



MCAAP Monday Drop In Lunch Bunch:

“Leveraging Community Services To Support Your Patients’ Learning and Developmental Needs”

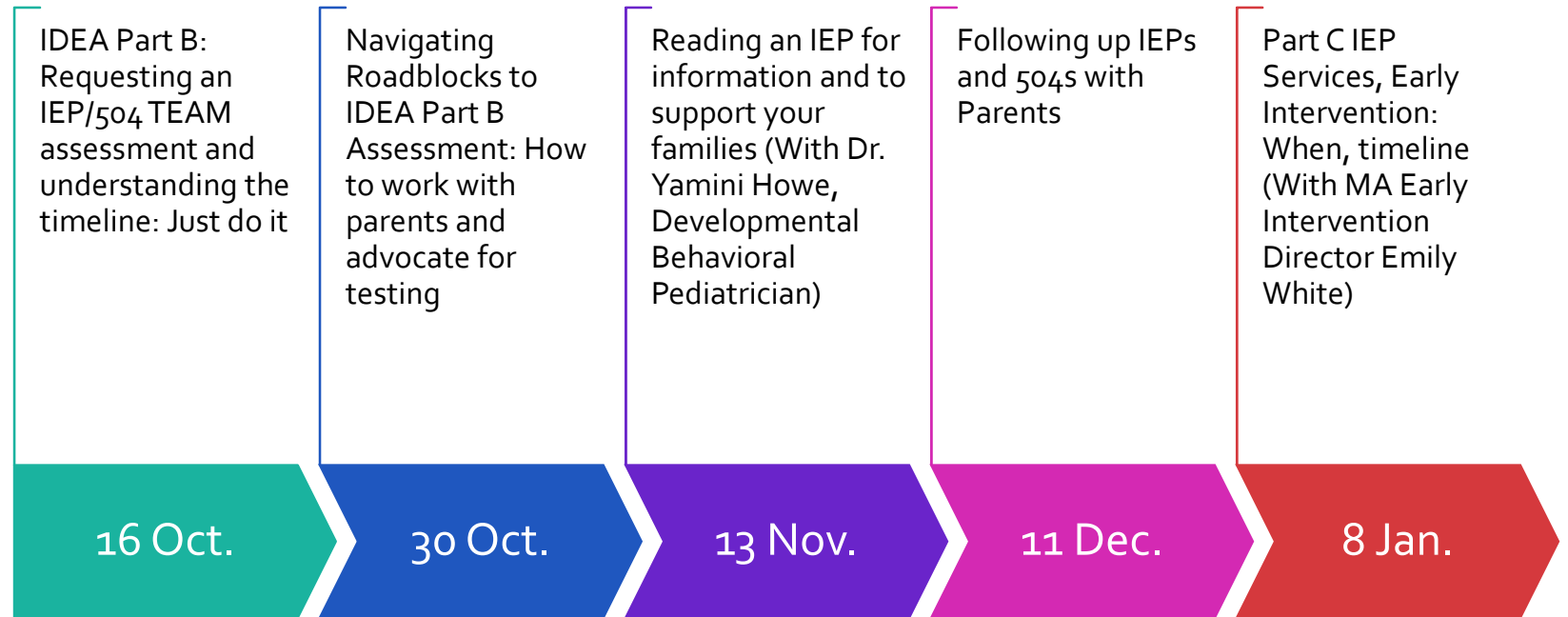
October 30, 2023:

IEP/TEAM assessment timeline:

Helping parents overcome barriers
when requesting testing and
accommodation

With MCAAP President:
Mary Beth Miotto, MD, MPH

Monday Lunch Bunches this fall and on..



Massachusetts Chapter

INCORPORATED IN MASSACHUSETTS

American Academy of Pediatrics

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Raising Parental Awareness of Their Child's Educational Rights in the US and Massachusetts



MASSACHUSETTS ADVOCATES for CHILDREN


YOUR AND YOUR CHILD'S EDUCATION RIGHTS IN THE U.S.

