

# General Supervision and Monitoring

SELDA

February 2024



# Learning Targets

- Participants will describe how their LEA will meet the requirements of IDEA through Supervision and Monitoring.
- Participants will identify steps needed to improve educational results and functional outcomes for all children with disabilities.

# Supervision and Monitoring

The Georgia Department of Education (GaDOE), Division for Special Education Services and Supports is **mandated by law to monitor compliance** with the Individuals with Disabilities Education Act (IDEA), applicable federal regulations, and Rules of the State Board of Education.

# What is Supervision and Monitoring?

## Supervision

- Supervision clearly outlines procedures to identify and ensure correction of noncompliance within the LEA
- Supervision ensures that all guidance documents (policies and procedures) support IDEA and that appropriate staff receive professional learning and technical assistance.

## Monitoring

- The Office of Special Education Programs' (OSEP) definition of monitoring is, "**A continuous review procedure** designed to compare present functioning against specific standards, and to yield a profile showing areas of conformance as well as those in which new procedures, training, or other methods of improvement may be needed in order to comply with specific standards."

# Who is responsible for monitoring compliance of IDEA in your LEA?

## The Special Education Director

How should compliance be monitored?

- Define roles and responsibilities as it relates to General Supervision
- Clearly designate school personnel for monitoring at each level
- Include the designated personnel during the establishment of your plan for monitoring General Supervision
- Maintain evidence of your monitoring

# How should the process be monitored in your LEA?

## The Special Education Director should:

- Establish timelines
  - Start date
  - Report date
  - Create calendars
- Schedule follow-up meetings
- Plans should include a process for fidelity checks

# How is the process monitored in your LEA?

## The Special Education Director should:

- Identify
  - Specific tools to collect data
  - What data is being collected
  - Data monitoring template
- Determine
  - Who submits data?
  - How data should be entered and how multiple users will access the data?

# Supervision and Monitoring at Each Level



**DIRECTOR**



**SCHOOL  
PERSONNEL AND STAFF**



**ADMINISTRATIVE STAFF**



# Professional Learning

# Procedures for Monitoring Professional Learning

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**Establish a clearly written procedure to monitor professional learning**

Create calendar

Review agenda

Provide notes and give feedback

Maintain sign-in sheets and ensure they are dated



***Designate school personnel who will provide the PL and ensure access to training and materials***

# Best Practices

Supervision and monitoring by means of:

- ✓ Procedural checklists and other instruments
- ✓ Data collection
- ✓ Peer reviews
- ✓ Administrative reviews

# Best Practices Outcomes

- ✓ Staff is held accountable for accuracy and compliance.
- ✓ Monitoring process provides feedback to improve compliance.
- ✓ Administrators easily identify the need for targeted technical assistance.

# Supervision & Monitoring Sample Plans



Child Find



Evaluations and Reevaluations



Eligibility Determinations



Discipline



Placement

# Child Find

**GA STATE RULE 160-4-7-.03**

# Child Find Probing Questions

*Who is responsible for monitoring compliance with the Child Find rule and how often is it done?*

*What are the procedures for monitoring professional learning implementation?*

*What are the procedures for identifying technical assistance and training needs?*

*Who maintains data/records of child find activities?*

*How do you coordinate and collaborate with local agencies to provide services for young children?*

**CHILD FIND – SUPERVISION & MONITORING PLAN (SAMPLE)**

**Activity 1 – School-level Staff Training**

Each Special Education Coordinator shall develop and facilitate Child Find (CF) professional learning (PL) twice per year for school-level staff in his or her assigned schools. The PL shall include teacher and school administrator responsibilities for Child Find as well as procedures that shall be followed (see District Special Education Manual) throughout the Child Find process, up to and including the decision to refer for Special Education evaluation.

