What Are Public Schools Required to Do When Students with Disabilities Are Bullied?

The United States Department of Education, Office for Civil Rights answers that question in their Parent Fact Sheet. To access this on document on line visit: https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-bullying-201410.pdf

Parent Fact Sheet

What does a school have to do when a child with a disability is being bullied?
- School staff, parents, and other caring adults have a role to play in preventing and responding to all forms of bullying. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.
- Regardless of whether the student is being bullied based on his or her disability, schools must remedy the effects of bullying on the services that the student with a disability receives (special education or other disability-related services) to ensure the student continues to receive a free appropriate public education (FAPE). Any remedy should not burden the student who has been bullied.

Does it matter if a child has an Individualized Education Program (IEP) or 504 plan?
- No. Some students with disabilities receive FAPE through an IEP developed under the Individuals with Disabilities Education Act (IDEA) and others receive a plan developed under Section 504. If changes in a student’s behavior or academic performance indicate that a student may not be receiving FAPE, the IEP or Section 504 team should meet to determine whether the student’s educational needs have changed and the school must provide any needed additional services promptly to ensure the student’s ongoing receipt of FAPE.

Where can I go for help?
- Go to www.stopbullying.gov, a federal website that provides helpful information and resources on bullying prevention and remedies.
- Ask to meet with the IEP or 504 team, the principal, or the district’s Section 504 or Title II Coordinator if you believe your child is being bullied. Consider using your school’s disability grievance procedures to have the school address your concerns.
- The U.S. Department of Education’s Office for Civil Rights (OCR) has issued a Dear Colleague Letter explaining what public schools must do under federal law to respond when students with disabilities are bullied. OCR investigates complaints of disability discrimination at schools. To learn more about federal civil rights laws or how to file a complaint, contact OCR at 800-421-3481 (TDD: 800-877-8339), or ocr@ed.gov. OCR’s website is www.ed.gov/ocr. To fill out a complaint form online, go to http://www.ed.gov/ocr/complaintintro.html.

Bullying: This letter addresses issues of bullying and special education students. https://www2.ed.gov/about/offices/list/ocr/letters/colleague-bullying-201410.pdf

Do you wonder how frequently students are bullied in your child’s school? You can find out by visiting: https://ed.sc.gov/districts-schools/school-safety/discipline-related-reports/2017-18-bullying-incidents-by-district-and-school/
The Coalition

Do You Know About

**Carolina Children’s Charity**

Founded in October 1987 by a group of experienced and dedicated local volunteers, many of whom are still very involved with the Charity today, Carolina Children’s Charity (CCC) has provided assistance to thousands of Lowcountry children with birth defects or other disabling diseases. The dedication and commitment of the CCC to help these families in need.

Carolina Children’s Charity has no state or national affiliation, and receives no government grants or reimbursement for services. The Charity relies solely on the generosity of the community in its fundraising efforts. Governed by a volunteer Board of Directors and staffed by 2 employees, CCC is making a positive impact for children who experience a range of conditions from asthma to cerebral palsy, from juvenile diabetes to cancer, and many more in between.

The CCC disperses funds through an on-going grant process to qualified applicants in Berkeley, Charleston, Colleton, and Dorchester Counties. In the past, Carolina Children’s Charity has provided assistance to cover costs such as special equipment, medications, medically necessary evaluation and testing. The monies are intended to support patient care, medical services and related activities. All Carolina Children’s Charity grant funding is paid directly to the provider. To qualify for grant funds a child must be 0-18 years of age; reside in Berkeley, Charleston, Colleton or Dorchester County and has been diagnosed with a birth defect or childhood disease. For those who meet these qualifications, a grant application can be found on the CCC website: www.carolinachildren.org/ or Call: 843-769-7555

**INTELLIGENT LIVES**

In his new film, INTELLIGENT LIVES, Dan Habib follows 3 young adults with intellectual disabilities: Micah, Naieer and Naomie, who, with the support of family, educators and colleagues, work toward a future marked with increased inclusion and independence. The film is narrated by Academy Award-winning actor, Chris Cooper, who shares the story of his late son Jesse, which expands our understanding of a person’s potential beyond their IQ. The film premieres 10/22/19 at 8PM on WORLD Channel & is available on your local PBS station or through streaming on 10/23/19. For more info: Film website is: https://intelligentlives.org Streaming: https://worldchannel.org/episode/arf-intelligent-lives/

**RAISE!**

The National Resources for Advocacy, Independence, Self-determination and Employment (RAISE) Technical Assistance Center works with the seven Rehabilitation Service Administration (RSA) Centers to develop and disseminate information and resources that increase their capacity to serve youth and young adults with disabilities and their families.

Besides the RSA Centers, the RAISE audience includes youth/young adults with disabilities and their families. For those RAISE provides a multitude of resources and information to help them:

- Better understand vocational rehabilitation (VR) and independent living programs and services;
- Communicate more effectively with transition and rehabilitation personnel and other relevant professionals; and
- Understand the provisions of the Rehabilitation Act, particularly provisions relating to employment, supported employment, and independent living.

RAISE also provides these individuals with:

- Follow-up support for transition and employment programs;
- Support and expertise in obtaining information about rehabilitation and independent living programs, services, and appropriate resources;
- Support in the development of the individualized plan for employment.

Check out the RAISE comprehensive resource page at their website: https://www.raisecenter.org/

Speaking of Transition...Don’t forget to check out the FRC’s Transition Toolkit on our website:


The contents of this newsletter were developed under a grant from the US Dept. of Education, # H328C160018. However, contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Kristen Rhoades.
The three kinds of fairness are:

1. Equality: Every person receives the same reward.
   Every adult gets to vote; every child gets a teacher.

2. Equity: Reward is proportionate to input; the person who contributed the most receives the highest reward. The gifted child who writes poetry, gets the literature award.

3. Need: The person who has the need, receives the reward. Free lunch vouchers are given to children who are from homes with lower incomes.

It is likely that children learn about fairness from the adults who are in their lives, listening to adult explanations, and observing the actions of adults. Therefore, it is important to know how to respond when a child exclaims, “But it’s not fair!”

- Respond in a no nonsense, unapologetic manner. “You know how much difficulty Michael has with his math. This is just a way to help him do better” or “Remember, I need to help anyone with a problem they may be having. This is my way of helping. You don’t need help with your work because you are such a good student and I am so very proud of you.”

