

## Instructor/TA Info

### Instructor Information

**Name:** Jared Morris

**Office Phone:** 801-422-1408

**Office Location:** 340-L MCKB

**Email:** jared.morris@byu.edu


## Course Information

### Description

This course is a study of collaboration in public education and the laws influencing education of students with disabilities. This course includes issues of public education, intensive study of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), the family rights, and elementary and secondary education acts.

The purpose of this course is to provide students with a basic understanding of the legal issues associated with providing special education services to students with disabilities. In addition, a significant underlying purpose of the course is to foster attitudes, which facilitate the appropriate accommodation of students with disabilities and their families in school and community settings. Teacher candidates are expected to demonstrate mastery of the course objectives that are listed on Learning Suite.

### Text and Materials

Item	Price (new)	Price (used)
 <p><u>The Law and Special Education 5e - Required</u> by Yell, M</p>	86.65	65.00

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Learning Outcomes

### Individuals with Disabilities Education Act (IDEA)

1. Understanding and applying duties and responsibilities of school personnel in relation to the Individuals with Disabilities Education Act (IDEA).

### Assessment for decision making

2. Use assessment information to make legal and ethical eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.

### Sensitivity to differences

3. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

### Effective communication

4. Communicate effectively with families of individuals with exceptional learning needs, including those from diverse backgrounds.

## Assignments

### Assignment Description

#### Attendance/Participation - Class #1

Apr  
27

Due: Wednesday, Apr 27 at 11:59 pm

#### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

#### Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

#### Attendance/Participation - Class #2

May  
02

Due: Monday, May 02 at 11:59 pm

#### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

#### Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

## Chapter 3

May

04

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

**Text Reading Study Guide Rubric:**

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**Attendance/Participation - Class #3**

May

04

Due: Wednesday, May 04 at 11:59 pm

**Attendance/Participation**

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

**Rubric**

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- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
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- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

**Chapter 4**

May

09

Due: Monday, May 09 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

### Chapter 5

May  
09

Due: Monday, May 09 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

### Attendance/Participation - Class #4

May  
09

Due: Monday, May 09 at 11:59 pm

#### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

#### Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

## Chapter 6

May  
11

Due: Wednesday, May 11 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

## Attendance/Participation - Class #5

May  
11

Due: Wednesday, May 11 at 11:59 pm

### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

### Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

## Chapter 7

May  
16

Due: Monday, May 16 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following

questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

**Text Reading Study Guide Rubric:**

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Study Guide has been typed and is free from grammatical errors		1
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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**Attendance/Participation - Class #6**

May  
16

Due: Monday, May 16 at 11:59 pm

**Attendance/Participation**

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

**Rubric**

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- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
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- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

**Chapter 8**

May  
18

Due: Wednesday, May 18 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

### Attendance/Participation - Class #7

May  
18

Due: Wednesday, May 18 at 11:59 pm

#### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

#### Rubric

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- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

### Chapter 9

May  
23

Due: Monday, May 23 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

#### Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
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Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1

Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**Attendance/Participation - Class #8**

**May**  
**23**

Due: Monday, May 23 at 11:59 pm

**Attendance/Participation**

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

**Rubric**

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

**Chapter 10**

**May**  
**25**

Due: Wednesday, May 25 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

**Text Reading Study Guide Rubric:**

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**Attendance/Participation - Class #9**

**May**  
**25**

Due: Wednesday, May 25 at 11:59 pm

**Attendance/Participation**



**Attendance/Participation**

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

**Rubric**

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

**In-Class IEP Activity**

**May**  
**25**

Due: Wednesday, May 25 at 11:59 pm

**\*\*THIS IS AN IN CLASS ACTIVITY, WE WILL DO IT IN CLASS\*\***I will put you in groups of four and will give each group a letter (a-g). Please pick the IEP that corresponds to your group letter.

In your group, have one person create a google doc and share it with your group for everyone to add information to (make a copy of this template if you would like ([https://docs.google.com/document/d/15rhmNJ5zeH5spZqXNV4ohw9\\_fcflodYUD8CmuqWg39A/edit?usp=sharing](https://docs.google.com/document/d/15rhmNJ5zeH5spZqXNV4ohw9_fcflodYUD8CmuqWg39A/edit?usp=sharing))).