- Your child has the right to go to public school for free, regardless of your or your child's immigration status and without delay.
- If you do not have the documents that schools require for your child to go to school, the school should work with you to get them or use the information that you have. For example, if you do not have your child's birth certificate, the school can accept a written statement from you stating your child's date of birth.
- If English is not your child's first language, schools must provide language support and services so that your child can learn. If your child also has a disability, the school must provide both special education services AND language support services.
- If your child finds learning difficult because they have a disability your child may have the right to additional support and services at school. You can ask the school to test your child for special education services. The school must test your child in the language that best shows your child's skills and knowledge.
- The school must use a qualified interpreter when they need to speak with you. And the school must translate all the documents you need from them into your language (at no cost to you).
- It is illegal for schools to have different rules for you or your child because of the country you come from. This law includes students and parents who do not have documents.

Our Free Multilingual Helpline is here to help:
617-357-8431

Call us to discuss concerns with school enrollment, special education, English language education, language access, and more.

Scan the QR code for our Helpline, or visit our website and social media for more information



www.massadvocates.org

MASSACHUSETTS ADVOCATES for CHILDREN


DWA OU E DWA EDIKASYON PITIT NAN ETAZINI

- Pitit ou a gen dwa ale nan lekòl leta gratis, kèkeswa sityasyon imigrasyon ou oswa pitit ou san pedi tan.
- Si w pa genyen dokiman lekòl yo mande pou pitit ou a alel, lekòl la ta dwe travay avèk ou pou w jwenn yo oswa pou w itilize enfòmasyon ou genyen yo. Pa egzanp, si ou pa gen batistè pitit ou a, lekòl la ka aksepte yon deklarasyon alekri nan men ou ki endike dat nesans pitit ou a.
- Si anglè pa premye lang pitit ou, lekòl yo dwe bay sipò langaj ak sèvis pou pitit ou a ka aprann. Si pitit ou gen yon andikap, lekòl la dwe bay tout sèvis edikasyon espesyal AK sipò/sèvis lang.
- Si pitit ou a jwenn difikilte pou aprann paske li gen yon andikap pitit ou a gen dwa pou jwenn sipò ak sèvis edikasyon nan lekòl la. Ou ka mande lekòl la teste pitit ou a pou sèvis edikasyon espesyal. Lekòl la dwe teste pitit ou a nan lang ki pi byen montre konpetans ak konesans pitit ou a.
- Lekòl la dwe itilize yon entèprèt ki kalifye li yo bezwen pale avèk ou. Apre sa, lekòl la dwe tradwi tout dokiman ou bezwen nan men yo nan lang ou (san ou pa peye pou sa).
- Li ilegal pou lekòl yo genyen règ diferan pou ou oswa pou pitit ou poutèt peyi ou soti. Lwa sa a gen ladan li elèv ak paran ki pa gen dokiman.

Nou ka ede ou gratis nan plizyè lang. Liy èd pou ede ou a:
617-357-8431

Rele nou pou diskite tout pwoblèm ki gen rapò ak enskripsyon nan lekòl, edikasyon espesyal, edikasyon nan lang anglè, aksè nan lang, ak plis ankò.

Eskane QR kòd pou ou gin aksè ak Liy èd lan, oswa vizite nou sou entènèt pou plis enfòmasyon



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LOS DERECHOS EDUCATIVOS DE USTED Y SU HIJO(A) EN LOS ESTADOS UNIDOS

- Su hijo(a) tiene derecho a ir a la escuela pública de forma gratuita, independientemente de su estatus migratorio o el de su hijo(a) y sin demora.
- Si no tiene los documentos que las escuelas exigen para que su hijo(a) vaya a la escuela, la escuela debe colaborar con usted para obtenerlos, o utilizar la información que ya usted tiene. Por ejemplo, si no tiene el certificado de nacimiento de su hijo(a), la escuela puede aceptar una declaración escrita suya indicando la fecha de nacimiento de su hijo(a).
- Si el inglés no es el primer idioma de su hijo(a), las escuelas deben brindar apoyo y servicios lingüísticos para que su hijo(a) pueda aprender. Si su hijo(a) también tiene una discapacidad, la escuela debe proporcionar servicios de educación especial y apoyo/servicios lingüísticos.
- Si a su hijo(a) le resulta difícil aprender porque tiene una discapacidad, es posible que tenga derecho a apoyo y servicios adicionales en la escuela. Puede pedirle a la escuela que le haga una prueba a su hijo(a) para recibir servicios de educación especial. La escuela debe evaluar a su hijo(a) en el idioma que mejor demuestre sus habilidades y conocimientos.
- La escuela debe utilizar un intérprete calificado cuando necesite hablar con usted. Y la escuela debe traducir todos los documentos que necesite de ellos a su idioma (sin costo alguno para usted).
- Es ilegal que las escuelas tengan reglas diferentes para usted o su hijo(a) debido al país de donde viene. Esta ley incluye a estudiantes y padres que no tienen documentos.

