

ROUGHLY EDITED COPY

AACD

FEBRUARY 11, 2021

ARIZONA CENTER FOR DISABILITY LAW

Captioning Provided By:

Caption Pros

20701 N. Scottsdale Road, Suite 107-245

Scottsdale, Arizona 85255

www.captionpros.net

This text is being provided in a rough draft format. CART captioning, Communication Access Realtime Translation, is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings. It is not to be distributed or used in any way that may violate copyright law.



Everyone is coming in, thank you for your hard work.

Good evening, everyone.

Welcome.

This is a great time to adjust your audio and take about a minute here to settle up and then we'll hand it off and start the session.

Thank you for coming this evening.

>> Hello, everyone.

My name is Nick Blum and I work for the Institute of Human Development at Northern Arizona University.

I'm going to start today by orienting folks a little bit to zoom.

I posted some instructions in the chat, and I'm going to deliver some of those verbally.

Then, afterwards, I'm going to start posting them in the chat again in case anyone late shows up.

The first thing I want to mention is there is captioning available in zoom.

You may have to turn on captioning by going to the live transcript, the cc button at the bottom of your meeting screen.

Note there is a "show subtitles" or "show full transcript" view available.

Captioning is also occurring through an external site which is in the chat, if you prefer to see the captions on an external site.

Next, we have ASL interpreters today.

We will do our best to spotlight them while they are interpreting.

Another way to control the ASL is using your own pin video function.

You will find their names at the top of our list.

Right click and shoot "pin to screen".

If you're having issues with what you're seeing, I recommend you mouse up to the top right hand corner of your screen to the "view" button.

There are all sorts of options.

I recommend the galleries mode or the side by side gallery mode but those are your options to make zoom look how you want.

Lastly, we are streaming on Facebook so people kind of watch.

We use as a bit of an overflow room.

There's captions available on Facebook, too.

You might have to click the gear icon or button to turn on captions.

Our hosts will do the best to monitor the chat for technical questions.

I think that's it.



When I stop talking, I will post more in the chat.

A lot of the things I said will be repeated there.

That's it, we'll pass it over to Natalie Luna Rose from ACDL who will introduce our speaker for tonight's section.

>> Thank you, Nick.

Hi, I'm Natalie Luna Rose, the outreach manager for the Arizona Center for Disability Law.

Good evening and thank you for joining us.

I believe this is our fifth session, and it has been a wonderful conference so far.

I know tonight's session will be just as fulfilling and information that I think will be valuable for all of us who are joining this evening.

Before I jump into introducing our speaker, I'm going to go over a few sponsors.

I would like to thank African-American Center for Disabilities, who are hosting our captioner and CART today, thank you.

And the Statewide Independent Living Council, Diversity Incorporated.

Marks the spot.

Unix, Valley of the Sun United Way.

IHD and, of course, Arizona Center for Disability Law.

I think this evening's session will be very engaging, so if you have any questions, please put them in the chat.

We will be moderating them.

And, if you want to put in the chat, I see from Steve, hi, Steve from North Bend, where you're from, we would love to know.

We've had coast-to-coast and border to board so we like to keep track of where everyone is coming in from this evening in housekeeping, I'm putting in a link for a survey in the chat.

If after, you could fill that out that will help us in telling us what you loved, what you didn't love and who could be improved on for next year.

Without further adieu, I will introduce my colleague, Amanda Glass, a staff door for the Arizona Center for Disability Law.

She is one of our brilliant attorneys and focuses a lot on special education issues, so I'm going to turn it over to Amanda.

>> Great.

Thank you so much, Natalie and thank you to the African-American conference on disabilities, all of the great sponsors that Natalie just went over, I'm excited and honored to be participating in such a ground breaking conference.



I want to give a shout out to Renaldo Fowler, who is my colleague who is working when not planning huge conferences like this one or fighting for the voting rights for Arizonans with disabilities so thank you for all your hard work on this conference.

Like Natalie said, I am an attorney at the Arizona Center for Disability Law and I do primarily work in the area of special education.

And I am going to actually, now that I've said hi to everyone, I'm going to turn my video off so I can share my PowerPoint and you will be able to follow along with the content on those slides.

All righty.

So, this evening, thank you all so much for taking time out of your afternoon and evening to spend with us and I hope that the content of this presentation will be informative and use 68 to you.

I will let you know that the presentation is designed with families and parents in mind, but I'm very aware there may be some teachers, some service providers, administrators or just other members of the public with an interest in this topic.

But just know that it was designed with parents in mind and as a special education attorney, I do primarily represent children and students through their parents, so that is the audience I usually have in mind, as well.

I will try to keep in mind we have a diverse audience from all over the country and perhaps all over the world joining us today.

So we are going to be talking about the impact of covid-19 on the needs of students with disabilities, as well as going over some of the procedural safeguards that exist for families to assert and protect the rights of their children to a free and appropriate education.

We will talk about challenges faced in the pandemic and we will talk about solutions and options for those families.

I do have to start, of course, with a few disclaimers.

So I am from the Arizona Center for Disability Law, which is Arizona's protection and advocacy agency.

There is non-profit law firm like ours in every state and territory in the U.S. and we are charged by the federal government with protecting and advocating for the rights of individuals with disabilities in our state, so we practice in various areas.

We do housing, access to services, access to public accommodations, employment.

But, an area where we do a lot of work is the area of special education, and that has consistently been an area where we have seen a lot of need from the community.

I do also have to say that, you know, as a lawyer, I am here to provide basic information about special education, but it is information in summary form.



I am not providing legal advice, I'm not your lawyer today, and if you are in need of legal advice, I do recommend that you reach out to an attorney.

I will give you the contact information for ACDL at the end of this presentation, but, you know, we don't take every case that comes in our door, although we do provide advice and referrals to everyone who calls us.

But just be aware, the laws can change at any time so before you take action based on what I share with you today, I do recommend you consult with an attorney.

So I'm going to kind of start by going over a timeline of how, this is specific to Arizona but probably reflective of the situation in other states, as well.

How we got to where we are today in terms of education and the pandemic.

So, this is where things began in Arizona.

So in spring of 2020, covid-19 had arrived in the U.S., and around mid March most states governors began declaring states of emergency and shutting down schools.

And March 15 is the day that Governor Ducey and Superintendent Kathy Hoffman announced closures.

There was hope at the time that covid would be another about a week and we could all come back and spring break, which we all know now did not pan out.

On the 27th, when the emergency school closures had officially ended, governor Ducey had signed in law some emergency legislation, which did require schools to offer education opportunities for the statewide closure.

