

University of Wisconsin-Eau Claire
Department of Special Education
Eau Claire, WI 54702
Summer 2007

Course: SPED 782 – Special Education Law –
ON LINE – 3 credits

Schedule: Monday-Friday, June 11-July 6

Instructor: Dr. Stephen D. Dempsey

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Online Office Hours: 4:00-5:00 p.m., Monday-Thursday
or by appointment

Prerequisite: Graduate Status and consent of instructor

Required Text: Norlin, J. W., (2006). *From Rowley to Schaffer: 52 court decisions special educators need to know*. Arlington, VA: LRP Publications.

Required Documents: (may be downloaded)

1. **A Guide to Disability Rights Laws** – September 2005 – U.S. Department of Justice (12 pages)
2. **Chapter 115** (Wisconsin) State Superintendent: General Classification and Definitions; Children with Disabilities (pp. 19-33 only)
3. **Sharing Information Across Systems** – August 2004 – Wisconsin DPI (28 pages)
4. **Special Education in Plain Language** – Spring 2007, Third Edition (62 pages)
5. **Student Records and Confidentiality** – August 2006 – Wisconsin DPI (20 pages)

The schedule and the procedures in this course are subject to change in the event of extenuating circumstances.

Course Description:

This course is designed for teachers, administrators, and related personnel who are impacted by special education law on a daily basis. The course provides in-depth research of federal and state special education statutes, regulations, and case law. Additionally, the course will assist professionals in their knowledge base of special education law and therefore assist them in making informed decisions related to special education issues.



Course Objectives:

The course objectives were developed utilizing the Wisconsin Administrator Standards (WAS) and the Wisconsin Content Guidelines (CG) for Director of Special Education and Pupil Services.

Course Objective	WAS	CG	Artifacts	Criteria
1. Historical and evolving special education laws, regulations, and policies and procedures that effect the lives of children with disabilities and their families.	7	1.1	<ul style="list-style-type: none"> · Reflection · Written Response · Discussion · Research · Analysis · Comprehensive Examination 	1= Unacceptable (Basic) 2= Acceptable (Solid) 3= Target (Mastery) N= Not Observed
2. Organizational and systems theory including political and economic issues that effect policy development within state and local education agencies and across other service systems.	4	1.3		
3. Legal responsibility with regard to school-based counseling, psychological, social work, and nursing services including the children's code under Wis. Stats., Chapter 48.	7	1.5		
4. Current legal and policy issues surrounding assessment and accountability related to children at risk and children with disabilities.	7	3.1		
5. Federal, state and local policies and procedures governing the discipline of all students and the implications for children at risk and children with disabilities.	7	6.1		
6. Knowledge of legal and ethical issues surrounding use of various forms of behavior and social skills management procedures for children at risk and children with disabilities.	6	6.2		

Benchmarks**Performance Indicators****1=Unacceptable**

- Candidate has demonstrated *basic* knowledge, understanding and experience
- Candidate does not infuse, utilize or demonstrate WTS

2=Acceptable

- Candidate has demonstrated *solid* knowledge, understanding and experience
- Candidate infuses, utilizes, and demonstrates WTS

- 3=Target**
- Candidate has demonstrated *mastery* in knowledge, understanding and experience
 - Candidate consistently infuses, utilizes and demonstrates WTS

N=Not Observed

Instructional Methods:

This course will utilize Desire2Learn (D2L).

This is an online 700-level course with rigor, daily assignments and scheduled due dates and times. As such, SPED 782 is not a “correspondence course” or “independent study,” which typically have vague deadlines and in some cases very little rigor.

The Wisconsin Administrator Standards (WAS) PI 34.03:

Wisconsin Administrator Standard 1 – The administrator has an understanding of and demonstrates competence in the Wisconsin teacher standards.

Wisconsin Administrator Standard 2 – The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.

Wisconsin Administrator Standard 3 – The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Wisconsin Administrator Standard 4 – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Wisconsin Administrator Standard 5 – The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Wisconsin Administrator Standard 6 – The administrator acts with integrity, fairness, and in an ethical manner.

