

IPVI INSIGHTS

Connecting & Supporting Families Whose Children are Visually Impaired, Including Those with Additional Disabilities

August
2012



The Chicago Lighthouse
Vision Rehabilitation Center
proudly offers
**Kayaking and Tandem
Cycling at the
Skokie Lagoon**

Aug. 7: Kayaking 2pm-3pm
Tandem Cycling 5pm-7pm
FEE*: \$6 Kayaking, \$8 Tandem Cy-
cling \$12 for both
*Fee is per session



**Registration is required by:
July 31 for August 7 session**

**Pam Stern, Manager of Youth/Senior
Programs
847-510-2054
pam.stern@chicago.lighthouse.org**

**The Skokie Lagoons Boat Launch Entrance is
on Tower Road approximately 100 yards east
of the Edens Expressway.**

**In partnership with Great Lakes Adaptive
Sports Association and Adaptive Adventures**



The Chicago Lighthouse
Vision Rehabilitation Center
is calling all campers to
report to:

222 Waukegan Road
Glenview, Illinois 60025

**THEME DAYS, ART CLASS, SUMMER
MUSIC PROGRAM, THERAPEUTIC
HORSEBACK RIDING, BRAILLE/
READING BUDDIES, SWIMMING, CAMP
SONGS, AND GAMES AND MORE!**



**Six weeks. July 6-August 15
Wednesdays 12:15-7:15pm KOOL KIDZ and
TEEN SCENE
Fridays 9:00am-4:00pm KOOL KIDZ;
9:00am-5:00pm TEEN SCENE
Cost: \$270 for Wednesday or Friday;
\$520 for both
Prorating is available
Single days are available for \$60**

To register, contact:

**Pam Stern, Manager of Youth/Senior
Programs
847-510-2054
pam.stern@chicago.lighthouse.org**

Inside This Issue:

Kayaking & Tandem Cycling	1
KOOL KIDZ and TEEN SCENE	1
Give Your Child a Sporting Chance	2
Ms. Vic's Volleys	3
Sharing the Vision, Parent to Parent	3
Ask M@	6
USABA Gold Medals	7
IPVI's MJB Scholarship Fund	8
Candidate for ISVI Superintendent	9
Beep Baseball Demonstration	11
6th Annual Future of Vision Golf Invitational	11
Power of 3 FFB	12
Explore Accessible Instructional Materials	13
PBA's Most Beautiful Eyes Contest	14
FFB's A New Mission-Based Logo	15
NFB of Illinois State Convention	16
Second Sense: Beyond Vision Loss	16
FRCD 0-4 Experiences with Early Intervention Services	18
FRCD Free Parent Workshops	18
NFB Freedom Link	19
APH News	20
Coming Soon to a TV near You!	20
Cases for Your Electronics	20
New Braille DateBook 2013	21
Giant Beads/w Pattern Match Cards	21
FRCD August 2012 Workshops	22
Do you have a "Touch of Genius?"	22
Nemeth Worksheets	23
The Eye Specialists Center	24
IPVI Board of Directors	24
Join IPVI/Renew Membership	25
IPVI Calendar of Events	26

Give Your Child a Sporting Chance

Bill Bielawski, IPVI President

I'm sitting here watching the Olympics, thinking about what to write, then it hits me ... sports! You might think that your child with a visual impairment can not play sports. Not true! Rich and Mary Zabelski's daughter, Cara, was a Paralympics medalist in skiing and cycling. Erika Musser's daughter, Heidi, competed in a triathlon (swimming, cycling, running) last week. Vicki and Ken Juskie's son, Matt, is a golfer. Etc.

Recreation and Leisure is one of the areas in the Extended Core Curriculum. Sports not only improves your health, but builds self confidence and is just plain fun. Some sports, like those mentioned above, may require a sighted partner. Sports like "Goal Ball" and "Beep Baseball" are designed for players who are blind. You can learn a lot from the US Association of Blind Athletes (www.usaba.org). The Chicago Comets are our regional beep baseball team.

We always plan academics at our IEPs, but have you ever discussed sports? Try it. Meet with your TVI and gym teacher and see what can be done in your school or park district or other area sports programs. Speaking of gym class, make sure your child is not sitting out. Ask your child what they do during PE class. If you want more activity, speak with the PE teacher and get advice from your TVI.

So do some research. Talk with your child. Try a few things. Once your child finds something that they like to do, support them completely. Just give your child a sporting chance and it will give you a lot of pride and joy.



MS. VIC'S VOLLEYS
Victoria Juskie, IPVI Treasurer

VOLLEY I

Since our last publication, no new members have joined during this period.

VOLLEY II

Words to live by:

Before you speak: **THINK**

Is it **T** rue

Is it **H** elpful

Is it **I** nspiring

Is it **N** ecessary

Is it **K** ind

If it isn't any of these, don't say it.

VOLLEY III

The other day I had learned that my daughter's coach had a daughter with special needs. At the time he first spoke to me he said in passing that his car was not good for transporting his daughter with special needs. Since he was busy, he didn't get to elaborate. So the next time I saw him, I asked what special issue his daughter had. He said they hadn't been able to diagnose it exactly. He only knew that his daughter couldn't communicate at all and that was his wish; that she could one day be able to tell him what she wanted. She was 9, couldn't walk, and wasn't ever able to take care of herself. He said it in passing like it was an every day conversation and no big deal. We spoke a little more about her condition, and I mentioned that I had a brother with a learning disability and a son with a visual impairment, as well as a number of other relatives with special needs. We left it at that as the other girls were arriving for practice.

Later that day, I spoke of the encounter at din-

**SHARING THE VISION,
PARENT TO PARENT**

Let's have a dialogue. Do you have a question? One of us may have an answer or at least a suggestion. Submit questions and responses for the IPVI Newsletter to Pam Stern, NAPVI Region 3 Representative:

pamstern3@gmail.com

JULY QUESTION

Please tell us about your vacation or vacation plans and how you are accommodating for your blind/visually impaired child.

Also, please submit suggested summer reading for all ages either in large print or Braille.

