# Course Description

Special education law, policy, and regulation are studied as the framework for providing services for all students, with particular consideration of current and predicted trends in law affecting children with disabilities (for both the PK-12 School/School District concentration and the Special Education concentration).

**University Learning Outcomes (ULO)**

For full descriptions of the University Learning Outcomes please refer to the catalog.

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

• **CLO1**: Explain the constitutional provisions, federal and state statutes, federal and state regulations and selected major cases from United States Supreme Court and Third Circuit Court of Appeals that govern: the education and right of access of students with disabilities

• **CLO2**: Assess written protocols with regard to the overarching duties of public educational institutions in all areas of educating children with disabilities

• **CLO3**: Explain the overarching duties of public educational institutions in all areas of accommodating students with disabilities

• **CLO4**: Analyze the rules applicable to supervising public school employees who provide services and specially designed instruction to students with disabilities

• **CLO5**: Evaluate vendor contracts, including private school contracts, formed with public school entities to provide services to public school students with disabilities.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content
* make meaningful and relevant connections and applications to their own learning process
* be productive and contributing members of class discussions
* participate in the production of assigned protocols and administrative regulations

# Required Course Materials

There is no textbook associated with this course. Instead, all information is on-line or embedded within the course.

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 1 | <insert due date> |
| Discussion Question: Right of Access | 2 | <insert due date> |
| Group Assignment: Informative Educational Law for Disabled Students Presentation | 9 | <insert due date> |
| Assignment: Child Find Administrative Regulations and Protocols | 3 | <insert due date> |
| **Week 2** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Discussion Question: Determining Eligibility for Students with Disabilities | 2 | <insert due date> |
|  | Discussion Question: Students Not Eligible for Special Education | 2 | <insert due date> |
|  | Assignment: Sample Evaluation Analysis | 3 | <insert due date> |
| Assignment: IEE Analysis | 3 | <insert due date> |
| **Week 3** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Discussion Question: Evaluating Goals | 2 | <insert due date> |
|  | Assignment: IEP Checklist | 3 | <insert due date> |
| Assignment: Writing IEP Goals | 3 | <insert due date> |
| **Week 4** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Group Assignment: Behavioral Regulations and Protocols | 10 | <insert due date> |
|  | Assignment: Conduct Evaluation Form | 3 | <insert due date> |
|  | Group Assignment: Behavior and Discipline Training Presentation | 10 | <insert due date> |
| **Week 5** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Discussion Question: Meaning of Due Process Complaints | 2 | <insert due date> |
|  | Assignment: Due Process Complaint | 3 | <insert due date> |
|  | Assignment: Answering a Due Process Complaint | 3 | <insert due date> |
| **Week 6** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Discussion Question: Job Protections | 2 | <insert due date> |
|  | Discussion Question: Just Cause | 2 | <insert due date> |
|  | Group Assignment: Employee Suspension Regulations and Protocols | 10 | <insert due date> |
| **Week 7** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Assignment: Therapeutic Support Contract Checklist | 3 | <insert due date> |
|  | Assignment: Services Contract Review | 3 | <insert due date> |
|  | Group Assignment: AEDY Program Placement Requirement Regulations and Protocols | 10 | <insert due date> |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| Week One: Thorough Review of Laws Governing the Education and Participation of Students with Disabilities and Child Find | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the constitutional and legal rules governing the right of access to public education of students with disabilities | | CLO1 | |
| * 1. Explain the obligations that public schools have to find children with disabilities—i.e., “child find” | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** the following federal statutes   * Section 504 of the Rehabilitation Act of 1973 * Title II of the Americans with Disabilities Act; 42 U.S.A. Sections 12101, 12102, 12103, 12131, 12132   **Read** the following sections of the Individuals with Disabilities Education Act (“IDEA”)   * IDEA Section 1400 * IDEA Section 1401 * IDEA Section 1412 * IDEA Section 1413 * IDEA Section 1414 * IDEA Section 1415 * IDEA Section 1416   **Read** the following federal regulations concerning special education:   * 34 CFR, Part 104 (implementing Section 504) * 28 CFR, Part 35 (implementing ADA) * 34 CFR, Parts 300 and 301 (implementing IDEA) | | 1.1, 1.2 |  |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions and the preparation of written “administrative regulations” or protocols is to provide you with ways to synthesize the concepts presented in this course and to prepare documents that will be useful in your career. Each week, you will read the required reading and work in a collaborative manner with other students to prepare high quality documents that can be used in an educational entity to ensure that management and supervision is carried on in accordance with best practices. The required “deliverables” must be posted by 11:59 p.m. EST of the listed due date.  By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback available on Blackboard. | | n/a |  |