Nuestra Línea de ayuda gratis y plurilingüe está aquí para ayudarle: 617-357-8431

Llámenos para analizar sus inquietudes sobre la inscripción escolar, la educación especial, la educación del idioma inglés, el acceso al idioma y más.

Eskane el código QR para nuestra línea de ayuda, o visita nuestra página web y medios sociales para más información




www.massadvocates.org

Get to know
the process &
offer links to
help parents
learn the
process

Parent Understanding of the Process:
<https://www.pacer.org/parent/php/PHP-c2.pdf>

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES



Evaluation: What Does It Mean for Your Child?

What is an evaluation?
Evaluation is the process for determining whether a child has a disability and needs special education and related services. It's the first step in developing an educational program that will help the child learn. A full and individual initial evaluation must be done before the initial provision of any special education or related services to a child with a disability, and students must be reevaluated at least once every three years.

Evaluation involves gathering information from a variety of sources about a child's functioning and development in all areas of suspected disability, including information provided by the parent. The evaluation may look at cognitive, behavioral, physical, and developmental factors, as well as other areas. All this information is used to determine the child's educational needs.

Why have an evaluation?
A full and individual educational evaluation serves many important purposes:

- 1. Identification.** It can help identify children who have delays or learning problems and may need special education and related services as a result.
- 2. Eligibility.** It can determine whether your child is a child with a disability under the Individuals with Disabilities Education Act (IDEA) and qualifies for special education and related services.
- 3. Planning an Individualized Education Program (IEP).** It provides information that can help you and the school develop an appropriate IEP for your child.
- 4. Instructional strategies.** It can help determine what strategies may be most effective in helping your child learn.
- 5. Measuring progress.** It establishes a baseline for measuring your child's educational progress.

The evaluation process establishes a foundation for developing an appropriate educational program. The school must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent. Even if the evaluation results show that your child does not need special education and related services, the information may still be used to help your child in a regular education program.

What measures are used to evaluate a child?
No single test may be used as the sole measure for determining whether a child has a disability or for determining an appropriate educational program for your child. Both formal and informal tests and other evaluation measures are important in determining the special education and related services your child needs.

Testing measures a child's ability or performance by scoring the child's responses to a set of questions or tasks. It provides a snapshot of a child and the child's performance on a particular day. Formal test data is useful in predicting how well a child might be expected to perform in school. It also provides information about unique learning needs.


Other measures of a child's growth and development, such as observation or interviews with parents and others who know the child, provide vital information on how the child functions in different settings and circumstances.

PACER CENTER
ACTION
INFORMATION SHEETS

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8161 Normandale Blvd. Minneapolis, MN 55437 | Phone (952) 838-9000 | MN Toll-Free (800) 537-2237
PACER@PACER.org | PACER.org

Are Special Factors Getting in the Way or
Supporting Services?
<https://www.pacer.org/parent/php/php-c221.pdf>

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Five Areas that May Affect Individualized Education Program (IEP) Services: Special Factors Can Be the Key to Meaningful Educational Progress

There are five special factors noted in the Individuals with Disabilities Education Act (IDEA) that are very important to the success of some children with disabilities that the Individualized Education Program (IEP) "shall" consider and address annually. The special factors are:

1. behavior
2. limited English proficiency
3. vision impairment
4. communication needs, including language and communication needs of deaf or hard of hearing students*
5. assistive technology devices and services*

Once your child qualifies for special education through the identification and evaluation process, your child's IEP team will develop, or review and revise the IEP every year. The IEP enables your child to be involved in and make progress in the general education curriculum, and meet other educational needs resulting from the disability. Part of this annual IEP development must be the "consideration of special factors" because this discussion and consideration may lead to additional services or accommodations. You can read the law at <https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1414/d/3/B>. Research has shown that students with disabilities make academic progress when provided with the appropriate instruction, support, or accommodation.