Do following items:

1. Describe the STUDENT
2. Describe the student's present level of academic achievement and functional performance PLAAFPs.
  - State what areas the student qualifies under.
  - Data (Baseline), interpretation (does it have a goal which matches each interpretation), and general education impact statement.
3. Write the students measurable annual goals MAGS.
  - Qualifying area
  - Condition
  - Behavior
  - 'from' (baseline), 'to' (target)
  - Criteria
  - **\*\*(Student and end date are probably assumed)\*\***
4. Prescribe the special education and related SERVICES needed to achieve the goals
  - What accommodations, supplementary aides and services, etc.
  - What did you notice, what are your thoughts--are they being served in the special education classroom or in the general education classroom? Direct or indirect services? Who is administering the service?
5. Specify the extent to which the student with NOT PARTICIPATE in the general education curriculum.
  - LRE--What is their LRE? Is it appropriate
  - Cite 3 evidences found within the IEP

6. Specify the student's participation in statewide and district TESTING (or describe ALTERNATIVE TESTING and related procedures).

- Accommodations?
- Off-level testing?
- Alternative Assessment? If so, does the IEP MAGs have objectives and/or independent living transition goal?

7. Provide for regular notifications of the student's PARENTS/guardians regarding PROGRESS toward the IEP goals.

- Does it mention progress reporting (typically on the same track as the general education report card)

8. Transition (when appropriate): How old was the student if a transition plan was included?

Then in conclusion:

- Rewrite two MAGs using the MAG formula and tie the MAG to a Utah Core Standard/Essential Element (make sure you correspond to the correct grade)
- Write three takeaways from the IEP, what did you see, what did you learn, what might you change, any interesting attendees at the meeting, etc.

## Chapter 12

Jun  
01

Due: Wednesday, Jun 01 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

### Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
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Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**Chapter 11****Jun  
01**

Due: Wednesday, Jun 01 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

**Text Reading Study Guide Rubric:**

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**In-Class Activity - Utah Procedural Safeguards1.0****Jun  
01**

Due: Wednesday, Jun 01 at 5:00 pm

**\*\*THIS IS AN IN CLASS ACTIVITY, WE WILL DO IT IN CLASS\*\***

**\*\*Note:** For this assignment, don't copy and paste information from the procedural safeguards documents, summarize your answers in your own words.

I will put you in groups of two or three to do this assignment, however because understanding all this content is so important, do this assignment together as a pair/group rather than dividing out the work.

Have one person in your pair/group make a copy of this GoogleDoc ([docs.google.com/document/d/19ATX5eYAvHEujOMF3u1W7YSAr-zpPA7mCJuhwWBL-eQ/edit?usp=sharing](https://docs.google.com/document/d/19ATX5eYAvHEujOMF3u1W7YSAr-zpPA7mCJuhwWBL-eQ/edit?usp=sharing) (<http://docs.google.com/document/d/19ATX5eYAvHEujOMF3u1W7YSAr-zpPA7mCJuhwWBL-eQ/edit?usp=sharing>)) and share it with the other members of the group.

To earn the points each student will need to submit a link to your groups GoogleDocument in LS.

There will be a quiz next class on the content from this assignment.

**Attendance/Participation - Class #10****Jun  
01**

Due: Wednesday, Jun 01 at 11:59 pm

**Attendance/Participation**

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm

on the day of each class. Thanks!

### Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

### Chapter 13

**Jun**  
**06**

Due: Monday, Jun 06 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

### Attendance/Participation - Class #11

**Jun**  
**06**

Due: Monday, Jun 06 at 11:59 pm

### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

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### Chapter 14

**Jun  
08**

Due: Wednesday, Jun 08 at 11:59 am

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read anything that gave you a reaction? Describe. Then write one discussion question you could ask your classmates.

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Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
<b>TOTAL</b>		<b>10</b>

**Attendance/Participation - Class #12****Jun  
08**

Due: Wednesday, Jun 08 at 11:59 pm

**Attendance/Participation**

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**Rubric**

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- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

**Case Study Presentation****Jun  
11**

Due: Saturday, Jun 11 at 11:59 pm

**Case Study Presentation**

You and a partner will do an 8-10 minute presentation on a case you have selected.

