**COURSE CURRICULUM 2019**

**Behavior/Safety/Discipline**
- Identifying and Responding to Bullying and Harassment Involving Students with Disabilities
- Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons
- Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion
- Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior
- Developing and Implementing Functional Behavior Assessments and Behavioral Interventions Plans
- Strategies to Keep Students with Autism Safe in School

**IDEA**
- Identifying Disabilities to Determine IDEA Eligibility
- What Every Administrator Needs to Know About Stay-Put Under the IDEA
- A Teacher’s Role in the Manifestation Determination Review Process Based on IDEA
- Child Find: Understanding IDEA Provisions and Responsibilities
- Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation
- Least Restrictive Environment: What Teachers Need to Know
- Independent Educational Evaluations: Responsibilities and Procedures
- Evaluations and Reevaluations – Purposes, Standards and Procedures
- Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities
- Early Intervention Services: Facilitating Transition from IDEA Part C to Part B
- Dispute Resolution and Available Remedies Under the IDEA
- Administrator’s Responsibilities for Meeting IDEA Parental Consent Rules

**IEPs**
- Required Components for Compliant IEPs
- Guidelines for IEP Team Composition
- Conducting Compliant IEP Team Meetings
- Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals

**Section 504**
- Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance
- Understanding Section 504 Eligibility and How It Works in Schools
- A Teacher’s Role in the Manifestation Determination Review Process Based on Section 504
Field Trips and Extracurricular Activities Under Section 504
Best Practices to Prevent Section 504 Retaliation
The Role and Responsibilities of Section 504 Team Members
Accommodations and Standards for Testing and Grading Under Section 504
Child Find: Understanding Section 504 Provisions and Responsibilities
When and How to Accommodate Students with Food Allergies Under Section 504
Meeting the Needs of Students with Diabetes Under Section 504

Autism
Evaluation, Eligibility and IEP Development for Students with Autism
Addressing Behavior of Students with Autism: A Teacher’s Toolkit of Positive Intervention Strategies
Students with Autism and One-to-One Aides: Best Practices for Educators

Other Courses Available
Using Universal Design for Learning to Improve Instruction and Assessment for All Students
How FERPA’s Parental Consent Rule Impacts Education Record Privacy
Meeting FERPA’s Parental Inspection, Amendment, and Notice Requirements
Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent
Use of Service Animals in Schools
Best Practices for Home-Based Instruction for Students with Disabilities
IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities
Ensuring Substitute Staff Are Certified and Prepared to Serve Students

Paraprofessional Curriculum
Roles, Responsibilities, Professional Practices, and Ethics for Paraprofessionals
Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals
IDEA and Section 504: Key Components and Implications for Paraprofessionals
The Paraprofessional’s Support Role in IEP Development and Implementation
Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications
Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within Instructional Models
Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams
Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones
Paraprofessional Curriculum cont.

- Foster School/Family Collaboration by Developing Cultural Reciprocity
- Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD
- Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments
- Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals
- Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities
- Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbance
- Hearing, Visual, Orthopedic, and Other Health Impairments Under the IDEA: Guidance for Paraprofessionals
- Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students’ Health and Safety Needs
- Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness
- Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities
- The Paraprofessional’s Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities
- Core Standards, Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities
- The Paraprofessional’s Role in Integrating Students with Disabilities into General Education Settings
- A Paraprofessional’s Guide to Field Trips and Extracurricular Activities for Student with Disabilities
- The Paraprofessional’s Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA
- Guidance for Paraprofessionals: Disciplinary Considerations for Students With Disabilities Involved in Drugs, Violence or Weapons
- A Paraprofessional’s Guide to Addressing Bullying and Harassment Involving Students with Disabilities
- For Paraprofessionals: FERPA, Student Privacy and Education Records