

Chapter 16

Compliance Monitoring for Continuous Improvement (CMCI) System
Gifted Education Program

# Introduction

In the 2005-2006 school year, the Bureau of Special Education (BSE) piloted the Gifted CMCI system for monitoring school districts related to gifted education. On November 1, 2008, 22 Pa. Code Chapter 16 (Chapter 16) became effective and, in part, required that school districts be monitored related to the provision of gifted education services.

It is the intent of the State Board of Education that gifted students[[1]](#footnote-1) be provided with quality gifted education services and programs. 22 Pa. Code *§* 16.2 (a). While operational responsibility for gifted programming is delegated to school districts, Chapter 16 requires that the Department of Education (“Department”) provide general supervision over gifted services and programs. 22 Pa. Code§§ 16.2 (b), 16.6(a). For example, Section 16.6 (b) obligates the Department to ensure proper fiscal accountability and prudent management of gifted education.

In furtherance of its supervisory authority described above, the Department – through BSE – conducts monitoring of gifted education programs offered by school districts. In addition to its responsibility to ensure proper fiscal accountability and prudent management of gifted education programs, the Department may require districts to incorporate certain information into their Gifted Education Plans required under 22 Pa. Code § 4.13(e). The School Code also requires that every district secure information and report to the Department every child with exceptionalities within the district. 22 P.S. § 13-1371. Failure to satisfy these reporting requirements can jeopardize a local education agencies' state appropriation under
24 P.S. § 25-2552.

Monitoring of gifted education programs is also intended to ensure that school districts are satisfying their responsibility to gifted students as exceptional students as defined in Article 13 of the School Code. School districts that refuse or neglect to comply with Article 13 risk a potential forfeiture of any part, or all, of their state appropriation pursuant to 24 P.S. § 13-1357. Likewise, professional disciplinary action may be initiated against administrators and educators that demonstrate a continuing or persistent failure to offer gifted education programming as is required by Article 13 and Chapter 16. 24 P.S. § 2070.9c, 22 Pa Code § 237.8.

The goals and unique aspects of the Gifted Education CMCI system are described below:

**Focus on outcomes and improvement of results.** While the Department remains ultimately responsible for conducting comprehensive monitoring, and overseeing all corrective action and improvement requirements, in Gifted Education through CMCI the school district has increased direct responsibility for assessing its operations through the Gifted Facilitated Self-Assessment (GFSA) and planning effective corrective action and improvement strategies.

# Description of the Monitoring Process

Note that all monitoring activities, including preparation for on-site, conducting the monitoring, and follow up are standardized statewide.

# Components of Monitoring

## **The Gifted Facilitated Self-Assessment**

The school district assesses and reports on its compliance and accomplishments with respect to a variety of policies, procedures, student outcomes, file reviews and program operations. The GFSA is prepared by the school district prior to the on-site portion of monitoring. It is used to facilitate discussion between the school district and monitoring team and to identify areas of non-compliance and potential non-compliance, as well as areas where improvement may be required.

## File Review

Monitoring team reviews student records on-site to determine compliance with requirements for the Gifted Written Report (GWR), the Gifted IEP (GIEP), student placement and procedural safeguards.

## Parent and Teacher Interviews

Monitoring team interviews parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the school district involves parents, and professionals in required processes (e.g. GIEP development), whether effective programs and services are being provided, and whether the school district provides training to enhance knowledge. Parent and teacher satisfaction with the school district’s program is also generally reflected.

# The Monitoring Report

When monitoring has been completed, the BSE prepares and issues a report to the school district. The report consists of findings in seven topical areas:

1. Gifted Education Plan
2. Personnel
3. Special Education/Dual Exceptionalities
4. Screening and Evaluation Process
5. Gifted Education Placement
6. Gifted Education Procedural Safeguards
7. Gifted Student File Review

The report is formatted so that findings from all components of the monitoring are consolidated by topical area. It lists the finding, and whether corrective action is required.

# Corrective Action Plan

For certain types of findings, corrective action will be prescribed, and will not vary from school district to school district. For example, if the finding is that the school district lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the school district, based on its own unique circumstances and goals, will individually design the majority of corrective action strategies. An example is when a finding where the school district has no policy related to Gifted Education in its Gifted Education Plan, the school district will recommend a corrective action strategy and timeline for BSE consideration and the BSE Adviser and school district will mutually agree upon the Plan for Corrective Action. Another example is the case of a student file review finding in which it is determined that the school district has no representative at the student's GIEP meeting. School district personnel are responsible for providing documentation to their BSE Adviser to verify completion of corrective action.

As documented in the school district’s Corrective Action Plan, the BSE Adviser follows a verification schedule. The Adviser maintains overall responsibility for documenting implementation of the Corrective Action Plan. All activity will be documented via a template that is available electronically, so that tracking can occur and be maintained by the BSE.

# Preparation Checklist for Monitoring of Gifted Education

This checklist is a working document for you to use in preparation for the on-site Gifted Compliance Monitoring visit. Please prepare a folder for each of the seven FSA topics and have them ready for review.

## GFSA TOPIC 1: Gifted Education Plans and Policy

Date Completed:

[ ]  Review the gifted education plan developed under Chapter 4 (relating to academic standards and assessments) to ensure that it includes the following components:

1. The procedures for screening and identifying gifted students enrolled in the school district.
2. A procedure for tracking reports of students, personnel, and program elements, including costs.
3. A description of gifted education services in grades K – 12.

## GFSA TOPIC 2: Personnel

Date Completed:

[ ]  Provide the in-service training/professional development plan, as part of the gifted education plan, for gifted and regular education teachers, principals, administrators and support staff responsible for gifted education.

[ ]  Provide documentation of in-service training/professional development (i.e. agenda rosters, hand-outs, sign in sheets, etc.)

[ ]  Provide the policy pertaining to the certification of gifted support teachers.