- Respond consistently and use a “broken record” style if necessary. If an adult responds the same way each time to complaints, then the child is going to quickly learn what the response is going to be and then more likely to stop asking.

- Listen for other meanings. Sometimes complaints from other children are because they need some attention. That does not mean that the adult needs to change an accommodation for another student; the child that is complaining may simply need some opportunities to feel special.

- The younger the complaining child is, the more likely that the child may need an opportunity to feel special. “Monica is getting a reward for doing something that is very hard for her. Would you like to work on something that is very hard for you?”

In conclusion, at a recent meeting of school administrators, a superintendent said that a question that was always asked of a new teacher in an interview was this: “What is your definition of fairness?” The superintendent went on to say that if a new teacher responded with, “it means that everyone gets the same,” then that teacher would invariably have trouble in the classroom. Fairness will always mean different things to different people. Like the accommodations that are made for children with special needs, it is important to remember that flexibility and creativity are often needed.”

UPDATE: Exception Parent magazine has published their Annual Health Care Issue. Get it for free on the website: http://www.ep-magazine.com/
Looking for a Support Group?

**Trident Head Injury Support Group:** meets the 1st Tuesday of each month from 7:00-8:30 PM in classroom #1 (across from the cafeteria) at Bon Secours St. Francis Hospital, 2095 Henry Tecklenburg Dr., Charleston, SC  For more info: Richard Aust at 843-792-2605 or at aust@musc.edu.

**Down Syndrome Association of the Low Country:** sponsors four Information Programs and four Social Events each year - in addition to Mothers Night Out. For a complete calendar of events, check their website at: www dsalowcountry.org or follow them on Facebook. You may also call: 843-654-1552 or contact Candace Coleman at candismo69@gmail.com

**Parent & Guardian Association of the Coastal Center:** This group supports those with a family member residing at the Coastal Center. General meetings are held four times a year. For more information contact Richard at (843) 821-5809 or Suzanne at 843-276-1001.

**Rett’s Syndrome Support:** Families in need of a contact person to access support services for girls with Rett’s Syndrome may call Hollis Gunn at 843-847-1248.

**Low Country Breeze:** This group is open to any person with a spinal cord injury or other mobility difficulties. The meetings provide a forum for the members to discuss issues and concerns and receive immediate feedback. Some members use the meetings to brainstorm possible solutions to ongoing problems. In addition, the group provides members with opportunities to develop a social network. Meetings are held on the second Tuesday evening of every month (6:00-8:00 PM) at AccessAbility, 7944 Dorchester Rd, #5, North Charleston. There are also special events throughout the year. For more information & to keep current with group activities contact Barb Delia at 843-557-4827.

**Sickle Cell Sisters** (for teenage girls with sickle cell disease) is a therapeutic support group for teenage girls between the ages of 13 and 18. The group meets every other month at MUSC Children’s Hospital and focuses on psychosocial aspects of living with sickle cell disease. For more information call Michelle Thompson at 843-792-0792.

**National Alliance for the Mentally Ill (NAMI) of the Charleston area** offers support group meetings for individuals who suffer from a brain disorder and for family members and caregivers of those who have severe and persistent mental illness. Meetings are held at various locations and times. 1st Tues of the Month: Moncks Corner Baptist Church, 500 East Main Street, Moncks Corner, SC 29461, 6-7:15 PM, in the Fellowship Hall beside the church. 1st Thurs. of the Month: Seacoast Church, Mount Pleasant, 750 Long Point Road, Mt. Pleasant. Enter from Egypt Road. Meetings are held at 6 PM. Family Support Group in Trailer #21 & Connection Support Group in Trailer #22. 2nd Mon of the Month: Seacoast Church, West Ashley, 2049 Savannah Hwy., Charleston, Use the Main Entrance. Support: 6:00–7:15 PM, Education: 7:30 –8:30 PM. Education meetings for consumers and family members are held together. The speakers discuss various issues related to mental health. 3rd Mon of the Month: Bethany United Methodist Church, 118 West Third South Street, Summerville, 6:00 –7:30 PM. For more information, call Toni Smallwood at 843-870-6506 or visit http://namisc.org/ or //namicharlestonarea.org

**Epilepsy Support Group** is available for families of children with epilepsy. For group information contact Karen St. Marie at 843-991-7144 or at Karen@scepilepsy.org. Also check out their Facebook page under “South Carolina Advocates for Epilepsy” for meetings & locations.

**Low Country Autism Support Group** sponsored by the Early Autism Project meets the 2nd Tuesday of the month at the Early Autism Project Clinic, 1123 Queensborough Dr., Mt. Pleasant, from 6:30-7:30. Speakers will be invited to each meeting and refreshments are served. Childcare is provided but you must register in advance for the free service. You do not have to be a client of the Early Autism Project to participate. Saturday respite events are being planned for every other month. For more information and to register for child care, call Anna Bullard at 912-293-5217 or visit abullard@earlyautism.com

**Support Group for Spanish Speaking Families:** 4th Friday of each month from 6-8 PM at the MUSC Northwoods Clinic, 2070 Northbrook Blvd., Suite A-16, N. Charleston. Call Marina at 843-876-2505.
Limbs Without Limits is an organization committed to support, motivate and empower individuals living with a mobility impairment. For more info call: Jeff Molan at (843) 991-2563 or visit their Facebook page limbswithoutlimits for meeting info.

Or, get support from social media: “Our Special Little Ones” is a closed Facebook group for parents and providers. There is also an “Our Special Little Ones’ page for parents only. Visit Facebook & ask to join.

Looking for Someone to Talk about Autism? There are two on-line ways to reach out to others in the “autism community.” There is an on-line support group for teachers, professionals, service providers & family members. To subscribe, send a blank email to: autismsouthcarolina-subscribe@yahoogroups.com. Also, there is a discussion group for parents & families who want to share their joys, stories, challenges, and solutions. To subscribe, send a blank email to: scautismforum-subscribe@yahoogroups.com

Un grupo de soporte para familias de habla Hispana se reune el cuarto Viernes de cada mes de las 6 a las 8 en la Clinica MUSC Northwoods 2070 Northbrook Blvd, Suite A-16, North Charleston. Para mayor información llame a Christina al (843) 876-2505.

