



DEER VALLEY  
*Unified School District*

Unique programs for all grades...

Preschool-6

7&8

9-12

# Gifted Services



Deer Valley Unified School District  
Gifted Services Handbook for SPARK Schools  
2021-2022

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## SPARK Schools:

- Arrowhead
- Constitution
- Esperanza
- Greenbrier
- Mirage
- Mountain Shadows
- Park Meadows
- Paseo Hills
- Sunrise
- Village Meadows
- Vista Peak



# Deer Valley Mission, Vision, and Core Values

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## Mission

DVUSD Gifted Services engages students in multiple, ongoing opportunities for meaningful, rigorous academic experiences.

## Vision

DVUSD Gifted Services provides a continuum of gifted services in grades PreK-12 that encompass core curriculum while integrating technology, fine arts, civics, and interpersonal relationships through individualized learning, engaging instruction, and community partnerships to make our students college and career ready.

## Core Values

- ♦ Student-centered ♦ Rigorous Academics ♦
- ♦ Quality Resources ♦ Welcoming Environment ♦
- ♦ Personal Accountability ♦ Open Communication ♦
- ♦ Problem Solving Mindset ♦ Emotional Support
- ♦ Relevant & Global Viewpoint ♦
- ♦ Balanced and Flexible Approach ♦
- ♦ Intellectually Stimulating ♦
- ♦ Social Responsibility ♦

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## Gifted Services Philosophy & Goals

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DVUSD provides a continuum of services for gifted students in prekindergarten through grade 12, with services implemented according to a Continuum of Services Plan (CSP) developed at each of our schools. Because Deer Valley has a focus on choice programs and focus schools, the CSP at each school may vary to meet the community's needs. Each school implements one or more of the specified models as determined by the site administrators, the school gifted specialist, and the Gifted Services Department.

DVUSD Gifted Services believes all students, schools, and communities are unique. Our goal is to provide a wide range of services to meet our students' needs and interests while incorporating our educators' strengths. DVUSD Gifted Services supports our schools in selecting the best programs for their students and communities.

*Please visit individual school websites to see what services are offered and what qualifications are required for program placements.*

# Supporting Potential & Achievement in Remarkable Kids

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SPARK is an enrichment-based learning program that addresses the unique needs of gifted students at our Title 1 schools, although any school may choose to offer this service.

## **Program Overview**

SPARK (Supporting Potential and Achievement in Remarkable Kids) is the name of DVUSD's content enrichment program, and it typically serves grades K-6. SPARK is an ongoing enrichment learning program that addresses the unique needs of gifted, high achieving, and high potential students at our participating schools. Students attend certain days during the week, depending on the schedule of the school, during grade level RTI/MTSS periods.

## **Program Benefits**

This program provides students with engaging experiences in mathematics, language and communication, writing, social studies, science, technology, and/or the arts through enrichment opportunities. The learning experiences in SPARK require students to think critically, collaborate with others, communicate their ideas, and show creativity. SPARK offers an environment of like minds for the duration of full RTI periods for enrichment to supplement content area classes. Our schools offer different versions of the SPARK program. Some of these variations include project-based learning, STEM activities, group reports, or other topics based on student interests. Grades are not given in SPARK, as the fun of learning is the incentive.

## **SPARK Schools:**

- |                |                    |                   |
|----------------|--------------------|-------------------|
| • Arrowhead    | • Mirage           | • Sunrise         |
| • Constitution | • Mountain Shadows | • Village Meadows |
| • Esperanza    | • Park Meadows     | • Vista Peak      |
| • Greenbrier   | • Paseo Hills      |                   |

# Identification & Placement

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## Types of Identification Testing

DVUSD uses the following assessments for gifted identification:

- Cognitive Abilities Test (CogAT)
- DVUSD Gifted Identification Matrix (SPARK Schools)
- Other state approved assessments given by licensed psychologists

## Identification & Placement

The state of Arizona identifies students as gifted when they score at the 97th percentile or above in any one of the three approved areas on a state approved assessment. These areas are verbal, quantitative, and nonverbal. Because the state allows some flexibility, DVUSD identifies students as gifted when they score at the 95th percentile or higher at any of our campuses. In addition, some schools offer programs with different placement criteria at their campus.

