Articles, Manuals, and Other Reports	
Citation	Cramer. P. (2013, March 1). City releases limited data about impact of special education changes. *GothamSchools*. Retrieved from http://gothamschools.org/2013/03/14/city-releases-limited-data-about-impact-of-special-ed-changes/
Description	*GothamSchools* is a nonprofit news website that covers New York City public schools. Along with *EdNews Colorado*, they are a founding bureau of the *Education News Network* (ENN). ENN's mission is to provide deep local reporting on education policy and practice to inform decisions and actions that lead to better outcomes for children. *GothamSchools*' stories have been cited by *The New York Times*, the *Wall Street Journal*, the *Washington Post*, and other media outlets. In this article, they report that three years after launching an initiative to integrate more students with special needs in mainstream classrooms, the Department of Education has reported that students with special needs in schools that participated in the first phase of the initiative saw their test scores improve more than students with disabilities at similar schools that were not in the initiative. In addition, their attendance rates rose and suspension rates fell more than the students with disabilities at similar schools that were in the initiative.
Application	Information and resources from this article will enrich course content on program planning and inclusive practices in school systems.
Outcome	Use of this article will help students assist families in accessing information and resources. [8.3]
Additional Information	Adler, B. (2013, February 18). Advocates pan city's record on disabilities. *City Limits*. Retrieved from http://www.citylimits.org/news/articles/4744/advocates-pan-city-s-record-on-disabilities#.USPlyx03vSh Boyle, C., Topping, K., Jindal-Snape, D., & Norwich, B. (2012). The importance of peer-support for teaching staff when including children with special educational needs. *School Psychology International*, *33*, 167-184. DOI: 10.1177/0143034311415783
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession.

Articles, Manuals, and Other Reports	
Citation	Jordan, H. (2013, April 2). Outrunning obstacles: Here's what the federal government says about sports opportunities for kids with disabilities. *MLive: All Michigan.* Retrieved from http://www.mlive.com/news/saginaw/index.ssf/2013/04/saginaw_township_mother_federa.html
Description	Under the law, a school district is required to provide a qualified student with a disability an opportunity to benefit from its extracurricular athletics program equal to that of students without disabilities. The U.S. Department of Education's Office for Civil Rights, which is responsible for enforcing the law, recently provided guidance to schools that receive federal financial assistance. This article summarizes a 13-page letter from Seth M. Galanter, acting assistant secretary for civil rights, which clarifies the law.
Application	Information and resources from this article will enrich course content on program planning and inclusive practices in school systems.
Outcome	Use of this article will help students assist families in accessing information and resources. [8.3]
Additional Information	American College of Sports Medicine, Inclusive Fitness Coalition (IFC), & National Center on Physical Activity and Disability. (Producers). (2011). *Improving opportunities in physical education and athletics for students with disabilities* [Video]. Available from http://www.youtube.com/watch?v=CINNAGgPzig Wrightslaw. (2013). Physical Education (PE) & Adapted Physical Education. *Wrightslaw*. Retrieved from http://www.wrightslaw.com/info/pe.index.htm
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession.

Articles, Manuals, and Other Reports	
Citation	Younger, J. (2013, July 17). School 'games' have grown-up purposes. *Arizona Daily Star.* Retrieved from http://azstarnet.com/news/local/education/precollegiate/school-games-have-grown-up-purposes/article_fe62ae50-de8d-575d-bf16-d2b380d4aebe.html
Description	A group of about 20 teachers, occupational therapists and a few parents spent two days this week at a workshop learning how to bounce rubber balls off the ground and toss beanbags to one another. The professionals and parents stood in circles, in lines across from one another and, sometimes, individually, ricocheting the ball off the floor while switching hands or tossing the sand-filled beanbags with rhythmic precision. Although these sound like child games, the group will take these concepts back to their classrooms, offices and homes with hopes of improving reading skills, focus and concentration. The group learned Bal-A-Vis-X techniques, which are a series of rhythmic exercises designed to assist students with learning disabilities, behavior and attention-deficit disorders. The program can also help regular students and adults improve their concentration. Bal-A-Vis-X stands for Balance/Auditory/Vision/eXercises. The exercises also include balance boards, in addition to the rubber balls and beanbags. The program was founded by Bill Hubert, a former first-grade and middle-school teacher and martial arts instructor based in Wichita, Kansas.
Application	Information and resources from this article will enrich course content on use of play and games to promote students' cognitive skills.
Outcome	Use of this article will help students embed learning opportunities in everyday routines, relationships, activities, and places. [3.3]
Additional Information	Hubert, B. (2013). *Bal-A-Vis-X*. Retrieved from http://www.bal-a-vis-x.com/ Kilbury, S. (Reporter). (2010). *Bal-a-vis-x* [Video]. Available from http://www.youtube.com/watch?v=_mbQv34Zs-w&list=PLaE-Pa_aLEMQm1Ts5utKel4BVzie5TN3Q
CEC Paraeducator Standards/ NAEYC Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools

