EVIDENCE-BASED PRACTICES
What Parents Need to Know

All parents want their children to receive the best education possible. One way to help your child succeed is to know if the school is using effective teaching and intervention practices. But how can schools and parents know if a practice is effective? One method is to see if there is any research or “evidence” to prove that the practice works.

What is an Evidence-Based Practice?

Both the Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) require that schools use programs, curricula, and practices based on “scientifically-based research” “to the extent practicable.” This means that whenever possible, the educational interventions being used must be strongly supported by evidence from well-conducted research studies. Educational research may be said to be scientific when it:

✓ Uses a sound research design. The outcomes of students receiving a tested teaching strategy or intervention are compared to similar students who do not receive the intervention.
✓ Is based on high quality data analysis. Researchers must be sure to carefully collect, store and examine the data.
✓ Involves other researchers to review the results. The study should be reported in a journal so other researchers can review the methods used and repeat the research in other settings.
✓ Under the Individuals with Disabilities Education Act (IDEA), instruction is individualized based on the student’s needs. That’s why it is especially important that the knowledge and experience of professionals and parents are also considered when deciding how to teach a student with disabilities. Professionals and parents should know about instructional practices and interventions that have been shown by research to be most effective. These research-based practices should then be matched with a student’s unique needs and skills when developing a student’s Individualized Education Program (IEP). It is important to record what works so that evidence can emerge over time that offers new insights into teaching and learning for students with disabilities.

How Do I Help Ensure My Child is Receiving Evidence-Based Instruction?

If you have questions about an educational practice that is being used with your child, you can ask the teacher or other school staff about the research supporting the practice. As part of the discussion at your child’s IEP meeting, it is important to ask whether there is evidence that supports the academic, social and behavioral practices or interventions that are being proposed. You can also review the following websites when preparing for Individualized Education Program (IEP) meetings to find information about different practices being considered.

Continued on page 2
Evidence-Based Practices, cont.

The U.S. Department of Education and other agencies and organizations maintain websites and databases with information on evidence-based practices in the field of education:


♦ Promising Practices Network: http://www.promisingpractices.net The Promising Practices Network provides research-based information on programs and practices that have been shown to be effective in improving the lives of children, including educational outcomes.

♦ The Center for Evidence-Based Practices: http://www.evidencebasedpractices.org/ The Center for Evidence-Based Practices’ goal is to bridge the research-to-practice gap in the areas of early childhood education and family support.

♦ Research Basics: http://www.nichcy.org/Research/Basics/Pages/Default.aspx Research Basics is a collection of articles and resources on understanding educational research and statistics from the National Dissemination Center for Children with Disabilities (NICHCY).

For more information about evidence-based practices, or to get support with your child’s IEP, contact the parent information center at 1(800)660-9742. Taken from www.pacer.org

PHP Executive Director Attends White House Briefing

On August 5, 2011, Terri Dawson, Executive Director of Parents Helping Parents of Wyoming, Inc., was among a select number of community grassroots leaders from across the nation to attend the White House Community Leaders Briefing series. Held every Friday this summer, the White House has opened its doors to leaders to begin a discussion with White House officials about issues affecting their communities. This briefing series also allowed Leaders to learn about government policies and programs and how they can maximize these resources, as well as hear about the President’s priorities and initiatives from folks who work on them every day.

“I didn’t know what to expect. It was exciting to be there having the discussion with so many other grassroots leaders across the nation, all of us providing input about what has and hasn’t worked in our own states and communities. As the Director of Wyoming’s statewide parent center to support families and schools in increasing family engagement, I was eager to have the opportunity to visit with other leaders about their work. I met a number of really interesting and passionate people: a leader of a children’s theater in Philadelphia, a woman from New York who develops informational videos for educators about other countries, and a principal of a faith-based private school from California, to name a few.

“It was only a couple of days after the congressional vote on the debt ceiling, and I think the members of the White House administration were pretty tired. It had been a long week for everyone. However, they gave us an overview of some of the current issues and how the White House is addressing them. This was very enlightening, and I was happy to see that there were more than a couple of us who had family engagement in education as a pressing issue, especially since the US Department of Education staff voiced their support of family engagement as well.