**Date(s) Activity 1 Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 1</b>	<b>Date(s) Activity Monitored</b>
Monthly	Lead teacher CF data report → Coordinator	
Quarterly	Coordinator CF data report → Director	
Annually	Full program review (Lead teachers, Coordinators, Director)	

**Technical Assistance** – Opportunities for technical assistance (TA) may be identified as a result of quarterly coordinator-director meetings, and at each level of CF data report reviews and the meeting during which the EOY program review will be conducted. TA and will be facilitated by the Lead teacher, Coordinator, or Director, as appropriate, within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, School/Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>



**CHILD FIND – SUPERVISION & MONITORING PLAN (SAMPLE)**

**Activity 2 – Collaboration with External Agencies in Providing Services to Young Children**

The Young Children Liaison (YCL) will contact, and meet as necessary with, local agencies (Health Department, doctor offices, Babies Can't Wait, Head Start, etc.) to coordinate identification, assessment, and service provision for children who have/may have disabilities on a monthly basis at minimum.

**Date(s) Activity 2 Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 2</b>	<b>Date(s) Activity Monitored</b>
Monthly	YCL activity log and summary → Director	

**Technical Assistance** – Opportunities for technical assistance (TA) may be identified as a result of monthly meetings with YCL during which the activity logs and summaries will be reviewed. TA will be facilitated by the Director within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, School/Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

# Evaluations and Reevaluations

**GA STATE RULE 160-4-7-.04**

# Evaluations & Reevaluations

## Probing Questions

*Who is responsible for monitoring and reporting timeline data for evaluations and reevaluations?*

*How often is timeline data monitored?*

*What are the procedures for monitoring the implementation for professional learning?*

*What are the procedures for identifying technical assistance and training needs?*

*How do you ensure evaluations/reevaluations are appropriate and thorough for every student?*

*How do you coordinate and collaborate with related services providers to ensure every suspected area of need is addressed?*

**EVALUATION & REEVALUATION – SUPERVISION & MONITORING PLAN (SAMPLE)**

<b>Activity 1- Monitoring and Reporting for Evaluations and Reevaluations</b>		
Monitoring and reporting for evaluations and reevaluation timeline data information is a responsibility delegated to the local school Special Education Administrator and is shared and reported to the Special Education Director and teachers on a monthly basis. Additionally, the appropriate timeline data information for evaluations and reevaluations are monitored (captured in 'real-time') through the GOIEP system for LEAs that participate in GOIEP.		
<b>Date(s) Activity Completed:</b>		
<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 1</b>	<b>Date(s) Activity Monitored</b>
Monthly	Special Education Director will make monthly visit to local schools.	
	The Special Education Director will create a brief newsletter that helps Lead Teachers as they go back and redeliver the information.	
	Special Education Director will review information/data, along with evaluation of staff in order to determine if monitoring and reporting timeline data procedures are being implemented with fidelity and to determine if future training or improvements may be necessary.	
<b>Technical Assistance</b> – Opportunities for technical assistance (TA) may be identified by the Director through each review of the meeting outcome reports and will be facilitated by the Director within ten (10) school days of such finding(s). This is done on an individual basis after building-level support has been shown to be ineffective. Specific TA targeting improved practices and training regarding team decision making for eligibility and reevaluation determinations. Follow-up with team members, Lead Teacher and school administration are imperative to ensuring that teachers are provided the maximum support they may need.		
<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