From a Certified Orientation and Mobility Specialist:

If you are going on vacation with your child who has a visual impairment you might want to go on line to see what things are within walking distance of your hotel. Go to the web site www.walkscore.com and put in the address of the place where you will be staying. It will then take you to a page which lists the businesses that are within walking distance. You can find the closest restaurants, coffee shop, hopping, and grocery stores as well as what public transportation is nearby. You can also use the street view or bird's eye view of the map to take a virtual tour off the area and familiarize yourself with the area, finding landmarks and things that are around so when you arrive you are more familiar with the immediate area.

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Having a blind three year old inspires us to get out there and travel to different

(Continued on page 5)

ner to my husband and my 10-year old daughter jumps into the conversation to convey to me that she thought I was very rude. She thought it was totally wrong of me to inquire what his daughter's handicap was. I replied that, first of all, I didn't ask what her "handicap" was. I said I asked him about her special needs. I also said I wasn't rude by inquiring, especially since he mentioned it first. She continued to press the issue that I was just being nosy and, in essence, intrusive (my word, not hers). I reiterated that it wasn't that way and to let the issue drop.

A few weeks later, I was fortunate enough to meet the coach's wife and their daughter. We were at a playoff game and cheering the girls on. Their daughter was making some repetitive vocalization noises while sitting in a stroller. I walked over and introduced myself. I conveyed my appreciation to the mom for all her husband's time spent coaching. We small talked for a while. I then brought up the fact that my daughter feels I should apologize for asking about her daughter's condition and reiterated the circumstances under which the first conversations began with her husband. The mom laughed and said no apology was necessary because only people who have special needs experience ever ask. She said she appreciated having someone speak about it directly because it meant I was comfortable. It seems that everyone else looks the other way, walks away, or acts as though s/he is so uncomfortable with the situation that s/he makes no acknowledgement of the girl and her issues at all.

We continued to have a pleasant time until the end of the game. I engaged with her daughter laughing and talking to her about her sister's game and that it was so nice that she was there cheering her on. Even though she couldn't converse directly through words, her smiles and attempts to touch my hand while I was talking to her made me feel we made a con-

nection. She made me happy that I took the time to introduce myself. Later I discussed the encounter with my family and my daughter was shown the error in her thinking. Maybe now she knows that sometimes momma does know best.

So my tip of the day is never to feel awkward respectfully acknowledging another family's special needs child. This probably goes without saying to most of the adults in this reading audience. I humbly suggest though that you also teach all your children how to greet others kindly and never to feel uncomfortable about inquiring about them or their condition as long as they do so in a caring and respectful manner.

I remember many times during my childhood meeting classmates of my learning-disabled brother. They had varying conditions and special needs. Sometimes I would stare because I had never seen such an affliction. I would be encouraged to mind my manners; and if I was curious about someone, to walk up to them, to smile and to say "hello." This typically brought a smile and a hello response right back.

Practice makes perfect no matter what a child does, so teaching one to be kind and respectful to others only happens if we let one experience how to do so. With prompting, your child will learn the great satisfaction of treating everyone friendly. They will then learn to appreciate others who inquire nicely about their sibling. All in all, this makes the world a better place.



places. This year we introduced him to the desert in Arizona, and then we drove to northern Minnesota for some relaxing time in the woods. Since we can't very well show him pictures of the desert or a cactus or a lake or a fish or whatever, we figure we just need to get him out there to form his own ideas of what these things are. We are also teaching him to hike. He hated it at first, but each time we go he seems to like it more and more, especially if we can find a stream to wade in and throw rocks. He is getting better at understanding our instructions, just as we are getting better at giving them. This has been great for all of us in terms of exercise, and it has helped to expose him to so many things he otherwise wouldn't understand. We go slowly, touch what we can, listen, and talk about what is going on around us. This has also, consequently, been so good for our sighted five year old, who also gets to listen to and touch things we otherwise might not have noticed three years ago.

--

When on vacation we always try to get our son involved. On a past trip to a butterfly house we weren't sure how he could participate since it is such a visual experience. Our other kids were having fun seeing all the butterflies, but he knows it's just a really warm room. I then proceeded to ask the staff what they do with the butterflies when they pass away. The staff member said they collect them and put them aside and throw them away. I asked if they had any for my blind son to touch and see with his hands. Sure enough they had a few behind the some curtains in a box. He got to touch them and see how delicate their wings are and all their detail. My other kids liked touching them also. Anyway don't be afraid to ask what they do with

the butterflies when they pass away.

--

My 5 year old son has no vision, but one of his favorite things to do is ride with me on our riding lawn mower. We always put on hearing protection and away we go. We have been doing this for a couple of years. Basically my son was along for the ride for some father and son time. We went to a conference that had the feature speaker of Bobby McMullen - he is a blind downhill mountain bike racer. He has a guide that gives him verbal instructions on when to turn. His website is <http://www.rideblindracing.com> After listening to Bobby speak about his experiences we changed how we mow the lawn. Now I give my son verbal instructions (somewhat like Bobby going downhill) and we mow the lawn together. I tell him straight ahead, turn us around, sharp right, sharp left, little left, little right, and of course slow down! We have a lot more fun now; no longer is he just in it for the ride, we get to mow the lawn together.

--

Our Grand-daughter is almost 3, and she likes: Silly Sally, Five Little Monkeys Jumping on the Bed, Crunch the Crocodile, Chicka Chicka Boom Boom, Look Out For The Big Bad Fish, Everyone Poops(Great read for the newly potty trained), Dr. Seuss's ABC, The Kissing Hand(great for the little one whose Mom leaves for the day), The Little Engine That Could, Just Like Mommy, these are all Braille or print books. On CD she loves What Charlie Heard (about a little boy who grew up writing music), and Mole Music (about a mole who wanted to play the violin); also Tippy Tippy Hide, The Fire Engine, and My Mama Had a Dancing Heart.

(Continued on page 23)

ASK M@



mer. I know I sure did -- plenty of sun, friends, and, of course, golf.

This month I would like to discuss the importance of having patience and understanding when it comes to dealing with other people. I have found in my life so far that many people may come across as rude, inconsiderate, and insensitive at times. This being said, sometimes though we should try to give these persons the benefit of the doubt. This advice comes from a speaker at my school who gives presentations once a month. He said this and gave the following example to demonstrate his point.