Field Trips, Service Sites, and Other Instructional Activities	
Citation	The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers) (2001). *PALS: A Reading Strategy for Grades 2-6* [Module]. Available from http://iris.peabody.vanderbilt.edu/resources.html
Description	In this module, students are provided with activities to help them determine the effectiveness of the PALS reading strategy. Activities are organized under the topic areas challenge; thoughts; perspectives and resources; assessment; and wrap-up.
Application	This module will support course content on helping children develop literacy competencies.
Outcome	Information from this module will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children with exceptional needs. [3.2]
Additional Information	The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Reading (and scaffolding) expository texts*. [Information Brief]. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/readingrockets_org_article_39906_.html The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Reading (and scaffolding) narrative texts*. [Information Brief]. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/readingrockets_org_article_39884_.html
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Reflecting on their own practice to promote positive outcomes for each child

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Department of Education's **Office of Special Education Programs (OSEP)**. (2013). *The Family Center on Technology and Disability* (FCTD). Retrieved from http://www.fctd.info/show/about
Description	The FCTD website provides assistive and instructional technology resources of interest to families of children with disabilities. The website offers access to fact sheets, Power Point presentations, monthly newsletters, online discussion and summer institute transcripts, a database of more than 3,500 organizations, and a resource review database with hundreds of reviews of AT resources.
Application	This website's resources include instructional materials to help administrators, teachers, and parents create an educational environment with the necessary supports so that all children can achieve.
Outcome	Information on this website will add to students' knowledge of how to increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	Department of Education's **Office of Special Education Programs (OSEP)**. (Producer). (2013). *Assistive technology in action-meet Jared* [Video]. Available from http://www.youtube.com/watch?v=bYKUxOdUAao&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt Department of Education's **Office of Special Education Programs (OSEP)**. (Producer). (2013). *Isabel needs assistive technology* [Video]. Available from http://www.youtube.com/watch?v=FsazogO1E_Q&feature=c4-overview-vl&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt The Family Center on Technology and Disability. (2013). *Family information guide to assistive technology and transition planning*. Retrieved from http://www.fctd.info/assets/assets/8/FCTD-AT-Transition-Guide.pdf?1281716039
CEC Paraeducator Standards/NAECY Core Standards	Instructional Strategies/Knowing and understanding effective strategies and tools for early education

Textbooks, Workbooks, and Other Instructional Materials	
Citation	The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Assistive technology and the individualized educational program*. [Information Brief]. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/pediatricapta_org_consumer_patient_information_pdfs_assistivetechnology_pdf.html
Description	This is a fact sheet originally produced by the American Physical Therapy Association that can be used to guide all members of an individualized education program (IEP) team as they consider how assistive technology will be used to meet specified goals.
Application	Information from this fact sheet will support course content on creating an environment where all students can achieve.
Outcome	Information from this resource will help students increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	Department of Education's Office of Special Education Programs (OSEP). (Producer). (2013). *Assistive technology in action-meet Mason* [Video]. Available from http://www.youtube.com/watch?v=xMHuWGUEu2M&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt Department of Education's Office of Special Education Programs (OSEP). (Producer). (2013). *Assistive technology in action-meet Sam* [Video]. Available from http://www.youtube.com/watch?v=YayaN9vwipU&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt Edutopia. (Producer). (2010). *Assistive technology: Enabling dreams* [Video}. Available from http://www.youtube.com/watch?v=rXxdxck8Gic Family Center on Technology and Disability (FCTD), & Pacer Center. (Producers). (2012). *Assistive technology in action-Meet Elle* (Video]. Available from http://www.youtube.com/watch?v=R8VuA8yVBv8
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding the multiple influences on development and learning

