



Pennsylvania
Department of Education

Cyclical Monitoring for Continuous Improvement (CMCI)

Peer Monitoring Training

Complete Slide Deck



Pennsylvania
Department of Education

Module 1

Overview, Roles, and Responsibilities



Topics Covered in this Section

CMCI
overview

Peer roles

Peer
responsibilities



CMCI Process

WHY: Federal requirement 34CFR Sec.300.600 (State Monitoring & Enforcement)

WHO: Bureau of Special Education monitors all school districts and charter schools

WHEN: Once in every six-year cycle, system in place since 2001-2002

HOW: Cyclical, Target, or Focused Monitorings



CMCI SEA/LEA Accountability

- CMCI data used for federally required State Performance Plan and Annual Performance Report (SPP/APR)
- Every state is required to collect and report annual data on:
 - Federally mandated compliance and performance indicators
 - Meeting established State Performance Plan targets
- LEA Annual Determination
- Results Driven Accountability (RDA)
- State Systemic Improvement Plan (SSIP -Indicator 17) Reporting



History of CMCI

Process and documents developed by a committee of BSE staff, SEAP members, PaTTAN staff, LEA representatives, parents and advocacy group members

Review and input was solicited via public forums

- **2001-2002** - CMCI system was implemented
- **2008** – Monitoring System and documents were updated to align with IDEA regulations (2006) and 22 PA Code Chapter 14 (2008)
- **2020-2021** - CMCI process tweaked to incorporate virtual and onsite components to meet regulatory requirements during the pandemic



The Hybrid Process

The hybrid CMCI monitoring process:

- Maintains consistency and integrity across LEAs
- Provides technical assistance and supports to the LEA before and after monitoring
- Improves time and cost efficiency



Benefits to LEAs

- Compliance with federal and state regulations
- Each district/charter's data is compared to state data to assess their performance
- Aligned to IDEA performance goals and targets
- Result
 - LEA-specific compliance monitoring and corrective action activities and improvement plans implemented
 - Improvement in outcomes for students with disabilities



The Role of Peers in CMCI

- Participate in onsite monitoring activities
- Perform file reviews, classroom observations, and parent and teacher interviews
- Assist BSE Chair in determining compliance
- Serve as valuable members of the CMCI team



Peer Monitor Eligibility

Potential Peers:

- School employees
 - Public/Private
 - Retired/Current
- Family members of students with disabilities
- Special education advocates
- Other interested parties

Conflicts of Interest:

- School district or charter school of residence (self, children/grandchildren)
- SD/CS of employment, within past five years
- If IU employee, SD/CS within that IU
- If School Board member of SD/CS/IU, that SD/CS/IU region



How to Become a Peer

Current Peers – *with* a multi-year state contract

Early August

- Availability Survey emailed to all contracted peers
- Complete Schoology CMCI peer training via PaTTAN

New Peers – *without* a state contract

Mid-August

- Complete Schoology CMCI peer training via PaTTAN
- Complete a signed multi-year contract with the state

**Send in
completed
survey by
September 30th!**



Annual Training Required

Peers

- Annual training via Schoology - released in August, to be completed by **September 30**.
- Divided into 3 modules – Overview, Roles and Responsibilities; Monitoring Activities; and Peer Compensation.

All resource documents available at: <https://www.pdeims.com>



Invitation to Monitor

BSE Chair will invite peers to serve on a monitoring.

- Please let BSE Chair know ASAP if your availability for a specific monitoring has changed
- Do not assume you will serve unless BSE Chair confirms dates and times
- Peers do not communicate directly with the LEA

Monitoring Agenda, Statement of Work, and information on lodging, subsistence, and travel will be sent to the peer prior to the on-site visit



Responsibilities Prior to Monitoring

- Complete course and respond to availability survey by September 30
- **Only Peer Monitors with current contracts and submitted surveys are invited to participate in monitorings for that school year**
- Accept assigned monitoring – sign and return Statement of Work



Responsibilities During Monitoring

- Spend 1.5-2 days onsite at the LEA being monitored
- Review 3-4 student files and complete student observations
- Perform parent and teacher interview, on the phone or virtually
- Complete and submit all materials online and to the BSE Chairperson
- Post monitoring
 - Submit all expenses, vouchers, receipts for reimbursements within timelines.