Imagine you are driving down the road and a car zips up from behind and just blatantly cuts you off. You have a choice of what you could do. One, you could sit there, honk your horn, yell and swear; or two, you could give him the benefit of the doubt. You don't know what issues he has going on right then and there. Let us just say you chose the first option and got all flustered, but then found out that this person's kid was sick and really needed to get to the hospital or something along those lines. Under those circumstances, you most likely would feel very bad. You would wish that you could take back all the anger you had let out, especially any of you parents out there because you would drive the same way for your kid and wish others would give you the benefit of the doubt. This is just something to think about the next time something small in life

Hey, everyone,

I hope all is well. Unfortunately for us children of the world, we are not looking forward to going back to school soon but, hopefully, we made the most of our sum-

gets you upset.

To react to this in the second way, you must also be understanding of others. I know this first-hand from my experiences with golfing. You see because I'm legally blind, the Illinois High School Association (ISHA), which governs school sporting events, has ruled that I am allowed to have someone called a "spotter," who is permitted to tell me yardages and paint a visual picture of the course that I cannot see. He might say something like "There's a water hazard on the left, a bunker on the right and the flag is in the center of the green which is about 350 yards away." This spotter can align me as well so he's in the tee box. He then spots or follows the ball path after I hit it so that I don't lose it as well. He doesn't tell me which club to use and I have to do all the work, but this spotter equalizes the playing field by giving me the information I have no way of seeing myself.

Having this extra person in the tee box though sometimes causes some confusion with those tournament officials or coaches who were not informed of my authorization for this spotter. For example, last year, there was a coach from another school during the golf season that saw my Dad on the tee with me, helping me align and spotting. This man was a good 70 yards behind me and I was just about to take my shot when he started yelling, "HEY! No spectators are allowed on the tee!" To make a long story short, my Dad had to approach him to explain the situation, letting him know all of the specifics by showing him the authorization letter. Dad told him to talk to a Lincolnway North coach if he needed to know more. Through all of this, my Dad used a very peaceful tone and was not confrontational or anything because we understood that this was a first time thing for the IHSA; and at this point still, some were not aware of the situation.

After everything was explained, the coach just

had a horrified look on his face and ended up driving away in his cart. We know he was very disappointed in what he had done because he had intentionally avoided us later that day. Afterwards we also heard from a third party about a year later that this coach had told that story to someone we knew who then relayed it to us. Our friend said this coach had said that he was so embarrassed after he realized what he did. He said he wished he could have it back. So this is the reason why we had patience and understanding because we knew that once he was made aware, everything would be all right. Since then, many other occasions have happened like this; and through each one, we were patient until everything had been smoothed out.

So, in essence, what I want you to get from this is that when dealing with others you must have patience and understanding because sometimes people just really don't know what they are getting themselves into or they have a legitimate reason for their actions. In the case about the coach, he was just doing his job. I hope everyone can go out and try to be more patient. You will find dealing with others becomes a lot easier if you do.

As John Quincy Adams said:

“Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish.”

Until next time, have a great one.

M@



And the Gold medal goes too...

USA Men's Goalball Team took the Gold medal at the FEDC International Goalball Tournament held in Madrid, Spain. Congratulations to Team USA for an extremely successful European tournament!

USA Women Capture Eight Medals

IBSA World Powerlifting Championships update - the women's competition concluded with some outstanding results from a very talented USA team.

Kazia Sarpola (WA) claimed the Gold medal in the 148lb sub-junior powerlifting competition. Adding to her accomplishments were a Bronze medal in the open bench-press competition, Bronze medal in the women's 148lb open powerlifting competition, and Silver medal in the 148lb Pan-American women's open powerlifting category.

Alexann Turemann (WA) earned the Silver medal in the 148lb sub-junior powerlifting competition and also claimed a Bronze medal in the 148lb Pan-American.

Amber Sherrard (LA) earned a Gold medal in the Pan-American 123lb women's open powerlifting competition.

The men's competition is as follows: All Men 56kg - 75kg, All Men 82.50kg - 100.00kg and All Men 110.00kg - 125.00+kg.





IPVI's Matthew Benedict Juskie Scholarship Fund

For students who are blind or visually impaired

Any individual intending to continue his/her education at a college, university or trade school and is interested in being considered for the MBSF, must meet the following criteria: Illinois resident, blind or visually impaired, undergraduate or graduate student, and an IPVI member.

The candidate's application is processed free of charge. The student must mail or fax a written request to receive a copy of the application from IPVI. Then the student must complete the MBSF Application Form, provide 3 completed Reference Forms, submit medical records or a letter from the vision specialist confirming the condition, and mail them to IPVI. The applicant may attach a 1-page resume of clubs, offices held, or any other pertinent information concerning his/her activity record.

The IPVI Board of Directors will review all scholarship applications and select the winners. IPVI reserves the right to announce such awards in its newsletters and marketing materials.

The MBSF is funded completely from tax-deductible donations from individuals, companies and corporations who support IPVI's goals. Any individuals or groups wishing to donate to this fund, please forward your tax-deductible donations to IPVI. Thank you for your continued support of IPVI.



To request a scholarship application, please contact the Scholarship Program Coordinator, Vicki Juskie at: 815-464-6162 or vajuskie@aol.com

The State of Illinois
Office of the Governor
is seeking qualified candidates for the following vacancy:

SUPERINTENDENT
Illinois School for the Visually Impaired
Jacksonville, Illinois

The superintendent of the Illinois School for the Visually Impaired (ISVI) performs job duties for approximately 140 students whose primary disability is Blind or visual impairment and who may have secondary disabilities, ages birth to 22.

General responsibilities include:

- Oversight of all school administration and operations, including educational, residential, transition and related programs.
- Setting high standards and ensuring they are met when planning, organizing and directing staff in delivering high quality educational and residential programming to promote cognitive, physical and social growth of students in compliance with the Illinois State Board of Education (ISBE) mandates and federal statutes.
- Establishing and maintaining positive relationships with outside agencies, including DHS, ISBE, state and local education agencies, the ISVI Advisory Council, parent organizations, alumni association, service providers, national organizations and community service organizations.
- Establishing fiscal oversight/control of school budgets including strategic and fiscal planning with the DHS Budget Division and other entities.
- Establishing and maintaining a good, strong working relationship with the various unions represented on campus, including contract negotiations and interpreting collective bargaining rights.
- Representing ISVI, DHS and the state of Illinois at hearings, meetings and conferences and serve as liaison to advocates, community service agencies, parents and the general public on issues related to the education of students who are Blind or visually impaired.