| **Examples of Administrative Regulations and Protocols**  In this course, you will be preparing administrative regulations and protocols designed to help you in your future role as a school leader to handle and administrate common situations that schools handle in regards to special education and its requirements.  You will become familiar with the form of these regulations and protocols by studying the following examples and practicing their drafting in each week of the course.  **Read** the follow materials:   * Kansas Special Education Services Process Handbook, available from Kansas State Department of Education, Special Education Services: <http://www.ksde.org/Portals/0/SES/PH/PH-complete.pdf> * Special Education Procedures Manual, available from Clark County School District Student Support Services Division: <http://ccsd.net/employees/resources/pdf/sssd_procedures_manual.pdf> | | 1.1 |  |
| **Groups and Group Assignment Expectations**  Each group will be working on the same assignment independently from the other groups.  Each week, the deliverables will be compared and the best set will be chosen and displayed in an announcement in the following week. | | n/a |  |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| **Supplemental Reading**  **Review** the following examples of special education case law:   * *Mills v. Board of Education of the District of Columbia*, 348 F.Supp. 866, 876 (D.D.C.1972): <http://law.justia.com/cases/federal/district-courts/FSupp/348/866/2010674/> * *Pennsylvania Ass'n for Retarded Children v. Com. of Pa.*, 334 F. Supp. 1257 (E.D. Pa. 1971): <http://law.justia.com/cases/federal/district-courts/FSupp/334/1257/1743299/> * *Hendrick Hudson Central School District v. Rowley*, 458 U.S. 176 (1982): <https://www.law.cornell.edu/supremecourt/text/458/176>   **Review** the following constitutional sources:   * Equal Protection Clause of the 14th Amendment: <http://law.justia.com/constitution/us/007-amendments.html> * Due Process Clause: <http://law.justia.com/constitution/us/007-amendments.html> | | 1.1 |  |
| **Total** |  |  |  |
|  | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question: Right of Access**  **Respond** to the following questions in the DQ: Right of Access discussion forum by Thursday:   * In what ways can an administrator or other school leader help ensure compliance with right of access measures among staff?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Group Assignment: Informative Educational Law for Disabled Students Presentation**  **Create** an 45-60 minutes, 25-35 slide PowerPoint presentation that can be used to teach (i.e., professional development) school district staff the following:   * A general overview of the laws governing the education of disabled students * Individual responsibilities of staff members under the law * Mandatory triggers to action under the law * Ways to minimize and eliminate legal liability for the school and staff * Any additional information all staff (professional and support) need to know   **Include** detailed speakers notes for each slide of the presentation.  **Submit** your presentation materials to your instructor by Sunday. | | 1.1, 1.2 | Collaborative presentation=  **5.5 hours** |
| **Assignment: Child Find Administrative Regulations and Protocols**  **Prepare** administrative regulations or protocols that can be used by a public school entity to ensure the following:   * That child find requirements are fulfilled * That child find requirements are properly documented   **Submit** your regulations and protocols to your instructor by Sunday. | | 1.2 | Paper: one private post = **3.5 hours** |
| **Total** |  |  | **11 hours** |
| **Notes** |  | | |

# Faculty Notes

**Collaborative Work Groups**

* Set up collaborative work groups of 3–4 students. You will see that some group forums already exist. Add or remove forums as needed, depending on your class size.
* Assign students to the group discussion forums.
* Post an announcement identifying the teams by Monday.
* Consider adding a Groups button to the right menu for quick access to the collaboration area. To do so, follow these steps:
  + From the menu on the right, click the **+** symbol.
  + Click **Tool Link** from the drop-down menu that appears.
  + Name the button.
  + In the Type field, click the drop-down menu, and select **Groups**.
  + Check the box next to **Available to Users**.
  + Click **Submit**.

