## Recommendations for Monitoring Implementation of Characteristics of an Appropriate Education

<table>
<thead>
<tr>
<th>How do effective programs demonstrate implementation of these characteristics?</th>
<th>How does TEA currently monitor the implementation of these characteristics?</th>
<th>Additional Ways to Monitor Implementation of characteristics</th>
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</table>
| Students with disabilities residing in RFs have representation by parents/surrogate parents/guardians who advocate for their students. | Investigatory topics:  
• Properly Constituted ARDs  
• Surrogate Parents/Foster Parents | • Surrogate responsibility forms  
• ARD notice  
• ARD paperwork  
• Transition supplement  
• Surrogate data  
• Survey surrogate parent |
| Students with disabilities residing in RFs have educational services and opportunities to prepare them for post-secondary environments. | Investigatory topics:  
• IEP Implementation  
• Transition  
• Education Benefit | • SPP 13 and 14 data  
• IEP progress reports  
• SPP 13 and 14  
• PGP  
• PBMAS  
• Behavioral information embedded in PLAAFs  
• # of graduations  
• # participating in 18+ programs  
• CTE courses  
• Course availability and enrollment  
• Endorsements  
• Child find older students  
• Waiting lists for DARs/DADs  
• Transition supplement  
• Transition IEP  
• Schedule of services  
• Functional vocational assessment  
• Summary of performance |
| Students with disabilities residing in RFs are educated in the least restrictive environment and have meaningful access to all academic and nonacademic opportunities. | Investigatory topic  
• LRE | • Could this be a sub indicator in PBM sorted by students in RF?  
• IEP service logs  
• Teacher schedules to support what is implemented  
• PBMAS-LRE 6-11  
• PEIMS reports  
• PBIS documentation  
• CPI, etc.  
• Staff training support  
• Involved in extra curricular  
• RF Tracker option---data to enter access to extra-curricular activities  
• Bully policy/operating guidelines  
• Access log to monitor |
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<td>Students with disabilities residing in RFs have appropriate educational programs, provided in a timely manner, based on individualized needs.</td>
<td>Investigatory topics:  - IEP Implementation  - Current Evaluation</td>
<td>• PLAAFP alignment with goals/objectives, state assessments  • IEP progress  • Current evaluation  • Teacher training and support  • PBI support training  • Request for IEs by surrogate parents  • AT#s  • Loss of instructional time between enrollment and IEP initiated  • ARD paperword—PLAAFPs  • Grade placement  • REED eval  • Implementing ARD without delay  • RF Tracker option whether student has access to tech or not and whether modified content or not</td>
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<td>Students with disabilities residing in RFs have all rights and safeguards as all students with disabilities.</td>
<td>Investigatory topics:  - Certified/qualified Staff  - Commensurate school day  - Related services provision  - Behavior/discipline  - ESY, if appropriate  - Participation in state assessment</td>
<td>• Prior written notice  • Receipt of procedural safeguards  • IEP progress reports  • Behavior supports  • Progress on IEP  • Safeguards  • ESY –different standard because of in and out  • Appropriate accommodations for state assessment  • Title i  • Restraint  • ESU  • Receipt of procedural safeguards  • SPED manager system</td>
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