

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: IEP Implementation

I. What's Required/Purpose

Manor ISD will ensure that every student with a disability who is eligible for Special Education services will be provided with a Free Appropriate Public Education (FAPE). The primary vehicle for ensuring FAPE is a well-designed IEP that is developed according to state and federal regulations and is implemented with fidelity in the least restrictive environment appropriate for the student.

Implementation of IEPs in Manor ISD means that:

- ✓ Each student's class schedule will match the courses listed in the student's IEP
- ✓ Each student will have a school day that is commensurate to that of non-disabled peers [i.e. students with disabilities and their non-disabled peers (a) have a school day with same beginning and end time, and (b) attend school for the same number of hours.]
- ✓ Each student whose IEP requires inclusion support services will receive those services in the general education setting as documented per internal district requirements
- ✓ If a student transfers from one campus to another within Manor ISD (including transfer to Manor New Tech High School), the student's Special Education services will be provided as written in the IEP, unless there is documentation that another ARD meeting was held to change and justify changes in services
- ✓ Teachers and other appropriate staff:
 - have access to/copies of relevant portions of IEPs of each student they serve
 - understand how to implement and document provision of instructional accommodations and/or curriculum modifications,
 - monitor student progress on IEP goals, and
 - actively participate in development, implementation, and revision (as necessary) of IEP goals
- ✓ Parents*/adult students are active participants in the implementation of the IEP

**For purposes of this Operating Guideline, "parent" is defined as: The biological or adoptive parent of a child; A foster parent of a child who meets the requirements set forth in rule; A guardian (but not the state if the child is a ward of the state); An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, An individual who is legally responsible for the child's welfare; or An individual assigned to be a surrogate parent*

II. How Compliance Is Monitored

- Internal monitoring systems involving regular and frequent checks of IEP implementation
- Walk-through documentation regarding implementation of IEP goals/short-term objectives, instructional accommodations and/or curriculum modifications as applicable, and class schedules
- Monthly internal folder reviews including progress monitoring, IEP goals/short-term objectives, services to students who transfer from one campus to another within Manor ISD, and commensurate school day

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III. Manor ISD Procedures: How It's Done

The process in Manor ISD for ensuring that IEPs of students served in Special Education are implemented with fidelity is as follows:

Action	Person(s) Responsible	Timeline
<u>Alignment of Course Schedule and IEP</u>		
1. As part of the ARD meeting, the ARD Committee determines the special education services/supports and related services to be provided to the student based on his/her needs arising from the disability a. Decisions regarding the student's schedule are documented on the appropriate screens in eSped: i. <i>Screen: Course/ Curriculum Area</i> lists only those services provided directly by special education (such as Resource, Functional Academics, etc.) ii. <i>Screen: IEP Services/ Supports</i> lists those services and supports necessary to implement the IEP (usually in-class supports to be provided by the general education teacher and/or inclusion supports to be provided by special education staff members in the general education setting) b. The student's complete Skyward course schedule must be reflected on the eSped <i>Screen:</i>	ARD Committee	During each ARD Committee meeting

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Action	Person(s) Responsible	Timeline
<i>Course Curriculum Area</i> as part of the ARD documents		
2. If the student's schedule of services needs to be changed (ARD Committee changes courses to be provided or campus changes course offerings), the ARD Committee must meet to consider changes to the IEP as appropriate	ARD Committee	Within 7 school days a student's schedule of services changes or the campus changes course offerings
3. The Special Ed Teacher checks the course schedule in Skyward and the IEP of each SpEd student on the campus to ensure that the courses listed on the IEP are reflected in the Skyward course schedule a. The student's complete Skyward course schedule must be reflected on the <i>eSped Screen: Course Curriculum Area</i> as part of the ARD documents	Special Ed Teacher	Upon notification that student's schedule has changed, or any time an ARD meeting is held to consider changes to a student's schedule of services
<u>Commensurate School Day</u>		
4. The district sets campus bell schedules and disseminates the schedules to internal staff and to parent/adult student a. Bell schedules should include arrival and departure times for all students and class/period start/end times b. Campus Administrator at each campus ensures that ARD Committees have copies of campus bell schedule and arrival/departure times to facilitate discussion of commensurate day during ARD meetings	District Administration (4a) Campus Administrators (4b)	At the beginning of each school year or at any time during the school year when the bell schedule changes At the beginning of each school year or at any time during the school year when the bell schedule changes

