

**Course Title:**

Essential Components of the IEP Process

Fall 2018-Spring 2019

**Number of Credits:**

1

**Course Location/Format:**

Course Location(s): Attend a 1-day Essential Components training conducted by Idaho SESTA.

- October 9, 2018 in Moscow, Idaho
- October 10, 2018 in Coeur d'Alene, Idaho
- October 16, 2018 in Nampa, Idaho
- October 23, 2018 in Idaho Falls, Idaho
- October 30, 2018 in Boise, Idaho
- November 1, 2018 in Twin Falls, Idaho

This is blended course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. The web link for the LMS is: <https://idahotc.com/lms>

**Instructor Names:**

Mary Robinson, M.Ed., and Whitney Schexnider, M.Ed.

**Instructor Phones:**

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**Instructor Emails:**

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**Course Description:**

This Course is designed for new and experienced Special Education teachers that would like to expand their foundational knowledge in understanding the process in determining eligibility and developing an IEP. Essential Components of the IEP process is a credit course consisting of video modules, assignments, participation in an online community and a one-day face-to-face training in October/November 2018. The course will cover the components of the IEP Process starting with Child Find through eligibility determination, and using evaluation results to develop the IEP.

**Boise State University Learning Objectives:**

1. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
2. Innovation and Teamwork – Think creatively about complex problems to produce, evaluate, and implement innovative possible solutions, often as one member of a team.

3. Social Sciences – Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

### **Course Objectives:**

This course will increase participants’:

- understanding of the components of special education process.
- skills in developing a strong eligibility document that informs individualized planning.
- knowledge in how to develop a strong IEP that leads to individualized instruction.

### **Required Materials:**

Current Idaho Special Education Manual and other SDE resources as assigned

Idaho SESTA documents

Training modules

Other readings as assigned

### **Course Requirements:**

1. Attend Face to Face training – Essential Components of the IEP Process – 7-hour training
2. View 3 modules
3. Read multiple documents and resources
4. Write 5 short reflections on assigned materials
5. Participate in an online community by posting comments and responses to other participants
6. Final – Create and submit an IEP using an example student

### **Grading:**

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted.

In order to pass and receive credit, participants must:

1. Attend the 1-day, face-to-face training
2. Complete ALL assignments by due date listed in the assignment chart below

By taking this professional development credit, you are agreeing to attend the 1-day Essential Components of the IEP Process training put on by Idaho SESTA, view 3 modules and completed embedded activities completely as assigned by the instructor, read assigned content, complete reflection assignments, and participate by posting and providing responses to other classmates in an online community.

If you do not attend the 1-day, face-to-face training, view the required modules, and have consistent participation in the online community as well as posting and completing the written assignments as required, you will receive a grade of Fail for the PD credit.

### **Student Conduct & Academic Integrity:**

In order to create a safe space for learning, I expect all of us (peer mentors, students and myself) to exhibit behavior that reflects Boise State’s Statement of Shared Values

<https://president.boisestate.edu/values/> and is characterized by Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness.

In addition, students in this course are expected to uphold standards outlined in the Boise State University Student Code of Conduct (<https://deanofstudents.boisestate.edu/student-code-of-conduct/>). Any work submitted by a student in this course for academic credit will be the student's own work.

### **Boise State University Inclusivity Statement:**

We understand that students in this class represent a rich variety of backgrounds and perspectives. The Center for School Improvement and Policy Studies is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in the community
- Value each other's opinions and communicate in a civil manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the campus community

### **Accommodations for Students with Disabilities:**

Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at <https://eac.boisestate.edu/new-eac-students/>.

