MCAAP MONDAY DROP IN LUNCH BUNCH
MARY BETH MIOTTO, MCAAP PRESIDENT
MONDAY, OCTOBER 16, 12:30-1:00 PM
Ongoing opportunities for Chapter members to connect with each other and officers in a small virtual meetup

Opportunities to give and get some “pearls” on how to handle common practice challenges: what they don’t teach you in residency

Current focus: How to connect families with state and local agencies in the “medical neighborhood” for learning and developmental concerns
  - “It takes a village”

- “Got ideas?”: Agenda is flexible and open to member input
- Guest speakers in upcoming weeks
- Learning “bites” will be posted to mcaap.org
FUTURE MONDAY LUNCH BUNCHES THIS FALL AND ON...

IDEA Part B: Requesting an IEP/504 TEAM assessment and understanding the timeline: Just do it

Navigating Roadblocks to IDEA Part B Assessment: How to work with parents and advocate for testing

Reading an IEP for information and to support your families (With Dr. Yamini Howe, Developmental Behavioral Pediatrician)

Following up IEPs and 504s with Parents

Part C IEP Services, Early Intervention: When, timeline (With State Agency Guest)

Last session I gave an example of a practice-specific process map for positive screens or parent concerns.
IDEA PART B: REQUESTING AN IEP/504 TEAM ASSESSMENT: JUST DO IT

The Massachusetts Timeline is more family and student-centered than the federal regulations timeline but every week without appropriate understanding of a child’s learning and behavioral needs in the classroom and services/accommodations is a week of learning and wellness lost.
This responsibility includes implementing child find activities for children who are experiencing homelessness or are wards of the State, highly mobile and migrant children, English learners, and parentally-placed private school children with disabilities, as well as those suspected of having developmental delays as defined in 34 C.F.R. § 300.8(b). It also includes children who have complex medical needs and who reside in nursing homes because of serious health problems and those who are in correctional facilities. 34 C.F.R. § 300.111(b)-(c).
Child Find: “Under federal law, all public schools are required to actively look for, find, and evaluate infants, toddlers, children, and young adults up to age 21 who may have a disability and who may require special education services. At X Public Schools, it is our responsibility to identify any children who are X residents who may have a disability—regardless of severity. X Public School District is also required to evaluate those children to determine if they are eligible for special education or related services under IDEA (Individuals with Disabilities Education Act) or 603 CMR 28 (Massachusetts Special Education Regulations).”

from a large MA School District
QUESTIONS TO ASK TO EFFECTIVELY START THE BALL ROLLING

Practice team needs to understand the process first

Can you work with a team member to create a warm handoff to assist the family or do you have to usher through this process yourself?

Can you use letter templates to expedite the process for families? The request for a TEAM assessment must come from the family/guardian but you can provide the letter template.

Do you have the family buy-in?

Do you have aids to help educate the caregivers along the steps?

What outside groups can also help?
We can look at an example to better understand these timelines. Let’s assume that a parent provided consent for an evaluation on 09/12/11. Counting ahead 30 school days, including a day off for Columbus Day, brings us to 10/25/11, which in this example is the deadline for conducting the evaluation. Counting ahead 45 school days from 09/12/11, including days off for Columbus Day and Veteran’s Day, brings us to 11/16/11, which is the deadline for conducting the Team meeting and drafting the IEP.

But what happens if consent is provided at the end of the school year, and there is not enough time under the law as listed above to complete the evaluation and conduct the Team meeting? In Massachusetts, parents may still be in luck. Massachusetts has added the following protection:

“If consent is received within 30 to 45 school working days before the end of the school year, the school district shall ensure that a Team meeting is scheduled so as to allow for the provision of a proposed IEP or written notice of the finding that the student is not eligible no later than 14 days after the end of the school year.”

“Again, let’s look at an example to better understand this law. Assume that the school year ends on Friday, June 22, 2012. 45 school days prior to June 22, 2012 brings us to April 12, 2012. 30 school days prior to June 22, 2012 brings us to May 10, 2012. Thus, we have three time frames to consider:

1. Consent provided prior to April 12, 2012: the school district will be expected to complete the evaluation, Team meeting, and draft IEP before the end of the school year on June 22.

2. Consent provided after May 10, 2012: the school district will not be required to complete the evaluation prior to the end of the school year, because there are fewer than 30 school days remaining.

3. Consent provided between April 12, 2012 and May 10, 2012: the school district will be required to complete the evaluation prior to and of the school year. If the 45-day rule would go beyond June 22, then the school district will be required to convene the Team meeting no later than 14 calendar days following the end of the school year.”

A Parent’s Guide to Special Education

READ THE “BIBLE” OF MASSACHUSETTS SPED

In Spanish also

Sample Letter: Requesting School Evaluation

[Parent’s Address]
[Parent’s Phone Number]

[Date]

[Principal’s Name]
[School]
[School Address]

Re:  [Child’s Name]
[Child’s Date of Birth]

Dear Principal [Name]:

I am the [mother/father] of [child’s name], a [grade] student at your school. I am writing to express concern about [child’s name]’s development and would like to initiate a Special Education evaluation for [child’s name].

I understand that a consent form, describing the evaluation procedure, will be provided to me within five (5) school days of this request. I further understand that the evaluation will be completed within thirty (30) school days and that a team meeting will take place within forty-five (45) school days of my consent to the evaluation.

Thank you for your attention to this matter. Please contact me at [parent’s phone number] with any questions or concerns.

Very truly yours,

[Parent’s Name]
1. My patient is an undocumented immigrant or a migrant in emergency shelter. They need to wait until they are settled into their permanent home: NO

- Identification and evaluation of students is a federal and state right regardless of documentation status.

2. My patient attends a parochial, private, or charter school so they are not covered by the public school district responsibilities. NO

- The “local” or home school district is the agency that administers the services under federal and state law. The evaluation is done by contacting the home school district. The delivery of services may not be required at the child’s current school, but most outside schools will be happy to look at the TEAM report and see if they can provide accommodations once the testing is completed and the team meeting has occurred.
WHO IN THE NEIGHBORHOOD CAN ALSO HELP FAMILIES?

Your local school Student Success Team

Your local school district SPED PAC


Boston Public Schools’ Special Education Parent Advisory Council (BPS SpEdPAC)
  ▪ https://www.bostonspedpac.org/
Don’t reinvent the wheel! Send your families to the wheel shop and then let them connect with other families and professionals!
RESOURCES


Department of Education: https://www.doe.mass.edu/sped/iep/proguide.pdf

START CREATING AN ANNUAL PRACTICE SCHEDULE FOR CHILD FIND AND OTHER REFERRALS
Are you interested in gathering to improve these practices in your pediatric team or advocate for better?

Join the MCAAP School Health Committee
Contact Executive Director Cathleen Haggerty at chaggerty@mcaap.org