SELDA
Cross Functional Monitoring

Department of Special Education Services and Supports

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Learning Targets

The LEA will be able to locate the CFM Application in the Special Education Dashboard and locate the Cross Functional Monitoring Help Document.

The LEA will be able to identify and locate all needed documents to prepare for Cross Functional Monitoring.

The LEA will be able to identify the common findings in the FY22 CFM process.
Who’s monitored in FY2023?

The FY2023 Cross Functional Monitoring list can be found on the Georgia Department of Education’s (GaDOE) Federal Programs website.
How do I find out the date for my LEA CFM Review?

A letter is sent by Federal Programs to the LEA Superintendent with CFM monitoring dates. Check with your Superintendent for the date your LEA is scheduled for CFM.

GaDOE will work with the LEA to determine the date.
Where is IDEA/RDA Monitoring completed?

CFM monitoring is completed in the Special Education Dashboard in the Cross Functional Monitoring section.
Cross Functional Monitoring
RDA Resources

SE Applications Dashboard  >  Cross Functional Monitoring

Data Submission  Notifications

Cross Functional Monitoring User Guide
What are the components of Cross Functional Monitoring?

There are two parts:

• Policies, Practices and Procedures
  Follows the GA Rules Outline found here: State Rules Outline

• Student Folder Review
  Follows the Due Process Checklist found here: Due Process Checklist
Policies, Practices and Procedures

**Georgia Special Education Rules Outline**

The purpose of this resource is to provide guidance to assist districts in creating compliant written procedures. Every component of every rule is not listed here. Rules in this document are hyperlinked to the actual State Rules. Read the entire State Rule for a thorough understanding.

**LEA** | **DATE**
--- | ---
✓ indicates component was compliant
The highlighted ✓ indicates component was non-compliant

**State Rule: 105-4.7.02** Free Appropriate Public Education (FAPE)

<table>
<thead>
<tr>
<th>Components</th>
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<tbody>
<tr>
<td>FAPE exclusive for students aged 3 to 21; Full Educational Opportunity</td>
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<td>FAPE for students aged 22</td>
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<td>FAPE provision by 3rd birthday</td>
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<td>FAPE for incarcerated students</td>
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<td>Definition of regular high school diploma</td>
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<td>Delay of services not allowed</td>
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<td>Medicaid payment allowances and limitations</td>
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<td>Notice to parents regarding use of benefits</td>
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<td>Residential placement</td>
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<td>Provision of accessible instructional materials</td>
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<td>Provision of assistive technology</td>
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<td>Assistive technology evaluations</td>
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<td>Use of assistive technology</td>
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<td>Extracurricular activities accessibility</td>
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<tr>
<td>FAPE and Extended School Year</td>
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<tr>
<td>Access to physical education and specially designed physical education</td>
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<td>Services to public charter schools that are not LEAs</td>
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<tr>
<td>Charter schools that are LEAs</td>
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<tr>
<td>Programming options and equal access</td>
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<tr>
<td>Hearing examination checks</td>
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<td>Prohibition of mandatory medication</td>
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**NOTE:**

- It may be helpful to have a peer review your Policies, Practices and Procedures Manual.
- Procedures should be LEA specific.
Student Folder Review

Follows the Due Process Checklist found here:

Due Process Checklist
When will I be Monitored?

NOTE: For FY23 refer to Cycle 4 on the chart.
Will there be a separate Transition Survey Review this year?

No, the Transition Survey will be embedded in the CFM Review for FY23.
How can I prepare?

Review the training document with Special Education Staff to ensure that all parts of the IEP are completed when writing IEP's.

**CFM Training Document**


**State Rules Outline**
What types of student records will be reviewed?

- 2 Preschool
- 2 Elementary
- 2 Middle
- 5 High School (age 16 and older)
- 2 GNETS
- 2 Residential, if applicable
Student Record Uploading Process

• Last name, First Initial – Access Sheet
• Last name, First Initial – Parent Consent to Evaluate
• Last name, First Initial – Eligibility Report (if not older than 3 years)
• Last name, First Initial – Most recent Reevaluation documentation
• Last name, First Initial – IEP meeting notification
• Last name, First Initial – IEP, including transition plan and FBA/BIP if applicable
• Last name, First Initial – Parental Consent for Placement/Services
What will happen during the CFM Process?

- The Team Lead will send a letter with important dates.

- **Four weeks** prior to the CFM date the LEA will receive the randomly selected names for the review.

- **Two weeks** prior to the CFM date the LEA will upload the files in the Special Education Portal Application and Procedures Manual.