Sign-up for case at: [https://docs.google.com/spreadsheets/d/1DodsVNI8I2D\\_](https://docs.google.com/spreadsheets/d/1DodsVNI8I2D_)

sign-up for case at: [https://docs.google.com/spreadsheets/d/1POdsVNi8I3P-](https://docs.google.com/spreadsheets/d/1POdsVNi8I3P-u9rQahlke2xZgyJAz52jRBDy1fiWvYI/edit?usp=sharing)

[u9rQahlke2xZgyJAz52jRBDy1fiWvYI/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1POdsVNi8I3P-u9rQahlke2xZgyJAz52jRBDy1fiWvYI/edit?usp=sharing) (<https://docs.google.com/spreadsheets>

[/d/1POdsVNi8I3P-u9rQahlke2xZgyJAz52jRBDy1fiWvYI/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1POdsVNi8I3P-u9rQahlke2xZgyJAz52jRBDy1fiWvYI/edit?usp=sharing))

Please be prepared to provide the following:

- Present the facts of the case.
- Each partner will take a side of the case (Plaintiff or Defendant) and help the class to understand the argument from each side.
- Summarize the outcome of the case.
- Explain why you do or do not agree with the outcome.

**Upload a copy of your case study presentation to Learning Suite.**

### Rubric

<b>Total Possible: ___/30 Presentation</b>						
	<b>0</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>In-Class Presentation</b>	Did not participate in presentation	Minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	Superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	Adequate presentation skill; major/important points are identified; not well developed; needs more preparation	Sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	Professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident

# List of Cases for Case Study Assignment

## Free Appropriate Public Education (FAPE)

- *Hall v. Vance County Board of Education*, 774 F.2d 629 (4th Cir. 1985).
- *In re Conklin*, 946 F.2d 306 (4th Cir. 1991).
- *Bonnie Ann F. v. Callallen Independent School District*, 835 F.Supp. 340 (S.D. Tex. 1993).
- *School Board of Campbell County v. Beasley*, 380 S.E.2d 884 (Va. 1989).
- *Hampton School District v. Dobrowolski*, 976 F.2d 48 (1st Cir. 1992).
- *Daniel RR v. State Board of Education*, 874 F.2d 1036 (5th Cir. 1989).
- *Sacramento City Unified School District Board of Education v. Rachel H.*, 14 F.3d 1998 (9th Cir. 1994).
- *Davidson County v. Crocker*, 908 F.2d 973 (6th Cir. 1990).
- *Battle v. Pennsylvania*, 629 F.3d 269 (3d Cir. 1980)
- *Alamo Heights Independent School District v. State Board of Education*, 790 F.2d 1153 (5th Cir. 1986).

## Related Services, Assistive Technology, Transition

- *Hurry v. Jones*, 734 F.2d 879 (1st Cir. 1984).
- *Malehorn v. Hill City School District*, 987 F. Supp. 772 (D.S.D. 1997).
- *Union School District v. Smith*, 15 F.3d 1519 (9th Cir. 1994).
- *Deleon v. Susquehanna Community School District*, 747 F.2d 149 (3d Cir. 1984).
- *School Board of Pinellas County v. Smith*, 537 So. 2d 168 (Fla. Dist. Ct. App. 1989).
- *Macomb County Intermediate School District v. Joshua S.*, 715 F. Supp. 824 (E.D. Mich. 1989).
- *Tice v. Boteout County School Board*, 908 F.2d 1200 (4th Cir. 1990).
- *Darlene L. v. Illinois Board of Education*, 568 F. Supp. 1340 (N.D. Ill. 1983).
- *Holmes v. Sobol*, 690 F. Supp. 154 (W.D.N.Y. 1988).
- *Polk v. Central Susquehanna Intermediate Unit 16*, 853 F.2d 171 (3d Cir. 1988).
- *Birmingham and Lamphere School District v. Superintendent of Public Instruction*, 328 N.W.2d 59 (mich. Ct. App. 1982).
- *Roslyn Union Free School District v. University of the State of New York, State Education Department*, 711 N.Y.S.2d 582 (N.Y. App. Div. 2000).
- *Cedar Rapids Community School District v. Garret F.*, 526 U.S. 66 (1999).
- *Brown v. Wilson County School Board*, 747 F. Supp. 436 (M.D. Tenn. 1990).
- *Department of Education, State of Hawaii v. Cari Raes*, 158 F. Supp. 2d 1190 (D. Haw.2001).
- *Clovis Unified School District v. California Office of Administrative Hearings*, 903 F.2d 635 (9th Cir. 1990).
- *Taylor v. Honig*, 910 F.2d 627 (9th Cir. 1990).
- *Ojai Unified School District v. Jackson*, 4 F.3d 1467 (9th Cir.1993).
- *Dale M. v. Board of Education of Bradley, Bourbonnais High School District 307*, 237 F.3d 813 (7th Cir. 2001).

