

Recommendations for Monitoring Implementation of Characteristics of an Appropriate Education

How do effective programs demonstrate implementation of these characteristics?	How does TEA currently monitor the implementation of these characteristics?	Additional Ways to Monitor Implementation of characteristics
<p>Students with disabilities residing in RFs have representation by parents/surrogate parents/guardians who advocate for their students.</p>	<p>Investigatory topics:</p> <ul style="list-style-type: none"> • Properly Constituted ARDs • Surrogate Parents/Foster Parents 	<ul style="list-style-type: none"> • Surrogate responsibility forms • ARD notice • ARD paperwork • Transition supplement • Surrogate data • Survey surrogate parent
<p>Students with disabilities residing in RFs have educational services and opportunities to prepare them for post-secondary environments.</p>	<p>Investigatory topics:</p> <ul style="list-style-type: none"> • IEP Implementation • Transition • Education Benefit 	<ul style="list-style-type: none"> • SPP 13 and 14 data • IEP progress reports • SPP 13 and 14 • PGPs • 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
<p>Students with disabilities residing in RFs are educated in the least restrictive environment and have meaningful access to all academic and nonacademic opportunities.</p>	<p>Investigatory topic</p> <ul style="list-style-type: none"> • LRE 	<ul style="list-style-type: none"> • 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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How do effective programs demonstrate implementation of these characteristics?	How does TEA currently monitor the implementation of these characteristics?	Additional Ways to Monitor Implementation of characteristics
<p>Students with disabilities residing in RFs have appropriate educational programs, provided in a timely manner, based on individualized needs.</p>	<p>Investigatory topics:</p> <ul style="list-style-type: none"> • IEP Implementation • Current Evaluation 	<ul style="list-style-type: none"> • PLAAFP alignment with goals/objectives, state assessments • IEP progress • Current evaluation • Teacher training and support • PBI support training • Request for IEEs by surrogate parents • AT#s • Loss of instructional time between enrollment and IEP initiated • ARD paperwork—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
<p>Students with disabilities residing in RFs have all rights and safeguards as all students with disabilities.</p>	<p>Investigatory topics:</p> <ul style="list-style-type: none"> • Certified/qualified Staff • Commensurate school day • Related services provision • Behavior/discipline • ESY, if appropriate • Participation in state assessment 	<ul style="list-style-type: none"> • 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