



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 a 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 Name:

Dr. Janice Carson

Instructor Phone:

208-885-6104

Instructor Email:

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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.

University of Idaho Learning Objectives:

1. **Learn and integrate:** Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. **Think and create:** Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.

3. **Communicate:** Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

Course Objectives:

1. Participants will understanding of the components of special education process.
2. Participants will increase skills in developing a strong eligibility document that informs individualized planning.
3. Participants will increase 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 of 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 a 1-day Essential Components of the IEP Process training put on by Idaho SESTA, view 3 modules and complete embedded activities completely as assigned by 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

Learning Civility Clause & Academic Integrity:

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

University of Idaho (UI) Nondiscrimination Policy:

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Accommodations for Students with Disabilities:

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: cdar@uidaho.edu
- Website: <https://www.uidaho.edu/current-students/cdar>

Assignment	Assessment	Date Posted	Date Due	Time
Attend the Face to Face training: 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
If taking for credit: Register for LMS on Idaho Training Clearinghouse	View introductory tutorial on the Idaho Training Clearinghouse	10/9/18	11/15/18	5 minutes
Topic: The IEP Team Meeting 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 two of the three 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
Topic: Child Find/Referral 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 all questions below . 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>Topic: Reevaluation Process</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 both prompts below:</p> <ol style="list-style-type: none"> 1. Describe one example of what your team is already doing that fits within the reevaluation process. 2. Identify three pieces of new or reviewed information you took away from this module on reevaluation that you will share with your team. 	1/2/19	1/31/19	1.5 hours
<p>Topic: IEP Amendments</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 all of the following:</p> <ol style="list-style-type: none"> 1. Describe how providing data and detail in your progress reports supports parent understanding 2. What does progress monitoring tell you about the student's progression towards meeting his/her IEP goals? 3. Describe how the Andrew F case impacts our practices in IEP development and revision. <p>*Respond to two peers' posts.</p>	2/1/19	2/28/19	1.0 hour
<p>Topic: Understanding the Sufficiency Review Process for Transfer Students</p> <p>View module & 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 all of the following:</p> <ol style="list-style-type: none"> 1. List one "aha" that you did not previously consider when reviewing transfer student files and documentation 2. List two pieces of information you will bring back to inform your team 3. Share one question you still have regarding sufficiency reviews and transfer students <p>*Respond to two peers' posts.</p>	3/1/19	3/31/19	1.5 hours
<p>Topic: Final</p>	<p>Create and submit a complete IEP using an example student. The submission should include all items below:</p>	4/1/19	4/30/19	1.5 hours

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