General Supervision in Local School Districts
TOUGH TIMES IN QUANDARY COUNTY
Four Components of General Supervision:

1. **Procedures** – *Written, aligned, and available*

2. **Professional Learning and Technical Assistance** – *Prepare staff to follow the policies and procedures*

3. **Implementation of Compliant Practices** – *Processes in place that cause staff to follow procedures*

4. **Supervision and Monitoring Procedures** – *A plan for checking to be sure procedures are followed and a plan for what to do when they are not.*
Cast in order of appearance:

• *Dr. Pickle* – Elaine Thagard
• *Ms. Muddle* – Debbie Reagin
• *Dr. Smart* – Vickie Cleveland
Disclaimer

All characters and situations depicted have been completely fictional and represent no real persons either living or dead.
General Supervision in Local School Districts
Federal Requirement

The state must have in effect policies or procedures to ensure that it complies with the monitoring and enforcement requirements in IDEA regulations CFR §§ 300.600-602 and CFR §§ 300.606-608.

GaDOE has the responsibility, under federal law, to have a system of general supervision that monitors implementation of the IDEA by local school districts.
So... what does this mean for special education in local school districts?
Districts ensure they have:

- Necessary and qualified staff to serve children with disabilities.
- A representative stakeholder group giving input for improvement.
- DATA. DATA. DATA: Compiled, reported, and used to move toward state performance targets.
- Fiscal responsibility for use of IDEA funds as outlined by the rules.

AND...
• General Supervision of compliant policies, procedures and practices
Written Procedures

- **Procedures** Written steps for implementing policies, rules and regulations = lead to compliant Practices
Special Education Procedures Are:

• A practical guide for implementing the IDEA – aligned with the primary parts of the federal/state law (IDEA).
  
  Use the **Georgia Special Education Rules Outline** as a helpful tool.

• A way to align the rules of the IDEA with personalized procedures that fit the district’s infrastructure.

• A way to make practices consistent across the district.

• Also – something you REALLY want to have in place if you are ever compliance monitored.
Best Reason for Following Good Written Procedures:

Better outcomes for students.
Four Components of General Supervision:

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Links for Guidance


• DOE General Supervision Website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia%27s-Continuous-Improvement-Monitoring-Process-%28GCIMP%29.aspx
General Supervision Experiences:
Helpful Advice from a Fellow Special Education Director
Jenny McClintic
Director, Special Education
Houston County Schools
MASTERING THE FUNDAMENTALS

Dr. Jenny McClintic
Director of Student Services
Houston County Schools
Coach Vince Lombardi
He took nothing for granted. He began a tradition of starting from scratch, assuming that the players were blank slates who carried over no knowledge from the year before... He began with the most elemental statement of all. “Gentlemen,” he said, holding a pigskin in his right hand, “this is a football.”
THIS IS AN IEP

- 2nd IEP Consideration of Special Factors presentation 2-16-16
- IEP Services and ESY PL Day presentation
- OT PT Goals and Behavior Goals
- PLOP handouts
- PLOP Power point 2016
- SMART goals
- Student Supports
- Testing Accommodations
- Top Ten IEPs Dos and Don'ts
**PROFESSIONAL LEARNING SCHEDULE**

<table>
<thead>
<tr>
<th>Room #</th>
<th>102</th>
<th>104</th>
<th>106</th>
<th>108</th>
<th>107</th>
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<th>103</th>
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<td>8:00 – 8:25</td>
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<td>Teal Group</td>
<td>Orange Group</td>
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<td>Yellow Group</td>
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<td>Red Group</td>
</tr>
</tbody>
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Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.

- Vince Lombardi
Vickie Cleveland
Former Director
Special Education
Atlanta Public Schools
Lead and Transform: General Supervision TIPS for New Special Education Directors

Vickie D. Cleveland
Results Driven Accountability Unit
Program Specialist
June 20, 2017
A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others……"

Douglas MacArthur
Day One

- Schedule time to meet with the Superintendent/immediate supervisor to share your vision of programming for SWDs
- Know the number of staff/students in your district
- Know where the staff vacancies are
- Make sure that you have access to the GaDOE Portal (i.e. Con App, district determinations, transition reporting, etc)
- Compile SWD district data for state performance indicators, achievement data, discipline data, etc.
- Start inventory of current resources (i.e. curriculum materials, current programming initiatives, etc)
Tips for Effective Special Education Directors

- Model strong leadership qualities for staff
- Be the advocate, coach and cheerleader for students with disabilities in your districts
- Establish clear parameters and priorities
- Cultivate a culture of compliance
- Set a clear vision and high expectations for students with disabilities in your district
- Conduct monthly department meetings
Tips for Effective Special Education Directors

- Continuously analyze your data (attendance, grad rate, discipline, drop-out, etc.)
- Visit a classroom(s) weekly
- Communicate and collaborate with all stakeholders
- Engage parents (host parent teas/coffees)
- Be a good listener
- Join professional organizations
- Participate in Collaborative Community meetings
- Stay balanced-find quality time for YOU!!
Top 5 People to Know

• Superintendent
• C & I Director
• HR Director
• Finance Director
• Transportation Director
Top Five Things to Monitor Weekly

• SSIP/CNA
• Timelines
• LRE
• Staffing
• Budget
General Supervision

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."
Must haves…

• **Written policies and procedures** for implementation of compliant practices

• **High quality, sustained professional learning** activities for district and school personnel to assist with implementation of policies and procedures

• **Sustained supervision to monitor** the implementation of compliant policies and procedures

• **Supervision and monitoring data** to identify schools and/or personnel that require technical assistance
Written procedures

- Review policies and procedures at start of the school year
- Ensure that all staff have access to the policies and procedures (rules and regulations)
- [Georgia's Continuous Improvement Monitoring Process (GCIMP) Manual](#) (pp. 53-61)
- Update procedures as needed
Professional Learning

- At the start of the school year, train all special education staff on policies/procedures/practices
- Identify staff that will deliver the professional learning
- Conduct training for school and district level staff on compliant policies/procedures/practices
- Develop professional learning that can be sustained (i.e. not a one-shot training)
Sustained Supervision

• Define your procedures for monitoring school data

• Identify who will be responsible for monitoring compliance of policies, procedures, and practices (i.e. Director, Coordinator, Lead Teacher, etc)

• What protocols/tools will be used to monitor compliant practices?

• Who will this information be shared with?
Supervision and Monitoring Data

• Identify the data and documentation you will use to analyze district implementation of compliant practices
• Formal program evaluation process
• Complete special education file reviews
• Identify individual, school and district trends
• Provide professional development for identified areas of weakness
Thank you for your time and attention.

Elaine Thagard, Program Specialist, GA DOE

ethagard@doe.k12.ga.us