“IT was very pleased that the White House is trying to start a dialogue with leaders about what is going on in our worlds- and how they might help address them in a meaningful way. It makes me feel like each of us do have a voice, and I was honored to have brought my voice and experiences of other families in Wyoming to the White House. It was a great opportunity and pretty cool experience for this mom and grand-mom from Buffalo, Wyoming!

It was also the crowning event of a very momentous week. August 1, 2011 marked PHP’s official 20th anniversary; on August 4th, we celebrated the 26th birthday of my son, Ted, who played a major role in PHP’s beginnings; and then the White House briefing on August 5th. It doesn’t get much more exciting than that!”
Has back to school brought a whole new onslaught of education “lingo?” Last year, we shared some common abbreviations you might run into when talking with school professionals. Here are a few more terms you might encounter:

**IDEA** is the Individuals with Disabilities Education Act-the federal special education law. Last reauthorized in 2004, this is the law that requires free, appropriate, public education to provide specially designed instruction and supports to students with disabilities. A main component of the IDEA is that parents should be members of the school team any time a decision is made about their child. Together the team decides what the child’s individual needs are and how the needs will be addressed appropriately to support the student’s learning.

**IEP** Individualized Education Program under the IDEA. The IEP is a written plan for a student with a disability that is developed, at least annually, by a team of that child’s parents and professionals knowledgeable about the student. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all children who meet the state criteria as defined by state rules and regulation of having a disability that affects their learning. The IEP must include specific information about how the student will be served and what goals he or she should be working towards to make progress in the general curriculum.

**ESEA** is the Elementary and Secondary Education Act-which is the federal law that funds all primary and secondary public education. It emphasizes equal access to education and establishes high standards and accountability. It is reauthorized every five years or so; the latest is No Child Left Behind of 2001. President Obama’s administration will put out another ESEA, which will go through the legislative process to be passed by Congress. It will have a different name other than NCLB, but will still be the ESEA in addition to the name the President gives it.

Technically called Financial Assistance to Local Educational Agencies for the education of children of low-income families. It is the largest federal education funding program for schools. It’s aim is to help students who are behind academically or at-risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Many of the major requirements in the No Child Left Behind federal law are outlined in Title I - Adequate Yearly Progress, teacher and paraprofessional standards, accountability, sanctions for schools designated for improvement, standards and assessments, annual state report cards, professional development and parent involvement. Title I used to be known as Chapter I.

**PLC** Professional Learning Community, describes a group who are united in their commitment to student learning. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making. The benefits include reduced isolation of teachers, better informed and committed teachers, and academic gains for students. As an organizational arrangement, PLC is seen as a great strategy to target student learning across the curriculum as it breaks larger populations of students into smaller more focused groups.

While there are many more acronyms and phrases which we hear and do not always understand—these are a few heard most often. The main point, though, is to encourage families to ASK what teachers are talking about and for teachers, school staff and administrators should also stop and think for a moment about the language used in conferences and daily conversations.

*This information is available in a fact sheet: PEN Note #33. To download the pdf go to www.wpen.net/*
AVOIDING SCHOOL AVOIDANCE

For some, the image of a child being dragged into school kicking and screaming might be an all too recent memory. With school underway, many parents have likely had the unwelcome opportunity of a similar experience. For many children, this behavior tapers off as they adjust to their new school routine. However, if your child continues to try to avoid school, here are some tips from the American Academy of Pediatrics that might help. (You might want to tuck them away for next year, too!)

- **Talk with your child** about the reasons why he does not want to go to school. Consider all the possibilities and state them. Be sympathetic, supportive, and understanding of why he is upset. Try to resolve any stressful situations the two of you identify as causing his worries or symptoms.

- **Acknowledge that you understand** your child's concerns, but insist on his immediate return to school. The longer he stays home, the more difficult his eventual return will be. Let him know that school attendance is required by law. He will continue to exert some pressure upon you to let him stay home, but you must remain determined to get him back in school. A great line is “You’re a kid. Kids go to school. That’s what kids do.”

- **Keep goodbyes brief.** Like tearing off a bandage, often the slower you go, the more painful it is.

- **Discuss** your child's school avoidance with the school staff, including his teacher, the principal and the school nurse. Share with them your plans for his return to school and enlist their support and assistance.

- **Make a commitment to be extra firm** on school mornings, when children complain most about their symptoms. Keep discussions about physical symptoms or anxieties to a minimum. For example, do not ask your youngster how he feels. If he is well enough to be up and around the house, then he is well enough to attend school. Err on the side of sending your child to school. Once your youngster begins to attend school regularly, his physical symptoms will probably disappear.

