out, it must be determined every year, the decision must be based on child’s IEP, and as close as possible to child’s home.

According to IDEA, the IEP Team should first consider the general education environment when discussing a child’s placement, and only remove a child from general education, when the IEP Team can justify the need for a more restrictive placement. Parents should ask a lot of questions so that they are comfortable with the services and placement decisions documented on the IEP.
Hand in Hand Sponsors

Thank you to all of our amazing Hand in Hand Sponsors for their generous support. Their contribution continues to make it possible to honor and recognize the extraordinary people who support Nevada’s children and families. For more information on becoming a Hand in Hand sponsor, contact Nevada PEP or go to www.nvpep.org

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When Can I Call a Meeting to Discuss a Revision to My Child’s IEP?

When parents have concerns about their child’s progress or any other matters relating to the Individualized Educational Program (IEP), they can request a meeting to talk about some possible changes. To address concerns, the IEP can be reviewed at a meeting to discuss lack of expected progress toward the annual goals, results of any reevaluation, behavior, or placement. According to the Individuals with Disabilities Education Act (IDEA), the IEP team must review the program at least annually and can revise it as necessary. The IEP team can also meet in order to discuss IEP implementation or respond to a need for increased or decreased services.

Nevada PEP offers free training workshops, individual assistance and archived webinars on IEPs and special education. Nevada PEP also offers sample letter to help parents request and schedule IEP meetings.

Did You Know...?
WHO LED THE DISABILITY RIGHTS MOVEMENT?
One of the most important developments of the disability rights movement was the growth of the independent living movement, which emerged in California in the 1960s through the efforts of Edward Roberts and other wheelchair-using individuals.

Ask The Advocate

By: Kendra Gipson
“Hand In Hand, Together We Can”
NOMINATION FORM

The “Hand in Hand, Together We Can” appreciation program recognizes those individuals who have made a positive difference in the lives of children with disabilities. Nevada PEP would like to help you give recognition to a special person for their outstanding efforts. You may nominate a teacher, professional, therapist, family member or someone whose efforts have had a positive impact on a child’s life. All nominees will be honored with a uniquely designed lapel pin and a certificate of recognition. Their “story” will be featured in our quarterly newsletter, as well as appear in Nevada PEP’s Annual “Hand in Hand” Yearbook. Please limit your entries to ONE nominee per form and no more than three nominations a year per family. Please limit each story to one hundred words or less.

Your Name: _________________________________________________________
Your Address: ________________________________________________________
City, State, Zip Code: _________________________________________________
Your Phone, Email, Fax (optional) ______________________________________
Your permission to use your name and print your story: ☐ yes ☐ no

Name of Honoree: ____________________________________________________
Honoree’s Address: ___________________________________________________
City, State, Zip Code: _________________________________________________
Honoree’s Phone Number: ____________________________________________

Please write your story about this special person here:
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Annual Membership Information

Annual membership dues are $25.00 per family, organization or professional.

Please provide the following information

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☐ I am a parent/caregiver.
☐ I am a professional working with children.
☐ I am a concerned member of the community.
☐ Enclosed is a tax deductible donation in the amount of $_____________ to help support the efforts of Nevada PEP.
☐ I would like to be a member of Nevada PEP, please waive the annual dues.
☐ I would like to volunteer.
☐ I would like to receive the monthly E-POST.

Your donation to Nevada P.E.P., Inc. may be tax deductible. Please consult your tax advisor. #88-0301113

Please make checks payable to:
Nevada PEP

The Nevada PEP PTI Center was developed under a grant from the U.S. Department of Education. Contents of the “PEP POST” do not necessarily represent the policy of the Department of Education and endorsement is not assumed.

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- Save the Date Run Walk Roll Against Bullying!
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- Run Walk Roll Against Bullying 2018
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- Nevada 51st in the Nation Mental Health
- Kid’s Count 2019 Data Book
- What is Chronic Absenteeism?
- Hand in Hand Stories

Nevada PEP Social Networks

VISIT US ONLINE AT www.nvpep.org

Sometimes the best encouragement in the world is challenging someone to do more than they think they can do.

- W. Brett Wilson

Nevada PEP is a participating agency for:

- United Way of So. Nevada Designated gift # 2192
- United Way of No. Nevada & the Sierra Designated gift #27052
- MGM Mirage Voice Foundation Designated gift #120885
- Combined Federal Campaign #29441