**Textbook Contest**

Based on your discretion, you may make the following offer to your cohort. This is a common custom in many law courses:

“In law school, the student who has the best grade in the class is said to have “booked” the course, meaning they would receive a textbook for their hard work. At the end of this course, I would like to offer a text book to the group which collectively earns the best grade in the course.”

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| Week Two: Evaluation of Students | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate evaluation reports (“ERs”) and reevaluation reports (“RRs”) for any deficiencies in elements, procedures, and processes | | CLO2 | |
| * 1. Classify students based on the results of the evaluation process | | CLO2 | |
| * 1. Evaluate the eligibility of disabled students who are not entitled to special education for accommodation and other services | | CLO2 | |
| * 1. Evaluate the need to grant an independent educational evaluation (IEE) | | CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** applicable IDEA regulations on Evaluations and related procedural requirements:   * 34 CFR 300 (all definitions); * 34 CFR Sections 300.122; 300.173; 300.300; 300.301-311; 300.502; 300.304; 300.305;     **Review** the following documents from the Pennsylvania Training and Technical Assistance Network (PaTTAN) website:   * Annotated Evaluation Report and Reevaluation Form * Permission to Evaluate and Procedural Safeguards Letter   **Review** the Office of Dispute Resolution website: <http://ODR-pa.org>  *Note*. This site and its resources will be used throughout the course.  **Read** 3 Hearing Officer Decisions that relate to evaluations found on ODR’s website: <http://odr-pa.org/due-process/hearing-officer-decisions/>  **Read** *Mary T. v. School District of Phila., 575 F.3d 235 (3rd Cir. 2009)*  **Read** *Independent Educational Evaluations Under IDEA ’97.*  **Read** “Eligibility: Determining Whether a Child is Eligible for Special Education Services,” available from the Learning Disabilities Association of America website: <http://ldaamerica.org/eligibility-determining-whether-a-child-is-eligible-for-special-education-services/> | | 2.1, 2.2, 2.3, 2.4 |  |
| **Total** |  |  |  |
| ***Assignments****: Given sample evaluations, identify the three essential elements of the reports that are missing.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question: Determining Eligibility for Students with Disabilities**    **Identify** the two essential elements of the reports that are missing in the sample evaluations: **Week #2 Assignment #1 Sample Evaluation**  **Respond** to the following questions in the DQ: Determining Eligibility for Students with Disabilities discussion forum by Thursday:   * Who makes the determination about whether or not the student has a disability and what that disability is? * Who makes the determination about whether or not the student is eligible for special education and under what disability category or categories? * As an education leader, how can you encourage and build compliance into your learning environment?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 2.2, 2.3 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Discussion Question: Students Not Eligible for Special Education**  **Respond** to the following questions in the DQ: Students Not Eligible for Special Education discussion forum by Thursday:   * If the student has a disability, but is NOT eligible for special education, what follow up should be done? * How can you work with concerned parents to meet the needs of the student in these circumstances?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 2.3 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Assignment: Sample Evaluation Analysis**  **Read** the **Sample Evaluation**.  *Note*. The conclusion has been purposely left off of this sample evaluation.  **Write** an 350- to 500-word analysis of the sample evaluation that includes the following items and your justification for each of your conclusions:   * Whether or not the student is disabled * The disability category of the student, if necessary * Whether or not the student is eligible for special education   **Submit** your assignment to your instructor via Blackboard. | | 2.1, 2.2 | Analysis: Analysis and posting =  **2 hours** |
| **Assignment: IEE Analysis**  **Read** the IEE Scenario: **Sample IEE Hearing Document**  **Write** a 700- to 850-word paper that analyzes the case, including:   * What conclusions did the hearing officer reach about the IEE? * What are the most relevant facts for the hearing officer’s decision? * What circumstances could have changed the outcome of the case? * Imagine yourself as a school official: could the IEE Hearing have been avoided? Why or why not?   **Submit** your assignment to your instructor via Blackboard. | | 2.4 | Analysis: Analysis and posting =  **1 hours** |
| **Total** |  |  | **5 hours** |
| **Notes** |  | | |

