MCAAP Monday Drop In Lunch Bunch:
“Leveraging Community Services To Support Your Patients’ Learning and Developmental Needs”

Anatomy of an IEP: What a Pediatrician Needs to Know

December 11, 2023

With MCAAP President: Mary Beth Miotto, MD, MPH

And Special Guest: Sarah Canale, MD
HOW DO I ACCESS OR SHARE PAST MONDAY DROP-IN CONTENT?

Find past videos and hyperlink-powered slide decks at https://mcaap.org/cme/
Special Education Law is organized around the following six principles:

1. Parent and Student Participation
2. Appropriate Evaluation
3. Individualized Education Program (IEP)
4. Free and Appropriate Public Education (FAPE)
5. Least Restrictive Environment (LRE)
6. Procedural Safeguards

What are the major principles of special education laws?
The IEP has seven sections.

- Parent and/or Student Concerns.
- Vision Statement.
- Present Levels of Performance.
- Measurable Annual Goals.
- Service Delivery Grid.
- Schedule Modification and
- Transportation.

https://www.masslegalhelp.org/school/special-ed/services/iep#goals
Talking about IEPs:

The disabilities that are deemed eligible for IEP/SPED services in the US

https://www.doe.mass.edu/sped/definitions.html
The Massachusetts Special Education Eligibility Determination Process Map
## IEP Service Delivery Grid

### A- Consultation: not direct services

- Direct services in the general education classroom
- Direct Services outside of the General education classroom

### Service Delivery

What are the total service delivery needs of this student?

Include services, related services, consultative services, and supports (including co-teaching and related services) needed to achieve IEP goals. To be included and proposed in the general education classroom, the student will need to participate in educational and/or related services that are necessary to achieve the student’s IEP goals.

**School District:**
- 5-day cycle
- 6-day cycle
- 10-day cycle
- Other

#### A. Consultation (Indirect Services to School Personnel and Parents)

<table>
<thead>
<tr>
<th>Focus on Goal</th>
<th>Type of Service</th>
<th>Type of Personnel</th>
<th>Frequency and Duration/Per Cycle</th>
<th>Start Date</th>
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#### B. Special Education and Related Services in General Education Classroom (Direct Services)

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#### C. Special Education and Related Services in Other Settings (Direct Services)

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Use multiple copies of this form as needed.
Working examples of Service Delivery Grid, Transportation, etc.
## The Assessment Requirements and Additional Information

### Individualized Education Program (IEP)

#### State or District-Wide Assessment

Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student’s assessment participation status by putting an X in the corresponding box for columns 1, 2, or 3.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>1. Assessment Participation: Student participates in on-demand testing under universal conditions in this content area. (see below)</th>
<th>2. Assessment Participation: Student participates in on-demand testing with accommodations in this content area. (see below)</th>
<th>3. Assessment Participation: Student participates in alternate assessment in this content area. (see below)</th>
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<tbody>
<tr>
<td>English Language Arts</td>
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<td>History and Social Studies</td>
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### Accommodations for State or District-Wide Assessments: Alternate Assessment Justification

The content and complexity of the student's cognitive disability presents significant barriers or challenges to standardized testing.

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**Additional Information**

- Include the following transition information: the anticipated graduation date, a statement of navigational responsibilities or needed support, the discussion of transfer of rights at least one year before age of majority, and a recommendation for Chapter 28 referral.
- Document efforts to obtain participation if a parent or child did not attend an event or provide input.
- Record other relevant IEP information not previously noted.

As per the Massachusetts Bullying Prevention and Intervention Law, M.G.L., c. 71, §30, the team discussed the student’s ability to engage in social interactions and determine that the student: is vulnerable to bullying, harassment, or teasing either as a target or an aggressor. This determination was consistent with the development of the IEP. It is not vulnerable to bullying, harassment, or teasing either as a target or an aggressor. However, if, at any point in the future, such concerns arise, the IEP Team will reexamine these concerns to ensure that the student has or has not access to bullying. The whole school bullying prevention curriculum is provided to all students.

**Augmentative and Alternative Communication:** Are there any significant concerns about the student’s access to his/her current curriculum given the accommodations and services that were discussed at the Team meeting?

1. No Concerns
   - The noted CCC supports and accommodations are being used to increase language skills and communication for functional access to the curriculum.
   - The student has the communication skills necessary to access the curriculum.

2. Yes, to address these concerns an Augmentative and Alternative Communication consultation/evaluation will be requested.
   - The following concerns were expressed during the meeting:

**Assistive Technology:** Are there any significant concerns about the student’s access to his/her current curriculum given the accommodations and services that were discussed at the Team meeting?

1. No Concerns
   - Please refer to the listed UDL tools and instructional strategies/supports noted in IEP A and B. If used to increase student’s functional access to the curriculum.

2. Yes, to address these concerns an assistive technology consultation/evaluation will be requested.
   - The following concerns were expressed during the meeting:
Starting in 2023 the format has changed.

**PARTICIPATION IN THE GENERAL EDUCATION SETTING**
Can the student’s educational needs be met in the general education setting, with or without the use of supplementary aids and services?
- Yes
- No
If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

**SERVICE DELIVERY**
Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/ training for school personnel and/or parents). Consider providing services in general education settings before considering other options.

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**SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES**
Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

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**Extended School Year Transportation Services**
- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school other than the school they would have attended if not eligible for special education, transportation will be provided.)
- The student requires transportation supports and/or services as a related service.

- Student will be transported on a regular transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and provisions:
  - Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for inattention, behavioral or communication difficulties)
  - Student will be transported on a special transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and provisions:
  - Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for inattention, behavioral or communication difficulties)
Speaking of Transportation:

https://www.massadvocates.org/bps-reimbursement

https://www.bostonpublicschools.org/Page/6179
What is an Extended Evaluation?

"The Team found the student eligible for special education but recommended further assessment before developing a full IEP. The Team developed a partial IEP to be implemented during the extended evaluation period."

[Form Image]

https://www.doe.mass.edu/sped/iep/forms/english/e1-2.docx
We can teach ourselves about special education law ---but we are not special education experts. Learn from the IEPs you read and from parent experiences but also counsel parents on “how to look for the helpers”. 
Parent Self-Education and Self-Advocacy… it’s a marathon
Browse some of the district SPEDPAC/SEPAC websites in MA for more resources that can help parents and YOU:

1. https://www.concordspedpac.org/
2. https://newtonpac.org/resources/
4. https://www.lowell.k12.ma.us/spedpac
7. https://www.bostonspedpac.org/
There are professionals and volunteers who do this work … we can help by directing parents to advocates.

Take Home Pearls from the last few months:

1. The special education process is a challenging journey. Parents will appreciate your support and whatever guidance you offer.

2. You’ll learn from parents and from reading assessment reports & IEPs. Just be curious.

3. Picking up the phone and calling a teacher is worth its weight in gold for your patient and for your learning!

4. Use follow-up visits and telehealth to reasonably accommodate parents’ needs. Bill accordingly.

5. Pediatricians are not experts in special education, but we can learn some street signs along the road and lead families to experts who are ready to help. It takes a “medical village”.

6. Prepare the parents that this is a marathon, not a sprint. Impress on them the value of self-care.

7. Encourage parents to locate other parents within their district or outside their district who have had similar educational journeys.

8. “Phone a friend”. Most likely you know someone who knows something or someone.
Thank you to Dr. Sarah Canale and to all today’s attendees.

Our next “Monday drop in” will be after the holidays on January 8th, 2024.

Please reach out to MCAAP at chaggerty@mcaap.org with program ideas or questions.
Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

— Albert Einstein