Assignment	Assessment	Date Posted	Date Due	Time
<b>Attend the Face to Face training:</b> Essential Components of the IEP Process	Moscow: October 9, 2018 Coeur d'Alene: October 10, 2018 Nampa: October 16, 2018 Idaho Falls: October 23, 2018 Boise: October 30, 2018 Twin Falls: November 1, 2018	Various locations, start 10/9/18	N/A	7 hours
<b>If taking for credit:</b> Register for LMS on Idaho Training Clearinghouse	View introductory tutorial on the Idaho Training Clearinghouse	10/9/18	11/15/18	5 minutes
<b>Topic: The IEP Team Meeting</b>  Read: <i>Who is on my Child's IEP Team?</i>  Read: Idaho IEP Guidance Handbook Chapter 2: the IEP Team Meeting  Read: <i>20 Ways to Include Students in the IEP Process</i>	Reflection: After completing the module, assigned reading and activity, begin a new thread in the LMS and respond to <b>two of the three</b> prompts below:  1. Describe two ways you will help IEP team members understand their role and contribute to development of the IEP 2. Describe two ways you can ensure the team meets the goals of the IEP team meeting 3. Describe two strategies you will use to include students in IEP development and IEP Team meetings  *Respond to two peers' posts.	11/1/18	11/30/18	1.0 hour
<b>Topic: Child Find/Referral</b>  Attend: Building problem solving team meeting  Read: Chapter 3, section 3C-section 4 (p.28-31), 2017 Idaho Special Education Manual  Read: Response to Intervention in Special Education, Idaho Special Education Manual Resources  Read: Utilizing RTI Data as a Part of the SLD Eligibility Report, Idaho Special Education Manual	Reflection: Begin a new thread in the LMS and respond to <b>all questions below</b> . Questions 1-3 should be based on your experiences at the meeting and question 4 should be based on information gathered from the readings.  1. Describe the makeup of the problem-solving team. What roles are part of the team? What does your school or district call the team? 2. List interventions and types of data discussed. 3. Describe how general education teachers and/or parents were included in discussion and decision making. 4. Based on the readings, share one thing you will take back to your school team to assist them in understanding their Child Find responsibilities.  *Respond to two peers' posts.	12/1/18	12/31/18	1.5 hours

Resources				
<p><b>Topic: Reevaluation Process</b></p> <p>View module and complete embedded activities: Reevaluation</p> <p>Read: Reevaluation Guidance Document from SDE</p> <p>Complete: Review sample reevaluation eligibility report</p>	<p>Reflection: After completing the module, assigned reading and activity, begin a new thread in the LMS and respond to <b>both</b> prompts below:</p> <ol style="list-style-type: none"> <li>1. Describe one example of what your team is already doing that fits within the reevaluation process.</li> <li>2. Identify three pieces of new or reviewed information you took away from this module on reevaluation that you will share with your team.</li> </ol>	1/2/19	1/31/19	1.5 hours
<p><b>Topic: IEP Amendments</b></p> <p>View module and complete embedded activities: IEP Amendments</p> <p>Read/Review: Progress Monitoring flowchart</p> <p>Read: US Department of Education FAQ's about Andrew F</p>	<p>Reflection: Begin a new thread in the LMS and respond to <b>all of the following</b>:</p> <ol style="list-style-type: none"> <li>1. Describe how providing data and detail in your progress reports supports parent understanding</li> <li>2. What does progress monitoring tell you about the student's progression towards meeting his/her IEP goals?</li> <li>3. Describe how the Andrew F case impacts our practices in IEP development and revision.</li> </ol> <p>*Respond to two peers' posts.</p>	2/1/19	2/28/19	1.0 hour
<p><b>Topic: Understanding the Sufficiency Review Process for Transfer Students</b></p> <p>View module &amp; complete embedded activities: Sufficiency Reviews</p> <p>Read: Sufficiency Review Guidance Document and form from SDE</p> <p>Complete: Review 1 of the 2 case study examples to complete a Sufficiency Review</p>	<p>Reflection: After completing the module, assigned reading and activity, begin a new thread in the LMS and answer <b>all of the following</b>:</p> <ol style="list-style-type: none"> <li>1. List one "aha" that you did not previously consider when reviewing transfer student files and documentation</li> <li>2. List two pieces of information you will bring back to inform your team</li> <li>3. Share one question you still have regarding sufficiency reviews and transfer students</li> </ol> <p>*Respond to two peers' posts.</p>	3/1/19	3/31/19	1.5 hours
<p><b>Topic: Final</b></p>	<p>Create and submit a complete IEP using an example student. The submission should <b>include all items below</b>:</p>	4/1/19	4/30/19	1.5 hours

	<ol style="list-style-type: none"> <li>1. At least one skill area with accompanying PLAAFP and goal</li> <li>2. All other required components of the IEP</li> <li>3. A completed Written Notice attached to the IEP</li> </ol> <p>**To protect student confidentiality, you must create and submit an IEP using an example student using the State IEP Forms (found at <a href="https://www.sde.idaho.gov/sped/sped-forms/">https://www.sde.idaho.gov/sped/sped-forms/</a>)</p>			
				<b>Total</b> 15 hours