

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.

School District: Forest Hills School District

BSE Special Education Adviser: Dr. Shirley Curl

Date: December 16 and 17, 2014

Date of 1st Visit: September 2, 2015

Y	N	NA	% #	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
				Policies and Procedures				
	X			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.	The Strategic (Comprehensive) Plan for Gifted Education must include the following components: Screening and Evaluation Procedures, the Continuum of services for gifted students, and a professional development plan for training administrators, general/ gifted education teachers, school psychologists, and guidance counselors on gifted education.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		9/2/2015

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	X			<p>2. GFSA-Personnel</p> <p>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.</p>	The Forest Hills School District (District) must train all administrators, general/gifted education teachers, school psychologists, and guidance counselors on gifted education as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
X				<p>3. GFSA - Special Education/Dual Exceptionalities</p> <p>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.</p>				
	X			<p>4. GFSA-Screening and Evaluation Process</p> <p>Standard: The School District demonstrates compliance with annual public notice requirements and has an appropriate screening and evaluation process.</p>	The District must develop a screening and evaluation process that is appropriate for determining eligibility for gifted education services	9/2/2016 PDE PaTTAN IU 7 SAS Portal		9/2/2015

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	X			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.	The District will demonstrate that educational placement and instruction is based on each student's individual strengths. This advisor will review Gifted Written Reports(GWRs) and GIEPs to verify that the placement is based on individual strengths.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
X				6. GFSA-Gifted procedural safeguards Standard: The School District will demonstrate compliance with the gifted education procedural safeguard requirements of Chapter 16.				
	X			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.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
				File Review (Completed by the School District team and BSE Team) Report of Results by Frequency Count of Responses				

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				PERMISSION TO EVALUATE (PTE)-CONSENT FORM The following information is present:				
10	0	0	100%	8. PTE-Consent form is present in the student file				
10	0	0	100%	9. Demographic data				
10	0	0	100%	10. Reason(s) for referral				
9	1	0	90%	11. Proposed types of assessments and procedures.				
10	0	0	100%	12. Contact person's name and contact information.				
7	3	0	70%	13. Parent signature and initials documenting receipt of Notice of Parental Rights for Gifted Students.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
				GIFTED WRITTEN REPORT (GWR) The following information is present:				
10	0	0	100%	14. GWR is present in the student file.				
9	0	1	100%	15. GWR was completed within timelines.				
10	0	0	100%	16. Demographic data				

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1	9	0	10%	17. Date report was provided to parent.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	18. Evaluations and information provided by the parents of the student (or documentation of the School District's attempts to obtain parent input).				
10	0	0	100%	19. Teacher input is reflected in the document.				
10	0	0	100%	20. Information and recommendations from the District psychologist are in the document.				
10	0	0	100%	21. Recommendations from the team for the student are present in the document.				
				INVITATION TO PARTICIPATE IN A GIFTED TEAM MEETING The following information is present:				
10	0	0	100%	22. Current Invitation is present in the student file.				
9	1	0	90%	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.				
10	0	0	100%	24. Demographic Data				
10	0	0	100%	25. Purpose(s) of the meeting is identified.				
10	0	0	100%	26. Names of invited GIEP team members are included.				

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10	0	0	100%	27. Date/time/location of meeting is included.				
10	0	0	100%	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				
10	0	0	100%	29. GIEP is present in the student file.				
10	0	0	100%	30. Parent(s) (or documented efforts to have them attend).				
3	0	7	100%	31. Student (if parent(s) choose to have the student participate).				
6	4	0	60%	32. One or more of the student's current regular education teachers.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	33. Teacher of Gifted				
8	1	1	88%	34. School District (authorized to commit the resources of the district).				
1	0	9	100%	35. Other individuals at the discretion of either the parent(s) or the School District.				
10	0	0	100%	36. Date of the GIEP Team Meeting				
10	0	0	100%	37. GIEP was completed within timelines.				

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				The following information is present:				
10	0	0	100%	38. Demographic Data				
9	1	0	90%	39. GIEP implementation date.				
5	5	0	50%	40. Anticipated duration of services	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
				Present Levels of Education Performance (PLEPS)				
				The following information is present:				
10	0	0	100%	41. Information is current (within one year of the date of the GIEP).				
6	4	0	60%	42. Information regarding the student's academic strengths indicates current instructional levels using multiple data points and leads to a goal.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		

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10	0	0	100%	43. Progress on previous year's academic goals is reported and evidence is cited to support growth				
6	4	0	60%	44. Instructional needs of the student are based on educational strengths	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
				ANNUAL GOALS AND OBJECTIVES				
				The following information is present:				
5	5	0	50%	45. Annual Goals are stated and aligned to standards.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		

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8	2	0	80%	46. Annual Goals are responsive to the strengths in the Present Levels.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
8	2	0	80%	47. Short Term learning outcomes lead to goal achievement.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		

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2	8	0	20%	48. Objective criteria and assessment procedures are described.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
1	9	0	10%	49. Timelines are established so parents can gauge progress on goals.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		

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7	3	0	70%	50. Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
2	8	0	20%	51. Specially designed instruction has a defined start date, frequency, and the duration is indicated.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
9	1	0	90%	52. Location(s) and/or Provider(s) of the specially designed instruction is documented.				

