

754X IEP Cluster-Team Meeting Protocol

Thursdays 2nd/ 3rd Period

Purpose: To develop and implement high quality IEPs reflective of comprehensive knowledge of the academic and personal behavior readiness of each student with a disability.

- I. As a cluster team, refer to the most updated list of IEPs due within the next 30-60 days and overdue IEPs. Check your DOE e-mail for the list and **highlight students in your official class**. Read the notes section and comply with any and all requirements as outlined by Dr. Fitz (IEP Coordinator) in this list or via e-mail.
- II. **Select a student's IEP to review first as a community.** Prioritize by due date.
 - a. Always begin with Step 1, regardless of level of completion by the time of the cluster-team meeting. (see guidance below)
 - b. If the IEP is still in draft mode with less than half of the PLOP section completed, review last year's IEP on file that was completed by a different teacher. Begin Step 2. Assess what was written well and where there is room for improvement moving forward to ensure that similar mistakes are not made again. Use this as a baseline and revisit step 2 when the PLOP is complete.
 - c. If the IEP is still in draft mode with more than half of the document completed, evaluate it using the rubric. Begin Step 2. Make recommendations. In future meetings, continue to revisit the rubric and provide feedback until it meets at least a Level 3 in all 5 areas.
- III. Download and print [Step 1: Checklist](#). Everyone has an equal voice. Form a consensus and review the IEP using the checklist. Allow this IEP work time to be a conversation. Use it as an opportunity to (a) discuss the student's academic and social needs and (b) provide rich and meaningful feedback to colleagues regarding the development of the IEP. To enhance professional conversation, consider asking and responding to the questions listed below:
 - a. *Is there an obvious link between the Coordinated Set of Transition Activities and the Transition Needs/Present Levels?*
 - b. *Is each Annual Goal clearly linked to a "student need" identified in the Present Levels/Transition Needs?*
- IV. Download and print [Step 2: PLOP Rubric](#). Everyone has an equal voice. Form a consensus and review the IEP using the rubric. Allow this IEP work time to be a conversation. Use it as an opportunity to (a) discuss the student's academic and social needs and (b) provide rich and meaningful feedback to colleagues regarding

the development of the IEP. To enhance professional conversation, consider asking and responding to the questions listed below (p. 24 from IEP Handbook):

- a. *Does the PLOP provide instructionally relevant information about the student?*
 - b. *Does the PLOP identify how the student is progressing towards CCLS?*
 - c. *Does the PLOP reflect individual-need determinations?*
 - d. *Is the PLOP descriptive and specific?*
 - e. *Is the PLOP written in such a way that parents, professionals, and paraprofessionals can understand it?*
 - f. *Does the PLOP reflect the priorities and concerns of the parents for the education of their child?*
 - g. *Does the PLOP provide the basis for annual goals and direction for provision of appropriate educational programs and services?*
 - h. *Does the PLOP reflect transition service needs?*
- V. When finished reviewing IEP(s) as a community and through conversation, **use the remaining time to make changes collectively to the document** Open up the IEP and incorporate peer feedback to develop a high-quality IEP. If developing the IEP PLOP together, then discuss the following prompts:
- a. *What are the student's unique needs that result from his or her disability?*
 - b. *What is it that the student can and cannot do at this time?*
 - c. *What are the student's strengths in this area?*
 - d. *How do these needs affect the student's participation and progress in the general curriculum and participation in age-appropriate activities?*
 - e. *What are the parent's concerns for the education of their child?*
 - f. *What instructional and/or behavioral supports or services have been effective or not effective in addressing the need area in the past year?*
 - g. *What accommodations and/or program modifications or supplementary aids and services have been effective or not effective in addressing the area in the past year?*
 - h. *What instructional supports and services will likely be supported and used by the student?*

Frequently Asked Questions

- 1) When will I have time to work on creating IEPs if this meeting's purpose is to review IEPs?**
Time is made available 3x per week during admin periods (2nd/ 3rd periods) for teachers to independently work on IEPs or to choose to work collaboratively with colleagues as it is common planning for all teachers.
- 2) How many IEPs will the cluster be required to review this school year?**
ALL students' IEPs that are finalized by June 26, 2017 must be reviewed as a cluster-team.
- 3) Can the official class teacher review IEPs by himself or herself?**
No. The IEP review process is a collegial process with pedagogues that all share the same students and with staff that contribute to the compliance of the IEP. Each IEP review document must be signed by all members present in the room.
- 4) What are the IEP reviews documents? Where can I locate them?**
The IEP review documents include (1) 754X checklist and (2) PLOP rubric. These documents can be found in the appendices of the [754X IEP Manual](#) and on www.teachersquad.com under the Teacher Teams tab.
- 5) Who is responsible for maintaining the IEP Review documents?**
The official class teacher will maintain an Official Class binder or individual student folders with the IEP Review documents.
- 6) Who else reviews the IEP? Is it only the cluster team and the IEP Coordinator?**
There will be multiple levels of IEP review this year. 754X administration, 754X School Implementation Team, District 75 Office, Central Office, and NYS will periodically audit IEPs using the same criteria for success that your team will use at IEP review meetings.
- 7) Do I need to turn in the documents to administration?**
No. The documents are for your professional growth plan as the team grows stronger in developing and implementing high quality IEPs through a reflective and collaborative process of IEP review. Therefore, these documents do not need to be submitted to your supervisor. The feedback received from colleagues and supervisors in professional conversations is meant to enhance the quality of the IEP.
However, supervisors will be looking critically at the IEP compliance date and quality of the document this year. IEP compliance and quality has the potential to affect Advance ratings in the area of 4E, specifically receptivity to feedback from colleagues. Administrators will be asking, "How have you applied the feedback received in order to grow and develop professionally? Where can you cite evidence of this shift with the IEP review process?"



8) Will these documents be viewed by anyone outside of my cluster-team?

The School Implementation Team (SIT) is a school-based team that understands the tenets of Access, Behavior, Quality IEPs and Transition Planning and facilitates the strategic planning and guidance necessary to ensure that each school community appropriately and adequately serves all students. The goal of the SIT is to monitor the progress of both quantitative and and qualitative measures of achievement. The IEP checklist and rubric documents are one way that the SIT will assess the effectiveness of our IEP focus and review process this school year.

9) Which staff members comprise the SIT?

At minimum, the SIT will include: an administrator, special education coordinator, alternate assessment teacher(s), standardized assessment teacher(s), and counselor(s).

10) Will these documents be viewed by anyone outside of the 754X community?

Yes. The district and city are both interested in viewing these documents for school support purposes. There will be specific times throughout the year when teachers will need to share redacted documents with external school officials.

11) Will we only have to complete the review process once?

If an IEP's quality is not satisfactory, the cluster-team review process will take place again after the necessary revisions have been made, and the IEP is deemed satisfactory by the reviewer(s).

12) What is deemed satisfactory?

- All 30 questions on the checklist are checked YES or N/A.
 - If not, Dr. Fitz has approved an exception on a case-by-case basis which is stated in the notation column.
- A Level 3 or higher in all 5 areas of the PLOP on the rubric: Organization/ Placement, Content- Evaluation, Content- Academic/ Social/ Physical, Management Needs/ Effect, and Parent/ Student Voice.