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| Week Three: IEP Creation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the necessary elements of a defensible IEP | | CLO2 | |
| * 1. Explain how to draft measureable goals | | CLO2 | |
| * 1. Explain how to draft appropriate specially designed instructions | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**    **Read** IDEA regulations relevant to IEPs:   * 34 CFR 300.321-325   **Read** the following found on PaTTaN’s website:   * Annotated Invitation to Participate * NOREP * NOREP (Annotated) * IEP form   **Review** information on ODR’s website regarding IEP Facilitation: <http://odr-pa.org/odr-training-videos/>  **Read** IEP Components, available on the National Association of Special Education Teachers website: <https://www.naset.org/3321.0.html>  **Read** 3 Hearing Officer Decisions that relate to the adequacy of IEPs found on ODR’s website: <http://odr-pa.org/due-process/hearing-officer-decisions/>   * IEP Hearing Document 15236-14-15 * IEP Hearing Document 15574-14-15 * IEP Hearing Document 15604-14-15   **Read** *Rjdley School District v. M.R., 680 F.3d 260 (3rd Cir. 2012)*  **Read** *Forest Grove School District v. T.A., 557 U.S. 230 (2009)* | | 3.1, 3.2, 3.3 |  |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Supplemental Reading**  **Review** the following case:   * *D.F. v. Collingswood Borough Bd. Of Educ., 694 F.3d 488 (3rd Cir. 2012):* <https://casetext.com/case/df-v-collingswood-borough-bd-of-educ> | | 3.1 |  |
| **Total** |  |  |  |
| ***Assignment 1:***  *Given 20 sample goals, identify the good goals and the bad goals.* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question: Evaluating Goals**  **Review** the goals listed for the sample IEP: **Week #3 Assignment #1** **Sample IEP Goals**  **Evaluate** the goals in the IEP and answer the following questions:   * Are they written properly and consistent with best practice? Why or why not? * If the goals are deficient in any respect, how could they be improved/re-written?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Assignment: IEP Checklist**  The use of checklists and other supporting documentation can be extremely helpful in ensuring compliance with legal requirements and ensuring the consistency of quality of IEPs.  **Research** the essential elements of a legally defensible IEP.  **Create** a checklist of essential elements of a legally defensible IEP that could be used to evaluate the quality and legal compliance of IEPs.  **Submit** your assignment to your instructor via Blackboard. | | 3.1, 3.2 | Document creation: Research and checklist creation**=**  **30 minutes** |
| **Assignment: Writing IEP Goals**  **Review** the sample IEP for the sample student: **Sample IEP**  **Determine** the proper number of IEP goals for the student based on the Evaluation Report.  **Write** IEP goals for the student based on the Evaluation Report.  **Write** a short 150-word justification for your selection and composition of each IEP goal for the student.  **Submit** your assignment to your instructor via Blackboard. | | 3.1, 3.2 | Analysis: Analysis and posting =  **2 hours** |
| **Total** |  |  | **3.5 hours** |
| **Notes** |  | | |