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Yirka, B. (2013, July 18). Researchers using Kinect to allow deaf people to communicate via computer (with Video). *Phys.org.* Retrieved from http://phys.org/news/2013-07-kinect-deaf-people-video.html
Description	Researchers from Microsoft Asia and the Institute of Computing Technology at the Chinese Academy of Sciences have been working together to develop a computer system able to translate gestures used in sign language to text. The combined team presented the results of their research at this year's Faculty Summit 2013—a conference held annually by Microsoft to promote information technology sharing among the academic community.
Application	Content from this article supports course content on the use of technology to increase the participation and achievement of students with disabilities.
Outcome	Content from this article will help students participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children with exceptional needs. [3.2]
Additional Information	University of Aberdeen. (2012, October 4). 'Portable Sign Language Translator': Automated translation of sign language into text is now a reality. *Phys.Org*. Retrieved from http://phys.org/news/2012-10-portable-language-traslator-automated-text.html#inlRlv University of Aberdeen. (2012, September 5). Wireless technology facilitates independence for people with speech impairments and limited mobility. *Phys.Org*. Retrieved from http://phys.org/news/2012-09-wireless-technology-independence-people-speech.html#inlRlv
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing and understanding the multiple influences on development and learning

Websites and Other Electronic Media	
Citation	American Academy of Pediatrics, Robert Wood Johnson Foundation, National Association of Pediatric Nurse Practitioners,& The National Center for Learning Disabilities. (2013). *The LD Navigator.* Retrieved from http://ldnavigator.ncld.org/
Description	This website offers informational handouts that can be printed for parents; talking points for doctors to guide conversations about referrals and evaluation; screening questions for new patients; and information on federal and local laws that govern educational services for students with learning disabilities. Not only can it be used by those in the medical field but it can serve as a guide to administrators, teachers, and support staff as they share information with parents.
Application	Resources on this website will support course content on parent and community involvement.
Outcome	Information from this website will help students provide support to families so that they can implement health, nutrition and safety practices and procedures for children with exceptional needs. [7.1]
Additional Information	Family Center on Technology and Disability, & U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2013). *Assistive technology solutions* [FCTD Fact Sheet]. Available from http://www.fctd.info/assets/assets/21/AT_solutions-may2012.pdf?1338562550 Family Center on Technology and Disability, & U.S. Department of Education, Office of Special Education Programs (OSEP), (Producers). (2013). *Education program models* [Education-Related Tool]. Available from http://ldnavigator.ncld.org/#/education-related/education-program-models Click on tabs to progress through tool.
CEC Paraeducator Standards/NAECY Core Standards	Collaboration/Knowing about and upholding ethical standards and other professional guidelines

Websites and Other Electronic Media	
Citation	Burgstahler, S., & The National Science Foundation. (Producers). (2009). *Equal access: science and students with sensory impairments*. [Video]. Available from http://www.youtube.com/watch?v=3-PoIJ6VjWA
Description	This video is posted on the *Do-It* website. *DO-IT* (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the successful participation of individuals with disabilities in challenging academic programs and careers. This video provides strategies for success for both students and teachers of students with disabilities. Accommodations and adaptations for learning content and engaging in activities are described in detail.
Application	Information from this video will support course content on science and math participation, engagement, and achievement for all students.
Outcome	Information from this video will help students increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	Burgstahler, S., & The National Science Foundation (2012, April 6). Equal access: Science and students with sensory impairments. *Disabilities, Opportunities, Internetworking, and Technology (Do-It).* Retrieved from http://www.washington.edu/doit/Brochures/PDF/equal_access_sci.pdf Described and Captioned Media Program, The National Association of the Deaf. & U.S. Department of Education. (Producers). (2008). *Equal access in the classroom* [Video}. Available from http://www.youtube.com/watch?v=GZ4OeOJ10W4 The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Captioned media: Literacy support for diverse learners*. [Information Brief]. Retrieved from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/readingrockets_org_article_35793.html
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Websites and Other Electronic Media	
Citation	Center for Applied Special Technology. (1984). *CAST: Universal Design for Learning.* Retrieved from http://www.cast.org/
Description	This website defines Universal Design for Learning (UDL)and provides guidelines for presenting information and content in different ways (multiple means of representation), differentiating the ways that students can express what they know (multiple means of action and expression), and stimulating interest and motivation in learning (multiple means of engagement).
Application	Resources on this website will support course content on promoting cognitive, physical, and social skills of students with disabilities.
Outcome	Resources at this website will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children under the guidance of the lead teacher. [2.1]
Additional Information	The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Instructional accommodations: making the learning environment accessible to student with visual disabilities* [Module]. Available from http://iris.peabody.vanderbilt.edu/v02_successsight/challenge.htm University of Colorado at Boulder. (Producer). (2012). *CU-Boulder research: Engineering sporting equipment for visually impaired children* [Video]. Available from http://www.youtube.com/watch?v=ePw4P6Fc0kE UTS Primary. (Producer). (2011). *Assistive technologies for vision and hearing impaired children* [Video]. Available from http://www.youtube.com/watch?v=nCKAJ_H0rPw
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum

Websites and Other Electronic Media

Citation	Rovins, M. (2013). *TA&D Network.* Retrieved from http://tadnet.ning.com/
Description	This social network contains a sharing space to receive feedback on international special education research and to assist in the dissemination of the activities of the Division of International Special Education and Services (DISES), a division of the Council for Exceptional Children that promotes knowledge exchange, collaboration, and human rights and advocacy to those who provide services for individuals with disabilities. It also contains a library of videos on the CONNECT Modules and special education topics such as restraints and seclusion, and collaboration.
Application	Resources on this website will support course content on characteristics of a quality school-age program.
Outcome	Resources at this website will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children under the guidance of the lead teacher. [2.1]
Additional Information	Lim, C.I. (Producer). (2012). *Overview of CONNECT Modules* [Video}. Available from http://tadnet.ning.com/video/overview-of-connect-modules ED101. (Producer). (2013). *Effective instructional approaches, strategies, and assessment for students in mathematics* [Video]. Available from http://tadnet.ning.com/video/engage-paul-mov In this video, Dr. Paul J. Riccomini, Associate Professor of Special Education at Pennsylvania State University, provides a clear and informative description of Response to Intervention (RTI). He calls it the "pulling together of assessment, curriculum, and instructional methods in a way that is focused on improving student achievement" in a specific content area, predominantly in the areas of reading and mathematics. Questions of RTI administrative challenges including fiscal challenges are raised. ED101. (Producer). (2013). Seclusion and restraints: A discussion [Video]. Available from http://tadnet.ning.com/video/seclusion-and-restraints-a
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing about and upholding ethical standards and other professional guidelines

Websites and Other Electronic Media	
Citation	U.S. Department of Education, Office of Special Education Programs (OSEP). (2008). *National Center on Student Progress Monitoring* Retrieved from http://inclusionresearch.org/Organizations.html http://studentprogress.org/
Description	To meet the challenges of implementing effective progress monitoring, the Office of Special Education Programs (OSEP) funded the National Center on Student Progress Monitoring, at the American Institutes for Research in conjunction with Vanderbilt University. This project has come to the end of its five-year contract but will continue to maintain this website with valuable resources.
Application	Resources found on this webpage will support course content on developing best practice reading and writing curricula for all students. .
Outcome	Information from this site will help students use data to develop and implement activities and lessons. [4.1]
Additional Information	Wright, P. & Wright, P. (Producers). (2013). *Progress monitoring* [Information Brief]. Available from http://www.wrightslaw.com/info/progress.index.htm American Institutes for Research, & U.S. Department of Education, Office of Special Education Programs (OSEP). (2013). *The National Center on Response to Intervention (NCRTI).* Retrieved from http://www.rti4success.org/ *The National Center on Response to Intervention* is housed at the American Institutes for Research and works in conjunction with researchers from Vanderbilt University and the University of Kansas. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). The Center's mission is to provide technical assistance to states and districts and build the capacity of states to assist districts in implementing proven models for RTI
CEC Paraeducator Standards/NAECY Core Standards	Assessment/Understanding and practicing responsible assessment to promote positive outcomes for each child