## GFSA TOPIC 3: Special Education/Dual Exceptionalities

Date Completed:

[ ]  Provide a copy of the district’s special education plan and the gifted education plan.

[ ]  Provide the names of students who are eligible for both special education and gifted education services.

[ ]  Provide 3-5 student files of students with disabilities that are also eligible for gifted education services.

## GFSA TOPIC 4: Screening and Evaluation Process

Date Completed:

[ ]  Provide copies of all awareness activities that are conducted annually to inform the public of gifted education services and programs and how to request these services and programs.

[ ]  Provide the district screening and evaluation process which includes multiple criteria for determining eligibility for gifted programs and services.

## GFSA TOPIC 5: Gifted Education Placement

Date Completed:

[ ]  Review the policy and procedure related to gifted education placement to verify Compliance Sections 16.41 and 16.42.

[ ]  Make the policy and procedures related to gifted education placement available to BSE during the on-site visit.

## GFSA TOPIC 6: Gifted Education Procedural Safeguards

Date Completed:

[ ]  Review the gifted education procedural safeguard policy and procedures to ensure that they comply with the requirements of Chapter 16.

[ ]  Provide the district’s policy and procedures related to gifted education procedural safeguards to BSE during the on-site visit.

## GFSA TOPIC 7: Student Record Review

Date Completed:

[ ]  Provide copies of 10 individual files for on-site review. The names of these students will be provided to the school district.

## Additional Information to be provided during On-Site Visit

[ ]  Provide copies of schedules for teachers involved in the Teacher Interviews.

[ ]  Provide copies of the school calendar for the past two years.

# General Virtual Monitoring Schedule

# Gifted Education Program

| Timeframe | Activity | Participants |
| --- | --- | --- |
| Prior to virtual monitoringDue to the nature of virtual monitoring, the process may occur over a 1 to 4 week time frame. Documents will be shared via email. Access to District student files will need to be arranged. | * Complete Gifted Facilitated Self-Assessment (**30 days prior to monitoring week)**
* Access to Review student files
* Notify parents and teachers of monitoring dates and potential contact
 | * District Determined Team
* District Determined Team
* District Determined Team
 |
| Day 1 MondayDuring 1st weekSharing documents beginsDistrict and PDE chair will work together to schedule interviews | Virtual Entrance Conference Review/discussion of information submitted in the Gifted Facilitated Self-Assessment (GFSA)* Collection of supporting documents sent via email attachments
* Schedule virtual teacher interviews and parent phone interviews
* File Review (In-depth student case studies) begins
 | * Superintendent
* Director/Supervisor/Coordinator of Gifted Education
* Representative Building Principals
* School Psychologists
* Others as designated by the Director or PDE team
* PDE Monitoring Team
* Gifted Support Teachers
* General Education Teachers
* Parents
 |
| Once all documents are in and have been reviewed a virtual exit conference will be scheduled | * Continuation of File Reviews and Interviews
* Meeting of the chairperson and peers to review data from reviews. Forward any required documentation and forms to the chairperson.
* Virtual Exit Conference
 | * PDE Monitoring Chairperson
* Peer Monitors (if applicable)
* Superintendent
* Director/Supervisor/Coordinator of Gifted Education
* Others as designated by the Director or PDE team
 |
| 60 Days from the date of the Virtual Exit Conference | * District Receives Executive *Summary Report*

Summary of FindingsCommendationsCorrective Action Verification Form | * PDE Monitoring Chairperson
* Superintendent
* Director/Supervisor/Coordinator of Gifted Education
* Others as designated by the Director or PDE team
 |
| 60 Days from Date Executive Summary | * Virtual Meeting to develop the Corrective Action Verification Form (1st Visit)
 | * PDE Monitoring Chairperson
* Superintendent
* Director/Supervisor/Coordinator of Gifted Education
* Others as designated by the Director or PDE team
 |
| One Year from 1st Visit | * Virtual or On- Site Meeting to review results of the Corrective Verification Plan
* Includes file review
 | * PDE Monitoring Chairperson
* Director/Supervisor/Coordinator of Gifted Education
* Others as designated by the Director or PDE team
 |



# Executive Summary

# of the

# Gifted Education Compliance Monitoring Review

# of the

# School District

# PART I

# SUMMARY OF FINDINGS

## Review Process

Prior to the Bureau’s monitoring the week of DATE, the School District was formally notified of the dates the on-site review would be conducted. The District was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While on-site, the monitoring team employed a variety of techniques to gain an in-depth understanding of the District’s gifted program operations. These techniques included:

* Interviews of District administrative and teaching staff.
* Review of policies, notices, plans, gifted education forms, and data reports used and compiled by the District (Gifted Facilitated Self-Assessment.)
* Comprehensive case studies (including interviews of gifted education staff and parents, and student file reviews).

## General Findings

In reaching compliance determinations, Bureau of Special Education (BSE) monitoring teams apply criteria contained in state gifted education regulations. Specifically, these are:

* 22 Pa. Code Chapter 16 (State Board of Education Gifted Education Regulations)

This report focuses on compliance with requirements and also contains some descriptive information (such as interview results) which is intended to provide feedback to assist in program planning.

# Overall Findings of the Three Major Sections

# of the Compliance Monitoring Instrument

## GIFTED FACILITATED SELF-ASSESSMENT (GFSA)

The team reviewed the GFSA submitted by the School District and conducted on-site verification activities of the information submitted in the GFSA. The on-site verification activities included review of policies, notices, procedures, and school file reviews.

| GFSA | In Compliance | Out of Compliance |
| --- | --- | --- |
| Strategic Plan and Policy |  |  |
| Personnel |  |  |
| Special Education/Dual Exceptionalities |  |  |
| Screening and Evaluation Process |  |  |
| Gifted Education Placement |  |  |
| Gifted Procedural Safeguards |  |  |
| Student Record Review |  |  |

## FILE REVIEW (Student case studies)

The gifted education records of randomly selected students receiving gifted education services were studied to determine whether the District complied with essential requirements in five areas.

