

***Please note---**while a personalized email would be greatly appreciated we understand that your time is limited. Therefore, the portion of the email samples that are bolded/underscored should be in your email communication. Those noted bare-bone sections could be simply cut and pasted into your email along with our suggested Subject Line. Your name and title would be helpful to send. However, if you are willing to spend a little more time in crafting a message here are some samples.

INDEX of Email Samples

Email 1-MT working in special ed/IEP system in CA

Email 2-MTs in general and wish to support

Email 3-Parents/Guardians/Families

Email 4-Associated Professionals/Agencies

Email 5-General Public/Electorate

1-Email sample for MTs currently or attempting to work special ed/IEP system in CA

Subject Line: Music Therapy-Public Comment-Title 5, California Code of Regulations Amendments

Dear ACSE Commission Members:

Hello, my name is _____ and I am a credentialed, board-certified music therapist (MT-BC) working in the greater _____ (insert your primary regional area e.g. Sacramento, Los Angeles, San Diego, San Francisco-Bay area, northern/southern CA). I am currently serving _____ (insert number) students in music therapy through IEP goals. Over the past _____ (insert number) of years I have contracted with several special education departments and their assigned school districts to provide necessary music therapy assessment and IEP driven services. **I am writing to support your recent Initial Statement of Reasons and proposed regulatory amendments specific to special education and music therapy (Title 5, California Code of Regulations, Section 3065 (I) Staff Qualifications-Related Services (music therapy).**

Qualified music therapists have been providing music therapy as a related service to literally thousands of children with disabilities in every state of the nation over the course of thirty-five years since the passage of Public Law 94-142. Through the use of the nationally recognized SEMTAP (Special Education Music Therapy Assessment Process), Board Certified-credentialed music therapists are able to determine if music therapy is “necessary” to assist a child with a disability within his/her special education. Reported in a November 2012 survey conducted by the American Music Therapy Association (AMTA) and the Certification Board for Music Therapists, Inc (CBMT) there are 433 music therapists in California. As with any therapeutic discipline, these therapists work in a myriad of health and educational settings. Currently, of those music therapists working in special education programs, 31 school districts are serving 656 students via music therapy IEP related services. While a few music therapists work as employees of a given district, the majority of districts do not host a specific Music Therapy department and choose to contract out for music therapy services. This has proven to be their most cost effective route related to the percentage of the CA special education student body currently identified as needing music therapy related services. **Your inclusion of language that defines a qualified music therapist and NPA/NPS contractor remedies any discrepancies between those in-house and contracted music therapists while establishing quality assurance protections for both districts and students.**

Your regulatory language brings the CA Department of Education’s Title 5, Code of Regulations into compliance with Federal GSA scheduling and IDEA regulations for a Free Appropriate Public Education (FAPE), Additionally, this amendment mirrors long standing music therapy regulatory language that exists in the CA Welfare and Institution Code; other CA Title Codes, state civil job descriptions and other independent health and education accrediting bodies.

Thank you for your diligence and protecting access to quality related services and specifically, music therapy, for the children of our state.

Signature items---Name, professional credentials, agency if appropriate

2-Email sample for MTs in general --not affiliated in work in special education but wish to lend general support

Subject Line: Music Therapy-Public Comment-Title 5, California Code of Regulations Amendments

Dear ACSE Commission Members:

My name is _____ and I am a credentialed, board-certified music therapist (MT-BC) working in the greater _____ *(insert your primary regional area e.g. Sacramento, Los Angeles, San Diego, San Francisco-Bay area, northern/southern CA).*

I am writing to support your recent Initial Statement of Reasons and proposed regulatory amendments specific to special education and music therapy (Title 5, California Code of Regulations, Section 3065 (I) Staff Qualifications-Related Services (music therapy). Music therapy is an established research/evidenced-based profession that addresses goal areas typically looked at for children within the special education setting. Therefore, music therapy has been and continues to be a related service that district personnel may choose to meet the unique needs of children in their care. It is important then that regulatory language accurately reflect our profession. Your inclusion of this segment in your regulation revisions accurately defines a qualified music therapist and a NPA/NPS. Thank you for establishing quality assurance protections for both districts and students.

Signature items---Name, professional credentials, agency if appropriate

3-Email for Parents/Families/Guardians

Families---we are laying out an idea for you to work with in your narrative to the commission. We are not trying to put words in your mouth but we do want you to talk outcome specific and not just that you and your child like music therapy. This is very important. This email sample has been crafted to illustrate how you might want to proceed.

