

**GRADUATE COUNCIL
NEW COURSE PROPOSAL**

Please submit the typed original with all required signatures to the Graduate Council

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: _____

Banner Abbreviation:

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Faculty member(s) who
are creating the course:

Contact Person: _____ Graduate Program Proposing Change: _____

Course Description: _____

Rationale for Offering the Course:

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Is there a similar undergraduate course? Yes No If so, how does this graduate course differ?

Discipline Prefix: _____ If more than one provide rationale: _____

Credits: _____ Brief rationale for level choice: _____

Level: 7000 8000 9000

Additional Requirements: Laboratory Hours: _____ Pre-Practicum Hours: _____ Practicum Hours: _____

Fieldwork Hours: _____ Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: a Required Course an Elective Special/Note: _____

Course is a replacement for (Course Number/Name): _____

Has the course been offered previously as a "Topics" course? Yes No

 If yes, How often? _____

What is the Expected Average Enrollment?: _____

Which semester will this course first be offered?: _____ How often thereafter to be offered?: _____

Does this course affect offerings in any other department or program? Yes No If yes, please explain.

Is this an Extended Campus course? Yes No

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Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course Syllabus is Attached

☐ Reviewed by Dean: _____

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: _____ Date: _____

Department Chair: _____ Date: _____

Graduate Council Chair: _____ Date: _____
(Indicates Graduate Council approval)

President: _____ Date: _____

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Spring 2021

EDLM ____

Leadership for Educational Teams 3 graduate credits

Instructor: Laurel Peltier, Ed.D.

Office: by appointment

Telephone: 413-230-9699

E-mail: peltiersings@gmail.com

Office Hours: see optional sessions described below; additional hours by appointment

Required and Optional Sessions:

Number of Class Meetings:

2 remote (REQUIRED); 2 remote (OPTIONAL); 7 Modules online (13 weeks)

36 Contact hours remote and online

Out of class assignments (2 hours out of class for each hour in class= 72 additional hours of coursework)

A. COURSE DESCRIPTION:

Students in this course will learn to facilitate meetings that have educational and legal implications for students with disabilities and the people who support them. Together, we will discuss compliant practices for conducting IEP team meetings and manifestation determination meetings. We will also explore facilitation techniques to promote effective partnerships on teams made up of administrators, educators, community service providers, students and families. This course is designed to assist educational leaders to communicate effectively, promote collaborative problem-solving, and resolve situations of conflict with clarity.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. REQUIRED TEXTS:

Fisher, R., Ury, W.L. & Patton, B., eds. (2011). Getting to yes. New York, NY: Penguin.

Hammond, Z.L. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Thousand Oaks, CA: Corwin.

Wright, P.W.D., Wright, P.D., & O'Connor, S.W. (2015). *All About IEPs*. Hartfield, VA: Harbor House Law Press, Inc.

Websites:

IEP Team Meetings

- Massachusetts Special Education Regulations [603 CMR 28.00](#)
- [Parent Notice of Procedural Safeguards](#) (MA)
- [Massachusetts Advisories for Special Education](#)
- [Is Special Education the Right Service?](#) Draft from DESE January 2020
- "Firsthand Voices" videos from panels presented for IEP Team Leaders

Manifestation Determination Meetings

- Honig v. Doe: <https://www.oyez.org/cases/1987/86-728>
- Mental Health Legal Advisors Committee:
https://mhlac.org/wp-content/uploads/2018/10/ed_exclusion_of_special_ed_students.pdf
- DESE Technical Assistance Advisory 2012-2:
http://www.doe.mass.edu/sped/advisories/12_2ta.html

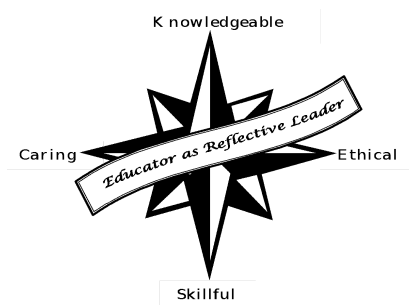
Facilitation Techniques & Leadership Practices

- CEC's [High Leverage Practices in Special Education](#) (Collaboration Standard) with supplemental videos
- [CEC's Professional Standards for Special Education Administrators](#)
- [Getting to Yes](#) by Fisher, Ury & Patton with [supplemental videos](#)
- [DataWise videos / materials](#) by Katherine Boudett
- Facilitation Checklists / Fliers:
 - CADRE:
<https://www.cadreworks.org/sites/default/files/images/newfiles2/cadre/pdf/Facilitator%20Checklist%20-%20FINAL.pdf>
 - TEXAS Education Service Committee 13
https://www4.esc13.net/uploads/facilitatingIEPs/docs/Independent%20Facilitator%20Video/IEP_Facilitation_flyer.pdf