Specific responsibilities include:

- Ensure ongoing curriculum development.
- Support and promote Career/Vocational Education programs within the transition curriculum.
- Establish good communication and effective working relationships with internal and external entities, the media, legislators, etc., following proper procedures and protocol for notification to DHS administration.
- Ensure understanding of and adherence to ISVI's mission, key policies and compliance requirements.
- Direct strategic planning activities utilizing members of the Advisory Council, advocacy groups, key staff and other stakeholders.

Illinois Association for Parents of Children with Visual Impairments

- Ensure an effective staff complement, including the recruitment, training and development, performance management, support and retention of qualified staff.
- Enforce ethics standards for all students, staff and employees of ISVI.
- Ensure the delivery of high quality programming by the principals, director of support services and other key administrators and staff.
- Support staff in the continuous upgrade of curriculum, training and technical resources.
- Promote programs and curriculum for all students who are Blind or visually impaired across the state.
- Make use of, as well as ensure training and use by staff of data bases, including tests scores and their interpretation, graduation rates, transition outcomes, etc.

Qualifications:

Candidate must have the following:

- an administrative certificate
- a superintendent endorsement
- degrees in both educational administration and vision education
- a minimum of fifteen (15) years of experience in either vision education, the administration of vision education, or a combination of the two

Experience and Knowledge:

- Candidate must have working knowledge of the Illinois School Code or the ability to acquire this knowledge as well as working knowledge of federal statues related to special education, IDEA, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act.
- Candidate must possess effective communication skills and abilities in writing, speaking, listening as well as strong self management and interpersonal skills.
- Candidate must be a child/student centered leader and understand behavior issues related to disabilities.
- Candidate must possess knowledge and understanding of secondary disabilities.

This position is appointed by the Governor of Illinois and confirmed by the Illinois Senate. Also, this position is a 12 month position and the starting salary is negotiable.

If interested in applying for this position, please send the following to Marjorie Olson, Education Liaison, Illinois Department of Human Services, Division of Rehabilitation Services, 400 West Lawrence, Springfield, Illinois 62794-9429. Information can also be sent electronically to: Marjorie.Olson@Illinois.gov.

- Resume
- Letter of Intent
- Copies of relevant certificates and endorsements
- Copies of relevant diplomas



Information is due no later than August 1, 2012.

BEEP BASEBALL DEMONSTRATION

Saturday, August 18, 2012 - 12:00pm -
2:00pm

The Chicago Lighthouse Vision Rehabilitation Center in Glenview presents...

Chicago Comets, National Beep Baseball Association Team Demonstration

Location:

Willow Field, in front of the Field House
2600 Greenwood Road, Glenview, IL 60026

Beep Baseball is the adaptive version of America's favorite pastime for the blind and visually impaired. For more information about the sport go to: www.nbba.org

To RSVP contact, Pam Stern
Manager of Youth/Senior Programs
847.510.2054 or email
pam.stern@chicagolighthouse.org.



The 6th Annual Future of Vision Golf Invitational

Saturday, August 18, 2012 - 1:00pm

Check-in begins at 1:00pm

"Shot Gun" start at 2:00pm

TERRACE HILL GOLF COURSE ALGONQUIN, IL

We are excited to announce our 6th annual golf event! The FUTURE OF VISION FOUNDATION welcomes your support in making this golf outing our most successful to date! The cost per golfer is \$90.00. Terrace Hill Golf Course has graciously donated all greens fees for a sixth year in a row!!!

Space is limited and reservations are on a first come basis.

To be added to our mailing list for events, please go to www.futureofvision.org/Upcoming_Events.html or by calling 847.305.4499.

Hosted by the Ethan and Seth Future of Vision Foundation, a portion benefiting The Chicago Lighthouse.

Learn more about the twins' story:
www.futureofvision.org



POWER OF 3

TAKE THE SUMMER CHALLENGE *for*
PREVENTIONS | TREATMENTS | CURES

When someone learns that they or a loved one has a blinding disease, one of the first things they do is call the Foundation. It's a very painful time and our staff does their best to offer them support, information and comfort.

Stories inspire me. And I know they can offer comfort to families living with blindness – whether they have been recently diagnosed or have been coping with vision loss for many years.

So I hope that you will join me and share your story for the Foundation's forthcoming online book, *Blindness Isn't Funny, but Sometimes You've Got to Laugh*.

My name is John Corneille and I have RP. You may know me as the Foundation's director of gift planning. Even before that, I was a volunteer and fundraiser for the Foundation.

Here is one of the stories I submitted:

I was in a hotel recently, for a business trip, and it was the first time I'd gone solo. Well, I was doing fine walking the many corridors and going up and down escalators and elevators. The only exception was when I got in the elevator once and hit the wrong button. Instead of finding the "L" button for Lobby, I found the button that summoned the front desk!

I knew I was in trouble when, after I pushed the button again I heard the sound of a telephone ringing and then a voice saying, "Front desk, may I help you?" I said, "I'm sorry, just another one of your visually challenged guests trying to ride the elevator alone."

. . . When the elevator door opens to take me somewhere, and there is no one else on board . . . That dreadful silence means that I am on my own to my destination and, who knows, another chat with the front desk!

Now it's your turn. Whatever you or your loved ones have experienced with blindness, I'm guessing you have some stories to tell.

We're collecting stories (and photos) over the summer to fill up our book with humor and determination and all of the many things we all need to keep going in the fight against blindness. A review committee of Foundation staff and supporters will select the best stories to feature in our book to be published online this fall.

It's all part of our Power of 3 Summer Challenge that is raising awareness about blindness research all across the country. Take a minute now to tell us your story – and you just might see your name in lights this fall.

Plus, I know the new online book will be a source of hope and comfort to other families who may have just been diagnosed with a retinal disease. If your story could bring a smile to the face of just one person, wouldn't it be worth it?

