

# Pepple & Waggoner

ATTORNEYS AT LAW

## PRESENTATION AND INSERVICE MENU

### Special Education (General Staff) Potential Topics

1. \*Response to Intervention
  - a. RTI and the IDEIA
  - b. Pyramid of Intervention
  - c. Research-Based Interventions
  - d. Components of RTI
  
2. \*Student Services: Dealing with Differences, Discomfort, Diversity, or Discrimination
  - a. GLBT Students
  - b. Discrimination Under Federal Law
  - c. Constitutional Claims
  - d. Policy Considerations
  
3. \*Managing Special Education - FAPE Fundamentals
  - a. What Makes Special Education “Special”?
  - b. Evaluation and Eligibility
  - c. Individual Educational Programming
  - d. Responsibilities of School Leaders
  
4. \*Keep Your Name Off the Front Page: Discipline Strategies for Students with Disabilities
  - a. Legal Requirements and Procedures
  - b. RTI and Behavior
  - c. Assessments and Interventions
  - d. Dealing with Parents
  
5. \*Inclusion
  - a. What is Inclusion?
  - b. Supplementary Aids and Services
  - c. Inclusion and Students with Behavioral Issues

6. \*504 Eligibility Update
  - a. Definition for Physical or Mental Impairment
  - b. What Constitutes a “Major Life Activity” under the ADAA?
  - c. How Limiting is “Substantially Limiting” under the ADAA?
  - d. Whether Episodic or Mitigated Impairments are Eligible for a 504 Plan
  
7. \*Somebody Else is Watching: Parental/Expert Classroom Observations
  - a. Parental Rights to Direct Their Child’s Education
  - b. Policy and Confidentiality Considerations
  - c. Limitations on Parent/Expert Class Observations
  - d. Preparing for Visitors in the Classroom
  
8. \*Restraint and Seclusion
  - a. U.S. Government Accountability Office (GAO) Report “Examining the Abusive and Deadly Use of Seclusion and Restraint in Schools” (May 19, 2009)
  - b. Secretary of Education Arne Duncan’s Letter to Chief State School Officers (July 31, 2009)
  - c. Governor Strickland’s Executive Order 2009-13S (August 3, 2009)
  - d. U.S. Department of Education “Restraint and Seclusion: Resource Document” (May 15, 2012)
  - e. Ohio’s New Restraint and Seclusion Requirements
  
9. \*Attacking the Autism Crisis: Strategies for Dealing with Autistic Students
  - a. Responding in a Timely Manner
  - b. Parent Issues
  - c. Staff Training
  - d. Proper Use of Methodologies
  
10. \*Bullying and Disabled Students
  - a. Bullying v. Harassment
  - b. Cyberbullying
  - c. Responding to a Claim of Bullying
  - d. Proactive Measures for Legal Defense
  
11. \*Special Education Students and the Problem of Placement
  - a. Least Restrictive Environment Under IDEA and Section 504
  - b. Removal from a Regular Education Placement
  - c. Continuum of Placements

12. \*Complying with Procedural Requirements for Developing an Appropriate IEP
  - a. Parental participation in IEP meetings
  - b. Attendance by mandatory school staff members
  - c. Considering outside information provided by parents
  - d. Predetermination
  
13. \*Developing an IEP that is Substantively Appropriate
  - a. Measurable goals
  - b. Focus on the student's core areas of need
  - c. Present academic levels
  - d. Behavioral issues
  - e. Extended school year services
  - f. Transition services
  
14. \*Accommodating Special Education Students in Non-Academic Activities
  - a. OCR's "Dear Colleague" Letter, 60 IDELR 167 (2013)
  - b. Equal opportunity to participate
  - c. Selective or competitive programs
  - d. Reasonable modifications

*[Note: Topics which would be suitable for both an Administrators' inservice and a general staff's inservice are denoted with an asterisk (\*).]*