## Parent and Student Rights

**Parent and Student Rights**

- *Navin v. Park Ridge School District*, 270 F.3d 1147 (7<sup>th</sup> Cir. 2001).
- *Shares v. Kathy Independent School District*, 252 F. Supp. 2d 364 (S.D. Tex. 2003).
- *Taylor v. Vermont Department of Education*, 313 F.3d 768 (2d Cir. 2002).
- *Driessen v. Lockman*, 518 F.App'x 809 (11<sup>th</sup> Cir. 2013).

**Evaluations, Individualized Education Programs (IEP), Placement, and Discipline**

- *Warren G. v. Cumberland County School District*, 190 F.3d 80 (3d Cir. 1999).
- *Raymond S. v. Ramirez*, 918 F. Supp. 1280 (N. D. Iowa 1996).
- *Bonadonna v. Cooperman*, 619 F. Supp. 401 (D.N.J. 1985).
- *Andress v. Cleveland Independent School District*, 64 F.3d 176 (5<sup>th</sup> Cir. 1995).
- *Johnson v. Duneland School Corporation*, 92 F.3d 554 (7<sup>th</sup> Cir. 1996).
- *Patricia P. v. Board of Education of Oak Park and River Forest High School District Number 200*, 203 F.3d 462 (7<sup>th</sup> Cir. 2000).
- *Holland v. District of Columbia*, 71 F.3d 417 (D.C. Cir. 1995).
- *Pitchford ex rel M. v. Salem – Keizer School District Number 24J*, 155 F. Supp. 2d 1213 (D. Or. 2001).
- *Brimmer v. Traverse City Area Public Schools*, 872 F. Supp. 447 (W.D. Mich. 1994).
- *Spielberg v. Henrico County Public Schools*, 853 F.2d 256 (4<sup>th</sup> Cir. 1988).
- *P.J. v. State of Connecticut Board of Education*, 788 F. Supp. 673 (D. Conn. 1992).
- *Evans v. Board of Education of the Rhinebeck Central School District*, 921 F. Supp. 1184, 930 F. Supp. 83 (S.D.N.Y. 1996).
- *Concerned Parents and Citizens for the Continuing Education at Malcolm X. v. New York Board of Education*, 629 F.2d 751 (2d Cir. 1980).
- *Thomas v. Cincinnati Board of Education*, 918 F.2d 618 (6<sup>th</sup> Cir. 1990).
- *Saleh v. District of Columbia*, 660 F. Supp. 212 (D.D.C. 1987).
- *Cochran v. District of Columbia*, 660 F. Supp. 314 (D.D.C. 1987).
- *Joshua B. v. New Trier Township High School District 203*, 770 F. Supp. 431 (N.D. Ill. 1991).
- *Scituate School Committee v. Robert B.*, 620 F. Supp. 1224 (D.R.I. 1985).
- *Blackmon v. Springfield R-XII School District*, 198 F.3d 648 (8<sup>th</sup> Cir. 1999).
- *Doyle v. Arlington County School Board*, 806 F. Supp. 1253 (E.D. Va. 1992).
- *Stock v. Massachusetts Hospital School*, 467 N.E.2d 448 (Mass. 1984).

**Discipline**

- *Stuart v. Nappi*, 443 F. Supp. 1235 (D. Conn. 1978).
- *Doe v. Kroger*, 480 F. Supp. 225 (N.D. Ind. 1979).
- *S-1 v. Turlington*, 635 F.2d 342 (5<sup>th</sup> Cir. 1981).
- *School Board of the County of Prince William v. Malone*, 762 F.2d 1210 (4<sup>th</sup> Cir. 1985).
- *Honig v. Doe*, 484 U.S. 305 (1988).
- *Light v. Parkway C-2 School District*, 41 F.3d 1223 (8<sup>th</sup> Cir. 1994).