Subject Line: Music Therapy-Public Comment-Title 5, California Code of Regulations Amendments

Dear ACSE Commission Members:

Our names are _____ or My name is _____ and I/we am a parent/guardian (s) of a child/son/daughter with special needs. His/her diagnosis and related matters are _____ **(Consider listing what those needs are and how they manifest themselves).** We have a music therapist as a member of our IEP related services team. The music therapy assessment and subsequent educational goals specifically target my child's communication, sensory and cognitive challenges. We also have support from other disciplines like OT and SLP. When music therapy was introduced into his/her/name treatment routine things really began to change. Music therapy strategies such as applied instrument play tasks have produced functional movement patterns and NAME can engage in personal self care tasks now. Receptive music techniques like music listening were tailored for him/her and have helped NAME attend for greater periods of time, regulate habitual patterns and develop coping skills when sensory experiences have overloaded his/her system. Our music therapist addressed his/her non-verbal/vocal goals with therapeutic singing tasks and caused him/her to purposefully vocalize for the first time and then move on to applying vocal volume and resonance in order to effectively communicate in his classroom. He/She/Name must make a range of decisions in his music therapy sessions as well. Things like managing and operating equipment, making choices and more. All of these things I/we have shared have generalized to his/her/name day to day classroom and home environment. His/her other therapy staff have now adapted his/her/name goals because of the achievements he/she has made in music therapy. Very efficient for our school staff and of course cost effective for our district.

Everyone can benefit from music therapy no doubt, but there are children throughout our state that require it to meet their educational goals. My child is one of those. We support any regulatory language that would protect and insure access to music therapy services when necessary. I/we are aware of your recent amendment language to the NPA/NPS Staff Qualifications-Related Services language. Our music therapist would fall under these regulations and I understand most of those serving throughout the state would as well. I am writing to support your specific mention of music therapy and a qualified provider in your Title 5 amendment revisions--Section 3065 (I). Thank you.

Signature items---Name etc.

4-Email for Associated Professionals (e.g., SLP, OT, PT, Doctors, Social Workers, Psychologists)

Associated Professionals...we do not want to put words in your mouth either. We want you to share your specific reasons why Music Therapy is important to you in your work and how you see it relating to your students or the people you know receiving special education music therapy services.. In turn, why you feel it needs protection based on all the background information we have already shared. Our sample email is merely a springboard for you to work from. We do ask that whatever you share in your email that you share educational/outcome driven in your statements. Its possible you do not work in Special Education...that is fine. Simply tailor your experience with what would need to be globally addressed.

Subject Line: Music Therapy-Public Comment-Title 5, California Code of Regulations Amendments

Dear ACSE Commission Members:

My name is _____ and I am a _____ *(name your occupation and credentials as needed)* working in the greater _____ *(insert your primary regional area e.g. Sacramento, Los Angeles, San Diego, San Francisco-Bay area, northern/southern CA)*. I have worked *(pick what applies)*....side by side, on a IEP team, collaboratively, in co- treatment with music therapists in the _____ *(name setting and/or conditions)*. I have found the Board Certified Music Therapy colleagues to be an invaluable member of our (treatment, educational) team. They have been able to not only reach but produce educational outcomes for students in most instances where other disciplines could not. *Add anything else you think is pertinent.* Music therapy is an established research/evidenced-based profession that addresses goal areas typically looked at for children within the special education setting. This is why it continues to be a related service that district personnel may call upon to meet the unique needs of its students. I feel strongly that music therapy deserves regulatory protection in the education code for special education and your additions to the NPA/NPS providers of related services will do just that. Please proceed with the inclusion of your amendment language regarding music therapy housed in **Title 5, California Code of Regulations, Section 3065 (I) Staff Qualifications-Related Services (music therapy)**.

Signature items---Name, professional credentials, agency if appropriate

5-Email Sample for General Public Supporters/Electorate

Subject Line: Music Therapy-Public Comment-Title 5, California Code of Regulations Amendments

Dear ACSE Commission Members:

My name is _____ and I am concerned citizen and consumer of health and educational services *(edit your id info as needed)*. I am aware of your efforts to revise Title 5, California Code of Regulations, specifically Special Education. You have put forth clear and concise reasons for these amendments. **I am specifically writing to add my support for the inclusion of music therapy providers in your NPA/NPS staff qualifications, Section 3065(I)**. Music therapy has a long standing history throughout the US and CA as a related service in special education. It continues to be a therapeutic modality that districts can call upon to address the sensory, cognitive and communication needs of its special education students. You are wise and I support your upgrade and student protection language that lists qualified music therapy providers in your staff qualifications for related services listing.

Signature items---Name, professional credentials, agency if appropriate