Responsibilities After Monitoring

- Submit the following within expected timelines:
 - Expenses
 - Vouchers
 - Receipts for reimbursement



Duties of Peer Monitors

File Review

- Onsite
- Each peer reviews 3-4 student files

Classroom Observations

- Onsite
- Peers may need own transportation to visit other sites

Interviews

- Phone or virtual
- Includes general education teachers, special education teachers and parents



Representation of BSE

- Peer monitors represent BSE while monitoring
- Defer any questions/opinions/concerns raised by administration/teachers/parents to the BSE Chair
 - The BSE Chair will address the issue with appropriate administrative staff
- BSE Chair has final authority/oversight of all aspects of monitoring



Peers and the IEP Team

- Monitoring teams do **not** have authority over the IEP team
- Peer monitors are not IEP Team members and **may not** make recommendations or evaluations of a student's disability identification, educational programs or Free Appropriate Public Education (FAPE) determination
- Peer monitors document the presence or absence of special education components



Interaction with LEA Personnel

Peer monitors **do not** evaluate performance of LEA staff/personnel - even if asked by LEA administrative personnel

Refer these types of questions to the BSE Chair



Confidentiality

- All student records are protected by FERPA confidentiality requirements
 - Records reviewed can **only** be shared with the BSE Chair
 - All monitoring activities can be discussed with the BSE Chair
- All documents reviewed (and notes or NO sheets created) are returned to the BSE Chair at the end of onsite visit
- Records must remain onsite
 - Removing any documents/notes violates the contractual confidentiality clause and removal from future monitorings.



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Module 2

Monitoring Activities



CMCI Components

Facilitated Self Assessment (FSA)

- Information from EBR
- Information from surveys
- Policies and procedures

Administrative Interview

File Review

- Random sample of students
- Performed by BSE Chair and peers

Interviews

- Special education teacher
- General education teacher
- Parents

Classroom Observations

Exit Interview



Peer Monitoring Activities

File Reviews

Classroom Observations

Interviews

Data Entry



Onsite Visits

- Peers complete file reviews and classroom observations onsite
- Occurring over the course of two days
- Each peer reviews files of three to four students
 - Files provided either by hard copy or electronically
- Peers then complete classroom observations of those students



File Reviews

- Peers review student files onsite within the designated time frame
- Peers determine whether items are present or absent
- Determine whether items are compliant with regulation
- File review data entry is completed on IMS website
 - For any item scored “No”, peer must provide the Chair with a copy of the relevant portion of the student document
- Peers are not permitted to retain any student/LEA documents for their own records



The Role of Peers

- Members of the monitoring team, not the IEP team
- Monitoring teams do not have authority over IEP team decisions
- Individual, unique situations will arise - defer questions and decisions regarding these to the BSE Chair



File Review Records

Initial
Evaluation

Reevaluation

Reevaluation
Waiver



File Review: Initial Evaluation

Verify the following documents:

- Permission to Evaluate (PTE) – Evaluation Request Form
- Evaluation Report (ER)
- Invitation to Participate in the IEP Team Meeting or Other Meeting
- Parent Consent to Excuse Members From Attending the IEP Team Meeting (if used)
- Individualized Education Program (IEP)
- Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)



File Review: Reevaluation

Verify the following documents:

- Permission to Evaluate (PTE) – Reevaluation Request Form
- Reevaluation Report (RR)
- Invitation to Participate in the IEP Team Meeting or Other Meeting
- Parent Consent to Excuse Members From Attending the IEP Team Meeting (if used)
- Individualized Education Program (IEP)
- Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)



File Review: Reevaluation Waiver

Verify the following documents:

- Agreement to Waive Reevaluation
- Invitation to Participate in the IEP Team Meeting or Other Meeting
- Parent Consent to Excuse Members From Attending the IEP Team Meeting (if used)
- Individualized Education Program (IEP)
- Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)



Classroom Observation

Peer Monitors will...

