

Records

SCHOOL PERSONNEL AND THE IEP

March 30, 2021

Model operating procedures created by



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School Personnel and the Individualized Education Program

What is Required

The District must ensure that a student's IEP is accessible to all Campus Personnel—including regular education teachers, special education teachers, and related service providers—and any other service provider who is responsible for its implementation. The District must also ensure that all Campus Personnel and Related Service Personnel working with the student are informed of their specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP. Further, the District must ensure that all Campus Personnel providing instruction to the student have the opportunity to request assistance regarding the implementation of the IEP.

Teacher Request for Review of IEP

The District must develop a process to be used by Campus Personnel who instruct a student with a disability in a regular classroom setting to request a review of the student's IEP and to provide input in the development of the student's IEP. Further, the District is required to develop a process for such Campus Personnel that provides for a timely response by the District to the teacher's request and provides for notification to the student's parent of that request.

Additional Procedures

School Personnel Access to IEP

All School Personnel who are responsible for implementing a student's IEP including regular education teachers, special education teachers, teacher assistants, administrators, related service personnel, and other support personnel shall be provided access to the student's IEP. Specifically, Campus Special Education Personnel shall ensure that copies of the following portions of the ARD/IEP report are provided to each person responsible for the implementation of the IEP:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Goals and objectives
- Accommodations and modifications
- Behavior Intervention Plan (BIP)
- Health Care Plan

- Schedule of Services
- Portions of the ARD deliberations as appropriate
- Other relevant sections as appropriate.

Such information shall be provided by the student's Special Education Case Manager to all relevant personnel within three (3) school days of the ARD meeting in which the IEP was adopted or within three (3) school days after the relevant personnel is assigned to implement the student's IEP (including within 3 school days of a new school year or new semester in which the student is enrolled in the School Personnel's class or service). Each School Personnel receiving the IEP shall sign electronically for documents shared through an electronic management system, or with their personal signature on the Distribution of IEP form for paper copies received.

In addition, at any time, any School Personnel responsible for the implementation of a student's IEP may request assistance from the student's Special Education Case Manager regarding the implementation of the IEP. Such assistance shall be promptly provided and documented by the student's Special Education Case Manager.

Regular Education Teacher Review & Input Into IEP

All of a student's regular education teachers shall have input into a student's IEP. Prior to a student's ARD meeting, the student's Special Education Case Manager shall request information from each of the student's current regular education teachers regarding the student's progress and any input the regular education teacher can provide regarding interventions, instruction, and/or modifications appropriate for the student in the teacher's class. Such information shall be documented on the Teacher Input Form and provided to the ARD Committee to consider in the development of the student's IEP.

After receipt of a student's IEP by a regular education teacher, the regular education teacher may request a review of the student's IEP by appropriate Special Education Personnel. The regular education teacher shall fill out the IEP Review Request Form and provide that form to the student's Special Education Case Manager. The Special Education Case Manager, within 5 school days of receipt of the IEP Review Request Form, shall schedule an IEP review meeting with the regular education teacher conducted by appropriate personnel. Although the IEP review meeting is not a formal ARD meeting, the Case Manager shall also notify the student's parent of the meeting and invite the student's parent to attend the meeting. The Special Education Case manager will document the meeting on the IEP Review Meeting Form and provide a copy of the IEP Review Meeting Form to the regular education teacher and the student's parent within 3 school days of the meeting.

Record of Access

A student's special education eligibility folder, which includes the student's original IEP, should include an Access Log that lists all individuals who have accessed and reviewed any information in the student's eligibility folder. The Access Log, which will list those individuals having direct access to the folder, should be in close proximity to the eligibility folder. See [RECORD OF ACCESS]. Any District Campus Personnel who review the folder must sign the Access Log in the student's folder, indicating their name, their position, the date, and their reason for viewing the records. If the student's original special education eligibility folder is maintained electronically only, electronic access, including the reason for the access, may be automatically recorded in an Access Log via the online platform.

[ADD ADDITIONAL DISTRICT PROCEDURES AS APPROPRIATE]

Evidence of Implementation

- ARD/IEP
- Distribution of IEP Form
- IEP Implementation Assistance Request
- Response to IEP Implementation Assistance Request
- Teacher Input Form
- IEP Review Request Form
- IEP Review Meeting Form
- Access Log
- Training on IEP Implementation
- Review of ARD/IEP with Teachers and Providers
- [DISTRICT FORMS]

Resources

[The Legal Framework for the Child-Centered Special Education Process: School Personnel and the Individualized Education Program - Region 18](#)

[IEP Development - TEA](#)

[Standards-Based IEP Guidance - TEA](#)

[SPED TEX - Instruction](#)

[SPED TEX - IEP](#)

[Specially Designed Instruction: A Resource for Teachers - TEA](#)

[ADDITIONAL DISTRICT RESOURCES]

CITATIONS

Board Policy FL; 34 CFR 300.323(d); 19 Texas Administrative Code 89.1075(c)–(d);
Texas Education Code 29.001(11)