

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: New Kensington – Arnold School District

BSE Special Education Adviser: Dr. Shirley Curl

Date: November 4 and 5, 2014

Date of 1st Visit: July 29, 2015

Y	N	NA	% #	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
				Policies and Procedures				
	X			1. GFSA-Gifted Education Plan 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 Kensington-Arnold School District (District) must develop a comprehensive plan for gifted that includes the following: screening and evaluation procedures for determining eligibility for gifted education services, a description of their gifted education services, and a professional development plan for training administrators, general education teachers/gifted education teachers, school psychologists and guidance counselors on gifted education. The comprehensive plan for gifted education must be posted for 28 days and approved by the Board of Education.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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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 District must provide professional development on gifted education for administrators, all gifted education teachers psychologists, and guidance counselors as evidenced by agendas and sign-in sheets.	July 29, 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>	For gifted students with a disability, the District must include the four major components of the GIEP in the IEP, namely Present Levels of Educational Performance, Goals/ Short-Term Learning Outcomes, Specially Designed Instruction, and Support Services.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
	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 an appropriate screening and evaluation process for determining eligibility for gifted education services. The screening and evaluation procedures must be in compliance with Chapter 16.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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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 must demonstrate that educational placement and instruction is based upon the student's strength areas. This advisor will review GWRs and GIEPs to verify this.	July 29, 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 must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 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				
				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				

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10	0	0	100%	10. Reason(s) for referral				
10	0	0	100%	11. Proposed types of assessments and procedures.				
10	0	0	100%	12. Contact person's name and contact information.				
10	0	0	100%	13. Parent signature and initials documenting receipt of Notice of Parental Rights for Gifted Students.				
				GIFTED WRITTEN REPORT (GWR) The following information is present:				
10	0	0	100%	14. GWR is present in the student file.				
10	0	0	100%	15. GWR was completed within timelines.				
10	0	0	100%	16. Demographic data				
0	2	8	0%	17. Date report was provided to parent.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
9	1	0	90%	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.				

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				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.				
7	3	0	70%	26. Names of invited GIEP team members are included.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	27. Date/time/location of meeting is included.				

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8	2	0	80%	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.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
				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).				
0	0	5	5	31. Student (if parent(s) choose to have the student participate).	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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5	5	0	50%	32. One or more of the student's current regular education teachers.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
9	1	0	90%	33. Teacher of Gifted				
8	2	0	80%	34. School District (authorized to commit the resources of the district).	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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0	2	8	0%	35. Other individuals at the discretion of either the parent(s) or the School District.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	36. Date of the GIEP Team Meeting				
5	5	0	50%	37. GIEP was completed within timelines.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
				The following information is present:				
10	0	0	100%	38. Demographic Data				
9	1	0	90%	39. GIEP implementation date.				
9	1	0	90%	40. Anticipated duration of services				
				Present Levels of Education Performance (PLEPS)				
				The following information is present:				

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8	2	0	80%	41. Information is current (within one year of the date of the GIEP).	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	42. Information regarding the student's academic strengths indicates current instructional levels using multiple data points and leads to a goal.				
2	8	0	20%	43. Progress on previous year's academic goals is reported and evidence is cited to support growth	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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1	9	0	10%	44. Instructional needs of the student are based on educational strengths	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
				ANNUAL GOALS AND OBJECTIVES				
				The following information is present:				
0	10	0	0%	45. Annual Goals are stated and aligned to standards.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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0	10	0	0%	46. Annual Goals are responsive to the strengths in the Present Levels.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
0	10	0	0%	47. Short Term learning outcomes lead to goal achievement.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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5	5	0	50%	48. Objective criteria and assessment procedures are described.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
1	9	0	10%	49. Timelines are established so parents can gauge progress on goals.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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1	9	0	10%	50. Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
4	6	0	40%	51. Specially designed instruction has a defined start date, frequency, and the duration is indicated.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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8	2	0	80%	52. Location(s) and/or Provider(s) of the specially designed instruction is documented.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
2	8	0	20%	53. Specially designed instruction supports the attainment of the goal.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
				SUPPORT SERVICES				