- **If your child's anxieties are severe,** he might benefit from a step-wise return to school.

For example: On day one, he might get up in the morning and get dressed, and then you might drive him by the school so he can get some feel for it before you finally return home with him. On day two, he might go to school for just half a day, or for only a favorite class or two. On day three, he can finally return for a full day of school.

- **Your pediatrician might help** ease your child's transition back to school by writing him a note verifying that he had some symptoms that kept him from attending school, but though the symptoms might persist, he is now able to return to class. This can keep your youngster from feeling embarrassed or humiliated.

- **Request help from the school** staff for assistance with your child while he is at school. A school nurse or secretary can care for him if he becomes symptomatic, and encourage his return to the classroom.

- **If a problem like a school bully or an unreasonable teacher is the cause of your child's anxiety,** become an advocate for your youngster and discuss these problems with the school staff. The teacher or principal may need to make some adjustments to relieve the pressure on your child in the classroom or on the playground.

- **If your child stays home,** be sure he is safe and comfortable, but he should not receive any special treatment. His symptoms should be treated with consideration and understanding. If his complaints warrant it, he should stay in bed. However, his day should not be a holiday. There should be no special snacks and no visitors, and he should be supervised. If home seems more fun than school, he won’t want to go back!

- **Your child may need to see a physician** when he has to stay home because of a physical illness. Reasons to remain home might include not just complaints of discomfort but recognizable symptoms: a temperature greater than 101 degrees, vomiting, diarrhea, a rash, a hacking cough, an earache or a toothache.

- **Help your child develop independence** by encouraging activities with other children outside the home. These can include clubs, sports activities, and overnights with friends.

www.healthychildren.org
On August 12, 2011, the Departments of Health and Human Services (HHS) and Treasury took the next step to establishing Affordable Insurance Exchanges—state-based competitive marketplace where individuals and small businesses will be able to purchase affordable private health insurance and have the same insurance choices as Members of Congress.

The U.S. Department of Health and Human Services (HHS) along with the Department of the Treasury released three proposed rules to build on existing momentum toward Exchange development in states:

- **Exchange Eligibility and Employer Standards**: An HHS proposed rule details the standards and process for enrolling in qualified health plans and insurance affordability programs.

- **Health Insurance Premium Tax Credit**: In 2014, taxpayers with household incomes between 100 percent and 400 percent of the Federal Poverty Level will be eligible for premium tax credits for coverage purchased through the Exchanges for themselves and members of their family who are not eligible for other health care coverage. These premium tax credits are paid on an advance basis to the health insurance provider, which will reduce the monthly premiums owed by families to purchase coverage. The Congressional Budget Office estimates that when the Affordable Care Act is fully phased in, individuals receiving premium tax credits will get an average subsidy of over $5,000 per year.

- **Medicaid Eligibility**: Another HHS proposed rule expands and simplifies Medicaid eligibility and promotes a simple, seamless system of affordable coverage by coordinating Medicaid and CHIP with the new Exchanges.

In the weeks ahead, the Administration will conduct an outreach campaign and ask for public comment on the three proposed rules from employers, consumers, state leaders, health care providers and insurers, and the American people. In addition to accepting written public comments over the next several weeks, the departments will hold forums in several states, including one in Denver, CO.

The Affordable Care Act requires each state to have a program in place by 2014. The federal government will set up programs for states that don’t participate.

The Wyoming Health Benefit Exchange Steering Committee is charged with recommending whether the state should create its own health exchange or partner with other states on a regional program. To meet the federal timeline, the committee must complete its work before the 2012 legislative session.

If you would like to give feedback on the development of Wyoming’s Exchange program, watch [http://insurance.state.wy.us/](http://insurance.state.wy.us/) to see the next committee meeting open to the public. For details on participating in the federal outreach campaign, or to learn more about Exchanges, visit [www.healthcare.gov](http://www.healthcare.gov).


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Kid Care CHIP is a Wyoming program, offering coverage for Wyoming’s children and teens through age 18 that are uninsured and meet income and eligibility guidelines. Health Insurance is an important part of making sure that kids grow up healthy.

If you have any questions, need an application mailed to you or need further information, please call Kid Care CHIP toll free. If you are calling from within the state of Wyoming, dial 1-877-KIDS NOW (1-877-543-7669); if outside Wyoming, call 1-888-996-8786.

