

Yuma Private Industry Council Scope and Sequence Of Gifted Programs

Second Language Notification

This document along with parental/guardian rights can be translated upon parent request. Please contact 329-0990 extension 130 to request translation. The school's translation services are provided by: **Nancy Munoz**

Introduction

Experience has shown that setting high expectations for students improves academic achievement. Students excel when challenged. (Arizona Academic Standards 2000)

The mission of the Arizona Department of Education and of this school district is to nurture academic excellence and improve student achievement among all students. To this end, the Legislature of the State of Arizona has established this mandate for students who are gifted:

The governing board of each school district shall provide special education to gifted pupils identified as provided in A.R.S. 15-770. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil. (A.R.S. 15-764.C.)

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 special education commensurate with their academic abilities and potentials. (A.R.S. 15-770)

Yuma Private Industry Council is committed to special education for gifted students to help them develop their extraordinary abilities and recognizes that gifted students in this district have unique values, needs, and talents. The program for gifted students is designed to aid in the optimum development of their intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students through the provision of varied placement options and differentiated and more challenging curriculum.

The Arizona Academic Standards 2000 form the foundation of curriculum for all district programs. Modifications made in the curriculum for gifted students will ensure that students have mastered the standards and will provide extensions for students to meet or exceed the standards at the highest level.

Definition of Giftedness and Population Description

Students with exceptional abilities and talents are found in all cultural and linguistic groups, in all economic levels, in all geographic areas of the state, in all domains of intelligence and in groups of individuals who also have disabilities. The official definition of “gifted child” is found in Arizona Revised Statute § 15-761.71.

“Gifted child” 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 special instruction, or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.” (A.R.S. 15-761.7)¹

Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners, may make intuitive leaps, quickly sense patterns in information, ask themselves questions about perceived patterns in order to understand them, and form connections among stored concepts and related bits of new information to modify their existing knowledge base. In their area of interest, they are able to construct clear mental maps that organize concepts efficiently; they are able to think flexibly about new possibilities, and they thrive on questions and problems that have a wide range of possible answers instead of those that have one correct answer.

Gifted students develop asynchronously. This means that they are intellectually advanced in one or more areas, yet may have difficulties or be very average in other areas. Their motor skills may or may not match those of other same age children. The same is true for social skills. In addition, social skills may be advanced. Young gifted children progress through developmental milestones more rapidly, and sometimes prefer to associate with older children or adults who are more likely to understand their vocabulary and the complexity of their ideas.

One important point is that gifted students of the same age are not alike. There are differences between moderately gifted, highly gifted, and profoundly gifted students that may require as much curriculum differentiation within the group as is necessary between moderately gifted students and their non-gifted peers. Program modifications for gifted students must be sufficiently varied and flexible that these students can be provided challenging learning experiences and appropriate resources.

At Yuma Private Industry Council Educational Opportunity Center, 0% of students have been identified as gifted². Students from previously under-served populations were identified through multifaceted procedures, including assessment with an appropriate state-approved test.

1 The Governing Board of each Arizona school district shall adopt a definition of giftedness; local definitions may extend the mandated definition and the mandated eligibility criteria.

2 The demographic aspects of the district population and those of the students placed in the program for gifted students are to be described here.

Screening, Identification and Placement

Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the governing board of *Yuma Private Industry Council* has adopted a multifaceted approach to screening and identification of gifted learners. Prior to being given tests to determine gifted program eligibility, all students who are nominated for gifted assessment will be given routine hearing and vision screening tests.

- Young children may be nominated for a gifted program by parents, guardians, preschool teachers, or other community members.
- Students currently enrolled in district schools may be nominated by parents, teachers, or peers. They may also nominate themselves.
- Students who score at or above the 95th percentile on any section of a standardized achievement test will qualify for further testing. Our district uses three assessments to establish reason to proceed with further testing (AIMS, TABE and GED predictor). Students must demonstrate above the 95th percentile on 2 of the 3 assessments.