This meant even though it wasn't safe for kids to go back to school in person, schools were provided through this law to provide some educational opportunity, so these sort of where distance learning began.

The law didn't mandate things happened virtually.

Schools were able to provide paper packets but provide some kind of educational opportunity even while the rest of the state was closed.

On March 30, Governor Ducey and Superintendent Hoffman extended it to the end of the 2019 of 2020 school year.

On June 24 of 2020, Governor Ducey issued his first Executive Order for education, he called "Prioritizing Kids and Schools During Covid-19".

The idea here was to allow public schools to offer public education for the 20-21 school year even if the district other charter didn't have an earlier online program.

They didn't have to go through the process to get certificated, all schools were given that option.



Then, on the 29th of June, Governor Ducey gave another executive order, this made all schools delay the start of classes to at least August 17 typically, the start date is determined by each district, but it is pretty early.

Some schools start the last week of July but most start of first or second week of August.

So this executive order actually pushed it back a little bit for some schools.

But, but they could start earlier if they were doing online earlier.

If they wanted to start on the day they previously put on their calendar for the 20-21 school year, they could in an online format and start in-person August 17.

They didn't have to start on the 17th but they couldn't start any earlier, per this order.

July 23 we got another executive order.

This is the one that was the most detailed so it required the Arizona Department of Health services to develop public benchmarks to return to in-person learning.

The idea was we shouldn't just choose a date which kids will be back in school, we should be collecting data and making data-informed decisions about when it is safe, geographically, for a certain school reopen its doors depending on community spread in that area.

So this order required the Department of Health services to create these benchmarks and it encouraged schools to follow the benchmarks and wait until all the benchmarks had been hit before offering in-person learning, but it wasn't a requirement.

At the end of the day, schools still have what we call in Arizona local control, so the governing board of each school district or charter still got to decide when they wanted to reopen for in-person learning, but they were encouraged to take into account these public health benchmarks when making this decision.

The other thing executive order did was have schools start offering on-site learning opportunities.

So there were certain population of students who really couldn't engage in online learning safely, either they didn't have a safe place to be during the day, they didn't have appropriate adult supervision during the day, they didn't have access to the support or the technology they needed to do online learning during the day.

For those populations of students, this executive order requires that all school districts and charters have some on site learning opportunity, which essentially means a place to go that has internet connectivity and adult supervision it can be a computer lab, cafeteria, somewhere the kiddos could go during the day and sit and do their online learning other than their own home it required schools to create policies regarding face masks for staff and students over the age of 5.

All of that was in this July 23 executive order.

On August 17, that was the day all schools were required to start offering school.



Again it could be in-person or distance learning.

It couldn't have been in-person earlier, but it could have been distance learning earlier if schools wanted to go that route.

Throughout the fall 2020 semester, we saw schools do things differently.

Some wanted to start right away on August 17 with in-person learning, and some did.

Others started out online only and some are still online only, they never went back to in-person.

And then some took on sort of a hybrid approach, offering in-person for those families that wanted it and online for those that preferred on-line.

Some would do in-person.

When there would be an outbreak of covid at school, they would have to close down for two weeks and let students come back after.

It is quite a mix.

The fall semester was a lot of different things in different places.

And then, winter break took place, you know, throughout parts of December and into January.

And then many schools actually decided to either take an extended winter break or when they came back for the beginning of the spring semester they didn't offer in-person learning.

Part of that, the thinking was, you know, students have been at home, potentially engaging in family gatherings.

We don't want to have all the kids come back on January 7 or whatever and, you know there to be a mass outbreak where we have to close down again.

So instead of doing that, some schools decided they would just do online for the first couple weeks of January before having kids come back again in person.

So that is a bit of the time line, at least in Arizona, of how things have looked.

Now, of course, there are lots of areas of concern, and I will say the data I have here is stuff that I was able to find through the news.

I'm sure there is more than just these anecdotes that exist but these are the ones that I was aware of.

So tracking some outbreaks, the county itself did not public information outbreaks, or the state didn't, but AZ Central did track outbreaks and school closures that may have resulted.

The first closure was Tucson Unified, that was August 18, the day after the first day of school because two staff tested positive, so they had to close the school site two weeks.

Since August of 2020, there have been covid-19 outbreaks in 218 schools in Maricopa County.

Beyond that, we've seen deaths, multiple Arizona school staff have passed away as a result of covid-19.

One that got a lot of publicity actually happened over the summer.



A teacher in the Hayden Winkelman Unified School District, in Gila County, one of our smaller counties, was teaching online over the summer.

She was wearing PPE and going work in a classroom with no students but was sharing it with two other teachers.

All three contracted the virus and she passed away.

We had an I.T. worker in the Chandler Unified School District got sick.

And a coach in the Tolleson Union High school district, and a special education behavior technician.

Another situation is teacher shortages and teacher strikes.

It is hard to open a school when you don't have teachers willing to come in and teach because of the public health crisis.

So here, against, are just a few examples.

There may be more that I wasn't aware of.

So J.O. Combs Unified School District which is a smarter district, planned to open immediately for classes on August 17 but about a hundred of the district's 600 employees called in sick at what they're calling a sick-out.

Which caused both in person and virtual classes to have to be canceled.

So they weren't able to start in person on the 17th.

And Chandler unified, there was an attempted sick-out I believe in December.

A hundred teachers called in sick, but because Chandler is much larger than J.O. Combs, they were able to continue, classes were able to continue.

They were able to get substitute teachers.

That was a big protest against the district's decision to continue in-person classes in spite of climbing covid numbers.

In Peoria Unified School District, about 30% of staff participated in a sick-out in January, and that forced 13 of the district schools to close for the day.

And, shortages have been rough.

Arizona has had a shortage of teachers for many years but the pandemic has only exacerbated the issue.

So between August and September, just in one month of 2020, 750 Arizona teachers resigned their positions.

As of January 2021, 27% of teacher vacancies remain unfilled.

Another big issue is students not logging in for online learning.

So, last spring, you know, when covid hit, everything was kind of chaotic.

There were many families that did not have access to technology.



They didn't know what they were supposed to do, they weren't getting communications from the school.

They weren't, you know, they didn't have internet access at home or they just weren't sure what was going on.

But, at this point, most schools have made a very concerted effort to hand out devices, if families don't have internet, there have been a lot of promotions through some of the internet providers to provide free or low-cost internet to families with children.

Schools have handed out hot spots.

So there is definitely a big improvement in terms of the technology divide, but there are still some families who struggle with connectivity and troubleshooting around technology and online learning. Each school district was required to submit a distance learning plan to our state Department of Education outlining how they would track attendance, and most of those plans include, you know, tracking when kids log on.