- Observe students selected for the onsite file review, in their educational settings
- Conduct observations in the students' regular or special education class, with an emphasis on the location where the student receives **most** of their special education services
 - Observation is generally 20-30 minutes.

It may be necessary to travel to other locations for observations.



Successful Observations

- Review IEP prior to observation
- Verify student name and presence prior to entering the classroom
- Verify and document
 - Teacher name, type of class, grade
 - Regular or special education class
- Try to be as minimally disruptive to instruction as feasible
- Remember confidentiality responsibilities
 - Audio or video recording of students is not permitted



Who Is Interviewed?

Parents

General
Education
Teachers

Special
Education
Teachers



Interview Protocols

- Conducted with the parents and teachers of students in the file review sample
- Completed by peer monitors and the chairperson, as needed
- Performed after the onsite visit
- May be conducted via phone or a virtual platform
 - Parent interviews should occur at times convenient to the parents



Things to Remember

- Have scripts and prompts on hand (provided by BSE Chair)
- Ask both student-specific and general questions
- Ask questions **as written**, minimize paraphrasing
- Record all responses in IMS
 - Avoid personally identifiable information (name, age, disability, gender-he/she, location, setting, etc.)
 - Follow up on “NO” responses with BSE Chair
- Confidentiality responsibilities



Teacher Interviews

- Conducted either on phone or virtually
- Report any issues to the BSE Chair ASAP
- Defer any staff concerns to the BSE Chair for a response
- Remember that it is not the role of the Peer Monitors or BSE Chair to evaluate staff performance



Parent Interviews

- Make and document a minimum of three attempts to contact parent
- Follow the scripted interview prompts as closely as possible
- Follow up with BSE Chair for “NO” responses
- Avoid recording personally identifiable information – remember confidentiality responsibilities
- If parents seek additional information regarding child specific concerns, notify the BSE Chair
 - Refer parents to the BSE Chair or ConsultLine



Accessing Resources

- You do not need to enter a password to access resources on the IMS website
- Click “Monitoring Resources” for access

 **Username:**

JGeibel@pattanpgh.net

Password:

.....

[Login](#) [Monitoring Resources](#)



Integrated Monitoring System

- Report data for file reviews, classroom observations, and interviews to the IMS system
 - <https://www.pdeims.com>
- Ensure that data is submitted in a timely manner.
- Remember that passwords are case sensitive
- Use the “Forgot Username/Password” link if necessary



More on Passwords

Take note! Passwords must be changed every 60 days

Warning! The system will lock for 24 hours if three incorrect password attempts are made.

Double check! Prior to monitoring, ensure that you are able to access the IMS website.



Separate Logins

PA

Office Of Elementary And Secondary Education, Integrated Monitoring System

Log Out

You are currently logged in as [REDACTED]

You have a linked account and can access more than 1 entity. [Click here to toggle between your linked accounts.](#)