**EVALUATION & REEVALUATION – SUPERVISION & MONITORING PLAN (SAMPLE)**

<b>Activity 2- Procedures for monitoring implementation of Professional Learning (PL) and Technical Assistance (TA)</b>		
The LEA will follow the Special Education General Supervision Training as presented to all directors from GADOE with ESSA embedded guidelines. Special education staff and all building-level administration are provided with an electronic platform that allows for instant updates to occur. Due process, placement decision, and compliance requirements will continue to be the focus of the building level lead teachers.		
<b>Date(s) Activity Completed:</b>		
<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 2</b>	<b>Date(s) Activity Monitored</b>
Monthly, at minimum	The Special Education Director creates a brief newsletter that helps Lead Teachers as they go back and redeliver the information. For those teachers that are struggling, specific and targeted TA is provided, either at their school or at Central Office.	
Weekly	Review evaluation/reevaluation checklists	
Quarterly	For monitoring of professional learning, monthly Lead-Teacher meetings are held, in addition to district leadership team roundtable discussions (i.e., Principals, Assistant Principals, District-Level Leadership) meet on a quarterly basis. During these meetings, team members are provided with specific updates on things new to special education, as well as our systems research-based "Best Practices."	
<b>Technical Assistance – Opportunities for technical assistance (TA) may be identified by the Director through each review of the meeting outcome reports and will be facilitated by the Director within ten (10) school days of such finding(s). This is done on an individual basis after building-level support has been shown to be ineffective. Specific TA targeting improved practices and training regarding team decision making for eligibility and reevaluation determinations. Follow-up with team members, Lead Teacher and school administration are imperative to ensuring that teachers are provided the maximum support they may need.</b>		
<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

# Eligibility Determinations

**GA STATE RULE 160-4-7-.05**

# Eligibility Determinations Probing Questions

*Who is responsible for reporting eligibility determinations and how often is it done?*

*What procedures are implemented for monitoring professional learning implementation?*

*What are the procedures for identifying technical assistance and training needs?*

*How do you ensure eligibility determinations are appropriate and thorough for every student?*

*How do you coordinate and collaborate with related services providers?*

*What procedures are in place to ensure parent participation in the eligibility determination process?*

**ELIGIBILITY DETERMINATIONS – SUPERVISION & MONITORING PLAN (SAMPLE)**

**Activity 1 – Timeline Monitoring**

Upon completion of the administration of tests and other evaluation measures, a group of qualified professionals and the parents of the child (Eligibility Team) determines whether the child is a child with a disability and the educational needs of the child. The Special Education Director, Coordinator(s), or Case-manager shall review timelines on a weekly basis and update data in order to ensure LRE and FAPE is being provided to Students with Disabilities.

**Date(s) Activity 1 Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 1</b>	<b>Date(s) Activity Monitored</b>
Monthly	Special Education Director will meet with Coordinator and/or Lead Teacher to review and document Timeline audit reports.	
Quarterly	The Special Education Director will meet with a parent advisory board once a quarter to provide information and their input in the development and monitoring of the provisions of FAPE.	

**Technical Assistance** – The Central Office Special Education staff will provide technical assistance based on timeline audit reports and feedback obtained during parent advisory board meetings; to include sessions on legal issues, compliance, and updates. A Special Education handbook is provided for all special education teachers as a reference of procedures and practices. TA and will be facilitated by the Director within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>



**ELIGIBILITY DETERMINATIONS – SUPERVISION & MONITORING PLAN *(SAMPLE)***

**Activity 2 – Professional Learning for Eligibility Determinations**

The District will provide updates through Professional Learning sessions based on needs garnered from observation, random review of eligibilities, GaDOE’s Implementation Manual and Federal law changes.

**Date(s) Activity 2 Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 2</b>	<b>Date(s) Activity Monitored</b>
Monthly	Coordinator or Lead Teacher who facilitates Professional learning will send agendas and sign-in sheets to the Special Education Director.	
Monthly	The Special Education Director meets with Related Services leaders to ensure that all Students with Disabilities are provided FAPE.	
Will vary	The Special Education Director will shadow during Eligibility meetings in order to ascertain if Professional Learning is being implemented with fidelity.	