**Dispute Resolution**

- *Hacienda LaPuente Unified School District of L.A. v. Honig*, 976 F.2d 487 (9<sup>th</sup> Cir. 1992).
- *Dong v. Board of Education*, 197 F.3d 793 (6<sup>th</sup> Cir. 1999).

*S. J. v. Board of Education*, 546 F.3d 40 (2008)



- *Schaffer v. Weast*, 546 U.S. 49 (2005).

## Remedies for a Failure to Provide a Free Appropriate Public Education (FAPE)

- *Burlington School Committee v. Department of Education, Commonwealth of Massachusetts*, 471 U.S. 359 (1985).
- *Florence County School District Four v. Carter*, 510 U.S. 7 (1993).
- *Forest Grove School District v. T.A.*, 557 U.S. 230 (2009).

## Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)

- *Begay v. Hodel*, 730 F.Supp. 1001 (D. Ariz. 1990).
- *P.C. v. McLaughlin*, 913 F.2d 1033 (2d Cir. 1990).
- *Sullivan v. Vallejo City Unified School District*, 731 F.Supp. 947 (E.D. Cal. 1990).
- *Petersen v. Hastings Public Schools*, 831 F.Supp. 742 (D. Neb. 1993).
- *Miller v. Board of Education of the Albuquerque Public Schools*, 565 F.3d 1232 (10th Cir.2009).
- *Andrew M. v. Delaware County Office of Mental Health and Mental Retardation*, 490 F.3d 337 (3d Cir. 2007).
- *Southeastern Community College v. Davis*, 442 U.S. 397 (1979).
- *Irving Independent School District v. Tatro*, 468 U.S. 883 (1984).
- *Brookhart v. Illinois State Board of Education*, 697 F.2d 179 (7th Cir. 1983).

## Chapter Summary Presentation

Jun  
11

Due: Saturday, Jun 11 at 11:59 pm

## Chapter Summary Presentation

Link for sign up:

- <https://docs.google.com/spreadsheets/d/16DTapTFzdSCOGxAHPCDzheoKB-6sPUPsZ9Rb70KYEKI/edit?usp=sharing> (<https://docs.google.com/spreadsheets/d/16DTapTFzdSCOGxAHPCDzheoKB-6sPUPsZ9Rb70KYEKI/edit?usp=sharing>)

30-45 minutes total (about 10-15 minutes per student): Everyone needs to submit the presentation under their name for points. Please be present in-person the day your group presents.

This presentation should not only present information but it should represent views from different stakeholders and facilitate discussion amongst your classmates. Please use the below outline:

- What is the law/chapter about?
- Historical context
- Reactions from the law (might not be in the book--search the web)--make sure to represent all sides
- What impact did the law have, specifically on special education
- You can include multimedia if relevant to your topic.
- 1 discussion question per group member (3-4)
- Learning activity

**\*You will be excused from the chapter summery paper assignment for the chapter that you presenting on.**

## Rubric

**Total Possible: \_\_\_/50 Presentation**

	<b>0</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>50</b>
<b>In-Class Presentation</b>	Did not participate in presentation	Minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	Superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	Adequate presentation skill; major/important points are identified; not well developed; needs more preparation	Sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	Professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident

### Student/Course Evaluation

**Jun  
13**

Due: Monday, Jun 13 at 11:59 pm

If completed, please write 'done' (or the like) so it shows up on Learning Suite and you get the points

### Law - Chapter 3 Review Quiz

**Jun  
13**

Due: Monday, Jun 13 at 11:59 pm

### Law - Chapter 1 Review Quiz

**Jun  
13**

Due: Monday, Jun 13 at 11:59 pm

This is review quiz for Chapter 1 of the Special Education Law. It is not scored and is for review purposes only!

### Law - Chapter 6 Review Quiz

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

### Law - Chapter 5 Review Quiz

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

### Law - Chapter 7 Review Quiz

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

### Law - Chapter 4 Review Quiz

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

### Attendance/Participation - Class #13

Jun  
13

Due: Monday, Jun 13 at 11:59 pm

#### Attendance/Participation

There are five points are available for attendance and participation each class period. This grade is self reported. Submit a 0, 1, 2, 3, 4, or 5 and three takeaways in the comments section for each day. Please submit by 11:59 pm on the day of each class. Thanks!

