SCHOOL YEAR (SY):
MONITORING PATH:
CYCLE: GROUP:

REGION:
DISTRICT NAME:
DISTRICT TYPE:

SHARED SERVICE ARRANGEMENT (SSA) MEMBER:
FISCAL AGENT:

TEXAS VIRTUAL SCHOOL NETWORK CAMPUS:
RESIDENTIAL FACILITY (RF):

MONITORING TYPE:
SELF-REPORTED NONCOMPLIANCE:
COMPLIANCE STATUS:
ACTION REQUIRED:

STRATEGIC SUPPORT PLAN (SSP) DUE DATE:
CORRECTIVE ACTION PLAN (CAP) DUE DATE:

DYSLEXIA STATUS:
DYSLEXIA ACTION REQUIRED
DYSLEXIA PERFORMANCE PLAN (DPP) DUE DATE:

INTRODUCTION

Priority Area	Policy Review	Folder Review

Noncompliance Findings

Compliance Status Overall	Number of Noncompliance to be Addressed	Required Action Overall

[

as soon as possible, but in no case later than one year from the date of this notification _____ .

Child-specific correction: Individual cases of noncompliance have each been corrected
Systemic correction: 100% compliance implementing regulatory requirements

IMPLEMENTATION OF HOUSE BILL 4545:

Accelerated Instruction

House Bill 4545 Implementation Overview (TAA Letter)
House Bill 4545 Overview for Parents (YouTube Video)
House Bill 4545 Frequently Asked Questions

STAKEHOLDER ANALYSIS AND RESULTS

Understanding – This construct measures positive sentiment about knowledge of special education program requirements and LEA provisions of service.

Engagement – This construct measures positive sentiment regarding engagement with special education and opportunities for involvement in special education training related.

Competency in Implementation – This construct measures positive sentiment of perceived competency required for implementing special education program requirements.

Construct	Family/ Guardian	Special Education	General Education	Administration
Number of Respondents				

SUCCESSES

SUCCESS: Systems for parent involvement are implemented well as evidenced by parent invitations and their attendance at admission, review and dismissal (ARD) committee meetings.

SUCCESS: Systems demonstrate a comprehensive continuum of placement options for determining students' least restrictive environment (LRE) to meet their instructional and related service delivery needs.

SUCCESS: Staff demonstrate expansive knowledge and a growth mindset toward special education systems and requirements as evidenced through efficient and effective communication.

TECHNICAL ASSISTANCE

CHILD FIND AND EVALUATION – The Guidance Related to Evaluations: Review of Existing Evaluation Data (REED) and Reevaluation provides TEA guidance pertaining to evaluations and REEDS (see https://tea.texas.gov/index2.aspx?id=2147499970).

IEP DEVELOPMENT – The A Step Toward IEP Quality and Rigor is an asynchronous course from the Texas Complex Access Network (TX CAN) that provides support for educators developing high quality individual education plans (IEPs) for students with significant cognitive disabilities (see https://spedsupport.tea.texas.gov/resource-library/iep-quality-and-rigor-rubric).

IEP DEVELOPMENT – The Best Practices for Conducting a Virtual Admission, Review, and Dismissal (ARD) Committee Meeting is a webinar that provides information about the basic requirements of an ARD committee meeting, confidentiality considerations, staff and family preparation for a virtual ARD format, tips for engaging ARD committee members, and electronic signature requirements (see https://spedsupport.tea.texas.gov/resource-library/best-practices-conducting-virtual-admission-review-and-dismissal-ard-committee).

Area	Legal Requirement	Status

Identified Dyslexia Program Successes

NOT APPLICABLE (NA)
NOT APPLICABLE (NA)

Dyslexia Program Areas of Need

SCREENING/READING cesses

SUMMARY OF REQUIRED ACTION

Required Action	Due Date	Support Level	Communication Cadence

APPENDIX I: SELF-REPORTED NONCOMPLIANCE

Area	Citation	Level	Status	Action

APPENDIX II: ADDITIONAL RESOURCES

APPENDIX III: ACRONYMS

Acronym   Description