This handout will:

- Outline the factors
- Discuss how the IEP team may use the special factors in IEP development
- Provide important questions parents may want to ask the school team regarding the factors and their child
- Help parents understand why and how these factors may be the key to helping their child make meaningful educational progress

Some district IEP forms include the special factors on the IEP form itself. In other districts, the IEP form will only document the special factors when discussion has led to a service or accommodation. **In either case, consideration of the special factors is required annually.** Parents should bring up applicable special factors for discussion if the school staff does not.

It is important for parents to look at each of the factors individually. The examples and questions are not part of the law. They are given here to help parents understand how an IEP team may use the special factors. Parents may review the individual factors and note the questions an IEP team must answer to determine if the factor should be considered for their child. Sometimes additional testing may be required to clarify a child's needs

**Please note that communication needs and assistive technology services and devices are factors that should be considered for all children who have an IEP, regardless of the disability category.*

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Understanding How Each School District Works

How do pediatricians build a map for themselves and the families in their community?

- Use the internet
- Ask families already involved in Special Ed for guidance
- Reach out to the district SPED PAC
- Reach out to the District Director of Special Ed
- Ask for a contact list each time you speak with school staff
- Ask school nurses; they're usually on Student Support teams

The screenshot shows the Holyoke Public Schools website's 'SPED/Pupil Services' page. The page is organized into several sections: 'Individualized Education Program (IEP)', 'Extended School Year', 'Home and Hospital Bound Educational Services', 'Student Records', 'Child Find', and 'Massachusetts Department of Elementary and Secondary Education Resources'. Each section contains a brief description and links to relevant documents or information. On the left side, there is a 'Contact' section for Marlene Currie, Chief of Pupil Services, and a 'Resources' section with links to various forms and documents. The website header includes navigation menus for 'Calendars', 'Food Service', 'Transportation', 'Join Our Team', and 'Contact Us', along with search and utility options like 'QUICK LINKS', 'SCHOOLS', and 'TRANSLATE'.

HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

57 Suffolk Street - Holyoke, Massachusetts 01040
Tel. (413) • Fax. (413)

Memo to Parents/Guardians/Staff regarding updated guidelines for referral, evaluation, and eligibility determination for special education services and section 504

Referral for Initial Evaluation. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development.

(a) When a student is referred for an evaluation to determine eligibility for special education, the school district shall send written notice to the student's parent(s) within five school days of receipt of the referral.

(b) The notice required by 603 CMR 28.04(1) (a) shall meet all of the content requirements set forth in M.G.L. c. 71B, § 3, and in federal law and shall seek the consent of a parent for the evaluation to occur, and provide the parents with the opportunity to express any concerns or provide information on the student's skills or abilities.

(c) School districts shall provide the student's parents with an opportunity to consult with the Special Education Administrator or his/her designee to discuss the reasons for the referral, the content of the proposed evaluation, and the evaluators used.

(d) Upon referral, school districts shall evaluate children who are two and a half years of age and who may be receiving services through an early intervention program. An initial evaluation shall be conducted in order to ensure that if such child is found eligible, special education services begin promptly at age three.

Initial Evaluation. Upon consent of a parent, the school district shall provide or arrange for the evaluation of the student by a multidisciplinary team within 30 school days. The assessments used shall be adapted to the age of the student and all testing shall meet the evaluation requirements set out in state and federal law. The school district shall ensure that appropriately credentialed and trained specialists administer all assessments.

(a) **Required assessments.**

1. An assessment in all areas related to the suspected disability.
2. An educational assessment by a representative of the school district, including

(i) a history of the student's educational progress in the general curriculum. Such assessment shall include information provided by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district curriculum; and

(ii) an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.

(iii) The school district shall also thoroughly evaluate and provide a narrative description of the student's educational and developmental potential.