Nominated students will be assessed with one or more tests from the Arizona State Board of Education Approved Test List. Students will be tested in verbal, quantitative and non-verbal areas.³ Students who score at or above the 97th percentile on any of these three sections of the test, or have a full composite score above the 97th percentile, will be offered placement in the gifted program. Alternative assessment measures, portfolio data and other informal evaluation data may be used to augment formal assessment processes.

The District Placement Committee (Consisting of school administrator, teacher, and student. Parent is included if student is under the age of 18) will analyze the results of the screening and testing processes and make recommendations for placement in one of the following: 1) ability-grouped classrooms, 2) cross-grade cluster groups, 3) multiage classrooms, 4) acceleration into a higher grade or single subject acceleration, 5) a combination of placement in a regular classroom for work in some academic areas and placement at a higher grade level in the area(s) of academic strength, 6) self contained classes, or other combinations of these options. Yuma Private Industry Council's Educational Opportunity Center offers advanced placement classes along with other age appropriate options.

For highly gifted and profoundly gifted students, the district coordinator or other person in charge of gifted options will work with parents and student to provide advanced alternatives to the gifted curriculum. Alternatives may include enrollment in distance learning programs, or concurrent enrollment in a college or university. School district personnel will provide both academic and personal/social guidance or counseling services related to advanced learning opportunities for gifted students, and their parents.

³ In compliance with R7-2-406 A.1.b, *Yuma Private Industry Council* accepts scores at or above the 97th percentile on any State Board approved test submitted by other local education agencies or by qualified professionals, AND R7-2-406.a.1.c., , *Yuma Private Industry Council* will place transfer students as soon as the district has verified eligibility.

PROGRAM FOR GIFTED STUDENTS

MISSION STATEMENT

Appropriate curriculum for gifted students must be **qualitatively different** from the regular school program. As the governing board and staff of , *Yuma Private Industry Council*; we are committed to the encouragement of excellence and optimal talent development among gifted students, the district has developed a comprehensive program of educational interventions to meet the needs of our gifted students.

- Appropriate modifications must be made in the following four areas: (1) learning environments, (2) complexity and organization of content to be mastered, (3) learning and thinking processes to be emphasized, and the (4) quality and variety of the products that students will create to demonstrate mastery.
- Evaluation and assessment of student products must be tied to: criteria established through rubrics, standards of excellence, and program goals. Products will be evaluated by the teacher (or mentor), and the student. Products may also be evaluated by student peers or by experts in a field.
- A continuum of services must be provided to enhance the unique potentials of each gifted student.
- Articulation of services must be provided to connect program options sequentially from one grade to the next.

PROGRAM GOALS

- The curriculum for gifted students will encompass a high level of cognitive and affective concepts and processes beyond those provided in the regular school program
- Broad themes, appropriate to several disciplines, will be used to provide the stimulus to help students build cohesive understanding of the inter-relationships among various disciplines. These generative topics will promote deeper understanding. These topics will also encourage students to make connections, enable students to create powerful mental images, and contribute to in-depth development of students' intellectual potentials.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Provisions will be made for gifted students with special needs to facilitate successful interaction with gifted peers and achievement of individual goals.
- Learning environments will incorporate activities to help students develop the following traits and skills: independence, openness to new ideas, innovation, exploration, self monitoring, creativity, planning and decision-making and other executive thinking processes.
- Learning environments will be sufficiently flexible that instruction, such as research field trips, seminars, conferences, internships, and work with mentors, can take place both in and out of school.
- Meeting the affective needs of gifted students will be an integral part of the program.

Yuma Private Industry Council Differentiated Curriculum for Gifted Students

Yuma Private Industry Council, in accordance to charter guidelines, service high school students ages sixteen through twenty-one years of age. Standards have been established for students sixteen years of age to the age of twenty-one. Standards for students below the age of 21 are provided because Yuma Private Industry Council recognizes that gifted students, like all other students, have differing levels of giftedness. It may be necessary for gifted students to revisit earlier standards to progress to the higher standards.