Wisconsin Administrator Standard 7 – The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Content Guidelines for Director of Special Education and Pupil Services:

1. Historical, theoretical and legal foundations of special education and pupil services including:

- 1.1 Historical and evolving special education laws, regulations, and policies and procedures that effect the lives of children with disabilities and their families.
- 1.2 Models, theories and philosophies that provide the basis for general and special educational systems.

- 1.3 Organizational and systems theory including political and economic issues that effect policy development within state and local education agencies and across other service systems.
- 1.4 Federal, state, and local education reform initiatives and their requirements for both general and special education.
- 1.5 Legal responsibility with regard to school-based counseling, psychological, social work, and nursing services including the children's code under Wis. Stats., Chapter 48.
- 2. The characteristics of learners including:**
 - 2.1 Theories of child and adolescent development and principles of learning and how they relate to children at risk and children with disabilities.
 - 2.2 Differential learning characteristics of students with and without disabilities and the implications for development of programs and services.
- 3. Assessment and diagnosis practices including:**
 - 3.1 Current legal and policy issues surrounding assessment and accountability related to children at risk and children with disabilities.
 - 3.2 Characteristics, appropriate use, and interpretation of various types of education-related assessments, including but not limited to norm-referenced, informal, and performance-based portfolio.
- 4. Instructional content and practice including:**
 - 4.1 General education curriculum theory, models, and implications for children at risk and children with disabilities.
 - 4.2 General education curriculum theory, instruction, and how special education and related services support student access to the general education curriculum.
- 5. Planning and managing the educator and learning environment including:**
 - 5.1 Research methods and knowledge about issues and trends to improve practice in schools and classrooms.
 - 5.2 Coordination of curriculum and instructional programs and practice strategies that facilitate the seamless movement of students from early childhood into K-12 environments and from school to post-secondary settings.
 - 5.3 Organization, development and management of collaborative and mutually supportive pupil services and special education programs within educational settings.
 - 5.4 Program evaluation models, processes and accountability systems.
 - 5.5 Leadership and human resources management including recruitment, personnel assistance and development, on-going supervision and evaluation of personnel, sites and district services related to learning outcomes for all students.
 - 5.6 Federal, state and local fiscal and taxation policies related to education and other social and health agencies.
 - 5.7 The educator standards under s. PI 34.02.
 - 5.8 Minority group relations under s. PI 34.15(4)(c).
- 6. Managing student behavior and social skills/interactions including:**
 - 6.1 Federal, state and local policies and procedures governing the discipline of all students and the implications for children at risk and children with disabilities.
 - 6.2 Knowledge of legal and ethical issues surrounding use of various forms of behavior and social skills management procedures for children at risk and children with disabilities.
- 7. Communication and collaboration partnerships including:**
 - 7.1 Interacting successfully with students, parents, educators, employers, and community support systems such as juvenile justice, public health, vocational rehabilitation, human services, and early childhood and adult education.

- 7.2 Approaches for involving parents, family, and community members in educational planning, implementation, and evaluation.
- 7.3 The roles of parents and various advocacy organizations as they support children at risk and children with disabilities and their families.

8. Professional and ethical practices including:

- 8.1 The professional ethics and social behaviors appropriate for school and community.
- 8.2 Interpersonal communication, intergroup communication, and public communication both oral and written.

Wisconsin Teaching Standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Course Information:

1. **Court Case/Due Process Review (10 points each)**
 - Complete a Court Case/Due Process Review Form for **each** assigned court case/due process decision.
 - The Court Case/Due Process Review Form on page 8 is the basis for **IN DEPTH** discussion and analysis.
 - **All court case/due process forms are due no later than 5:00 PM CDT on the day after the assignment appears in the syllabus.**

- For example: Assignments listed on the syllabus for June 14th are due on the 15th no later than 5:00 pm. CDT.

