

AOTS GROUP

PRESENTS A DAY OF TRAINING

WRIGHTS LAW SPECIAL EDUCATION CONFERENCE

NOVEMBER 21, 2014 | TEMECULA, CA

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CA Special-Ed Timelines

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Authorities

Don't forget to visit the conference sponsors and vendors for more information about products and services.





The JOURNEY CONTINUES...

Thank you for attending the first annual Temecula, CA Wrightslaw Conference. On behalf of AOTS Group and our sponsors we welcome you! I hope where ever you are on your journey to improve the lives of children with disabilities, this Wrightslaw Conference will move you closer to meeting your goals. Wrightslaw is where I got my start in 2004 when I was gifted Wrightslaw: No Child Left Behind. Then in 2005 Wrightslaw did it again and published another phenomenal book, IDEA 2004. Both of these books were a game changer for me. I have since read everything Wrightslaw has published.

Today you are provided with four (4) of Pete Wright's books. I sincerely hope that you find them as beneficial as I did. The books as well as the live training by Pete Wright himself will teach you how to apply what you learn for future advocacy efforts..."this is where the rubber hits the road". I hope you have a wonderful day of learning, sharing, and networking.

Theresa Sester

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AOTS Group, *Special Education Parent Advocate & Dispute Resolution Consultant*

41593 WINCHESTER RD., STE 200 | TEMECULA, CA 92590 | (951) 251-4437 | aotsgroup.com

CONFERENCE SCHEDULE



| | |
|-------|---|
| 08:00 | REGISTRATION OPENS |
| 09:00 | IDEA HISTORY, OVERVIEW & KEY TERMS - SECTION 1400 & 1401 |
| 10:30 | BREAK |
| 10:45 | SECTION 1412 & UNDERSTANDING TESTS |
| 12:00 | LUNCH |
| 1:00 | SECTION 1414, SECTION 1415, S.M.A.R.T IEPS, SECTION 504, FERPA, NCLB |
| 2:30 | BREAK |
| 2:45 | TACTICS & STRATEGIES |
| 4:00 | QUESTIONS & ANSWERS WITH PETE WRIGHT |



RESOURCES FOR THE



Regional Centers-

- Inland Regional Center (<http://inlandrc.org/>)
- San Diego (<http://sdrc.org/>)
- San Gabriel/Pomona Regional Center (<http://www.sgprc.org/>)

Related Services-

- Temecula Valley Speech Therapy for Speech (<http://www.temeculatherapy.com/>) for AT/AAC, Speech & Language, OT, PT, ABA & IEEs
- Apex Pediatric Therapy (<http://apexpediatrictherapy.com/>) for OT, Sensory, Speech, & Language & IEE's
- Hope Inc. (www.hopencounselingtherapist.com) for Counseling and Non-Public School
- Playworks (www.playworks.cc) for Floortime, Speech, OT
- Casa Colina (www.casacolina.org) for OT, Speech, Social Skills
- WAPADH (www.wapadh.org) for Assistive Technology and Speech
- San Diego Center for Vision Care (www.optometrists.org/san_diego/)
- Escuela del Sol Tutoring (<http://www.tutortemecula.com/>) for Tutoring and Advocacy
- Big Springs Educational Therapy Center and School (www.bigspringsedtherapycenter.org/) for Non-Public school & Educational Therapy
- Professional Tutors of America (<http://www.professionaltutors.com/>)
- Lindamood-Bell (<http://www.lindamoodbell.com/>)

Groups/Organizations-

- Team of Advocates for Special Kids (TASK) 100 W. Cerritos Avenue Anaheim, CA 92805 (866) 828-8275 task@taskca.org <http://www.taskca.org>
- The City of Temecula, Yvette Martinez Inclusion Services Specialist (951) 694-6480 yvette.martinez@cityoftemecula.org
- Talk About Curing Autism-TACA (www.tacanow.org/)
- Our Nicholas Foundation (ONF) (<http://www.ournicholasfoundation.org/>)
- MeKe Aloha Foundation (<http://www.mekealohafoundation.org/>)
- International Dyslexia Association (<http://www.interdys.org/>)

***Please note this is not intended to be a comprehensive list. Other social media and local non-profit organizations can also be a wonderful source of support.*

An advertisement for Lindamood-Bell Learning Centers. At the top, the text "LINDAMOOD-BELL LEARNING CENTERS" is written in a blue, sans-serif font. Below this is a circular logo featuring a stylized bird or figure. The main image shows two children sitting on a green park bench outdoors, reading books. The child on the left is a girl in a blue shirt and grey skirt, and the child on the right is a boy in a blue shirt and grey pants. An orange banner is overlaid on the bottom half of the image with the text "We believe everyone can learn to their potential." in white, sans-serif font.