Arizona Academic Standards to be Mastered

16-21
Distinction/Honors Level

Integrated Thematic Content of Curriculum for Gifted Students

(See Pages 16 to 21 for Examples)

6-8 (Below 16 years of age)	9-12 (16-21)
Conflict	Change
Complex generalizations and key concepts with an emphasis on sources of conflict among countries, racial and ethnic groups. Also include sources of conflict between political entities, nature, social institutions and individuals, environments and individuals, and within an individual.	Complex generalizations and key concepts with an emphasis on change agents: human, technological, geo-political, sociological, economic, and catastrophic. Also, the effects of these changes on knowledge, arts, belief systems, public institutions and environments.

The four themes noted below — connections, culture, conflict and change -- describe how all students learn, including gifted students.

- Initially, we make connections or *assimilate* new information into an existing systematic arrangement, influenced by environmental context.
- When new information does not fit into the existing arrangement (personal or cultural) the schemata are adapted to *accommodate* the new information.
- When enough information does not fit, a conflict arises and the systematic arrangement *disequilibrates*,-- becomes unwieldy and no longer works.
- Following a sometimes painful period of examination and reflection, individual schemata, or cultural belief systems, change, or *equilibrate*, to create a new systemic arrangement (paradigm) for organization of knowledge.

<p>6-8 (Below 16 years of age) Conflict:</p> <p>Disagreements and hostilities that arise among inhabitants of an environment (individuals, groups, nations, others) who have divergent goals or different approaches to attainment of similar goals</p>	<p>Analyzing audience attributes, goals, and expectations Reasoning and rules of evidence Exploration of moral dilemmas Leadership development, and group building Issue resolution Community problem solving Problem-based learning Discipline-based or computer-based research processes Group Investigations Seminars Self-directed learning Study of creative people and creative process Questioning strategies Planning-evaluation-review technique Metacognitive strategies and self-monitoring techniques Writing-editing-publishing processes Collaboration in research or creative projects Intrapersonal conflict resolution</p>	<p>Products, such as those listed in K-2 and 3-5 categories, designed to meet or exceed the performance objectives at proficiency level in the Arizona Academic Standards. Solutions to real-world problems Seminar presentations for specific audiences Collaborative production, such as a musical, drama, community event, school-wide event Series of WWW pages Original composition Newsletter, newspaper, journal, or book Event, such as <i>Night of the Notables</i>, in which students showcase their research findings and talents for a community audience Self-evaluation review of selected projects. Journal, diary, or log with reflections on intrapersonal issues, values, and developing ideas. Debate or panel discussion based on a community or global issue</p>
<p>9-12 (16-21) Change:</p> <p>Social and physical environments are dynamic, constantly evolving in response to stimuli from organic and inorganic sources.</p>	<p>Study of people and great ideas Advanced critical thinking, logic Statistical reasoning, analysis, inference Discipline-based reasoning and rules of evidence Discipline-based creative processes In-depth study Internship, mentor relationships, and strategies Community problem solving Global awareness Thinking actively in a social context Problem-based learning Transformational thinking Planning, evaluation, review techniques Executive and strategic thinking Workshop and studio production methods</p>	<p>Products, such as those listed in K-2, 3-5, and 6-8 categories, designed to meet or exceed the performance objectives at distinction level in the Arizona Academic Standards. Journal article, monograph, or other written work that shows in-depth understanding of a social change or change agent. Multi-media presentation based on a particular phenomenon, event, theory, or development that changed the world. Presentation to a policy-making body concerning a change in law, regulation, or social practice, a cost-benefit analysis of the proposed change, and social or environmental implications. Invention or discovery Creative body of work in literature, the arts, the humanities, or technology Reflective thinking and self-evaluation as shown in journals, creative works, actions</p>

Program Options Selected for Services to Gifted Students: Yuma Private Industry Council