Did they log on?

Did they turn their video on?

Did the teacher see their face that day?

Some are tracking how many hours of work the child puts in or how many hours the child is logged in when they determine attendance.

That causes a big issue.

When students are not able to log in, they're not able to learn.

They may be marked absent.

If they're marked absent too many days in a row, they could be considered truant and could be drops, disenrolled in the district.

And beyond that, teachers don't know if they're okay.

Don't know what is going on with them.

A problem for schools and families.

Another thing, families are leaving the district.

They're deciding it is too much back and forth between online and in-person.

It is too frustrating, it is too much work on the parents.

Kids are checked out.

A lot of families decided they're leaving public school districts and public charter schools in favor of private schools or home schooling or, you know, opting into an online charter, some of which exist. But, in general, numbers have gone down and there are some kids we just don't know if they're involved at all in school at this point.



About 5% of all the students in the state have left the public school system.

Kindergarten, which isn't mandatory in Arizona, but has been utilized quite a bit by Arizona children, enrollment has gone way down there, as well, by 14%.

Families are deciding we will just wait until 1st grade.

We're not going to enroll our kiddo this year in kindergarten.

And that is going to have, I mean, nobody knows for sure the impact that this will have long-term, but we do know scientifically that early intervention is key for kids so waiting that extra year to send that many students to school is bound to have some type of impact long-term on though the individual students and on, you know, the state and the nation and the world as a whole.

So again, like I said, the number of families that told the Department of Education we are home schooling, that's gone up, but it hasn't gone up exactly 5%.

So there are some kids missing.

We're not sure where they are.

They may not be going to school at all right now.

And, you know, another thing to keep in mind for public schools is that when enrollment decreases, funding to those schools decreases because funding goes to public schools based on their enrollment and attendance.

So when kids don't attend, they don't log in.

When kids disenroll and choose to home school, the public school system loses funding.

Another issue that we've seen as on-site support.

So like I said, Governor Ducey issues that executive order over the summer requiring all public schools and charters to deliver an online service for students who need a place to go during the day.

He identified some populations in that order.

Among them were students with disabilities, so I think the others included homeless students, students in foster care, students who are lower income.

So, he tried to identify vulnerable populations.

There was no mandate that they take advantage of the on-site support services but schools were required to make those support services available to those populations of students, should they want to use them.

But, some issues we saw with that were covid out breaks at those sites, so even though it was a smaller group of kids, even though they were expected to implement all of the precautions recommended around covid, there were still out breaks of those sites so sometimes those sites would



have to close down on a temporary basis, and those students wouldn't have a safe place to go during those few weeks of quarantine.

Another issue we saw a lot was the employees who were staffing the sites, they weren't required to be teachers, just adults.

So the adults were there, the idea would be to make sure the kids log on and provide supervision but they were not trained to deal with students with disabilities with students in foster care or who have experienced trauma and are going to have behaviors.

A lot of these staff couldn't cope with the behaviors they saw from students who came for the on-site support and ended up sending them home, calling the families and saying you have to come pick this child up, they're refusing to log in acting out, talking, not wearing their mask, whatever it might be. As a result the students who really needed the in-person support were not getting it, and that's just because teachers were teaching online.

They weren't there on the school site sending the support to those children who needed it.

Another issue that we saw a lot was that each school district was able, school district and charter, was able to decide who they were going to offer on site support services to.

So like I said, the governor identified a few populations in his order, he kind of mentioned students with disabilities, foster youth, homeless students.

Built schools themselves got to decide who they were going to invite to the onsite services and who they were going to deny access to.

So, you know, some districts that I know of said, okay, yes, we're offering this to students with disabilities and only students with disabilities that are typically in a self-contained classroom setting, so they were sort of discriminating between students with disabilities who might have IEPs and 504 plans but weren't considered the highest need.

They were only providing students with higher needs disabilities for access.

When it came to foster youth, schools could say, okay we're offering it to foster youth but if they're reunified with their family, we will no longer offer that service to them.

Which can make things really difficult because part of the reunification process is they have to go to work.

If they have to go to work but their kiddo is not able to go to school that can cause an issue and might cause another disruption and that child to end up back in foster care.

So there were different schools making different decisions about who they would offer that service to.

Another issue, the kids with disability might not be able to engage in online learning very well even if they were provided the on site for from a staff person.



The star person can sit there and help them log on, but at the end of the day, if they can't benefit or engage with someone in an online learning platform that problem is not solved.

We have the term FAPE it stands for free appropriate public education, which we will talk about in a little bit.

There is a difference with on site being offered opposed to in-person learning arm I'm going to get into concerns specific for kiddos can disabilities in this time.

The virtual format, we've heard from a lot of families.

The virtual format my school is providing to my child isn't accessible.

My child is hard of hearing and they're expected to log into zoom and, you know, interact with the teacher who doesn't use ASL or, you know, no captioning is being provided with the videos that get sent out.

It is just not an accessible curriculum that is being provided online.

For some other students who have physical disabilities, you know, there may be an expectation they're typing on a computer or navigating with a mouse and they may not be able to physically do that.

Are they being provided the appropriate accommodations, the appropriate technology, assistive technology to be able to engage and navigate this curriculum?

Another issue is just, are all kids being thrown in the same Google classroom or are students with disabilities who have identified needs getting the modified curriculum they need to be successful?

So these are all issues that students faced.

Schools certainly were aware of these issues and worked really hard in the spring of 2020 and in this past fall to try to address a lot of these issues that, for many families, it continues to be a challenge and a difficulty.

Another issue that kids with disabilities face is the provision of some of the accommodations and the aids and services in their IEPs.

If a kiddo needs somebody to scribe for them because they have muscular dystrophy or some kind of, you go know, physical disability and they can't write, who is going to scribe for them if they're at home.

You know, really the only person to do that would be mom or dad and mom or dad might be working so that becomes difficult.

You can't scribe for somebody through zoom.

Paraprofessional services was a big one, especially for kiddos can developmental disabilities.

If you need a paraprofessional and it is in your IEP it is going to be hard to learn from home without one.



Again, the individuals who ended up filling that role were often mom and dad.

We did get some policy changes from our Arizona Division of Developmental Disabilities to provide in school day hours, which was a big win, but even with that change is difficult for kiddos to manage at home without the paraprofessional service they were used to from their school.

Behavior support is a big one.

That is hard to provide through a video chat.

Much easier to do in person, so a lot of these kiddos struggled without those supports.

