

Monitoring System for Districts That Serve Students with Disabilities who Reside in Residential Facilities

The Texas Education Agency will implement a monitoring system that addresses the unique circumstances of students with disabilities residing in residential facilities. The monitoring system is designed to monitor districts that serve students with disabilities who reside in a residential facility (RF). Although the system is called Residential Facilities Monitoring (RFM), its purpose does *not* include monitoring of residential facilities.

Guiding Principles

Positive Results for Students. RFM is intended to ensure the provisions of a free appropriate public education, high standards, maximum inclusion in a general education setting, and appropriate services for all students in RFs.

School District Effectiveness. RFM is designed to assist districts in their efforts to improve student performance and program effectiveness.

Statutory Requirements. RFM ensures the Texas Education Agency meets its ongoing obligation to have a monitoring system for the unique and often vulnerable population of students with disabilities residing in RFs. The RFM also recognizes that districts have a legal obligation to ensure that all students with disabilities, including students residing in RFs, have access to a free appropriate public education.

Local Responsibility. RFM is not intended to replace local self-evaluations.

Recognition of Diversity. RFM recognizes that residential facilities, along with the students residing in those facilities and the needs those students have, are diverse. The system uses safeguards to minimize unintended consequences.

Appropriate Consequences. RFM ensures that school districts are held accountable for the educational services and supports they provide to students residing in RFs and that corrective actions are taken when deficiencies are identified.

Public Input, Transparency, and Accessibility. The design, development, and implementation of RFM are informed by a diversity of stakeholder input, and its results are available to the public.

Appropriate Representation. RFM recognizes that all students with disabilities in RFs should have meaningful “parental” participation in the educational process, including overall development of the IEP and provision of a FAPE.

Partnerships. RFM is designed to promote and develop partnerships among agencies, facilities, and districts to ensure positive results for students residing in RFs.

Coordination. RFM is aligned with the overall monitoring system. RFM is part of an overall coordinated strategy for the performance-based evaluation of school districts.

Indicator Design. RFM indicators reflect critical areas of student performance, program effectiveness, service provisions, and equitable access.

Annual Evaluation. RFM ensures the annual evaluation of all school districts serving students with disabilities who reside in RFs.

System Evolution. RFM is a dynamic system that adjusts and responds to changes outside of the system, including changes to state and federal requirements.