- Language Access Checklist:
<https://www.lsc.gov/sites/default/files/attach/resources/LanguageAccess-CommunityLegalServicesPhiladelphia-Checklist.pdf>
- IEP TIPS Checklist:
<https://www4.esc13.net/uploads/facilitatingIEPs/docs/3.%20%20IEP%20Checklist.docx>
- Facilitated IEP Meetings: <https://www4.esc13.net/fiep/fiep-a-facilitated-iep-meeting/>
- US DOE Brief: Facilitated IEP Meetings: <https://files.eric.ed.gov/fulltext/ED483194.pdf>
- CADRE website: <https://www.cadeworks.org/>

Slides and materials included in 7 Modules on Blackboard.

Professional Standards and Cross-cutting Subject-Matter Knowledge Addressed



C. LEARNING OUTCOMES / OBJECTIVES:

This course is aligned to the following Standards for Superintendents and District Administrators (MA):

I. Instructional Leadership:

Indicator D: Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions

Standard 3: Observation

II. Management and Operations

Indicator D: Law, Ethics and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

Standard 1: Laws & Policies

III. Family and Community Engagement

Indicator A: Engagement Indicator: Welcomes and encourages every family to become active participants in the classroom and school community.

Indicator B: Sharing Responsibility Indicator: Continuously collaborates with families to support student learning and development both at home and at school.

Indicator C: Communication Indicator: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

SEI Indicators (2)(b)(1) and (2)

- (1) Understanding of diversity and background of English learner populations, including family systems, neighborhoods, and communities, and their impact on teaching and learning.
- (2) Knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.

IV. Professional Culture

Indicator C: Communication Indicator: Demonstrates strong interpersonal, written, and verbal communication skills.

Indicator F: Managing Conflict Indicator: Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

This course is aligned with the following cross-cutting Subject Matter Knowledge (SMKs):

For all PK-12 Educators:

- e. apply special education policies and procedures

For Educators seeking School Principal/ Assistant Principal, Supervisor, Special Education Administrator or Superintendent licensure:

There are currently no license-specific Subject Matter Knowledge (SMK) Requirements

D. INSTRUCTIONAL STRATEGIES

X	Lecture		Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by
X	Reflective Responses		Discussing
X	Creating Visual Illustrations of Concepts		Other_____

Technology Initiatives:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology. Candidates will utilize technology as:

- a research tool
- a communication method (email, discussion posts, blackboard)
- a vehicle for submitting assignments

E. COURSE REQUIREMENTS:

The following assignments are required for successful completion of this course. Note: it is expected that participants will spend approximately 2 hours outside of class for each hour spent in class (e.g. 36 hours of instruction require 72 additional hours of work outside of the On Site and Online learning requirements).

- | | |
|--|--------------|
| • Attendance, Participation and Posts | 20% of grade |
| • Pre-assessment: Checklist & Observation of IEP Team Meeting | 15% of grade |
| • 1 hour training for families and educators | 20% of grade |
| • Mock IEP Team Meeting | 30% of grade |
| • Post-assessment: Checklist & Observation of IEP Team Meeting | 15% of grade |

Each requirement is described in detail below. Please contact me immediately if you have questions or are unsure about how to meet the requirements for each assignment. You are responsible for your learning and must reach out to me for support if you need it in order to meet the requirements of each assignment. Please submit all written assignments in PDF format on Blackboard or by email to me. **No late submissions or posts will be accepted.**

Attendance, Participation and Posts (20% of grade)

Participants will be considered to have met this requirement by:

- Attending 2 required Google Meet sessions as scheduled, coming prepared having read and reviewed all required material, and participating actively in face-to-face discussions and learning activities.
- Reading and reviewing all required reading assignments and material included in slides for 7 Modules on or before the due date(s) listed.
- Posting an original reflection in the required online discussion forum for each module (7+ posts) **on or before the due date listed.**
- Responding to the posts of at least 2 other classmates for each online discussion forum (14+ posts) **on or before the due date listed.**

IEP Observation: Pre-Assessment (Part I) and Post-Assessment (Part II) (30% of grade):

You will need to arrange times to observe 2 different IEP Team Meetings (IEP) or Manifestation Determination (MD) meetings this semester. Please observe the same type of meeting (IEP / MD) for the pre- and post-assessments.

OBSERVATION #1: You should observe the first meeting within the first 3 weeks of the course. This is your Pre-assessment reflection and part of the field requirement for this course. Here is a detailed description of the [Pre-assessment \(Part I\) Assignment](#). The Pre-assessment is due at the end of Week #4.