Padres y grupos de apoyo juveniles
Grupo de apoyo de cuidadores adultos que incluye padres, padres adoptivos y adoptantes; Grupo de colocación familiar; Grupo de niños para niños edades 3-9; Grupo de infantil para niños edades 10-17

We try our best to keep this information current. If your group is listed here and no longer meets or if you have a group that should be listed but isn’t, please call us: 843-266-1318

Down Syndrome Association of the Lowcountry - Annual Buddy Walk
Sunday, Oct 20th, 2019 - Etiwan Park across from Bishop England HS, 363 Seven Farms Dr, Daniel Island
Tent set up begins at 10:00. The event itself is 12-4 pm with the walk around 3:00.
Registration is $10 in advance and $15 on Buddy Walk day. Registration includes a T-shirt, lunch, and participation in all of the walk festivities. Participants with Down Syndrome can register for free! Kids under 3 are free but must pay to register if they want a T-shirt. To register, create a team, and help raise funds for DSAL, visit: https://www.dsalowcountry.org/buddy_walk/fundraising.html

The Family Resource Center for Disabilities & Special Needs (FRC) is currently recruiting Parent Mentor candidates for our Parent Training and Resource Center (PTRC). Part-time Mentors provide intense technical assistance to parents/guardians of children with disabilities or suspected disabilities in Berkeley, Dorchester, & Charleston Counties. Mentors work 1:1 with parents/guardians and attend school-based education planning meetings. A Mentor must be available to attend daytime meetings, have reliable transportation, and a solid, fundamental knowledge of public school services available to children with disabilities or special learning needs. Parent Mentors are compensated for their work and provided mileage reimbursement to attend meetings. Additional training is mandatory and will be provided by the FRC. For more information contact Bev McCarty at 843-266-1318

Plan now to attend Healing Farms 2019 Fundraising Banquet on Thursday, Oct, 24th at 6:30 PM at Trident Technical College, The College Center. For more information contact Tron Severe at 843-971-9300. To learn more about Healing Farms visit their website: https://www.healingfarms.com/
The Coalition

Endrew F. Supreme Court Case: Strengthening the Voices of Families at IEP Meetings

BY Diana Autin, Maria Docherty and Lauren Agoratus, M.A. (This article was first published in Exception Parent magazine in March 2018. The authors are affiliated with the Statewide Parent Advocacy Network (SPAN) the New Jersey Parent Training and Information Center & Regional Technical Assistance Provider)

The recent Supreme Court case, Endrew F. vs. Douglas County School District, has implications for parents participating in the IEP (Individualized Education Program) development for their child. The decision clarifies the rights of children with disabilities for a free, appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA).

This case is critical to ensuring that special education services meet the stated Congressional goal of IDEA: “Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” It also supports the commitment of the US Department of Education “to ensure that all children with disabilities have available to them a ‘free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.’”

The case also builds on the previous US Supreme Court case in Rowley, in which the Court held that students who require special education have a substantive right to receive free, appropriate public education (FAPE). The Court indicated at that time that this is met “if the child’s IEP sets out an educational program that is ‘reasonably calculated’ to enable the child to receive educational benefit” that is more than de minimus (trivial). How much more than de minimus benefit is required is at the heart of the Endrew F. case.

WHAT WAS THE CASE?
Endrew F. is a student with autism and challenging behaviors. His parents thought he had made little progress with the same goals year after year in a Colorado public school. They enrolled him in a private school for students with autism. His behaviors improved and he began learning at a faster rate.

WHAT WAS AT STAKE?
The argument centered on what is meant by FAPE. It explained what constitutes an appropriate education and to what extent students with disabilities are entitled to progress in and benefit from their education under IDEA (Individuals with Disabilities Education Act.) The main question was: “Must schools provide a meaningful education in which children show significant progress and are given substantially equal opportunities as typical children, or can they provide an education that results in just some improvement?”

WHAT DID THE COURT DECIDE?
The Supreme Court overturned the Tenth Circuit’s decision that Endrew was only entitled to an educational program that provided “merely more than de minimis” (i.e. minimal) educational benefit. Under the Tenth Circuit’s ruling, the district only had to show that Endrew F.’s IEP was designed to provide more than trivial or minor educational benefit in order to meet its FAPE obligations. The US Supreme Court’s unanimous decision requires that IEPs must have goals that are “appropriately ambitious” and that districts must be able to offer a “cogent and responsive explanation” for their proposed IEPs that show that each IEP “is reasonably calculated to enable the child to make progress appropriate in light of his circumstances.” The Court held that each child with an IEP is entitled to “the chance to meet challenging objectives.”

HOW DOES IT AFFECT CHILDREN IN SPECIAL EDUCATION AND THEIR FAMILIES?
This decision clearly stated that FAPE under IDEA is a substantive right to an education that is designed to support student learning, and reinforced the importance of realistic but high expectations for students with disabilities. The outcome of the Endrew F. case reinforces the rights of students with disabilities and...

- Spelled out the standards for determining FAPE.
- Increases focus on student centered IEPs considering unique needs, abilities and circumstances.
- Supports rationale to request more intensive, specialized and related services if needed for appropriately ambitious, challenging objectives.
- When parents and districts disagree, the district has a responsibility to provide a cogent and responsive explanation for the proposed IEP that demonstrates that it is appropriately ambitious and that it provides the chance to meet challenging objectives.

Many parents have had an experience similar to the one faced by Endrew F.’s parents, in which their child’s IEP goals don’t vary each year and there is lack of progress. This court decision reinforces that IEPs must include annual goals (and as stated previously challenging objectives) that aim to improve educational results and functional performance for every child with a disability. The IEP must be aligned to both State academic content standards and ambitious goals.

For students with the most significant cognitive disabilities, alternate academic achievement ambitious standards must be aligned with the State’s grade-level content standards. Goals for these students must also be appropriately ambitious, based on the State’s content standards, and
again “reasonably calculated to enable the child to make progress appropriate in light of the child’s circumstances.”

IEP Teams must implement policies, procedures, and practices related to:
1. present levels of academic achievement and functional performance;
2. measurable annual goals, including academic and functional goals;
3. how a child’s progress toward meeting annual goals will be measured and reported, so that the Endrew F. standard is met.

