

San Diego Unified School District  
Special Education Division  
Medically and Physically Challenged (MPC) Setting Procedures

### **MPC Referral Process:**

1. IEP Team reviews the following document to determine appropriateness: ***Request for Consultation to Consider Eligibility for Medically and Physically Challenged Services***
2. If the MPC Services request is appropriate, the Consultation Request Form will be completed.
  - ✚ The Referral Form will be completed with input from the IEP Team (to include: Case Manager, School Nurse, Occupational Therapist, Physical Therapist, Speech and Language Pathologist; APE and Music Therapist as necessary).
  - ✚ In instances when the student's parent/guardian formally requests an MPC Service Referral, the IEP team should complete and submit the referral form within 10 days of the request. This will allow for the team to review the request and its appropriateness in order to move forward with the MPC referral process.
3. Case Manager sends the Request for Consultation to Consider Eligibility for Medically and Physically Challenged (MPC) Classroom via email to: [mpcsupport@sandi.net](mailto:mpcsupport@sandi.net).
4. The referral packet is logged and the MPC consultation review team will review the packet within 1 week of receipt of packet.
  - ✚ The MPC consultation review team will schedule a time to meet with the case manager and observe the student (within 2 weeks of MPC review team meeting).
  - ✚ Within a week after meeting with the case manager and observing the student, the MPC review team will make a recommendation:
    - ✚ If a referral for placement is recommended, a Supplemental Assessment Plan will need to be developed by the IEP team.
    - ✚ If a referral for placement is not recommended, a member of the MPC referral team will schedule a time meet with the IEP team to discuss supports and services that could be implemented within the classroom.

### **Developing an Assessment Plan:**

1. If it is determined that an assessment is appropriate, the case manager will generate an Assessment Plan in the Electronic IEP system.
  - ✚ All team members will need to complete assessments in the areas related to suspected student need.
  - ✚ The case manager will send the assessment plan home for parent review and signature.
  - ✚ Once the signed assessment plan is received, the case manager will email the entire IEP team and the MPC consultation review team ([mpcsupport@sandi.net](mailto:mpcsupport@sandi.net)) with the student's name, id number, and date the assessment plan was signed.

## Assessment Procedures:

1. A member of the MPC consultation review team will meet with the IEP team at the referring school site:
  - ✦ Assessment procedures completed by the IEP team should include: observation, rating scales, records review, parent interview/parent input, current data collected by team, and any other assessments team members deem appropriate to assess student need.
  - ✦ The IEP team prepares their reports and maintains communication with the case manager throughout the assessment process.
  - ✦ The case manager maintains communication with an assigned MPC consultation review team member throughout the assessment process.
2. Case Manager schedules an IEP meeting to report assessment results.
  - ✦ Case Manager should coordinate the IEP date with the entire IEP team and MPC consultation review team member.
  - ✦ All IEP team members will upload their reports into Electronic IEP System.
  - ✦ **All IEP team members** will attend and discuss the assessment results with the IEP Team.

## Post-Assessment Procedures:

1. Based on the assessment results and IEP team agreement, if it is determined the MPC setting is necessary for the student to receive meaningful benefit from his/her education program:
  - ✦ Medically Fragile will be marked on the front page of the IEP for Type of Services, under: Other Eligibility Information.
  - ✦ Goals: The student will need to have IEP goals that are written to include not only academic areas of need, but also positioning needs in order to actively participate in academic activities.
  - ✦ Special Factors need to be completed and include:
    - ✦ What supports and training staff will need to work with student.
    - ✦ What assistive technology devices student is currently using to access their education
    - ✦ Identify the student has a low incidence disability and what positioning equipment and/or materials s/he needs to meet educational goals and objectives.
    - ✦ Identify if the student is blind and/or visually impaired.
    - ✦ Identify if the student is deaf or hard of hearing.
  - ✦ Determine the new school of attendance and document in Team Action.
  - ✦ Identify when the student will transition to new site and note the start date on the front page of the IEP and document in Team Action.
  - ✦ Complete appropriate transportation forms.
  - ✦ Communicate to office staff the effective date of students' change of placement.
  - ✦ Arrange to have student specific equipment/materials transferred to the new site.
  - ✦ Meet with the in-take teacher to pass on student materials and appropriate classroom documents.
  - ✦ Case Manager will lock the IEP within 48 hours of parent agreeing to and consenting to IEP.
  - ✦ Parent will complete enrollment packet at new school site.
  - ✦ Student will begin to attend new school site once all paperwork is complete (student will not attend new school prior to the start date services).