You may also email Kid Care CHIP at kidcarechip@health.wyo.gov or apply online at [https://healthlink.wyo.gov](https://healthlink.wyo.gov).
Creating Successful Parent-Teacher Partnerships

Natalie Pique, Parent Education Network’s Family-School Partnership Liaison

In the fall of 2010, the Parent Education Network (Wyoming State PIRC) had the privilege of working with Natrona County School District #1 (NCSD) in Casper. The goal was creating Family-School Partnerships in order to increase family engagement that would boost student learning. The result of these partnerships was truly amazing!

At the end of the 2010/2011 school year, 10 of the 13 Title 1 schools in NCSD had formed and maintained active teams, which will continue into the 2011/2012 school year. These teams worked on creating School-Community Compacts, discussed homework guidelines, surveyed the school community (parents, teachers, staff, & students), and planned meaningful family-school activities that connect what students are learning at school to how parents can help at home.

Research has shown that parent involvement is a crucial component to student success. The Harvard Family Research Project states, “Research over the last thirty years has shown that engaging families in their children’s education increases student achievement and decreases dropout rates. Effective family engagement is not a one-time program or a choice of a good school, but rather a set of day-to-day practices, attitudes, beliefs and interactions which support learning at home, at school, afterschool and during the summer” (www.hfrp.org).

Successful family-school partnerships bring parents, teachers, staff, and administrators to the table to discuss school policies, decisions that affect all parties, and improvement plans that directly impact the number one priority of public schools: their students!

One of the keys to successful and meaningful family engagement that is in making sure families have an opportunity to have a role of shared leadership with input into the school community. This can be done by building a diverse team of parents, teachers, and school staff, including the Principal, to maintain an ongoing conversation between all. A facilitator is appointed to lead this team. Having an equal number of parents and school staff on the team is crucial, as everyone feels that they have a voice at the table within this forum. Once the team is formed, using a systematic, research-based parent involvement program ensures that the team can focus on issues important to all parties in the school community. In our partnership with NCSD, Solid Foundation®, developed by the Academic Development Institute of Illinois, was the program used. It is a systematic, agenda-based series of steps to improve the communication between schools and the families that they serve, used in-depth and over time. “Solid Foundation provides a pathway to improve students’ learning and school success by informing, equipping, and empowering parents to enhance their children’s learning at home, support their children’s learning at school, participate in improving their children’s school, and make decisions about their children’s learning and schooling” (www.adi.org/solidfoundation).

Principal Coebie Taylor-Logan of Mills Elementary in NCSD commented on the impact that the Solid Foundation team had on her school: “The work that our Mills Parent Goal team has done for our students has been incredible. We had a Parent/Student science night last school year and the turn-out was floor bursting, and parents walked away with many at-home inexpensive science experiments to do with their students. Parents play such a critical role to their children’s education that with these types of non threatening activities, it bridges the relationship to...”

“Engaging families in their children’s education increases student achievement and decreases dropout rates” ~ Harvard Family Research Project

WWW.WPEN.NET  Parents Helping Parents of WY, Inc.
Parent-Teacher Partnerships, cont...

Because of the work of this goal team, Mills’ academic scores have gone up, students feel a sense of support from parents, and Mills staff members feel supported in the work they do every day with the students. I have appreciated and recognized the impact this Parent Goal team has accomplished and I look forward to another great year of building parent/school relationships.”

Tom Mesecher of Grant Elementary added that the use of surveys helped his school open up the communication lines with families. “The collection of information through the surveys and how that led to gathering more specific information after looking at the initial data. From that we developed a plan to improve communication with families through the use of e-mail along with our traditional formats and identified areas of student concerns as well. I think that Solid Foundation fits in very well with our District's work on Continuous Improvement.”

Mike Britt, principal of Evansville Elementary, also noted a benefit of Solid Foundation is “parents and staff collaborating to make real decisions about the school using data.”

Creating equal, meaningful partnerships in your school community does not happen overnight. It takes changing certain attitudes and beliefs about parent involvement and using creative methods to form a diverse team. At one of the end of school year meetings, we asked the teams how this type of program had affected them. One father, a member of a Solid Foundation team, said, “I was blown away to receive a personal, hand written invitation by the Principal of this school to join the team. I just don’t think I would have ever thought my voice was important, or that they needed my input. I didn’t realize how important it was for me to be involved in my daughter’s school. Since being involved, I find that I am much more aware of what she is learning during school hours, and how I can support that at home.”