Families must always remember that they are part of the IEP team. This new standard will require a “prospective judgment by school officials” that “will be informed not only by the expertise of school officials, but also by the input of the child’s parents and guardians.”

IEP IMPLEMENTATION TIPS

Questions asked during an IEP meeting should include:
- Have we given “careful consideration to this student’s present levels of achievement, disability, and potential for growth?”
- Have we considered this student’s “previous rate of academic growth, whether the student is on track to achieve or exceed grade-level proficiency, any behaviors interfering with the student’s progress, and the parents’ information and input?”
- Have we ensured this IEP includes challenging goals? Are these sufficiently challenging? Are they appropriately ambitious?
- Will this IEP allow this student to progress academically and functionally?
- Have we considered performance problems from the past year and parents’ concerns in writing the goals, objectives and assessing what services are needed?
- How is this IEP reasonably calculated to enable this student to achieve passing marks and advance for grade to grade? And if that is not a reasonable expectation for this student, how is this IEP reasonably calculated to enable this student to make progress appropriate in light of his strengths and needs?

IEP Team members should consider how special education and related services have been provided, including the effectiveness of instructional strategies and supports and services with the student. The Team should consider the child’s previous rate of academic growth, whether the child is on track to achieve or exceed grade-level proficiency, any behaviors interfering with the child’s progress, and additional information and input provided by the child’s parents. The IEP team must give “careful consideration to the child’s present levels of achievement, disability, and potential for growth.”

The IEP itself must aim to enable the child to make progress. It is an individualized determination that is unique to each child. The IEP should be reviewed at least annually to determine progress with periodic meetings throughout the year if warranted. If a child is not making expected progress toward annual goals, the IEP Team must review and revise the IEP. The parents of a child with a disability have the right to request an IEP Team meeting at any time.

As in the case of Endrew F., behavioral supports are also essential for successful outcomes. IEPs must include consideration of behavioral needs in the development, review, and revision of IEPs in order to provide FAPE. IEP Teams must consider behavioral goals and objectives and services and supports in the IEPs of children whose behavior impedes their own learning or the learning of their peers.

In summary, the Supreme Court’s Endrew F. decision will help parents make sure that their child’s IEP goals and objectives lead to better outcomes. Students with disabilities are entitled to FAPE and appropriately high expectations should be in place for all children.

“To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” (U.S. Department of Education quote)

TAKE-AWAYS
- Parents need to fully understand that their child is entitled to an IEP that enables their child to make academic progress - which means for most children, the opportunity to advance from grade to grade.
- Progress must be appropriate in light of the child’s circumstances.
- The adequacy of a given IEP turns on the unique circumstances of the child.
- Every child should have the chance to meet challenging objectives.
- The Supreme Court clearly articulated a shift to higher expectations for children with disabilities. Advocacy begins and ends with the families directly impacted and the family organizations that educate and support them.

To learn more, watch friend of the FRC, MitchYell, Ph.D. explain things on these youtube videos:
https://www.youtube.com/watch?v=4T7ZR1oI_1M
https://www.youtube.com/watch?v=3u9j0bghL1Y
The primary mechanism for ensuring students with disabilities receive the right educational content and rigor at the right moment in their education is the individualized education plan (IEP). Published on 6/25/19 by the Council of Chief State School Officers (CCSSO), the document: Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities details policy and practice considerations around individualized education plans that chiefs and state education leaders can reflect upon and implement in ensuring all students, especially students with disabilities, have access to a high-quality education.

You can find this document at: https://ccsso.org/sites/default/files/2019-06/IEP%20Document-4th%20proofFINAL.pdf

The CCSSO is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education and the five U.S. extra-state jurisdictions.

Visit their resource page at: https://ccsso.org/resource-library/topic/all

For Your Reading Pleasure:
Ensuring an Equitable Opportunity: Providing a High-Quality Education for Students with Disabilities

Autism & Sleep Disturbance

Does your child with Autism, or other disability have difficulty sleeping? According to sleephelp.org, between 44 to 83 percent of children with Autism Spectrum Disorder (ASD) also experience sleep issues. Most commonly, children with autism have difficulty falling asleep and experience disturbed sleep once they do. Problematically, their sleep problems tend to exacerbate other issues characteristic of the disorder. For instance, daytime sleepiness from lack of sleep often results in hyperactivity, inattentiveness, and aggression during the day.

Sleephelp.org has compiled an resource page on their website that provides additional information on this topic along with helpful tips & suggestions to aid sleep in both children & adults. Also included are several links to ASD organizations, forums, blogs, & books. If this is a topic of interest, visit: https://www.sleephelp.org/autism-asd/

Enablingdevices.com

In 2017, Enabling Devices (formerly Toys for Special Children launched a new state-of-the-art website and online catalog. The re-designed, mobile-friendly site is accessible, easy to navigate, and features larger, sharper, multifaceted images of products. The new enablingdevices.com is also chock full of resources and multimedia product information and offers consumers a streamlined approach to selecting and ordering products.

Since 1978, Enabling Devices has been creating and adapting toys, tools, devices and assistive technology for children, teens and adults with a variety of disabilities. Product comparison charts (also downloadable) help customers identify the products that best meet their needs while online skills charts match products with users based on the skills they seek to develop. Quoting Enabling Devices’ CEO Seth Kanor: “With the right tools, people with disabilities are doing great things and finding great joy in their lives. Our mission is to increase their joy as much as possible.”

Enabling Devices is more than just a product vendor. The website includes a blog with news and information of interest to members of the disability community, regularly updated lists of the best apps for switch users and people on the autism spectrum, and guidance for creating a sensory space in a home, classroom or office. A few of the most recent articles include tips for teachers to ready their classrooms for students with disabilities, best vacation spots with handicap access, & family camps. Enablingdevices.com is a fun website to visit where you can sign up for their newsletter.
Advocacy Skills:
A Guide to Help You Advocate for Your Child’s Educational Rights

The Center for Appropriate Dispute Resolution in Special Education (CADRE) is a federally funded technical assistance center that provides excellent information on their website: https://www.cadreworks.org
Among their resources is a document that provides great advice from the organization: Advocates for Children of New York. We think their advice on advocacy skills reflect our own here at the Family Resource Center. You may want to visit their website: https://www.advocatesforchildren.org/

Here are their Advocacy Tips:

*Education is a partnership between school and home.* You have unique information about your child. Be sure to communicate your concerns, ideas, and suggestions about your child’s learning clearly.

