

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: Scranton School District

BSE Special Education Adviser: Dr. Shirley Curl

Date: February 11 and 12, 2015

Date of 1st Visit: April 16, 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 District needs to update their Comprehensive Plan (update due). The Comprehensive Plan for gifted must include the screening and evaluation procedures to determine eligibility for gifted education services, the continuum of services for gifted students and the professional development plan on gifted education. | April 16, 2016 PDE PaTTAN IU 19 | | |

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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> | Professional development must include training on gifted education for administrators, general/gifted support teachers, psychologists and other support staff involved in gifted education. | <p>April 16, 2016</p> <p>PDE</p> <p>PaTTAN</p> <p>IU 19</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> | IEP's need to be completed correctly. The four major components of the GIEP must be included in the IEP, namely the PLEPs, the Goals/STLOs, the SDIs and the Support Services. | <p>April 16, 2016</p> <p>PDE</p> <p>PaTTAN</p> <p>IU 19</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> | District needs to develop their screening and identification protocols so they are in compliance with Chapter 16. | <p>April 16, 2016</p> <p>PDE</p> <p>PaTTAN</p> <p>IU 19</p> | | |

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|---|---|----|-----|---|--|--|----------------|-------------|
| | X | | | <p>5. GFSA-Gifted Education Placement</p> <p>Standard: The School District demonstrates that educational placement and instruction is based on each gifted student's needs in accordance with Chapter 16.</p> | District needs to develop a continuum of services that are responsive to the individual strength based needs of the students. This advisor will review GWRs and GIEPs to verify that educational placement and instruction is based on each student's instructional needs. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | X | | | <p>6. GFSA-Gifted procedural safeguards</p> <p>Standard: The School District will demonstrate compliance with the gifted education procedural safeguard requirements of Chapter 16.</p> | District has to document that parents have received the Notice of Parental Rights. | April 16, 2016 PDE PaTTAN IU 19 | | |

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|----|---|----|------|--|--|--|----------------|-------------|
| | 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. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | 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 | | | | |
| 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. | | | | |

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| 6 | 4 | 0 | 60% | 13. Parent signature and initials documenting receipt of Notice of Parental Rights for Gifted Students. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | GIFTED WRITTEN REPORT (GWR) The following information is present: | | | | |
| 9 | 1 | 0 | 90% | 14. GWR is present in the student file. | | | | |

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|---|---|----|-----|---|--|--|----------------|-------------|
| 6 | 3 | 1 | 67% | 15. GWR was completed within timelines. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 4 | 1 | 56% | 16. Demographic data | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 6 | 1 | 3 | 86% | 17. Date report was provided to parent. | | | | |

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| 6 | 3 | 1 | 67% | 18. Evaluations and information provided by the parents of the student (or documentation of the School District's attempts to obtain parent input). | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 4 | 5 | 1 | 44% | 19. Teacher input is reflected in the document. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 3 | 6 | 1 | 33% | 20. Information and recommendations from the District psychologist are in the document. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 0 | 10 | 0 | 0% | 21. Recommendations from the team for the student are present in the document. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | 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. | | | | |

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| 7 | 2 | 1 | 78% | 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. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 9 | 0 | 0 | 100% | 24. Demographic Data | | | | |
| 9 | 0 | 0 | 100% | 25. Purpose(s) of the meeting is identified. | | | | |

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| 5 | 4 | 1 | 56% | 26. Names of invited GIEP team members are included. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 9 | 0 | 0 | 100% | 27. Date/time/location of meeting is included. | | | | |

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| 6 | 3 | 0 | 67% | 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. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | GIFTED INDIVIDUALIZED EDUCATION PLAN (GIEP) Documentation of GIEP Team Participation | | | | |
| 10 | 0 | 0 | 100% | 29. GIEP is present in the student file. | | | | |

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| 8 | 2 | 0 | 80% | 30. Parent(s) (or documented efforts to have them attend). | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 0 | 5 | 5 | 0% | 31. Student (if parent(s) choose to have the student participate). | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 32. One or more of the student's current regular education teachers. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 10 | 0 | 0 | 100% | 33. Teacher of Gifted | | | | |
| 10 | 0 | 0 | 100% | 34. School District (authorized to commit the resources of the district). | | | | |
| 5 | 0 | 5 | 100% | 35. Other individuals at the discretion of either the parent(s) or the School District. | | | | |
| 7 | 0 | 0 | 100% | 36. Date of the GIEP Team Meeting | | | | |

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| 8 | 2 | 0 | 80% | 37. GIEP was completed within timelines. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | The following information is present: | | | | |
| 10 | 0 | 0 | 100% | 38. Demographic Data | | | | |

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| 6 | 4 | 0 | 60% | 39. GIEP implementation date. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 10 | 0 | 0 | 100% | 40. Anticipated duration of services | | | | |
| | | | | Present Levels of Education Performance (PLEPS) | | | | |
| | | | | The following information is present: | | | | |