The LEA may submit the files and procedures manual for review prior to or on the required date for submission.

(GOIEP Districts will need to check the upload to ensure the most current documents have uploaded. Some documents will need to be uploaded by the LEA.)
What will happen on the day of CFM Monitoring?

- There will be a Teams Meeting/Phone Call with your CFM Team Lead, DL, and someone from the Budget Department may join the call.

- Any additional information or documents needed will be requested during the time of the Teams Meeting/Phone Call.

- You will have 1 business day to upload the requested documentation in the Portal Application.
What will happen following the Cross Functional Monitoring Date?

- The LEA will receive notification of Compliant/Noncompliant status through portal email.

- The CFM Team Lead will schedule a conference call within 3 days of LEA official notification of the Cross Functional Monitoring LEA Notification.
What to expect at follow-up meeting?

• All areas of noncompliance in the Georgia Special Education Rules Outline and/or Due Process Checklist for Student Record Review will be reviewed with the Special Education Director.

• Areas that were noted as compliant but requiring technical assistance (TA) will also be discussed. If additional TA is needed after the meeting, that will also be discussed.
What happens in the Corrective Action Plan (CAP) phase of CFM?

- If non-compliant, a CFM Corrective Action Plan (CAP) Tab will populate in the LEA’s Cross Functional Monitoring application.

- The Team Lead will review the CAP template, provide guidance for completing the CAP, and address any questions/concerns.

- If non-compliant, the Team Lead will provide the due dates to the LEA.
  - CAP within 1 month
  - Prong 1 within 3 months
  - Prong 2 within 9 months

All dates are based on calendar days.
What are things to remember?

- Follow the directions for upload of the documents so that information submitted is organized properly. This information will be in the *Cross Functional Monitoring Users Guide* located in the portal application.

- Do not wait until the last minute to obtain all requested items for each folder to be uploaded. You will have all your names two weeks prior to the required upload date and four weeks prior to CFM monitoring.

- Ask questions! Your DL is here is support you!
What were some common findings in the CFM Monitoring Cycle?
Can you predict the most common findings?

Take a moment to think about the most common errors in the IEPs you monitor.

Type your ideas in the chat.
IEP Annual Review Meeting Notice

Required participants listed on IEP Annual Review Meeting Notice

• the child's parents
• at least one of the child's special education teachers or providers
• at least one regular education teacher. If the student is, or may be, participating in a regular education class and/or if discussing a particular subject, also invite the teacher of the subject.
• a representative of the school system (LEA)
• an individual who can interpret the evaluation results (Eligibility or Re-determination Meeting)
• the student, especially if transition is being discussed
Participants

At a minimum, the IEP Team must include:

- The parent (or the person acting as the parent under the IDEA);
- Not less than one of the child’s regular education teachers, if the child is or may be participating in the regular education environment (*for preschool children, this representative is someone who is currently providing preschool services to nondisabled preschool children*);
- A LEA representative; and
- Someone who can interpret evaluation results related to classroom instruction and settings.
Other Participants

Other members required under *certain circumstances*:

- Individuals who have knowledge or special expertise regarding the child, including related services personnel (based on the discretion of the parent or LEA);

- The child with a disability, when the transition services plan is being discussed, or earlier as appropriate; or

- A representative of any agency that is likely to provide or pay for any transition services, if appropriate, and with consent of the parent or student (if he or she has reached the age of 18).
Excusal

Proper excusal procedures followed:

A team member can be excused if both the parent and the school agree.

If the parent or school do not agree, the meeting should be rescheduled for a time when everyone can attend.

The team member should provide in writing information needed to complete the IEP.
Results of recent state and/or district assessments

This information must include:

• Statewide assessments (within 2 years), including test scores must indicate whether the child achieved as a beginning learner, developing learner, proficient learner, or distinguished learner. If current results are not available, the LEA should explain why there are no current results in the section.

• An analysis which provides a frame of reference for how the child is performing in comparison to same age peers. This should include strengths and weaknesses as indicated by the domains of the subtests.
Results of the initial and/or most recent evaluation

This should include:

- Results and recommendations of formal evaluation measures performed on a child (not just a listing of scores) and

- Additional formative and summative assessments used for instructional purposes that are often more recent than the formal evaluation measures.

- **Remember:** A re-evaluation which consists of a records review can also be documented using the date of the review and the information available in the most current evaluation.
PLAAFP

The IEP Team must document the student's **current academic**, **developmental**, and **functional** strengths and weaknesses. **Information that is old and no longer relevant should be removed from the IEP.**

**Academic performance** describes more than results of standardized assessments. How does the student perform daily?

**Developmental performance** describes areas such as cognitive abilities, communication, mobility, and social/emotional functioning.