## Identification Testing

We systematically offer the Cognitive Abilities Test (CogAT) at all of our schools three times per school year. Students may self-nominate or parents, teachers, and administrators may nominate students for testing. The school gifted specialist is in charge of coordinating and communicating the testing sessions to the school staff and parents. That individual solicits referrals from the staff and community, trains the staff on how to identify gifted characteristics, and communicates with parents who are interested in having their child tested. The gifted specialist also administers and scores the test and reports results to the district, teachers, and parents.

## Weekend & Summer Testing

The Manager of Gifted and Advanced Academics offers testing on weekends in the spring and again in the summer for a fee. This is primarily for students in the community who are not enrolled in a DVUSD school, but enrolled students who missed testing at their school are also able to participate.

## About the CogAT

The CogAT is designed to measure a student's learned reasoning abilities in three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal (visual spatial) skills. Tasks such as detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies are included because they have been shown to be valid measures of an individual's ability to reason logically. The CogAT measures the cognitive abilities related to determining a child's aptitude. This test assesses thinking (abstract thinking and reasoning) and provides an understanding of children's relative

# Identification & Placement (cont'd)

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strengths and weaknesses in performing a variety of reasoning tasks. All questions are presented in a multiple-choice format.

## **Psychological Evaluations & Out Of District Test Scores**

The Manager of Gifted and Advanced Academics can review other state approved assessments given by a licensed psychologist or school district. The Manager can then place students who meet the criteria for gifted identification in a Deer Valley school.

## **Matrix Identification**

SPARK schools also use a matrix to identify students who score 80% or above on the CogAT and who may benefit from gifted services. The student must also show a desire to receive services, and parents/guardians must approve of the placement. Matrix placement is provisional (contingent upon student performance in the program) and is only applicable at the current school. Matrix identification places the student in gifted services at a particular school, but the placement does not transfer to another school within or outside of DVUSD boundaries.

## **Talent Search Screening**

The talent search screening tool can be utilized at the beginning of the year to identify students who are most likely to qualify for the SPARK program on the CogAT at the winter testing session. The Gifted Specialist will screen identified classrooms with the screening tool. Students who receive an 80% or higher on the screener will receive enrichment with the specialist that will help them to prepare for the winter testing session.

## **Justification for Diverse Placement Opportunities**

Research and standardized tests consistently demonstrate that there is a gap in performance and opportunities for high ability students living in culturally diverse and lower income populations. Deer Valley Unified School district believes that gifted education programming needs to be accessible for students from all walks of life.



# Identification & Placement (cont'd)

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These “matrixed” students will be placed in the gifted program to provide them enrichment and acceleration opportunities to prepare them for advanced educational opportunities. This will be done upon permission of the parents. If in the event that the student falls behind in academic instruction in the regular academic setting, the student will be placed on a “review” plan created by the school's Gifted Specialist. This plan will outline and utilize strategies that will assist and promote their academic success. If in the event the child does not achieve success, withdrawal from the gifted program will be considered.

## **Testing and Qualifying for Specific Programs** ***Renaissance Highly Gifted Academies***

DVUSD accepts applications for placement in one of the Renaissance Highly Gifted Academies for students meeting specific criteria for intellectual and academic capabilities. Qualifying gifted identification scores are: All 3 scores (Verbal, Quantitative, Non-Verbal) are at the 90th percentile or higher with a total of 280 percentile points or greater combined. ~OR~ a qualifying I.Q. score of 132 or higher. Additional criteria include documented achievement above grade level and gifted characteristic profiles completed by parents and teachers.



# Program Staffing

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## Gifted Specialists

DVUSD Gifted Services works closely with our Human Resources Department to provide a Gifted Specialist to each DVUSD campus.

- Schools that have 60 or more gifted student contacts receive a full time Gifted Specialist.
- Schools with less than 60 contacts receive less staffing. Our two smallest schools have a part time Gifted Specialist that provides services at least three full days each week.
- Schools with exceptionally high contact numbers receive additional support from our Gifted Enrichment Specialists. These Specialists typically help the school Gifted Specialist by providing support to Gifted Cluster Teachers in grades K-3 allowing gifted support at all grade levels.

