

October 26, 2018 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Understand the Role the ✓ Become familiar with the key federal law, PL 94-142/IDEA, Every Student Succeeds Act, ESSA, ADA, FERPA/HIPPA ✓ Understand key landmark court decisions underlying special education law (Brown v. Board of Education, PARC v. Pennsylvania, Mills v. Board of Education of the District of Columbia)
Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp. 2-32 to 2-51, text • Review “Disability Rights: The Overlooked Civil Rights Issue,” Disabilities Studies Quarterly, Fall 2005, http://dsq-sds.org/article/view/629/806
Class /Activity Discussion:	<p>Review scenarios and determine which law(s) contain primary source for protection of that right.</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Does the US Constitution confer a right to education? Provide an explanation for your answer • What are the premises of the Brown v. Board of Education Supreme Court decision that became a foundation for the disability rights movement? Please give specific examples? • How did the statutes addressed in PARC vs Pennsylvania deny people with disabilities due process and equal protection? • What are the elements of the Mills decision that have been carried into IDEA? • Some people argue that 504 is a civil rights law and the IDEA is an education law, do you agree with this characterization? • Which law do you think is most powerful in protecting the rights of students with disabilities – IDEA, ADA, Section 504? • What impact could the Endrew F. Decision have on student rights?
Class Assignment:	<i>Prepare to discuss the scenarios for Using 504 to Advocate (Scenarios handed out at the end of class)</i>
Week 4: Using 504 to Advocate for Student Rights	
November 2, 2018 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	✓ Become familiar with the history and intent of 504

	<ul style="list-style-type: none"> ✓ Learn how 504 can be used to support students in school settings ✓ Learn about protections for students in college under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) ✓ Review Recent Supreme Court Case <i>Fry v. Napoleon</i> ✓ Understand factors in deciding whether to pursue 504 or IDEA eligibility
<p>Materials to Review Before Class:</p>	<ul style="list-style-type: none"> • “The Power of 504,” https://www.youtube.com/watch?v=SyWcCuVta7M, video, open captioned in English and Spanish • Dear Colleague Letter, http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf <p>Optional: Using Section 504 and the ADA in Special Education Advocacy, Catherine Merino Reisman, Esq. COPAA Recorded Webinar</p>
<p>Class Activity/Discussion:</p>	<p>Handout - Scenarios were handed out last week for review and preparation. Students are expected to participate in these discussions and are expected to engage.</p>
<p>Class Assignment</p>	<p>For next week’s class (see with assignment/grading Rubric) research the following issues for your state of practice and write <u>no more than a 1 page memo</u> (10 point minimum font). In bullet format, the memo should identify:</p> <ol style="list-style-type: none"> 1) who provides Part C services in your state of practice 2) what are the eligibility requirements in your state 3) what ages are covered by Part C and 4) what are the transition requirements for children between Part C and Part B. <p>DUE November 9, 2018, 6pm PST/9pm EST – email to your assigned TA</p> <p>Links can be found at States’ Part C Regulation and Policies, http://ectacenter.org/partc/statepolicies.asp</p>

Week 5: Individuals with Disabilities Education Act Part C/Early Intervention

November 16, 2018 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- ✓ Review the importance of early intervention for children with development delays, social emotional concerns and disabilities
- ✓ Be familiar with the provisions of Part C in their state(s) of practice
- ✓ Understand strategies in advocating for transition between Part C and Part B

Materials to Review Before Class:

- SEAT Reader, pp. 3-157 to 3-161 (up to Assistive Technology)
- States’ Part C Regulation and Policies, <http://ectacenter.org/partc/statepolicies.asp>
- (Please review information for your state(s) of practice as there will be a class role play and you will need to be familiar with state requirements for transition)

Class Activity:

Short review of Part C/ Role play for advocating for Part C to Part B Transition Students will be expected to know the rules for their state of practice for this exercise. Students will be given a short prep time and assigned parts for this exercise.