**Technical Assistance** – The Central Office Special Education staff will provide technical assistance based on data collected after identifying the need of compliant and non-compliant Eligibility Reports; to include sessions on legal issues, compliance, and updates. A Special Education handbook is provided for all special education teachers as a reference of procedures and practices. TA and will be facilitated by the Lead teacher, Coordinator, or Director, as appropriate, within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

# Discipline

**GA STATE RULE 160-4-7-.10**

# Discipline Probing Questions

*Who is responsible for monitoring compliance with the Discipline rule?*

*What proactive processes are in place to monitor discipline data to determine when interventions are needed?*

*What are the procedures for monitoring professional learning implementation for discipline?*

*What are the procedures for identifying technical assistance and training needs?*

*What procedures are in place to ensure disciplinary removals are correctly coded and reported?*

*What alternatives to disciplinary removals are implemented to teach replacement behaviors and reduce loss of instructional time?*

*How do you coordinate and collaborate with local agencies to support students with behavioral challenges?*

# What procedures are in place to ensure disciplinary removals are correctly coded and reported?

**Is a plan in place to ensure that data entry and office referrals are coded accurately and reflect what is reported?**

**Who is responsible for checking that student attendance and discipline resolutions are reflective of the actual number of days a student was assigned suspension, if any?**

**Is there a designated staff member that is responsible for ensuring that a student with a disability continues to receive the services listed in the IEP during suspension?**

**DISCIPLINE – SUPERVISION & MONITORING PLAN (SAMPLE)**

**Activity 1 – Monitoring Disciplinary Removals (ISS/OSS)**

The data clerk at each school will prepare a weekly report for the Special Education Coordinator that will list any ISS and OSS days of students with disabilities to include the number of days student was assigned suspension. The list shall include the student's overall yearly attendance as well. The Coordinator will review the report to ensure that the number of days assigned suspension and the number of days to be reported are accurate. In addition, the coordinator will ensure that students are receiving their IEP services in the ISS setting by providing a sign-in sheet and verifying the sign-in sheet with the ISS/OSS report prepared by the data clerk. Once the report has been reviewed for accuracy and services provided verified, the Coordinator will submit to the Special Education Director.

**Date(s) Activity Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 1</b>	<b>Date(s) Activity Monitored</b>
Weekly	The clerk will prepare and provide the report to the coordinator.	
Weekly	The coordinator will send the report to the director.	
Monthly	The Administrator at each school will ensure the data clerk has the resources to complete the report.	
Monthly	The coordinator will meet with the director to discuss results.	

**Technical Assistance** – Opportunities for technical assistance (TA) may be identified by the Director or Coordinator through review of the data reports. TA and will be facilitated by the Lead teacher, Coordinator, or Director, as appropriate, within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

# What are the procedures for identifying technical assistance and training needs?

## Use data to identify needs

- Results from data review teams
- Publish results for suggestions and feedback

Consider professional learning needs when adjustments are made to procedures

Establish protocols for school personnel to request professional learning and/or technical assistance

- Online questionnaires, polls, surveys
- Provide access to web-based resources and tools provided on-line

**DISCIPLINE – SUPERVISION & MONITORING PLAN *(SAMPLE)***

**Activity 2 – Professional Learning for Implementation of Discipline Rule**

The Special Education Director will provide Professional Learning (PL) to special education staff and school administrators on Disciplinary Referrals and Removals by following the Special Education General Supervision Training presented to all directors from GaDOE with ESSA embedded guidelines.

**Date(s) Activity Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 2</b>	<b>Date(s) Activity Monitored</b>
Monthly	Coordinator/lead teacher will submit to Special Education Director evidence of redelivery of Professional Learning (e.g. agenda, sign-in sheets, training documents, evaluations and feedback).	
	Special Education coordinator/lead teacher will conduct observations/walk-throughs to ensure implementation fidelity.	

