

PRDV 72719
Special Education: Federal and State Laws and Regulations

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Description: Addresses federal and state special education laws and regulations to include the responsibilities of general education and Response to Intervention, Curriculum Accommodation Plans, special education eligibility process, Section 504 eligibility criteria, discipline laws for students with disabilities, parent rights, and roles and responsibilities of general and special educators. Participants will explore special education service models with emphasis on provision of services in the Least Restrictive Environment in accordance with federal mandate. This course helps participants develop strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

QUESTIONS

If you have general questions or need assistance, please post your comments to the Ask Deb discussion board of the course. Most likely, someone in the class has the same question. If the question is specific to your work, please email dmerriam@framingham.edu or phone 508-359-2710. Questions will be answered within 24 to 48 hours.

COMPUTER SKILLS

Participants are expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file, and have basic file management skills. A fairly new computer connected to the internet works best with Blackboard and familiarity with the learning management tool is also advised. Mozilla Firefox is the preferred browser to use with Blackboard.

ACADEMIC HONESTY

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM Student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university [Acceptable Use Policy](#) which also covers academic honesty.

To become more familiar with this policy [click here](#).

TECHNOLOGY RESOURCES

You are encouraged to reference the link to **Atomic Learning** on Blackboard if you have a need to brush up on your technology skills or learn how to use a specific computer application. Atomic Learning self-paced tutorials are free to anyone enrolled in a course at the university. In addition, if you are new to **Blackboard** or online courses, may visit the [FSU Blackboard support site](#) or Blackboard Help [Blackboard Help](#) to view (2-4 minute) show me videos about how to submit an assignment, participate in discussion forums, and much more. **Blackboard support is also available 24-7 by calling 1-866-361-8970.**

BLACKBOARD MOBILE LEARN may be used to read discussion board posts or class material. It does not work as well for participating on the discussion boards or for submitting assignments. Download the app from the Blackboard login page.

ACCOMMODATIONS

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at <https://www.framingham.edu/academics/center-for-academic-success-and-achievement/> or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu.

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The course is 5 units of discussion based on readings, website resources, and additional resources - links provided

Each Unit offers a website exploration and reading/watching a video. A discussion questions are posted in the threaded discussion area. Each participant responds to the question and additionally to two peers.

Grading: 100 points
80pts. Reading, attendance/online participation (see rubric) 5 units
20 pts. Development of a PowerPoint demonstrating understanding of information gained from participation in the class and outside sources

Introductions	Day 1
Participant Introductions	
UNIT 1 Responsibilities of general education and Response to Intervention, and Curriculum Standards	Unit 1
OBJECTIVES: 1. Identify location and access of current state and federal regulation 2. Explain strategies for implementing ethical and legal regulations	
Unit 2 Curriculum Accommodation Plans, provision of services in the Least Restrictive Environment in accordance with federal mandate	Unit 2
OBJECTIVES: 1. Drawing on prior experiences, determine effective accommodations for mandated curriculum 2. Develop understanding of the role of special educators in a multi-tiered instructional system	

Unit 3 Special Education eligibility process, Section 504 eligibility criteria, and FERPA	Unit 3
OBJECTIVES: 1. Develop a working list of community, state, and federal legal and regulatory resources 2. Development of ongoing reflective practice with regard to effective communication with families.	
Unit 4 Discipline laws for students with disabilities, parent rights, and roles and responsibilities of general and special educators	Unit 4
OBJECTIVES: 1. Identifying appropriate resources to support families and students 2. Using information in Individualized Education Programs (IEPs) to plan strategies for providing appropriate services K-16 and beyond.	
Unit 5 Putting It All Together: What Do We Know? What Do We Still Need to Know? PPT Posted in Unit 5 by May 25th	Unit 5
OBJECTIVES: 1. Incorporating appropriate resources in planning 2. Using information from course material and classmates, develop materials to share with colleagues.	

Course Readings/Explorations/Resources/Assignments

IMPORTANT: Work is submitted through the course discussion board

Unit 1

Responsibilities of general education,

Response to Intervention, and Common Core

With regard to the responsibilities of general education teachers:

The following is a very long document for your resources. You do not need to download it. It is here for you if you want to see the source in its entirety. Federal register, Department of Education. It is over 300 pages: [Click here](#)

Regulations: [Development, Review, and Revision](#)

Requirement with respect to regular education teacher. "A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of-- Appropriate positive behavioral interventions and supports and other strategies for the child; and

Supplementary aids and services, program modifications, and support for school personnel consistent with Sec. 300.320(a)(4)."