2. Discussion/Participation

As a 700-level graduate course, **it is expected that students at this level actively, professionally, and consistently participate in discussions on a daily basis.**

- **Discussions are ongoing through the duration of the course. However, participation is expected by 5:00 the day after the assignment appears in the syllabus.**
- The Daily Discussion Grading Rubric on page 10 will be used as the criteria for daily grades.
- Daily discussion questions will include but not be limited to the following examples:
 1. What are the similarities/differences identified between the court cases and due process decisions?
 2. Are there any “precedence,” “standard” or “significance” set by any of the court cases or due process decisions? If so what are they?
 3. What are the legal implications for you and your district based on the court cases or due process decisions?
 4. Based on the court cases and/or due process discussions, what policies and procedures would you recommend to be changed or developed in your school district? Why?
 5. Do you agree or disagree with the findings of the case? Why or why not?
 6. What did I learn from the court cases and due process decisions?
 7. Other comments.

3. Comprehensive Examination (100 total points)

The requirement for the final exam is to develop a **one hour original PowerPoint in-service presentation**. The “projected audience” for your presentation are people who do not understand the implications of special education law such as regular education teachers, administrators and school board members.

To complete this task you must utilize legislation, court cases, due process decisions and resources obtained from or directly related to this class, to justify the issue you select.

The “specific focus” of your presentation is your choice; however, please notify Dr. Dempsey of your topic as soon as possible. You may wish to address an issue(s) that exist within your district.

Send the presentation electronically to Dr. Dempsey as an attachment no later than 12:00 pm CDT July 9, 2007

4. Course Assignment Information

- All assignments and documents will be submitted electronically unless otherwise specified.
- Students are expected to be current on assigned reading.
- Assignments not fulfilling stated requirements will not be accepted.
- All assignments must be proofread prior to being submitted.
- Late assignments will be lowered by one letter grade for each day they are late.
- Keep a copy of all assignments.

5. Academic Misconduct Policy

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

UWS 14.03 Academic Misconduct Subject to Disciplinary Action

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized material or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student’s academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWS 14.04 Disciplinary Sanctions

- (1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:
 - (a) An oral reprimand;
 - (b) A written reprimand presented only to the student
 - (c) An assignment to repeat the work, to be graded on its merits;
 - (d) A lower or failing grade on the particular assignment or test;
 - (e) A lower grade in the course;
 - (f) A failing grade in the course;
 - (g) Removal of the student from the course in progress;
 - (h) A written reprimand to be included in the student’s disciplinary file;
 - (i) Disciplinary probation; or
 - (j) Suspension or expulsion from the university.
 - (2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.
6. There is no “extra credit” accepted in this course.
 7. If you are having difficulty with aspects of the course, do not wait until the end of the term. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.
 8. *Any student who has a disability and is in need of accommodations should contact the instructor and the Services for Students with Disabilities Office (715-836-4542).*

9. **Course Grading** – 980 total points (estimated)

Grades will be determined by total points on the following percent scale based on 980 total points.

A = 94% = 921 points

B = 87% = 853 points

C = 76% = 745 points

D = 67% = 657 points

F = 66% and below = 647 points

SPED 782
Court Case/Due Process Review Form

Name: _____

Date: _____

1. Case Name: (Plaintiff) _____ v. (Defendant) _____
2. Major Issue(s):
 -
 -
3. Significant Testimony:
 -
 -
4. Decision/Finding:
 -
 -
5. How does/may the decision in this case/due process decision impact you in your current/future job?
 -
 -
6. Overall significance of the court case/due process decision?
 -
 -
7. Has your district or are you aware of a district which has experienced a similar occurrence? If so, please explain.
 -
 -
8. What impact, if any, may the changes in IDEA 2004 and/or Chapter 115 have the future related to similar cases?
 -
 -
9. Additional comments/observations: Respond if you would like to expand your discussion or make additional comments.
 -
 -

Daily Discussion Questions Court Cases/Due Process Hearings

Daily discussion questions will include, but not be limited to the following:

1. What are the similarities/differences identified between the court cases and due process decisions?
2. Are there any “precedence,” “standards” or “significance” set by any of the court cases or due process decisions? If so what are they?
3. What are the legal implications for you and your district based on the court cases or due process decisions?
4. Based on the court cases and/or due process discussions, what policies and procedures would you recommend to be changed or developed in your school district? Why?
5. Do you agree or disagree with the findings of the case? Why or why not?
6. What did I learn from the court cases and due process decisions? How will it impact future decisions/practice?
7. Other comments.