Thank you,

John Corneille
Director of Gift Planning

FOUNDATION
FIGHTING
BLINDNESS



Take Aim: Explore accessible instructional materials to help your child in school

By Julie Holmquist

Imagine it's the beginning of the school year and the teacher is handing out textbooks to her students. "If you need this same information presented in a different way, we have several options," she tells the class.

Then she points to hand-held electronic devices and computers that provide audio, digital text, and large print versions of the textbook, as well as the textbook in Braille. If a student with disabilities needs to scan a worksheet into the computer so the text can be read aloud, that technology is available, too, says the teacher.

Does this sound far-fetched? It shouldn't. Federal education law requires that schools provide these options to students with disabilities who are unable to access learning through traditional printed materials. Yet many parents do not know that these specialized formats called "accessible instructional materials" (AIM) are available and that their child may be eligible to receive them.

Some students with disabilities have difficulty reading printed textbooks and other learning materials. A student with visual disabilities may need Braille or larger print to read; a student with a physical disability may not be able to hold a book, and students with learning or reading disabilities may need information in audio or electronic formats.

To succeed in school, these students and others like them need learning materials in the specialized formats called AIM. These formats present the exact same content as a

printed textbook or other educational material; the only difference is the way the information is presented.

Does your child need AIM?

"One of the keys to knowing if a student may benefit from AIM is if a student can't read the material by himself, but understands it if someone else reads it to him," Bruss says. "Then parents should explore the options that AIM can provide.

Parents often call The Chicago Lighthouse for the Blind and Visually Impaired saying their child has a reading difficulty. If a parent asks, "What can we do so I don't have to read the textbooks to my child anymore?" or "How do we get a textbook that is on audio," it may be a good idea to explore AIM. Parents might also consider the following questions:

- Can my child see the material well enough to read the information?
- Can my child hold a book and turn the pages independently?
- Can my child read a typical assignment in a textbook without getting tired?

Parents who answer "no" to any of these questions should meet with their child's Individualized Education Program (IEP) team to determine if the child needs exactly the same content in a specialized format (AIM), or modified content and alternative materials. Modified content or alternative materials are not AIM, since the content is changed or simplified in some way so the student can understand it.

The Law

Parents who believe their child needs accessible instructional materials should discuss it with their child's IEP team. Students on a 504 Plan may also be eligible to receive AIM.

When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, it included a requirement that schools provide AIM to elementary and secondary students with disabilities who need them, and that they do so in a timely manner.

The requirement to provide AIM is still a relatively new part of special education law, so it's important for parents to educate themselves about their child's rights.

Types of AIM

There are four types of specialized formats that make printed instructional materials accessible to students: Braille, large print, audio, and digital text. Audio formats provide information that a student can listen to and understand. The voice may be human, or it may be synthesized electronic speech spoken by a computer or other device.

If printed material is provided in a digital format, the student can read it, listen to it through the computer's voice, or both. It can be presented visually by displaying text on a computer or other electronic device. The size and color of the text can be changed, the speed of the audio can be changed, and some technology provides note-taking tools as well as the ability to scan in text.

"One 20-year-old said he would have stayed in college if he had known about the Intel Reader," says Meghan Kunz of the PACER Simon Technology Center. "Now he hopes to go back."

The Intel Reader is one example of the special equipment a student can use to access educa-

tional material. It's a small device with a camera that can take a photo of text and then provides audio so a student can hear and see the text at the same time.

Other digital text tools include Kurzweil, Read & Write Gold, and a KNFB Reader, which runs on a Nokia cell phone.

Learn more

To learn more about AIM and how schools and families can find accessible instructional materials, order "Accessible Instructional Materials: Basics for Families," (STC-23), a new booklet published by PACER and the National Center on Accessible Instructional Materials. "Accessible Instructional Materials: A Technical Guide for Families and Advocates" (STC-22) is also available by calling PACER at 952-838-9000. Archived webinars on the subject include "Accessible webinars on the subject include "Accessible Instructional Materials in School Settings" and "All About Digital Media," which can be viewed online at PACER.org/webinars/archive-listing.asp.

*Printed and edited with permission from PACER Center, Inc., 8161 Normandale Blvd., Minneapolis, MN 55437, 888-248-0822, PACER@PACER.org, PACER.org. Article from *PACESETTER*, Summer 2012 • Vol. 35, Issue 2.*



Most Beautiful
Eyes Contest

Presented by Prevent Blindness America



Prevent Blindness America's 2012 Most Beautiful Eyes Contest launches today! The contest is open to children ages zero to 17.

Enter your child in the Most Beautiful Eyes Contest by submitting a photo on the Prevent

Blindness America Facebook page.

To enter, visit the Prevent Blindness America page on Facebook and click the "Most Beautiful Eyes" tab. Be sure to upload your child's photo entry before voting begins on August 1st!

Special thanks to our contest sponsors for making Most Beautiful Eyes possible: Marchon Eyewear, Eagle Eyes® Optics, Real Kids Shades (RKS) and Walters Golf.

Keeping our children's eyes healthy has been a top priority since our organization was

founded in 1908. Through the Most Beautiful Eyes Contest, we hope to remind parents of the important role that healthy vision has in a child's development and potential performance in school.

The national winner and two family members will enjoy a weekend in Chicago to attend the Prevent Blindness America Annual Awards Banquet on Friday, Nov. 2, 2012, where the \$10,000 educational scholarship will be officially awarded.

Enter Your Child's Photo Today!



FOUNDATION
FIGHTING
BLINDNESS

A New Mission-Based Logo...
For a Mission Unchanged

As the Foundation Fighting Blindness enters its new fiscal year, it is my pleasure to share with you some very special and important news: the Foundation has undergone a re-branding, which includes a new mission-based logo for the organization.

If, over the last several months, you've read our newsletters, attended an event, or visited our website, you're aware of just how far the Foundation has come in the development of treatments and cures for retinal degenerative diseases. Not only have we restored vision in more than 40 people with Leber congenital amaurosis in gene therapy clinical trials, but we are also in the midst of other trials testing potential stem cell, gene therapy and pharmaceutical treatments for a number of different conditions.

The Foundation Fighting Blindness is achieving its mission like never before.

But this new era of clinical trials brings with it some unique challenges, the biggest of which is the extreme cost of clinical research. There has never been a greater need for increasing awareness about retinal diseases and expanding our network.

