

# 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:                      Properly Constituted ARDs                      Surrogate Parents/Foster Parents</p>	<p>Surrogate responsibility forms                      ARD notice                      ARD paperwork                      Transition supplement                      Surrogate data                      Survey surrogate parent</p>
<p>Students with disabilities residing in RFs have educational services and opportunities to prepare them for post secondary environments.</p>	<p>Investigatory topics:                      IEP Implementation                      Transition                      Education Benefit</p>	<p>SPP '13 and '14 data                      IEP progress reports                      SPP '13 and '14                      PGP's                      PBMAS                      Behavioral information embedded in PLAAF's                      # 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>
<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                      LRE</p>	<p>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</p>

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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:                      IEP Implementation                      Current Evaluation</p>	<p>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