

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: Bethlehem ASD

BSE Special Education Adviser: Shirley Moyer, M. Ed.

Date: May 18, 2020 – June 30, 2020 (Virtual process)

Date of 1st Visit: August 13, 2020

Policies and Procedures

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
1	X				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	X				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	X				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	X				GFSA-Screening and Evaluation Process Standard: The School District demonstrates compliance with annual public notice				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
					requirements and has an appropriate screening and evaluation process.				
5		X			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.	<p>The District must develop a plan of action for revisiting and revising both the middle level and high school levels of educational placement to meet the requirements of Chapter 16.</p> <p>The following components will be addressed in the plan of action:</p> <ol style="list-style-type: none"> 1. A process and procedure to re-evaluate any gifted student prior to a change in educational placement -including program removal. 2. A continuum of services for grades K-12 (one size fits all seminars with cookie cutter GIEP's and honors/AP courses alone are often not sufficient to meet the individual academic needs of all gifted students). 3. Child Find, Screening and evaluation process K-12. 4. A training and implementation timeline. <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants</p>	<p>Plan of Action due to this adviser on or before August 13, 2021. The District will begin implementation of the Plan of Action on or before August 13, 2021.</p> <p>The programmatic changes will begin in 2022-2023 school year.</p> <p>MCIU 23-State Gifted Liaison Colonial IU 20</p>		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						<p>upon completion of each training. The District will provide documented evidence of completion of each component in the plan of action.</p> <p>In addition, the BSE adviser will conduct a virtual file review of newly developed post training gifted documents to check for compliance.</p>			
6	X				<p>GFSA-Gifted procedural safeguards Standard: The School District will demonstrate compliance with the gifted education procedural safeguard requirements of Chapter 16.</p>				
7		X			<p>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.</p>	<p>The District will provide training for administrators, secondary psychologists, secondary gifted and general education teachers regarding the gifted education services and procedures:</p> <p>Child Find, Screening, Evaluation and GIEP Processes- focus on</p> <ul style="list-style-type: none"> ✓ roles and responsibilities ✓ identification ✓ referrals ✓ individualized present levels/goals/short-term 	<p>August 13, 2021 MCIU 23 Colonial IU 20 PIIC Training</p>		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						objectives/specially designed instruction (SDI) and placement. ✓ Required collaboration ✓ Required general education participation in delivering gifted education services Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training. In addition, the BSE adviser will conduct a file review of newly developed post training gifted documents to check for compliance.			

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	10	0	0	100%	PTE-Consent form is present in the student file				
9	10	0	0	100%	Demographic data				
10	10	0	0	100%	Reason(s) for referral				
11	10	0	0	100%	Proposed types of assessments and procedures.				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
12	10	0	0	100%	Contact person's name and contact information.				
13	10	0	0	100%	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	10	0	0	100%	GWR is present in the student file.				
15	10	0	0	100%	GWR was completed within timelines.				
16	10	0	0	100%	Demographic data				
17	10	0	0	100%	Date report was provided to parent.				
18	10	0	0	100%	Evaluations and information provided by the parents of the student (or documentation of the School District's attempts to obtain parent input).				
19	10	0	0	100%	Teacher input is reflected in the document.				
20	10	0	0	100%	Information and recommendations from the District psychologist are in the document.				
21	10	0	0	100%	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	10	0	0	100%	Current Invitation is present in the student file.				
23	10	0	0	100%	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	10	0	0	100%	Demographic Data				
25	9	1	0	90%	Purpose(s) of the meeting is identified.				
26	10	0	0	100%	Names of invited GIEP team members are included.				
27	10	0	0	100%	Date/time/location of meeting is included.				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
28	10	0	0	100%	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	7	3	0	70%	GIEP is present in the student file.	<p>The District will provide training for secondary administrators, psychologists, gifted and general education teachers regarding the gifted education services and procedures: Child Find, Screening, Evaluation and GIEP Processes- focus on individualized present levels/goals/short-term objectives/specially designed instruction (SDI) and placement. If a student is exited through the re-evaluation process, there is no additional following. The purpose of the NORA-when, how and why to issue.</p> <p>Evidence of Change: The District will provide</p>	<p>August 13, 2021 MCIU #23 Colonial IU #20</p>		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						<p>the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a file review of newly developed post training gifted documents to check for compliance.</p>			
30	7	0	3	100%	Parent(s)(or documented efforts to have them attend)				
31	2	0	8	100%	Student (if parent(s) choose to have the student participate).				
32	7	0	3	100%	One or more of the student's current regular education teachers.				
33	7	0	3	100%	Teacher of Gifted				
34	7	0	3	100%	School District (authorized to commit the resources of the District).				
35	4	0	6	100%	Other individuals at the discretion of either the parent(s) or the School District.				
36	5	1	3	83%	Date of the GIEP Team Meeting				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
37	4	3	3	57%	GIEP was completed within timelines.	<p>The District will provide training for administrators, and gifted and general education teachers regarding the gifted education services and procedures: GIEP Processes- focus on: Required reporting, collaboration, roles and responsibilities, compliant timelines</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a file review of newly developed post training gifted documents to check for compliance.</p>	August 13, 2021 MCIU #23 Colonial IU #20		