Websites and Other Electronic Media

Citation	The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Accessing the general education curriculum: Inclusion considerations for students with disabilities* [Module]. Available from http://iris.peabody.vanderbilt.edu/resources.html
Description	This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities. The module begins with a discussion between two administrators identifying the challenge and progresses through thoughts; perspectives and resources; assessment; and wrap-up.
Application	Information will support course content on administering best practice policies and procedures of a program.
Outcome	Resources at this website will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children under the guidance of the lead teacher. [2.1]
Additional Information	The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers) (2001). *Creating an inclusive school environment: A model for school leaders* [Module]. Available from http://iris.peabody.vanderbilt.edu/inc/chalcycle.htm The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers). (2001). *Boosting inclusion in after-school activities with AT and supplemental services* [Information Brief]. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/ldonline_org_article_9924.html The IRIS Center, & The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producers) (2001). *Connecting leadership to learning* [Information Brief]. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/wallacefoundation_org_knowledgecenter_knowledgetopics_currentareasoffocus_educationleadership_documents_kn.html The DOIT Center. (Producer). (2009) *Building the team: Faculty, staff, and students working together* [Video]. Available from http://www.youtube.com/watch?v=JoHL6Y72TaU
CEC Paraeducator Standards/NAEYC Core Standards	Individual learning differences/Knowing about and upholding ethical standards and other professional guidelines

RESOURCE MATRIX
(School-Age Program Administration]

Websites and Other Electronic Media	
Citation	Wright, P. & Wright, P. (Producers). (2013). *IEP FAQs Pop-Up: Developing your child's IEP: Present level, goals & services, Accommodations* [Information Brief]. Available from http://www.wrightslaw.com/info/iep.develop.popup.htm
Description	This tool is a chart showing the most common questions parents, teachers, and administrators ask about developing, implementing, and monitoring the success of a student's IEP. Not only are answers provided when the reader clicks on the question box of choice, but also federal laws or regulations supporting these answers are provided as well as additional resources.
Application	Information from this website supports course content on parent and community involvement and laws, policies, and procedures that guide the administration of an individualized education program.
Outcome	Information from this website will help students share with others the rights and responsibilities of children with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	Wright, P., & Wright, P. (Producers). (2013). *Doug C. vs Hawaii: Analysis* [Information Brief]. Available from http://www.wrightslaw.com/law/art/dougc.hawaii.pwanalysis.htm Although this document is not brief, pertinent information can be found at the beginning when the case is described and at the end when the decision is provided. This is important information that focuses on the consequences of not including the parent in a child's IEP meeting. Wright, P., & Wright, P. (2013). Individualized Education Program: Model form. *Wrightslaw*. Retrieved from http://www.wrightslaw.com/idea/law/model.iep.form.pdf Insight Media. (Producer). (2012). *IDEA: Inclusion, IEPs and special needs laws-What teachers should know* [Video]. Available from http://www.youtube.com/watch?v=0jFRHRVv7Mo Disabilities Rights Center. (Producer). (2009) *Legal brief: Special education identification* [Video]. Available from http://www.youtube.com/watch?v=hYqmGIIS3EE
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession

Websites and Other Electronic Media	
Citation	Wright, P., & Wright, P. (1998). *Wrightslaw*. Retrieved from http://www.wrightslaw.com/
Description	Wrightslaw was created on November 9, 1993 by Pam and Pete Wright. Pete Wright is an attorney who represents children with special educational needs. He is an individual with learning disabilities including dyslexia, dysgraphia, and ADHD; and his determination to help children grew out of his own educational experiences. Pam Wright is a psychotherapist who has worked with children and families since the 1970's. She has written extensively about raising, educating, and advocating for children with disabilities. Parents, educators, advocates, and attorneys use Wrightslaw to find accurate, reliable information about special education law, education law, and advocacy for children with disabilities.
Application	Information from this website supports course content on policies and procedures that guide the administration of an educational program including typical and atypical learners aged five to nine.
Outcome	Information from this website will help students share with others the rights and responsibilities of children with exceptional needs, their families and other stakeholders. [1.1]
Additional Information	Wright, P., & Wright, P. (Producers). (2013). *Wrightslaw Section 504 Retaliation. ChildAbuse. Diabetes* [Video]. Available from http://www.youtube.com/user/wrightslaw/featured This video is about an April 1, 2013 US Court of Appeals for the Sixth Circuit case regarding a child with Type 1 Diabetes and issues of Section 504 retaliation. In alleging abuse and neglect, the school principal told protective services that the parents "are just looking for a lawsuit" and that they did not care that "the child could die at school." DCS closed the case finding that the allegations were unfounded.
CEC Paraeducator Standards/NAECY Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession