

Cross Functional Monitoring

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Learning Targets



- I can identify the information that is required for CFM for FY20.
- I can locate the forms needed to prepare for CFM on the Federal Programs Website.
- I can identify the folders that will be reviewed for CFM.
- I can cross check my Policies, Practices, and Procedures Manual with the State Rules Outline.

IDEA Compliance Monitoring

Two parts:

- Policies, Practices and Procedures will follow the State Rules Outline

[State Rules Outline](#)

- Student Folder Review will be completed using the Due Process Checklist

[Due Process Checklist](#)

IDEA/RDA Compliance Folder Review:

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

Things to Know

- Completed in the **Special Education Dashboard** in the **Portal**. LEA should follow the directions for the upload of information in the **Special Education Dashboard Portal** application
- Desk audit will be **prior** to scheduled on-site visit by fiscal team
- Any additional information needed will be requested on the **same day** as scheduled on-site visit
- Student names will be selected and available to LEA **four weeks** prior to scheduled date of the onsite visit
- Data and LEA policies will be uploaded no later than **two weeks** prior to on-site visit

LEA CFM Information

- A letter was sent to the LEA with dates for the onsite monitoring. Check with your Superintendent if you are scheduled for CFM and do not know the date of the projected visit.
- Technical assistance documents are available on Federal Programs Monitoring website.

[Federal Programs Monitoring Documents](#)

- Beginning this year, the Transition Survey will be embedded in the CFM Review.

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](#)

Review Policies, Practices, and Procedures Manual to ensure that **ALL** items on the State Rules Outline are addressed in your Manual.

How can I prepare?

Follow the directions for the upload of the documents so that information submitted is organized properly.

Do not wait until the last minute to get all requested items for each folder to be uploaded.

Ask your DL if you are not clear on the monitoring process.

Questions





IEP Review

The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the IEP Rule.

See Link: [Georgia IEP Board Rule Link](#)

Free and Appropriate Public Education (FAPE)

F	Free means that all eligible students with disabilities will be educated at public expense
A	Appropriate means that your child with a disability is entitled to an education that is appropriate for him/her.
P	Public refers to the public-school system
E	Education must be provided to every eligible school-age child with a disability. The education should prepare the child for the future - employment, education and independent living.

Understood.org

Andrew F. Standard for FAPE

- **For all children**, including those performing at grade level and those unable to perform at grade level, a school must offer an IEP that is “**reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.**”

Andrew F. Standard for FAPE

How do we determine **appropriate**?

How do we determine **in light of the child's circumstances**?

How do we define **“make progress”** in the IEP?



The IEP is based on the Present Levels of Academic Achievement and Functional Performance (PLAAFP).

Present level of Academic Achievement and Functional Performance (PLAAFP)

34 C.F.R. 300.320

34 C.F.R. 300.324

- Results of the initial and/or most recent evaluation included
- Results of recent state and district assessments included
- Describes academic, developmental, and functional strengths

PLAAFP...

- Describes academic, developmental, and functional needs
- Disability affects the student's involvement and progress in general education?
- Parental concerns regarding their student's education stated on the IEP

Consideration of Special Factors

34 C.F.R. 300.24

- All Special factors that may influence the student's education programs
 - Behavior
 - Limited English Proficiency
 - Blindness or Visual Impairment
 - Deaf or Hearing Impairment
 - Communication Needs
 - Assistive Technology
- BIP includes target behaviors and positive behavior interventions and supports

Transition Services Plan

34 C.F.R. 300.320

34 C.F.R. 300.43

- Postsecondary outcome goals for Employment
- Postsecondary outcome goals for Educational Training
- Postsecondary outcome goals for Independent Living(if appropriate)
- Reflects steps to desired post-secondary outcomes

Transition Services Plan

34 C.F.R. 300.320

34 C.F.R. 300.43

- Postsecondary goals based on transition assessments
- Transition services and/or activities to facilitate movement to postsecondary outcomes
- Course of study to facilitate movement to post-school outcomes

Measurable Annual Goals and/or Short-Term Objectives

34 C.F.R. 300.320

- Goals and Objectives align with the needs section of the PLAAP
- Measurable goals to address areas of deficit are listed
- Statement regarding when progress on goals is reported to parents

Student Supports for Academic and Non-Academic Areas

34 C.F.R. 300.320

- Instructional Accommodations aligned with needs
- Accommodations necessary for student participation in classroom assessments
- Statement of special ed. and related services and supplementary aides and services
- Supports for school personnel included

With accommodations and supports in place...

- **is removal from the general education environment necessary?**

- **If so....why?**

Participation in Assessment/Accommodations 34 C.F.R. 300.320

- Accommodations listed by subtest for district and state assessments (EOG and EOC)

Special Education/Related Services

34 C.F.R. 300.340

34 C.F.R. 300.116

34 C.F.R. 300.320

- Considered placement options for the student
- Selected options of services for the student
- Explanation of extent not participating with peers without disabilities

Extended School Year

34 C.F.R. 300.106

Will the benefits that the student receives from the educational program during the regular school year be significantly jeopardized if the student is not provided ESY?

Extended School Year

- Any emerging skills or breakthrough opportunities which might require ongoing instruction during a school break
- Any significant interfering behaviors targeted as IEP goals that prevented the student from receiving some benefit from his educational program during the regular school year
- The nature and severity of the disability

On-Site Technical Assistance

- Limited to two LEAs from each size group; only those on FY20 monitoring cycle
- LEAs will have opportunity to volunteer prior to implementation of data-based selection process
- Scheduled **before** CFM date
- Will use APR and targeted questions to guide onsite conversations and school visits
- Technical assistance will aid LEA in improving student outcomes
- Your DL will be the Team Lead, an additional DL and a Program Manager will visit the district as a team

Monitoring Tips

- Start Early...
- Make sure all the latest documents for the folders selected are at the central office should additional information be 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 the IEP's if needed when errors are found.
- Call your DL and ask questions.
- Have a peer review of your Policies, Practices, and Procedures Manual and IEP's

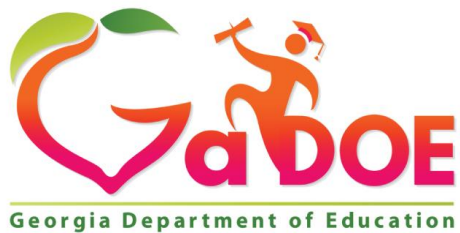
Resources

- [Due Process Checklist for Student Folder Review](#)
- [Georgia Special Education Rules Outline](#)
- [CFM Training Document](#)
- [Federal Programs Monitoring Website](#)

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