Modernizing our public "face" with a more impactful visual brand is an important step toward growing our network of supporters. A logo that not only tells people who we are, but also what we are working to do, is a powerful tool for raising awareness about the Foundation's mission.

The new logo was designed pro-bono for the Foundation by world-class advertising agency Leo Burnett. As for its significance, I believe

Tom Bernardin, CEO of Leo Burnett and FFB National Trustee, said it best during the official logo unveiling at the 2012 VISIONS Conference on June 30. "The visual look of the logo, with intentional gaps throughout the lettering, evokes two very significant concepts. First, it relays what the Foundation is working hard to stop—the loss of vision. Second, because the gaps can be filled in as treatments progress, the logo conveys what we're working to restore—useful sight."

I sincerely hope you like the new logo, and, more importantly, that you recognize the significance of this rebranding.

On behalf of the Board of Directors, I thank you for your support of the Foundation Fighting Blindness.

Kindest Regards,
Gordon Gund
Chairman and
Co-Founder



Feel free to contact Patti Gregory-Chang with comments, questions, or concerns at 773-307-6440. Hope to see you all there.

National Federation of the Blind of Illinois is not on twitter at www.twitter.com/nfbi. We also have a facebook page. Just search for "NFBI."

Patti Gregory-Chang, Esq.
Chairperson, NFB Scholarship Committee
scholarships@nfb.org
President, NFB of Illinois
pattichang@att.net • www.nfbfillinois.org



SECOND SENSE: BEYOND VISION LOSS

GUILD BRIEFS - August 2012

Second Sense: Beyond Vision Loss: It's official! On July 1, 2012, the Guild for the Blind has officially transitioned to our new name, Second Sense: Beyond Vision Loss. Our staff is excited that our new name reflects what we do and how our members feel after being a part of our organization. While there are some changes that may take a little time getting accustomed to, our staff wants you to know we will continue to support our members in the way we always have—with dignity, respect, and a desire to help members fulfill their goals.

To answer some immediate questions, here are a few things to help you with our transition. You can find us on the web at www.second-sense.org. Our Guild page will

CONVENTION

NATIONAL FEDERATION OF THE BLIND OF ILLINOIS STATE CONVENTION

**October 5 and 6, 2012
Chicago, IL**

Please mark the date for the NFB 2012 State Convention. There will be special events for our new Illinois Association of Blind Merchants, our blind parents, kids, guide dog users, students, teens and so much more. Of course, our general sessions and exhibits will be jam-packed as well.

remain up for a time and you will be redirected to our new site. You can reach our staff members by email using an email address format of first name.last name@second-sense.org (for example, davidflament@second-sense.org.). You can find us on many social media sites including Facebook, Twitter, LinkedIn, and YouTube. We encourage you to like us on our new Facebook page where you'll find lots of behind the scenes news and interesting posts. Our Twitter feed posts a wide variety of information relating to vision loss that we don't have room for in our Guild Briefs newsletter. You can access our social media sites by visiting our home page on our website and clicking on the appropriate link.

And that brings us to the name of this newsletter. Who better to choose its new name than you, our readers! Our August issue will contain details on how you can take part in this change. Get your creative juices flowing and we'll have an exciting contest!

New Accessible HD Radio: The Narrator is a new, accessible HD radio providing crisp sound with audible voice prompts and an intuitive button layout. The Narrator allows for completely independent use by someone with vision loss, connecting to niche programming and HD radio stations from across the country. For more information about this new product, visit www.bestbuy.com.

Accelerated Mobility Training: Leader Dog for the Blind in Rochester, MI offers a free, seven-day, accelerated mobility training program taught one-on-one by a certified orientation and mobility specialist. Students are taught basic cane navigation and orientation skills needed to travel independently. Leader Dog provides room and board expenses for public transportation to students traveling within North America. To learn more, contact Leader Dog for the Blind at 248-651-9011 or

visit www.leaderdog.org.

Relieving Eye Strain: Diminishing vision causes us to look longer and harder at books, computer screens and other reading materials and often can cause discomfort. Discomfort in eyes can also be a signal of other issues. August is National Eye Exam month and we encourage everyone to get their annual check-up. If eye strain is the source of your discomfort, here are a few tips to help relieve symptoms. Take frequent breaks and when looking away from the reading material, focus on something far away. Blink slowly and often to lubricate your eyes or use an artificial tear products to help keep eyes moist. For more tips, visit the resources page of our website at www.second.sense.org.

Dialogue Magazine: This quarterly magazine, published by Blind Skills, Inc., is primarily written by people with vision loss to help others. The magazine contains articles on product reviews, tips for living with vision loss, and stories of people living successful and productive lives. Dialogue magazine is available in large print, cassette, braille and email. You can obtain a free copy upon request or at many public libraries. A fee is charged for the yearly subscription. For more information, visit www.blindskills.com or call 800-860-4224.

Reprinted from GUILD BRIEFS July & August 2012, Second Sense: Beyond Vision Loss, 180 N. Michigan Ave., Suite 1700, Chicago, IL 60601-7463, 312-236-8569, www.second-sense.org.



FRCD



Family Resource Center on Disabilities
Providing parents of children with disabilities with information, training, assistance, and support.



**Are you a parent of a child age 0 to 4 years of age?
We want to hear about your experiences with Early
Intervention services.**

My name is Nucha and I am a doctoral student at the University of Chicago. I am interested in learning about parents' experiences with Early Intervention-good, bad, and anything in between. I want to hear everything you want to share...about finding services, the evaluations, the home visits, the transitions or transition to come, etc. The stories you will share can help other parents in the future who are seeking services for their infants and toddlers.