Class Discussion:

Questions

Week 6: Overview Fundamentals of IDEA

November 30, 2018 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- Understand the essential components or principals of IDEA:
- ✓ Zero reject/Child Find
 - ✓ Non Discriminatory Evaluations
 - ✓ Free and Appropriate Public Education (FAPE)
 - ✓ Least Restrictive Environment (LRE) including Accommodations and Modifications and Supplemental Aides and Services)
 - ✓ Procedural Due Process
 - ✓ Parental participation

Materials to Review Before Class:

- SEAT Reader, pp. 3-63 to 3-82

	<ul style="list-style-type: none"> • Parent Guide to IDEA 2004 (Nat’l Ctr. For LD), https://www.nclد.org/wp-content/uploads/2014/11/IDEA-Parent-Guide1.pdf <p>Optional: Turnbull, R.H. III. <i>Individuals with Disabilities Education Act Reauthorization: Accountability and Personal Responsibility</i> (2005) REMEDIAL AND SPECIAL EDUCATION Volume 26, Number 6, Pages 320–326</p>
Class Activity:	Application of Principles
Class Discussion:	Participant discussion
Assignment	Post in Group Page Forum - What is the difference between the concepts of substantive and procedural FAPE? Do both need to be present for a student to receive a FAPE?
Week 7: 15	
December 7, 2018 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	<p>Understand the concept of a free and appropriate public education (both procedural and substantive)</p> <ul style="list-style-type: none"> ✓ Learn the statutory requirements for FAPE ✓ Learn key cases relevant to FAPE ✓ <i>Understand the difference between procedural and substantive FAPE</i>
Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp. 3-83 to 3-118 • Complete COPAA SmarterU Self-Study Module– <i>Fundamental of IDEA: Free and Appropriate Public Education</i> FAPE – seat.copaa.org • Webinar: Practical Applications and Methods for Using the <i>Endrew F.</i> USSC Decision in IEP Negotiations and Litigation http://copaa.site-ym.com/page/Endrew
Class Activity:	https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/quiz-test-your-knowledge-of-fape
Class Discussion:	<ol style="list-style-type: none"> 1. Is there a single FAPE for every child? If yes, who determines it and on what criteria?

	<ol style="list-style-type: none"> 2. Discussion - What is the difference between the concepts of substantive and procedural FAPE? Do both need to be present for a student to receive FAPE? 3. What rights do parents have substantively and procedurally. 4. How can an advocate use process/procedural FAPE to improve outcomes for children and families? (Use specific examples)
<p>Class Assignment:</p>	<p>Write a letter for a family asking for an IEP meeting and listing the items that they would like to address at the IEP meeting. See Grading Rubric for week 7.</p> <p>Due before class on December 15th to your TA</p>
<p>Week 8: Fundamentals of IDEA: LRE</p>	
<p>December 14, 2018 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern</p>	
<p>Learning Objectives:</p>	<ul style="list-style-type: none"> ✓ Learn the statutory requirements for Least Restrictive Environment ✓ Understand the Intersection of Research and Law for LRE ✓ Learn key court cases interpreting the law. ✓ Name and describe the continuum of OPTIONS for PLACEMENT under the IDEA.
<p>Materials to Review Before Class:</p>	<ul style="list-style-type: none"> • COPAA Recorded Webinar – The Least Restrictive Environment – The Intersection of Research and Law • "Board of Education, Sacramento City School District v. Rachel Holland" http://www.kidstogether.org/right-ed_files/rachel.htm
<p>Class Activity/Discussion:</p>	<p>Lecture/Scenarios concerning LRE</p>
<p>Class Assignment:</p>	<p>Review evaluation materials for next class</p>

Week 9: Fundamentals of IDEA: Evaluation

December 21, 2018 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- ✓ Understand the requirements for evaluation (and how Response to Intervention (RTI) fits into the evaluation process
- ✓ Become familiar with the basic statistical principles underlying evaluation

Materials to Review Before Class:

- Review Evaluations handout for class discussion
- Social Emotional Assessments: Meeting IDEA Requirements
Presenter: Ann E. Simun, PsyD, COPAA Recorded Webinar
- Understanding Tests of Reading and Writing
Presenter: Melissa Farrall, PhD, COPAA Recorded Webinar
- What Special Education Evaluation Testing Evaluations Mean
<https://www.understood.org/en/school-learning/evaluations/evaluation-basics/what-special-education-testing-evaluations-results-mean>

Class Activity/Discussion:

Lecture/Practice reading evaluations

Class Assignment:

Write an ‘after the IEP’ letter to the school district documenting agreements and disagreements as a record of the advocate/family understanding of what occurred at the meeting.

Due by January 12, 2017 before class, email to your TA.

