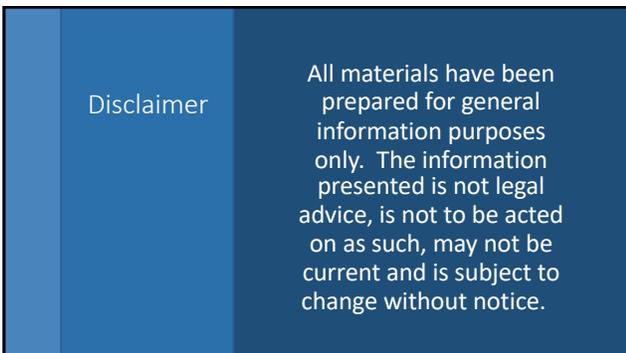
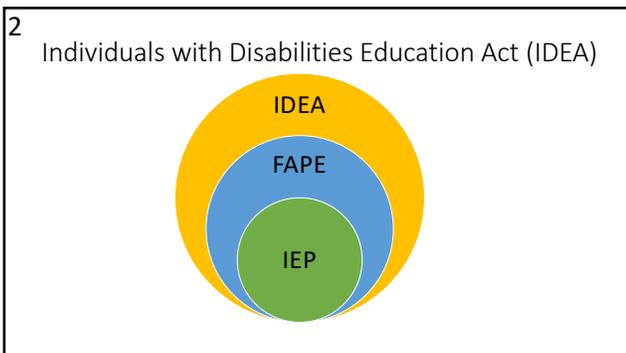




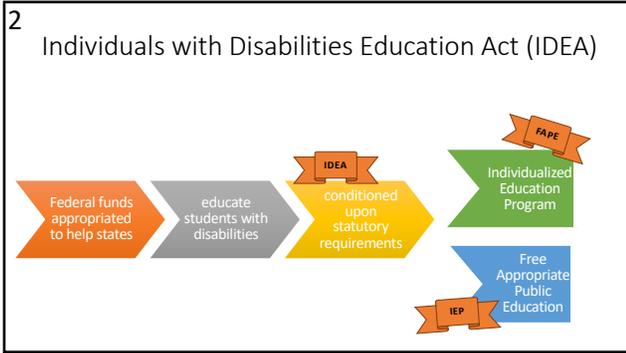
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WHAT CAN WE ADVOCATE FOR?

As a parent and an advocate, you naturally want **the best** for your child. You want your child to have:

- **the best** education they can have,
- **the best** environment for learning, and
- **the best** opportunities for developing into the best version of themselves.

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WHAT CAN WE ADVOCATE FOR?

Appropriate

It is important to understand its **legal meaning** because it **defines** the boundaries of **your** advocacy.

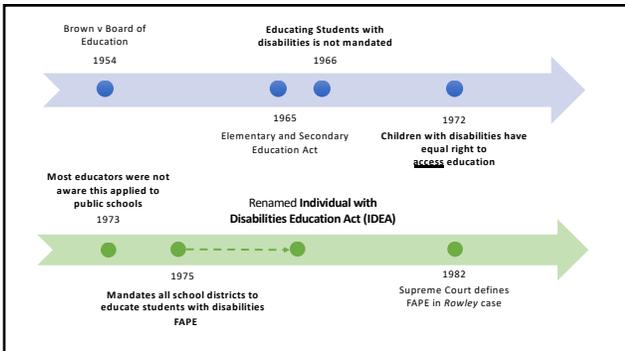
- Appropriate = depends on the individual
- You want to be able to identify those boundaries and
- Be able to push to the very edges of those boundaries.

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Parents should be an active participant in determining what is appropriate for their child

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Quick Reference for citations:

	Federal	State
<u>Statute:</u>	20 U.S.C. Sec. 1400	Cal. Ed. Code Sec. 56000
<u>Regulation:</u>	34 C.F.R. Sec. 300	5 C.C.R. Sec. 3000

A court decision usually:

- Provides an interpretation of statutory or regulatory language and/or
- Determines an application of that language to a specific circumstance.

Brown v. Bd. of Ed., 347 U.S. 483, 489 (1954).

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7

The main purposes of the IDEA are:

(A) to ensure that **all children with disabilities** have available to them a **FAPE** that emphasizes special education and related services designed to meet their **unique needs** and prepare them for employment and independent living, and

(B) to ensure that the **rights** of children with disabilities and their parents are **protected**.