#### Rubric

- Arrived on-time (1 pt.)
- Stayed to end of class (1 pt.)
- Participated (1 pt.) - Asked questions, comments, presentations, prayer, spiritual thought, etc.
- Undistracted (1 pt.) - Only used technology for class related work and assignments for the duration of class.
- 3 Takeaways (1 pt.) - Write three key takeaways from class today.

### Schedule

Date	Column 1	Column 2
Week 1		
T Apr 26 Tuesday		

W Apr 27 Wednesday	<p><b>1. Introduction/Syllabus</b></p> <hr/> <p>Treat Sign-up Link (Optional)</p> <p><a href="https://docs.google.com/spreadsheets/d/1g_pM2-2Vvtv8KJTjSc-TQTN6bYLK_oGKnYVd3rvA0og/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1g_pM2-2Vvtv8KJTjSc-TQTN6bYLK_oGKnYVd3rvA0og/edit?usp=sharing</a></p> <p>CPSE 470 Zoom Link (If Needed):</p> <ul style="list-style-type: none"> <li>• <a href="https://byu.zoom.us/j/98438601704?pwd=dWIKbXdxeFZ0eIV5aUlva0dRWFEvQT09">https://byu.zoom.us/j/98438601704?pwd=dWIKbXdxeFZ0eIV5aUlva0dRWFEvQT09</a></li> <li>• Passcode: 525443</li> <li>• This zoom meeting requires that you sign into Zoom and authenticate using your BYU NetID. To do this doing this:</li> <li>• Sign out of a personal zoom account</li> <li>• On the zoom sign in page click on the "<b>SSO</b>" option under the "or sign in with" options.</li> <li>• Type in "BYU" for company domain</li> <li>• It should then open a web browser and bring up a BYU page to authenticate with your BYU NetID and password.</li> <li>• <b>Note:</b> It will not work to put your BYU NetID and password into the standard Zoom email and password boxes.</li> </ul> <p>Link for Prayer, Spiritual Thought, Chapter Summary Presentation Sign-up:</p> <ul style="list-style-type: none"> <li>• <a href="https://docs.google.com/spreadsheets/d/16DTapTFzdSCOGxAHPCDzheoKB-6sPUPsZ9Rb70KYEKI/edit?usp=sharing">https://docs.google.com/spreadsheets/d/16DTapTFzdSCOGxAHPCDzheoKB-6sPUPsZ9Rb70KYEKI/edit?usp=sharing</a></li> </ul> <p>Ethics.pdf <a href="#">Download</a></p>	<b>Attendance/Participation</b> <b>- Class #1</b>
Week 2		
M May 02 Monday	<p><b>2. Introduction to the American Legal System/Legal Research (Yell, Chapter's 1 &amp; 2)</b></p> <hr/> <p>Below are some copies of chapter's three and four if you need them while you are purchasing the text book.</p> <p>Chapter3_Law.pdf <a href="#">Download</a></p> <p>Chapter4_Law.pdf <a href="#">Download</a></p>	<b>Attendance/Participation</b> <b>- Class #2</b>
W May 04 Wednesday	<p><b>3. History of Education Law</b></p> <hr/>	<b>Attendance/Participation</b> <b>- Class #3</b> <b>Chapter 3</b>
Su May 08 Sunday		<b>Law - Chapter 1 Review Quiz Opens</b>
Week 3		