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| Week Four: Disciplining and Controlling the Behavior of Students with Disabilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate the rules governing the discipline of students and the control of behavior of students with disabilities from the rules governing discipline and control of behavior of students who do not have disabilities. | | CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** the following documents related to the discipline and control of behavior of students with disabilities:   * Chapter 12 of the State Board of Education Regulations, 22 Pa. Code §12.1 et seq. * IDEA Section §1415(k) * 34 CFR §33.530 et seq * U.S. Department of Education: Q and A: Questions and Answers on Discipline Procedures: * Safe Schools Act, Chapter 13-A of the Public School Code, 24 P.S. §13-1301-A et seq: * Safe Schools Regulations, Chapter 10 of the State Board Regulations, 22 Pa. Code §10.1 et seq. | | 4.1 |  |
| **Technology Tutorials: Creating Fillable Forms**  This week, you will be creating a fillable form to measure conduct evaluation using a Word processor of your choice. The purpose of this exercise is to help you develop forms and content you will be able to use in your educational career. Although you may choose not to use fillable fields in your assignment, it is a useful skill. To that end, tutorials for creating fields in Microsoft Word and Google Docs have been included.  *Note*. You do not have to make an actual fillable form in order to do well on the assignment.  **Review** the following tutorials on creating fillable forms in popular Word processing software:   * Microsoft Word: Create a fillable form: <https://support.office.com/en-nz/article/Create-a-fillable-form-39a58412-107e-426b-a10b-ac44937e3a9f> * How to Create a Fillable Form Using Google Forms [9:39]: <https://www.youtube.com/watch?v=gJErB0dKVz8> * Microsoft Word – Create Form (Office 2007/2010/2013) 17:58: <https://www.youtube.com/watch?v=M01PujJqMV8> | | 4.1 | Tutorials=  **30 minutes** |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Supplemental Reading**  **Review** the following readings dealing with discipline:   * Dear Colleague Letter from Office of Civil Rights \*”OCR”) dated October 21, 2014, re bullying students with disabilities: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf> * Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Public Schools, ACLU: <http://www.aclupa.org/files/6914/3144/0044/2-16-2015_FINAL_64204_ACLU_ONLINE.pdf> * *Honig v. Doe,* 484 U.S. 305 (1988): <http://caselaw.findlaw.com/us-supreme-court/484/305.html> | | 4.1 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Group Assignment: Behavioral Regulations and Protocols**  **Prepare** administrative regulations or protocols that can be used by a public school entity to ensure that behavior issues associated with student with disabilities are properly handled by staff, including the following:   * Properly recognizing behavioral problems * Differentiating between behavioral problems that are a manifestation of a student’s disability with other behavioral problems * Properly responding to behavior issues * Staff training requirements and goals   *Note*. Public school entity may include a school district, charter school, Intermediate Unit, or vocational school.  **Write** a 500- to 750-word report detailing the administrative regulations and protocols, broken up into sections based on their focus.  **Submit** your assignment to your instructor by Sunday. | | 4.1 | Group project: Research, compose, and synthesize administrative regulations  **=3 hours** |
| **Assignment: Conduct Evaluation Form**  **Create** a form that can be used to evaluate whether inappropriate conduct that may lead to discipline is a manifestation of the student’s disability.  *Note*. Your form may be in a variety of formats, including checklists, flow charts, question and answer surveys and more.  **Submit** your assignment to your instructor by Sunday. | | 4.1 | Document creation: Research and form creation  **=30 minutes** |
| **Group Assignment: Behavior and Discipline Training Presentation**  **Create** an 45-60 minutes, 25-35 slide PowerPoint presentation that can be used to teach (i.e., professional development) school district staff the following:   * The general rules governing discipline and behavioral management of students with disabilities * Differentiating the application of these discipline rules from the discipline rules for students without disabilities * Differentiating between inappropriate conduct that is a manifestation of the disability and inappropriate conduct that is not a manifestation. * Highlighting the special rules for weapons and drugs, specifically related to special education students * Highlighting the processes for disciplining students with disabilities * The role of the IEP in ensuring proper compliance   **Include** detailed speakers notes for each slide of the presentation.  **Submit** your presentation materials to your instructor by Sunday. | | 4.1 | Collaborative presentation=  **5.5 hours** |
| **Total** |  |  | **9.5 hours** |
| **Notes** |  | | |

