General Supervision and Monitoring

Special Education Leadership Development Academy (SELDA)
February 21, 2023
Georgia's Continuous Improvement Monitoring Process (GCIMP)

The Georgia Department of Education’s strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and local educational agencies (LEAs).

The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

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Georgia's Continuous Improvement Monitoring Process (GCIMP)

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Georgia's Continuous Improvement Monitoring Process (GCIMP)

• The system for general supervision includes eight components that must align together in a comprehensive integrated system.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

The Eight Components of General Supervision
1. State Performance Plan
2. Policies, Procedures, and Effective Implementation
3. Integrated Monitoring Activities
4. Fiscal Management
5. Data on Processes and Results
6. Improvement Correction, Incentives, and Sanctions
7. Effective Dispute Resolution
8. Targeted Technical Assistance and Professional Development
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component One – State Performance Plan (SPP)

• Within the first component, the Individuals with Disabilities Education Act (IDEA) requires that each state develop a State Performance Plan (SPP) that evaluates the state’s efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities.
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Component One – State Performance Plan (SPP)

• An Annual Performance Report (APR) is required to report on the results of the state’s activities and describes progress or slippage in meeting the measurable and rigorous targets set in the SPP.

• The APR is submitted each year and includes trend data for each year. The SPP/APR is developed with input from the State Advisory Panel (SAP) and reviewed by the Office of Special Education Programs (OSEP).
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Component Two – Policies, Procedures and Effective Implementation

• States are required to have policies and procedures that are aligned with the Individuals with Disabilities Education Act (IDEA) 34 C.F.R. § 300.100.

• Georgia’s Special Education Rules support the state-level implementation of the IDEA.
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Component Two – Policies, Procedures and Effective Implementation

• In addition to the state rules, the Georgia Department of Education (GaDOE) outlines specific strategies in the Special Education Implementation Manual.

• Each chapter of the Implementation Manual relates to the processes and best practices for implementing the Georgia Rules for Special Education, and it is not intended to state new law or supplant any federal or state laws, regulations, or requirements.
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Component Two – Policies, Procedures and Effective Implementation

• The GaDOE has also provided Sample Special Education Forms, which may be used by local educational agencies (LEAs) to support compliant practices.
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Component Two – Policies, Procedures and Effective Implementation

- Each LEA is responsible for developing policies and procedures and ensuring effective implementation.
- A primary purpose and benefit in having written procedures is so that everyone in the LEA implements the special education rules and regulations in the same manner to ensure compliance with the IDEA.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Two – Policies, Procedures and Effective Implementation

- LEA policies and procedures are designed and implemented to improve results for students with disabilities, should be aligned with IDEA and the state rules, and should include how each rule is implemented by the LEA.

- These policies and procedures should be reviewed yearly and updated as needed.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Three – Integrated Monitoring Activities

• Georgia has integrated monitoring activities which enables the State to: 1) identify noncompliance using a variety of sources and systemic issues with results, 2) ensure correction of the noncompliance in a timely manner, 3) verify valid and reliable data, and 4) ensure consistency with the requirements set forth in federal guidance.
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Component Three – Integrated Monitoring Activities

• All monitoring activities provide the State with evidence of general supervision processes, as well as local policies, procedures, and/or practices.

• Documentation is reviewed to determine if the LEA demonstrates compliance or non-compliance.
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Component Four – Fiscal Management

• Local educational agencies (LEAs) accepting federal funds must implement procedures to ensure appropriate fiscal management of funds.
• The Georgia Department of Education (GaDOE) processes and procedures are based on the fiscal regulations and guidance provided by the United States Department of Education (USDOE) through the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (known as the Uniform Grants Guidance or UGG) and EDGAR.
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Component Five – Data on Processes and Results

• As a part of a state’s general supervision responsibilities, data are used for decision making about program management and improvement.