Week 10: Procedural Safeguards: Meaningful Parental Participation and Informed Consent

January 11, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- ✓ Learn the purpose and need for Procedural Safeguards.
- ✓ Know the obligations of the LEA to ensure meaningful parental participation

	<ul style="list-style-type: none"> ✓ Understand the role of the Advocate in supporting parents to be full and equal participants in the IEP Process
Materials to Review Before Class:	Informed Consent and Meaningful Participation: Jon Zimring, Esq., COPAA Recorded Webinar
Class Activity/Discussion:	Lecture/Role playing- Using Meaningful Participation and Informed Consent in Advocacy
Class Assignment:	Class Assignment: Have a copy of your state’s compliance complaint form available during the class next week.
<p>Week 11: Procedural Safeguards: IEE, PWN, Educational Records, Compliance Complaints</p>	
<p>January 18, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern</p>	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Understand the IEE and its use in IEP advocacy ✓ Understand PWN and when it must be provided ✓ Be familiar with parents’ right to records ✓ Be able to write a compliance complaint for a client
Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp. 3-137 to 3-139 (up to Due Process); 6-293 to 6-303 • PWN samples, Federal, http://idea.ed.gov/download/modelform2_Prior_Written_Notice.pdf • IEE " Independent Educational Evaluations: What? How? Who Pays?" Wayne Steedman, Esq., http://www.wrightslaw.com/info/test.iee.steedman.htm • IDEA Special Education Written Complaints, https://files.eric.ed.gov/fulltext/ED555852.pdf pages 1-6. <p>Optional: Sonja D. Kerr, Ten Tips About Using the State Complaint Process, http://www.advocacyinstitute.org/isrcr/kerrtips.shtml</p>
Class Activity/Discussion:	Lecture/Experiential writing a compliance complaint

Class Assignment:	Using Handout -students will write a compliance complaint using the appropriate state form for their state.
Week 12: Procedural Safeguards: Discipline	
January 25 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	Understand the procedural requirements for discipline under IDEA
Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp. 3-141(Proc. Safeguards-Discipline) to 3-150 • Complete COPAA SmarterU Self-Study Module – Procedural Safeguards and Discipline • Review Questions and Answers on Discipline Procedures: US Department of Education available at http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,7
Class Activity/Discussion:	Lecture/scenarios
Week 13: Procedural Safeguards: Due Process	
February 1, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Understand the steps for filing for due process ✓ Understand requirements of Stay Put ✓ Identify the limitations of lay advocacy practice for representing parents in Due Process, as determined by UPL, based on jurisdiction
Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp. 3-139 to 3-140; 6-319 to 6-327 • COPAA Recorded Webinar: Do-It-Yourself Special Education Due Process, an Educational Guide, Dorene Philpot, Esq.
Class Assignment:	Using the assigned materials and Case Element Chart determine facts of a case, and what you see as the legal issues (from an advocate perspective). Write a short summary for referral of the case to an attorney.
Week 14: Post-Secondary Transition	
February 8, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	

<p>Learning Objectives:</p>	<ul style="list-style-type: none"> ✓ Review the required components of Transition Planning and Services under state and federal law (i.e. IDEA 2004, NCLB). ✓ Become familiar with findings of current research on effective secondary education and transition planning, including schooling/training/college, career preparatory experiences, youth development and youth leadership, and family involvement.
<p>Materials to Review Before Class:</p>	<ul style="list-style-type: none"> • Transition Services and Best Practices Under the IDEA, Presented by: David Berney, Esq., Felicia Heurwitz, PhD., and Jennifer Sang, Esq.. COPAA Recorded Webinar • http://www.doe.mass.edu/sped/advisories/goals-example-sheet.pdf Goal Example Sheet • http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_GO.pdf Writing Transition Goals and Objectives
<p>Class Activity/Discussion:</p>	<p>Lecture/Writing Transition Goals</p>
<h2 style="color: #0070C0;">Midterm EXAM</h2>	
<h3 style="color: #0070C0;">Week 15: Ethics of Special Education Advocacy</h3>	
<p>February 15, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern</p>	
<p>Learning Objectives:</p>	<ul style="list-style-type: none"> ✓ Understand the parameters of ethical conduct in advocacy practice. ✓ Be familiar with the needs and process for maintaining client confidentiality. ✓ Appreciate how and why to limit the scope of his/her advocacy representation.
<p>Materials to Review Before Class:</p>	<ul style="list-style-type: none"> • SEAT Reader, pp.4-173 to 4-196 • Review COPAA Voluntary Code of Ethics, http://c.ymcdn.com/sites/www.copaa.org/resource/resmgr/docs/voluntary_code_of_ethics.pdf
<p>Class Activity/Discussion:</p>	<p>Facilitated Roundtable</p>

