

ABOUT LET'S GO LEARN

Let's Go Learn serves all students and teachers by providing advanced online diagnostic assessments, data-driven SDI, and PD opportunities to improve and inform pedagogy. The organization's adaptive technology supports IEP development, personalized learning implementation, and other key district initiatives.

Recent participants have rated Dr. Kurt E. Hulett's workshops as the most practical and useful PD due to the number of applicable tips and resources shared with attendees.



DR. KURT E. HULETT
National Director,
Special Education Services
Let's Go Learn



Supporting Special Education District Initiatives from Start to Finish

And operationalizing it for all stakeholders

Our experience has taught us that it doesn't just take great tools and technology to drive successful special education initiatives. It also takes careful planning to ensure that all parties understand what the initiatives mean for them--in other words, "operationalizing" all tasks for teachers, principals, resource teachers, district administrators, and students!

Our Top Trending Offerings...

District-wide Special Education Consulting and Training Services

Led by special education expert Dr. Kurt E. Hulett, a team of Let's Go Learn professionals will collaborate with your school district special education leadership team to develop, initiate, and launch a new comprehensive initiative to ensure the development of child-centered, data-driven, legally compliant, truly individualized, and progressive IEPs for every student in your district.

Components:

1. Face-to-face (or virtual) kick-off and planning meeting with district special education team to develop and launch a new special education initiative by identifying district goals and areas of opportunity for growth, and by customizing criteria and expectations for IEP development within the district.
2. Evaluation of current status of district IEP documents; using a scoring system and rubric, the team will analyze the quality and compliance of the documents in relation to the new goals and intended outcomes for the district. The intent of this phase is to establish baselines for current IEP development and to set appropriate goals for improvement and growth.

3. Full day of professional development at the beginning of the school year for teachers and administrators, covering a broad array of special education topics and competencies (law and policy, educational measurement and data, annual goal/short-term objective development, data-driven decision making, common legal errors errors in the IEP process to avoid, high-leverage practices, etc.).
4. Quarterly professional development (1-hour virtual) for teachers, administrators, and creators of IEP documents to ensure standardization and achievement of district goals.
5. Quarterly meetings with the district leadership team to track growth relative to the district's new IEP development goals and to discuss program adjustments if significant progress has not been made.
6. Annual review of IEP documents to determine progress achieved relative to the goals established at the beginning of the year. The same randomized sampling and rubric scoring utilized to establish the district baselines will be utilized to determine growth and accomplishment of goals.

Special Education Leadership Workshop and Course

Format: Live on-site or virtual workshop; on-demand online course with testing. Live workshop can be customized by mixing and matching modules to meet your needs.

Description: In this course, attendees will learn everything they need to know about the rights of children with disabilities in the American education system.

Audience:

For principals looking to understand best practices for adhering to and implementing special education services within a school.

For school administrators looking to ensure that best practices are adhered to within a district and that financial and legal liabilities are avoided.

For teachers looking to understand how to serve students with disabilities most effectively and to better understand those students' rights to educational services under the law.

For parents looking to understand the civil rights of their children with disabilities within the American education system or who are wondering if their child may have disabilities and how to have them assessed.

There are many laws and regulations that protect the rights of children with disabilities in the American education system. This course will cover those laws, along with best practices for the successful implementation of the laws in schools.

The course will also cover best practices for providing educational services to students with disabilities.

You'll walk away with new knowledge on how to:

- Understand IDEA and the Rehabilitation Act of 1973
- Understand substantive and procedural requirements
- Run and chair ARD meetings
- Evaluate IEPs – triangulating PLAAFPs, goals, and services
- Write robust PLAAFPs and standards-based goals
- Navigate contentious ARDs and parents
- Ensure a FAPE and LRE
- Understand the major litigation and impact of the cases (e.g., Endrew F.)
- Link data to instruction and individualize the instructional process

Plus, access tools, notes, links, resources, and quizzes within the dynamic online interface!

Also Included in On-Demand Online Course

Built-in interactive quizzes and exercises to ensure mastery of content and to break the learning into easy-to-process sections



Course certificate upon course completion



Team area to upload team email addresses, assign training, and track training progress



Taught by one of the world's leading experts in special education



Topics in This Course

Special Education Essentials

- Know your students
- Well-trained teachers
- Language matters
- Be a leader

Special Education Overview

- Educational options
- Individualized Education Program (IEP)
- Understand the IEP
- The moral imperative
- State requirements
- Be the change
- Civil rights and equality in education
- History of civil rights

Individuals with Disabilities Education Act (IDEA)

- Introduction to IDEA
- The 6 major principles
- Principle #1 - Appropriate evaluation
- Principle #2 - Fair and Appropriate Public Education (FAPE)
- Principle #3 - Least Restrictive Environment (LRE)
- Principle #4 - Individualized Education Program (IEP)
- Principle #5 - Parent participation
- Principle #6 - Procedural safeguards

Individuals with Disabilities Education Act

- IDEA 4 parts
- IDEA 6 major principles
- Hands-on exercises - level 2

Free and Appropriate Public Education (FAPE)

- Introduction
- IDEA safeguards
- Rowley 1982 - the low bar
- Endrew F. 2017 - the higher bar

Least Restrictive Environment (LRE)

- Continuum of alternative placements
- Example #1 - collaboration with parents
- Example #2 - guiding principles
- Oberti 1993 - appropriate inclusion
- Rachel H. 1994 - four criteria

Individualized Education Program (IEP) - Essentials

- Areas of implementation
- Components to include

Individuals with Disabilities Education Act

- Present Level of Academic Achievement and Functional Performance (PLAAFP)
- Quick review - IDEA
- Include in an IEP - I
- Include in an IEP - II
- Include in an IEP - III
- IEP - deeper dive
- Three areas of focus
- Deeper dive - overview I
- Deeper dive - overview II
- Deeper dive - PLAAFP
- IEP - annual goals
- Goal composition
- Goal creation
- Goal implementation
- IEP - conducting the meeting
- Attendees
- Roles and responsibilities
- Quick review - IEP meetings
- The chairperson
- Know the child

IEP - Ensuring Successful Meetings

- Meeting soft skills
- Quick review - soft skills
- Leadership guiding principles
- IEP & goals - common questions I
- IEP & goals - common questions II

IEP - Parent Participation

- Regulation and parental rights
- Including parents as full members
- Handling disagreements with parents
- Parents' rights

IEP - Procedural Safeguards

- Procedural and substantive safeguards
- Areas of disagreement
- IDEA regulations on disagreement
- Statute of limitations
- Parents' rights and due process

Appropriate Evaluation

- Categories of disability
- Initial evaluation for disabilities
- Sufficiently comprehensive evaluation
- Evaluation takeaways

Rehabilitation Act of 1973

- Americans with Disabilities Act (ADA)
- Comparing IDEA and section 504
- Due process comparison
- Section 504 eligibility
- Equal access for all
- Implementation
- Takeaways
- Summary

**Ready to participate in meaningful PD?
Reach out to Let's Go Learn today!**

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