Expectations for Contributing to an Online Discussion

- Post your information on a daily basis.
- Post your discussion in one to two short paragraphs.
- Utilize proper grammar and sentence structure.
- Specifically address the assigned topic.
- Utilize quotes and legal terms to support your statements.
- Utilize abbreviated document title, numerical legal reference cites and/or page numbers when possible.
- Utilize prior experiences or knowledge as part of your discussion and build on other’s discussion statements.
- In your posts avoid terms such as “good idea” or “I agree.” When using such statements substantiate your “comments.”

Daily Discussion Grading Rubric
20 total points per day possible

Category	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions

Keep a record of your total points so you know your current grade.

SPED 782

			<u>TOTAL POINTS</u>	<u>MY POINTS</u>	<u>GRADE</u>
1. COURT CASE/DUE PROCESS REVIEW					
	<u>Date</u>	<u>Class #</u>			
Week 1	June 14	4.	60	_____	_____
Week 2	June 18	6.	60	_____	_____
	June 19	7.	60	_____	_____
	June 20	8.	60	_____	_____
	June 21	9.	60	_____	_____
Week 3	June 25	11.	60	_____	_____
	June 26	12.	60	_____	_____
	June 27	13.	60	_____	_____
	June 28	14.	60	_____	_____
Week 4	July 3	16.	60	_____	_____
2. DAILY ONLINE DISCUSSION/PARTICIPATION					
	<u>Date</u>	<u>Class #</u>			
Week 1	June 11	1.	20	_____	_____
	June 12	2.	20	_____	_____
	June 13	3.	20	_____	_____
	June 14	4.	20	_____	_____
Week 2	June 18	6.	20	_____	_____
	June 19	7.	20	_____	_____
	June 20	8.	20	_____	_____
	June 21	9.	20	_____	_____
Week 3	June 25	11.	20	_____	_____
	June 26	12.	20	_____	_____
	June 27	13.	20	_____	_____
	June 28	14.	20	_____	_____
Week 4	July 2	16.	20	_____	_____
	July 3	17.	20	_____	_____
3. EXAMINATION					
Comprehensive Final (Due July 9, 2007)			100	_____	_____
TOTAL (estimated)			980	_____	_____

**Special Education Law – SPED 782
Course Outline**

Subject to change in the event of extenuating circumstances.

Date	Topic	Assignment
June 11 Class #1	<ol style="list-style-type: none"> 1. Syllabus 2. Course Text 3. <u>Review</u>-Building the Legacy: IDEA 2004-U.S. Department of Education website 4. <u>Review</u>-IDEA Partnership website 5. <u>Review</u>-Special Education - · IDEA 2004 Information · Laws/Procedures/Bulletins- Wisconsin DPI website 6. <u>Review</u>-Wrights Law website 7. <u>Review</u>-PACER website 8. A Guide to Disability Rights Laws 9. Section 504 of the Rehabilitation Act of 1973 10. Special Education in Plain Language 	<ul style="list-style-type: none"> • Read for understanding • Read <ul style="list-style-type: none"> · pp. xi-xii, Appendix B-1 <u>Review</u> website http://idea.ed.gov/ <u>Review</u> webpage http://www.ideapartnership.org <u>Review</u> website http://dpi.state.wi.us/sped/index.html <u>Review</u> website http://www.wrightslaw.com <u>Review</u> website http://www.pacer.org • Read and Discuss <ul style="list-style-type: none"> · Frequently Asked Questions About Section 504 and the Education of Children with Disabilities pp. 1-12 · pp. 1-12 · pp. 5-9 and 60-62
June 12 Class #2	<ol style="list-style-type: none"> 1. IDEA 2004: Significant Changes in Special Education Law Effective July 1, 2005- Interim Guidance (May 2005- Revised July 2006, Wisconsin DPI) 	<ul style="list-style-type: none"> • Read and Discuss <ul style="list-style-type: none"> · Subchapter V-Children with Disabilities pp. 1-12