Class Assignment:	Use scenarios to answer questions on SEAT Group Forum Page
<i>Week 16: Race, Culture, Poverty and Special Education Advocacy</i>	
February 22, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Understand the issues of disproportionality and effective advocacy strategies to address legal issues of discrimination ✓ Think about strategies for families with limited resources
Materials to Review Before Class:	<ul style="list-style-type: none"> • Challenges of Cultural Congruence: What Every Advocate For Black Students Should Know • Addressing Legal Issues of Disability and Race Discrimination, Matthew Engel, Esq., Ron Lospennato Esq, COPAA Recorded WEBINAR
Class Activity/Discussion:	Lecture/Scenarios (Scenario materials will be emailed at the beginning of the week)
Class Assignment:	Review the materials for role playing for next class.
<i>Week 17: Advocacy for Students around Behavior and Bullying</i>	
March 1, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Understand key concepts, strategies, and evidence based practice to advocate effectively for a student who displays behavioral challenges. ✓ Become familiar with interventions for bullying and appropriate strategies for advocacy for students' experience harassment and bullying. ✓ Review of Elevator Speech Principles and Application to Advocacy
Materials to Review Before Class:	<ul style="list-style-type: none"> • FBA's and BIP's Practical Evaluation and Legal Aspects Presented by: Dr. Annie McLaughlin, Ph.D.,BCBA-D and Cheryl Steedman, Esq., COPAA Recorded Webinar

	<ul style="list-style-type: none"> Dear Colleague letter concerning bullying and harassment, http://www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html
Class Activity/Discussion:	Lecture/Role Playing
Class Assignment	Prepare your 2 minute ‘elevator speech’ of explaining to families the services you provide. Students will be called on next week to share.
<p>Week 18: Partnering with Families</p>	
<p>March 15, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern</p>	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Practice how to provide appropriate expectations about your services in work with families (orally and in writing) ✓ Become familiar with assisting parents to prepare for an IEP meeting ✓ Become careful in not displacing the parent in the IEP process ✓ Be aware of the need for respectful and culturally appropriate communication with families
Materials to Review Before Class:	<ul style="list-style-type: none"> Maintaining Student Records and Meeting Confidentiality Requirements Under FERPA, HIPPA, IDEA and Section 504 https://doe.sd.gov/oess/documents/sped_ferpa_maintaingreco_rds.pdf Cultural humility: People, Principles, and Practices, https://www.youtube.com/watch?v=SaSHLbS1V4w COPAA “Language Matters,” http://www.copaa.org/page/LanguageMatters
Class Activity/Discussion:	An important part of an advocates’ practice is being able to explain to parents what it is, exactly, that advocates do. Share your “2-minute elevator speech” that would tell a parent what services are offered (Be sure to include that you charge for services).
Class Assignment:	Please prepare an ‘expectations’ document for families of the services you provide (or plan to provide).

Week 19: Anatomy of an IEP

March 22, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

Competently analyze and determine whether the IEP document contains all the required elements and is a) Individualized to the child’s needs, b) Contains specific, measurable, appropriate goals, and c) Services are provided within the least restrictive environment

Understand the Implications of the Endrew F. Decision on creation of IEPs

Materials to Review Before Class:

- IDEA 2004 Model form for IDEA
<http://idea.ed.gov/download/modelform-compendium.pdf>
- View session recording “Anatomy of an IEP”
- (Writing a Measurable IEP)
<http://www.youtube.com/watch?v=6qCLxU2FB3R0&feature=r>

Class Activity/Discussion:

Students will be provided with a model or several model IEPs and be asked to analyze and discuss them. Be prepared to participate.

