

# Gifted Education Programs Checklist

## Cycle 5

### The LEA

\_\_\_\_\_ has submitted an LEA governing board approved Scope and Sequence to the Arizona Department of Education.

### [Mandatory K-12 Gifted Services ARS §15-779.02](#)

**The LEA ensures that the following requirements have been met (15-203(A)(15); 15-779; 15-779.01, 15-779.02; 15-779.03; R7-2-406(A)(1)(a-c); R7-2-406(A)(2)(a-c); R7-2-406(A)(3)(a-c); R7-2-406(A)(4)(a-h)**

*All requirements apply, regardless of whether or not the LEA applies for additional assistance funding for gifted education, if available*

- \_\_\_\_\_ provides gifted education for identified gifted pupils K-12. Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil;
- \_\_\_\_\_ modifies the course of study and adapted teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken;
- \_\_\_\_\_ uses tests or subtests that are demonstrated to be effective with special populations, including those with a disability or difficulty with the English language, when identifying gifted pupils from special populations;
- \_\_\_\_\_ developed a Scope and Sequence, approved by the Governing Board and Arizona Department of Education, for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials;

### **The LEA ensures that the following requirements have been met:**

- \_\_\_\_\_ determines in a timely manner whether a transfer pupil who was previously identified as a gifted pupil by a school district or charter school or qualified professional shall be identified as a gifted pupil in that school district;
- \_\_\_\_\_ ensures gifted education is provided to transfer pupils who are identified as gifted without unreasonable delay;
- \_\_\_\_\_ provides programs and services for gifted pupils as an integrated, differentiated learning experience during the regular school day;
- \_\_\_\_\_ provides teachers who work with gifted learners with professional development support based on a plan outlined with a school district's Scope and Sequence for Gifted Education. Teachers whose primary responsibility is teaching gifted learners must have, or be working towards earning, an [Arizona Gifted Education K-12 Endorsement](#).
- \_\_\_\_\_ provides for routine screening for gifted pupils using one or more tests adopted by the state board as prescribed in section 15-203, subsection A, paragraph 15 and section 15-779.01. School districts may identify any number of pupils as gifted but shall identify as gifted at least those pupils who score at or above the ninety-seventh percentile, based on national norms, on a test adopted by the state board of education;
- \_\_\_\_\_ evaluates the comprehensive screening and assessment process for gifted education annually;

\_\_\_\_\_ includes in the Scope and Sequence explanation of how gifted education for gifted pupils differs from regular education in such areas as:

- Content, including broad based interdisciplinary curriculum;
- Process, including higher level thinking skills;
- Product, including variety and complexity;
- Learning environment, including flexibility;

\_\_\_\_\_ evaluates the quality of proposed differentiated instruction;

\_\_\_\_\_ includes in the Scope and Sequence criteria, which shall be reviewed by the state board of education and the department of education at least once every four years, which address the elements of:

- program design;
- identification;
- curriculum;
- instruction;
- social development;
- emotional development;
- professional development of administrators, teachers, school psychologists and counselors;
- parent involvement;
- community involvement;
- program assessment;
- budgeting, the budget information shall include separate data on identification and program costs and any other data required by the superintendent of public instruction to administer and evaluate the program effectively;

\_\_\_\_\_ submits the Scope and the Sequence to the department of education for approval on or before July 1 if any changes were made during the previous fiscal year. The governing board shall submit the scope and the sequence to the department of education for approval on or before July 1 every five years if no changes were made during the previous five years.

\_\_\_\_\_ ensures the annual financial report of the school district as prescribed in section 15-904 includes the amount of monies spent on programs for gifted pupils and the number of pupils enrolled in programs or receiving services by grade level.

\_\_\_\_\_ conducts evaluation studies of programs for the gifted and submits information to the department of education regarding the results of their studies.

\_\_\_\_\_ District Governing Board has adopted the following policy:

- students shall be served who score at or above the 97th percentile on national norms in any one of three areas – verbal, non-verbal, or quantitative reasoning – on any test from the State Board approved list. Students who score below the 97th percentile also may be served;
- shall accept, as valid for placement, scores at or above the 97th percentile on any State Board approved test submitted by other LEAs or by qualified professionals;
- transfer students are placed as soon as they have verified eligibility;

**The LEA ensures that the following requirements have been met:**

\_\_\_\_\_ ensures that the Scope and Sequence references the following relating to curriculum, differentiated instruction, and supplemental services for gifted students:

- expanded academic course offerings may include, for example, one or more of the following:
- acceleration, enrichment, flexible pacing, interdisciplinary curriculum and seminars;
- differentiated instruction, which emphasizes the development of higher order thinking, may include critical thinking, creative thinking and problem-solving skills;
- supplemental services, which may be offered to meet the individual needs of each gifted student, may include, for example, guidance and counseling, mentorship, independent study,

correspondence courses and concurrent enrollment;

\_\_\_\_\_ ensures the following information is shared with all parents or legal guardians:

- definition of a gifted child;
- services mandated for gifted students by the state of Arizona;
- services available from the LEA;
- written criteria of the LEA for referral, screening, selection and placement;

\_\_\_\_\_ provides parents with information in their heritage language, if needed;

\_\_\_\_\_ developed a written policy to show that parents or legal guardians are:

- given the opportunity to have their children tested;
- given advanced notice of the week that their children are to be tested;
- given the opportunity to withhold permission for testing;

\_\_\_\_\_ ensures the following procedures, and includes them in the written policy:

- testing is made available for students K-12 on a periodic basis but not less than three times per year;
- parents or legal guardians are informed of the results of the district administered test within 30 school days of determining the test results;
- upon request, explain test results to parents or legal guardians;

\_\_\_\_\_ ensures their Scope and Sequence contains the following component parts:

- statement of purpose;
- general population description;
- identification process and placement criteria including provisions for special populations;
- goals and objectives;
- curriculum, differentiated instruction and supplemental services;
- description of program model;
- time allocations for services;
- procedures and criteria for evaluation of student and program outcomes.



For additional information, visit the  
Arizona Department of Education  
Gifted Education Website at  
<http://www.azed.gov/gifted-education/>