The other things they're tonight in get, speech therapy, occupational therapy, nursing.

I know a lot of kiddos have success with speech therapy via zoom, but for some kids, it doesn't work.

That remains the reality.

Occupational therapy, this can work but those are much more hands on type of therapies and difficult to provide virtually.

nursing difficult to provide through a virtual setting.

A lot of our kiddos, with disabilities or not, a lot of our kiddos have struggled with attention and engagement in the online learning setting, and it really has been difficult for them to learn during this time.

And then the general issue of adult supervision, how, especially for younger kids, how are they supposed to learn from home when their parents have to work during the school day.

And even for high school kiddos who are maybe responsibility enough to be at home alone during the school day, without an adult making sure they're actually engaging, might they have a TV on in the background or might they be playing a game rather than engaging in the classroom environment, so it's been tough for kids in general.

So for kids with disabilities again, let's talk about evaluation.

When a kiddo has a disability and they may be entitled to special education, they have to be evaluated by their school to determine whether or not they meet eligibility requirements to receive special education and related services.

So, one of the things that covid impacted were timelines.

So, the IDEA, the Individuals with Disabilities Education Act, days in school days and calendar days. It is kind of random which ones they choose.

For evaluation, from the time a parent requests an evaluation, the school has 15 school days to respond to that request.

From the time the parents consent to evaluation, the school has 60 days to schedule that.

For the 2019-2020 school year, figuring out are we still having school days now during the emergency closure or are these just calendar days so it is typically any day kids are in school.



It excludes weekends, excludes summer and winter break and excludes school holidays and in-service days.

Any days kiddos are in school, that is a day.

The governor had said learning opportunities need to be made available so schools were not sure if school days were happening or if these were just calendar days.

And the Arizona department of education put out guidance saying for the rest of the school year, essentially the rest of the 2019, 2020 school year, school days are over so if a parent was scheduled, the school was not required to respond to that request because there were no school days happening.

Once school days started again in the fall, after 15 days of school, the school had to respond at that point.

Because school days are not happening in the spring, the school could ignore a parent's request in that time.

On the other hand, calendar days were still happening, not stopped.

No suspensions, no exemptions, so if a parent had signed a consent form for an evaluation on March 14 and now it is the 15th and everything is shut down, the school was not able to just put off doing the evaluation.

Schools were required within 60 days to finish evaluating those students and then having an eligibility determination meeting where they decided whether the child was eligible or not for special education.

That was really tricky for families and schools during the spring of 2020.

Now, even though some schools are on line, some are hybrid, some are all in person, at this point, all days when kids are supposed to be learning, whether it is online or in person, those are counting as school days so we are back, for now, on a normal, you know, a school day is a day that's on a school calendar as a school day, so we're back to that for now.

Again, calendar days are 365 days a year so those never stop.

Another issue with evaluations was the reliability of virtual verses in person.

So, you know, if a parent had signed a content form on March 14, 2020, and now they are 60 days and the school has to evaluate but nobody feels safe doing an in-person evaluation because of covid, how are we going to evaluate.

I know the Arizona Department of Ed invited school psychologists to do a professional training.

There are some testing instruments it is not possible to get reliability results if you're not doing it in person.

That was tricky for schools and parents to decide.



Do we want to try to do a new assessment virtually and see if the data is good enough to rely on or wait and push things off.

Answering lot of schools and families decided to push things off until it felt safer.

Now here we are almost a year later, some feel it is still not safe to do an in-person evaluation.

A lot of these kids are stuck with old data at this point and we don't know if they qualify or not or what their needs are because it has been a while since formal assessments have been conducted.

Along those lines, lack of data.

It is not just standardized assessment but informal data.

What have teachers said about your kiddo, what school work have they done what does their homework look like.

If nobody is tracking that, it is hard to know how they're doing.

There is a potential problem, we've heard it in the news and I just said it, this is going to impact all kids, not just kids with disabilities.

A problem from the special ed perspectives is that there is this part of the special Ed law that says kiddos only qualify for special education if they are experiencing an educational deficit because of their disability.

You know is their disability the thing that is having an adverse impact on them educationally, or is it something else.

Is it they have really poor attendance and haven't gone to school consistently in a year?

Is it that they are an English language learner, is that why they're struggling?

Or this big one, educational disadvantage.

Is there something going on educationally other than their disability that is having this adverse impact. So there is a fear, I think, among parent-side attorneys and some families, we will hear from schools, you might think this child should qualify because of their ADHD or autism or what you think is a learning disability, but in fact, the only reason they're struggling because the covid and school closure and we're not going to find an eligible for special education at this time because we can't prove their struggles are due to their disability.

It is more likely their struggles are due to the impact of covid on all kids.

I haven't actually seen this argument too much yet but there is a fear among families there may be more denials of special education eligibility because of an argument like that.

There are other risks.

I talked a lot about problems with online, but what about in person?

There are risks associated with going back to school in person, as well.



Many of our kids with disabilities have co-occurring medical conditions that would mix them more vulnerable to catching covid or more vulnerable to developing very serious symptoms if they did acquire covid.

Going back in person has its own major risks.

Beyond that, students with certain types of disabilities, developmental disabilities, they may struggle with certain risk prevention behaviors.

A big thing we've heard about a lot is masks.

A lot of kids can't deal with the masks.

They have sensory issues, breathing issues.

I think the biggest is sense rest where kids may not be able to wear a mask throughout the school day.

Some have tried to build in breaks, they can take the mask off, but schools are fear.

About the liability of teachers and students getting covid and impact of an outbreak because that results in a closure that impacts everybody.

Some schools are really strict about the masks.

It is a tough line to walk.

Are we denying a reasonable accommodation or are we protecting the other students from a pretty direct threat of, you know, risk to a deadly disease.

That's been hard for families.

Another issue with in-person learning, things are different now.

Kids are not coming back to the same school setting before covid, new rules about hand washing and no hugging your friends are your teachers and schedules are new and new procedures and new staff. So all of that can be super overwhelming.

A lot of our schools have been yo-yoing back and forth between in person, now there is an outbreak, everyone is back online, now back in person.

So all of those big changes and transitions can be tough on some of our students with disabilities.

Some are going to struggle to get a free appropriate public education in a public setting but they're also unable to attend school in person.

How do we help that kiddo?

Do they get to go to school in a bubble?

Do they get one-on-one instruction?

A lot of family asked at the beginning of the pandemic, can't we just get home based instruction?

Can't the teacher come to our home and wear a mask? Schools were reluctant to do that for liability, they didn't want their teachers to get sick.



Didn't want teachers to get families sick.