**Be informed:** Know your rights as a parent/guardian and know what to expect. Try to concentrate on solutions. Stay focused on new ways to support your child. Bring a copy of any laws or regulations that may be helpful. You have the right to see your child’s records (including general education records (like report cards), special education records (like IEPs and evaluations), and disciplinary records (suspension letter, witness statements, charges, etc.).

**Be persistent:** You may not always get a quick response to your request. Keep asking. Keep calling.

**Remain calm:** Your child’s education is a sensitive and emotional topic. Do your best to stay calm so you can hear what others are saying and so you can be heard.

**Be polite:** You are more likely to be heard or helped if you are courteous. Be positive and keep an open mind. Focusing on the negatives can create a barrier to effective communication.

**Be ready to find some middle ground:** You may not always get what you ask for, so have an alternative plan in mind.

**Listen:** Not listening can be a barrier to successful communication. Make sure to concentrate and listen carefully.

**Put it in writing:** Create a “paper trail”. If you speak to someone and he/she agrees to something, send him/her a letter to confirm what was said. Always send important letters certified mail and request a return receipt.

**Ask questions and ask for help:** If you do not understand something, ask someone to explain it to you. Make sure to ask specific questions. Use phrases such as “tell me more” and “I think what I heard was...am I right?” These phrases require the person you are speaking with to provide more complete information. This will help avoid confusion and misunderstandings.

If you need translation, ask: You have the right to translation and interpretation services if your native language is not English.

**Save everything:** All of the written correspondence you get concerning your child is very important. It may help you in the future if you have a problem. You should put all written materials (letters from the school, evaluations, etc.) you get in a folder and keep it available. Save envelopes too because the date on the letter may not match the post mark date. In some cases, the Department of Education is under strict time guidelines for fulfilling their responsibilities. An envelope with a post mark can be proof if the DOE did not meet a deadline.

**Get people’s names:** If you are at a meeting, ask people to identify themselves. Take notes and write down names. If you are on the phone, find out who you are speaking to. This will help you hold someone accountable for what he or she tells you.

**Remember, everyone has a supervisor:** If someone is unable to answer your questions, ask to speak to a supervisor. Get the name of the supervisor and continue up the “chain of command” until your questions are answered.

**Sign documents only after you have read them completely and understand them fully:** Make sure you understand everything that you sign. If you can’t read it or understand it have someone you trust explain it to you.

**Seek out professional advice:** Sometimes you need the help of a professional who can make a big difference in the outcome.

**Get involved:** Join others who are organizing for the same goals. There is power in numbers. Reach out to other parents and work together as advocates. Parent groups often understand how a “system really works” and how to navigate the system.

**Say “thank you” to those who help you:** Most people are never thanked for what they do. Showing your appreciation to those that have helped you can go a long way.

**Be confident:** You are the best advocate your child has!

Here is some additional advice regarding effective listening: *Positive communication means using effective listening skills. The following are things you should keep in mind to be a good listener.*

**Concentrate on listening:** Too often we are busy preparing our response to someone rather than listening to what they’re saying. This can result in missing important information.

**Watch your non-verbal communication or “body language”:** Often your body language will tell the person that you have stopped listening, even if you haven’t.

Continued on Page
Advocacy Skills Continued

Use eye contact, head nods, and lean toward the person you are speaking with: It will indicate that you are interested in what they are saying.

Do not text or talk on your cell phone while you are in a meeting: Please put all electronics on silent or vibrate.

Ask questions for clarification: When you don’t understand something, it’s important to ask follow up questions. This will also show people that you are paying attention to what they are saying.

Summarize and restate: Repeat what you heard in your own words to make sure you understand what the other person is telling you.

Take notes: If you want to remember important information, jot down notes so that you can look at them later. You can always refer to your notes if you have to follow up with another meeting, letter, or phone call.

CCSD’s Dept. of Exceptional Children Receives a Project SEARCH Grant

The South Carolina Project SEARCH state advisory committee and the South Carolina Developmental Disabilities Council announced earlier this year that Charleston County School District (CCSD) had received a grant to launch the next Project SEARCH site in the state.

Project SEARCH is a nationally-recognized work-based learning model for transition-age high school students with intellectual and developmental disabilities (I/DD). Project SEARCH enables students to gain real-world experience, learn competitive job skills, and become employed in the community. There are currently seven Project SEARCH sites in South Carolina.

Project SEARCH is a community collaboration between a school district (generally serves as lead organization), state agencies, non-profit organizations, and a host business. CCSD, in partnership with Embassy Suites North Charleston, SC Vocational Rehabilitation (VR), SC Developmental Disabilities & Special Needs (DDSN), Transition Alliance of South Carolina (TASC), and AccessAbility, will launch the first Project SEARCH in Charleston County called, Embassy Endeavors: Achieving Goals and Dreams.

“Project Search will offer students with developmental disabilities an employment readiness program,” said Julia Martinelli, Executive Director of AccessAbility.

This program will focus on marketable skill attainment while immersing students in a community business environment while reducing significant barriers to competitive employment for people with developmental disabilities.”

A CCSD special education teacher will be at the host business daily with the students to provide employability skills instruction and support their participation in their internship experiences.

According to Mary Stahl, Secondary Schools Coordinator in CCSD Department of Exceptional Children, students participating in the Project SEARCH internship at Embassy Suites will have the opportunity to gain real-life work experiences that will assist them in reaching their post-secondary goals. “We are thrilled to be partnering with Vocational Rehabilitation, SC Department of Disabilities and Special Needs, Embassy Suites Hotel and AccessAbility to prepare students for meaningful employment in the modern workforce,” she said.

CCSD will provide project coordination, a teacher, a teacher assistant, and a job coach (transition specialist). Embassy Suites will provide the business site, an internship manager and internship supervisors, and internship supplies. VR will provide job coaching to support the young adults with obtaining competitive employment, workforce training and collaboration. DDSN will provide planning and implementation support to support the long-term needs of the Project SEARCH student interns as they seek opportunities in the community. AccessAbility will provide training workshops in the area of self-determination and employability skills. TASC will provide training, technical assistance, and support to build a successful Project SEARCH site.