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- ABA THERAPY



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- Community Access Center (<http://www.ilcac.org/>)
- Down Syndrome Association of IE (<http://dsaie.org/>)
- National Alliance on Mental Illness (<http://www.nami.org/>)
- CA State Council on Developmental Disabilities (<http://www.scdd.ca.gov/>)
- United Cerebral Palsy of IE (<http://www.ucpie.org/>)
- United Cerebral Palsy (<http://ucp.org/>)
- ABA4Autism (<http://www.aba4autism.net/>)
- CA School of the Deaf Riverside (<http://www.csd-riverside.ca.gov/>)
- CA Department of Rehabilitation (<http://www.rehab.cahwnet.gov/>)
- Pacific Pediatric Supply (<http://www.pacificpediatricsupply.com/>)

Other Important Information-

- Link to CA Education Code (<http://www.cde.ca.gov/re/lr/>)
- Link to Common Core Standards (<http://www.corestandards.org/>)
- What Works Clearinghouse (<http://ies.ed.gov/ncee/wwc/>)
- Link to Lanterman Act (http://www.dds.ca.gov/statutes/statutes_home.cfm)
- National Center for Learning Disabilities (<http://www.nclld.org/students-disabilities/assistive-technology-education>)
- National Alliance for Post-Secondary Education (<http://www.nasetalliance.org/>)

Advocacy-

- CHADD (www.chadd.org/) Children and Adults with Attention-Deficit/Hyper-activity Disorder
- Parent Advocacy Center for Educational Rights (www.pacer.org/) (PACER)
- Wrightslaw (www.wrightslaw.com/)
- Disability Rights California (<http://www.disabilityrightsca.org/>)

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CALIFORNIA EDUCATION CODE

SECTION 56043

The primary timelines affecting special education programs are as follows:

(a) A proposed assessment plan shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the pupil's regular school sessions or terms or calendar days of school vacation in excess of five schooldays, from the date of receipt of the referral, unless the parent or guardian agrees in writing to an extension, pursuant to subdivision (a) of Section 56321.

(b) A parent or guardian shall have at least 15 calendar days from the receipt of the proposed assessment plan to arrive at a decision, pursuant to subdivision (c) of Section 56321.

(c) Once a child has been referred for an initial assessment to determine whether the child is an individual with exceptional needs and to determine the educational needs of the child, these determinations shall be made, and an individualized education program team meeting shall occur within 60 days of receiving parental consent for the assessment, pursuant to subdivision (a) of Section 56302.1, except as specified in subdivision (b) of that section, and pursuant to Section 56344.

(d) The individualized education program team shall review the pupil's individualized education program periodically, but not less frequently than annually, pursuant to subdivision (d) of Section 56341.1.

(e) A parent or guardian shall be notified of the individualized education program team meeting early enough to ensure an opportunity to attend, pursuant to subdivision (b) of Section 56341.5. In the case of an individual with exceptional needs who is 16 years of age or younger, if appropriate, the meeting notice shall indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the individual with exceptional needs, and the meeting notice described in this subdivision shall indicate that the individual with exceptional needs is invited to attend, pursuant to subdivision (e) of Section 56341.5.

(f)(1) An individualized education program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's or guardian's written consent for assessment, unless the parent or guardian agrees in writing to an extension, pursuant to Section 56344.

(2) A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the child needs special education and related services pursuant to Section 300.323 (c)(1) of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.

(g)(l) Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the individualized education program shall include appropriate



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measurable postsecondary goals and transition services needed to assist the pupil in reaching those goals, pursuant to paragraph (8) of subdivision (a) of Section 56345.

(2) The individualized education program for pupils in grades 7 to 12, inclusive, shall include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, pursuant to paragraph (1) of subdivision (b) of Section 56345.

(3) Beginning not later than one year before the pupil reaches the age of 18 years, the individualized education program shall contain a statement that the pupil has been informed of the pupil's rights under this part, if any, that will transfer to the pupil upon reaching the age of 18 years, pursuant to Section 56041.5, subdivision (g) of Section 56345, and Section 300.520 of Title 34 of the Code of Federal Regulations.

(h) Beginning at the age of 16 years or younger, and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program, pursuant to Section 56345.1 and Section 1414(d) (1)(A)(i)(VIII) of Title 20 of the United States Code.

(i) A pupil's individualized education program shall be implemented as soon as possible following the individualized education program team meeting, pursuant to Section 300.323(c)(2) of Title 34 of the Code of Federal Regulations and in accordance with Section 56344.