And it is expensive for schools, they can't send a teacher to each student's house.

Again, it is going to be difficult for schools and families to figure out when I challenges a kiddo is having related to their disability verses ones related to covid.

I also have kind of talked about that quite a bit.

Again, the inconsistent data or non-existent data.

What happens to that data from 2020, how are we going to inform steps for next children when we're missing a lot of data, and standardized testing isn't happening.

Benchmark testing.

There is all kinds of testing on a normal school year.

I'm sure many are attempting to implement it in a virtual environment or the kids they have in person but it is going to be very different than it used to be.

Another issue, I'm going to talk more about compensatory education.

Some of these students with disabilities like the top bull threat really can't get a free and appropriate education and it is not safe for them to be back in person, they may be owed compensatory education which are make-up services for what they missed.

But the hard thing there is you can always tell a family, well, just set home for now, sit tight, you will get compensatory education eventually.

By a lot of kids are progressing now, they need services now.

Knowing that you will get make up services later doesn't help if a kid is in a critical learning stage.

And, beyond that, compensatory education is never a guarantee.

It is always something you will have to ask for as a parent, you will have to negotiate with the school.

Very few schools are handing it outlining candy, so it is still something you're going to have to fight for.

Even that is not a perfect solution.

We are in a really tough time where there are no perfect solutions.

But let's talk about comp Ed.

What is compensatory education and is your child entitled to it?

Children with IEP are entitled to what is called a free appropriate public education.

When a student is getting all the service in their IEP, they are getting a free appropriate public education.

When something like covid-19 hits and they're stuck at home they are engaging in virtual learning or not at all when their speech therapist gets covid and is out for two weeks and schools are struggling to figure out schedules and a kiddo misses a bunch of the services they're supposed to get or they're



getting the services and they're not engaged because they struggle to engage virtually, those are the times that FAPE is potentially not being provided so when a kid is not getting FAPE, they may be entitled to make-up services.

Was it covid-related reasons?

And was it tailored to their goals and needs.

The school may be giving out blanket special ed services, all getting one version of Google classroom and that is probably not really especially designed instruction.

It is sort of boilerplate, you know, standard one size fits all special ed.

It is not really a thing it needs to be tailored to your child's individual needs as laid out in their IEP.

Another one, were the services effective?

Through no fault of their own, schools may have tried every type of combination of virtual, paper packets, coming to the house and dropping off boxes of sensory tools, phone calls, writing letters. Schools have been creative and worked really hard but there are some students for whom none of that is going to work.

It is not the school's fault but it is the reality of the situation we're in.

Kids were not able to learn during that time.

And so, if any of those are true, the child may be entitled to compensatory education.

And compensatory education, really it is a legal remedy when families are unhappy, they don't believe an IEP has been implemented appropriately or they believe IEP itself is inappropriate, they have the title go to the judge and claim their child was denied a free appropriate public education.

Judges have been able to craft creative remedies to address that denial of FAPE.

One of the remedies that the Supreme Court and other courts have routinely found to be appropriate is make-up services.

What the courts do not always agree on is how you calculate those make-up services.

So in some places, and again, as a reminder to our listeners, I'm in Arizona so I'm going to be talking about Arizona law and we are in the 9th Circuit here in Arizona, so when it comes to circuit law, I'm in the 9th Circuit.

Judges will call minute for minute, hour for hour compensatory education.

If your child missed 12 hours during the pandemic, the judge may order 12 hours of make-up service, that's not true in Arizona.

The judges, it is not minute for minute.

It is more subjective.

The judge has to order the amount to make the child whole for what was denied, and it doesn't have to be minute for minute.



Schools always say it is less than minute for minute, they don't need exactly that much.

I like to say it could be less but it could be more.

It could be more than minute for minute to make that child whole.

It is whatever they need to get access to a free appropriate public education now.

The services don't have to be exactly what the kiddo would have gotten in school.

If they were getting group speech therapy twice a week and they missed it during the pandemic, maybe the compensatory Ed is intense one-on-one speech therapy but for a lot less time because it is more intense but presumably more effective.

By it depends on the individual child, if they respond better in that setting.

Comp Ed does not have to be an exact mirror image whatever was denied.

It can be creative.

Who is going to make that decision?

Well, in general, when we're talking about legal action, the judge can make the decision.

If you filed a complaint, went to a hearing, the judge could order it.

But it doesn't have to be that way.

As a lawyer, we always try to settle things informally.

Nobody wants to prepare for and go to a hearing, we want to come to a mutual agreement and resolve things without going to court.

They said, we get it, things have been crazy.

Students have not always gotten FAPE but it is not our fault and it is not the student's fault so we should have a set down with families and talk about it and order a comp Ed now without the need for a complaint or hearing.

Set down at a team, school, parent, talk about what your child missed and we will make an offer of comp Ed and hopefully we can come to an agreement and move forward.

The Arizona Department of Ed says it doesn't have to be an IEP meeting, it can just be an offer to the school from the parent an informal conversation.

I say IEP meetings are probably the best way to have that conversation because there is a lot of protections for families built into the IEP process.

You have your procedural face guards.

Everybody signs in, you will get a document, documenting what happened.

The other benefit, if a parent asked for an IEP meeting in Arizona to talk about compensatory education, the school under Arizona law, specific to our state, the school has to have that meeting within 45 school days.



If the kiddo already has an IEP and the parent has a meeting, you have to have that meeting within 45 days to the parent request.

That way the school can't push off having that conversation.

They have to have it in an amount of time.

The Arizona Department of Education recommended in the first 30 days of the 2020-2021 school year, schools should sit down and make compensatory education with families.

Some schools did that.

Many did not do that and aren't bringing it up.

All right.

The other benefit of having it as an IEP meeting is you will have all the team members there.

It is not just mom and the principal, it is the parent, administrator and a special education teacher and gen-ed teacher, related service provider.

Individuals that may be better equipped and have expertise to speak on what your child has missed, what they need to be made whole.

Those are all the benefits of having that conversation at an IEP meeting.

I think Nick posted a link in the chat box to a template letter we've created that parents can use to ask their child's public school district or public charter to have an IEP meeting to talk about compensatory education.

So you can use that, if it is something that you would like to do with your school.

And, again, a lot of schools are feeling pretty defensive around the idea of comp Ed because it is generally a remedy that a judge ordered when they find school has messed up.

But, we all, like I said, everybody knows it is not the school's fault that a pandemic hit so it is not meant to be punitive, it is just meant to help kids get back to where they need to be.

I encourage parents to approach it that way.