Level	Program	Description of Curriculum
6-8 (Below 16) Theme: Conflict	Integrated cross-disciplinary program Self-contained classes in home or magnet school Cross-grade grouping	Content is more abstract, complex, varied, and accelerated to incorporate Proficiency Level Arizona Academic Standards. Processes include executive thinking skills (decision-making, planning, forecasting, monitoring), metacognition, community problem solving, faster pacing, greater choice of learning activities, varied group interaction, greater variety, evidence of reasoning. Products are more varied transformations or syntheses, are developed for specific audiences in response to community-based problems/opportunities, are in self-determined format, are evaluated by students & others using criteria established by experts in the relevant fields. Products may be a result of collaboration among members of a small group.
Other Options	Content acceleration	Students exceptionally gifted in a discipline move up grade levels in that discipline; this option may involve traveling to high school or college for some classes.
	Acceleration through flexible pacing or grade skipping	Highly/exceptionally gifted students skip one or more grade levels or may complete two or more grade levels in the same year.
	Independent Study	A student proposes an in-depth investigation or creative project in an area of interest, prepares a plan that includes a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.
	Distance Learning	Student undertakes individual study using courses and resources published on the World Wide Web.
9-12 (16-21) Theme: Change	Integrated cross-disciplinary program Self-contained classes in home or magnet school Honors class	Content is more abstract, complex, varied, and incorporates Distinction/Honors Level Arizona Academic Standards. Processes include executive thinking skills, such as, decision-making, planning, forecasting, monitoring, along with metacognition, issue resolution, faster pacing, greater choice of emphasis, creative processes, varied grouping arrangements, more complex reasoning. Products are varied transformations or syntheses developed for specific audiences, evaluated by self & experts in the relevant fields.
Other Options	Independent Study, In-depth Investigation, Mentorship	Student proposes an in-depth investigation or creative project in an area of intense interest. Student prepares a plan including a brief explanation of the project, needed resources, form of product, timeline for completion, and criteria for evaluation.
	Distance Learning	Student pursues an individual study program by using World Wide Web resources or by enrolling in Instructional Television courses offered by an accredited institution.
	Concurrent Enrollment	Student enrolls in some classes at home school, other classes at university or college nearby.
	Early entrance to college	Highly/exceptionally gifted students may leave high school early to enroll in a special or regular program at a college or university.

Sample Lessons for the Arizona Education of the Gifted Scope and Sequence K-12

Language Arts Sample Lessons for Gifted Students

Given the various characteristics of gifted students, how might an integrated instruction unit in language arts be presented differently to a gifted pupil?

Grades 6-8 (Below age of 16)

Adolescent years are the time when middle school gifted students discover that they have a voice in their community and what they say does indeed count. As these students learn how to advocate for the things that are the most important to them, they realize that their opinions and beliefs may bring about disagreement and conflict. Literature studies designed to analyze and evaluate the theme of conflict allow the students to learn how to successfully handle and resolve issues that bring about disagreement. Books, such as *The Gammage Cup*, *The Giver*, *A Different Beat*, *The Red Badge of Courage*, *The Scarlet Letter*, *Romeo and Juliet*, and *The Great Gatsby*, all have characters that deal with some type of conflict, whether it is interpersonal or intrapersonal. As they read the books they are to determine what type of conflict the character(s) are experiencing and how the character(s) resolves this conflict. Discussions can be held about the appropriateness of the conflict resolution that was chosen by the character allowing the students to think about how they might have handled the situation differently. As they discuss the conflicts that the character(s) experienced they are to think of three different conflicts that they have experienced and write about how they think the character(s) of the book would have handled these conflicts. Thus, they are comparing the character's beliefs and opinions to their own in handling different types of problems. They can ask, "Did I respond differently than the characters in the book?" Students then write a short story in which the main character has to resolve some type of conflict. The stories can be shared in class, published in a magazine, or entered in a writing contest. (Language Arts Standards 1, 2, 3, & 4)

Grades 9-12 (16 to 21 years of age)

