

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Intensive Program of Instruction

I. What's Required/Purpose

Manor ISD will ensure that students in Special Education who do not meet standards on state assessments are provided with an Intensive Program of Instruction (IPI) designed by the student's ARD Committee. The IPI should be designed to enable the student to attain a standard of annual growth on the basis of the IEP.

An amendment to TEC §28.0213 now requires that intensive instruction be provided to a student who is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the school district. In the case of a student in special education who does not pass a state assessment, the statute requires that the student's ARD committee design an intensive program of instruction to: (1) enable the student to attain a standard of annual growth on the basis of the student's IEP; and (2) if applicable, carry out the purposes of TEC §28.0211 (i.e., the Student Success Initiative—SSI).

Students in grades 5 and 8 subject to SSI who do not meet standards must have an IPI for Reading and/or Math after each administration in which they did not meet standards in either or both subjects.

In Manor ISD, an ARD meeting must be held minimally at the end of each semester for any student in Special Education who did not pass a course (at secondary) or any subject (at elementary). The ARD Committee must address the failure, review IEP goals and objectives, develop an IPI for the core subject(s) failed, and make appropriate changes as applicable to the student's IEP so that the student can meet the standard of annual growth addressed in statute. Parents*/adult students must be kept informed of student progress and must be involved in the ARD meeting to address failure and develop the IPI.

The Manor ISD expectation is that all ARDs addressing Intensive Program of Instruction IPI will be held before the end-of-year checkout if state assessment results are available. Any exceptions must be completed within the first two weeks of the subsequent school year.

**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

- Monthly internal folder reviews including review of IPI for students who did not perform satisfactorily on most recent state assessment

III. Manor ISD Procedures: How It's Done

The process in Manor ISD for ensuring that students in Special Education who do not meet standards on state assessments are provided with an Intensive Program of Instruction (IPI) designed by the student's ARD Committee is as follows:

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Intensive Program of Instruction

Action	Person(s) Responsible	Timeline
1. Review state test results and identify special education students that did not meet state standards for reading and/or math.	Campus Administrator	Within 3 school days after state assessment test results are received
2. Share state test results/information from step 1 with SpEd Department Chair and/or SpEd Teacher, and campus assessment staff	Campus Administrator	Within 3 school days after state assessment test results are received by Campus Administrator
3. Central Office ARD Facilitator, LSSP, Educational Diagnostician, or SLP contacts parent/adult student to inform of need for revision ARD to address testing failure	LSSP, Educational Diagnostician, or SLP	Within 3 school days after state assessment test results are received by Campus Administrator
4. Assessment team schedules revision ARD following <i>Operating Guidelines: Preparing for and Conducting ARD Meetings</i>	Campus Assessment staff	Within 2 school days of verbal notification to parent/adult student of results
5. SpEd Teacher: a. Enters IPI statement on eSped Screen: <i>State/District Assessment Results</i> i. Refer to <i>IPI Exemplar</i> as a model for developing IPI statements and plans b. Enters IPI goals/objectives on eSped Screen: <i>Measurable Annual Goals</i> c. Sends draft IPI goals to parent/adult student	SpEd Teacher	5 school days prior to ARD date
6. During the ARD meeting, the ARD Committee will: a. Discuss how IPI services will be delivered and evaluated i. for those students in Grades 5 and 8, discuss SSI and summer courses	ARD Committee	During ARD meeting

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Intensive Program of Instruction

Action	Person(s) Responsible	Timeline
b. Include summary of discussion in deliberations c. Acquire signatures of participants following procedures in <i>Operating Guidelines: Properly Constituted ARD</i>		
7. Archive ARD document	LSSP, Educational Diagnostician, or SLP	At end of ARD meeting
8. Print and deliver completed ARD/IEP to parent/adult student and applicable teachers	LSSP, Educational Diagnostician, or SLP (to parents/adult students) SpEd Teacher (to teachers)	At end of ARD meeting (to parent/adult students) Within 24 hours of ARD (to applicable teachers)
9. Archive signature page and other applicable documents	LSSP, Educational Diagnostician, or SLP	Within 24 hours of ARD meeting

IV. Resources and Attachments, Legal Requirements

A. Resources

- MISD *IPI Exemplar*
- MISD Testing Calendar
http://www.manorisd.net/apps/pages/index.jsp?uREC_ID=172299&type=d&pREC_ID=493230
- MISD Summer School Program Chart
http://www.manorisd.net/apps/pages/index.jsp?uREC_ID=253643&type=d&pREC_ID=714527
- TEA *Student Success Initiative (SSI) Manual*
<http://tea.texas.gov/student.assessment/ssi/>

B. Legal Requirements

Federal Regulations	Texas Administrative Code (TAC)
NA	§ 28.0213 Intensive Program of Instruction (a) A school district shall offer an intensive program of instruction to a student who does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39.

MANOR ISD SPECIAL EDUCATION
Operating Guidelines: Intensive Program of Instruction

Federal Regulations	Texas Administrative Code (TAC)
	(b) A school district shall design the intensive program of instruction described by Subsection (a) to: (1) Enable the student to: (A) to the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or (B) attain a standard of annual growth specified by the school district and reported by the district to the agency; and 2) if applicable, carry out the purposes of Section 28.0211. (c) A school district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements. The commissioner shall distribute funds to districts that implement a program under this Section based on the number of students identified by the district who: (1) do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or (2) are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the district.