Bureau of Career and Technical Education

Bureau of School Support

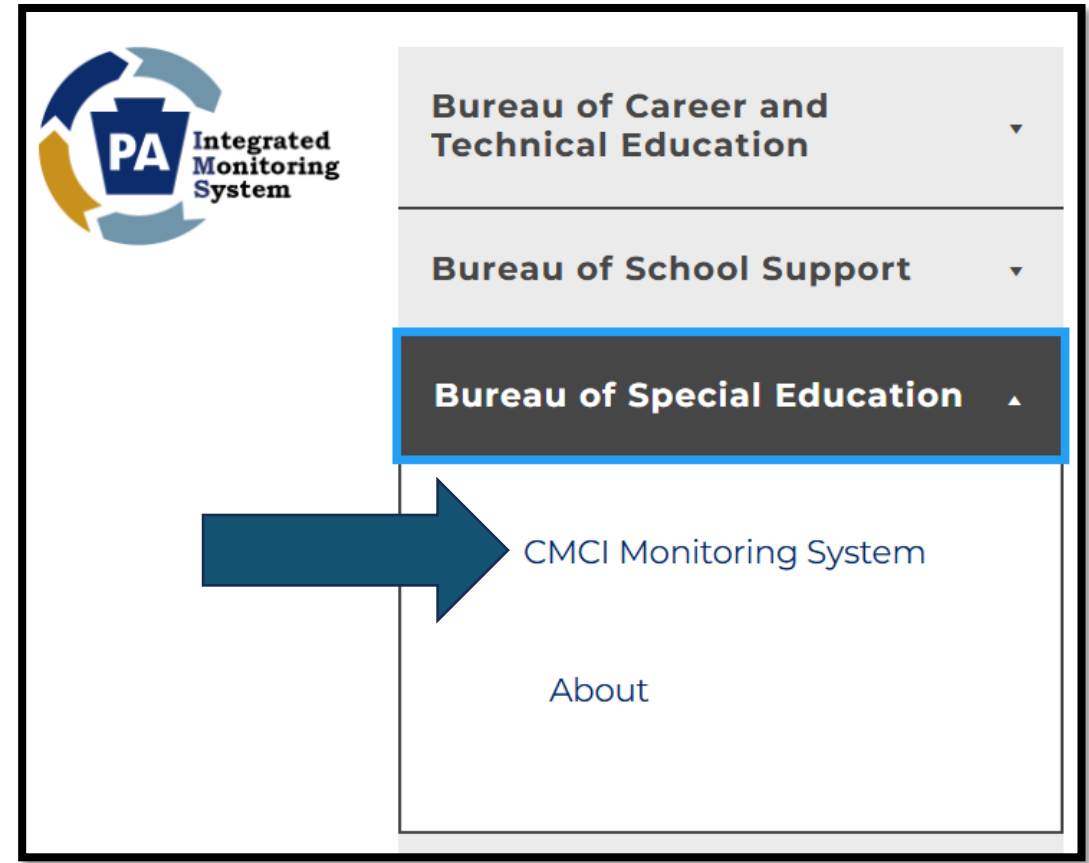
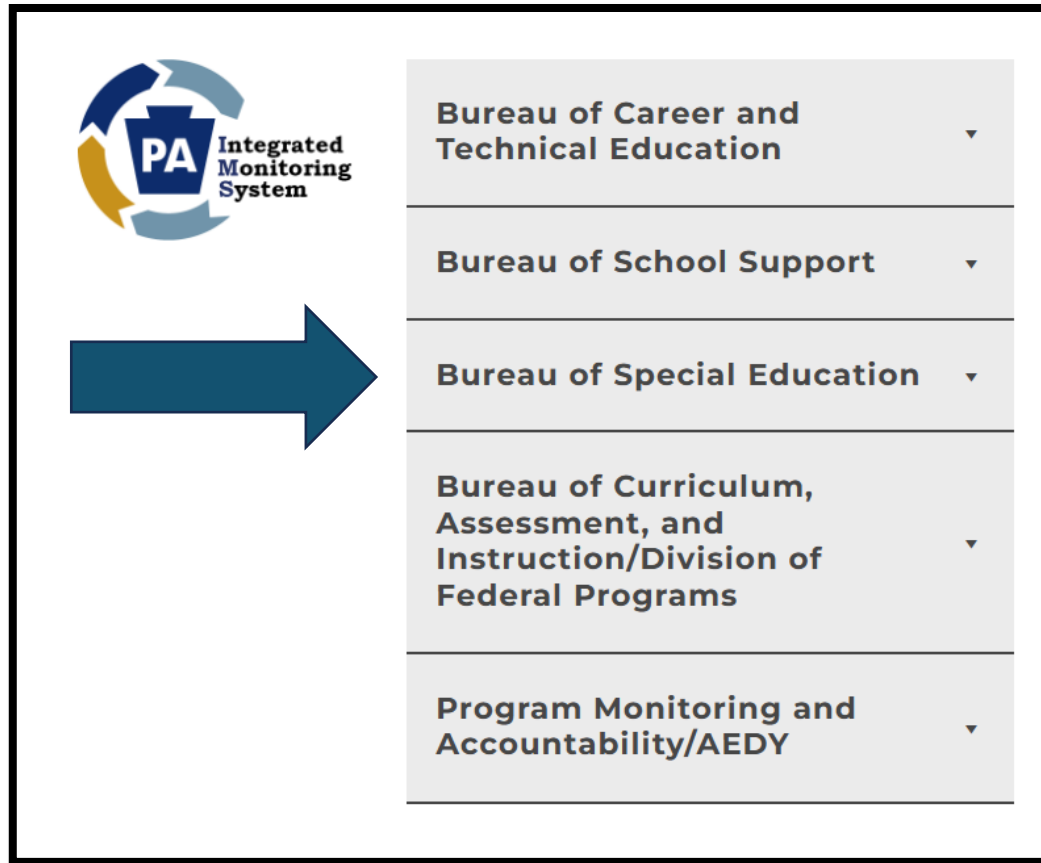
Safe School Office