## Gifted Cluster Teachers

DVUSD also has gifted cluster teachers in various grade levels deepening on the service model at the school or grade level. Grade levels K-6 who do not have SAGE Pull-out services must have Gifted Cluster Teachers to support gifted identified students. Most schools, even some of our Middle and High Schools, continue the Gifted Cluster Placement at all grade levels, in addition to other services provided, as a best practice for our gifted learners. Gifted Cluster Teachers either have or are working on earning their Gifted Endorsement.

## Professional Development

DVUSD offers a multitude of professional development (PD) opportunities, averaging over 200 hours each year. Our teachers earn seat hours toward a gifted endorsement by attending any of the district offered courses or events. All courses are open to teachers, administrators, psychologists, and counselors. Additional presentations and committee work provide each targeted group with learning specific to their positions. Lists of ongoing classes, presentations, and other gifted education PD's are in the Frontline/My Learning Plan system.

# Program Models

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Deer Valley Gifted Services works with schools to choose different programs in order to best meet the needs of their students and community. More in-depth descriptions of our models and services are available on our website here: <https://www.dvusd.org/Page/37245> In summary, the SPARK program will utilize the following models based on the needs of the school:

## **Gifted Cluster Model**

Gifted students are grouped together in a classroom with teachers who are trained to differentiate the curriculum and environment for gifted students. Gifted students benefit from being grouped with their intellectual peers within a differentiated and enriching classroom. They participate in critical thinking, inquiry, and problem solving. Students are empowered to become organized, self-directed, lifelong learners. Classroom compositions are carefully structured with two main goals: to ensure that there is a balance throughout the grade level, and to reduce the learning range found in any given classroom. This system provides opportunities for teachers to more readily respond to the needs of all their students. Acceleration opportunities are available and considered based on individual readiness and needs.

## **Push-in/Coaching Model**

The gifted specialist will push into the cluster classrooms to provide enrichment and/or coaching for the cluster teacher. They can either utilize a team-teaching approach for enrichment lessons, or provide enrichment during RTI. At the beginning of the year, the specialist can utilize this time to identify possible students for testing, as well as model gifted strategies in instruction. The specialist will also provide consultations with the cluster teacher on enriching and rigorous curriculum that can be used for other subjects during the course of the day, and assist with lesson planning if needed.

## **SPARK Enrichment**

SPARK is an ongoing, enrichment learning program that addresses the unique needs of gifted students. Students attend multiple days during the week, depending on the schedule of the school, and are provided with project based, problem based, and enrichment learning experiences. This program provides students with engaging experiences in mathematics, language and communication, writing, social studies, science, technology, and/or the arts through enrichment opportunities. The learning experiences in SPARK require students to think critically, collaborate with others, communicate their ideas, and show creativity.

# Program Models (cont'd)

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## **Walk-Up to Math**

In our Walk-Up to Math model, students walk up (usually as a group or cluster) to the next grade level's gifted cluster math class. The school's Gifted Specialist works with the Gifted Cluster Teachers to help instruct students in the classroom and pull out small groups of students as needed. Students are pre-assessed for the content and can go to the grade level that is appropriate for their individual needs.

## **High School (Grades 9-12)**

### *High School Programming At All Campuses*

Honors, Advanced Placement, and Dual Enrollment courses are available at all DVUSD high schools. These programs provide a more rigorous curriculum and higher expectations any student wanting a more rigorous curriculum is welcome to participate in.

### *Unique Gifted High School Programs*

Four Deer Valley high schools also offer unique gifted programs for our gifted learners. These change and adapt each year based on student and community needs. Please see our website for the most updated programming offered this year.

**Eagle Gifted Cohort** at Sandra Day O'Connor High School

**Gifted Academy** at Mountain Ridge High School

**International Baccalaureate MYP Honors/Gifted Cohort** at Barry Goldwater High School

**Skyhawk Gifted Program** at Deer Valley High School

# Curriculum and Classroom Instruction

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DVUSD guarantees a viable curriculum for all students. Gifted teachers in DVUSD teach the Arizona College and Career Readiness Standards (ACCRS) at all grade levels. A variety of grouping strategies allows for acceleration and enrichment to differentiate pacing. Gifted classrooms have access to the standard district adopted resources and additional resources specifically procured for gifted students. Gifted teachers participate in all district curriculum adoption committees. District Adopted materials were approved by our Governing Board, and Curated Materials were reviewed by the Curriculum Department.

