

## **1008 – Gifted Students Procedures**

The purpose of this document is to provide information regarding procedures for students identified as intellectually gifted through a formal special education evaluation.

### **School Responsibilities**

#### **Written School Plan**

Each authorized charter school is required to develop and implement a written plan for identifying and serving gifted students. The plan should address Child Find, screening, evaluation, and services for gifted students. The components of this plan incorporate the requirements of the Title VI Resolution Agreement between the U.S. Department of Education Office for Civil Rights and the Tennessee Department of Education, addressing equitable identification of gifted students.

#### **Current IEP**

The following documentation shall be filed in the student's physical cumulative file and uploaded to TN Pulse:

- Invitation Letter
  - There is documentation that the most recent meeting invitation was sent to parent(s)/guardian(s) at least ten (10) calendar days prior to the meeting date. The ten (10) days, which must pass before the meeting may be convened, may be waived by the parent with documentation of a signed ten (10) calendar day waiver.
  - The most recent meeting invitation must include all applicable purposes for meeting.
  - The invitation letter must be signed by the student's parent(s)/guardian(s).
    - If a student will turn 14 within the timeframe of the IEP, the student must also be invited to the IEP meeting.
- Prior Written Notice
  - Written notice must be given to the parent(s)/guardian(s) of the student for whom the IEP meeting has been convened ten (10) days before the charter school proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. The ten (10)-day notice requirement may be waived by the parent(s)/guardian(s). The notice provides the parent(s)/guardian(s) a comprehensive overview of the changes, and it affords them time and opportunity to express additional questions and/or concerns or seek resolution before any action is taken.

- Current IEP Signature Page
  - Following the review of an IEP, the IEP Signature Page shall be signed by the following individuals:
    - Parent(s)/Guardian(s);
    - Special Education Teacher/Provider;
    - General Education Teacher;
    - LEA Representative (Principal or Director of Student Services);
    - Interpreter of Evaluation Results (Related Service Providers, School Psychologist, or Special Education Teacher);
    - Student (if 14 years or older during IEP year);
    - EL Teacher if the student is dually identified; and
    - Other service providers (if applicable).
- Informed Parental Consent (located in IEP Signature section)
  - Following the review of an IEP, the Informed Parental Consent page shall be signed by the parent(s)/guardian(s) and the student (if 14 years or older during the IEP year).
  - Informed consent means the following:
    - The parent(s)/guardian(s) have been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
    - The parent(s)/guardian(s) understand and agree in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
    - The parent(s)/guardian(s) understand that the granting of consent is voluntary on the part of the parent(s) and may be revoked at any time.

If a draft IEP is developed prior to the student's IEP meeting, the charter school shall share a copy of the draft IEP with the student's parent or guardian no later than 48 hours prior to the IEP meeting.

### **Service Provision**

Charter schools shall ensure that a general education or special education teacher providing direct instruction to intellectually gifted students, in accordance with the student's IEP, meet the employment standards outlined in State Board rule 0520-02-06. Teachers shall:

- Hold a valid Tennessee teaching license with an endorsement in a general education area or special education area; and
- Meet one (1) of the following criteria:

- Hold an endorsement in gifted education;
- Provide gifted services under the supervision of a gifted consulting teacher that meets the requirements of this rule;
- Complete a minimum of six (6) semester hours in gifted coursework from a State Board approved educator preparation program, or from an educator preparation program approved by a state other than Tennessee; or
- Complete a gifted education training program recognized by the Department of Education.

## **LEA Responsibilities**

### **TN Pulse Monitoring**

The Commission shall monitor compliance through an audit of randomly selected student files to ensure schools maintain the proper documentation. The Commission shall utilize the Gifted IEP Monitoring Checklist to complete desktop monitoring. If proper documentation is not maintained, the Commission shall notify the appropriate parties utilizing the Missing Gifted IEP Documentation Memo. Charter schools shall complete any corrective actions outlined in the memo.

- Desktop monitoring of IEPs of students identified as intellectually gifted will occur in TN Pulse annually; and
- On-site monitoring may occur annually.

The Commission shall maintain documentation of IEP monitoring, including the date the monitoring occurred, the number of files monitored, and whether a missing documentation memo was sent to the school liaison as a result of the monitoring.



## Forms and Appendices

The following forms and appendices are included to supplement these procedures:

- Gifted IEP Monitoring Checklist
- Missing TN Pulse Documentation Memo
- [Intellectually Gifted State Evaluation Standards](#)
- [TDOE Intellectually Gifted Evaluation Guidance](#)

## Gifted IEP Monitoring Checklist

### Demographic Information

Student:	Date of Review:	Monitor:
Disability:	IEP Due Date:	Reevaluation Due Date:

### Current Year IEP

Required Documentation	Yes/No
Signed Invitation to Meeting or Documentation of Waiver	
IEP Reviewed Annually	
Documentation of Student Strengths	
Documentation of Parent Concerns	
Adverse Impact Statement	
Consideration of Special Factors	
Present Levels of Academic Achievement and Functional Performance (PLAAFPs)	
Prevocational Assessment (Grades K-6)	
Measurable Annual Goals (MAGs) for Each Area of Exceptionality Identified in PLAAFPs	
Accommodations in the Classroom	
Accommodations on State and LEA Assessments	
Alternate Assessment Determination Worksheet (if applicable)	
Special Education and/or Related Services for Each Area of Exceptionality Identified in PLAAFPs	