Week 20: Overview of Special Education Services and Accommodations

March 29, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- ✓ Become aware of the range of supplementary aids and services and accommodations/modifications available to students.
- ✓ Understand the difference between modifications and accommodations
- ✓ Understand IDEA’s full requirement for identifying the supplementary aids and services a child will need.
- ✓ Understand the requirements under the Assistive Technology Act to ensure that people with disabilities have access to assistive technology devices and services.
- ✓ Learn strategies to obtain assistive technology supports and services

Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp.3-161 to 3-163 Complete COPAA Smarter U Self-Study Module - Designated Instructional Services, Accommodations/Modifications • Securing Quality Related Services: Strategies for Effective Advocacy, Presented by: Mark Woodsmall, Esq., COPAA Recorded Webinar
Class Activity/Discussion:	Lecture/scenarios
Class Assignment:	Complete Assignment re: appropriate accommodations and modifications for student.

Week 21: Case Preparation

April 5, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:	<ul style="list-style-type: none"> ✓ Be able to complete an accurate case timeline/history ✓ Identify key players and stakeholders in a case. ✓ Identify the legal issues in the dispute.
Materials to Review Before Class:	SEAT Reader, read pp. 5-197 to 5-218
Class Activity:	Lecture
Class Assignment:	Students will be given materials to prepare a case summary. Assignment (maximum length 3 pages) is due Thursday April 20 at 6pm EST/9pm EST.

Week 22: Legal Research and Writing

April 12, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:	The Special Education Advocate will be able to convey the basic facts and legal issues in a case in a concise professional manner
Materials to Review Before Class:	<ul style="list-style-type: none"> • SEAT Reader, pp. 2-52 to 2-62 • Complete COPAA SmarterU Self-Study Module - Legal Research • COPAA Recorded Webinar - Research without Resources, Utilizing the TA&D Network Presenters: Susan Bruce and Mary Eaddy, COPAA Recorded Webinar
Class Activity/Discussion:	Lecture, Review of the rubric and sample
Class Assignment:	Complete assignment for legal research common to an advocate’s practice.

Week 23: Managing the Conversation

April 19, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- ✓ Learn the strategies of effective communication and advocacy
- ✓ Discuss how to clearly represent a client’s position in a meeting
- ✓ Review (and brainstorm) on strategies of dealing with common roadblocks in IEP meetings

Materials to Review Before Class:

- SEAT Reader, pp. 5-219 to 5-231;
- Preparation and Advocacy Strategies Before the IEP Meeting, Presented by: Mandy Favaloro, Esq., and Carrie Watts, D, COPAA recorded webinar

Class Activity/Discussion:

Brainstorming

Class Assignment:

Post your favorite district lines and your best 'comebacks' (i.e. that’s why they call it an Individual Education Program) on the SEAT group page Forum

Week 24: Negotiation in the IEP

April 26, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern

Learning Objectives:

- ✓ Gain a basic understanding of the factors that impact negotiation
- ✓ Learn strategies that can be used within the IEP process
- ✓ Understand ADR options in the IEP

Materials to Review Before Class:

- SEAT Reader, pp. 5-232-5-247, 6-267 to 6-292, 6-304 to 6-318
- Getting to Yes: Effective Negotiation Strategies, Presented by: Dana Jonson, Esq., COPAA Recorded Webinar
Click here to view
- <http://www.directionservice.org/cadre/pdf/DisputeResolutionProcessComparisonChart.pdf>

Class Activity/Discussion:

Lecture and discussion

Class Assignment:

Review the provided material and prepare a short memo to review with your client on what you plan to try and achieve at the IEP

Week 25: The Business of Advocacy

May 3, 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern Advocates Panel	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Understand the need for a case management system ✓ Learn the parameters of appropriate interaction with attorneys and other professionals ✓ Become familiar with basic components of and options for fee agreements with clients ✓ Understand issues related to earning a living as a Special Education Advocate
Materials to Review Before Class:	Taking Care of Yourself - http://www.fetaweb.com/01/tips.takecare.htm COPAA Resource Library
Class Activity/Discussion:	Share a recommendation tip for practice to the COPAA Group Forum Page
Class Assignment:	Prepare a one-page confidentiality policy and a fee agreement (no amounts included, just the agreement). Upload to COPAA Group Forum Page. Peer-to-peer exchange/reaction.
<i>Week 25: Course Finale and Wrap Up</i>	
May 10 2019 · 9:30 - 11:30 AM Pacific/12:30-2:30 PM Eastern	
Learning Objectives:	<ul style="list-style-type: none"> ✓ Review / Discussion of any loose ends ✓ Review requirements for practicum ✓ Discuss ongoing opportunities within COPAA to share and connect