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5. If an ARD Committee recommends a shortened day for a student, the LSSP, Educational Diagnostician, or SLP notifies the SpEd Director that the student will have a shortened day and the justification for the shortened day: a. The ARD Committee determines the appropriate instructional setting and length of day for each student, which must be specified in the student's IEP b. The school day for a student with disabilities cannot be shortened due to administrative convenience such as the schedule of bus routes, or parents' convenience such as their work location or schedule c. If a student's day is shortened, there must be an individualized, student-based justification in the IEP for the shortened day (such as a medically-relevant justification)	ARD Committee LSSP, Educational Diagnostician, or SLP	After any ARD Committee meeting where a shortened school day is recommended for a student with a disability
6. The LSSP, Educational Diagnostician, or SLP checks the IEPs of SpEd students for whom a shortened school day has been recommended by the ARD Committee to ensure that the lack of commensurate day is based on the student's individual needs a. If the justification is based on administrative convenience or any other reason that is not directly related to the student's individual needs, the SpEd Director will notify the Campus Administrator of the need to re-ARD the student to reconsider commensurate school day	LSSP, Educational Diagnostician, or SLP	At least once a quarter, or any time an ARD Committee recommends a shortened school day for a student with a disability (6 and 6a)

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Action	Person(s) Responsible	Timeline
a. If an ARD meeting is necessary, the receiving campus is invited to the ARD meeting to address provision of services and whether a change in placement or services is warranted (following district procedures for notice of ARD and conducting ARD) b. All changes during the ARD will be carried out at the new campus by the Special Education Teacher c. If data subsequently collected by the new campus indicates that a change in the student's IEP might be warranted: i. the Campus Administrator must notify the SpEd Assessment Coordinator and assigned campus assessment staff, and ii. an ARD must be scheduled to either revise the IEP or address issues regarding implementation of the original IEP (following <i>Operating Guidelines: Preparing for and Conducting ARD Meetings</i>)		10-15 days after a request to change campus has been made (8a) Starting immediately following the ARD or the next school day (8b) Notification must be within 24 hours of determination that a change in the IEP might be warranted (8c)
<u>Involvement of General Education Staff in Implementation of IEPs</u> 9. Following the ARD meeting for any SpEd student on the campus, the general and special education teachers and staff	Special Ed Teacher SLP for speech-only students	Within 24 hours from the ARD meeting

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involved in implementation of the IEP will be provided with relevant portions of the IEP. The Special Ed Teacher or SLP (for speech-only students): a. Prints class schedule from Skyward b. Provides relevant portions of the IEP (including but not limited to goals and short-term objectives, accommodations, BIP, etc.) for the Campus Administrator and for each Gen Ed teacher, SpEd teacher, and applicable paraprofessionals for courses listed on the student's Skyward class schedule and SpEd services in the IEP paperwork (such as behavior supports) c. Explains any portions not clear to the recipients d. Obtains the signatures of general education teacher on the <i>Receipt of Accommodations and/or BIP</i> form e. Uploads <i>Receipt of Accommodations and/or BIP</i> form and class schedule as one document in eSpEd in Archive Manager f. Forwards the original ARD to the SpEd PEIMS Clerk, retains a copy in the campus student folder, and archives the ARD into eSpEd		
10. The IEP is implemented as developed and approved by the ARD Committee	Teachers, SLPs, related service providers, and other applicable school personnel	Throughout the school year

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11. Student progress on IEP goals/ short-term objectives is monitored and documented: a. Provide progress reports to parents/adult students on the same schedule as for all other students b. If the student is not making progress, a failure ARD should be conducted	Teachers, SLPs, related service providers, and other applicable school personnel	Throughout the school year

IV. Resources and Attachments, Legal Requirements

A. Resources

- ESC Region 20 Progress in the General Curriculum (PGC) Network <http://programs.esc20.net/default.aspx?name=pgc.home>
 - Resources on co-teaching and inclusion (under *Least Restrictive Environment* tab)
 - Resources on high-yield instructional strategies (under *Specially Designed Instruction* tab)
 - Resources on understanding accommodations and modifications and teachers' role in implementing IEP (under *Grading/Progress Monitoring* tab)
- *TEA Question and Answer Document on Individualized Education Program Annual Goal Development*
Access from ESC Region 20 Progress in the General Curriculum/Standards-Based IEP tab
<http://programs.esc20.net/users/files/PGC/iepQA11172015.pdf>
- *TEA Question and Answer Document on Least Restrictive Environment*
Access from ESC Region 20 Progress in the General Curriculum/LRE tab
<http://www.esc20.net/users/0045/docs/AGC/LRE-QA.pdf>
- TEA Program Monitoring and Interventions: Special Education Intervention Guidance and Resources home page
http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/
 - *Compliance Review Protocols* section, click on *Commensurate Day* for Excel template to document commensurate day