<b>Required Documentation</b>	<b>Yes/No</b>
Extent the Student Will Not Participate in the Regular Classroom	
Attend School of Choice	
Special Transportation	
Extended School Year Addressed in IEP and Documented in PWN	
Signed IEP Signature Page	
Signed Notice of Procedural Safeguards (Informed Parental Consent Page)	
Draft IEP Documentation (Informed Parental Consent Page)	
Documentation of IEP Review by Other Teachers Not in Attendance	
Current Year Progress Reports	
Prior Written Notice for Change in Educational Placement/Services and/or the Provision of FAPE	

## **Reevaluation**

<b>Required Documentation</b>	<b>Yes/No</b>
Signed Invitation to Meeting for Reevaluation	
Review of Past and Current Assessment in Reevaluation Summary Report (RSR)	
Documentation of Parent Input	
Observations by General Education Teacher, Special Education Teacher (if applicable), and Related Service Provider (if applicable)	
Signed Review of IEP Team Decision in RSR	



Required Documentation	Yes/No
Signed Notice of Procedural Safeguards in RSR	
Signed Parental Consent for Reevaluation in RSR (if applicable)	
Prior Written Notice for Reevaluation	
Signed Invitation to Meeting for Evaluation Results Review (if applicable)	
Current Eligibility	
Ruled Out Lack of Reading/Math & Limited English Proficiency as Determinant Factors	
Signed Documentation that Disability Standards Are Met	
LEA Provided Parent Copy of Written Report Used in Eligibility	
Prior Written Notice for Eligibility (if applicable)	

### Initial Evaluation

Required Documentation	Yes/No
Signed Parental Consent for Initial Assessment	
Prior Written Notice for Initial Evaluation/ Assessment	
Documentation of Parent Input	
Observations by a General Education Teacher and Related Service Provider (if applicable)	
Signed Notice of Procedural Safeguards (in Parent Consent Form)	
Evaluation Report	
Signed Invitation to Meeting: Initial Eligibility	



Required Documentation	Yes/No
Signed Invitation to Meeting: Initial Placement	
Current Eligibility	
Ruled Out Lack of Reading/Math & Limited English Proficiency as Determinant Factors	
Signed Documentation that Disability Standards Are Met	
LEA Provided Parent Copy of Written Report Used in Eligibility	
Prior Written Notice: Initial Eligibility	
Signed Parental Consent for Initial Services (Informed Parental Consent Page in Initial IEP)	
Initial IEP Development Timeline Met	
Prior Written Notice: Initial Placement	

## Transition

Required Documentation	Yes/No
Signed Student Invitation to Meeting	
Notification to Invite Agency to Transition Meeting and Agency Invitation to Meeting	
Measurable Postsecondary Goals	
Focused Plan of Study: Courses of Study	
Age-Appropriate Transition Assessment	
Transition Annual IEP Goals	
Transition Services	

**Other Documents (if applicable)**

<b>Required Documentation</b>	<b>Yes/No</b>
Medical Documentation, including Student Health Plan	
Homebound Documentation	
Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)	



## Missing or Inappropriate Special Education Documentation Memo

To:

From:

Date:

Re: Special Education Gifted IEP Monitoring – School Abbreviation

### Missing or Inappropriate Special Education Documentation

This memo is to notify (School Name) of missing or inappropriate documentation in TN Pulse. In accordance with the Commission's [Special Education Monitoring Procedures](#), Commission staff completed desktop monitoring of (#) students' files on MM/DD/YYYY. The findings of the (Annual/Quarter #) desktop monitoring process are outlined below.

### Next Steps

Please add a copy of the completed monitoring checklist (attached) to the student's file and complete the required corrections by the deadlines indicated. If you have questions, please contact the Commission.

### Student Name (State ID)

- Current IEP
  - *List specific findings. If none, remove section from list.*
- Evaluation
  - *List specific findings. If none, remove section from list.*
- Transition
  - *List specific findings. If none, remove section from list.*
- Other Documents
  - *List specific findings. If none, remove section from list.*

### Required Corrections (State ID)

Current IEP	No later than <b>MM/DD/YYYY</b> : Upload the following missing documentation to TN Pulse: <ul style="list-style-type: none"><li>• <i>List missing documentation</i></li></ul>
Current IEP	No later than <b>Student's Next Scheduled IEP Meeting</b> : <i>List any low- or medium-priority IEP corrections. High-priority IEP corrections should be assigned a specific deadline as appropriate.</i>



Evaluation	No later than <b>MM/DD/YYYY</b> : Upload the following missing documentation to TN Pulse: <ul style="list-style-type: none"><li>• <i>List missing documentation</i></li></ul>
Evaluation	No later than <b>Student's Next Scheduled Reevaluation Meeting</b> : <i>List any low- or medium-priority IEP corrections. High-priority IEP corrections should be assigned a specific deadline as appropriate.</i>
Transition	No later than <b>deadline</b> : <i>List required corrections or delete section.</i>
Other Documents	No later than <b>deadline</b> : <i>List required corrections or delete section.</i>

*(Add additional findings and required corrections tables below for each additional student monitored).*