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8	2	0	80%	53. Specially designed instruction supports the attainment of the goal.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
				SUPPORT SERVICES				
4	5	1	44%	54. Support service includes collaboration among the gifted support and general education teacher(s)	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
0	0	10	100%	55. Reference to a 504 is included if a student also receives services under Chapter 15				

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5	3	2	62%	56. Support services define the start date, frequency, and duration	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
7	1	2	87%	57. Location(s) of the support service is documented				
6	2	2	75%	58. Provider(s) of the support service is documented	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
				NOTICE OF RECOMMENDED ASSIGNMENT (NORA)				
10	0	0	100%	59. NORA is present in the student file.				
				The following information is present:				
10	0	0	100%	60. Demographic data				
10	0	0	100%	61. Type of action taken				

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10	0	0	100%	62. A description of the action proposed or evidence of refusal to take action				
10	0	0	100%	63. A description of the other options the GIEP team considered and the reason why those options were rejected				
3	7	0	30%	64. Description of the evaluation procedure, assessment, record or report used as the basis for proposed action or action refused.	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	65. Signature of School District Superintendent.				
8	2	0	80%	66. Parent initials documenting receipt of Notice of Parental Rights for Gifted Students	The District will conduct an in-service training on the accurate and timely completion of required documents for administrators, school psychologists, general/ gifted education teachers, and guidance counselors as evidenced by agendas and sign-in sheets.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	67. NORA reflects the instructional planning indicated on the student's GIEP				

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				INTERVIEW FOR TEACHER OF GIFTED STUDENTS	The District will consider interview responses in planning improvements for gifted education.	9/2/2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	68. Are you knowledgeable about Chapter 16 and your role in providing gifted education services?				
10	0	0	100%	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?				
5	5	0	50%	70. Do you collaborate with general education teachers to plan and implement special designed instruction as defined in the student's GIEP?				
10	0	0	100%	71. When planning the GIEP, are you providing enrichment and/or acceleration aligned to the PA Core Standards?				
10	0	0	100%	72. Was the placement for this student based upon the data collected on the individual student's strengths?				
10	0	0	100%	73. Are the services and supports agreed upon in the GIEP being implemented with fidelity?				
10	0	0	100%	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.			
9	1	0	90%	75. Are you knowledgeable about Chapter 16 and your role in providing gifted education services?				

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9	1	0	90%	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?				
8	2	0	80%	77. Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student's GIEP?				
4	6	0	40%	78. Did you participate in the GIEP planning process for this student?				
8	2	0	80%	79. Was the placement for this student based upon the data collected on the individual student's strengths?				
9	1	0	90%	80. Are the services and supports agreed upon in the GIEP being implemented with fidelity?				
2	8	0	20%	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.			
8	2	0	80%	82. Were you asked to provide information for your child's Gifted Multidisciplinary Evaluation or most recent Gifted Individualized Education Plan (GIEP)?				
9	1	0	90%	83. Was the Gifted Individualized Education Plan finalized with input from the team at the most recent GIEP review?				
6	4	0	60%	84. Were the following GIEP team members present at the meeting: general education teacher, gifted support teacher, and district representative, and Student, if applicable.				
9	1	0	90%	85. Did the GIEP team consider your input when drafting the GIEP?				
10	0	0	100%	86. Was the placement for your child based upon the data collected on his/her individual strengths?				

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5	5	0	50%	87. Where there services that the team considered, but could not provide due to any of the following: lack of resources, i.e. Qualified staff, funds, or space.				
10	0	0	100%	88. Are you aware and understand gifted regulations, parental rights, timelines, and district policy(s) on gifted education?				
9	1	0	90%	89. Do you believe that the academic expectations outlined in the GIEP for your child are strength-based?				
10	0	0	100%	90. Do you feel that the assessment measures are a reflection of your child's progress?				
10	0	0	100%	91. Do you believe that there is sufficient communication between you and school district personnel?				
10	0	0	100%	92. Are the services and supports agreed upon in the GIEP being implemented with fidelity?				
				INTERVIEW FOR GIFTED STUDENT	The District will consider interview responses in planning improvements for gifted education.			
8	2	0	80%	93. Do you know what your strength areas are?				
6	4	0	60%	94. Do you feel challenged in your strength areas?				
6	4	0	60%	95. Did you talk with your teachers or parents about your Gifted Individualized Education Plan?				
6	4	0	60%	96. Are you aware of what is in your Gifted Individualized Education Plan (GIEP) and what you will be doing that is different from some of your classmates?				
7	3	0	70%	97. Do you have a chance to talk with your gifted support teacher on a regular basis?				
Other Non-Compliance Issues								