(j) An individualized education program team shall meet at least annually to review a pupil's progress, the individualized education program, including whether the annual goals for the pupil are being achieved, the appropriateness of the placement, and to make any necessary revisions, pursuant to subdivision (d) of Section 56343. The local educational agency shall maintain procedures to ensure that the individualized education program team reviews the pupil's individualized education program periodically, but not less frequently than annually, to determine whether the annual goals for the pupil are being achieved, and revises the individualized education program as appropriate to address, among other matters, the provisions specified in subdivision (d) of Section 56341.1, pursuant to subdivision (a) of Section 56380.

(k) A reassessment of a pupil shall occur not more frequently than once a year, unless the parent and the local educational agency agree otherwise in writing, and shall occur at least once every three years, unless the parent and the local educational agency agree,

in writing, that a reassessment is unnecessary, pursuant to Section 56381, and in accordance with Section 1414(a)(2) of Title 20 of the United States Code.

(l) A meeting of an individualized education program team requested by a parent or guardian to review an individualized education program pursuant to subdivision (c) of Section 56343 shall be held within 30 calendar days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's or guardian's written request, pursuant to Section 56343.5.

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.



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WE'LL GIVE EVERYTHING... BUT UP

I met Tara Palage in February 2014. She contacted my office looking for assistance with her son Trent's triennial IEP review. I had never heard of TSC prior to our meeting. Tara, Trent's mom is an absolute expert and was gracious enough to educate me of TSC's debilitating effects and how it impedes her son's education. She has spent the past few years researching and tirelessly advocating for awareness in hopes of raising funds for clinical trials and of course finding a cure. One of the striking facts I learned was that Tuberous Sclerosis Complex is the leading genetic cause of autism and epilepsy. Approximately 50,000 Americans have TSC. I was so impressed how hard she works raising awareness, not just for her own son but an entire community as well. Her efforts advocating for funding for improved treatment is not just important to TSC families, but to ASD families as well. I wanted to offer her an opportunity to spotlight Trent's disability and continue her journey campaigning for a cure. I provided the following questions to Tara and here is her response.

Q. What is Tuberous Sclerosis Complex?

A. Tuberous sclerosis or tuberous sclerosis complex (TSC) is a rare multi-system genetic disease that causes

benign tumors to grow in the brain and on other vital organs such as the kidneys, heart, eyes, lungs, and skin. A combination of symptoms may include seizures, intellectual disability, developmental delay, behavioral problems, skin abnormalities, lung and kidney disease.

Q. When was Trent diagnosed?

A. Trent was diagnosed at 7 months of age in 2009. We were on a family vacation at Disneyland and I noticed Trent's eyes rolling "in the back of his head" and his body getting stiff when I was nursing him. After 6 days in the hospital and multiple tests performed (CT of the brain, MRI of the brain, ultrasound of the kidneys, ultrasound of the heart, sleep-deprived EEG, Wood's lamp test, blood and urine samples), Trent was diagnosed with TSC.

Q. How is it being treated?

A. Trent has been on 5 different anti-epileptic drugs to combat his seizures. The "cocktail" of drugs change as his body grows and as more tubers/tumors grow in his brain. Trent's brain is checked via MRI every 6 to 12 months to verify tuber/tumor growth. He has subependymal giant cell astrocytomas (SEGAS) that are life threatening due to their location in the brain where they can block the flow of cerebral spinal fluid within the brain, causing an increase in the pressure in the head and enlargement of fluid-filled ventricles, a process known as hydrocephalus.

A new drug called Afinitor was FDA approved for SEGA shrinkage. This drug has also been shown to shrink tumors within the kidneys (AMLs) and facial angiofibromas. There are trials being conducted where Afinitor is showing significant improvement in cognition and behaviors in patients with TSC and Autism!

Trent is under the care of several specialists including neurology, epitology, psychology, cardiology, ophthalmology, nephrology, dermatology, gastroenterology, and urology. Tests are conducted to follow the progression of TSC in order to improve his quality of life and play a proactive approach to medical care.

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Q. How does it impede Trent's ability to access his education?