Embassy Suites in North Charleston has a classroom and meeting space that can be used by students and staff. A cafeteria and meal program is available as well. Through this grant, students will be eligible to secure entry-level employment opportunities. The program provides uniforms and equipment that are used within the hotel to perform a variety of functions with proper training. Public bus transportation is available throughout the county, and there is a bus stop in front of the hotel. Travel training skills will be supported by the special education teacher on site at the hotel.

“We’re thrilled about this opportunity to partner with CCSD and other community agencies in order to place eager, talented students into jobs where they can thrive independently,” said Hope Hudson, Area Director of Human Resources for Embassy Suites North Charleston.

“Through collaboration with community partners and agencies, our students will have the opportunity to achieve their goal of securing meaningful, competitive employment,” Sandra Whitlock, CCSD Transition Specialist added.

Since 2013, CCSD’s Department of Exceptional Children has developed an annual Path Plan in collaboration with other community organizations in order to identify goals and action items to transition young adults with
disabilities from high school to employment and postsecondary opportunities such as this. Charleston CAN (Collaborative Action Network) was developed in 2014 to bring together self-advocates, families, service providers, and stakeholders to make it a better place to live for individuals with special needs and disabilities.

**Recruitment for participants in Embassy Endeavors will start in Jan 2020 for the 20-21 academic year.**

For more information about Project SEARCH contact Mary Stahl in CCSD’s Department of Exceptional Children (843) 937-6500 or visit projectsearch.us. Please be aware that this opportunity is extended to Charleston County students only.

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**Certified Autism Centers**

According to a study conducted by the International Board of Credentialing and Continuing Education Standards (IBCCES), 87% of families of children with autism don’t go on family vacations.

The IBCCES has provided certification and training to licensed healthcare professionals and educators across the globe since 2001. They provide certification programs in autism, ADHD, sensory disorders, dementia, mental health, dyslexia, and other cognitive disorders and special needs that were established to set the industry standards and create a worldwide community of trained and knowledgeable professionals.

Their Certified Autism Center (CAC) designation recognizes organizations that have successfully completed extensive training from leading autism experts. Each CAC ensures all families with autism and other sensory disorders are properly accommodated.

All Certified Autism Centers meet the following requirements:

- Dedicated to serving individuals with autism
- At least 80% of staff is trained and certified in the field of Autism
- Maintain compliance with National Healthcare/ Education Accreditation standards
- Is committed to ongoing training in autism
- Complies with HIPAA and ADA requirements

If you visit the IBCCES website you can search for CACs that provide a variety of services that include education, health care, residential facilities, and travel.

Using IBCCES’s CAC designation, families planning vacations can find hotels, resorts, theme parks, recreation centers, zoos, aquariums, and museums that understand the needs & challenges of traveling with someone with Autism Spectrum Disorder. Visit the IBCCES website to access their full list of Certified Autism Centers:

[https://certifiedautismcenter.com/centers/?search_keyword&directory_category](https://certifiedautismcenter.com/centers/?search_keyword&directory_category)

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**CCSD’s Be Great Academy**

Starting with the 2019 – 20 school year, **BE GREAT Academy** is being offered to families in several CCSD Middle Schools.

For the past 12 years, Be Great Academy has provided high quality out of school programming for youth throughout the state of South Carolina. Building upon the values and principles that have sustained the Boys & Girls Clubs movement for the last 159 years, Be Great Academy delivers a specialized curriculum that helps members grow and learn in a safe, positive & inclusive environment.

Our lineup of award-winning programs & initiatives address today’s most pressing youth issues, teaching young people the skills they need to succeed in school and in life. Be Great Academy curriculum is designed to build resiliency and divert negative peer pressure by allowing members to practice leadership, community service, civic engagement and long-term goal setting.

Be Great Academy is powered by local Boys & Girls Clubs organizations that are dedicated to investing back into their communities. By creating partnerships and establishing relationships with schools, school districts, local government, businesses and other organizations, Be Great Academy can provide programming at the highest standard of excellence while maintaining a local identity that is both accepting and unique.

**Mission:** To inspire and enable all young people, especially those who need us the most, to realize their full potential as productive, responsible and caring citizens.

After School Programming

The Be Great Academy afterschool program is provided in your child’s school, a neighboring school or in a local community center. Programs rotate quarterly to keep members engaged. Our curriculum is designed to maximize member’s time by using two or more core program areas as part of a whole child approach. Core programs use developmentally appropriate activities to build physical, emotional, social and cultural competencies & resiliency in youth. We offer programs with a purpose in Art, College & Career Prep, Education & STEM, Health & Life Skills, Leadership & Service and Sports & Recreation.

Daily Power Hour gives members an opportunity to get homework done so families can focus on quality time together. Families can choose weekly enrollment, select daily drop in or Come-After-Practice wrap around service to best fit their needs and lifestyle. Latest pick up time is 6:30 pm. Please check your specific site for details.
What is a Medicaid Waiver?

Medicaid Waiver programs help provide services to people who would otherwise be in an institution, nursing home, or hospital to receive long-term care in the community. Prior to 1991, the Federal Medicaid program paid for services only if a person lived in an institution. The approval of Federal Medicaid Waiver programs allowed states to provide services to consumers in their homes and in their communities.