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| 5 | 5 | 0 | 50% | 41. Information is current (within one year of the date of the GIEP). | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 4 | 6 | 0 | 40% | 42. Information regarding the student's academic strengths indicates current instructional levels using multiple data points and leads to a goal. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 0 | 10 | 0 | 0% | 43. Progress on previous year's academic goals is reported and evidence is cited to support growth | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 3 | 6 | 1 | 33% | 44. Instructional needs of the student are based on educational strengths | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | ANNUAL GOALS AND OBJECTIVES | | | | |
| | | | | The following information is present: | | | | |

| Y | N | NA | % # | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
|---|---|----|-----|---|--|--|----------------|-------------|
| 1 | 9 | 0 | 10% | 45. Annual Goals are stated and aligned to standards. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 1 | 9 | 0 | 10% | 46. Annual Goals are responsive to the strengths in the Present Levels. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 47. Short Term learning outcomes lead to goal achievement. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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|---|---|----|-----|---|--|--|----------------|-------------|
| 8 | 2 | 0 | 80% | 48. Objective criteria and assessment procedures are described. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 49. Timelines are established so parents can gauge progress on goals. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 50. Specially designed instruction includes strategies that support enrichment, acceleration, or a combination of both. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 51. Specially designed instruction has a defined start date, frequency, and the duration is indicated. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 9 | 1 | 0 | 90% | 52. Location(s) and/or Provider(s) of the specially designed instruction is documented. | | | | |

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| 7 | 3 | 0 | 70% | 53. Specially designed instruction supports the attainment of the goal. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | SUPPORT SERVICES | | | | |

| Y | N | NA | % # | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
|----|----|----|------|--|--|--|----------------|-------------|
| 0 | 10 | 0 | 0% | 54. Support service includes collaboration among the gifted support and general education teacher(s) | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 0 | 0 | 10 | 100% | 55. Reference to a 504 is included if a student also receives services under Chapter 15 | | | | |
| 9 | 1 | 0 | 90% | 56. Support services define the start date, frequency, and duration | | | | |
| 10 | 0 | 0 | 100% | 57. Location(s) of the support service is documented | | | | |
| 10 | 0 | 0 | 100% | 58. Provider(s) of the support service is documented | | | | |
| | | | | 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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| 4 | 6 | 0 | 40% | 62. A description of the action proposed or evidence of refusal to take action | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 0 | 10 | 0 | 0% | 63. A description of the other options the GIEP team considered and the reason why those options were rejected | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 64. Description of the evaluation procedure, assessment, record or report used as the basis for proposed action or action refused. | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| 10 | 0 | 0 | 100% | 65. Signature of School District Superintendent. | | | | |

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| 1 | 8 | 1 | 11% | 66. Parent initials documenting receipt of Notice of Parental Rights for Gifted Students | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |

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| 5 | 5 | 0 | 50% | 67. NORA reflects the instructional planning indicated on the student's GIEP | District will provide training to all administrators, general/gifted education teachers and support persons involved with gifted education services on the accurate completion of required documents for gifted. Evidence of this training will be documented by agendas and sign-in sheets. This advisor will review ten student files to verify completion of corrective action. | April 16, 2016 PDE PaTTAN IU 19 | | |
| | | | | 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? | | | | |
| 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? | | | | |

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| 7 | 3 | 0 | 70% | 72. Was the placement for this student based upon the data collected on the individual student's strengths? | | | | |
| 7 | 3 | 0 | 70% | 73. Are the services and supports agreed upon in the GIEP being implemented with fidelity? | | | | |
| 7 | 3 | 0 | 70% | 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. | | | |
| 2 | 8 | 0 | 20% | 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? | | | | |
| 3 | 7 | 0 | 30% | 77. Do you collaborate with the gifted education teacher to plan and implement special designed instruction as defined in the student's GIEP? | | | | |
| 2 | 8 | 0 | 20% | 78. Did you participate in the GIEP planning process for this student? | | | | |
| 0 | 3 | 6 | 0% | 79. Was the placement for this student based upon the data collected on the individual student's strengths? | | | | |
| 4 | 2 | 3 | 67% | 80. Are the services and supports agreed upon in the GIEP being implemented with fidelity? | | | | |
| 0 | 9 | 1 | 0% | 81. Has the school district provided training on gifted education to adequately prepare you for teaching gifted children? | | | | |

| Y | N | NA | % # | Citation | Required Corrective Action or Improvement Plan | Timelines and Resources | Extension Date | Date Closed |
|---|---|----|------|--|---|-------------------------|----------------|-------------|
| | | | | INTERVIEW FOR PARENT OF GIFTED STUDENT | The School District will consider interview responses in planning improvements for gifted education. | | | |
| 7 | 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)? | | | | |
| 7 | 0 | 0 | 100% | 83. Was the Gifted Individualized Education Plan finalized with input from the team at the most recent GIEP review? | | | | |
| 4 | 2 | 1 | 67% | 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 | 0 | 0 | 100% | 85. Did the GIEP team consider your input when drafting the GIEP? | | | | |
| 7 | 0 | 0 | 100% | 86. Was the placement for your child based upon the data collected on his/her individual strengths? | | | | |
| 0 | 7 | 0 | 0% | 87. Were 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. | | | | |
| 7 | 0 | 0 | 100% | 88. Are you aware and understand gifted regulations, parental rights, timelines, and district policy(s) on gifted education? | | | | |
| 7 | 0 | 0 | 100% | 89. Do you believe that the academic expectations outlined in the GIEP for your child are strength-based? | | | | |
| 7 | 0 | 0 | 100% | 90. Do you feel that the assessment measures are a reflection of your child's progress? | | | | |
| 7 | 0 | 0 | 100% | 91. Do you believe that there is sufficient communication between you and school district personnel? | | | | |
| 7 | 0 | 0 | 100% | 92. Are the services and supports agreed upon in the GIEP being implemented with fidelity? | | | | |