**Functional performance** describes how the student engages in the routine activities of everyday life, including behavior skills, social skills, and daily living skills.
Description of how disability affects student involvement and progress in general education curriculum should include:

- Individual characteristics of the child’s disability that affect his or her classroom performance.
- Describe how classroom instruction is impacted by the specific characteristics or deficits of the disability.
- Merely stating the child’s eligibility category does not adequately describe the impact on involvement and progress in the general education curriculum.
- Statements should reflect specific unique individual student's needs.
Measurable Post-Secondary Goals

• Should refer to goals a student hopes to achieve after leaving school.

• Must be an actual outcome and not an activity or process. For example, ‘seeks, pursues, continues, and applies’ are processes, not outcomes. Remember, these are “outcome goals”, not annual transition goals.

• Should succinctly state what the student will do and be based on findings from transition assessments conducted with the student.

• Should only be one for each area: Education/Training and Employment, as well as Independent Living, if appropriate.

• LEAs are responsible for guiding students through planning, assessments and access to career exploration to enable them to set meaningful Post-Secondary (PS) goals.
Post-Secondary Outcome Goals

PS Goal for Employment - should indicate the type of job and/or the area/field:

- Will participate in a day program with supports
- Will be employed as a (type of job)
- Will participate in a supported work setting/environment in (area/field)
- Will be employed in the military as (type of job)

PS Goal for Education/Training - should indicate the type of training and/or the area:

- Attend college and major in (field of study)
- Attend technical college and major in (area)
- Will receive on the job training in the military
- Will receive on-the-job training from an adult agency representative in (area)

PS Goal for Independent Living - should indicate where the student will live after graduation from high school:

- Will live independently in their own home
- Will live at home with parents
- Will live in a group home
Annual Transition Goals

• Each Post-Secondary Goal should have a corresponding Annual Transition Goal.

• The Annual Transition Goals refer to anything that will help prepare the student for education/training, employment, and independent living.

• Each Annual Transition Goal should facilitate movement towards the Post-Secondary Goals and be measurable and attainable within one year.
Annual Transition Goals to meet Post-Secondary Goals

• What are some goals that will help the student move closer to reaching their post-secondary goals?
• Are the goals attainable within the next year?
• What is keeping the student from being successful in their classes?
• Does the annual goal repeat the post-secondary goal?
• Does the student have at least one annual goal for each post-secondary goal?
Annual Goals

• IEP annual goals are written to address an individual child’s needs/deficits to enable that child to be involved in and make progress in grade level standards.

• All children are expected to be working toward grade level standards, so it is not necessary to list those standards in the IEP.

• The annual goals should address the needs described in the present levels of academic achievement and functional performance that will enable the child to progress in the grade level standards-based curriculum and meet the child’s other educational needs that result from the identified disability.

• The goals should be written in measurable form and should describe what the child can be reasonably expected to accomplish within twelve months.
Ensure that the goals are **SMART**:

**S**: Clearly stated description

**M**: Quantifiable by a defined standard that can be observed in data in a way that any amount of change can be identified

**A**: Clearly observable rather than implied - using action words

**R**: Practical but ambitious and challenging

**T**: Has a defined time for when mastery is anticipated
What are some things to remember?

• Start Early
  • Make sure all the latest documents for the folders selected are at the central office in case additional information is needed on the day of monitoring.

• Include all evidence of Parent Participation
  • Parent Consent to Evaluate
  • IEP Meeting Notification
  • Parental Concerns
  • Parental Consent for Services

• Review and amend IEPs, if needed, when errors are found in the internal review.

• Have a peer review of your Procedures Manual and IEPs.

• Call your DL if you have questions.
Questions
District Liaison Support Map

Division for Special Education Services and Supports - District Liaisons

- 1 - Paula Gibson
- 2 - Paula Gibson
- 3 - Paula Gibson
- 4 - East - Glenda Henderson
- 4 - West - Glenda Henderson
- 5 - Flo Brz
- 6 - Ron Washington
- 7 - Anne Myers
- 8 - Ron Washington
- 9 - Bridget Still
- 10 - Marsha Jack
- 11 - Carla Carter
- 12 - Carla Carter
- 13 - Flo Brz
- 14 - Lauria Ponsell
- 15 - Lauria Ponsell
- 16 - Bridget Still
- 17 - Belinda Tiller
- 18 - Belinda Tiller

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