WHAT’S HAPPENING IN WYOMING

WYAA is proud to once again offer Wyoming afterschool providers and practitioners the opportunity to gather together to share ideas, best practices, and strategies on how to implement and expand quality programming in their communities.

This year’s conference is scheduled for October 17th & 18th and will be held at the Hilton Garden Inn and UW Conference Center in Laramie, WY. It is sponsored by the Wyoming Afterschool Alliance together with ServeWyoming and the Wyoming 21st Community Learning Centers.

For more information call (307) 332-9922 or go to www.wyafterschoolalliance.org

The MEGA Conference is the largest cross-disability conference in the state of Wyoming, welcoming hundreds of people with developmental disabilities, family members, professionals, and educators.

This year’s conference is scheduled for October 6th & 7th and will be held at the Hilton Garden Inn and UW Conference Center in Laramie, WY. Registrations will be available at the end of August at http://ddcouncil.state.wy.us/ or call 1-800-438-5791

TOGETHER We Make a Difference
Getting the Whole Picture: 
Routine-Based Assessment

Early Childhood special education teachers and related service providers are required by federal law to conduct screenings and assessments to determine if a child is eligible for special education services. Eligibility assessments typically involve the use of standardized assessments that compare what a child is able to do in all developmental areas to what other children his or her age can usually do. If a child is eligible for special services, then the child’s team uses assessment results to develop an individual education program for the child. Often, results from standardized tests or other developmental assessments are used to develop Individualized Education Programs (IEPs). However, relying on one piece of data does not paint a complete picture of a child.

Routine based assessment is a process for using the routines of the day to determine what skills a child has and what skills need to be addressed. When skills are assessed from what the child does within the typical routines of their day, early intervention teams can get a better picture of how the child interacts within the environment. If a child is taken into a room and activities “staged,” it is harder to see the true skills the child possesses. Assessing within routines helps leads to goals that are “functional” or goals that the child needs to use in their daily life.

Preparing for assessments involves deciding what tools to use to assess the child at school and at home, developing assessment plans and making portfolios for each child. When young children first enter a classroom they need time to adjust. There are new behavioral norms to learn, class rules to follow and a new schedule to adhere to. Therefore, it is recommended that assessments occur following the first month of school.

Assessments should include observations of the child. Children should be observed in situations in which they feel comfortable and free to interact with their peers. Classroom routines are familiar, comfortable situations for young children. An easy way to observe children in their school routines involves using a school observation form, which is simply a master form of the school routines and activities.

Once the teacher has determined what information to gather and how to gather this information relative to how the child functions within the routines of the classroom, information must be obtained from the child’s family about what routines are in place in the home. This information will be combined with the information gathered from the classroom. One way of gathering information from families about their daily routines is by using a routine-based interview process.

The routine-based interview should begin with a family discussion on routines in place at home, followed by an interview with the teacher about classroom routines. The interviewer then reviews strength and concern areas, and the parents and teacher choose and prioritize outcomes.

The interview should include questions about:

- the child’s engagement (how and how much does the child participate in the routine?),
- his or her independence (how much does he or she do by him/herself?):
- his or her social relationships (how does the child communicate/interact with others?)
Getting the Whole Picture: Routine-Based Assessment Cont...

Once information is gathered from the routine-based interview and the classroom observations of routines, all the information is used to develop functional goals and objectives. When reading a goal, the answer to the question, “Why is the child working on this goal?” should be immediately apparent within the goal itself. Team members then come together to revise the IEP and discuss details of program monitoring.

By using routine-bases assessments, not only can intervention teams maintain compliance with state and federal guidelines, they can ensure that evaluations truly capture a child’s strengths and needs and that interventions truly address the most important skills for a child. For specific assessment and interview strategies and forms, visit www.SiskinResearch.org.


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1-877-543-7669
or
www.healthlink.wyo.gov

DID YOU KNOW?