**Technical Assistance** – Opportunities for technical assistance (TA) may be identified by a coordinator/lead teacher or the Special Education Director as a result of reviewing professional learning evidence during monthly meetings or identification of staff in need of support during observations/walk-throughs. TA will be facilitated by the Lead teacher, Coordinator, or Director, as appropriate, within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

# Placement

**GA STATE RULE 160-4-7-.07**



# Placement Probing Questions

*Who is responsible for monitoring compliance with the LRE rule?*

*How often is school placement data reviewed?*

*What are the procedures for monitoring professional learning implementation?*

*What are the procedures for identifying technical assistance and training needs?*

*What procedures are in place to ensure students' placements are correctly coded and reported?*

*How are IEP team placement decisions monitored?*

**PLACEMENT – SUPERVISION & MONITORING PLAN (SAMPLE)**

<b>Activity 1 – Professional Learning for Placement</b>		
The Special Education Director shall facilitate professional learning to that ensure to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities in Georgia shall be educated with children who are not disabled.		
<b>Date(s) Activity 1 Completed:</b>		
<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 1</b>	<b>Date(s) Activity Monitored</b>
Monthly  <i>Note:</i> Although there is no specific due date required by State Rule or Federal Regulations, this activity will ideally be completed near the beginning of each school year.	The Special Education Director and the Assistant Director shall review their policies and procedures, related to Least Restrictive Environment (LRE). They will document in their Special Education manual any changes to their LRE policies and procedures.	
	Monitoring will be kept by the LEA’s platform for monitoring professional learning in their district or the Special Education Director, Assistant Director, and the Administrative Assistant will track the attendance of returning staff and new hires at least twice to three times per year.	
	The Special Education Director and the Assistant Director will develop professional learning on the new changes to the LRE policies and procedures.	
Quarterly	The Special Education Director, the Assistant Director, and the Lead teachers will observe the LRE part of the IEP process and check the appropriate coding for students are correct for the placement.	
	The Special Education Director, Assistant Director, and the Lead Teachers will shadow during IEP’s meetings requiring placement in order to ascertain if Professional Learning is being implemented with fidelity.	
<b>Technical Assistance</b> – Opportunities for technical assistance (TA) may be identified by the Special Education Director through each review of the coordinators’ meeting outcome reports and will be facilitated by the Special Education Director within ten (10) school days of such finding(s).		
<b>Staff in Need of Technical Assistance (Name, Title, Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>

**PLACEMENT – SUPERVISION & MONITORING PLAN (SAMPLE)**

**Activity 2 – Individualized Education Program (IEP) Monitoring for Placement Decisions**

Lead teachers, Coordinators, and the Director will monitor IEP's to ensure appropriate placement decisions and accurate coding for placement reporting.

**Date(s) Activity 2 Completed:**

<b>Monitoring Frequency</b>	<b>Supervision &amp; Monitoring for Activity 2</b>	<b>Date(s) Activity Monitored</b>
Twice per month	Lead teachers and Coordinators will review IEP placement checklists completed by IEP teams during meetings (Twice per month).	
Monthly	Lead teachers and coordinators will summarize information on the IEP placement checklists and submit summaries to the Special Education Director.	
Quarterly	Lead teachers, coordinators, and/or the Special Education Director will conduct walk-throughs.	

**Technical Assistance** – Opportunities for technical assistance (TA) may be identified as a result of IEP placement checklist reviews and quarterly walk-through observations. TA and will be facilitated by the Lead teacher, Coordinator, or Director, as appropriate, within ten (10) school days of such finding(s).

<b>Staff in Need of Technical Assistance (Name, Title, School/Region)</b>	<b>Topic</b>	<b>Date(s) TA Provided</b>



# Contact your Special Education District Liaison with questions or for support contact:



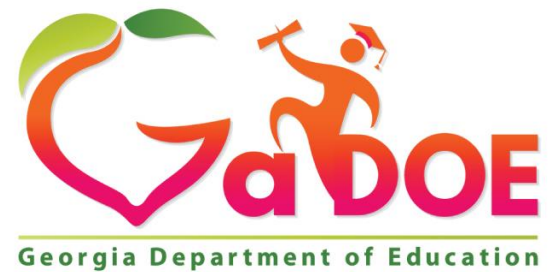
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