The status of compliance of the District is as follows:

| Section of the FILE REVIEW | In Compliance | Out of Compliance | N/A |
| --- | --- | --- | --- |
| Essential Student Documents Are Present and Were Prepared Within Timelines  |  |  |  |
| Evaluation/Reevaluation: Process and Content |  |  |  |
| Gifted Individualized Education Program (GIEP): Process and Content |  |  |  |
| TOTALS |  |  |  |

## TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by BSE for the sample group. The goal was to determine if the District involves parents and professionals in required processes (e.g., Evaluation, GIEP development…), whether programs and services are being provided, and whether the District provides training to enhance knowledge. Parent and teacher satisfaction with the gifted education services is also generally assessed.

|  | # Yes Responses | # No Responses | N/A |
| --- | --- | --- | --- |
| Teacher Interviews |  |  |  |
| Parent Interviews |  |  |  |
| TOTALS |  |  |  |

## COMMENDATIONS

# PART II

# CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings in each major area reviewed by the team. In the Appendix to the report, we have provided you with detailed findings for each of the criteria of the 3 major sections of the gifted compliance monitoring instrument, i.e. GFSA, File Review, and Parent and Teacher Interviews. The detailed report of findings in the Appendix includes:

* Criteria Number
* Statements of all requirements
* Whether each requirement was met or was not met
* Statements of corrective action required for those criteria not met

Upon receipt of this report, the District should review the corrective actions required. The Report is formatted so that findings from all components of the gifted monitoring are consolidated by topical area. The Report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from school district to school district. For example, if the finding is that a school district lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by school districts based on their own unique circumstances and goals.

The BSE Adviser will schedule an on-site visit with school districts within 60 days following issuance of the gifted monitoring report. The Adviser and school district staff will develop a LEA Compliance and Improvement Plan for corrective action. A school district will recommend a corrective action or Improvement Plan strategy and timeline. A school district proposes corrective action activities and the BSE Adviser and school district mutually agree upon the Plan for Corrective Action. The BSE Adviser will confirm and submit a PDE- approved school district improvement plan.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of gifted students. During the corrective action review, the BSE Adviser will select students at random and not focus on those students in the original sample. Consequently, school districts should approach corrective action on a systemic basis. If there has been a finding of non-compliance regarding the appropriateness or implementation of an individual student’s program a school district must take immediate, individual corrective action.

Upon conclusion of the corrective action process, a school district will be notified of its successful completion of the gifted monitoring process.

While the Bureau of Special Education chairperson was responsible for on-site activities, report preparation, and resolution of any discrepancies in the report, responsibility for the corrective action process is assigned to the Director’s Office. Therefore, school districts should direct inquiries and concerns related to corrective action to Shirley Moyer, M. Ed. at (717) 705-5186.

# Gifted Education Facilitated Self-Assessment

**School District:**

**Date Completed:**

**Dates of Compliance Monitoring:**

**Team Members who completed this document:**

Please respond to each question to the best of your ability based on your present knowledge of your school district's gifted education program.

## Gifted Education Plan

1. Does the District’s Comprehensive Plan include evaluation procedures and service elements (outlined in the gifted education plan) for the education of all gifted students enrolled in the school district as developed under Chapter 4? (§16.4)

[ ]  Yes [ ]  No

1. Does the District’s Gifted Education Plan describe its policy for systematically identifying children who are gifted and in need of specially designed instruction? (§ 16.4(b) (1))

[ ]  Yes [ ]  No

1. Does the District’s Comprehensive Plan describe the K-12 options for gifted education services, including acceleration, enrichment or a combination both, which go beyond the program that the student would receive as part of general education? (§16.41 (b)(3) )

 [ ]  Yes [ ]  No

1. What are some examples where students can participate in acceleration and/or enrichment that extend beyond the program the student would receive as part of general education? (§16.41 (b) (3))
2. How does the Comprehensive Plan ensure implementation of the District's Gifted Education Plan? (§16.4 (a))
3. What procedures are in place for tracking reports of students, personnel, and program elements including the costs of the elements, which are relevant to the delivery of gifted education? (§16.4 (c))

## Personnel

1. Are District personnel who serve on the Gifted Multidisciplinary Team and who identify gifted students appropriately certified in accordance with Chapter 16? (§16.5 and §16.22 (d))

[ ]  Yes [ ]  No

1. Are District personnel providing direct or indirect service to gifted students appropriately certified in accordance with Chapter 16? (§16.5)

[ ]  Yes [ ]  No

1. Does the District provide and document continuing professional development/in-service training for regular teachers, principals, administrators and support staff persons responsible for gifted education? (§16.5 (c))

[ ]  Yes [ ]  No

1. Does the District ensure that paraprofessionals working with gifted students are working under the direction of professional personnel? (§16.5 (b))

[ ]  Yes [ ]  No

## Special Education/Dual Exceptionalities

1. Does the District have any students who are dually eligible for services under Chapters 14 and 16? (§16.7)

[ ]  Yes [ ]  No

1. Does each dually identified student have a single individualized educational plan?
(§16.7 (d))

[ ]  Yes [ ]  No

1. For dually identified students, are the essential elements (PLEPs, Goals, STLOs, SDI, and Support Services) of the GIEP represented in the individualized plan for a student with disabilities? ((§16.7 (d) and §16.32 (d))

[ ]  Yes [ ]  No

## Screening and Evaluation

1. Does the District’s screening process include a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction? (§16.21 (a))

