Supporting SpEd Teachers in Writing Compliant, Quality IEPs

What do new Special Education Teachers (SETs) need to write compliant annual IEPs independently?

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42.9%
(9/21)
of OHS SETs are in the TEAM Program

6
OHS SETs
have less than two full years of experience

2
OHS SETs
are Teacher Associates

Paperwork is overwhelming

Human Resources are spread thin

What do new Special Education Teachers (SETs) need to write compliant annual IEPs independently?

Creation of a **systematic** process that allows SETs to create **compliant**, **quality** IEPs in partnership with members of the Special Education Department and the Office of Professional Learning.

Why the Office of Professional Learning (OPL)?

- All SETs at OHS in TEAM program complained about lack of support with IEP writing.

- Lack of availability of SpEd Coaches = pull on Central Office staff and SpEd Department Chair

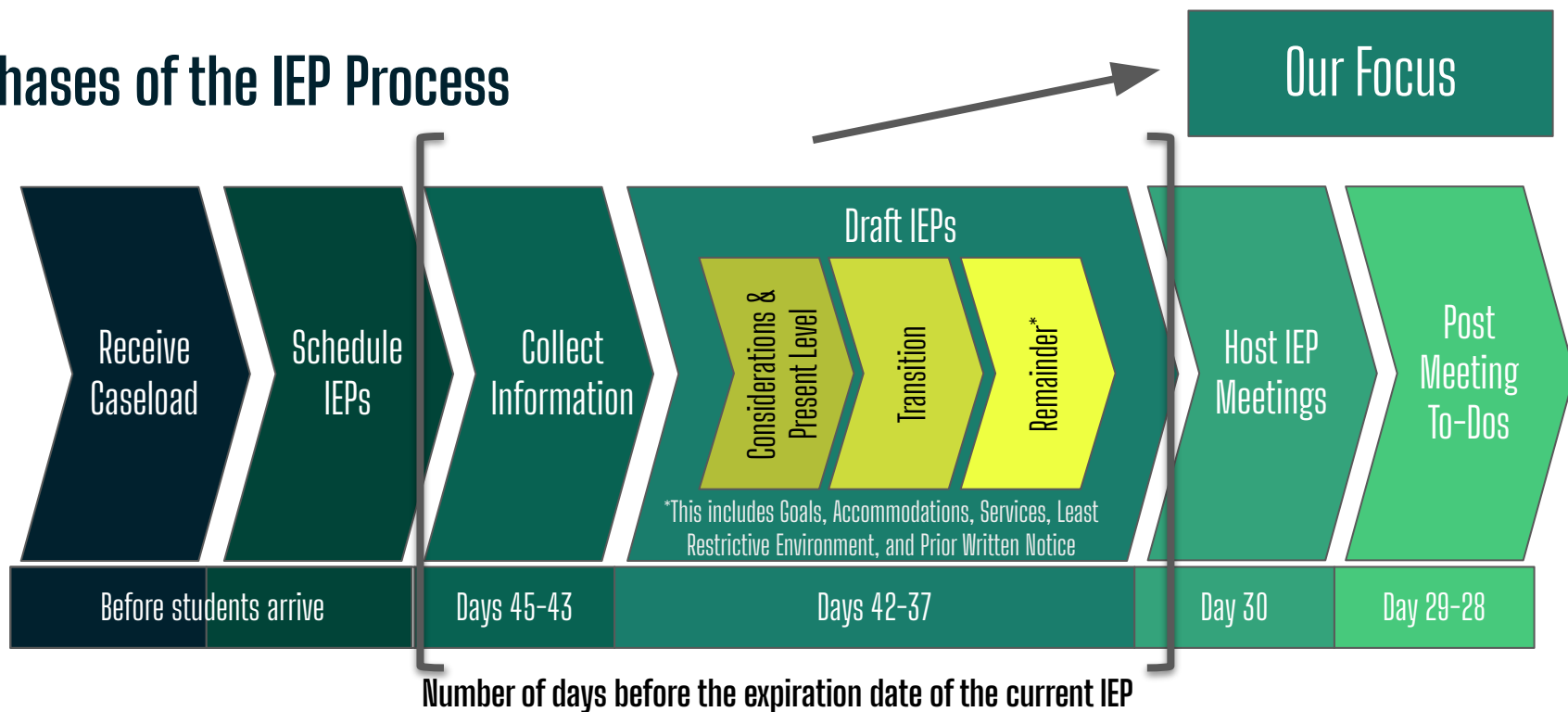- OPL got involved which slowed the project but gave it "teeth"

Theory of Action

If SETs are given a systematic process to initialize the creation of compliant, quality IEPs, they will feel empowered, will be able to ask better questions, and will be more effective with the IEP process; consequently, students will receive better special education services.

