

Corrective Action Verification/Gifted Education Compliance Plan - 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 LEA's written request for extensions to due dates for corrective action.

LEA: State College Area School District

BSE Special Education Adviser: Dr. Shirley Curl

Date: April 14 - 16, 2014

Date of 1st Visit: June 25, 2015

Due to the unique circumstances of this compliance monitoring, few student files were reviewed. Therefore, it is the recommendation of the monitoring team that a return site visit is scheduled to review 10 student files pulled randomly by the Department. Gifted education services must address the individual strengths of each student determined to be eligible for gifted services based upon multiple criteria and the need for specially designed instruction.

Y	N	NA	% #	Citation	Required Corrective Action or Improvement Plan	Timelines and Resources	Extension Date	Date Closed
				Policies and Procedures				
	X			<p>1. GFSA-Strategic Plan and Policy</p> <p>Standard: LEA has a Strategic Plan that includes procedures for the education of all gifted students enrolled in the school district.</p>	<p>Screening and evaluation protocols are general, more specifics needed.</p> <p>The strategic plan refers to data for this process, but does not describe the specific data and how it is used. Please provide data for specific grade levels or bands in literacy and math.</p> <p>As stated in the PennLink dated, May 21, 2014, the Gifted Education Plan must include the screening and identification procedures for gifted eligibility and the continuum of services for gifted students. §16.32</p>	<p>June 25, 2015</p> <p>PDE</p> <p>PaTTAN</p> <p>IU 10 Gifted Liaison</p> <p>www.pdesas.org</p> <p>SAS PLC</p>		

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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>	.			
		X		<p>3. Special Education/Dual Exceptionalities</p> <p>Standard: For students who are eligible for gifted services under Chapter 16 and also for special education services under Chapter 14, the LEA must demonstrate compliance with all requirements of Chapter 14.</p>				
	X			<p>4. GFSA-Screening and Evaluation Process</p> <p>Standard: LEA demonstrates compliance with annual public notice requirements.</p>	<p>Screening and evaluation procedures are general, more specifics needed.</p> <p>The screening process needs to be separate from the evaluation process.</p> <p>The strategic plan refers to data for this process, but does not describe the specific data and how it is used. Please provide data for specific grade levels or bands in literacy and math.</p> <p>The evaluation process needs to be comprehensive and address all of the multiple criteria, especially the students' instructional level.</p>	<p>June 25, 2015</p> <p>PDE</p> <p>PaTTAN</p> <p>IU 10 Gifted Liaison</p> <p>www.pdesas.org</p> <p>SAS PLC</p>		

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	X			5. GFSA-Gifted Education Placement Standard: The LEA demonstrates that educational placement and instruction is based on each gifted student's needs in accordance with Chapter 16.	<p>The GIEPs that were reviewed indicated that decisions were made to provide for the needs of the students outside of the school day.</p> <p>The State College Area School District will provide training to administrators, teachers of gifted students, and general education teachers on the educational placement and instruction of gifted students per Chapter 16.</p>	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
X				6. GFSA-Gifted procedural safeguards Standard: The LEA will demonstrate compliance with the gifted education procedural safeguard requirements of Chapter 16.				
	X			7. GFSA-Student Record Review Standard: The LEA has developed gifted multidisciplinary evaluation reports and gifted IEPs as required under Chapter 16 and has provided parents with procedural safeguards.	<p>The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.</p>	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
				File Review (Completed by LEA team and BSE Team) Report of Results by Frequency Count of Responses				
				PERMISSION TO EVALUATE (PTE)-CONSENT FORM The following information exists:				
X				8. PTE-Consent form is present in the student file				

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X				9. Demographic data				
X				10. Reason(s) for referral for evaluation for evaluation.				
X				11. Proposed types of assessments and procedures.				
X				12. Contact person's name and contact information.				
X				13. Parent signature				
				GIFTED WRITTEN REPORT (GWR) The following information exists:				
X				14. GWR is present in the student file.				
X				15. GWR was completed within timelines.				
	X			16. A copy of the GWR was disseminated to parent(s) within 5 calendar days after completion.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
X				17. Demographic data				
X				18. Date report was provided to parent.				
		X		19. Reason(s) for referral are present.				
		X		20. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form.				
X				21. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain input).				

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	X			22. Teacher observations and recommendation.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
				INVITATION TO PARTICIPATE IN THE IEP TEAM MEETING OR OTHER MEETING The following information exists:				
X				23. Invitation is present in the student file.				
X				24. Invitation to Participate in GIEP Team Meeting was issued prior to the meeting or documentation that parent signed waiver to move directly to GIEP Meeting.				
X				25. Demographic Data				
X				26. Purpose(s) of the meeting.				
X				27. Invited GIEP team members.				
X				28. Date/time/location of Meeting.				
X				29. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation.				
				GIFTED INDIVIDUALIZED EDUCATION PLAN (GIEP) Documentation of GIEP Team Participation				
X				30. Parent(s) (or documented efforts to have them attend).				
X				31. Student (if parent(s) choose to have the student participate).				
X				32. One or more of the student's current regular education teachers.				
X				33. Teacher of Gifted Students.				

