**District Administrator Checklist:**

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|  | Articulate your Screening and Evaluation protocols in your Gifted Education Plan  *Department may ask for reports of students, personnel, and program elements, including cost of the elements with are relevant to the delivery of gifted education.* |
|  | Articulate your Re- Evaluation protocols in your Gifted Education Plan |
|  | Articulate your Continuum of Services in your Gifted Education Plan (enrichment, acceleration, and combination of both) |
|  | Articulate your professional development plan for all stakeholders at all levels in your Gifted Education Plan to assist them in understanding how to meet the needs of gifted students. |
|  | Define your child find efforts (screening)?   * How are you systematically screening all students? * What data are you looking at in the screening process? * Who are the district personnel involved in this process and what are their specific duties? * Who is looking at that data? * How is the decision being made to progress with screening? * Once screening is completed, how is the decision being made to refer for evaluation? * Who is responsible each step of the way and what are their specific duties? * How is this information shared with parents? Before the process even begins, along the way, and at the conclusion. |
|  | Define your evaluation protocol?   * How are you addressing all of the multiple criteria (including potential masking traits) * How are all team members involved in both the input and decision making process for an evaluation. * Who is collecting what data in the evaluation process? * What are the guidelines to support teams in making the decision for eligibility? * What are the guidelines to support teams in making the decision for need? * How is this information shared with parents? Before the process even begins, along the way, and at the conclusion. |
|  | Make sure the proper policies are present and approved by the board:  *(c) Districts shall adopt board policies relating to caseloads and class sizes for gifted*  *students which:*  *(1) Ensure the ability of assigned staff to provide the services required in each gifted*  *student’s GIEP.*  *(2) Address all the educational placements for gifted students used by the district.*  *(3) Limit the total number of gifted students that can be on an individual gifted teacher’s caseload to a maximum of 75 students. Beginning July 1, 2010, the total number of gifted students that can be on an individual gifted teacher’s caseload is limited to a maximum of 65 students.*  *(4) Limit the total number of gifted students that can be on an individual gifted teacher’s class roster to a maximum of 20 students*. |
|  | Review and communicate caseloads to Gifted Support teachers prior to start of school year |
|  | Review gifted support teacher’s non-gifted related responsibilities to pro-rate caseloads (half time gifted; only half a full case load). |
|  | Implement Chapter 16 regulations and school district policies regarding gifted education. |
|  | Know the procedures, timelines, requirements, recommendations, and vocabulary for Gifted Education.  Timelines, FAQ’s, \*Chapter 16, and \*Gifted Guidelines  \*<http://www.education.pa.gov/K-12/Gifted%20Education/Pages/default.aspx#.VVn4S_lViko> |
|  | Assure the implementation of the GIEP (by general and gifted support teachers) by signing the Notice of Recommended Assignment anytime decisions regarding gifted education are made. |