Trending Topics in Special Education Monitoring

Trending topics is a triannual resource for special education administrators to ensure timely access to relevant content. The topics in this issue were identified based on the results of Differentiated Monitoring and Support (DMS) activities completed during the 2019-2020 school year. This issue's topics address common questions and compliance challenges identified during monitoring.

In this issue:

Properly Constituted ARD Meetings

ARD 101 Webinar Training: This virtual workshop provided by TEA's Child Find, Evaluation, and ARD Supports Network reviews the requirements of an ARD committee meeting, including membership and participation. Participants will gain an understanding of the different types of ARD committee meetings and the processes for mutual agreement. Learn best practices of a compliant ARD committee meeting and process.

Technical Assistance: IEP Development: TEA's IEP Development guide covers many aspects of IEP development, including required ARD committee participants, which is critical to properly constituted ARD committee meetings. See pages 6-7 for specific information regarding ARD committee participants

English Learner/LPAC FAQ 2018 TEA question B-5: This comprehensive FAQ document addresses questions around English learners and Language Proficiency Assessment Committees (LPACs). Question B-5 specifically addresses if members can serve dual roles.

IEP Development

Technical Assistance: IEP Development: This TEA guidance document covers requirements and best practices in developing Individualized Education Programs for students with disabilities. A variety of topics including, present levels of academic achievement and functional performance (PLAAFP), goals and objectives, and IEP supplements are included.

IEP Annual Goal Development Question and Answer Document: This resource was produced through a collaborative project between the Texas Education Agency and the Statewide Progress in the General Curriculum Network at Education Service Center 20. It provides answers to common questions regarding the development of annual IEP goals in both functional and academic areas.

IEP Goal Development in Texas Online Course: This course was produced through a collaborative project between the Texas Education Agency and the Statewide Progress in the General Curriculum Network at Education Service Center 20. The course focuses on the portion of the ARD process related to developing a student's PLAAFP, using the PLAAFP to create enrolled grade level measurable annual academic goals, and progress monitoring.

Transition

Texas Transition is the TEA Student-Centered Transitions Network (SCTN) website for everything transition in Texas. Click this link to sign up for their newsletter to receive monthly updates about resources and information on transition topics.

Transfer of Educational Rights

Notice of Transfer of Rights Model Form with Information and Resources: This TEA developed document includes a model form for transferring educational rights from parents to students. It also includes information and resources about guardianship, alternatives to guardianship, supported decision-making, and independent living.

Transition Assessment and Goal Development

Age Appropriate Transition Assessment Toolkit: This resource was developed by the National Technical Assistance Center on Transition (NTACT). It gives information on what transition assessments are, why they are important, and how to conduct age appropriate transition assessments. They also give samples of informal and formal assessment instruments.

From Assessment to Practice: A Model for Teachers: This resource from NTACT provides teachers a model of how to take information from the transition assessment to develop quality IEP goals that address students' needs. It contains a template form for teachers to use that includes a step by step outline of the process. There are several case studies and examples of how to fill out the template form based on the information from the case studies.

Developing Goals: This is a short resource that is part of a longer module from the IRIS Center at Vanderbilt University. It gives information about connecting transition assessments to goals. It includes short case studies with examples of possible transition goals for the highlighted students.

Connecting to Community Resources

Pre-Employment Transition Services: A Guide for Collaboration Among State Vocational Rehabilitation Agencies and Education Partners: NTACT, the Workforce Innovation Technical Assistance Center (WINTAC), and Transcen (a non-profit organization) collaborated to create this extensive guide to help build the partnership between schools and community agencies. It includes topics such as, building local partnerships, coordinating and collaborating for student planning, and partnering with families. The appendix includes many samples and templates of forms, tools, and meeting agendas that schools can immediately use.

Resource Mapping and Flow of Services: NTACT created this resource highlighting community resource mapping and developing a flow of services as an effective strategy to promote a seamless transition for students and youth with disabilities. The major goal of community resource mapping is to ensure all students and youth have access to a broader, more comprehensive, and integrated system of services essential in achieving desired school and post-school outcomes.

Texas Transition and Employment Guide: This TEA resource is mainly meant for students and families to help connect them to community resources. It includes timelines of when certain activities should be completed and links to resources and agencies.