

# Writing Quality IEP's

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Presented by Katie Sisk



# Objectives

- Participants will understand what makes compliant IEPs versus quality IEPs using the CDE IEP Procedural Manual

[http://www.cde.state.co.us/cdesped/iep\\_proceduralguidance](http://www.cde.state.co.us/cdesped/iep_proceduralguidance) Reference Appendix D

- Participants will understand how schools will receive IEP feedback provided by CSI Special Education Coordinators to support CDE Audit Process



# PLOPP: Strengths, Preferences, Interests

- Read pages 141-142 (Appendix D) of CDE IEP Procedural Manual
- How do you currently gather and capture this information?



# PLOP: Strengths, Preferences and Interests



- Educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments as indicated by formal or informal assessment
  - Be sure to include specific feedback from the student.
- Include observations and/or student-parent expressed and/or implied
  - area(s) of interests, such as hobbies, clubs, community/church activities, etc.
  - area(s) of preference and personal attributes, such as awards, volunteering, dance, karate, etc.



# PLOP: Present Levels of Academic Achievement and Functional Performance

- Independently read pages 135 and 136 (Appendix D) of CDE IEP Procedural Manual
- What is one thing that you do well in regards to CDE guidance and what is one area of growth?



# PLOP: Present Levels of Academic Achievement and Functional Performance



Recent and comprehensive Body of Evidence specific to the student's disability category, evidence including:

- Review of previous data
- Observation (mandatory for SLD)
- Academic Benchmark Assessments
- Disability Specific Assessments
- English Language Learners Assessment
- Curriculum Based Measures
- Behavioral Data
- Attendance
- Executive Functioning
- Student, Parent, Teacher input
- Health Updates
- Functional Performance



# PLOP: Present Levels of Academic Achievement and Functional Performance



- Review of and progress towards goals since last IEP meeting, including any regression and recoupment
- Progress in related services
- Explained how the accommodations help the student access the general education curriculum
- Identified the skills and gaps based on grade level expectations and standards to meet annual goals and postsecondary goals if appropriate
- For students of transition age, a consideration and review of the student's postsecondary goals, and update, if appropriate, based on transition assessment information used to develop the IEP





# PLOP: Student Needs and Impact of Disability

- Independently read pages 143-144 (Appendix D) of CDE IEP Procedural Manual
- Share with your table: How do you currently approach this section? What information do you include and how do you determine what to include?







# PLOP: Student Needs and Impact of Disability

- Prioritize needs - All needs must be addressed, whether by goals, accommodations and/or modifications.
  - The level of detail should be reflective of the intensity of the child's overall needs pertaining to the disability.
- Each IEP team member's area of expertise, if appropriate, must be addressed.
  - Important to consider the family's preferred format for the information, e.g., narrative, bulleted, or both.





# PLOP: Student Needs and Impact of Disability

- Identify the needs of the student specific to the student's disability AND how do they affect the student's involvement, progress, and participation in the general education curriculum and participation in appropriate activities
- If the student is of preschool age, needs must be aligned to the child's participation in age appropriate developmental activities across





# PLOP: Parent/Student Input

- Independently read pages 135-138 (Appendix D) of CDE IEP Procedural Manual
- How do you currently approach this section? What information do you include and how do you determine what to include?





# IEP Goals and Objectives

- Independently read pages 129-132 (Appendix D) of CDE IEP Procedural Manual
- On a scale of 1-5, how do you rate yourself in terms of writing standards-aligned goals (1 = lowest, 5 = highest). What do you need to increase this score?





# Service Delivery Statement

- Independently read pages 141-142 (Appendix D) of CDE IEP Procedural Manual
- What surprises you about this guidance?





# Service Delivery Statement

- Describe in detail the services that will be provided and how they will be provided.
- Provide enough detail in the Service Delivery Statement that an IEP team receiving the IEP would be able to implement the services exactly as they were intended to be implemented by the sending IEP team.
- Ensure the information is clear so families understand what a typical day, week, or month might look like for the student.
- Describe in detail any support provided that may not be represented in the services grid
- Discuss if services or supports are required for student to enable him or her to participate in extra-curricular activities.



# Least Restrictive Environment

- Independently read pages 133-134 (Appendix D) of CDE IEP Procedural Manual
- Compare and contrast the compliant and the quality example. What is the value in writing quality examples? What challenges have you had in doing so?





# What Now?

## IEP Review Feedback

- CSI Special Education Coordinator will complete IEP review to provide your school with intentional feedback
- An IEP Review will be completed by December 1, 2020
- An Initial Eligibility will be reviewed by May 1, 2021





## ***Present Levels of Academic Achievement and Functional Performance***

*Information in this section should align with data and information in the Evaluation Report. Information should include current formal and informal evaluation information.*

Strengths of the child 300.324(a)(1)(i); 4.03	<input type="checkbox"/> Yes <input type="checkbox"/> No
The IEP team considered the most recent evaluation of the child 300.324(a)(iii); 4.03 <i>NOTE: Consider benchmark testing, curriculum-based assessments, progress monitoring data of interventions, etc. Data should be a summarized discussion or triangulation of data presented in order to develop measurable goals.</i> <b><i>For CLD students, look for input pertinent to second language (e.g., ACCESS scores, ELA input, parental input)</i></b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Statement of the child's present levels of academic achievement and functional performance 300.320(a)(1); 4.03	<input type="checkbox"/> Yes <input type="checkbox"/> No
Academic, developmental, and functional needs of the child 300.324(a)(1)(iv); 4.03	<input type="checkbox"/> Yes <input type="checkbox"/> No
How the child's disability affects the child's involvement and progress in the general education curriculum 300.320(a)(1)(i) and (ii); 4.03 Concerns of/ input from the parent	<input type="checkbox"/> Yes <input type="checkbox"/> No



# Resources

- Colorado Department of Education Procedural Manual; Appendix D  
[http://www.cde.state.co.us/cdesped/iep\\_proceduralguidance](http://www.cde.state.co.us/cdesped/iep_proceduralguidance)
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- CSI Special Education Director  
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