## Gifted District Adopted Resources and Curated Supplemental Resources are:

### English Language Arts (K-8)

<i>Curriculum Resources (May vary between classes and/ or campuses)</i>	<i>Cluster/ Cohort</i>	<i>SAGE</i>	<i>Renaissance</i>	<i>SPARK</i>
District Adopted Curriculum				
Integrated Curriculum Model • William & Mary		X	X	
Junior Great Books	X	X	X	X
Junior Great Books Nonfiction			X (G 2&3)	
Jacobs Ladder Reading		X	X	X
Jacobs Ladder Affective (SEL)		X	X	X
Curated Curriculum				
Literature Studies	X	X	X	X
PBL Project (Problem-based Learning)	At some schools)		X	X (At some schools)

### Mathematics (K-8)

Math is taught with district adopted math curriculum, but students can be placed at higher levels to meet their needs. Teachers are also able to supplement and compact the curriculum as needed.

# Curriculum & Classroom Instruction (Cont.)

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## Instruction

In all gifted service models, students learn according to the following standards:

- Arizona College and Career Ready Standards (Common Core Academic Standards)
- NAGC Gifted Programming Standards
- International Society for Technology in Education (ISTE) Standards

Gifted teachers assess students on mastery of the core standards first, and then differentiate instruction through enrichment and acceleration as determined by each individual model and based on student strengths and needs. The following are specific strategies used in the SPARK model.

## Enrichment

Enrichment refers to the presentation of curriculum content with more depth, breadth, complexity, or abstractness than the general curriculum. Enrichment also allows exploration in individual interest areas.

## Acceleration

Acceleration means presenting the curriculum content earlier or at a faster pace. Options may include:

- Accelerating curriculum in the general classrooms
- Attending classrooms at the next grade level for part of the day
- Placement in honors or advanced content classes

## Differentiation

Arizona College and Career Ready Standards are taught while utilizing differentiated instructional strategies to meet the needs of gifted students. Differentiated classrooms allow a gifted student to gain a deeper, broader understanding of the curriculum content. For gifted children, choice is a vital component of all areas of differentiation. In alignment with the Arizona mandate and best practices in gifted education, teachers differentiate for gifted students by process, product, content, and learning environment.

## Differentiated Process

The gifted cluster classroom puts students in charge of their learning and makes the teacher a facilitator. Students work at a pace that matches their ability, not that of their peers.

- |                         |  |
|-------------------------|--|
| • Curriculum compacting | • Learning contracts                   |
| • Pre-testing           | • Independent study                    |
| • Tiered activities     | • Research skills and projects Inquiry |
| • Alternate assignments |  |

# Curriculum and Classroom Instruction (cont'd)

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## **Differentiated Product**

Choice allows gifted students to make decisions about what they learn and how they show what they know.

- Technology integration
- Tiered assessments
- Projects
- Rubrics
- Self-assessment
- Teacher feedback for material beyond the standards

## **Differentiated Curriculum Content**

Students master the grade level standards and beyond. The curriculum is accelerated or enriched based on student interests and strengths.

- High level thinking
- Problem solving
- Real life application
- Interest area exploration

## **Differentiated Learning Environment**

Schools use a variety of grouping options including:

- Gifted cluster classrooms
- Flexible grouping
- Small group instruction based on interest, ability, or readiness

## **Project or Problem Based Learning**

The material is based from a problem or project needing completion, and that is based in real word ideas or needs. The structure of the project or problem is based on the following outline:

1. *A Need to Know*  
The reason for learning the content
2. *A Driving Question*  
The focus of the effort
3. *Student Voice and Choice*  
Learners can select what topic to study within a general driving question or choose how to design, create, and present products
4. *21st Century Skills*  
Collaboration, communication, critical thinking, and the use of technology with rubrics to aid in reflection of these areas

# Curriculum and Classroom Instruction (cont'd)

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## 5. *Inquiry and innovation*

*Real inquiry* done using questioning, hypothesizing, and openness, with new innovations to the problem