ENCOURAGE – EXPLORE – EMBRACE – EMPOWER – ENGAGE

HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

Notice of Parents'/Guardians' and Students' Rights Under Section 504

You have the following rights:

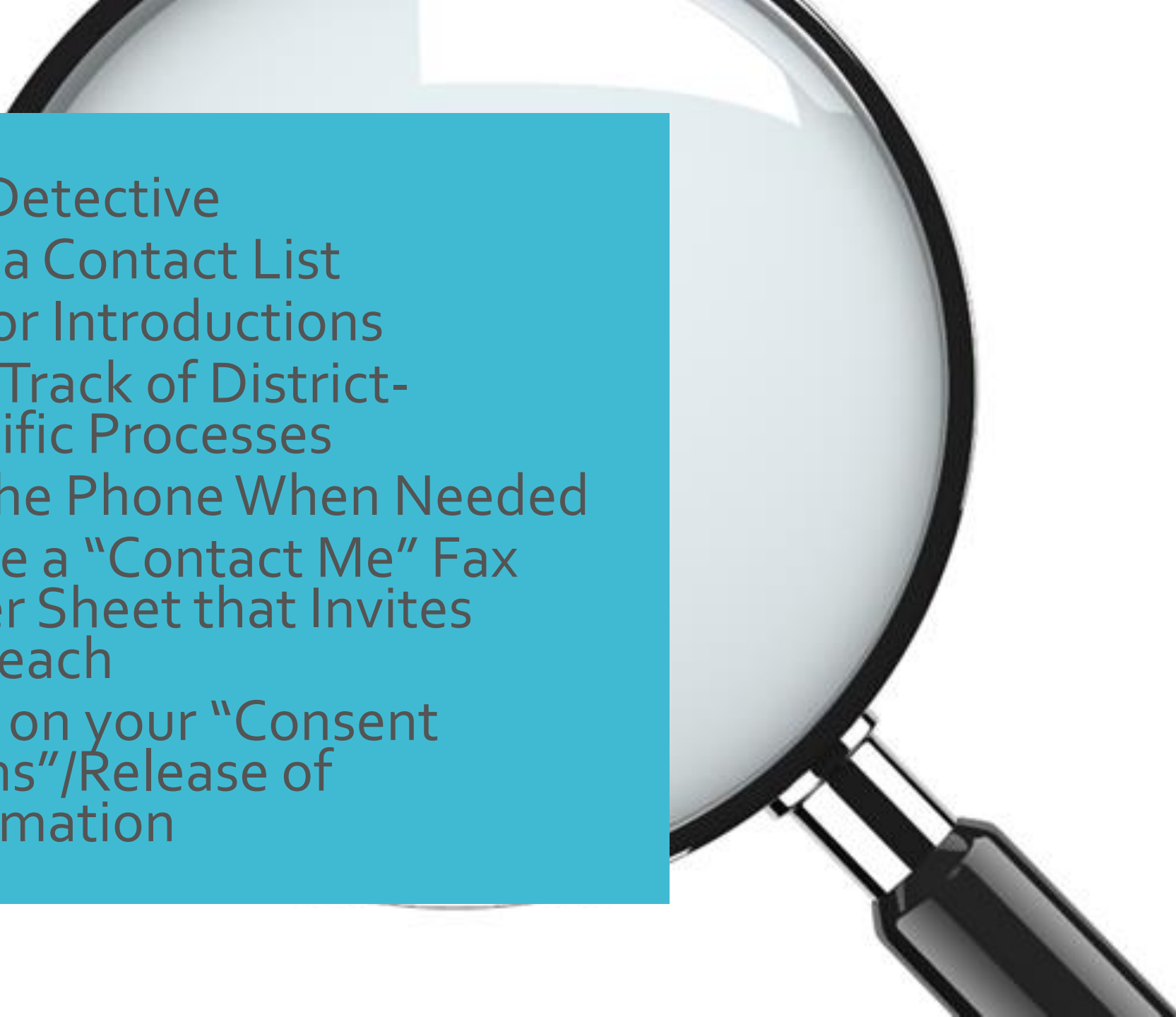
1. To receive a copy of this notice when the District takes any action regarding the identification, evaluation, and placement of a student pursuant to Section 504;
2. To examine all relevant records relating to decisions regarding your child's identification, evaluation, and educational placement;
3. To request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, or educational placement with participation by you and representation by counsel (at private expense). In order to request an impartial hearing, please contact the District's Section 504/ADA Coordinator listed below; and
4. To appeal the decision of the impartial hearing officer to a court of competent jurisdiction.