Date	Topic	Assignment
	<p>2. Bulletin No. 06.01-Chapter 115, Wisconsin Statutes: Significant Changes in State Special Education Law Effective July 2006 (May 2005-Modified December 2006)</p> <p>3. Chapter 115-(Wisconsin) State Superintendent: General Classification and Definitions; Children with Disabilities)</p> <p>4. IDEA Complaint Procedures (Wisconsin DPI)</p> <p>5. Bulletin No. 98.07-Change in Special Education Mediation Operating Procedures (Wisconsin DPI)</p> <p>6. Seven Steps to Effective Mediation (Wrights Law)</p> <p>7. IDEA 2004-Significant Changes in Due Process Effective July 1, 2005-Interim Guidelines (Wisconsin DPI)</p> <p>8. How to Prepare for a Due Process Hearing (Wrights Law)</p> <p>9. How to Put on a Special Education Case (Wrights Law)</p>	<p>· pp. 1-12</p> <p>· p. 19 (115.758) to p. 33 (115.90)</p> <p>· pp. 1-4</p> <p>· pp. 1-3</p> <p>· pp. 1-6</p> <p>· pp. 1-3</p> <p>· pp. 1-3</p> <p>· pp. 1-5</p>
June 13 Class #3	<p>1. Special Education in Plain Language</p> <p>2. Sharing Information Across Systems-Wisconsin DPI (August 2004)</p> <p>3. Student Records and Confidentiality-Wisconsin DPI (August 2006)</p>	<p>• Read and Discuss</p> <p>· pp. 42-49</p> <p>· pp. 1-28</p> <p>· pp. 1-20</p>

Date	Topic	Assignment
June 14 Class #4	<p>1. Individualized Education Program (IEP)</p> <p>2. Court Cases</p> <p><i>1. Houston Independent School District v. Bobby R.</i></p> <p><i>2. N.L. by Ms. C v. Knox County Schools</i></p> <p><i>3. Knable by Knable v. Bexley City School District</i></p> <p><i>4. Shapiro by Shapiro v. Paradise Valley Unified School District</i></p> <p><i>5. Doe v. Withers</i></p> <p>Wisconsin Due Process Decision</p> <p>6. In the Matter of [Student] v. Gilmanon School District Case No: -06-013</p>	<ul style="list-style-type: none"> • Read • Special Education in Plain Language pp. 10-17, 22-29, and 30-33 • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text pp. 30-31 • Text pp. 32-33 • Text pp. 33-34 • Text pp. 35-36 • Online – Wrights Law • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-9
June 15 Class #5	<ul style="list-style-type: none"> • Weekly review/Catch up • End of Week #1 	<ul style="list-style-type: none"> • Discussion
June 18 Class #6	<ul style="list-style-type: none"> • Begin Week #2 1. Evaluations 2. Court Cases <i>1. T.S. ex rel S.S. v. Board of Education of the Town of Ridgefield</i> <i>2. Andress v. Cleveland Independent School District</i> <i>3. Ford by Ford v. Long Beach Unified School District</i> 	<ul style="list-style-type: none"> • Read • Special Education in Plain Language- Reevaluation pp. 18-22 and 38-39 • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text p. 13 • Text pp. 13-14 • Text pp. 14-15