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	7	0	3	100%	Demographic Data				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
39	6	1	3	86%	GIEP implementation date.				
					Anticipated duration of services	The District will provide training for administrators, and gifted education teachers regarding the gifted education services and procedures: Completion of all components of the GIEP			
						Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.			
						In addition, the BSE adviser will conduct a file review of newly developed post training gifted documents to check for compliance.	August 13, 2021 MCIU #23 Colonial IU #20		
40	5	2	3	71%					

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
					Information is current (within one year of the date of the GIEP).				
41	5	2	3	71%		The District will provide training for secondary administrators, gifted and general education	August 13, 2021 MCIU #23		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						<p>teachers regarding the gifted education services and procedures: GIEP Processes- focus on individualized present levels.</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a file review of newly developed post training gifted documents to check for compliance.</p>	Colonial IU #20		
42	7	0	3	100%	Information regarding the student's academic strengths indicates current instructional levels using multiple data points and leads to a goal.				
43	5	1	4	83%	Progress on previous year's academic goals is reported and evidence is cited to support growth				
44	7	0	3	100%	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	7	0	3	100%	Annual Goals are stated and aligned to standards.				
46	5	2	3	71%	Annual Goals are responsive to the strengths in the Present Levels.	<p>The District will provide training for secondary administrators and gifted education teachers regarding the gifted education services and procedures: GIEP Processes- focus on the structure of present levels leading to goals with measurable short-term outcome as building blocks to obtain the goals and specially designed instruction (SDI) needed to obtain the goal as well as determining educational placement.</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p>	August 13, 2021 MCIU 23 Colonial IU 20		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						In addition, the BSE adviser will conduct post training file reviews of newly developed gifted documents to check for compliance.			
47	4	3	3	57%	Short Term learning outcomes lead to goal achievement.	<p>The District will provide training for secondary administrators, gifted and general education teachers regarding the gifted education services and procedures: GIEP Short-term Learning Outcomes are defined in detail and provide measurable steps to goal achievement while providing parents with the ability to gauge progress on goals.</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants</p>	August 13, 2021 MCIU 23 Colonial IU 20		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						upon completion of the training. In addition, the BSE adviser will conduct a post training file review of newly developed gifted documents to check for compliance.			
48	4	3	3	57%	Objective criteria and assessment procedures are described.	The District will provide training for secondary administrators, gifted and general education teachers regarding the gifted education services and procedures: GIEP Processes- focus on the functions of objective criteria and how to link them to STLO to inform parents on progress on goals. Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants	August 13, 2021 MCIU 23 Colonial IU 20		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						upon completion of the training. In addition, the BSE adviser will conduct a post training file review of newly developed gifted documents to check for compliance.			
49	4	3	3	57%	Timelines are established so parents can gauge progress on goals.	The District will provide training for secondary administrators, gifted and general education teachers regarding the gifted education services and procedures: GIEP Processes- focus on the goal language (broad), short-term learning outcomes (specific, detailed, measurable and intended to show progress toward the goal so parents are able to gauge progress throughout the year at integral times identified in the GIEP). Both Gen Ed and Teachers of gifted	August 13, 2021 MCIU 23 Colonial IU 20		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						<p>are responsible for reporting progress on gifted goals.</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a post training file review of newly developed gifted documents to check for compliance.</p>			
50	6	1	3	86%	Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both.				
51	5	2	3	71%	Specially designed instruction has a defined start date, frequency, and the duration is indicated.	The District will provide training for administrators, secondary gifted and general education teachers regarding the gifted education services and procedures: GIEP Processes- focus on specially	August 13, 2021 MCIU 23 Colonial IU 20		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						<p>designed instruction (SDI) and placement. What is SDI? Who is responsible for implementing SDI?</p> <p>When does it start? When does it end? How often is it needed?</p> <p>Evidence of Change: The District will provide the BSE adviser the documentation for training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a post training file review of newly developed gifted documents to check for compliance.</p>			
52	7	0	3	100%	Location(s) and/or Provider(s) of the specially designed instruction is documented.				
53	7	0	3	100%	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	6	1	3	86%	Support service includes collaboration among the gifted support and general education teacher(s)				
55	1	0	9	100%	Reference to a 504 is included if a student also receives services under Chapter 15				
56	5	2	3	71%	Support services define the start date, frequency, and duration	<p>The District will provide training for administrators, secondary gifted and general education teachers regarding the gifted education services and procedures: GIEP Processes- focus on recording support services to include defining the start date, frequency, and duration.</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a post file review of</p>	<p>August 13, 2021 MCIU 23 Colonial IU 20</p>		