PLEASE NOTE THE PRE-ASSESSMENT RUBRIC FOR GRADING CRITERIA.

OBSERVATION #2: You should observe the second meeting in the final 3 weeks of the course. This is your Post-assessment reflection and part of the field requirement for this course. Here is a detailed description of the [Post-assessment \(Part II\) Assignment](#). The Post-assessment is due at the end of week #14.

PLEASE NOTE THE [POST-ASSESSMENT RUBRIC](#) FOR GRADING CRITERIA.

1-hour Training for Families and Educators (20% of grade)

You will create training materials that can be used for participants including families and educators. The purposes of developing this training are:

- To share essential information about the IEP or Manifestation Process with members of these teams
- To share the same information / activities with all members of the team, using the same language and expressing the same goals for success
- To inspire team members to collaborate and complete not only the required elements of meetings, but also to strengthen trust and partnership between families and educators as one outcome of the team process.

Here is a detailed description of the [1-hour Training Assignment](#). The 1-hour Training Assignment is due at the end of Week #8.

PLEASE NOTE THE [1-HOUR TRAINING RUBRIC](#) FOR GRADING CRITERIA.

MOCK IEP Team Meeting (30% of grade)

Together with a team of 5-10 people, you will demonstrate some of the skills and facilitation techniques you are learning by performing a MOCK IEP Team Meeting. This is a collaborative assignment. I will put you into groups. You and your group must partner outside of our class time together to prepare for this activity.

Here is a detailed description of the [MOCK IEP Team Meeting Assignment](#). The MOCK IEP Team Meeting will happen live during our Saturday morning session in Week #12.

PLEASE NOTE THE [MOCK IEP Team Meeting RUBRIC](#) FOR GRADING CRITERIA.

F. FIELD-BASED REQUIREMENTS:

As part of the requirements for this course, each participant will observe two team meetings (IEP or manifestation determination). You must obtain permission from the parent / student and chairperson of the meetings prior to the start of the meeting. All student and family information shared at these meetings is considered confidential and will not be shared by you. You will NOT participate as a member of the meetings which you observe. You are there to observe the practices of team members, not to participate as a member of the team.

The purpose of these observations is for you to reflect on practices used by team members to support compliance and collaboration as part of the IEP development process. You will also check your own perspectives against the perspectives of other team members about the success of the meeting you observe. You will submit a checklist and written reflection about your experience as an observer in response to specific guiding questions. All student and parent information must remain confidential and pseudonyms or initials may be used if necessary to represent information pertinent to these team members.

G. EVALUATION OR GRADING POLICY:

Final grades for this course will be calculated as follows:

- Attendance, Participation and Posts 20% of grade
- Pre-assessment: Personal statement: Philosophy of Leading IEP Teams 15% of grade
- 1 hour professional development session for parents and educators 20% of grade
- Mock IEP Team Meeting 30% of grade
- Post-assessment: Personal statement: Philosophy of Leading IEP Teams 15% of grade

All assignments, posts and responses should be submitted on Blackboard or by email to me on or before the due dates listed in this syllabus. Criteria for grading are described in this syllabus in detail under each assignment. No late assignments, posts or responses will be awarded credit during this course. For each late or missed assignment or post, your final grade will be lowered by 1 full letter grade (e.g. if you earned an A, your final grade will be a B if you were late with ONE post, response OR assignment).

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	

IN Incomplete
IP In-Progress

H. RUBRICS

The assessment criteria for each assignment are included in the assignment descriptions above. Please contact me immediately if you have questions or are not clear about the requirements and assessment criteria for each assignment.

I. COURSE CONTENT/TOPICAL OUTLINE

Module # / Topic Start Date	Read and Review	Posts Due	Assignments Due
Module 1 IEP PROCESS Begins: REQUIRED Google Meet on 1st Saturday from 9am-10:30am	Slides for Module 1 All About IEPs Part 1	Post for Module 1 due by Wednesday Week 1 by 4pm. Respond to posts of 2 others on or before Wednesday, Week 2 by 4pm	
Module 2 MANIFESTATION DETERMINATION MEETINGS Begins:	Slides for Module 2 All About IEPs Part 2	Post for Module 2 due by 3rd Wednesday by 4pm Respond to posts of 2 others on or before 4th Wednesday by 4pm.	Pre-Assessment Observation Due by 4pm on 4th Wednesday
Module 3 FACILITATION OVERVIEW Begins:	Slides for Module 3 Getting to Yes Part 1	Post for Module 3 due by 5th Wednesday at 4pm. Respond to posts of 2 others on or before 6th Wednesday at 4pm.	