Gifted high school students have the ability to analyze, synthesize, and evaluate complex literature. An activity like "Coffee House Discussion", described later, can be used to enhance and bring literature alive for these students. Each student chooses a different classical or contemporary literary author (e.g. Hemingway). The student reads the author's literary works analyzing and evaluating the different literary components. Along with reading the works of the chosen author, the student studies all aspects of the author's life. After a complete written analysis of the author and his or her works, the student does a character sketch in which he or she becomes the author by taking on the author's characteristics, attitudes, opinions, in order to participate in the "Coffee House Discussions." In the persona of the author, the student participates in discussions with the other "authors" concerning what was important in their lives, why they wrote the type of literature they chose to write, as well as discussing current events through the attitudes and opinions of the author. (Language Arts Standards 1, 2, & 3; Theater Standard 1)

Social Studies Sample Lessons for Gifted Students

Given the various characteristics of gifted students, how might an instruction unit in social studies be presented differently to gifted pupils?

Grades 6-8 (Below age of 16)

U.S. History at the middle school level allows one to delve more deeply into the underlying causes of key historical events. Many great historical events have taken place when governmental controls become oppressive and people rebel. When a significant number of people rebel against the current authorities, war will ultimately become the result. With this in mind, students take a closer look at the various control factors that convinced early colonists to separate from England, ultimately ending in the Revolutionary War. By reading the historical accounts, and studying the early leaders of our nation they are able to recognize the factors which led to the beginning of the United States of America, as well as the Revolutionary War. Students re-enact some of the key historical events to get a flavor of what it might have been like to be oppressed during that period of time. This activity leads into discussions comparing and contrasting the oppression that people of this day and age might be feeling and why we see some individuals rebel against the government today. Discussions can be held about what the students would have done if they were forming their own nation with the ultimate activity of designing and writing their own declaration of independence and constitution for their own nation. (Social Studies Standards 1, 2, & 3; Language Arts Standards 1, 2, & 3; Theater Standard 1)

Grades 9-12 (16 – 21 years of age)

Interning at or receiving a fellowship with the State Legislature gives the gifted student interested in government or politics the opportunity to put his or her understanding and knowledge of the government to use. The student is required to complete a total of 75 hours a semester during the time when the House is in session. While working at the Legislature the student will keep a log of his or her duties and experiences. The student(s) will meet with State Representatives, Senators, lobbyists and other political experts and possibly have the opportunity to work on one of the special legislative committees. The students can share their experiences with a government class, as well as write a final paper about their experiences to be turned in with their log. (Social Studies Standard 2; Language Arts Standards 2 & 4)

Health Education Sample Lessons for Gifted Students

Given the various characteristics of the gifted student, how might an instruction unit be presented differently to a gifted pupil?

Grades 6-8 (below the age of 16)

The adolescent years bring with them turmoil, developmental changes and an increased interest in appearance and diet. Gifted students studying nutrition have the opportunity to put their research skills to use. Students can begin by charting their meals and evaluating the nutritional value of the foods that they eat on a regular basis. Because many students think they need to diet or are already dieting, they will be interested in learning more about the various diets on the market. Students research three different types of diets that are out on the market for today's consumer. They then analyze the different diets according to their nutritional, exercise, and maintenance recommendations. Students compare and contrast the diets and determine which one provides the dieter with a more balanced nutritional and exercise program for the greatest amount of weight loss. To further enhance the research, students may interview individuals who have tried the various diets. The results can be shared in a school newspaper, a community newspaper, or in a teen health magazine. (Health Standards 4 & 7)

Health Education Sample Lessons for Gifted Students (Continued)

Grades 9-12 (16 – 21 years of age)

After studying and researching backgrounds of the various health care programs that are offered in the students' community, they are to choose a health organization to volunteer at for part of the semester. During their time as a volunteer they are to evaluate the organizations success in promoting and advocating a healthy-lifestyle. After their evaluation they are to develop and/or design two new ways that the organization can promote family, community, and personal health. This could be through a new pamphlet, advertisement, or a commercial. Students will present their completed project to the class, as well as to the organization. Students will then work with the organization's administration to implement the new ideas into their program. (Health Standards 4 & 7; Language Arts Standards 2, 3, & 4)

The Arts Sample Lessons for Gifted Students

Given the characteristics of the gifted student, how might an instruction unit in the arts be presented differently to the gifted pupil?