Date	Topic	Assignment
	<p>Wisconsin Due Process Decisions</p> <p>4. In the Matter of [Student] v. Sheboygan Area School District Case No: LEA-01-045</p> <p>5. In the Matter of [Student] v. Montello School District Case No: LEA-04-013</p> <p>6. In the Matter of [Student] v. Necedah School District Case No: LEA-01-013</p>	<ul style="list-style-type: none"> • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-8 • pp. 1-7 • pp. 1-5
<p>June 19 Class #7</p>	<p>1. Parents Rights (Procedural Safeguards)</p> <p>2. Court Cases</p> <p>1. <i>Navin v. Park Ridge School District</i></p> <p>2. <i>Schaffer v. Weast</i></p> <p>3. <i>Amanda J. v. Clark County School District</i></p> <p>Wisconsin Due Process Decisions</p> <p>4. In the Matter of [Student] v. Janesville School District Case No: LEA-01-006</p> <p>5. In the Matter of [Student] v. Cumberland School District Case No: LEA-01-006</p> <p>6. In the Matter of [Student] v. Milwaukee Public Schools Case No: LEA-00-015</p>	<ul style="list-style-type: none"> • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text p. 47 • Text pp. 55-56 • Text p. 57 • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-4 • pp. 1-5 • pp. 1-5
<p>June 20 Class #8</p>	<p>1. Eligibility and Child Find</p> <p>2. Court Cases</p>	<ul style="list-style-type: none"> • Read • Read and complete a Court Case/Due Process Review Form for each of the following

Date	Topic	Assignment
	<p>1. <i>Timothy W. v. Rochester New Hampshire School District</i></p> <p>2. <i>Doe by Doe v. Metropolitan Nashville Public Schools</i></p> <p>3. <i>Kelby v. Morgan Hill Unified School District</i></p> <p>Wisconsin Due Process Decisions</p> <p>4. In the Matter of [Student] v. Milwaukee Public Schools Case No: LEA-04-005</p> <p>5. In the Matter of [Student] v. Milwaukee Public Schools Case No: LEA-02-200</p> <p>6. In the Matter of [Student] v. Wisconsin Dells School District Case No: LEA-00-020</p>	<p>cases/decisions.</p> <ul style="list-style-type: none"> • Online • Text pp. 9-10 • Text pp. 11-12 • Online – Wisconsin DPI Website – About Due Process Hearings- webpage • pp. 1-6 • pp. 1-11 • pp. 1-8
June 21 Class #9	<p>1. Placement</p> <p>2. Court Cases</p> <p>1. <i>Spielberg v. Henrico County Public Schools</i></p> <p>2. <i>Thomas v. Cincinnati Board of Education</i></p> <p>3. <i>Board of Education of Community Consolidated School District No. 21, Cook County v. Illinois State Board of Education</i></p> <p>4. <i>D.B. v. Ocean Township Board of Education</i></p>	<ul style="list-style-type: none"> • Read • Special Education in Plain Language- Placement-pp. 34-38 • Text p. 49 • Text pp. 49-50 • Text pp. 50-51 • Text pp. 51-53

Date	Topic	Assignment
	<p>Wisconsin Due Process Decisions</p> <p>5. In the Matter of [Student] v. Milton School District Case No: LEA-01-024</p> <p>6. In the Matter of [Student] v. Fond du Lac School District Case No: LEA-01-039</p>	<ul style="list-style-type: none"> • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-3 • pp. 1-5
June 22 Class #10	<ul style="list-style-type: none"> • Weekly review/catch up • End of Week #2 	<ul style="list-style-type: none"> • Discussion
June 25 Class #11	<ul style="list-style-type: none"> • Begin Week #3 <p>1. Free Appropriate Public Education (FAPE)</p> <p>2. Court Cases</p> <p>1. <i>Board of Education of Hendrick Hudson Central School District v. Rowley</i></p> <p>2. <i>Polk v. Central Susquehanna Intermediate Unit 16</i></p> <p>3. <i>Cypress-Fairbanks Independent School District v. Michael F.</i></p> <p>4. <i>Doe v. Board of Education of Tullahoma City Schools</i></p> <p>Wisconsin Due Process Decisions</p> <p>5. In the Matter of [Student] v. Racine Unified School District Case No: LEA-00-031</p> <p>6. In the Matter of [Student] v. Lodi School District Case No: LEA-05-022</p>	<ul style="list-style-type: none"> • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text pp. 19-20 • Text pp. 20-22 • Text pp. 22-23 • Text pp. 23-24 • Online – Wisconsin DPI Website – About Due Process Hearings- webpage • pp. 1-10 • pp. 1-11
June 26 Class #12	<p>1. Least Restrictive Environment (LRE)</p>	

