

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: Mount Union Area School District

BSE Special Education Adviser: Dr. Shirley Curl

Date: March 29 and 30, 2016

Date of 1st Visit: July 22, 2016

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 Comprehensive (Strategic) Plan for the district will include the following: a) Screening and evaluation procedures for gifted students; b) A description of the continuum of services for gifted students; and c) A professional development plan for training on gifted education for teachers, administrators, school psychologists, and counselors. This document will be reviewed by BSE staff to ensure compliance.	July 22, 2017 PaTTAN BSE IU 11 Other Contracted Sources		

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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>	<p>The district will provide training on gifted education for teachers, administrators, school psychologists, and counselors as evidenced by agendas and sign-in sheets.</p> <p>These will be reviewed by BSE staff to ensure compliance with Chapter 16.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		
	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>	<p>For gifted students with a disability there will be an IEP meeting where the four major components of the GIEP are incorporated into an IEP. These components are:</p> <p>a) Present levels of educational performance (PLEPs);</p> <p>b) Goals and short term learning outcomes</p> <p>c) Specially designed instruction for each goal; and</p> <p>d) Support services</p> <p>These will be reviewed by BSE staff to ensure compliance with Chapter 16.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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	X			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.	The district will develop an appropriate screening and evaluation process in accordance with the requirements of Chapter 16. In addition, it will annually conduct public awareness activities designed to reach the parents of students who are enrolled in both public and private schools within the district. Both the screening and evaluation process and the awareness activities will be reviewed by BSE staff to ensure compliance with Chapter 16.	July 22, 2017 PaTTAN BSE IU 11 Other Contracted Sources		
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.				
X				6. GFSA-Gifted procedural safeguards Standard: The School District will demonstrate compliance with the gifted education procedural safeguard requirements of Chapter 16.				

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	X			<p>7. GFSA-Student Record Review</p> <p>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 to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: Gifted Written Report (GWR); Gifted Individualized Education Plan (GIEP) including Goals and Short Term Objectives; Permission to Evaluate (PTE) -Consent Form, Invitation to Participate in a Gifted Team Meeting, and Notice of Recommended Assignment (NORA). Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		
				<p>File Review (Completed by the School District team and BSE Team) Report of Results by Frequency Count of Responses</p>				
				<p>PERMISSION TO EVALUATE (PTE)- CONSENT FORM</p> <p>The following information is present:</p>				
10	0	0	100%	<p>8. PTE-Consent form is present in the student file</p>				

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10	0	0	100%	9. Demographic data				
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.				

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8	2	0	80%	15. GWR was completed within timelines.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		
7	0	3	100%	16. Demographic data				

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					<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		
5	5	0	50%	17. Date report was provided to parent.				
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.				
				<p>INVITATION TO PARTICIPATE IN A GIFTED TEAM MEETING</p> <p>The following information is present:</p>				

Y	N	NA	% #	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
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.				
10	0	0	100%	27. Date/time/location of meeting is included.				
9	1	0	90%	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).				
9	1	0	90%	31. Student (if parent(s) choose to have the student participate).				
10	0	0	100%	32. One or more of the student's current regular education teachers.				
10	0	0	100%	33. Teacher of Gifted				
9	0	1	100%	34. School District (authorized to commit the resources of the district).				
8	0	2	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				

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9	1	0	90%	37. GIEP was completed within timelines. The following information is present:				
10	0	0	100%	38. Demographic Data				
10	0	0	100%	39. GIEP implementation date.				
10	0	0	100%	40. Anticipated duration of services				
				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).				
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.				
10	0	0	100%	43. Progress on previous year's academic goals is reported and evidence is cited to support growth				
10	0	0	100%	44. Instructional needs of the student are based on educational strengths				
				ANNUAL GOALS AND OBJECTIVES The following information is present:				

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4	6	0	40%	45. Annual Goals are stated and aligned to standards.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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5	5	0	50%	46. Annual Goals are responsive to the strengths in the Present Levels.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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4	5	1	44%	47. Short Term learning outcomes lead to goal achievement.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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4	5	1	44%	48. Objective criteria and assessment procedures are described.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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6	4	0	60%	49. Timelines are established so parents can gauge progress on goals.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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5	5	0	50%	50. Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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1	9	0	10%	51. Specially designed instruction has a defined start date, frequency, and the duration is indicated.	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		
10	0	0	100%	52. Location(s) and/or Provider(s) of the specially designed instruction is documented.				
9	1	0	90%	53. Specially designed instruction supports the attainment of the goal.				
				SUPPORT SERVICES				

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6	4	0	60%	54. Support service includes collaboration among the gifted support and general education teacher(s)	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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0	5	5	0%	55. Reference to a 504 is included if a student also receives services under Chapter 15	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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5	5	0	50%	56. Support services define the start date, frequency, and duration	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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5	5	0	50%	57. Location(s) of the support service is documented	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		

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5	5	0	50%	58. Provider(s) of the support service is documented	<p>The district will provide training to teachers, administrators, school psychologists, and counselors who are involved with gifted education services. Training will include proper completion methods for: GWR; GIEP including Goals and Short Term Objectives; PTE -Consent Form, Invitation to Participate in a Gifted Team Meeting, and NORA.</p> <p>Evidence that this has occurred will be training agendas and sign in sheets.</p> <p>To confirm that change has occurred, BSE staff will conduct a random review of the records of gifted students.</p>	<p>July 22, 2017</p> <p>PaTTAN</p> <p>BSE</p> <p>IU 11</p> <p>Other Contracted Sources</p>		
				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				
10	0	0	100%	62. A description of the action proposed or evidence of refusal to take action				

Y	N	NA	% #	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
9	1	0	90%	63. A description of the other options the GIEP team considered and the reason why those options were rejected				
9	1	0	90%	64. Description of the evaluation procedure, assessment, record or report used as the basis for proposed action or action refused.				
10	0	0	100%	65. Signature of School District Superintendent.				
10	0	0	100%	66. Parent initials documenting receipt of Notice of Parental Rights for Gifted Students				
10	0	0	100%	67. NORA reflects the instructional planning indicated on the student's GIEP				
				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?				
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?				

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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 School 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?				
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?				
7	3	0	70%	77. Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student's GIEP?				
8	2	0	80%	78. Did you participate in the GIEP planning process for this student?				
9	1	0	90%	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?				
3	7	0	30%	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.			
10	0	0	100%	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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10	0	0	100%	83. Was the GIEP finalized with input from the team at the most recent GIEP review?				
10	0	0	100%	84. Were the following GIEP team members present at the meeting: general education teacher, gifted support teacher, and district representative, and Student, if applicable.				
10	0	0	100%	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?				
9	1	0	90%	87. Were all the services that the team considered offered regardless of lack of resources, including qualified staff, funds, or space?				
9	1	0	90%	88. Are you aware and understand gifted regulations, parental rights, timelines, and district policy(s) on gifted education?				
10	0	0	100%	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?				
9	1	0	90%	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 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?				
7	3	0	70%	94. Do you feel challenged in your strength areas?				