Phases of the IEP Process

Our Focus

Receive Caseload	Schedule IEPs	Collect Information	Draft IEPs			Host IEP Meetings	Post Meeting To-Dos
			Considerations & Present Level	Transition	Remainder*		

*This includes Goals, Accommodations, Services, Least Restrictive Environment, and Prior Written Notice

Before students arrive		Days 45-43	Days 42-37	Day 30	Day 29-28

Number of days before the expiration date of the current IEP

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Resources Provided within Each Phase

Collect Information

OHS IEP Writing Step-by-Step HyperDoc

Draft IEP

PLOP Outline with descriptions

OHS IEP Writing Step-By-Step

☐ Schedule your meeting using the form
  ☐ Try to confirm the following people before scheduling a meeting:
    ☐ Request Parent (if you need to contact them in Spanish, use the Translation Form)
    ☐ Gen Ed Teacher (try to schedule during their planning block: look at teacher schedules in PowerSchool)
    ☐ Once confirmed:
      ☐ Create meeting notice in VA IEP
      ☐ Email or mail meeting notice to parent and document in VA IEP parent contacts
☐ Make a copy of the PLOP Template
☐ Download the expiring IEP (and any addendum) from VA IEP and start pasting in pieces into the above template. This will get updated, but this is a good place to start and keeps you from losing everything in VA IEP!

The following tasks are not order-specific, but need to be done to write the IEP:
☐ Transition Assessments
☐ Teacher Input
  ☐ You can email each teacher or use some k
  ☐ Google Teacher Input Form **MAKE A COP**
  ☐ Other case managers may have their own
☐ DATA for each goal
  ☐ summarize progress reports
  ☐ classwork/samples/behavior data
  ☐ Assessments: district level, SOL scores, Le assessments, etc.
☐ Assistive Tech verbiage (if needed!)
☐ FORM-2: Google Form version or Google Doc

Completed Draft:
☐ **Check through your draft using the IEP Writing**
☐ **Send draft to parent AT LEAST ONE WEEK PR**
☐ Email to your IEP Review Group
  ☐ Make any necessary changes after review
  ☐ Share with Dr. McKoy and Mr. Smith

Present Level of Academic Achievement and Functional Performance (otherwise known as PLOP)

Best Practices and the PLAAFP (PLOP):
☐ The PLAAFP is cohesive (does not appear segmented by service provider)
☐ The PLAAFP is objective - devoid of opinions, diagnoses, and recommendations
☐ The PLAAFP is standards based
☐ The PLAAFP avoids use of words/statements that produce or harbor overtly negative connotations
☐ The PLAAFP does not predetermine upcoming services or settings
☐ The PLAAFP avoids the use of educational jargon or acronyms without explanation
☐ The document is edited and spell checked and devoid of errors in grammar, spelling and mechanics
☐ The PLAAFP passes "the stranger test;" this means a person unfamiliar with the student should be able to read, comprehend, and implement the documented information

Description of Disability:
Overview of latest eligibility/triennial. This can typically be found in VA IEP documents under proposed eligibility summary, any criteria worksheets completed, as well as psycho/educational reports.

Strengths and Needs of Student:
This should address each area impacted by the student's disability. Any need addressed here should connect to a goal, service, and/or accommodation elsewhere in the IEP. This is not an area to "close out" goals, but progress on each goal area should be addressed in this section with a statement about whether the student needs continued goal monitoring.
IE: student has a phonological processing disorder that impacts him/her in basic reading skills and comprehension skills one should expect to see information regarding the students current progress in reading and goal progression as well as possible accommodations and future goal needs/monitoring.

This area should also include strengths such as classroom or academic behaviors or other skills sets that teacher may draw upon to build relationships or capacity.

Functional Performance:
These are soft skills such as communication, organization, self help skills or other executive functioning skills. You may include information regarding attendance if needed here.

Impact of Disability on Accessing Curriculum:
Refer to proposed eligibility summary statements. You may also list accommodations in this section.

Summary of Test History/Assessments:
SOLs, Lexile Scores, PSAT's, Unit/District Assessments, etc.

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Session with SPED/OPL Leaders

Overview of the project (10-20 minutes)

- Purpose, context, overview of IEP writing
- Workshop on phases in small groups
  - Provide information from slides and have partners do something like an "I notice, I wonder"
  - Direction on how to provide feedback in slides (biggest concern, biggest takeaway, what changes would you make, what resources would you provide)
  - Those "savvy" with IEPs poke holes; those with cursory knowledge ponder "what resources would I want to be successful with these tasks?"
- Next steps
  - Focus group with SPED teachers
  - Protocol for creation of resources (to ensure videos/checklists/etc. All have similar feel)
  - Development of "Hub Model"
- Closure

75%
reduced time to write annual IEPs as reported by 2 Central Office SpEd Staff with >10 years experience

100%
IEPs written with these resources were compliant as reported by Compliance Specialist

2 hrs
One-on-one coaching empowers new SETs to write annual IEPs independently

Enables gradual release of IEP tasks

Increased confidence of new SETs

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