

MANOR ISD SPECIAL EDUCATION

Operating Guidelines: Progress Monitoring and Progress Reports

I. What's Required/Purpose

Manor ISD will ensure that every student's IEP includes a description of how that student's progress toward meeting the annual goals will be measured and when periodic reports on the progress the student is making toward meeting the annual goals (such as using quarterly or other intermittent eSped/eStar reports, concurrent with the issuance of report cards) will be provided to parents*/adult students.

The IEP should specify how a student's progress toward each annual goal will be measured, and should include: (a) who will monitor progress, (b) what will be monitored, (c) when progress will be monitored, (d) where the monitoring will take place, and (e) how progress data will be reported.

Campus principals will verify that SpEd progress reports have been archived on eSped for each grading period and will ensure that progress reports are distributed to parents/adult students. Documentation to support verification will be maintained in the SpEd Department.

Where students are not making progress, Manor ISD will ensure that the ARD Committee addresses the lack of progress and determines an appropriate course of action.

**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

- o Monthly internal folder reviews including description in the IEP of how and when progress toward annual goals will be reported
- o Regular and frequent review of documentation showing that parents/adult students were provided with progress reports

III. Manor ISD Procedures: How It's Done

The process in Manor ISD for ensuring that progress of students served in Special Education is monitored and that progress reports are provided to parents/adult students in a timely manner is as follows:

Action	Person(s) Responsible	Timeline
1. MISD special education campus staff will use eSped/eStar data management system for monitoring and reporting progress toward meeting annual IEP goals	SpEd Teachers (1a, b, c)	Within the first 5 duty days and ongoing throughout the year (1a)

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Action	Person(s) Responsible	Timeline
a. Distribute IEPs to core and elective teachers according to student's schedule b. Document student's daily progress using eSped/eStar data management c. Conduct weekly campus special education staff meetings to discuss progress or lack of progress	General Education Teacher(s) (1b, c) SpEd Campus Administrator (1c)	Ongoing throughout the year (1 b and c)
2. eSped/eStar progress reports are updated on the <i>Screen: IEP Progress (Objectives)</i> in eSped and sent home in accordance with Manor ISD report card schedule. a. If progress is made, no additional action needed b. If student did not make progress, contact parent/adult student to inform them of lack of progress and the need for revision ARD	SpEd Teachers , SLP, LSSP, and other related services staff	Elementary Campuses: every 9 weeks Secondary Campuses: every 6 weeks
3. If no progress is made, the SpEd teacher: a. Reviews the student's accommodations, modifications, goals and short-term objectives, campus-based assessments and classroom assignments b. Coordinates with campus SpEd Administrator to schedule campus staffing i. SpEd Case Manager/General Education Teacher/ Instructional Coach (IC) collaborate to devise lessons and activities to address target area(s)	SpEd Teacher (3a and b) SpEd Campus Administrator, General Education Teacher(s), Instructional Coaches (3b)	Within 5 school days after progress reports have been sent home

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Action	Person(s) Responsible	Timeline
ii. Make recommendations for revisions to IEP		
4. A revision ARD is held to address lack of student progress and make appropriate revisions to IEP, following <i>Operating Guidelines: Preparing for and Conducting ARD Meetings</i> a. Parents/adult students should be included in ARD meeting to discuss lack of progress b. If parent/adult student cannot or does not attend the ARD, MISD assessment staff must contact the parent/adult student following the ARD meeting to review revisions to the IEP and to confirm that parents/adult students understand what efforts MISD is making to ensure that the student can make sufficient progress toward IEP goals	Assessment Team	Within 10-15 school days after progress reports have been sent home
5. Campus intervention personnel and SpEd Teacher hold biweekly discussions to review data, monitor student's progress, and call additional staffings as necessary	Campus intervention personnel, SpEd Teacher	Biweekly, ongoing throughout the school year
6. Campus principals complete the required reporting documentation to verify that SpEd progress reports: a. Have been archived on eSpEd for each grading period and b. Are distributed to parents/adult students commensurate with distribution of report cards	Campus principal	Each grading period
7. Documentation of campus verification from Step 6 is maintained in the SpEd Department for review and compliance assurance	SpEd Department	Each grading period

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IV. Resources and Attachments, Legal Requirements

A. Resources

- Manor ISD *Campus Oaths and Affidavit Signature Form to Validate Special Education Progress Report Data* form
- Manor ISD District Calendar (dates for report cards)
http://www.manorisd.net/apps/pages/index.jsp?uREC_ID=206539&type=d&pREC_ID=454010
- ESC Region 20 Progress in the General Curriculum (PGC) Network
<http://programs.esc20.net/default.aspx?name=pgc.home>
 - Resources on monitoring student progress (under *Grading/Progress Monitoring* tab)

B. Legal Requirements

Federal Regulations	Texas Administrative Code (TAC)
INDIVIDUALIZED EDUCATION PROGRAMS § 300.320 Definition of individualized education program. [Excerpt] (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— (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;	§ 89.1055. Content of the Individualized Education Program. [Excerpt] (a) The individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee for each student with a disability must comply with the requirements of 34 Code of Federal Regulations (CFR), §300.320 and §300.324.