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| Week Five: Procedures and Process of Ensuring that Students with Disabilities Receive FAPE; Due Process | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the rules governing due process procedures in special education | | CLO1 | |
| * 1. Differentiate between the case to fight versus the case to settle | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Review** information on ODR’s website regarding Due Process Hearings, including the prehearing videos and the Training videos: <http://odr-pa.org/odr-training-videos/>  **Review** Mock Due Process Hearing video on ODR’s website: <http://odr-pa.org/odr-training-videos/>  **Read** the following:   * IDEA regulations related to Due Process Hearings: 34 CFR 300.506-518 * *Oberti v. Bd. Of Education of Borough of Clementon School District, 995 F.2d 1204 (3rd Cir. 1993)* * *Schaffer v. Weast, 126 S.Ct. 528 (2005)* * *D.K. v. Abington School District, 696 F.3d 233 (3rd Cir. 2012)* | | 5.1, 5.2 |  |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a check-in point for the course and to discuss progress of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  Note:A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question: Meaning of Due Process Complaints**  **Respond** to the following questions in the DQ: Due Process discussion forum by Thursday:   * From the perspective of a school leadership position, is a due process complaint a sign of failure in school leadership or is it inevitable? Justify your response. * What steps can you take as a school leader to reduce the chances of due process complaints being filed?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 5.1 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Assignment: Due Process Complaint**  **Review** the facts in the sample Due Process fact finding.    **Write** a Due Process Complaint based on the facts in the scenario that contains all legally required elements.  **Submit** your assignment to your instructor by Sunday. | | 5.1 | Paper: Analysis and feedback =  **30 minutes** |
| **Assignment: Answering a Due Process Complaint**  **Review** the sample Due Process Complaint: **Due Process Complaint Sample**  **Write** an analysis of the complaint, including the following elements:   * An analysis of the strengths and weaknesses of the case * The ability to prove the defenses available * Determine the information that must be provided to the counsel for the school * A determination about whether this case should be settled or vigorously defended   **Submit** your assignment to your instructor by Sunday. | | 5.1, 5.2 | Paper: Analysis and feedback =  **30 minutes** |
| **Total** |  |  | **2 hour** |
| **Notes** |  | | |

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| Week Six: Supervising Special Education Staff | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine the appropriate application of the labor laws and rules to special education staff performance | | CLO1, CLO4 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** the following sections of the Public School Code dealing with tenure and with removal of officers and employees:   * Sections 1121 through 1133 of the Public School Code, 24 P.S. §§11-1121 through 11-1133: * Section 514 of the Public School Code, 24 P.S. §5-514:   **Read** the following cases dealing with the termination of school employees:   * *McFerren v. Farrell Area School District* * *Laurer v. Millville Area School District*   **Read** the following arbitration decisions dealing with labor law and the termination of school employees:   * Arbitration Decision in Howard v. Avon Grove School District * Arbitration Decision in Mack v. Downingtown Area School District * Arbitration Decision in Kozura v. Mahanoy Area School District * Arbitration Decision in Walker v. Centennial School District * Arbitration Decision in Eggar v. Harrisburg School District | | 6.1 |  |
| **Total** |  |  |  |
| ***Assignment: Students must complete the weekly assignment(s).*** | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question: Job Protections**  **Respond** to the following questions in the DQ: Job Protections discussion forum by Thursday:   * What is the difference in job protections between professional employees and temporary professional employees?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Discussion Question: Just Cause**  **Respond** to the following questions in the DQ: Just Cause discussion forum by Thursday:   * How does “just cause” under a collective bargaining agreement and the causes for dismissal in section 514 and 1122 of the School Code compare?   **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Group Assignment: Employee Suspension Regulations and Protocols**  **Prepare** administrative regulations or protocols that can be used by a public school entity to ensure that the proper steps are followed to suspend an employee without pay pending discharge, including the following:   * Documentation requirements for suspension and dismissal * The administrators that need to be notified and need to participate in the process * The role of legal counsel and when legal counsel should be brought into the process * The limitations on providing information to the school board * Timelines * Dismissal procedures * Preserving evidence   **Submit** your assignment to your instructor by Sunday. | | 6.1 | Group project: Research, compose, and synthesize administrative regulations  **=3 hours** |
| **Total** |  |  | **5 hours** |
| **Notes** |  | | |