Date	Topic	Assignment
	<p>2. Court Cases</p> <p><i>1. Oberti v. Board of Education of Borough of Clementon School District</i></p> <p><i>2. Daniel R.R. v. State Board of Education</i></p> <p><i>3. Sacramento City Unified School District Board of Education v. Rachel H. by Holland</i></p> <p><i>4. Murray v. Montrose County School District</i></p> <p>Wisconsin Due Process Decisions</p> <p><i>5. In the Matter of [Student] v. Rice Lake School District Case No: LEA-03-023</i></p> <p><i>6. In the Matter of [Student] v. Reedsburg School District Case No: LEA-02-051</i></p>	<ul style="list-style-type: none"> • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text pp. 37-38 • Text pp. 38-40 • Text pp. 41-42 • Text pp. 42-43 • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-9 • pp.1-10
June 27 Class #13	1. Discipline Students with Disabilities	<ul style="list-style-type: none"> • Read • Special Education in Plain Language Part 4: Special Education, Behavior and Discipline pp. 50-59
	<p>2. Court Cases</p> <p><i>1. Honig v. Doe</i></p> <p><i>2. S-1 v. Turlington</i></p> <p><i>3. J.S.K. v. Hendry County School Board</i></p>	<ul style="list-style-type: none"> • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text pp. 5-6 • Text p. 6 • Text p. 7
	<p>Wisconsin Due Process Decisions</p> <p><i>4. In the Matter of [Student] v. Glendale-River Hills School</i></p>	<ul style="list-style-type: none"> • Online – Wisconsin DPI Website – About Due Process Hearings-website

Date	Topic	Assignment
	District Case No: LEA-03-031 5. In the Matter of [Student] v. Medford Area School District Case No: LEA-06-004 6. In the Matter of [Student] v. Elmwood School District Case No: LEA-05-015	<ul style="list-style-type: none"> • pp.1-12 • pp. 1-6 • pp. 1-5
June 28 Class #14	<p>1. Placement and Services in Private Schools</p> <p>2. Court Cases</p> <p><i>1. Florence County School District Four v. Carter</i></p> <p><i>2. Zobrest v. Catalina Foothills School District</i></p> <p><i>3. St. Johnsburg Academy v. D. H.</i></p> <p>Wisconsin Due Process Decisions</p> <p>4. In the Matter of [Student] v. Madison Metropolitan School District Case No: LEA-06-012</p> <p>5. In the Matter of [Student] v. Neenah Joint School District Case No: LEA-04-003</p> <p>6. In the Matter of [Student] v. [Unnamed] School District Case No: LEA-03-052</p>	<ul style="list-style-type: none"> • Read • Special Education in Plain Language Part 2: Other School Choices pp. 40-41 • Read and complete a Court Case/Due Process. Review Form for each of the following cases/decisions. • Text pp. 59-60 • Text pp. 60-62 • Text p. 62 • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-26 • pp. 1-5 • pp. 1-4
June 29 Class #15	<ul style="list-style-type: none"> • Weekly review/catch up • End of Week #3 	<ul style="list-style-type: none"> • Discussion
July 2 Class #16	<ul style="list-style-type: none"> • Begin Week #4 <p>1. Related Services/Medical Services</p>	