School Improvement Office

School Support Office



Accessing the Monitoring System





Peer Access

LEA Being
Monitored

Student
List

Data Entry
Section



IMS Student Data Entry

- Enter data on IMS for each student
 - File Review
 - Interviews (Parent, General Education, Special Education)
 - Classroom Observation
- Provide BSE Chair with “No” Sheets
- Before submission, review data for
 - Accuracy
 - Personally Identifiable Information



Important Tip!

- Use the “Quick Save” button to save data entered as you work
- Sessions time out after 40 minutes – unsaved data will be lost!



Quick Save

Finalize Data



Sample from IMS

Questions will have additional guidance in blue, and text boxes for notes, if needed.

PERMISSION TO EVALUATE (PTE)-CONSENT FORM

153. Is the PTE-Consent Form present in the student file?

☒ Yes ☐ No

If No, for 154 – 159a documentation must be provided to Chairperson

Date LEA sent PTE-Consent Form

11/16/2022

(MM/DD/YYYY)

Date of Receipt of Consent Form

11/16/22

(MM/DD/YYYY)

The following information is present:

154. Demographic data is present

☒ Yes ☐ No ☐ NA

155. Reason(s) for referral for evaluation are present?

☒ Yes ☐ No ☐ NA

156. Proposed types of tests and assessments are present?

☒ Yes ☐ No ☐ NA

157. Contact person's name and contact information is present?

☒ Yes ☐ No ☐ NA

158. Parent signature or documentation of reasonable efforts to obtain consent is present?

☒ Yes ☐ No ☐ NA



Addressing Data Entry Errors

- Check and align responses between documents
 - For example, if a required member was excused from IEP team, there should be documentation of absence *and* written input
 - Parent consent to excuse required IEP team members needed *only* when required IEP team member is excused
- Ensure that personally identifiable information is not included, especially in interview sections
 - “the student” (he/she, him/her); “my child” (my son/daughter)



Frequent Data Errors: SLD

Guidance in blue: In this student being evaluated for SLD eligibility? If YES, questions 184-193 must be marked Yes or No, when the ER is determining eligibility for Specific Learning Disability (SLD) only.

If NO... then Q183-193 = NA

Answer these questions with Y/N *only* if there is evidence that the student was being *evaluated/reevaluated* for SLD.

If student is evaluated/reevaluated for SLD, the PTE/PTRE must include Y/N responses.



Frequent Data Errors: Setting

Question: Is the student in a setting outside of a regular building?