And with regard to Rtl....

Please review one or more of the following websites:

[RTI Action Network](#)
[National Center on Response to Intervention](#)
[Wright's Law](#)

[Response to Intervention: A Tiered Approach to Instructing All Students](#)

But wait, there's more....Common Core!

[Common Core](#)

<http://www.corestandards.org/>

[standards ELA and Literacy](#)

[standards math](#)

[DESE information on Common Core](#)

Discussion questions:

After accessing the following information, please discuss how you see the role of general education teachers in the formation of IEPs and Rtl plans.

Unit 2

IDEA, Curriculum Accommodation Plans, provision of services in the Least Restrictive Environment in accordance with federal mandate.

To gain an overall understanding of IDEA and IEPs [Click Here](#)

Please review:

[ACCOMMODATIONS MANUAL: HOW TO SELECT, ADMINISTER, AND EVALUATE, USE OF ACCOMMODATIONS FOR INSTRUCTION, AND](#)

[ASSESSMENT OF STUDENTS WITH DISABILITIES](#)

Discussion questions:

How do accommodations work in your school? How are they determined at team meetings? Some would say that accommodations are just part of good teaching and that all students in the classroom benefit from them. What do you think and what have your experiences been with regard to accommodations?

Unit 3

Special Education eligibility process, Section 504 eligibility criteria, and FERPA

Review the following resources (or choices of your own).

[Massachusetts Chapter 71B](#)

[Section 504 and the Americans with Disabilities Act](#)

[Massachusetts regulations
Eligibility Flow Chart](#)

[FERPA](#)

<http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>

Discussion Questions:

How do you feel determination should be (can be) made? What snags have you had and what areas have worked particularly well? How do FERPA regulations impact your work?

Unit 4

Discipline laws for students with disabilities, parent rights,
and roles and responsibilities of general and special educators

Please read [IDEA Discipline Procedures DESE](#)

and [Parent Center Resources](#)

[DESE: Laws as of 7/14](#)

Discussion questions:

In your experience (and your opinion), what are the roles and responsibilities of all the stakeholders? What problems are the most prevalent and are there options to explore?

Unit 5

Putting It All Together

What Do We Know? What Do We Still Need to Know?

You have viewed videos, read articles and DESE forms, explored websites, and pondered the possibilities.
 Pulling together what you brought to the class and whatever you may have added to your toolbox, please respond to the following prompts.

Discussion questions:

What will you take away from this class?

How can you share your information with others?

What do we know? What do we still need to know/explore?

Please attach your PowerPoint to share with the class.

Due Thursday (day before t=last day of final unit)

Discussion Rubric

Students are expected to post a response for each threaded question and respond to at least 2 other students' posts for each unit.

Threaded Discussion activity will be awarded 0-16 points/unit for the following:

Quantity of Postings How many times did you post? Was it the minimum or did you post more often. Did you take over the forum by excessive posting?

Quality of Postings Were the posts relevant to the question and thoughtful or were they simply "Yes, I agree".

Quality of Interactive Discussion and Community Building Did you weave other postings into your own posting?

Understanding of the Reading Did you weave your understanding of the literature into your posting?

	Unsatisfactory 0	Satisfactory 8	Exemplary 16
Quality of Postings	Postings are not relevant to the question posted.	Postings reflect the reading but no information given to source of information.	Postings reflect the readings and information source is cited.
Quantity of Postings	Responds to the question posted and one of the following: Neglects to respond to any student postings or Dominates the thread with	Responds to the question posted and responds to a couple of student postings.	Responds to the question posted and responds to 3 - 4 other students and responds throughout the units (not just at one time during the Unit).

	excessive postings		
Understanding of Readings	Responds to the question posted but does not mention material from the readings.	Responds to the question posted and makes reference to the readings.	Responds to the question posted and makes reference to the readings and provides links to other sources.
Interweaving other postings into discussion	Responds to question posted and to student posting but does not weave information into posting.	Responds to question posted and to student posting and weaves information into own posting.	Responds to question posted and to student posting and weaves information into own posting. Additionally, weaves information in from links to outside sources.

PPT Rubric

5 points	10 points	20 points
Addresses some, but not many areas addressed in class and is not in a format that can be shared with others	Addresses most areas addressed in class and is readily able to be shared with others	Addresses all areas addressed in class and is readily shared with others
Is presented in a somewhat confusing manner	Is presented well and with good clarity and with some graphics	Is presented with exceptional clarity and with appealing graphics
Includes some research based resources, but not in APA format	Includes some research based resources in APA format	Includes several research based resources in APA format