[ ]  Yes [ ]  No

1. What awareness activities does the District’s process include to inform the public of gifted education services and the manner by which to request these services? (§16.21 (b))
2. What is the process for screening and/or referring, a student for potential gifted eligibility? Attach any supporting documentation. (§ 16.21 (b) and § 16.22 (b))
3. Does the District allow parents who suspect that their child is gifted to request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term? (§ 16.22 (c))

[ ]  Yes [ ]  No

1. Does the District conduct multidisciplinary evaluations by the Gifted Multidisciplinary Team? (§ 16.22 (d))

[ ]  Yes [ ]  No

1. Is the Gifted Multidisciplinary Team formed on the basis of the student’s strengths and needs and comprised of the student (if appropriate), the student’s parents, a certified school psychologist, persons familiar with the student’s educational experience and performance, one or more of the student’s current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student’s cultural background? (§ 16.22 (d))

[ ]  Yes [ ]  No

1. Does the District conduct gifted multidisciplinary evaluations sufficient in scope and depth to investigate information relevant to the student’s suspected giftedness? (§ 16.22 (e))

[ ]  Yes [ ]  No

1. How does the District multidisciplinary evaluation process include information from the parents or others who interact with the student on a regular basis, and information from the student if appropriate in order to determine eligibility?(§ 16.22 (f) and (§ 16.22 (i))
2. Are the following protection-in-evaluation measures considered when performing an evaluation of a student suspected of being gifted: a) No one test or type of test is used as the sole criterion; and b) Intelligence tests yielding an IQ score are not used as the only measure of aptitude for students of limited English proficiency, or for students of racial-, linguistic- or ethnic-minority background? (§ 16.22 (g))

[ ]  Yes [ ]  No

1. Are the tests and similar evaluation materials used in the determination of giftedness selected and administered in a manner that is free from racial and cultural bias and bias based on disability, so that the test results accurately reflect the student’s aptitude, and achievement level? (§ 16.22(g) (3)(i) and (ii))

[ ]  Yes [ ]  No

1. Are the tests and similar evaluation materials professionally validated for the specific purpose for which they are used, and administered by certified school psychologists under instructions provided by the producer of the tests and sound professional practice? (§ 16.22 (3)(iii) and (iv))

[ ]  Yes [ ]  No

1. Do the tests and similar evaluation materials assess specific areas of educational need and ability and not merely a single general IQ? (§ 16.22 (3)(v))

[ ]  Yes [ ]  No

1. Do the criteria used for gifted eligibility include multiple factors such as: achievement test scores, acquisition and retention rates, demonstrated achievement, performance, or expertise in one or more academic areas, higher level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise and evidence that intervening factors are masking giftedness? (§ 16.21(e)(1-4)).

[ ]  Yes [ ]  No

1. Is there a system for documenting, observing, validating or assessing evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities? (§ 16.21(e) (5))

[ ]  Yes [ ]  No

1. Does the GMDT (gifted multidisciplinary team) prepare a written report which brings together the information and findings from the evaluation or reevaluation concerning the student’s educational needs and strengths, recommendations as to whether the student is gifted and in need of specially designed instruction, the basis for those recommendations, and the names and positions of the members of the GMDT? (§ 16.22 (h))

[ ]  Yes [ ]  No

1. Does the school district complete the initial evaluation and have a copy of the evaluation report presented to the parents no later than 60 calendar days after the school district receives written parental consent for evaluation or an order of a court or hearing officer to conduct a multidisciplinary evaluation? (§ 16.22 (j))

[ ]  Yes [ ]  No

1. Are gifted students reevaluated before a change in educational placement (begin new services, discontinue existing services, whole grade acceleration) is recommended for the student? (§ 16.23 (a))

[ ]  Yes [ ]  No

1. Do reevaluations include a review of the student’s GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP? (§ 16.23 (c))

[ ]  Yes [ ]  No

1. Do reevaluations occur within the 60 calendar day timeline for such reevaluations (except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted)? (§ 16.23 (d))

[ ]  Yes [ ]  No

## Gifted Education Placement

1. Does the GIEP team base educational placement decisions on the gifted student’s instructional needs and abilities? (§ 16.41 (a))

[ ]  Yes [ ]  No

1. Did the District adopt board policies relating to caseloads and class sizes for gifted students? (§ 16.41 (c))

[ ]  Yes [ ]  No

1. If the district has exceeded the caseload class size requirements, is there a waiver received from the Secretary of Education? (§ 16.41 (d))

[ ]  Yes [ ]  No

1. Is there evidence that gifted educational placement is not made based on a lack of available placement alternatives?

[ ]  Yes [ ]  No

1. Have you ever denied gifted educational placement for any of the following: If so, please explain. (§ 16.41 (e))
	1. Lack of availability of placement alternatives?

[ ]  Yes [ ]  No

* 1. Lack of availability or efforts to make educational or support services available?

[ ]  Yes [ ]  No

* 1. Lack of staff qualified to provide the services (content specific qualifications) set forth in the GIEP?

[ ]  Yes [ ]  No

* 1. Lack of availability of space or of a specific facility?

[ ]  Yes [ ]  No

* 1. Administrative convenience?

[ ]  Yes [ ]  No

1. Does the District procedure support the right of parents to have their gifted children educated at private schools completely at private expense? (§ 16.42 (a))

[ ]  Yes [ ]  No

## Gifted Education Procedural Safeguards

1. Does the district adhere to the requirements of Chapter 16.31 relating to students moving into the District with a completed GlEP from a different district? (§ 16.31)

[ ]  Yes [ ]  No

1. Does the District document the provision of written notice to the parents in accordance with the timelines established? (§ 16.61)

[ ]  Yes [ ]  No

1. Does the District adhere to the pendency requirements? (§ 16.61) (a))

[ ]  Yes [ ]  No

1. Is there documentation that written parental consent is obtained when required? (§ 16.62.)

[ ]  Yes [ ]  No

1. Does the District provide the Notice of Parental Rights for Gifted Students (procedural safeguards) and document that parents have received it? (§ 16.61 (a))

[ ]  Yes [ ]  No

1. Does the District understand its responsibilities if a parent requests due process or mediation? (§ 16.63 and 16.64)

[ ]  Yes [ ]  No

1. Does the District’s confidentiality policy for gifted students adhere to the requirements of FERPA and Chapter 12? (§ 16.65.)