## 6. *Feedback and revision*

Student, teacher, and other stakeholder feedback

## 7. *A publicly presented product*

### **Additional Curriculum Resources**

Lessons and activities in SPARK expand upon what students learn in their homeroom classrooms and support the Arizona College and Career Readiness Standards. Each school Gifted Specialist chooses the direction of the classroom learning. They use factors such as student interest, teacher strengths, social and emotional needs, current events, topics that need to be visited to support classroom learning, etc. to determine what will be covered in their school's SPARK Program and at what grade levels. Some of the resources beyond the district adopted and curated curriculum materials are, but are not limited to, the following:

- Challenge Math by Ed Zaccaro
- Various online Math programs
- Math Olympiad
- Continental Math League
- Lego Robotics
- Scratch Coding and Hour of Code
- Genius Hour
- Mind Up: Mindfulness Curriculum
- Creativity Day by Day
- Historical Simulations
- Integrated curricular studies
- Persuasive and argumentative writing
- Art, humanities, philosophy, and leadership skill integration

### **Extracurricular Opportunities**

SPARK students are also provided before or after school opportunities that will help further their interests and strengths. The following are some opportunities that are at many Title I schools.

### **Examples of school opportunities:**

- Robotics Club
- Rubik's Cube Club
- Lego Club
- Band, Orchestra, and Chorus
- Full range of sports
- Junior and National Honor Society Clubs



# Curriculum and Classroom Instruction (cont'd)

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## Examples of Leadership Development Opportunities

- Student Council
- Student Government

## Social & Emotional Development

Deer Valley gifted educators understand the unique social and emotional needs and risks that gifted students face. Critical elements in our programs include significant time with intellectual peers, appropriate pacing, flexibility, choice, and student empowerment over educational processes. DVUSD also provides multiple extracurricular opportunities in gifted students' interest areas and leadership opportunities.

# Parent Resources & Communication

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DVUSD involves parents and community members through:

## **Gifted Parent Presentations**

Each school's gifted specialist must offer a meeting each fall to inform parents about gifted services in their school. They cover a variety of topics of interest and need in their specific community. Parents have the opportunity to meet the teachers and each other, and learn more about services for their gifted child.

## **Gifted Parent Presentation Series**

DVUSD Gifted Services implements an annual presentation series. The opportunity is open to all community members both inside and outside of district boundaries. Parents have an opportunity to submit their questions before each presentation so the presenter can customize the presentation. We offer two to three parent nights each year or provide a full day Gifted parent Institute, and also host state and regional events.

## **Gifted Parent Facebook Community Group**

The Deer Valley Gifted Community ("DVGC") is an online community and informal network of parents, teachers and others who wish to support the various gifted programs within the Deer Valley Unified School District ("DVUSD") in Arizona. DVGC was started by a few committed parents of DVUSD gifted children who saw a need for organizing supporters of gifted students in order to create a stronger community with a single vision - that of supporting our gifted children. The Community is a place where gifted supporters connect to share resources, find support and network with others who have or work with gifted children, and look for ways to come alongside those who are already working hard to make DVUSD's gifted programs better.

## **Communication at Schools**

The general education teacher and the Gifted Specialist will communicate regularly in order to collaboratively ensure each student's success. As needed, teachers will contact each other by phone, email, or in person to discuss student needs.

## **Communication with Families**

Parent communication is provided through the following methods that may include, but are not limited to, the following:

- Periodic newsletters that provide information regarding what students are doing in class currently and what they may have already completed
- Website that provides schedule and general program information

# Expectations & Responsibilities

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**To help ensure student success:**

## **The School's Responsibilities are-**

Gifted Specialists and classroom teachers and administrators will:

- Provide a guaranteed and viable curriculum that embraces students' gifts and talents
- Differentiate the curriculum by compacting and enriching the general education curriculum within the regular school day
- Provide enrichment opportunities through the SPARK program that expose students to experiences that enhance the general education curriculum multiple times each week
- Provide support for student acceleration in math in the Walk-Up to Math Model
- Prepare gifted students for advanced opportunities in middle school, high school, college and/or career
- Provide communication to parents and be accessible as a parent resource in collaborating toward successful student outcomes

## **The Parent Responsibilities are -**

As a parent, I will do the following to support my child's success and potential:

