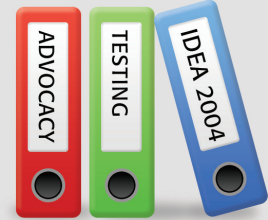


# Special Education LAW DAY



Advocating for your child is often a complex and sometimes counter-intuitive process. At Law Day, parents will learn the basic concepts of special education law, the importance of strategizing and how to use this knowledge to gain control of their child's education. The primary goal of Law Day: parents will become empowered IEP team members by gaining an understanding of special education law, which then can be directly applied to their child's specific needs and situation.



## **Saturday, February 27, 2010**

8 a.m.- 5 p.m.

Lunch on your own

*Pre-registration is required*

University of California, Irvine  
Crystal Cove Auditorium,  
Student Center

Sponsored by Talk About  
Curing Autism (TACA)

### **Presenters**

Timothy A. Adams, Esq., special  
education attorney  
Lynne Arnold, MA, parent  
Mitchel Perlman, clinical  
forensic psychologist

### **Registration**

Single \$35

Couple \$50 one workbook

Couple \$60 two workbooks

### **Topics include:**

- Documentation, letter writing, gathering documents
- IEP Goals
- Independent educational evaluations (IEEs)
- Extended school year services (ESY)
- When and how to use services of a special education attorney
- Stay Put
- Prior Written Notice (PWN)
- Least Restrictive Environment

### **#1 – IDEA 2004 Overview**

The Individuals with Disabilities Education Act (IDEA) is federal law that creates civil rights and substantive protections to children with disabilities. Do you understand your school district's legal obligations to your child under federal law? Come learn the basic framework of IDEA 2004 as well as the implications of recent case law in the context of achieving a free appropriate public education (FAPE) for the special needs child.

### **#2 – Assessments/Evaluations**

What does a thorough assessment entail? How do you know if your child's capabilities and needs have been adequately and accurately assessed? Assessing the child in all areas of suspected disability is the legal obligation of the district and usually the most important building block of the IEP. Without an accurate assessment, it can be nearly impossible to place the child in the correct program that capitalizes on his abilities. This session will explore common contradictions and misinterpretations in district assessments that result in inappropriate recommendations. The most important aspects of an independent educational evaluation as well as critical ages for assessment will be covered.

### **#3 – IEP Strategy**

The first step to effectively controlling the IEP process is determining the appropriate strategy to gain leverage with the school

district. The IEP process will be broken down into components to teach parents how to evaluate the best course of action in each situation. We will discuss how parents can more effectively respond to district objections to parental and independent expert recommendations. Techniques for forcing district personnel to fully explain their positions and district "policies" will be explored. Parents will learn how to apply these concepts to their child's individual needs and their district.

### **#4 – Keeping Your Child Safe: Preventing Abuse at School**

As a result of media reports of children who have been physically abused or even died at school, Congress is considering legislation, Preventing Harmful Restraint and Seclusion Act (HR 4247 and S 2860), to protect children at school. Although California's Hughes Bill greatly restricts a school's ability to restrain a child, it is arguably a lower standard than the proposed House bill. California regulations do not prevent the school from using aversives or restraints that impede breathing in an emergency situation. In this session parents will learn if, how and when the Hughes Bill should be appropriately applied to their child's discipline and IEP, as well as their rights to parental notification of any restraint or aversives used.

### **Session #5: Questions & Answers**