For more information, please contact Nucha: nucha@uchicago.edu

FREE PARENT WORKSHOPS



The Family Resource Center on Disabilities (FRCD) offers parents of children with disabilities birth to 21 years old, their helpers, relatives, professionals, and interested community members no-cost training and workshops, telephone and e-mail assistance, and resources to help claim their role as the child's most effective and significant advocate. You are invited to contact FRCD for information, resources, support and training. 1-312-939-3513 info@frcd.org www.frcd.org 20 East Jackson Blvd., Room 300, Chicago, IL 60604

1-312-939-3513 • info@frcd.org • www.frcd.org



20 East Jackson Blvd., Room 300, Chicago, IL 60604



Freedom Link



Looking for a program that is **FUN** and promotes **INDEPENDENCE?**

Freedom Link is a program for blind and visually impaired students, grades 7 – 12. This transition program offers students the opportunity to enhance their blindness skills while working with blind mentors. Students and mentors take fun and exciting excursions, engage in hands-on learning, and participate in many other rewarding activities! Participants will discover abilities and confidence they didn't know they had as they build friendships with other blind and visually impaired students! Ali, a high school student, says, "I like the Freedom Link program because it is helping me gain confidence, especially in my ability to travel independently."

Meetings are held once a month on a Saturday from 12:30 to 4:30 p.m. in downtown Chicago. This transition program is **TOTALLY FREE**. Freedom Link starts September 22, 2012. For additional information or to apply, contact:

Debbie Stein
5817 N. Nina Ave.,
Chicago, IL 60631
(773) 203-1394
Dkent5817@att.net

Freedom Link is sponsored by the National Federation of the Blind of Illinois.

(Application deadline is September 15, 2012)



APH NEWS

ALERT!—Coming Soon to a TV near You!

July 1st Starts New Era in Described Programming: See If Your Favorite Shows are on the List!

The American Foundation for the Blind reports that beginning Sunday, July 1, the landmark provisions of the Twenty-First Century Communications and Video Accessibility Act (CVAA) requiring the nation's leading networks to provide a combined total of at least 450 hours of described video programming per calendar quarter will come to life. Consumers are encouraged to begin asking their local broadcast stations and cable providers about accessing the described programming to be provided. In addition, given that information about which programs are to be described and the means for accessing description can sometimes be difficult to obtain, the Federal Communications Commission (FCC) has recently launched a web resource to help consumers navigate program choices, the technical means for accessing description via digital TV and/or cable set top box, and the FCC's complaint process for consumers to use to resolve network, station, or cable provider failure to put described programming in consumers' hands. Visit the FCC's web resource.

An independent but more memorable web address can also be used to be directed to the FCC's site; this more user friendly address is: **www.VideoDescription.info**.

Congratulations to the many advocates and organizations who have labored so long for this historic expansion of TV programming accessibility. Our community's achievement in this area is an integral part of our ongoing effort to ensure that people with vision loss of all ages can enjoy full participation in American life.

Cases for Your Electronics: Protect Your Investment!

ON SALE! APH offers several sturdy cases to store, carry, and protect your valuable APH electronics. All three of these cases are on sale!

- [Braille+ and Refreshabraille 18 Combo Carrying Case](#)
- [Braille+ Mobile Manager: Leather Carrying Case](#)
- [Handi-Cassette II Carrying Case](#)



New Braille DateBook 2013

1-07899-13 — \$66.00

Optional Item

Additional Filler Paper and Tabs: 1-07897-00 — \$11.00

Replacement Item

Calendar Pages, 2013: 1-07898-13 — \$18.00

The Braille DateBook is an attractive planner-organizer designed specifically for braille users!

Keep track of appointments, addresses, family schedules, class assignments, and more with the Braille DateBook from APH. Use it at your desk or on the go; it is sturdy, compact, and fits in a backpack or briefcase.

Includes

- Binder
- Calendar pages
- Blank filler pages and blank tabs
- A Saddle-Shaped Stylus
- Print and braille tips pamphlet



Recommended ages: 11 years and up.

LATE ADDITION TO THE APH NEWS!

NEW! Giant Textured Beads with Pattern Matching Cards

1-03778-00 — \$149.00

Replacement Items

- Giant Textured Beads: 1-03780-00 — \$71.00
- Pattern Matching Cards: 1-03779-00 — \$49.00
- Bead Stringer: 1-03790-00 — \$4.25



These 12 large beads vary in color, shape, and texture and include Pattern Matching Cards and Sorting Trays.

The Pattern Matching Cards and accompanying sorting trays extend the usefulness of APH's original Giant Textured Beads and encourage development of the following concepts and skills:

- Exploring and identifying shapes, textures, and colors
- Sorting and classifying by various attributes
- Recognizing, describing, repeating, extending, and creating patterns that are consistent with

the National Council of Teachers of Mathematics (NCTM) Standards for Grades K-3

- Fine motor skills such as stringing beads or inserting beads and matching cards into sorting trays
- Vocabulary expansion related to shapes, textures, colors, and spatial concepts
Interpreting tactile displays within a purposeful context

WORKSHOPS

FRCD AUGUST 2012 WORKSHOPS

Sessions

Phone Trainings

- 8/9 **Obtenga resultados usando una historia personal**
- 8/14 **Skills for Effective Parent Advocacy**
- 8/28 **Get Results Using a Personal Story**

(For your convenience we are holding 1 hour training sessions over the phone) (12:00 Noon-1:00 PM)

Sessions

- 8/1 **Educación Especial: Lo que los Padres Necesitan Saber - 10am-1pm**
- 8/8 **Navegando el Proceso del IEP - 10:30am-1:30pm**
- 8/11 **Navigating the IEP Process - 10am-1pm**
- 8/22 **Navigating the IEP Process - 7pm-8pm**
- 8/25 **Special Education: What Parents Need to Know - 10am-1pm**
- 8/29 **Special Education: What Parents Need to Know - 10am-1pm**

You must register in advance in order to get your materials in the mail.

Please call us at 312-939-3513 or

You may register online at: www.frcd.org

See Page 13 for new FRCD information concerning these sessions.



TOUCH OF GENIUS PRIZE FOR INNOVATION

Do you have a "Touch of Genius?"

National Braille Press would like to invite you to apply for a \$20,000 award to honor those innovating in the field of Tactile Literacy. The Touch of Genius Prize for innovation was developed to inspire an innovator to continue the promotion of braille literacy for blind and deafblind people worldwide.

The Prize will be granted to a group or individual for a new education method, tactile literacy product, software application, or technological advance related to tactile literacy. The Touch of Genius for innovation may be awarded for a completed project or anticipated concept that shows viability and will improve opportunities for blind people—projects such as the 2011 Co-Awardees, Christine Short's Feel the Beat: Braille Music Curriculum which uses the soprano recorder to teach the braille music code to blind students and Ashok Sapre's Tactile Accudraw Graphics Set which is a low cost, multifunctional, manual device for producing rich graphics and embossing braille notes.