Crib standards were updated in June for the first time in nearly 30 years. Now, all cribs manufactured and sold (including at garage sales) must comply with the new standards. The new standards prohibit the sale of traditional drop-side rail cribs, and require that all new cribs have stronger slats and mattress supports, better quality hardware, and to undergo more rigorous testing. For more information, visit www.healthychildren.org.
ABOUT US:

Parent Information Center, PIC:

Outreach Parent Liaisons (OPL) provide local information and support to families of children with disabilities, on their rights under special education law, IDEA. PIC also provides workshops on IDEA, IEPs, and specific disabilities such as attention disorders, Autism and Down Syndrome. If interested in a workshop in your community or need information for your child’s IEP, call the Outreach Parent Liaisons in your region or call PIC at 1-800-660-9742 or (307) 684-2277:

Terri Dawson, Director, tdawson@wpic.org
Betty Carmon, Powell, 754-3430, bcarmon@wpic.org
Serves Cody, Powell, Greybull, Worland, Lovell & Thermopolis area
Janet Kinstetter, Moorcroft, 756-9605, jkinstetter@wpic.org
Serves Moorcroft, Gillette, Sundance & Newcastle area
Jennifer Petri, jpetri@wpic.org Green River, (307) 875-1929 or
Tammy Wilson, twilson@wpic.org Green River, (307) 217-2244
Serves Green River, Rock Springs Kemmerer and Evanston area

Wyoming Family to Family Health Information Center:

Wyoming Family To Family Health Information Center (WY F2F HIC) provides support and information for families of children and youth with special health care needs (CYSHCN) on services and resources in Wyoming.

Amy Skalicky in Cheyenne at (307) 635-3536 or askalicky@wpic.org
Deb Nelson-Allender in Casper at (307) 215-6320 or dallender@wpic.org

Parent Education Network, PEN:

As the Wyoming State PIRC, PEN provides technical assistance to schools about family friendly practices in education. PEN works with schools to help families be more actively engaged in their children’s education to increase student learning. For more information:

Terri Dawson, Director (307) 684-7441, tdawson@wpic.org
Natalie Pique, Family-School Partnership Liaison, Casper (307) 247-0075 npique@wpen.net

Parents as Teachers, PAT:

PEN also provides home-based services for children, prenatal through age five, and their families with the Parents as Teachers (PAT) program. For more information, call Dara Johnston, PAT Coordinator at (307) 684-7441 or e-mail PATinfo@wpen.net. Certified PAT parent educators are:

Ethelyn Sharpe, Cheyenne, (307) 635-3536, esharpe@wpen.net
Blanca Moye, Jackson, (307) 690-8149, bmove@wpen.net
Parents Helping Parents of WY, Inc. (PHP), because of rising production costs, we must charge a $20/year subscription fee to professionals and other interested individuals.

The newsletter remains free to parents, however any donation is appreciated.

Please complete and return the form below so that we may update our mailing list:

______ I am a parent of a child with a disability and a Wyoming resident. Please keep me on/add me to the list.

______ If your child has a disability, please list disability: ____________________________ Child’s age __________

______ I am a parent leader in my child’s school________________________________________(name of school).

______ I am a professional, teacher or other interested person. Enclosed is $20 for a one year subscription.

My organization/school name is______________________________________ My role/position is________________________

______ I am the parent of a child with disabilities, but do not live in Wyoming. Enclosed is $20 for 1 year subscription.

Name: ____________________________ Phone: (H) _______________ (W)____________________

Address: ____________________________________________________________________ Zip: ________________

Street City State

This is my: ___ Home address ___ Work address (Please check one) E-mail address: ____________________________

______ I would like to subscribe to PHP’s new electronic news brief to be distributed 4-6 times/year

(Please note; this e-news does not have the same content as the PIC’s n Pieces newsletter).

Additional Donation amount________________. Thank you!

Please Send PHP A Change of Address If You Move. The Post Office Does Not Forward or Return Bulk Mail.

Mail to: Parents Helping Parents of WY, Inc.
500 W. Lott St, Suite A
Buffalo, WY 82834

For more information:
Contact PHP at 1-800-660-9742
(307) 684-2277
tdawson@wpic.org

WWW.WPIC.ORG 11 Parents Helping Parents of WY, Inc.
UPCOMING EVENTS

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October 6th & 7th
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Laramie, WY.

WYAA Conference
October 17th & 18th
Hilton Garden Inn & UW Conference Center
Laramie, WY.

Parent Information Center
500 W. Lott St. Suite A Buffalo, WY 82834
(307) 684-2277

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