Module 4 UNDERSTANDING POSITIONS / FIRST HAND VOICES Begins: Optional Google Meet Saturday, Week 7 or 8 9am-10:30am	Slides for Module 4 Getting to Yes Part 2	Post for Module 4 due by 7th Wednesday by 4pm. Respond to posts of 2 others on or before 8th Wednesday at 4pm.	1-Hour Family / Educator PD Session Due by 4pm on 8th Wednesday
Module 5 SUPPORTING TEAMS THROUGH DISAGREEMENT / DIFFICULT CONVERSATIONS Begins:	Slides for Module 5	Post for Module 5 due by 9th Wednesday at 4pm. Respond to posts of 2 others by 10th Wednesday at 4pm.	
Module 6 NEGOTIATION AND CONSENSUS SEEKING Begins: REQUIRED Google Meet Session Saturday from 9am-noon	Slides for Module 6	Post for Module 6 due by 11th Wednesday at 4pm Respond to posts of 2 others by 12th Wednesday at 4pm	MOCK IEP TEAM MEETINGS during Saturday Google Meet Session (Week 12)
Module 7 EVIDENCE-BASED LEADERSHIP PRACTICES Begins:	Slides for Module 7 Culturally Responsive Teaching and the Brain Selections TBD.	Post for Module 7 due by 13th Wednesday at 4pm. Respond to posts of 2 others by 14th Wednesday at 4pm.	Post-Assessment due by 4pm on 14th Wednesday

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many

other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited

appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

J. READING AND RESOURCES (Facilitation Resources)

Fisher, R., Ury, W.L. & Patton, B., eds. (2011). Getting to yes. New York, NY: Penguin.

Facilitation Techniques & Leadership Practices

- CEC's [High Leverage Practices in Special Education](#) (Collaboration Standard) with supplemental videos
- [CEC's Professional Standards for Special Education Administrators](#)
- [Getting to Yes](#) by Fisher, Ury & Patton with [supplemental videos](#)
- [DataWise videos / materials](#) by Katherine Boudett
- Facilitation Checklists / Fliers:
 - CADRE:
<https://www.cadeworks.org/sites/default/files/images/newfiles2/cadre/pdf/Facilitator%20Checklist%20-%20FINAL.pdf>
 - TEXAS Education Service Committee 13
https://www4.esc13.net/uploads/facilitatingIEPs/docs/Independent%20Facilitator%20Video/IEP_Facilitation_flyer.pdf
 - Language Access Checklist:
<https://www.lsc.gov/sites/default/files/attach/resources/LanguageAccess-CommunityLegalServicesPhiladelphia-Checklist.pdf>
 - IEP TIPS Checklist:
<https://www4.esc13.net/uploads/facilitatingIEPs/docs/3.%20%20IEP%20Checklist.docx>
- Facilitated IEP Meetings: <https://www4.esc13.net/fiep/fiep-a-facilitated-iep-meeting/>
- US DOE Brief: Facilitated IEP Meetings: <https://files.eric.ed.gov/fulltext/ED483194.pdf>
- CADRE website: <https://www.cadeworks.org/>

K. FURTHER RECOMMENDATIONS

Educational Leadership Resources

- [Transformational Leadership in Special Education: Leading the IEP Team](#) by Kirby Lentz
- Selected Articles from Teaching Exceptional Children (CEC) and from [The Handbook of Leadership and Administration for Special Education](#), 2nd edition, edited by Jean Crockett, Bonnie Billingsley and Mary Lynn Boscardin
- Leithwood, K., Seashore Louis, K., Anderson, S. and Wahlstrom, K. (2004). How Leadership Influences Student Learning. Retrieved from <https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf>

Federation for Children with Special Needs, Massachusetts Parent Training and Information Center: <https://fcsn.org/ptic/>

Massachusetts Department of Elementary and Secondary Education, Special Education Programs and Policy website: <http://www.doe.mass.edu/sped/>

MGL Chapter 71B available at <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71B>

603 CMR 28.00 Regulations available at <http://www.doe.mass.edu/lawsregs/603cmr28.html?section=all>

Special Education Training Modules, Massachusetts Comprehensive System of Personnel Development, available at <http://www.doe.mass.edu/sped/cspd/modules.html>

Technical Assistance, Administrative Advisories and Additional Guidance, Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/sped/advisories/?section=admin>

US Department of Education, Office of Special Education Programs, Dear Colleague Letters and Guidance Documents: <https://www2.ed.gov/policy/special/guid/idea/memosdcltrs/index.html>

Wrightslaw website: <http://www.wrightslaw.com/>

Revised August 2020