[ ]  Yes [ ]  No

# Gifted File Review

**Student Name:**

**Age of Student:**

**Enrolled Grade:**

## Permission to Evaluate

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 8 | PTE Consent form is present in the student file(If the answer to Question #8 is No, indicate NA for Questions 9-13) |  |  |  |
|  | Date District sent Consent form: Date of Receipt of Consent Form: Date of Notice of Intent to Re-Evaluate, if applicable:  |  |  |  |

### The following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 9 | Demographic Data |  |  |  |
| 10 | Reason(s) for referral |  |  |  |
| 11 | Proposed types of assessments and procedures |  |  |  |
| 12 | Contact person’s name and contact information |  |  |  |
| 13 | Parent Signature and initials documenting receipt of Notice of Parental Rights for Gifted Students. |  |  |  |

## Gifted Written Report

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 14 | GWR is present in the student file(If the answer to Question #14 is No, indicate NA for Questions 15-21)Date of GWR  |  |  |  |
| 15 | GWR was completed within timelines(Within 60 calendar days from the date of LEA receipt of signed PTE, excluding summer break) |  |  |  |

### The following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 16 | Demographic Data |  |  |  |
| 17 | Date report was provided to parents If report was presented at a gifted team meeting: Date of Invitation Date of Gifted Team meeting  |  |  |  |
| 18 | Evaluations and information provided by the parents of the student (or documentation of the District’s attempts to obtain parent input) |  |  |  |
| 19 | Teacher input is reflected in the document. |  |  |  |
| 20 | Information and recommendations from the school psychologist are in the document |  |  |  |
| 21 | Recommendations from the team for the student are present in the document. |  |  |  |

## Invitation to Participate in a Gifted Team Meeting

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 22 | Current Invitation for most recent Gifted Team meeting is present in the student file. If the answer is no, indicate NA for #23-#28. |  |  |  |
| 23 | Invitation to Participate in a Gifted Team Meeting was issued prior to the meeting **or** documentation that parent signed a waiver to move directly to a GIEP meeting from a GMDE meeting. |  |  |  |

### The following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 24 | Demographic Data |  |  |  |
| 25 | Purpose(s) of the meeting is identified |  |  |  |
| 26 | Names of invited GIEP Team members are included |  |  |  |
| 27 | Date/time/location of the meeting is included. |  |  |  |
| 28 | Parent response or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation, and parent initials documenting receipt of Notice of Parental Rights for a Gifted Student is present. |  |  |  |

## Gifted Individualized Education Plan (GIEP)

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 29 | GIEP is present in the student file. If the answer is No, indicate NA for questions #30-#44 |  |  |  |

### Documentation of GIEP Team Participation:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 30 | Parent(s) (or documented efforts to have them attend) |  |  |  |
| 31 | Student (If parent(s) chose to have student participation. |  |  |  |
| 32 | One or more of the student’s current general education teachers |  |  |  |
| 33 | Teacher of the Gifted |  |  |  |
| 34 | District Representative (authorized to commit the resources of the district) |  |  |  |
| 35 | Other individuals at the discretion of either the parents or the District |  |  |  |
| 36 | Date of GIEP Team Meeting  |  |  |  |
| 37 | GIEP was completed within the timeline (No more than 30 calendar days from GWR or within one year of last GIEP Annual Review). |  |  |  |

### The following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 38 | Demographic Data |  |  |  |
| 39 | GIEP Implementation Date |  |  |  |
| 40 | Anticipated duration of services |  |  |  |

### Present Levels of Education Performance - the following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 41 | Information is current (within one year of the date of the GIEP) |  |  |  |
| 42 | Information regarding student’s academic strengths indicates current instructional levels using multiple data points and leads to a goal |  |  |  |
| 43 | Progress on previous year’s academic goals is reported and evidence is cited to support growth |  |  |  |
| 44 | Instructional needs of the student are based on educational strengths |  |  |  |

## Annual Goals and Objectives

### The following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 45 | Annual goals are stated and aligned to standards |  |  |  |
| 46 | Annual goals are responsive to the strengths identified in the Present Levels |  |  |  |
| 47 | Short term learning outcomes lead to goal achievement  |  |  |  |
| 48 | Objective criteria and assessment procedures are described |  |  |  |
| 49 | Timelines are established so parents can gauge progress on goals |  |  |  |
| 50 | Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both |  |  |  |
| 51 | Specially designed instruction has a defined start date, frequency, and the duration is indicated |  |  |  |
| 52 | Location (s) and/or Provider(s) of the specially designed instruction is documented |  |  |  |
| 53 | Specially designed instruction supports the attainment of the goal |  |  |  |

## Support Services

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 54 | Support service includes collaboration among the gifted support and general education teacher(s) |  |  |  |
| 55 | Reference to a 504 is included if a student also receives services under Chapter 15 |  |  |  |
| 56 | Support Services define the start date, frequency, and duration  |  |  |  |
| 57 | Location(s) of the support service is documented |  |  |  |
| 58 | Provider(s) of the support service is documented |  |  |  |

## Notice of Recommended Assignment (NORA)

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 59 | NORA is present in the student file. (If the answer to 59 is No, indicate NA for questions 60-68) |  |  |  |
|  | Date District sent/presented NORA Date District received signed NORA  |  |  |  |