Response is Yes when the student is *not* instructed in the same environment as their general education peers. Consider the following options:

- Student is instructed in an IU program in another LEA's building. (N)
- Student is instructed in an IU center-based program. (Y)
- Student is instructed in a CTE program, part time. (N)
- Student is instructed in an online/cyber program.
 - Are the student's peers in the same program? Response will determine Y/N



Frequent Data Errors: Observation

Question CO8: Is the classroom located within the ebb and flow of school activity?

Question CO9: Is the classroom designed for instructional purposes?

Question 8 and 9 must be answered even if the student is absent.

Questions 8 and 9 are not applicable when the student is in a Charter or Cyber Charter School, Approved Private School, Center-Based Program (IU), Private Licensed Academic School, or in an online program run by the school.



Key Points

- Professionalism is expected in work products, conduct, attire, and interactions with Parents, LEA Personnel and BSE Team.
- Remember to copy and provide to BSE Chair - back up documents to verify any item cited “NO”.
- Individual, unique situations will arise - defer any questions/concerns to the BSE Chair.
- ALL final decisions reside with the BSE Chair.



Peer Contract for New Contractors

- Contract emailed to attendees of this training
 - Please update email address, if needed
 - Return signed contract to BSE contact
 - Sign (use different font) and date contract
- Contract is valid on full execution (returned to you with signature of all parties)
- Contract is valid from Date of Execution – June 30, 2029
- Annual online training is required to serve every year
- Availability survey **must** be submitted by September 30 annually



Peer Compensation

- **Must** have a vendor number to be reimbursed
 - Current address and email address must be on file with BSE
- Compensation includes honorarium (voluntary) and reimbursement for travel, lodging and subsistence, where applicable
 - Reimbursement rates are predetermined by Comptroller's office
 - Honorarium is \$200/day, maximum \$400/monitoring
 - Total compensation (reimbursement & honorarium), shall not exceed \$5,000 per year
- Peers expected to keep track of total reimbursement



Vendor Registration

- **Peers must have an assigned vendor number/SAP number for reimbursements**
 - Register online via the Non-Procurement Registration link on the Office of the Budget's Vendor Registration Webpage
 - Questions about the non-procurement vendor registration process should be directed to the Payable Services Call Center
- Peers with current vendor numbers check and update information
- Forward your Vendor number to BSE contact identified in contract email



Reimbursement

Reimbursement is provided on submission of accurately completed reimbursement forms and travel vouchers

- Voucher and Statement of Work must be complete, legible and signed
- Address on voucher must match address for registered vendor

Receipts: Dated for relevant days

- Subsistence reimbursement begins the first day of monitoring
- Meals – submit itemized receipt, no credit card receipts;
 - For day trips > 30 miles round trip, lunch reimbursement is \$12
- Travel – mileage/itemized ride share receipt/public transportation ticket
- Lodging – zeroed out receipt for identified hotel needed
 - Must be booked through hotel, not a commercial booking site



Reimbursement Guidelines

- Travel mileage above 500 miles (round trip) will not be reimbursed by the state except with Division Chief preapproval
- Overnight hotel reimbursement allowable only if LEA is 50 miles or more, one way, from residence
- Must use the same hotel as the BSE Chair
 - Book directly with the hotel, indicating you are a state contractor, and present documentation
 - If hotel cost exceeds the allowable state rate, a detailed justification is required on travel expense voucher
 - The Comptroller's Office determines whether excess cost will be reimbursed



Next Steps to Becoming a Peer

- **Peers with contracts**

- Submit Availability Survey to BSE contact by September 30th
- Provide BSE staff updated mail address, if needed

- **Peers without contracts**

- Look out for email from BSE that includes contract
 - Sign and return contract
- Fully executed contract will be returned to you with Availability Survey
 - Return Availability Survey by September 30th



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Department of Education

Thank you for viewing the Peer
Monitoring Slides.

**We sincerely appreciate your
interest in serving as a peer
monitor.**



Contact/Mission

For content questions

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For contract questions

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The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.