This isn't, we're not trying to punish the school, we're just trying to help this kiddo get what he needs to be made whole for what happened during the pandemic.

So, I also have some tips for parents on how to prepare for a meeting where you're going to talk about compensatory education.

You want to know where your kiddo was before school closed.

To determine what kind and what time of compensatory Ed they need, you can ask the school to provide the quarter 3 progress report.

Most schools issue progress reports on a quarterly basis so quarter 3 would be January through March of 2020 and quarter 4 is the last quarter when covid hit.



If you can get that quarter 3 progress report that should tell you where your kiddo was, if you're looking at record cards, where they were in the gen-ed setting.

If you're looking at the IEP progress report, where were they in progress to their IEP goals at that time and compare it to where they were at the beginning of this past school year or the current school year, where they are today, how much have they regressed from before covid to now.

And then, if you're working with your kiddo at home in online learning, I encourage parents to document what is going on.

Can you take some video or audio recordings of your child to document behaviors they're having or their difficulties engagement.

You to have work samples now of what they're producing now that they're doing online learning. Of course your anecdotal information is super help.

If the school has done some testing since they came back, you can compare that to how they were testing before the pandemic.

You can also calculate what your kiddo missed.

What wasn't provided during quarter 4 and what wasn't provided there school year.

You can count up all the numbers and you can present that to the school, that is one thing they should look at when they make that calculation but it is not a minute for minute standard, at least not in Arizona and in the 9th circuit.

You can research the services.

It doesn't have to be the exact format or service that should be been provided through the IEP.

If your kid was supposed to get x amount of reading comprehension or reading fluency resource minutes and they missed a lot of it, if you do some research and find a really great local tutoring program that offers intensive literacy classes, maybe you could propose that the school pay for x number of sessions of that tutoring program.

Again, it is a discussion and negotiation process, but it doesn't have to be the teacher in the same setting for the same amount of time.

You can be more creative.

I see a couple of questions, is the summer considered compensatory education?

That is a great question.

Our Arizona Department of Ed did a really good job of explaining why they are not the same.

So, if by extended summer learning you mean extended school year, that is defined in the law, IDEA, as something necessary for students with disabilities who regress a lot normally during long breaks.

The school is supposed to determine if they are at risk for regression.



Most, it will take them about two weeks once they get back to school to catch up where they were last year.

Nobody comes back remembering everything they learned the previous year.

Other decides, if they are at risk of a ton of regression, they may be entitled to extended school year.

That is different than compensatory Ed.

Some schools may have offered compensatory ed, but they are two different services.

Comp Ed would be on top of extended school year.

I hope that answers that question.

Another question, I'm a stay at home dad educating my kids.

They do not provide curriculum.

Can they hire people stay at home parents to work with their kids on a temporary basis.

That is a great question.

Amelia did respond saying if your kids have hours through the department of developmental disabilities you can get paid to do it through September, 2021.

Thank you that was helpful.

If your kids are not eligible for DDE, that is not an option, schools, you know, I'm a lawyer so I'm going to say schools could pay you to do that, for sure.

Will they do that, probably not.

Schools don't always hire certificated staff like you don't need a teaching certificate to be a para, and I can always ask.

You could pitch it to them.

I don't know that they will agree to pay you to be the stay at home parent working with your kiddo.

But I agree, you know, as a practice that would be great if we could use some of the stimulus funds that are coming town to our state to pay parents to stay home and support their kids during this tough time that would be great.

But I just, I don't see that happening on a political and practical level, and at least in our state.

But, yes, from a legal perspective, they absolutely can choose to do that.

I just don't know that it would happen.

But, to get back to the first part of your question, you're not familiar with the curriculum being taught and you're expected to act as a para, I would reach out to the school about that.

Listen, I'm trying to support my kids at home but I don't get it.

This is not how I learned to do math or if it is a technical difficulty, they're supposed to be using this online program, I'm having trouble logging in or I'm having trouble helping them navigate it.



I do think, in that case, the school has an obligation to work with you, train you, provide you with technical support and help your kiddos.

If they need your help at home, the school should be supporting you to help them, for sure.

And, added in the chat, as well, if any of your children have an IEP, parent training is a related service that may be an option.

So I'll echo that.

In the IEP itself, we've got special education services that are listed for kiddos and then you have related services.

Related services can be things like speech therapy, OT, but it is also things like parent training and she is correct.

So if you have an IEP meeting, you could say to the school, I would like parent training to be added as a related service on my child's IEP and I would like to be trained in x curriculum for students with dyslexia, whatever it is your child needs help with, you could ask the school to pay for you to go to a training and participate in a webinar or provide with you training so you're able to support your child. It's back and forth, I'm not sure if parents are paid so follow-up with the decision of developmental disabilities or our team separately because I don't know the exact answer to the question right now going back and forth in the chat.

Okay.

Kim put in the chat, parent training is a related service.

We have to find the training.

Yeah, so like I said, parent trending can be a related service.

Again, the whole IEP team has to agree it is necessary for the child to get FAPE.

If you can get everybody to agree and they agree to add it, they can add it and you can add in specifically what it will be.

If you come with an idea what it should be, you don't have to find the training on your own.

The school may be able to recommend an online program you could participate in or they could agree their teacher will meet with you x numbers of times to understand the curriculum and pass that knowledge on to your child.

I'm going to keep going with my slides but please continue to type in the chat because it is helpful to know what people are thinking and what questions the audience has.

All right so another suggestion as you are talking about compensatory Ed with your child's school.

We have another link to share.

I'm back on my Arizona, our Department of Ed has provided schools with a template letter they can use when they are making an offer of comp Ed to families.



So it is definitely something our state Department of Education is encouraging schools to do.

So the link to that letter is in the chat box.

You can see kind of what districts are being encouraged to send to parents.

Schools don't have to use that letter, they can use their own letter but it is separate federal IEP.

It says he gets 30 minutes of speech therapy a week but for comp Ed we're going to up it to 60 minutes for the week for the year.

That's not what comp ed is, it is not changing the IEP, it is above what is currently in the IEP so it is a separate offer.

My recommendation is when you have this meeting and you're figuring out what the comp ed is going to be, get all of it in writing with the school.

Who is going to provide it?

A special education teacher?

A private vendor you've identified?

A paraprofessional?

Is it going to be in a group setting or is it individualized?

When we say they're going to get reading special ed, what does that mean?

Is that reading influence see?

Are they working on the goal in the IEP?

Are they working on a different goal?

Is it using a specific curriculum or a specific type of intervention.

Make it specific.

It is important for kids about to transition, maybe going to middle school at different school site.