M May 09 Monday	<b>4. IDEA &amp; Section 504 of the Rehabilitation Act of 1973 (Yell, Chapter's 4 &amp; 5)</b>	<b>Attendance/Participation - Class #4 Chapter 4 Chapter 5</b>
T May 10 Tuesday		<b>Devotional: Tracy Flinders Law - Chapter 3 Review Quiz Opens Law - Chapter 4 Review Quiz Opens Law - Chapter 5 Review Quiz Opens Law - Chapter 6 Review Quiz Opens Law - Chapter 7 Review Quiz Opens</b>
W May 11 Wednesday	<b>5. The Americans with Disabilities Act</b> <hr/> Tools of Exclusion_ Race, Disability, and (Re)segregated Education.pdf <a href="#">Download</a>	<b>Attendance/Participation - Class #5 Chapter 6</b>
Week 4		
M May 16 Monday	<b>6. The Every Student Succeeds Act of 2015</b> <hr/>	<b>Attendance/Participation - Class #6 Chapter 7</b>
W May 18 Wednesday	<b>7. Free Appropriate Public Education</b> <hr/>	<b>Chapter 8 Attendance/Participation - Class #7</b>
Week 5		
M May 23 Monday	<b>8. Identification, Assessment, and Evaluation</b> <hr/>	<b>Attendance/Participation - Class #8 Chapter 9</b>

W May 25 Wednesday	<p><b>9. The Individualized Education Program/IEP Compliance</b></p> <hr/> <p><b>Files for In-Class IEP Activity</b></p> <hr/> <p>IEP - 1.pdf <a href="#">Download</a>  IEP - 2.pdf <a href="#">Download</a>  IEP - 3.pdf <a href="#">Download</a>  IEP - 4.pdf <a href="#">Download</a>  IEP - 5.pdf <a href="#">Download</a>  IEP - 6.pdf <a href="#">Download</a>  IEP - 7.pdf <a href="#">Download</a></p> <p>I'll summarize the below linked reading in class but I'm also providing it as a resource for you. It is Chapter 12, titled "SMART IEPs" from <i>Wrightslaw: From Emotions to Advocacy, 2nd Edition - The Special Education Survival Guide</i> (ISBN 978-1-892320-09-4)</p> <p>It can be downloaded from either of the below sources:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf">https://www.wrightslaw.com/bks/feta2/ch12.ieps.pdf</a></li> <li>• SMART IEPs.pdf <a href="#">Download</a></li> </ul>	<p><b>In-Class IEP Activity</b>  <b>Chapter 10</b>  <b>Attendance/Participation</b>  <b>- Class #9</b></p>
Week 6		
M May 30 Monday	<p><b>Memorial Day</b>  No Class</p>	
W Jun 01 Wednesday	<p><b>10. Placing Students in the Least Restrictive Environment (LRE)/ Procedural Safeguards</b></p> <hr/> <p><a href="#">Link for in-class Learning Activity 1.0</a></p>	<p><b>In-Class Activity - Utah Procedural Safeguards1.0</b>  <b>Attendance/Participation</b>  <b>- Class #10</b>  <b>Chapter 11</b>  <b>Chapter 12</b></p>
Week 7		
M Jun 06 Monday	<p><b>11. Disciplining Students with Disabilities/</b>  byu-race-equity-belonging-report-feb21.pdf <a href="#">Download</a></p>	<p><b>Attendance/Participation</b>  <b>- Class #11</b>  <b>Chapter 13</b></p>
W Jun 08 Wednesday	<p><b>12. Bullying, Charter School, Response to Intervention, Educational Records, and Liability for Student Injury</b></p> <hr/>	<p><b>Attendance/Participation</b>  <b>- Class #12</b>  <b>Chapter 14</b></p>
F Jun 10 Friday		
Sa Jun 11 Saturday		<p><b>Chapter Summary</b>  <b>Presentation</b>  <b>Case Study</b>  <b>Presentation</b></p>

## Week 8

M Jun 13 Monday	<b>13. Last Day of Class</b>  <hr/> Case Study Presentations 470.CheatSheet.pdf <a href="#">Download</a>	<b>Student/Course Evaluation</b> <b>Attendance/Participation - Class #13</b> <b>Law - Chapter 1 Review Quiz Closes</b> <b>Law - Chapter 3 Review Quiz Closes</b> <b>Law - Chapter 4 Review Quiz Closes</b> <b>Law - Chapter 5 Review Quiz Closes</b> <b>Law - Chapter 6 Review Quiz Closes</b> <b>Law - Chapter 7 Review Quiz Closes</b>
T Jun 14 Tuesday	<b>Spring Exam Preparation (06/14/2022 - 06/14/2022)</b>	
W Jun 15 Wednesday	<b>First Day of Spring Final Exams (06/15/2022 - 06/16/2022)</b>	
Sa Jun 18 Saturday		

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC).

impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](https://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).