### The following information is present:

| # | Question | Yes | No | N/A |
| --- | --- | --- | --- | --- |
| 60 | Demographic data |  |  |  |
| 61 | Type of action taken |  |  |  |
| 62 | A description of the action proposed or evidence of refusal to take action |  |  |  |
| 63 | A description of the other options the GIEP team considered and the reason why these options were rejected supported by data |  |  |  |
| 64 | Description of the evaluation procedures, assessment, record, or report used as the basis for proposed action or action refused and supported by data |  |  |  |
| 65 | Signature of District Superintendent |  |  |  |
| 66 | Parent initials documenting receipt of Notice of Parental Rights for Gifted Students |  |  |  |
| 67 | NORA reflects the instructional planning indicated on the student’s GIEP |  |  |  |

# Interview for Gifted Support Teacher/Case Manager

**School District:**

**Monitoring Date:**

**Building Level:** [ ] Elementary [ ] Jr. High/Middle [ ] High School

**Student’s Name:** **Student’s Age:**

## Read to interviewee: Your answers to the questions are kept confidential.

| # | Question | Yes | No | Other (Please explain) |
| --- | --- | --- | --- | --- |
| 68 | Are you knowledgeable about Chapter 16 and your role in providing gifted education services? |  |  |  |
| 69 | Are you familiar with the content of this student’s GIEP including annual goals, short term learning outcomes, specially designed instruction and support services? |  |  |  |
| 70 | Do you collaborate with general education teachers to plan and implement special designed instruction as defined in the student’s GIEP? |  |  |  |
| 71 | When planning the GIEP, are you providing enrichment and/or acceleration aligned to the PA Core Standards? |  |  |  |
| 72 | Was the placement for this student based upon the data collected on the individual student’s strengths? |  |  |  |
| 73 | Are the services and supports agreed upon in the GIEP being implemented with fidelity? |  |  |  |
| 74 | Has the District provided training on gifted education to adequately prepare you for teaching gifted children? |  |  |  |

## Please add any additional comments about the District’s Gifted Education Continuum of Services:

# Interview for General Education Teacher

**School District:**

**Monitoring Date:**

**Building Level:** [ ] Elementary [ ] Jr. High/Middle [ ] High School

**Student’s Name:** **Student’s Age:**

## Read to interviewee: Your answers to the questions are kept confidential.

| # | Question | Yes | No | Other (Please explain) |
| --- | --- | --- | --- | --- |
| 75 | Are you knowledgeable about Chapter 16 and your role in providing gifted education services? |  |  |  |
| 76 | Are you familiar with the content of this student’s GIEP including annual goals, short term learning outcomes, specially designed instruction and support services? |  |  |  |
| 77 | Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student’s GIEP? |  |  |  |
| 78 | Did you participate in the GIEP planning process for this student? |  |  |  |
| 79 | Was the placement for this student based upon the data collected on the individual student’s strengths? |  |  |  |
| 80 | Are the services and supports agreed upon in the GIEP being implemented with fidelity? |  |  |  |
| 81 | Has the District provided training on gifted education to adequately prepare you for teaching gifted children? |  |  |  |

## In what ways do you differentiate the general education curriculum for this student that is not included in the GIEP?

## Please add any additional comments about the District’s Gifted Education Continuum of Services:

# Interview for Parent of Gifted Student

**School District:**

**Monitoring Date:**

**Building Level:** [ ] Elementary [ ] Jr. High/Middle [ ] High School

**Student’s Name**: **Student’s Age:**

## Read to interviewee: Your answers to the questions are kept confidential.

| # | Question | Yes | No | Other (Please explain) |
| --- | --- | --- | --- | --- |
| 82 | Were you asked to provide information for your child’s Gifted Multidisciplinary Evaluation or most recent Gifted Individualized Education Plan (GIEP)? |  |  |  |
| 83 | Was the Gifted Individualized Education Plan finalized with input from the team at the most recent GIEP review? |  |  |  |
| 84 | Were the following GIEP team members present at the meeting: general education teacher, gifted support teacher, and district representative, and Student, if applicable. |  |  |  |
| 85 | Did the GIEP team consider your input when drafting the GIEP? |  |  |  |
| 86 | Was the placement for your child based upon the data collected on his/her individual strengths? |  |  |  |
| 87 | Were all the services that the team considered offered regardless of lack of resources, including qualified staff, funds, or space? |  |  |  |
| 88 | Are you aware and understand gifted regulations, parental rights, timelines, and district policy(s) on gifted education? |  |  |  |
| 89 | Do you believe that the academic expectations outlined in the GIEP for your child are strength-based? |  |  |  |
| 90 | Do you feel that the assessment measures are a reflection of your child’s progress? |  |  |  |
| 91 | Do you believe that there is sufficient communication between you and school district personnel? |  |  |  |
| 92 | Are the services and supports agreed upon in the GIEP being implemented with fidelity? |  |  |  |

## Please add any additional comments about the District’s Gifted Education Continuum of Services:

# Gifted Corrective Action Verification - Bureau of Special Education

This form is designed to serve both as a planning tool for Improvement and as verification of completion of corrective action. It is to be submitted as a tracking document and with a school district’s written request for extensions to due dates for corrective action. 12, 2005

**School District:**

**BSE Special Education Adviser:**

**Date:**

**Date of 1st Visit:**

## Policies and Procedures

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  | GFSA-Strategic Plan and Policy **Standard:** The School District has a gifted education plan that includes procedures for the education of all gifted students enrolled in the school district. |  |  |  |  |
| 2 |  |  |  |  | GFSA-Personnel**Standard:** In-Service training appropriately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of gifted students. |  |  |  |  |
| 3 |  |  |  |  | GFSA - Special Education/Dual Exceptionalities **Standard:** For students who are eligible for gifted individualized services under Chapter 16 and also for special education services under Chapter 14, the School District must demonstrate compliance with all requirements of Chapter 14. |  |  |  |  |
| 4 |  |  |  |  | GFSA-Screening and Evaluation Process**Standard:** The School District demonstrates compliance with annual public notice requirements and has an appropriate screening and evaluation process. |  |  |  |  |
| 5 |  |  |  |  | GFSA-Gifted Education Placement**Standard:** The School District demonstrates that educational placement and instruction is based on each gifted student’s needs in accordance with Chapter 16. |  |  |  |  |
| 6 |  |  |  |  | GFSA-Gifted procedural safeguards **Standard:**  The School District will demonstrate compliance with the gifted education procedural safeguard requirements of Chapter 16. |  |  |  |  |
| 7 |  |  |  |  | GFSA-Student Record Review **Standard:** The School District has developed gifted multidisciplinary evaluation reports and gifted IEPs as required under Chapter 16 and has provided parents with procedural safeguards. |  |  |  |  |