How do we make sure they get the comp they owed at a different school?

What about kids graduating or moving out of state.

Get it in writing and it is very detailed so you can make sure it is provided.

My caution at the bottom is delivering these services during regular school day hours.

So the Arizona Department of Ed said that is fine.

Comp ed will be provided in the regular school day.

My take and the takes of many other attorneys across the country, that is not appropriate.

That is not comp ed, that is just part of the regular school day.

Compensatory Ed is above and beyond what a kid shall be getting regularly so it should be more than the school day, eastbound if they're getting it during what would be an elective class period, they're entitled to that elective class period.



For some kids, everybody meet agree it is in everyone's best interest to get the comp ed during the regular school day, they will be exhausted and we don't want to subject them to services on the weekend so we're going to deliver it during the regular school day.

You know, my suggestion is that you think about that.

Is it something that is in the child's best interest or is it just what is most convenient.

And really think about if taking your kiddo away from part of their regular school day is in their best interest.

So, after you have that IEP meeting, you have set up the comp ed plan, everybody knows how much comp ed who is providing it, when it is going to be provided.

Track the provision of it, so don't just assume it is going to happen.

Especially if there is an hour amount.

63 hours.

You should be tracking those hours as they're provided to make sure it doesn't get cut off at 60.

You know there is still three more hours your kiddo is owed.

Subtract that, keep a log of comp ed as it is provided.

What if parents disagree with a decision about comp ed.

You think your kiddo is entitled to more comp ed or you wanted this private provider to do that and the school is only willing to provide it in house.

What options do you have?

You have all the same options to dispute any other IEP team subjects.

All of your procedural safeguards.

You can have a facilitated IEP meeting.

You always have the right to file due process complaint and have a hearing and have a judge decide what your child is observed, so that is always there for you.

Something else to think about, have your child's ongoing needs changed?

We're talking about compensatory Ed, which is again above and beyond they need for a free appropriate public education, it is above and beyond what is in their current IEP.

It is to make up for a past deficit.

But, what if, because of the pandemic, their ongoing needs have changed.

Maybe they are now having behavior issues and they never used to have behavior issues at school.

Kids change, regardless of a pandemic.

That's why we reevaluate every three years.

You can always request a reevaluation, and the school, unless they vehemently disagree your child has changed, you can always ask for that.



And you can request an IEP meeting to discuss any change in services or accommodations that might be needed to meet your child's needs at this point.

The other thing to think about after the meeting, at this point a lot of schools are going back and forth between in-person and online.

How is comp ed going to be provided if your school is not providing in-person services.

The question to ask, if the reason your kiddo needs comp ed is because online learning wasn't working for them, it does not make sense to provide comp ed online.

It is still not going to work for them.

You can put in the agreement it won't start to be provided until in-person is safe for the services to be provided in in-person.

So it doesn't have to start immediately.

You and the school can come up with a mutually-agreeable solution.

And I will also put a plug out there for any Arizona teachers or schools that are on the webinar as well as parents, we got, Arizona got a bunch of funding for comp ed through the Cares Act, the federal stimulus act, and the Arizona Department of Ed, to their credit, anticipated this would be a problem set aside \$5 million for comp Ed specifically and it is setting at the Department of Ed right now.

They've had very few schools apply for that funding because, I don't know why exactly, but schools north offering the comp ed to parents and parents don't know to ask for it.

Don't feel guilty about asking for comp ed.

There is funding that exists.

If your child needs it, there is a fund at the Department of Eds and for administrators and teachers, just be aware that funding is going to be reallocated on September, in September of 2021.

So if the funding hasn't been allocated by that date, they will look to something else.

Don't hesitate about comp ed.

If your child needs it, ask for it and your school should be applying for that funding to provide it as quickly as possible before the fund disappears.

I see something in the chat.

At home learning revealed a lot of areas where IEP t is not being addressed or the student isn't learning anything.

It does not seem to be just because of remote learning.

What's the best way to treats these problems when reevaluation of IEP and IEP meetings are not leading to positive results.

It is a great question.

I've seen that in some of my cases, too.



I will say that you can't know, sometimes when parents are at home and you're watching your kid learn, you realize maybe the teacher isn't as great as you thought or maybe they're saying your kiddo is meeting an IEP goal and in your opinion that goal has certainly not been met because the teacher was holding their hand through the whole proceeding and giving them the answers or whatever.

There's various things you might be noticing when you're in the room and seeing how your child is learning.

That is new because parents might be with them, but parents haven't ability as an equal member of the IEP team to request the ability to go in and observe a child in their classroom and see how teaching is done there, as well.

But, yeah, for sure, the pandemic has revealed some of that stuff I think trying to respectfully bring it to the attention of the IEP team, this is concerning, this is concerning to me, I disagree with x, y, z, you have the right to put all of your perspectives in writing.

If the IEP team disagrees with your perspective, they don't have to implement it in the IEP itself but they do have to document your perspective.

And some IEPs, they will put it in a section of the IEP itself called the parent input section.

If they're not willing to do that, you can put your perspective and writing and ask them to add it to the end of the IEP or put it in your child's special education record and they should do that.

There is a law called FERPA and IDEA it should give you the option to pen your perspective on things. So definitely do that.

At the end of the day, if you're just in disability with the school, you have some options.

You can ask for a facilitated IEP meeting, and we're getting close to time and I don't want to run out of time.

He will hop through the slides because I have slides about dispute resolution so to answer your question, you can engage in dispute resolution and I will go to the slides to tell you what those are because I do want to get to them.

Here we.

Go dispute resolution so here are some options.

You can ask for an independent educational evaluation.

You can go to mediation.

You can potentially file a state complaint.

You can file an Office for Civil Rights or due process complaint.

An independent education evaluation.



The school did an evaluation and you disagree with the results or now they're making decision about the goals and services in the child's IEP and you disagree with those decision and you presume the school is basing those on data so you want a new evaluation.

You want a second opinion.

What you can do is ask the school to pay for a private evaluator of your choosing to conduct a new evaluation.

The way the law is written, school district, whether a parent makes a request for an independent educational evaluation at public expense, they can ask for a hearing before the judge and they have the burden of proof to prove their evaluation was appropriate and there is no reason for an independent evaluation.

Take this with a grain of salt.

Schools are more likely to do the independent evaluation, it is less expensive than hiring a lawyer and going through due process.

More recently I've seen the schools file, and the parent will say I don't want to go to due process, never mind, and they drop the whole thing.

That is sort of reinforcing to schools and is worth filing because the department probably won't move forward.

I don't know, but in any case, parents have the right to ask for it and they can decide.