20 U.S.C. § 1400(d)(1)

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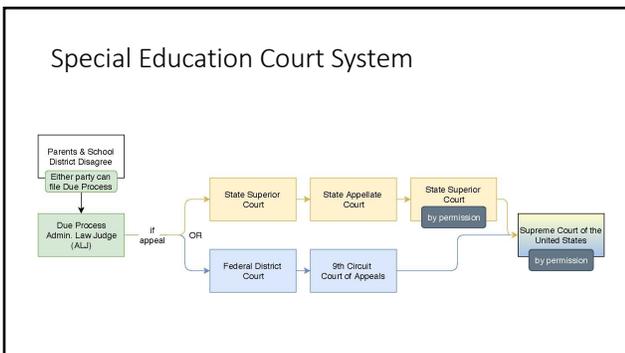
"Free Appropriate Public Education"

Special education and related services that are:

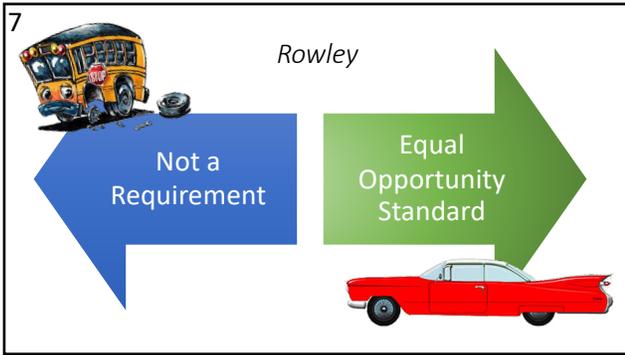
- provided at public expense,
- meet state standards,
- are **appropriate**, and
- are provided in conformity with an IEP.

20 U.S.C. §1401(9); Title 34, C.F.R. § 300.17

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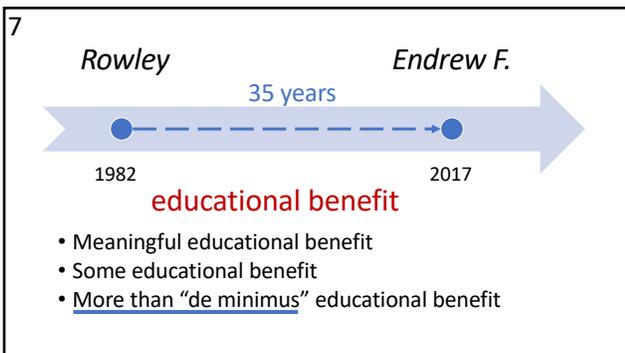
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Rowley

“[T]he basic floor of opportunity... consists of access to specialized instruction and related services which are individually designed to provide educational benefit to the handicapped child.”

Bd. of Educ. v. Rowley, 458 U.S. 176 (1982)

14



15

8

	AMY ROWLEY	ENDREW F.
Placement	General Education classroom	Special Education classroom
Disability	Hearing impaired	Autistic
Disagreement	Provide sign language interpreter	IEP was not reasonably calculated to make meaningful progress
Progress	Performing better than the average child; progressing from grade to grade with passing marks	IEPs largely carried over the same basic goals and objectives from one year to the next
Ruling	FAPE is satisfied because student is receiving educational benefit - evinced by grade advancement	IEP must be appropriately ambitious in light of student's circumstances

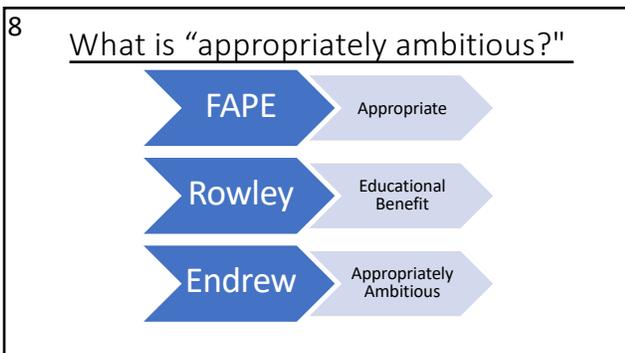
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"If [achievement on grade level] is not a reasonable prospect for a child, his IEP need not aim for grade level advancement. **But his educational program must be appropriately ambitious in light of his circumstances....**The goals may differ, but every child should have the chance to meet challenging objectives."

Endrew F. v. Douglas County School Dist.

17



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8 What is "appropriately ambitious?"

- "Markedly more demanding than... 'merely more than *de minimis*.'" 
- "The adequacy of a given IEP turns on the unique circumstances of the child for whom it was created." 

19

8 What is "appropriately ambitious?"

- It is your responsibility as an advocate to help your child's IEP team determine what is appropriately ambitious for your child.
- It is your right to guide your child's IEP team to the very edges of those "appropriately ambitious" legal boundaries. 

20

████████ County Special Education
Special Education Local Plan Area
CONFIDENTIAL
Speech and Language Assessment Report

Student: ██████████ Evaluation Dates: February & March 2018
Date of Birth: ██████████ Age: 10-8 Grade: 3rd
Parent(s): ██████████
District: ██████████ School: ██████████
Teacher: Mrs. ██████████ Evaluator: ██████████, MS/CCC-SLP

Reason for Assessment: () Initial (X) Triennial () Transition () Other:

21

Reason for Referral: [redacted] is a 10 year 8-month old male student attending [redacted] Elementary school in [redacted], CA. Assessment is being completed at this time as part of a triennial assessment to determine if the student continues to qualify for speech therapy services.