The School District's Section 504 Coordinator is:

Gielle M. Rojas
Director, Student Support Services
Holyoke Public Schools
57 Suffolk St. Holyoke, MA 01040
T.413.534.2000 x1204 C.860.375.4382

The parents' and student's right to an impartial hearing is available at the Massachusetts Bureau of Special Education Appeals, Division of Administrative Law Appeals, 14 Summer Street, 4th Floor, Malden, Massachusetts 02148, 781-397-4750.

Holyoke Special Ed Contact List: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/3179/HPS/2284978/HPS-Pupil-Service-Contact-List-Website-SY21-22-ENG.pdf

- 
- *Play Detective
 - *Build a Contact List
 - *Ask for Introductions
 - *Keep Track of District-Specific Processes
 - *Use the Phone When Needed
 - *Create a "Contact Me" Fax Cover Sheet that Invites Outreach
 - *Work on your "Consent Forms"/Release of Information

Visions of **Community**

School Options and Special Education

Presented by

Rosalie Rippey

FCSN-MA Statewide Family Engagement Center

Aceriane Leal

FCSN-School Finder Help Line

Garvy Altine

Department of Elementary & Secondary Education



FEDERATION FOR CHILDREN WITH SPECIAL NEEDS

The Federation for Children
with Special Needs
<https://fcsn.org/>

<https://fcsn.org/wp-content/uploads/sites/2/2023/03/School-Options-Special-Education-ENG.pdf>

Getting support
from local and
statewide
nonprofits



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English



School Finder Phone Line

Liy telefòn pou chache enfomasyon sou lekòl

Línea directa de localizador de escuelas

Linha Direta do Localizador de Escolas

学校查询专员热线电话

Đường dây Điện thoại Tìm Trường học



SchoolFinder@fcsn.org • (800) 208-2242 • fcsn.org/SchoolFinder



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VIRTUAL/PHONE: School Problem Solving Clinic — BY APPOINTMENT ONLY

[All Events](#)

VIRTUAL/PHONE: School Problem Solving Clinic — BY APPOINTMENT ONLY

November 6 @ 1:00 pm - 3:00 pm

School Problem Solving Clinic – VIRTUAL/ TELEPHONE — BY APPOINTMENT ONLY
Mondays 1:00 – 3:00 PM

PPAL's FREE and CONFIDENTIAL school problem solving clinic for parents, caregivers, and family members across Massachusetts.

Get one-on-one support for a wide range of concerns including

- * School discipline issues
- * School resource officer questions
- * Child Requiring Assistance (CRA)
- * Bullying
- * Do's and Don'ts when going to court

Zoom or phone call, by appointment
Contact: juvenilejustice@ppal.net

ADD TO CALENDAR

DETAILS

Date:
November 6

Time:
1:00 pm - 3:00 pm

< IN PERSON: Family Support Group for Lynn Families VIRTUAL – Parents Raising LGBTQIA+ Children >

Trainings

[Request a training](#)

PPAL Monthly Meeting

The monthly statewide meeting for individuals with experience parenting a child with mental health needs.

Questions: statewide@ppal.net

PPAL
<https://ppal.net/information-and-tools/>

Getting support from local and statewide nonprofits

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Removing barriers
to education

[Helpline](#)

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More Resources

Chat with us

MAC's [free monthly chats](#) bring special education attorneys and other experts straight to you to break down the latest guidances from the state Department of Education and answer your questions in real time. Our chats have covered special education compensatory services, requirements for schools reopening, and tips for advocating for your child's needs at school.

Join us:

[English: Second Thursday of each month](#)

[Español: El tercer miércoles de cada mes](#)

Call our Helpline (617) 357-8431

Chat with us

**Second Thursday
of each month**

8 - 8:45 PM
massadvocates.org/chat

Charla con nosotros

**El tercer miércoles
de cada mes**
8 - 8:45 PM
massadvocates.org/charlas

Shh, don't tell but this
is one of my favorites
that can really impact
your families



How to Communicate Effectively with Early Childhood Professionals

Children are amazing little humans. When you meet with your child's Individualized Family Service Plan (IFSP) or Individualized Educational Program (IEP) team, you will spend a lot of time talking about your child's needs in order to create a plan that will help them develop and grow in those areas. It is important that the meeting also include discussion about your child's strengths. Each child, regardless of their disabilities, has many interests and abilities that make them who they are and who they will become.

The role of the IFSP or IEP team is to listen to your concerns and develop outcomes and goals based on both your child's needs and their strengths. By communicating a more complete picture of your child to early childhood professionals, you can help them select appropriate services for your child. Your role is to help the other members of the team understand your child. Here are some ideas that can help you do that effectively.

Know your child's strengths and needs

While all children develop in their own way and at their own pace, there are general guidelines that list the skills and behaviors children typically have at specific ages. These guidelines can help you think about where your child is developing typically and where support might be helpful. Some parents find it helpful to discuss their child's strengths and needs with a family member or friend before meeting with the team. Those trusted adults can validate or add to observations a parent has already made. As you consider your child's development, look for consistent patterns, not just one or two instances of a behavior.

Here are some examples other parents have defined as strengths and needs:

STRENGTHS	NEEDS
I am happy that my child:	I'm concerned that my child:
Smiles back at me or others	Doesn't smile back at me or others
Follows movement of an object by turning her or his head	Doesn't follow moving objects around by turning her or his head
Reaches for objects and holds them	Has difficulty reaching for objects and holding them
Makes sounds, babbles, or talks	Seldom attempts to make sounds
Understands common words such as "no," "bye," and "all gone"	Doesn't seem to understand common words such as "no," "bye," and "all gone"
Likes to play with other children	Prefers to play alone
Sometimes uses two- to three-word sentences	Uses only single words and only occasionally
Talks and usually is understood by others	Talks, but is not usually understood by others

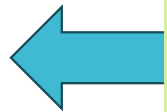
Share information

Once you've identified your child's strengths and needs, use examples as you share them with the early childhood professionals. This can give the team a fresh, insightful way of looking at your child.

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<https://www.pacer.org/publications/sp/ecedrights.asp>