**South Carolina Waiver Factsheet**

**SC Community Supports (CS) Waiver (0676.R02.00)**
Provides adult day health care services, personal care services, respite care services, waiver case management (WCM), incontinence supplies, adult day health care nursing, adult day health care transportation, assistive technology and appliances assessment/consultation, assistive technology and appliances, behavior support services, career preparation services, community services, day activity, employment services, environmental modifications, in-home support services, personal emergency response systems (PERS), private vehicle assessment/consultation, private vehicle modifications, support center services for individuals w/ID ages 0 - no max age

**SC Medically Complex Children (0675.R02.00)**
Provides care coordination, respite, and pediatric medical day care for individuals who are medically fragile ages 0-18

**SC Mechanical Ventilator Dependent (40181.R05.00)**
Provides case management, personal care I and personal care II, respite, attendant care, home accessibility adaptations, home delivered meals, personal emergency response system, pest control, private duty nursing, specialized medical equipment and supplies for technology dependent individuals ages 21 - no max age

**SC Head and Spinal Cord Injury (0284.R05.00)**
Provides attendant care/personal assistance services, career preparation services, day activity, residential habilitation, respite care services, waiver case management (WCM), incontinence supplies, occupational therapy, physical therapy, speech and hearing services, behavioral support services, employment services, environmental modifications, health education for participant-directed care, Medicaid waiver nursing, peer guidance for participant-directed care, personal emergency response systems, pest control bed bugs, pest control treatment, private vehicle assessment/consultation, private vehicle modifications, psychological services, supplies, equipment and assistive technology assessment/consultation, supplies, equipment and assistive technology for individuals with physical and other disabilities ages 0-64

**SC Pervasive Developmental Disorder (0456.R02.00)**
Provides case management, EIBI assessment, EIBI plan implementation, EIBI program development and training, lead therapy, line therapy I, line therapy II, self directed line therapy I, self directed line therapy II for individuals w/ autism ages 3 – 10

**SC ID and Related Disabilities (0237.R05.00)**
Provides adult day health care, adult day health care services, personal care 2, personal care 1, residential habilitation, respite care, waiver case management (WCM), adult dental services, adult vision, audiology services, incontinence supplies, prescribed drugs, adult attendant care services, adult companion services, adult day health care nursing, adult day health care transportation, behavior support services, career preparation services, community services, day activity, employment services, environmental modifications, nursing services, personal emergency response system (PERS), pest control bed bugs, pest control treatment, private vehicle assessment/consultation, private vehicle modifications, psychological services, specialized medical equipment and assistive technology assessment/consultation, specialized medical equipment, supplies and assistive technology, and support center services for individuals w/ID ages 0 - no max age

**SC HIV/AIDS (0186.R06.00)**
Provides case management, personal care/personal care I and II, prescription drugs, except drugs furnished to participants who are eligible for Medicare Part D benefits, attendant care services, companion care, home accessibility adaptations, home delivered meals, private duty nursing, specialized medical equipment and supplies for individuals
Do you have a child struggling with behavioral and/or emotional challenges? Do you have a child living with a mental health condition such as ADHD, Depression, Bipolar, Anxiety, Oppositional Defiant Disorder (ODD), or others?

Here’s an opportunity to learn the facts. The National Alliance on Mental Illness (NAMI) Charleston Area is offering a basics class that can help you:

- Feel understood and validated
- Learn to work with the mental health system
- Find help and resources
- Develop better family communication skills
- Learn the importance of record keeping
- Become an advocate
- Know the value of self-care

The training course is scheduled to begin in September 2019. Classes will be held on Wednesdays from 6-8:30 PM at the Lonnie Hamilton Public Services Building, 4045 Bridgeview Dr., Suite B-337, N. Charleston. Free course materials are provided and pre-registration is required. Child care is NOT available.

For more information or to register text Malinda Terry at 843-814-2044 or Elane Gilmore at 978-490-4611.

For more information visit: https://www.medicaid.gov/index.html

"Katie Beckett" TEFRA: Healthy Connections, South Carolina’s Medicaid, provides benefits to certain children with disabilities who would not ordinarily be eligible because their parents’ income and/or resources exceed the limit. TEFRA allows children to receive institutional care at home while retaining their Medicaid coverage, regardless of parents’ income. In 1982, the Tax Equity and Fiscal Responsibility Act (TEFRA) expanded the waiver.

Eligibility: A child who may be eligible for this program must:
- Be age 18 or under; Live at home; Meet the Supplemental Security Income (SSI) definition of disability;
- Have gross monthly income below $2,313 and countable resources at or below $2,000 (only the child’s income and resources are counted); Meet an institutional level of care. The three levels of care are:
  - Intermediate care for the intellectually disabled (ICF-MR)
  - Nursing facility (skilled or intermediate care)
  - Hospital care

Meeting a level of care does not mean a child must be institutionalized.

In addition, it must be appropriate to provide care to the child at home. The estimated cost of caring for the child outside the institution does not exceed the estimated cost of treating the child in the institution. To get more information or to apply for TEFRA on line visit:

https://apply.scdhhs.gov/CitizenPortal/application.do
Coping with Disaster and Traumatic Events

When a disaster or traumatic event occurs, such as a natural disaster or violent act, whether accidental or intentional, it can be stressful for people of all ages. Children tend to react to disaster and traumatic events based on their past experiences and what they know of the current situation. Children with disabilities may require extra support from an adult to help them cope with disaster or traumatic events.

There are things that adults can do to help children with disabilities cope better with a disaster or traumatic event.

What Can You Do?

The following tips will help reduce stress before, during, and after a disaster or traumatic event.

Before

As with all children, those with disabilities need to know that they are going to be safe and that they can find a safe place in an emergency.

Review safety plans before a disaster or emergency happens. Having a plan will increase the child’s confidence and help him or her feel under control. For example, a plan should include needed medications or assistance devices.

During

Stay calm and reassure the child.

Talk to children about what is happening in a way that they can understand. Keep it simple and consider the child’s age and type of disability. For example, it may be hard to know how much information a child with autism is learning through television and conversations. For these children, it is important for adults to look for cues that may provide information on their feelings and fears.

After

Provide children with opportunities to talk about what they went through or what they think about it. Encourage them to share concerns and ask questions.

Children who have serious emotional and behavioral problems are at high risk for severe stress after a disaster or traumatic event. In many cases, it may help to maintain as much of a normal routine and environment as possible.

It is difficult to predict how some children will respond to disasters and traumatic events. Because parents, teachers, and other adults see children in different situations, it is essential that they work together to share information about how the child is coping after a traumatic event.

Additional information on this topic can be found at: The National Child Trauma Stress Network: www.ncth.org

Oysters for Autism

A fundraiser for the Lowcountry Autism Foundation

Nov. 10th - 4-7 PM at Bowens Island Restaurant
Advance Tickets: $30 Adults/$15 Children under 12
$35 at the door - Children 3 & under are free
Enjoy live music, oysters, drinks & a silent auction
For more info: 843-876-0415

"Bringing the artistry of ballet to children in the special needs community."