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- MISD *Receipt of Accommodations and/or BIP* form
- MISD *Special Education Inclusion & Resource Log* form

B. Legal Requirements

Federal Regulations	Texas Administrative Code (TAC)
§ 300.110 Program options. The State must ensure that each public agency takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education. (Authority: 20 U.S.C. 1412(a)(2), 1413(a)(1)) Last Amended: 71 FR 46764, Aug. 14, 2006 INDIVIDUALIZED EDUCATION PROGRAMS [Excerpt] § 300.320 Definition of individualized education program. (a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§ 300.320 through 300.324, and that must include— (1) A statement of the child’s present levels of academic achievement and functional performance, including – (i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or (ii) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities. (2) (i) A statement of measurable annual goals, including academic and functional goals designed to— (A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and (B) Meet each of the child’s other educational needs that result from the child’s disability; (ii) For children with disabilities who take alternate	§ 89.1075. General Program Requirements and Local District Procedures. [Excerpt] (c) Each school district must ensure that each teacher who provides instruction to a student with disabilities: (1) has access to relevant sections of the student’s current IEP; (2) is informed of the teacher’s specific responsibilities related to the implementation of the IEP, such as goals and objectives, and of needed accommodations, modifications, and supports for the student; and (3) has an opportunity to request assistance regarding implementation of the student’s IEP. (d) Students with disabilities shall have available an instructional day commensurate with that of students without disabilities. The ARD Committee shall determine the appropriate instructional setting and length of day for each student, and these shall be specified in the student’s IEP.

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assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives; (3) A description of— (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided; (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child— (i) To advance appropriately toward attaining the annual goals; (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section; (5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section; (6) (i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments consistent with section 612(a)(16) of the Act; and (ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, a statement of why— (A) The child cannot participate in the regular assessment; and (B) The particular alternate assessment selected is appropriate for the child; and (7) The projected date for the beginning of the services and modifications described in paragraph (a) (4) of this section, and the anticipated frequency, location, and	

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duration of those services and modifications. § 300.323(d) Accessibility of child’s IEP to teachers and others. Each public agency must ensure that— (1) The child’s IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and (2) Each teacher and provider described in paragraph (d)(1) of this section is informed of— (i) His or her specific responsibilities related to implementing the child’s IEP; and (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. § 300.324 Development, review and revision of IEP. [Excerpt] (a) <i>Development of IEP—</i> (1) <i>General.</i> In developing each child’s IEP, the IEP Team must consider— (i) The strengths of the child; (ii) The concerns of the parents for enhancing the education of their child; (iii) The results of the initial or most recent evaluation of the child; and (iv) The academic, developmental, and functional needs of the child. (2) <i>Consideration of special factors.</i> The IEP Team must— (i) In the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior; (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child’s IEP; (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child; (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional	

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personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and (v) Consider whether the child needs assistive technology devices and services (3) <i>Requirement with respect to regular education teacher.</i> A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of— (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with §300.320(a)(4) (4) <i>Agreement.</i> (i) In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. (ii) If changes are made to the child's IEP in accordance with paragraph (a)(4)(i) of this section, the public agency must ensure that the child's IEP Team is informed of those changes. (5) <i>Consolidation of IEP Team meetings.</i> To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child. (6) <i>Amendments.</i> Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated. (b) <i>Review and revision of IEPs—</i> (1) <i>General.</i> Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team— (i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and (ii) Revises the IEP, as appropriate, to address— (A) Any lack of expected progress	

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toward the annual goals described in § 300.320(a)(2), and in the general education curriculum, if appropriate; (B) The results of any reevaluation conducted under § 300.303; (C) Information about the child provided to, or by, the parents, as described under §300.305(a)(2); (D) The child’s anticipated needs; or (E) Other matters. (3) <i>Consideration of special factors.</i> In conducting a review of the child’s IEP, the IEP Team must consider the special factors described in paragraph (a)(2) of this section. (3) <i>Requirement with respect to regular education teacher.</i> A regular education teacher of the child, as a member of the IEP Team, must, consistent with paragraph (a)(3) of this section, participate in the review and revision of the IEP of the child.	