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
						newly developed gifted documents to check for compliance.			
57	6	1	3	86%	Location(s) of the support service is documented				
58	7	0	3	100%	Provider(s) of the support service is documented				

Notice of Recommended Assignment (NORA)

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
59	10	0	0	100%	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	10	0	0	100%	Demographic data				
61	10	0	0	100%	Type of action taken				
62	10	0	0	100%	A description of the action proposed or evidence of refusal to take action				
63	10	0	0	100%	A description of the other options the GIEP team considered and the reason why those options were rejected				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
64	8	2	0	80%	Description of the evaluation procedure, assessment, record or report used as the basis for proposed action or action refused.	<p>The District will provide training for grades 9-12 administrators, psychologists, and gifted education teachers regarding the gifted education services and procedures: Evaluation and GIEP Processes- Focus on when, where, how and content for writing NORA's.</p> <p>Evidence of Change: The District will provide the BSE adviser new documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a file review of newly developed gifted documents to check for compliance.</p>	August 13, 2021 MCIU 23 Colonial IU 20		
65	10	0	0	100%	Signature of School District Superintendent.				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
66	8	1	1	89%	Parent initials documenting receipt of Notice of Parental Rights for Gifted Students				
67	6	4	0	60%	NORA reflects the instructional planning indicated on the student's GIEP	<p>The District will provide training for administrators and gifted teachers regarding the gifted education services and procedures: For the purpose of the NORA, when, why and how to issue a compliant NORA.</p> <p>Evidence of Change: The District will provide the BSE adviser with documentation of the training, agendas, dates, lists of participants upon completion of the training.</p> <p>In addition, the BSE adviser will conduct a post training file review of newly developed gifted documents to check for compliance.</p>			

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	10	0	0	100%	Are you knowledgeable about Chapter 16 and your role in providing gifted education services?				
69	7	1	2	88%	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	7	1	2	88%	Do you collaborate with general education teachers to plan and implement special designed instruction as defined in the student's GIEP?				
71	7	1	2	88%	When planning the GIEP, are you providing enrichment and/or acceleration aligned to the PA Core Standards?				
72	7	1	2	88%	Was the placement for this student based upon the data collected on the individual student's strengths?				
73	7	1	2	88%	Are the services and supports agreed upon in the GIEP being implemented with fidelity?				
74	8	2	0	80%	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	9	0	1	100%	Are you knowledgeable about Chapter 16 and your role in providing gifted education services?				
76	5	0	5	100%	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	4	2	4	67%	Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student's GIEP?				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
78	6	0	4	100%	Did you participate in the GIEP planning process for this student?				
79	4	1	5	80%	Was the placement for this student based upon the data collected on the individual student's strengths?				
80	5	0	5	100%	Are the services and supports agreed upon in the GIEP being implemented with fidelity?				
81	3	5	2	38%	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	5	0	5	100%	Were you asked to provide information for your child's Gifted Multidisciplinary Evaluation or most recent Gifted Individualized Education Plan (GIEP)?				
83	4	0	6	100%	Was the GIEP finalized with input from the team at the most recent GIEP review?				
84	4	0	6	100%	Were the following GIEP team members present at the meeting: general education teacher, gifted support teacher, and District representative, and Student, if applicable.				
85	4	0	6	100%	Did the GIEP team consider your input when drafting the GIEP?				
86	4	0	6	100%	Was the placement for your child based upon the data collected on his/her individual strengths?				
87	4	0	6	100%	Were all the services that the team considered offered regardless of lack of resources, including qualified staff, funds, or space?				

Q#	Y	N	NA	%#	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
88	4	0	6	100%	Are you aware and understand gifted regulations, parental rights, timelines, and District policy(s) on gifted education?				
89	4	0	6	100%	Do you believe that the academic expectations outlined in the GIEP for your child are strength-based?				
90	4	0	6	100%	Do you feel that the assessment measures are a reflection of your child's progress?				
91	4	0	6	100%	Do you believe that there is sufficient communication between you and school District personnel?				
92	4	0	6	100%	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				