

**Course Title: Legal Issues in Education: A Free and Appropriate Education**

**Instructors: Donna Walker Tileston, Rosemary Planz, Carol Mowen and Terri Peckham**

**Length:** 15 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **COURSE DESCRIPTION:**

This course provides an overview of the history and impact of current legislation and policies that affect the education of students with special needs. The presenters review the federal and state laws that govern special education: The Individuals with Disabilities Education Act, Section 504; the Americans with Disabilities Act, Titles One, Two, Three, Four, and Five; and the No Child Left Behind Act. They discuss the provisions of each of these acts in detail, with a focus on how they effect the education of children with special needs, including the notion of a “Free and Appropriate Education” and the ideas of Least Restrictive and More Restrictive Environments as these apply to the types of special education services schools are required to provide. Each presenter provides information and current interpretations of the legislative guidelines and policies that impact today’s classroom teachers. Policy guidelines, rationales, and modifications to address special needs are fully explored in these sessions. Practical classroom suggestions and materials are provided along with effective strategies to promote an inclusive environment in any classroom setting. The inclusive classroom is addressed and practical suggestions offered for improving behavior and social skills and promoting inclusion with peers. The impacts of NCLB on preparing students for high stakes testing and working with students at varying stages of language acquisition are also discussed. Each presenter brings a unique level of expertise and anecdotal perspective to the implementation of current legislation impacting today’s classroom teacher. Finally, suggestions are offered for what schools can do to implement special education programs that meet the standards set down in federal and state laws.

### **Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand
  - a. provisions of important state and federal laws related to special education,
  - b. ideas of least restrictive and more restrictive environments for special education students, and

- c. describe the adaptations and modifications to promote inclusion of students with higher-incidence and lower-incidence disabilities;
2. Skills –after this course, a student will be able to develop
    - a. improvement plans focused on improving student performance on high stakes tests,
    - b. align lessons to standards and benchmarks, and
    - c. for identify stages of language development and appropriate instructional strategies each stage.
  3. Dispositions – after this course, a student will be able to appreciate
    - a. the continuum of services available to students with special needs and the “least restrictive environment” concept,
    - b. the *No Child Left Behind Act* of 2001, which affects all children and has important implications for children with disabilities, and
    - c. federal laws protecting the educational services for students with disabilities such as *Section 504*, *Americans with Disabilities Act (ADA)*, and *Individuals with Disabilities Education Act (IDEA)*.

**Topic Sessions (8):**

A Free and Appropriate Education	Donna Walker Tileston
No Child Left Behind and Secondary School Literacy	Carol Mowen
Defining Literacy	Carol Mowen
Introduction to Inclusive Teaching	Rosemary Planz
Collaboration: Partnerships & Procedures	Rosemary Planz
Teaching Students with High-Incidence Disabilities	Rosemary Planz
Teaching Students with Low-Incidence Disabilities	Rosemary Planz
Understanding Language Acquisition: NCLB Requirements	Terri Peckham

## **Speaker Overview:**

**Donna Walker Tileston** is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know*, won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices*, have been on Corwin's best-seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a "failing school" and to help lead it to win statewide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

**Dr. Carol Mowen** is a summa cum laude graduate of The University of Michigan, Spring Arbor University, and Capella University. Since 1985, she has been a teacher in rural, suburban, and urban public schools. She is a national speaker with many published works in education. Currently, she designs and instructs university courses in literacy and educational leadership.

**Terri Peckham** provides curriculum support for the 14 ESSDACK Learning Centers that offer high school completion programs and credit recovery for high school students. Additional services she offers are professional development for ESL instructors and para-professionals along with training in the new Kansas Professional Development regulations as well as Blackboard technical support. She is currently working to develop Project Based Curriculum for implementation into all of these instructional venues. Terri taught English and social studies for 12 years before joining ESSDACK in 2000.

**Rosemary Planz** is currently retired from the Hicksville Public Schools, Long Island, NY where she was the Assistant Superintendent for Curriculum and Instruction. Her experience includes teaching and supervising Special Education programs as well as teaching college courses for teachers to utilize a variety of strategies in the inclusive classroom.

**Methods of Instruction:**  
*Credit*

*Percentage of Course*

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8) 5%
- Graded post assessments (8) 20%
- Video lectures (8) 35%
- Polling questions  
videos Included in
- Study guides (8) (60 to 100 pages)
- Handouts
- Projects 40%

**Texts (included in program)**

- Study guide provided in the program (200 pages)

**Assignments**

- Pre assignments (40)
- Post assignments (64)

**Grading:**

Grading requirements include a Lesson Plan and a Guided Reflection Activity.

**Due dates of major assignments, projects, and examinations:**

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.

**FINAL EXAM PROJECT:** Develop a detailed Lesson Plan and Reflection Guide that includes modifications and/or accommodations for students with special needs.

Include the following:

1. Select a standard of learning objective from a specific content area.
2. Develop one or more activities that you will use to differentiate curriculum for specific learning disabilities.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.

4. Incorporate activities that allow for students to perform tasks successfully in a mixed-ability classroom
5. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use. *Make specific reference to policies, legislation and guidelines that inform your lesson plan development.*

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives. \*However, if you are unable to implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.*