Background Information: [redacted] has been receiving speech therapy services since 2009 to address delays in articulation and language. Since his last IEP, [redacted] has only had a goal in the area of articulation.

22

Articulation

The **Goldman-Fristoe Test of Articulation-3 (GFTA-3)** was administered to your child. This is an assessment of sound production in words and in sentences. Your child's scores on this measure are as follows.

Initial Position Words	Medial Position Words	Final Position Words
bw/br (brother)	-/t (vegetables)	

	Standardized Score	Percentile
GFTA-3 (2018)	97	42 nd ↑
GFTA (2015)	82	4 th ↑

[redacted] articulation falls in the average range when compared with peers of the same age and gender.

23

The **Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)** was also administered to your child. This is an evaluation of a person's speaking vocabulary and has been standardized with individual's age 2 through adulthood. [redacted] score on this assessment is as follows.

[redacted] demonstrates below average receptive and expressive vocabulary skills. [redacted] was able to identify inscription, hazardous and constellation. He was unable to identify jagged, visor, or competitive. [redacted] was able to name jaguar, pyramids, and statues. When [redacted] did not know the name of a particular item, he was able to give a description or the name of something related. For example: lunch/food, fog/smoke, skull pieces/bones, sit on/furniture, square/rectangle, badge/shield, chair/stool, spying glasses/binoculars and tuba/trumpet.

[redacted] is able to produce full sentences and ask questions appropriately using all parts of speech.

24

	Standardized Score	Percentile
EOWPVT-4 (2018)	66	2 nd
EOWPVT (2015)	62	1 st

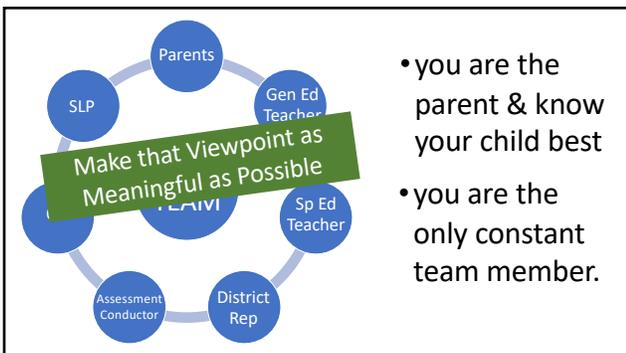
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Interpretation of Results:

Articulation is within the average range as are voice, fluency and oral motor skills.

Summary, Conclusions, and Recommendations: It is recommended that [redacted] be dismissed from speech therapy services at this time.

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The Proactive Parent
**Plan with the
 End in Mind**

**Reverse
 Planning**

28

9

Most IEP meetings begin by examining the status quo.

1 present levels	2 how the disability affects the child's ability to access the general education curriculum.	3 goals are developed
---------------------	---	--------------------------

29

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There is a lot of focus on the present. This is important.

1 present levels	2 how the disability affects the child's ability to access the general education curriculum.	3 goals are developed
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30

But it is also important to know where you hope these goals to take your child in the long term.

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There will come a day when your child will exit out of the special education process.

Their progress could be so significant that the impact of their disability no longer creates a need for services.

They might graduate with a high school diploma.

They might age out of special education when they turn 22.

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Reverse Planning

Envision the adult lifestyle your child is capable of obtaining.

Are these goals preparing my child for the next big step?

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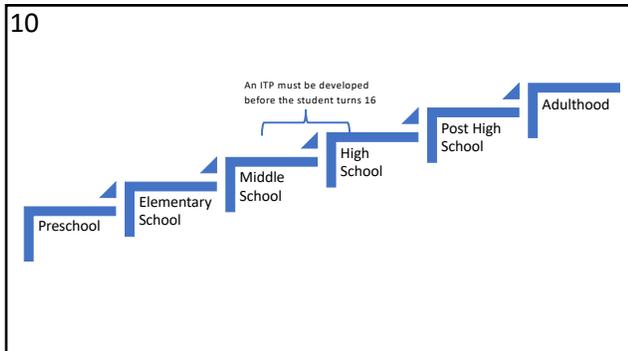
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Always look at the next phase of your child's educational process.

Reverse planning requires you to know:

- What the big steps in the education process are.
- How you can advocate most effectively to ensure the goals and services are properly designed and delivered.

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Keep your view of your child's adult life as your guiding star.

- Adjust that view of your child's future when necessary.
- However, don't let the next step in the educational process sneak up on you.

36