A. First and foremost, Trent's health is a major concern. The incidence of seizures are important to document and treat appropriately. He may be tired, agitated, or non-compliant when he has suffered from a seizure. The side effects of the multiple anti-epileptic drugs (AEDs) have affected him in many ways that impede his ability to access his education. Trent suffers from the inability to sweat which results in his need for a room temperature of 72 degrees on warm/hot days, his inability to go outside with his peers when the outside temperature is above 85 degrees, and his need for constant and consistent spraying of water on his extremities. Trent's behavioral issues and non-compliance impede his ability to access his education. Finding his preferred



method of educational message delivery can vary from day to day. He needs consistent ABA strategies to assist him in accessing his education and allowing him to participate in his least restrictive environment. Cognitively, Trent has the ability to process information. However, his seizures have caused him to experience delays. The seizure medications he is required to take have significant side effects including cognitive delays. His speech is also delayed, however, he needs extra processing time to complete the assigned tasks. Trent receives speech therapy, occupational therapy, and physical therapy twice per week outside of school. He also receives hippotherapy once per week. In school, Trent receives speech therapy 4 times per week, occupational therapy 2 times per week, and adaptive physical education (APE) 3 times per week.

Q. What are some accommodations Trent requires at school because of the TSC?

A. Some accommodations Trent requires at school are a 1:1 aide throughout the day to assist with his medical (seizure and heat intolerance concerns) and compliance needs in his special day class, assistive and augmentative communication devices are used for educational and assessment purposes, extra processing time, Trent receives speech therapy, occupational therapy, and physical therapy twice per week outside of school. He also receives hippotherapy once per week. In school, Trent receives speech therapy 4 times per week, occupational therapy 2 times per week, and adaptive physical education (APE) 3 times per week.

Q. What research is being done regarding TSC and by whom?

A. Here is a list of current clinical trials:

- **Early Biomarkers of Autism in Infants with (TSC)**
Where: TSC Clinical Research Consortium sites at Boston Children's Hospital, Cincinnati Children's Hospital, University of Alabama at Birmingham, University of California at Los Angeles, University of Texas at Houston. Principal Investigators: Mustafa Sahin, MD, PhD (Boston), Darcy Krueger, MD, PhD (Cincinnati), Martina Bebin, MD (Birmingham), Joyce Wu, MD (Los Angeles), Hope Northrup, MD (Houston)

- **Early Screening for Autism in Tuberous Sclerosis Complex (TSC)**

Where: TSC Clinical Research Consortium sites at Boston Children's Hospital, and University of California at Los Angeles.

- **The Sirolimus and Autophagy Inhibition in LAM**
Where: Brigham and Women's Hospital, Boston MA

Q. What is the #1 advice you would offer a parent of a newly diagnosed child?

A. The #1 advice I would give is reach out to people who understand TSC by contacting the Tuberous Sclerosis Alliance. Doctors will often tell you that they have heard of TSC in medical school but have never seen a patient with the condition. There is a lot of misinformation from doctors and the support from fellow TSC families will be invaluable!

Q. Where could someone go to find out more info or to become a member of a local support group?

A. The best and most informative source of information is Tuberous Sclerosis Alliance. I am the Tuberous Sclerosis Alliance of Southern California Chair and you may reach me at tara.palage@yahoo.com or (619) 977-4114.

If you would like more info about Tuberous Sclerosis Complex (TSC) or where you can find a local support group, please visit Tara Palage's awareness booth at the conference today.



STATE & FEDERAL AUTHORITIES

California Department of Education Special Education Division

Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

For help with issues not covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

Office for Civil Rights

U.S. Department of Education

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San Francisco, CA 94105-1813
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FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. They serve student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems.

Office of Administrative Hearings Special Education Division

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Chris and Andrea Rea

"We are very pleased with the representation of Wendy Housman in the successful resolution of our case with the school district. She skillfully guided us through the complex process and negotiations arriving at the best possible resolution for our son. With this, we are able to put 6 years of stressful and unproductive negotiation with the school district and focus on our son's education."

Greg and Julie Gove

"I was very grateful we found Wendy. She guided us through this difficult process, staunchly defended our daughter's rights without being unnecessarily overly aggressive, and helped us reach a mediation agreement that best provided for our daughter's educational needs."

Monica Nichols

"We met Wendy during a very difficult time, and she saved our son from what seemed like an impossible situation. Choosing her to represent our son is one of the best decisions we ever made."

Catherine and Doug Snodgrass



Law Offices of Wendy M. Housman Esq.

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Thank You

AOTS GROUP would like to thank the following people
for their amazing support preparing for
The Wrightslaw Special Education Law & Advocacy Conference
at Pechanga Casino & Resort in Temecula, CA:

Jen Smith , Shasta Wilson, Sandy Coward, Renee' Salas, Imari Nicoloff, and
Catherine Snodgrass.

INDIVIDUALS CAN AND DO MAKE A DIFFERENCE, BUT IT TAKES A TEAM TO
REALLY MESS THINGS UP. ~*Unknown*

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contributions made scholarship opportunities possible today. Thank you.



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