• This process includes data collection and reporting; data examination and analysis; public reporting of data; status determination; and improvement activities.
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Component Five – Data on Processes and Results

• In addition to the SPP/APR, the Office of Special Education Programs (OSEP) requires all states to report annually to the public on the performance of each LEA located in the state on the targets established in the State Performance Plan.
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Component Six – Incentives, Improvement and Correction, and Sanctions

• Incentives – Local Educational Agencies (LEAs) are recognized annually for their performance on state performance goals and indicators.
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Component Six – Incentives, Improvement and Correction, and Sanctions

• Improvement and Correction – Based on the data in each LEA profile, information obtained through monitoring visits, and any other public information, the Georgia Department of Education (GaDOE) will determine if each LEA: 1) Meets Requirements; 2) Needs Assistance; 3) Needs Intervention; or 4) Needs Substantial Intervention.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Six – Incentives, Improvement and Correction, and Sanctions

• **Improvement and Correction** – Also, if the State issues a finding of noncompliance, then the LEA must correct the noncompliance, as soon as possible, but no later than one year from the written notification.

• The LEA must identify the root cause of the area(s) of noncompliance and develop a Corrective Action Plan (CAP).
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Six – Incentives, Improvement and Correction, and Sanctions

• **Sanctions** – After four consecutive years of not meeting requirements or at any time the State determines that a LEA Needs Substantial Intervention in implementing the requirements of the Individuals with Disabilities Education Act (IDEA), the LEA will be designated as needing substantial intervention.
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Component Seven – Effective Dispute Resolution

• When a resolution cannot be worked out locally, there are processes guaranteed to families of students with disabilities under the Individuals with Disabilities Education Act (IDEA).
• These include: 1) formal complaints, 2) mediation and/or 3) a due process hearing.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Seven – Effective Dispute Resolution

• **Formal Complaint** – Any individual or organization can initiate the process, and the time limit for filing is one year from the date of the alleged violation.
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Component Seven – Effective Dispute Resolution

• **Mediation** – The parent or LEA can initiate the process, but the agreement to mediate must be voluntary for both parties. There is not a time limit for filing or timeline for resolving the issues specified.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Seven – Effective Dispute Resolution

• **Due Process Hearing** – The parent or LEA can initiate the process, and the time limit for filing is two years of when the party knew or should have known of the problem with limited exceptions.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Eight – Targeted Technical Assistance and Professional Development

• **Professional Learning (PL)** is the way in which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Eight – Targeted Technical Assistance and Professional Development

• Technical Assistance consists of general technical assistance on a topic that can be provided to individuals or a group of participants.

• Technical Assistance can include online modules or videos, webinars or other tools and resources to help schools improve their performance and student outcomes.

• Targeted Technical Assistance (TTA) must occur when a local educational agency (LEA) has not met the required target(s) on the state performance goals and indicators.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Component Eight – Targeted Technical Assistance and Professional Development

• **Communities of Practice (CoP)** refers to a group of educators who work together, learn from each other, and develop a collective understanding of how to accomplish a task and improve their practices.

• TTA, PL and CoP are supports for LEAs that are linked to SPP data and correction of noncompliance.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources
Component One – State Performance Plan (SPP)

For more information, please see State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations and Engaging in the 2020-2025 State Performance Plan (SPP) / Annual Performance Report (APR).
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources
Component Two – Policies, Procedures and Effective Implementation

Georgia Special Education Rules Outline
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources
Component Three – Integrated Monitoring Activities

For more information, please visit our website at General Supervision - Georgia's Continuous Improvement Monitoring Process (GCIMP) and Results Driven Accountability.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources

Component Four – Fiscal Management

For more information, please visit our website at Budget, Grants and Consolidated Application and see our Federal Programs Handbook.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources
Component Five – Data on Processes and Results

For more information, please visit our website at Special Education Annual Reports and Data Analytics, Data Collection and Reporting, and State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources

Component Six – Incentives, Improvement and Correction, and Sanctions

For more information, please see the Portal Special Education (SE) Applications Dashboard User Manual accessible to Special Education Directors, and our website at Special Education Annual Reports and Data Analytics (gadoe.org).
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources
Component Seven – Effective Dispute Resolution

For more information, please see our Dispute Resolution Process Comparison Chart, the Dispute Resolution Parent Guides, and our website at Formal Complaints / Mediation Requests/ Due Process Hearing Requests.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Resources
Component Eight – Targeted Technical Assistance and Professional Development

For more information, please see our website at Special Education Services and Supports and General Supervision - Georgia's Continuous Improvement Monitoring Process (GCIMP), as well as our Professional Learning Resources and Professional Learning Modules.
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Questions?
Georgia's Continuous Improvement Monitoring Process (GCIMP)

Where to find your District Liaison (DL):

Results Driven Accountability (gadoe.org)