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X				34. Local Education Agency Representative				
		X		35. Other individuals at the discretion of either the parent(s) or LEA.				
X				36. GIEP is present in the student file.				
X				37. GIEP was completed within timelines.				
				The following information is present:				
X				38. Demographic Data				
X				39. GIEP implementation date.				
X				40. Anticipated duration of services and programs				
				Present Levels of Education Performance (PLEPS)				
				The following information is present:				
X				41. Student's present levels of academic achievement.				
	X			42. Instructional needs related to the student's present levels of academic achievement.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
				ANNUAL GOALS AND OBJECTIVES (including academic and functional goals) (GIEP)				
				The following information is present:				

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	X			43. Annual Goals are present.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
	X			44. Short term learning outcomes which are responsive to learning needs identified in the GWR.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
	X			45. Objective Criteria are present and measurable.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		

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	X			46. Assessment procedures and timelines	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
X				47. Support Services based upon the GWR are present and include anticipated duration and frequency.				
				NOTICE OF RECOMMENDED ASSIGNMENT (NORA)				
X				48. NORA is present in the student file.				
X				The following information is present:				
X				49. Demographic data				
X				50. Type of action taken				
X				51. A description of the action proposed or refused by the LEA.				
	X			52. An explanation of why the LEA proposed or refused to take the action.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
X				53. A description of the other options the GIEP team considered and the reason(s) why those options were rejected.				

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	X			54. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
	X			55. Description of other factor(s) relevant to LEA's proposal or refusal.	The LEA must provide training on the accurate and timely completion of required documents. PDE will conduct a site visit and record review to verify completion of corrective action.	June 25, 2015 PDE PaTTAN IU 10 Gifted Liaison www.pdesas.org SAS PLC		
X				56. Educational placement recommended (including amount and type).				
X				57. Signature of school district superintendent.				
X				58. Copy of Notice of Parental Rights was given to parents during the school year.				
X				59. NORA reflects the educational placement indicated on the student's GIEP.				
				INTERVIEW FOR TEACHER OF GIFTED STUDENTS	The LEA will consider interview responses in planning improvements for gifted education.			
X				60. Are you knowledgeable about Chapter 16 and your role in providing gifted education?				
X				61. Does the school district provide opportunity for parents to serve as a resource for gifted education services?				

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X				62. Are you familiar with the content of the student's GIEP including annual goals, student learning outcomes and support services?				
X				63. Do you design and implement differentiated curriculum and instruction to meet the needs of gifted students?				
X				64. Has the school district provided opportunities for training to adequately prepare you for the challenges of teaching gifted children?				
X				65. Do you implement activities that extend above and beyond the general education curricula?				
	X			66. Were the annual goals, specially designed instruction, and support services developed before the gifted education services were determined?				
	X			67. If the student is not making progress in the gifted program, has the student been reevaluated or has the GIEP been reviewed? (Answer only if applicable)				
	X			68. Is the student receiving the services and supports agreed to in the GIEP?				
	X			69. Does the GIEP meet the student's needs?				
	X			70. Were Present Levels of Educational Performance (PLEPS) determined for each subject area prior to the GIEP meeting?				
				INTERVIEW FOR REGULAR EDUCATION TEACHER(S)	The LEA will consider interview responses in planning improvements for gifted education.			
	X			71. Are you knowledgeable about Chapter 16, including the GMDE/GWR and the GIEP process and the teacher's role in providing gifted education?				
X				72. Are you familiar with the content of the student's GIEP including annual goals, student learning outcomes, and support services?				
	X			73. Do you design and implement differentiated curriculum and instruction to meet the needs of gifted students?				
X				74. Has the school district provided opportunities for in-service and training to adequately prepare you for the challenges of teaching gifted children?				
	X			75. Were the annual goals, specially designed instruction and support services developed before the gifted education services were determined?				

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	X			76. Is the student making progress in meeting the annual goals and learning outcomes of the GIEP?				
	X			77. Is the student receiving the services and supports agreed upon in the GIEP?				
	X			78. Does the GIEP meet the student's needs for specially designed instruction based upon his/her strength areas?				
	X			79. Were PLEPS determined for each subject area prior to the GIEP meeting?				
				INTERVIEW FOR PARENT OF GIFTED STUDENT	The LEA will consider interview responses in planning improvements for gifted education.			
	X			80. Were you asked to provide information for your child's evaluation/reevaluation?				
	X			81. Did you have an opportunity to participate in developing your child's gifted education plan?				
	X			82. Was the GIEP developed at the GIEP meeting?				
X				83. Were the regular education teacher(s), teacher of the gifted and the district representative present at the GIEP meeting?				
	X			84. Did the GIEP team consider the recommendations that you and others made in your child's most recent evaluation?				
	X			85. Were the annual goals, specially designed instruction, and support services developed before the gifted education services were determined?				
	X			86. Are you aware of and understand gifted regulations, parental rights, procedural safeguards, timelines, and district policy on gifted education?				
	X			87. Do you participate in evaluating the learning experiences of your child through the GMDE & GIEP processes?				
	X			88. Do you believe that the expectations for your child in the Gifted Program are appropriate?				
	X			89. Do you feel that the assessment methods are a good reflection of your child's progress?				
	X			90. Do you believe that there is sufficient communication between you and school district personnel?				
	X			91. Is your child receiving the supports and services agreed upon at the GIEP meeting?				

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X				92. Were PLEPS determined for each subject area prior to the GIEP meeting?				
				INTERVIEW FOR GIFTED STUDENT	The LEA will consider interview responses in planning improvements for gifted education.			
	X			93. Does the gifted program provide you with topics and opportunities that extend the curricula of the regular classroom?				
		X		94. Did you participate in your GIEP meeting?				
	X			95. Did you participate in the development and evaluation of your learning experiences?				
	X			96. Do you believe there is sufficient communication between you and your gifted education teacher?				
X				97. Are you provided with opportunities to generate ideas and think creatively?				
X				98. Are you provided with opportunities for independent study?				
		X		99. Have you had the opportunity to select projects and topics of interest to you?				
Other Non-Compliance Issues								
Improvement Plan Issues								