Date	Topic	Assignment
	<p>2. Court Cases</p> <p>1. Cedar Rapids Community School District v. Garrett F.</p> <p>2. Yankton School District v. Schramm</p> <p>3. Irving Independent School District v. Tatro</p> <p>Wisconsin Due Process Decisions</p> <p>4. In the Matter of [Student] v. Madison Metropolitan School District Case No: LEA-02-004</p> <p>5. In the Matter of [Student] v. Milwaukee Public Schools Case No: LEA-03-013</p> <p>6. In the Matter of [Student] v. Milwaukee Public Schools Case No: LEA-04-005</p>	<ul style="list-style-type: none"> • Read and complete a Court Case/Due Process Review Form for each of the following cases/decisions. • Text pp. 63-64 • Text pp. 10-11 • Online – Wrights Law • Online – Wisconsin DPI Website – About Due Process Hearings-website • pp. 1-5 • pp. 1-8 • pp. 1-6
July 3 Class #17	1. Miscellaneous	
	<p>2. Court Cases/Due Process Hearings</p> <p>1. Winkelman v. Parma</p> <p>2. Two court cases/due process hearings of your choice.</p>	<ul style="list-style-type: none"> • Online – Wrights Law
July 4	NO CLASS Independence Day	<ul style="list-style-type: none"> • Celebrate
July 5 Class #18	1. Final Examination	<ul style="list-style-type: none"> • Develop In-service PowerPoint Presentation
July 6 Class #19	<p>1. Final Examination</p> <ul style="list-style-type: none"> • Last day of course 	<ul style="list-style-type: none"> • Develop In-service PowerPoint Presentation
July 9	1. Final Examination	<ul style="list-style-type: none"> • PowerPoint Presentation due to Dr. Dempsey no later than 12:00 PM-CDT, July 9, 2006.

Special Education Law Sources

1. A Guide to Disability Rights Laws (September, 2005)
<http://www.usdoj.gov/crt/ada/cguide.htm>
2. A User's Guide to the 2004 IDEA Reauthorization (January, 2005)
<http://www.C-C-D.org>
3. Americans with Disabilities Act (ADA)
<http://www.ada.gov>
4. Council for Exceptional Children (CEC)
<http://www.cec.sped.org>
5. Federal Register, Tuesday, June 21, 2005/Vol. 7, No. 118/Proposed Rules for the Individuals with Disabilities Improvement Act of 2004 (pp. 35833 to 35891 are the most informative pages) <http://www.ed.gov/legislation/FedRegister/proprule/2005-2/062105a.html>
6. Findlaw
<http://www.findlaw.com/casecode/>
7. IDEA 2004 News, Information and Resources
<http://idea.ed.gov>
8. IDEA Partnership
<http://www.ideapartnership.org>
9. Office of Special Education Programs (OSEP)
<http://www.ed.gov/about/offices/list/osers/osep/index.html>
10. National Association of State Directors of Special Education (NASDSE)
<http://www.nasdse.org>
11. National Dissemination Center for Children with Disabilities
<http://www.nichy.org>
12. OSEP Ideas That Work
<http://www.osepideasthatwork.org>
13. Special Education in Plain Language (Spring 2007, Third Edition)
<http://www.specialed.us/pl-07/pl07-index.html>
14. The Council of Administrators of Special Education (CASE)
<http://www.casecec.org>
15. PI 11 – Wisconsin Administrative Code (Effective July 1, 2001)
http://www.dpi.state.wi.us/sped/pi11_0701.html
16. Wisconsin Council of Administrators of Special Services (WCASS)
<http://www.wcass.org>

17. Wisconsin Department of Public Instruction
<http://www.dpi.state.wi.us>
18. Wisconsin Department of Public Instruction-Special Education
<http://www.dpi.state.wi.us/sped/>
19. Wisconsin State Policies and Procedures Individuals with Disabilities Act (IDEA) (Amended 2003)
<http://www.dpi.wi.gov/sped/doc/wipolpro.doc>
20. Wrights Law
<http://www.wrightslaw.com>