If the school evaluates and you don't like it, you don't get a third evaluation.

You just get one per school evaluation.

If the school is more than two years old, they're not required to pay for the IEP.

Let's just have us do an evaluation.

And the evaluator you choose has to immediate the same criteria they hold their own evaluators to.

That means licensing it can also mean geography and cost.

Some of those, I wrote on the slide that can be disputed.

Because sometimes schools will have really old criteria and it will say we would pay up to \$500 for a psycho educational evaluation than is no longer reasonable.

At least in Arizona.

If you called around and got three or four quotes they were all \$1,200, closer to \$2,000, you can go back to the school and say I cannot find anyone to do it for that price, I'm disputing that.

Typically, the school will say whatever that's fine, pick somebody and we will pay for it or we will up it to this amount.

He haven't had a school really fight back on that.

Especially if you called around a little bit, you have evidence it is not reasonable.



So they have geographic criteria, they're not going to fly somebody in from London to evaluate your child.

It has to be someone in the school district.

If they agree with you 100% and think the school is doing all these things wrong and they come to the IEP meeting and present, the school has to look at the IEE and take into account and consider it and document it in the IEP, but don't have to agree with it, they don't have to adopt it or follow it at the end of the day, may have done all that work and the school still disagrees with you and the outside evaluator.

But now you have an expert and some expert evidence so if you have to go to mediation or a due process hearing have you somebody that could potential serve as your expert witness.

The next possibility is mediation.

If the school still disagrees with you.

The Department of Ed will hire and train mediators, and if you request it, it is voluntary so you and the school have to agree to it.

If both parties agree, a mediator will hold a mediation.

The mediator is not a judge.

They don't decide who is right or wrong but they sit down with the two sides, they listen to your concerns and what you want and try to facilitate you towards a compromise.

If you reach a compromise, both sides are in agreement this is what is going to happen, it is put in writing and can be enforced in court.

I have the training camp takes you to the Arizona Department of Ed's dispute resolution page where you can request a mediation online.

The state complaint is an option if there is a procedural violation.

If the school messes up something that is black and white, a time line.

If they're supposed to evaluate in 60 days and it is 90 days and it is not done, that is a procedural violation.

If they fail to issue a written notes, that is a procedural violation.

They forgot to invite to you the IEP meeting, that is a procedural violation.

Those are things well suited to a state complaint.

Something like I think my child needs 60 minutes of speech therapy and they're giving 30 minutes, that is a substantive agreement.

That is not something any state Department of Ed will be willing to investigate because they're not judges.

They are only looking to make sure the procedures are being complied with.



They are not going to make a substantive decision about who is right and who is wrong about what a child needs.

Anybody can file a state complaint, it doesn't have to be a parent.

Even a teacher could do it, if they think their school is doing it wrong, although it can't be anonymous so that might put a teacher in a tough position if they filed a state complaint against their school.

It can't be anonymous.

Anyone can file it.

It has to be filed in one year of the violation of IDEA.

If you waited more than a year, you are too late, they won't investigate.

You have to be alleging the facts that happened in the last year.

An Office for Civil Rights complaint is at the federal level so you would be filing with the U.S.

Department of Education of civil rights.

You would be filing with Section 504 and if you feel your child has been discriminated against on the basis of your disability, if you feel you or your child has been retaliated against on the basis for your advocacy of them and special education needs, this is a really good option to file through the U.S.

Department of Ed's office of civil rights.

You have to file in 180 days.

It is a shorter deadline, six months so make sure if it is something you want to do, do it in a timely manner or they won't investigate.

The office for civil rights does over their own version of mediation, which they call facilitated resolution between parties.

If both sides agree, they will send their own mediator out and help the two sides reach a resolution.

The link is there with more information about the OCR complaint process.

The big one, due process complaint.

The hammer in the arsenal.

If all else fails, you tried mediation, you tried the IEE, another good tool is the facilitated IEP.

That's where they send a trained facilitator out to participate in an IEP meeting and they make sure, you know, all the procedures are being followed appropriately, parents and school are being heard, serve acting cordially, nobody is being silenced or inappropriately excluded from the meeting.

That can be a really help.

Tool, as well, if part of the issue is just that nobody listens to you during an IEP meeting.

If you get a facilitator out there, everybody will be on their best behavior and when they see something wrong, they will call it out and make sure it is rectified.

Again, they're not going to act as a judge.



They're not going to say the child needs this many minutes but they will make sure the process is filed appropriately.

So say none of those have worked, you have this fundamental disagreement with the school, you have a right to file a due process complaint, and that's essentially a request to go before a judge and argue that the school is not providing your child with a free appropriate public education.

In Arizona they are held before an administrative law judge.

Some states it's a hearing officer.

Some states have a two-tier system.

We have a one-tier system.

That means but it once.

It is like going to court.

You need to be prepared.

You don't need a lawyer but you will do better if you have a lawyer representing you and your child.

There will be presentation of evidence, there will be witnesses.

At the end of it, you will get a written decision from the judge determining which party was the prevailing party and what remedies are being ordered if any.

You have a two-year statute of limitations.

If you lose, you have the ability to appeal that to state or federal court.

We are actually close to being out of time so I do have more slides on school discipline and those will be passed out with the PowerPoint so I'm going to skip through them began to the final slide and ask if there are any questions anybody has about what we've talked about today.

That is information about the Arizona Center for Disability Law, our phone number, our website and you can, if you feel you need legal representation or support information and refer at, you can give us a call at that number or go to our website and complete an online intake form.

Phones are open.

I apologize I didn't get through all my slides but you will get a copy of the PowerPoint and you can look at them yourselves.

I hope the information today was helpful.

If there are any other questions I'm happy to take them before we close up.

>> All right.

Well, seeing that are no questions, I want to thank everybody for coming this evening.

This was a great presentation from Amanda and we probably could have gone another 30 minutes easily.



And, you may e-mail me for the, I put it in the chat earlier, but you may e-mail me at nlunarose@azdisability.org and I will send a copy of that to you.

Tomorrow we have our mid-month session starting at 10:00 a.m. with Renaldo Fowler and David Kirny, the God fathers of this conference, we are in our 10th anniversary and tomorrow's session should be fun and informative.

You get to know why they started it, what we've seen in the last 10 years and what we hope for the next 10.

If you're not registered, you may do so in the link, and I will throw that link, as well, in the chat.

And if you have any further questions, you may e-mail me, Renaldo, as well.

And again, many thanks to our sponsors this evening and thank you so much, Amanda, for being here, as well.

So any other questions, we will see you all later and have a very good evening.