## File Review (Completed by the School District Team and BSE Team) Report of Results by Frequency Count of Responses

### Permission to Evaluation (PTE) – Consent Form – the following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8 |  |  |  |  | PTE-Consent form is present in the student file |  |  |  |  |
| 9 |  |  |  |  | Demographic data |  |  |  |  |
| 10 |  |  |  |  | Reason(s) for referral  |  |  |  |  |
| 11 |  |  |  |  | Proposed types of assessments and procedures. |  |  |  |  |
| 12 |  |  |  |  | Contact person’s name and contact information. |  |  |  |  |
| 13 |  |  |  |  | Parent signature and initials documenting receipt of Notice of Parental Rights for Gifted Students.  |  |  |  |  |

### Gifted Written Report (GWR) – the following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14 |  |  |  |  | GWR is present in the student file. |  |  |  |  |
| 15 |  |  |  |  | GWR was completed within timelines. |  |  |  |  |
| 16 |  |  |  |  | Demographic data |  |  |  |  |
| 17 |  |  |  |  | Date report was provided to parent. |  |  |  |  |
| 18 |  |  |  |  | Evaluations and information provided by the parents of the student (or documentation of the School District’s attempts to obtain parent input). |  |  |  |  |
| 19 |  |  |  |  | Teacher input is reflected in the document.  |  |  |  |  |
| 20 |  |  |  |  | Information and recommendations from the District psychologist are in the document. |  |  |  |  |
| 21 |  |  |  |  | Recommendations from the team for the student are present in the document. |  |  |  |  |

### Invitation to participate in a Gift Team Meeting – the following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22 |  |  |  |  | Current Invitation is present in the student file. |  |  |  |  |
| 23 |  |  |  |  | Invitation to Participate in Gifted Team Meeting was issued prior to the meeting or documentation that parent signed waiver to move directly to GIEP Meeting from a GMDE meeting. |  |  |  |  |
| 24 |  |  |  |  | Demographic Data |  |  |  |  |
| 25 |  |  |  |  | Purpose(s) of the meeting is identified. |  |  |  |  |
| 26 |  |  |  |  | Names of invited GIEP team members are included. |  |  |  |  |
| 27 |  |  |  |  | Date/time/location of meeting is included. |  |  |  |  |
| 28 |  |  |  |  | Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation, and parent initials documenting receipt of Notice of Parental Rights for a Gifted Student. |  |  |  |  |

### Gifted Individualized Education Plan (GIEP) – documentation of GIEP team participation:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29 |  |  |  |  | GIEP is present in the student file. |  |  |  |  |
| 30 |  |  |  |  | Parent(s)(or documented efforts to have them attend) |  |  |  |  |
| 31 |  |  |  |  | Student (if parent(s) choose to have the student participate). |  |  |  |  |
| 32 |  |  |  |  | One or more of the student’s current regular education teachers. |  |  |  |  |
| 33 |  |  |  |  | Teacher of Gifted  |  |  |  |  |
| 34 |  |  |  |  | School District (authorized to commit the resources of the district). |  |  |  |  |
| 35 |  |  |  |  | Other individuals at the discretion of either the parent(s) or the School District. |  |  |  |  |
| 36 |  |  |  |  | Date of the GIEP Team Meeting |  |  |  |  |
| 37 |  |  |  |  | GIEP was completed within timelines. |  |  |  |  |

### Gifted Individualized Education Plan (GIEP) – the following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38 |  |  |  |  | Demographic Data |  |  |  |  |
| 39 |  |  |  |  | GIEP implementation date. |  |  |  |  |
| 40 |  |  |  |  | Anticipated duration of services |  |  |  |  |

### Present Levels of Education Performance (PLEPS) – the following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41 |  |  |  |  | Information is current (within one year of the date of the GIEP). |  |  |  |  |
| 42 |  |  |  |  | Information regarding the student’s academic strengths indicates current instructional levels using multiple data points and leads to a goal. |  |  |  |  |
| 43 |  |  |  |  | Progress on previous year’s academic goals is reported and evidence is cited to support growth |  |  |  |  |
| 44 |  |  |  |  | Instructional needs of the student are based on educational strengths |  |  |  |  |

## Annual Goals and Objectives

### The following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45 |  |  |  |  | Annual Goals are stated and aligned to standards. |  |  |  |  |
| 46 |  |  |  |  | Annual Goals are responsive to the strengths in the Present Levels. |  |  |  |  |
| 47 |  |  |  |  | Short Term learning outcomes lead to goal achievement.  |  |  |  |  |
| 48 |  |  |  |  | Objective criteria and assessment procedures are described.  |  |  |  |  |
| 49 |  |  |  |  | Timelines are established so parents can gauge progress on goals. |  |  |  |  |
| 50 |  |  |  |  | Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both. |  |  |  |  |
| 51 |  |  |  |  | Specially designed instruction has a defined start date, frequency, and the duration is indicated. |  |  |  |  |
| 52 |  |  |  |  | Location(s) and/or Provider(s) of the specially designed instruction is documented. |  |  |  |  |
| 53 |  |  |  |  | Specially designed instruction supports the attainment of the goal. |  |  |  |  |