Grades 6-8 (below the age of 16)

Gifted adolescents experience the same types of issues brought on by puberty that all adolescents experience during this period of life. The visual arts can be used to help a gifted student examine the events of their lives, their feelings, and the people around them. After learning to use a variety of art mediums and possibly spending some time in the field with various artists, gifted students can create three to four different art pieces, using the different mediums, that they think best represent who they are as an individual. Students then hold an art show in which the pieces are displayed. Pieces may also be entered in an art contest or displayed at the district level. (Visual Arts-Standard 1)

Grades 9-12 (16-21 years of age)

A semester or yearlong theater course begins with the students reviewing, learning and practicing the components of scene work. As the students learn about the components of scene work they begin writing a monologue in which their character is dealing with a current issue, such as teen drug use. This original monologue needs to delve into the emotional side as well as other circumstances of the issue. After the development of the monologues the students will share them with elementary or middle school students depending on the appropriateness of the topic that they choose. To continue mastering the components of scene work, the students will each choose a classical theater genre, such as the Greek plays or Shakespeare and block scenes from these works. From here they will create original basic scenes for a Paper Bag Theater to be showcased during lunch at their school. Finally, the students will create original pieces from a book used in their literature class, such as The Scarlet Letter. At the end of the semester or year, the students will present a student showcase with a potpourri of various original works created throughout the course that could be evaluated by theater critics. (Theater Standards 1, 2, &3) (Resources: *Improvisation for the Theater* by Viola Spolin)

Technology Education Sample Lessons for Gifted Students

Given the characteristics of the gifted student, how might an instruction unit in technology be presented differently to a gifted pupil?

Middle School (Below the age of 16): Individual students will identify what they believe is the greatest technological invention of the 20th century. Students explain verbally how our lives would be different today if this invention did not exist. After each student has presented, students rank the inventions from most essential to least essential. Ranking could be individual or by group consensus or both. Parents could be asked to make and rank their own lists and students could compare the two and discuss similarities and differences. (Standard 2Technology-F3)

High School (16 – 21 years of age): Individual students will hypothesize what they believe will be the next significant technological breakthrough or invention. They will be asked to provide a sketch of the invention and a brief description of how it works and the impact it will have on society. (Standard 2Technology-E3)

Workplace Sample Lessons for Gifted Students

Given the various characteristics of the gifted student, how might an instruction unit in workplace education be presented differently to a gifted pupil?

Middle School (Below the age of 16): Students design a survey for sixth graders to determine the extent and accuracy of their knowledge regarding middle school. Based upon an analysis of the survey results, students will publish an “Orientation to Middle School” handbook and design an orientation program for sixth graders and their parents. The middle school counselor(s) and building principal of the middle school and feeder schools will serve as an advisory committee. (Standards 1Workplace-P10; 3Workplace-F4; 3Workplace-E2; 3Workplace-P1; 4Workplace-R1; 4Workplace-6; 8Workplace-D6)

High School (16 -21 years of age): Students will devise a career plan consistent with individual occupational interests and aptitudes. Included in the plan will be a flow chart with anticipated decision or choice points, an outline of information required to make an informal decision at these choice points, and listing of information sources (people and materials) where needed information can be obtained. This plan is to be updated periodically. The high school counselor will serve as a consultant/advisor. (Standards 5Workplace-P1; 5Workplace-P2; 5Workplace-D1; 5Workplace-D3; 8Workplace-D6)

Science Sample Lessons for Gifted Students

Given the various characteristics of the gifted student, how might an instruction unit in workplace education be presented differently to a gifted pupil?

Middle School (below the age of 16): Gifted students who are studying the future, formulate a hypothesis and predict outcomes for future stars that may be discovered in the next 100 years. An oral or written presentation is made to their class. (Standard 1SC-E1)

High School (16 – 21 years of age): During independent study, the gifted student plans with a mentor to create and defend a written plan of action for a scientific investigation of the cause of cancer. (Standard 1SC-P4; W-D1)

Parent Involvement in Gifted Child Education

The Governing Board and administration of *Yuma Private Industry Council* have adopted the following procedures to promote cooperation between parents of gifted children and district staff.