- Thoroughly read and understand the SPARK Handbook
- Be sure that my child completes homework and meets all expectations in the general education classroom
- Monitor my child's grades in the general education classroom
- Participate in fall and spring Parent/Teacher Conferences
- Attend parent events hosted by the school
- Communicate questions and/or concerns with the classroom teacher immediately

## **Student Responsibilities are -**

As a student in the SPARK Program, I agree to the following commitments:

- I will maintain my grades to the best of my potential by completing all assignments and projects within the expected timelines
- I will use my participation in SPARK as a way to learn and explore
- I will give all school notices and communications to my parent or guardian the day I receive them
- I will take charge of my education by being organized, on time, and on task in all of my learning environments now and in the future

# State Mandates

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## Arizona Revised Statutes

The Arizona Revised Statutes have been updated with the 47th Legislature, 2nd Regular Session information, and contain the version of the statutes effective January 1, 2007.

### Title 15 - Education

Chapter 7	INSTRUCTION
Article 4.1	Gifted Education for Gifted Children
15-779	Definitions
15-779.01	Powers and duties of the school district governing board
15-779.02	Gifted pupils; scope and sequence; annual financial report
15-779.03	Additional assistance for gifted programs
15-779.04	Powers and duties of the superintendent of public instruction

#### 15-779. Definitions

In this article, unless the context otherwise requires:

1. "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.
2. "Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.

#### 15-779.01. Powers and duties of the school district governing board

A. Because it is in the public interest to support unique opportunities for high-achieving and underachieving pupils who are identified as gifted, the governing board of each school district shall provide gifted education to gifted pupils identified as provided in this article.

B. The governing board shall modify the course of study and adapt 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. Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language.

C. If a pupil who was previously identified as a gifted pupil by a school district or charter school transfers into another school district, the school district into which the pupil transferred shall determine in a timely manner whether the pupil shall be identified as a gifted pupil in that school district. The school district into which the pupil transferred shall provide gifted education to transfer pupils who are identified as gifted without unreasonable delay.



# State Mandates Cont.

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## Appendix B (page 2)

### 15-779.02. Gifted pupils: scope and sequence: annual financial report

A. The governing board of each school district shall develop a scope and sequence 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. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day. The scope and the sequence shall:

1. Provide 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.

2. Include an explanation of how gifted education for gifted pupils differs from regular education in such areas as:

- (a) Content, including a broad based interdisciplinary curriculum.
- (b) Process, including higher level thinking skills.
- (c) Product, including variety and complexity.
- (d) Learning environment, including flexibility.

3. Include criteria, which shall be reviewed by the state board of education and the department of education at least once every four years, that 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 and 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.

B. The governing board shall submit 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. All school districts shall provide to gifted pupils gifted education commensurate with their academic abilities and potentials.

C. If the governing board fails to submit the scope and sequence for gifted pupils as prescribed in subsection B of this section or if the scope and sequence submitted by the governing board fails to receive full approval by the superintendent of public instruction, the school district is not eligible to receive state aid for the group A weight for seven per cent of the student count and shall compute the weighted student count for pupils in group A as provided in section 15-943 by adjustment of the student count accordingly. On or before December 1 of each year, the department of education shall notify those school districts that appear to be in noncompliance and note the specific areas of deficiencies that must be corrected on or before April 1 of the following year to be eligible to use the actual student count rather than an adjusted student count. On or before April 15 of each year, the department shall notify those districts that must use an adjusted student count for the next fiscal year's state aid as provided in chapter 9 of this title.

D. The annual financial report of a school district as prescribed in section 15-904 shall include the amount of monies spent on programs for gifted pupils and the number of pupils enrolled in programs or receiving services by grade level.



# State Mandates Cont.

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## 15-779.03. Additional assistance for gifted programs

A. School districts that comply with section 15-779.01 and that submit evidence that all district teachers who have primary responsibility for teaching gifted pupils have obtained or are working toward obtaining the appropriate certification endorsement as required by the state board of education may apply to the department of education for additional funding for gifted programs equal to seventy-five dollars per pupil for four per cent of the district's student count, or two thousand dollars, whichever is more. As an alternate to the individual district application process, a governing board may request that a county school superintendent apply on its behalf as part of an educational consortium. The consortium may include school districts in more than one county. If additional monies are available after funding all eligible school districts or educational consortia, the additional monies shall be used to increase the per pupil amount for each district or educational consortium funded. If sufficient monies are not available to meet all requests, the state board of education shall determine the allocation of monies based on the comprehensiveness across grade levels, appropriateness to the population being served, utility and demonstrated effectiveness of the scope and sequence and the likelihood of the school district's or educational consortium's proposed program successfully meeting the needs of the gifted pupils. A school district shall include the monies it receives for gifted programs and services under this section in the special projects section of the budget.