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| Week Seven: Contracting with Special Education Providers | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the legal considerations associated with provision of contracted services to students with disabilities. | | CLO1, CLO5 | |
| * 1. Evaluate public school contracts with outside vendors, including therapeutic support providers and private schools. | | CLO5 | |
| * 1. Explain what additional legal requirements exist if a student with disabilities is also deemed to be a “disruptive youth” and placed into alternative education. | | CLO1, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Reading**  **Read** the following information about contracting school support services:   * “A Guide to Contracting Out School Support Services: Good for the School? Good for the Community?”: available from the Great Lakes Center for Education Research & Practice: <http://greatlakescenter.org/docs/Policy_Briefs/Mathis_ContractingOut.pdf>   **Read** the following state statutes concerning school contracting:   * Disruptive Student Programs, 24 P.S. §§ 19-1901-C through 1906-C   + 24 P.S. Section 19-1901 C Definitions   + 24 P.S. Section 19-1902 C Applications   + 24 P.S. Section 19-1903 C Alternative education grants   + 24 P.S. Section 19-1904 C Construction of article   + 24 P.S. Section 19-1905 C Retroactivity   + 24 P.S. Section 19-1906 C Alternative education demonstration grants * Private Alternative Education Institutions for Disruptive Students, 24 P.S. §§ 19-1901-E through 1903-E   + 24 P.S. Section 19-1901 E Definitions   + 24 P.S. Section 19-1902 E Contracts with private alternative education institutions   + 24 P.S. Section 19-1903 E Approval by Department of Education * Criminal History Background Check requirements for employees and contractors:   + 24 P.S. Section 1-111 Criminal history of employees and prospective employees; conviction of certain offenses * Medical Examinations of teachers and other persons, 24 P.S. § 14-1418   + 24 P.S. Section 14-1418 Medical examinations of teachers and other persons   **Read** the following state statutes concerning part-time enrollment of alternative education students:   * 22 Pa. Code § 11.6   **Read** the following state statutes concerning alternative education:   * 2013-15 Alternative Education for Disruptive Youth Program Guidelines   **Review** the following sample policy documents:   * Therapy Services Contract * Policy Manual - Contracted Services Guidelines * Sample Therapeutic Services Contract * Alternative Education for Disruptive Youth | | 7.1, 7.2, 7.3 |  |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  Note:A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Assignment: Therapeutic Support Contract Checklist**  **Research** the necessary provisions to be addressed in a therapeutic support contract with an outside vendor.  **Create** a checklist for necessary provisions to be addressed in a therapeutic support contract with an outside vendor, which meet the requirements of applicable law and protect the public entity’s interests.  **Submit** your assignment to your instructor via Blackboard. | | 7.1, 7.2 | Document creation: Research and checklist creation  **=30 minutes** |
| **Assignment: Services Contract Review**  **Review** the sample services contract: **Sample Therapeutic Services Contract**    **Write** an 500- to 750-word evaluationofthe sample services contract, including the following:   * Identifying the necessary provisions that are present in the contract. * Identifying whether necessary provisions are missing. * Explaining why any missing provisions would be necessary in the contract   **Submit** your assignment to your instructor via Blackboard. | | 7.2 | Paper: Analysis and feedback =  **30 minutes** |
| **Group Assignment: AEDY Program Placement Requirement Regulations and Protocols**  **Prepare** administrative regulations or protocols that can be used by a public school entity to ensure that procedural and substantive contractual requirements are met before and after a student is placed into an AEDY program. including the following:   * Documentation requirements * Due diligence requirements to ensure the vendor is worthy * Mandatory provisions are included in the contract * Role of the attorney, if any   **Submit** your assignment to your instructor by Sunday. | | 7.1, 7.3 | Group project: Research, compose, and synthesize administrative regulations  **=3 hours** |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  | **3 hours** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

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| **Week 1** |  |  |
| Required |  | 10 hours |
| Supplemental |  | 1 hour |
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| **Week 2** |  |  |
| Required |  | 6 hours |
| Supplemental |  |  |
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| **Week 3** |  |  |
| Required |  | 3.5 hours |
| Supplemental |  |  |
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| **Week 4** |  |  |
| Required |  | 8.5 hours |
| Supplemental |  |  |
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| **Week5** |  |  |
| Required |  | 2 hours |
| Supplemental |  | 1 hour |
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| **Week 6** |  |  |
| Required |  | 5 hours |
| Supplemental |  |  |
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| **Week 7** |  |  |
| Required |  | 3 hours |
| Supplemental |  | 1 hour |
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|  |  |  |
| **Total Required Hours** |  | 39 hours |
| **Total Supplemental Hours** |  | 3 hours |
| **Total Hours** |  | 42 hours |