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4	6	0	40%	54. Support service includes collaboration among the gifted support and general education teacher(s)	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
1	9	0	10%	55. Reference to a 504 is included if a student also receives services under Chapter 15	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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5	5	0	50%	56. Support services define the start date, frequency, and duration	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	57. Location(s) of the support service is documented				
2	7	1	22%	58. Provider(s) of the support service is documented	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 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				
9	1	0	90%	61. Type of action taken				

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3	7	0	30%	62. A description of the action proposed or evidence of refusal to take action	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
0	10	0	0%	63. A description of the other options the GIEP team considered and the reason why those options were rejected	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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1	9	0	10%	64. Description of the evaluation procedure, assessment, record or report used as the basis for proposed action or action refused.	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
10	0	0	100%	65. Signature of School District Superintendent.				
7	3	0	70%	66. Parent initials documenting receipt of Notice of Parental Rights for Gifted Students	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		

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2	8	0	20%	67. NORA reflects the instructional planning indicated on the student's GIEP	The District must provide in-service training to administrators, general/gifted teachers on the accurate and timely completion of required documents as evidenced by agendas and sign-in sheets. PDE will conduct a site visit and record review to verify completion of corrective action.	July 29, 2016 PDE PaTTAN IU 7 SAS Portal		
				INTERVIEW FOR TEACHER OF GIFTED STUDENTS	The School District will consider interview responses in planning improvements for gifted education.			
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?				
10	0	0	100%	70. Do you collaborate with general education teachers to plan and implement special designed instruction as defined in the student's GIEP?				
4	6	0	40%	71. When planning the GIEP, are you providing enrichment and/or acceleration aligned to the PA Core Standards?				
9	1	0	90%	72. Was the placement for this student based upon the data collected on the individual student's strengths?				
4	6	0	40%	73. Are the services and supports agreed upon in the GIEP being implemented with fidelity?				

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4	6	0	40%	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 School District will consider interview responses in planning improvements for gifted education.			
8	2	0	80%	75. Are you knowledgeable about Chapter 16 and your role in providing gifted education services?				
5	5	0	50%	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?				
5	5	0	50%	77. Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student's GIEP?				
1	9	0	10%	78. Did you participate in the GIEP planning process for this student?				
4	6	0	40%	79. Was the placement for this student based upon the data collected on the individual student's strengths?				
6	4	0	60%	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 School District will consider interview responses in planning improvements for gifted education.			
7	3	0	70%	82. Were you asked to provide information for your child's Gifted Multidisciplinary Evaluation or most recent Gifted Individualized Education Plan (GIEP)?				

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6	4	0	60%	83. Was the Gifted Individualized Education Plan finalized with input from the team at the most recent GIEP review?				
4	6	0	40%	84. Were the following GIEP team members present at the meeting: general education teacher, gifted support teacher, and district representative, and Student, if applicable.				
7	3	0	70%	85. Did the GIEP team consider your input when drafting the GIEP?				
6	4	0	60%	86. Was the placement for your child based upon the data collected on his/her individual strengths?				
2	8	0	20%	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.				
6	4	0	60%	88. Are you aware and understand gifted regulations, parental rights, timelines, and district policy(s) on gifted education?				
6	4	0	60%	89. Do you believe that the academic expectations outlined in the GIEP for your child are strength-based?				
6	4	0	60%	90. Do you feel that the assessment measures are a reflection of your child's progress?				
6	4	0	60%	91. Do you believe that there is sufficient communication between you and school district personnel?				
6	4	0	60%	92. Are the services and supports agreed upon in the GIEP being implemented with fidelity?				
				INTERVIEW FOR GIFTED STUDENT	The School District will consider interview responses in planning improvements for gifted education.			
10	0	0	100%	93. Do you know what your strength areas are?				
5	5	0	50%	94. Do you feel challenged in your strength areas?				

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2	8	0	20%	95. Did you talk with your teachers or parents about your Gifted Individualized Education Plan?				
2	8	0	20%	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?				
5	5	0	50%	97. Do you have a chance to talk with your gifted support teacher on a regular basis?				
Other Non-Compliance Issues								