## Support Services

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54 |  |  |  |  | Support service includes collaboration among the gifted support and general education teacher(s) |  |  |  |  |
| 55 |  |  |  |  | Reference to a 504 is included if a student also receives services under Chapter 15 |  |  |  |  |
| 56 |  |  |  |  | Support services define the start date, frequency, and duration |  |  |  |  |
| 57 |  |  |  |  | Location(s) of the support service is documented |  |  |  |  |
| 58 |  |  |  |  | Provider(s) of the support service is documented |  |  |  |  |

## Notice of Recommended Assignment (NORA)

|  | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59 |  |  |  |  | NORA is present in the student file. |  |  |  |  |

### The following information is present:

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60 |  |  |  |  | Demographic data |  |  |  |  |
| 61 |  |  |  |  | Type of action taken |  |  |  |  |
| 62 |  |  |  |  | A description of the action proposed or evidence of refusal to take action |  |  |  |  |
| 63 |  |  |  |  | A description of the other options the GIEP team considered and the reason why those options were rejected |  |  |  |  |
| 64 |  |  |  |  | Description of the evaluation procedure, assessment, record or report used as the basis for proposed action or action refused. |  |  |  |  |
| 65 |  |  |  |  | Signature of School District Superintendent. |  |  |  |  |
| 66 |  |  |  |  | Parent initials documenting receipt of Notice of Parental Rights for Gifted Students |  |  |  |  |
| 67 |  |  |  |  | NORA reflects the instructional planning indicated on the student’s GIEP |  |  |  |  |

## Interview for Teacher of Gifted Students

The District will consider interview responses in planning improvements for gifted education.

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 68 |  |  |  |  | Are you knowledgeable about Chapter 16 and your role in providing gifted education services? |  |  |  |  |
| 69 |  |  |  |  | Are you familiar with the content of this student’s GIEP including annual goals, short term learning outcomes, specially designed instruction and support services? |  |  |  |  |
| 70 |  |  |  |  | Do you collaborate with general education teachers to plan and implement special designed instruction as defined in the student’s GIEP? |  |  |  |  |
| 71 |  |  |  |  | When planning the GIEP, are you providing enrichment and/or acceleration aligned to the PA Core Standards? |  |  |  |  |
| 72 |  |  |  |  | Was the placement for this student based upon the data collected on the individual student’s strengths? |  |  |  |  |
| 73 |  |  |  |  | Are the services and supports agreed upon in the GIEP being implemented with fidelity? |  |  |  |  |
| 74 |  |  |  |  | Has the school district provided training on gifted education to adequately prepare you for teaching gifted children? |  |  |  |  |

## Interview for Regular Education Teacher(s)

The District will consider interview responses in planning improvements for gifted education.

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 75 |  |  |  |  | Are you knowledgeable about Chapter 16 and your role in providing gifted education services? |  |  |  |  |
| 76 |  |  |  |  | Are you familiar with the content of this student’s GIEP including annual goals, short term learning outcomes, specially designed instruction and support services? |  |  |  |  |
| 77 |  |  |  |  | Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student’s GIEP? |  |  |  |  |
| 78 |  |  |  |  | Did you participate in the GIEP planning process for this student? |  |  |  |  |
| 79 |  |  |  |  | Was the placement for this student based upon the data collected on the individual student’s strengths? |  |  |  |  |
| 80 |  |  |  |  | Are the services and supports agreed upon in the GIEP being implemented with fidelity? |  |  |  |  |
| 81 |  |  |  |  | Has the school district provided training on gifted education to adequately prepare you for teaching gifted children? |  |  |  |  |

## Interview for Parent of Gifted Student

The District will consider interview responses in planning improvements for gifted education.

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 82 |  |  |  |  | Were you asked to provide information for your child’s Gifted Multidisciplinary Evaluation or most recent Gifted Individualized Education Plan (GIEP)? |  |  |  |  |
| 83 |  |  |  |  | Was the GIEP finalized with input from the team at the most recent GIEP review? |  |  |  |  |
| 84 |  |  |  |  | Were the following GIEP team members present at the meeting: general education teacher, gifted support teacher, and district representative, and Student, if applicable. |  |  |  |  |
| 85 |  |  |  |  | Did the GIEP team consider your input when drafting the GIEP? |  |  |  |  |
| 86 |  |  |  |  | Was the placement for your child based upon the data collected on his/her individual strengths? |  |  |  |  |
| 87 |  |  |  |  | Were all the services that the team considered offered regardless of lack of resources, including qualified staff, funds, or space? |  |  |  |  |
| 88 |  |  |  |  | Are you aware and understand gifted regulations, parental rights, timelines, and district policy(s) on gifted education? |  |  |  |  |
| 89 |  |  |  |  | Do you believe that the academic expectations outlined in the GIEP for your child are strength-based? |  |  |  |  |
| 90 |  |  |  |  | Do you feel that the assessment measures are a reflection of your child’s progress? |  |  |  |  |
| 91 |  |  |  |  | Do you believe that there is sufficient communication between you and school district personnel? |  |  |  |  |
| 92 |  |  |  |  | Are the services and supports agreed upon in the GIEP being implemented with fidelity? |  |  |  |  |

## Other Non-Compliance Issues

| Q# | Y | N | NA | %# | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | Other Non-Compliance Issues |  |  |  |  |

1. A gifted student is defined as a student who is exceptional under section 1371 of the School Code (24 P.S. *§* 13-1371) because the student meets the definition of "mentally gifted" as defined in Chapter 16 , and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment).Periodic monitoring of gifted education programs by the Department pursuant to its supervisory authority is intended to assist school districts in meeting their obligations under Article 13 and Chapter 16, so that gifted students in the Commonwealth have access to quality gifted education services and programs. [↑](#footnote-ref-1)