Founded in 2014, The Purple Tutu originally focused on teaching classical ballet to kids with Down Syndrome. “I was taking a science class at school and found out kids with Down Syndrome have a lot of abilities that correlate well to ballet,” explains founder Holland McDowell, who began Purple Tutu in high school. “And ballet has a lot of strengthening abilities that can help kids with Down Syndrome. Using my science and my dance background, I tested to see if this was actually improving their motor skills…and it was.”

The Purple Tutu is now in its 6th year and continues to grow in both outreach and staff. We now invite ALL children from the special needs community to join our program! The Purple Tutu provides weekly ballet classes starting in September to children ages 4-10 in the special needs community. All classes are free & are held at Palmetto City Ballet in Mt. Pleasant by a team of seasoned and dedicated volunteers. Classes will be held on Saturdays from 9:30-10AM beginning September 14th.

For more information contact Holland by email at: thepurpletutuballet@gmail.com or visit their website: https://thepurpletutuballet.wordpress.com/

Tri-County Emergency Food Box

The Charleston Area Senior Citizen’s Services Inc. offers a 30-day emergency food box to individuals of ALL ages in Berkeley, Dorchester, and Charleston Counties who are in need. To obtain the food box you must make an appointment for a Tues or Wed pick-up between 1-3:30 PM at their location at 259 Meeting St., Charleston. For more information contact Karen Carter at 843-722-4127.

Although this article was published previously in The Coalition, in these days & times, it’s worth a second run.

Coping with Disaster and Traumatic Events

When a disaster or traumatic event occurs, such as a natural disaster or violent act, whether accidental or intentional, it can be stressful for people of all ages. Children tend to react to disaster and traumatic events based on their past experiences and what they know of the current situation. Children with disabilities may require extra support from an adult to help them cope with disaster or traumatic events.

There are things that adults can do to help children
**The SC High School Credential**

**Things to Know**

By now, you’ve probably heard about the new diploma option for students with disabilities in South Carolina. Beginning with the 2018-19 academic year, some students who would not be able to obtain a typical SC HS diploma are given the opportunity to earn an employability credential. Some reading this may have a student who has already begun that track, others may want to know if it’s something that’s right for their child. As you consider options, here is the latest information on what is required for students to obtain this new credential. Largely, the requirements are consistent state-wide (in compliance with S.C. Code Ann. Section 59-39-100 and State Board of Education Reg. 43-235) but each district provides policies & procedures specific for their students.

The SC HS Credential requires mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination competencies. To attain this Credential, the student must meet the requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following: (a) Course work aligned with the South Carolina College and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units); (b) Four units of Employability Education; and, (c) Six electives.

The coursework for English Language Arts, Mathematics, Science and Social Studies can be attained by participating in the courses instructed by the special education teacher or by participating in a general education course with accommodations and modifications provided as outlined in a student’s IEP.

In addition to completing the coursework noted above, a student must: (a) Complete a career portfolio that includes a multimedia presentation project; (b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment. Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment. Work-based learning/training must be aligned with the student’s interests, preferences, and postsecondary goals and individual graduation plan. Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act.

To get more on your child’s district policies & procedures for this SC HS Credential visit:

**Berkeley County:** Unable to find a link on the District’s website but you may direct questions to Katie Stapleton, Interim Director of Special Services at (843) 899-8890.


**Dorchester District 2:** [https://thesccredential.org/](https://thesccredential.org/)

**Dorchester District 4:** Unable to find a link on the District’s website but you may direct questions to Monica K. Tudder, Director of Programs for Exceptional Children at (843) 462-7629.

As a reminder, in order for a student to obtain a regular high school diploma in South Carolina, the student must earn the following 24 credits:

- English/Language Arts: 4.0; Mathematics: 4.0 (Algebra 1 is required); Science: 3.0 (Biology 1 is required); U.S. History & Constitution: 1.0; Economics: 0.5; U.S. Government: 0.5; Other Social Studies: 1.0; Physical Education or Junior ROTC: 1.0; Computer Science (including keyboarding): 1.0; Foreign Language or Career and Technology Education 1.0; Electives: 7.0

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**Exceptional Parent Magazine**

EP (Exceptional Parent) provides practical advice, emotional support, and the most up-to-date educational information for families of children and adults with disabilities and special healthcare needs. You can receive your free, electronic copy in your email inbox every month. You won’t want to miss their annual Resource edition (most recent in Jan 2019). For an example of their high-quality content see page 6 & 7 of this newsletter.

A continuación, le indicamos cómo solicitar una reunión escolar o una evaluación académica

**solicitar una reunión**: Estimado Maestra, Me gustaría solicitar una reunión con usted para revisar el IEP de mi hijo __________. Estoy disponible para reunirme con usted en unas de las fechas incluidas abajo. Por favor, hágame saber qué fecha se ajusta mejor a su horario. Espero tener noticias de usted pronto. Puede comunicarse conmigo en el número de abajo si necesita. Agradeciendo de antemano, __________

*English translation: Dear _____, I would like to request a meeting with you to review my child’s, __________, IEP. I am available to meet with you on one of the dates listed below. Please let me know which date best fits your schedule. I hope to hear from you soon. You can contact me at the number below. Thank you in advance, __________*

**evaluación académica**: Estimado Maestra, Me gustaría solicitar una evaluación para mi hijo, _____________. Estoy haciendo esta solicitud porque he observado que mi hijo lucha significativamente con el trabajo escolar en casa. Mi hijo también ha confiado que ha luchado con el trabajo de clase hasta el punto de frustrarse. Me gustaría discutir esto en detalle con usted lo antes posible. Estoy disponible para reunirme con usted en una de las fechas incluidas abajo. Por favor, hágame saber qué fecha se ajusta mejor a su horario. Espero oir de usted pronto. Puede ponerse en contacto conmigo en el número de abajo. Gracias de antemano, __________

*English translation: Dear _____, I would like to request an academic evaluation for my child, ___________. I am making this request because I have observed my child struggle significantly with school work at home. My child has also confided that he has struggled with class work to the point of becoming frustrated. I would like to discuss this in detail with you at your earliest convenience. I am available to meet with you on one of the dates listed below. Please let me know which date best fits your schedule. I hope to hear from you soon. You can contact me at the number below. Thank you in advance, __________.*

Recuerda incluir tu número de teléfono y tus fechas disponibles.