Application must be received by November 2, 2012. For more information and to download the application, please visit

www.touchofgeniusprize.org

The Touch of Genius Prize for Innovation is provided through support from National Braille Press and The Gibney Family Foundation.

NEMETH WORKSHEETS

Nemeth Worksheets (NW) is a freeware program that creates Nemeth coded math worksheets based on answers to a few simple questions. NW creates worksheets for addition, subtraction, multiplication, division, simple/complex/mixed fractions, basic Algebra plus formats for money; expanded form, regrouping and decimals.

Free distribution is encouraged so long as the program's folder is copied in its entirety and the program's use and the Braille sheets that are created, are used in an educational setting or educational purposes. Other uses need to be approved by me.

NW is not a plug-in for commercial Braille translation software, all translation is done internally. All that's needed is a computer and an embosser. No prior knowledge of Nemeth is needed.

Features:

- supports screen readers, keyboard commands and mouse;
- drop down menus and prompts are displayed in an easy to read font;
- works with single sheet and continuous fed embossers;
- problems displayed in linear or spatial formats, drill sheets and multiple choice, with or without regrouping, with or without remainders;
- addition, subtraction, multiplication, division, fractions - simple, complex or mixed, money, expanded form, exponents, regrouping, decimals;
- options to just emboss - (continuous or single sheet), emboss and print corresponding sets of worksheets - (allows non-Braille readers to assist students, also helps to keep Braille student in classroom with sighted peers) or print worksheets

using a Braille font – (Quick and easy choice to create sheets to help train sighted individuals);

- files can be saved and retrieved and used with refreshable Braille displays, Pac-Mates, Braille Notes, etc. or embossed or printed at a later time.
- easily installs, even can be run from a flash drive.

Al Lovati - alovati@sbcglobal.net

<http://nemethworksheets.weebly.com>

(Continued from page 5) - Sharing the Vision, Parent to Parent

We also have just found a wealth of books on YouTube that are very nicely done. The Cat with the White Shoes comes to mind. This is just some of what we read but these are favorites. It will be interesting to hear others' lists!

--

We are reading on several different levels. The series being read in our home this summer include:

The Magic Tree House, The Cat Who series, The Laura Ingles Wilder books, Kids can Cook and How Do Dinosaurs clean their rooms? All thanks to Wolfner and Bookshare.org

Question for next month:

What does your child need in order to have a successful academic year?



Newsletter entries will be published maintaining the anonymity of all unless otherwise approved.

IPVI

P.O. Box 2947, Naperville, IL 60567-2947

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**THIS PUBLICATION IS SUPPORTED
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PARENTS OF CHILDREN WITH
VISUAL IMPAIRMENTS (NAPVI)
HILTON/PERKINS
PROGRAM AND (IN PART) FROM A
GRANT FROM THE FAMILY RE-
SOURCE CENTER ON DISABILITIES**



Join **IPVI** or renew your membership today!

The *Illinois Association for Parents of Children with Visual Impairments* is a state-wide, non-profit organization that enables parents to find information and resources for their children who are blind or visually impaired, including those with additional disabilities.

Your IPVI membership dues or generous contributions help to support all of our ongoing efforts:

- Regular communications which include: workshops, conferences, training seminars, legislative issues, organizational announcements, products, and advice about raising a child who is visually impaired.
- Offers several \$500 college scholarships each year.
- Publishes a resource catalog which includes anything and everything to do with visual impairment.
- Conducts training and support sessions where parents share experiences and ideas.
- Holds fun outings adapted for children with visual impairments at athletic, cultural, educational, and entertainment settings.
- Represents parents of children with visual impairments at conferences, public hearings, and on committees.

What does IPVI do?

- Promotes and provides information through meetings, correspondence, publications, etc., which will help parents meet the special needs of their children with visual impairments.
- Facilitates the sharing of experiences and concerns in order to provide emotional support and relief from feelings of isolation for parents and their families.
- Creates a climate of opportunity for children who are blind in the home, school, and society.
- Fosters communication and coordination of services among federal, state, and local agencies and organizations involved with providing services to people who are visually impaired.
- Advocates on a statewide level for services to children who are visually impaired and their families.
- Keeps members informed about current proposals and actions which impact on children with visual impairments and their families.

Check one:

Parent/Guardian Membership: \$15 per year.

Child(ren)'s Names: _____

Birthdate(s) of my visually impaired child(ren): _____

My child(ren)'s eye condition: _____

I give my permission to release my name to other parents.

Group/Agency Membership \$50 per year.

Extended Family/Friend Assoc. Membership \$15/year.

Medical Specialist \$50 per year.

Scholarship Fund \$10.00

Donation: \$ _____ (tax deductible)

New Membership

Renewal

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (_____) - _____

Email: _____

Please enclose this form along with your payment by check to:

IPVI • P.O.Box 2947 • Naperville, IL 60567-2947

**Have questions or need
more information?**

**Call us at
1-877-411-IPVI (4784)**

**Illinois Association for Parents of
Children with Visual Impairments**
P. O. Box 2947
Naperville, IL 60567-2947

**FREE MATTER FOR THE BLIND
or PHYSICALLY HANDICAPPED**

ADDRESS SERVICE REQUESTED

**THE TOP LINE... of your address
label indicates whether your dues
are "Paid" or if they are "Due."
Please send your annual dues in
each year.**

IPVI CALENDAR

- | | | |
|----------------------|--|------------------|
| ▶ August 18 | Beep Baseball Demonstration/Chicago Comets | Glenview |
| ▶ August 18 | 6th Annual Future of Vision Gold Invitational | Algonquin |
| ▶ October 5-6 | NFB State Convention | Chicago |

Please call
1-877-411-IPVI
for any questions, concerns,
or comments that IPVI can
help you with.

**Newsletter Deadline for
SEPTEMBER is AUGUST 10th**



**Check Out
www.ipvi.org**

Calendar of Events!
News and Updates!
Useful Links to Web Sites!
And more...