B. School districts shall conduct evaluation studies of their programs for the gifted and submit information to the department of education regarding the results of their studies. The department shall develop evaluation guidelines, reporting forms, procedures and timelines.

C. Monies distributed pursuant to this section shall supplement and not supplant monies from other sources.

## 15-779.04. Powers and duties of the superintendent of public instruction

The superintendent of public instruction shall:

1. Apportion monies to each school district for which an application to offer programs for gifted pupils has been approved by the department of education pursuant to rules adopted by the state board of education.
2. On request, assist school district governing boards to design, implement and evaluate programs for gifted pupils.
3. Ensure that the expenditure of monies authorized for programs for gifted pupils is consistent with this article.
4. Encourage the development of locally designed, innovative programs for gifted pupils.
5. Assist school districts in the development and implementation of staff development programs for administrators, teachers and counselors related to gifted pupils.
6. Encourage the development of procedures that assure the ongoing participation of parents of gifted pupils in the planning and evaluation of gifted education programs and services.

# State Mandates Cont.

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## **TITLE 7. EDUCATION**

### **CHAPTER 2. STATE BOARD OF EDUCATION**

#### **Supp. 06-1**

Authority: A.R.S. § 15-201 et seq.

### **ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS**

#### **R7-2-406. Gifted Education Programs and Services**

A. Governing boards shall adopt policies for the education of gifted students which shall include:

1. Procedures for identification and placement of students to be placed in gifted programs.
  - a. Students shall be served who score at or above the 97th percentile on national norms in any one of three areas - verbal, nonverbal, or quantitative reasoning - on any test from the State Board-approved list. Students who score below the 97th percentile also may be served.
  - b. Local educational agencies (LEAs) 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.
  - c. LEAs shall place transfer students as soon as they have verified eligibility.
2. Curriculum, differentiated instruction, and supplemental services for gifted students.
  - a. Expanded academic course offerings may include, for example, one or more of the following: acceleration, enrichment, flexible pacing, interdisciplinary curriculum, and seminars.
  - b. Differentiated instruction, which emphasizes the development of higher order thinking, may include critical thinking, creative thinking, and problem solving skills.
  - c. Supplemental services, which may be offered to meet the individual needs of each gifted student, may include, for example, guidance and counseling, mentorships, independent study, correspondence courses, and concurrent enrollment.
3. Parent involvement.
  - a. Each LEA shall provide the following information to all parents or legal guardians:
    - i. Definition of a gifted child;
    - ii. Services mandated for gifted students by the state of Arizona;
    - iii. Services available from the LEA;
    - iv. Written criteria of the LEA for referral, screening, selection and placement.
  - b. Each LEA shall develop policies and procedures which ensure that parents or legal guardians are:
    - i. Given the opportunity to have their children tested;
    - ii. Given advance notice of the week that their children are to be tested;
    - iii. Given the opportunity to withhold permission for testing;
  - c. Each LEA shall:
    - i. Make testing available for students K-12 on a periodic basis but not less than three times per year;
    - ii. Inform parents or legal guardians of the results of the district-administered test within 30 school days of determining the test results;
    - iii. Upon request, explain test results to parents or legal guardians.
4. The scope and sequence shall be a written program description which demonstrates articulation across all grades and schools to ensure opportunities for continuous progress and shall include:
  - a. Statement of purpose;
  - b. General population description;
  - c. Identification process and placement criteria including provisions for special populations;
  - d. Goals and objectives;
  - e. Curriculum, differentiated instruction, and supplemental services;
  - f. Program models;
  - g. Time allocations for services;
  - h. Procedures and criteria for evaluation of student and program outcomes.

B. The Arizona Department of Education shall develop and make available model policies for the development, implementation, and evaluation of services for gifted students.

#### **Historical Note**

Adopted effective December 12, 1990 (Supp. 90-4)



# Gifted Services Department

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