Help parents describe their concerns in a meeting OR a request letter



Getting support from local and statewide nonprofits...or even out of state



<https://www.pacer.org/parent/php/php-c159.pdf>

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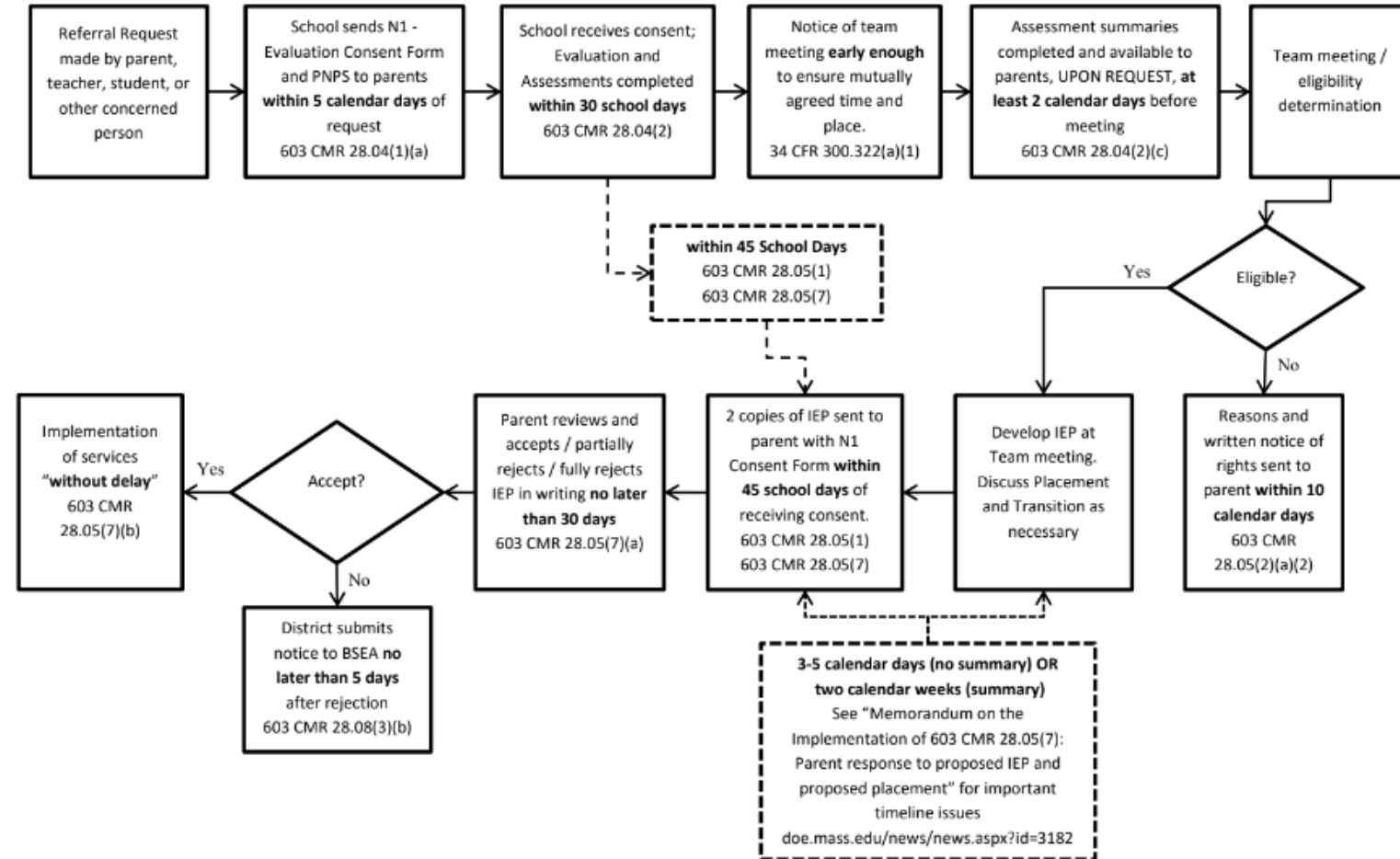
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WHERE DID THE BALL GET DROPPED IN THE CHILD'S IEP TIMELINE?

Massachusetts IEP Timeline Compliance





Are you concerned about IEP eligibility?

That's not REALLY your job at the initial request for assessment...

But here is the process map your district SPED will use:

School District Name: _____
 School District Address: _____
 School District Contact Person/Phone #: _____

Special Education Eligibility/Initial and Reevaluation Determination

Student Name: _____ DOB: _____ ID#: _____ Date: _____

A. Proceed through the flowchart until an eligibility determination is reached..

1. Does the student have one or more of the following types of disability?
 • Autism
 • Developmental delay
 • Intellectual
 • Sensory:Hearing, Vision, Deaf-Blind
 • Neurological
 • Emotional
 • Communication
 • Physical
 • Specific Learning
 • Health

no → Student is not eligible for Special Education but may be eligible for other services in other programs.

If yes, indicate disability type(s):

yes ↓

2. a) is the student making effective progress in school?
 (For reevaluations: Would the student continue to make progress in school without the provided special education services?)

yes → Student is not eligible for Special Education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.

no ↓

2. b) is the lack of progress a result of the student's disability?

no → Student is not eligible for Special Education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.

yes ↓

2. c) does the student require specially designed instruction in order to make effective progress in school or does the student require related services in order to access the general curriculum?

no → Student is not eligible for Special Education but may be eligible for accommodation(s) for disability(ies) under Section 504 of the Rehabilitation Act or may be eligible for other services in other programs.

yes ↓

B. Answer this question for all students.

Is parent satisfied with school evaluation?

Continue forward as previously discussed.

Discuss Extended Evaluation and rights to an Independent Educational Evaluation.

KEY EVALUATION FINDINGS AND/OR NEXT STEPS