As specified in Arizona Department of Education Rule 7-2-406.3.a, parents or legal guardians of students shall be provided the following information:

Definition of a Gifted Child

“Gifted child” 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 special instruction or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.” (A.R.S. § 15-761.7)

Services Mandated for Gifted Students by the State of Arizona

The governing board of each school district shall provide special education to gifted pupils identified as provided in section 15-770. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil. (A.R.S. §15-764-C)

Services Available from Yuma Private Industry Council

This scope and sequence will be available at each school in *Yuma Private Industry Council*. On request, a duplicate of those pages related to program options and testing services will be supplied to parents or guardians.

Written Criteria of Yuma Private Industry Council for Referral, Screening, Selection, and Placement

Copies of referral and nomination forms will be available at all district schools and district offices. These forms will be provided to all parents or guardians upon request for gifted students. The process of referral, screening, selection and placement is described in this scope and sequence.

Forms and letters will be available in English; translation services or translated print materials will be made available for parents or guardians whose primary language is other than English.

Time Allocations for Services

Within 30 calendar days of nomination, The District Placement Committee (Consisting of school administrator, teacher, and student. Parent is included if student is under the age of 18) will convene to review the results of existing data. If the student has not completed preliminary assessments to determine further assessments, the student will be given the opportunity to take assessments within 14 calendar days of the initial committee meeting. In the event a student has not had the opportunity to retrieve or take State standardized assessments, the committee will recommend further assessment based on existing data.

If the committee determines that there is sufficient evidence to assess the student as eligible for gifted services, the student shall have the opportunity to take such assessments within 14 days.

Time Allocations for Services Continued

Upon completion of gifted assessment, the District Placement Committee will have 30 calendar days to reconvene to establish eligibility for gifted services. If the committee determines the student is eligible for gifted services, the committee will develop and implement an educational plan that differs from regular education in the following areas:

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

Student progress in gifted curriculum will be reviewed annually (from date of determination) by the District Placement Committee.

Testing Procedures

Before administering tests to students who are suspected of being gifted, students will be given routine vision and hearing screening exams. *Yuma Private Industry Council schools* will administer one or more state-approved tests periodically and at no less than three regular intervals throughout the year. Notice of testing dates shall be placed on the school district calendar. Notices/reminders also will be sent home with students two weeks prior to assessment dates.

As a part of the nomination/referral form, parents will be given an opportunity to **grant** or **withhold** permission for testing. Nomination/referral forms and information letters to parents will be published in English; translation services or translated print materials will be made available for parents or guardians whose primary language is other than English.

Notification of Testing Results

Yuma Private Industry Council will send letters to parents or guardians of tested students, at their address of record, within 30 days after the scheduled test date, to report test results and placement decisions. Letters will be written in the home language of record for those individuals who do not speak English.

If a parent or legal guardian requests an explanation of test results, *Yuma Private Industry Council* will set up an appointment for the parent or legal guardian with a professional staff member qualified to explain test results.

Notification of Placement

A letter, in the home language of record, will be sent to parents or legal guardians of all tested students to notify them of the placement decision made by the Yuma Private Industry Council School District committee. A description of the services recommended for the student will be provided. Parents or guardians will be given the opportunity to **grant** or **withhold** permission for placement in the recommended program. At the request of parent or legal guardian, an appointment will be set up with a member of the professional staff who is able to provide further information.

Gifted Program Evaluation and Assessment

Evaluation is most often defined as the determination of merit or worth of some entity such as an educational program. Program evaluation is the act of answering focused questions about how the program started (background), how it works on a daily basis (operation), and what effects it has had on those involved (outcomes). These questions should be developed by examining issues such as student identification: 1) a program background area, classroom instruction, 2) a program operation area, and student knowledge, 3) a program outcome area. However, unintended program effects should be studied or at least allowed to surface, including pressure placed on students and the development of elitism.

Evaluation questions are usually investigated using interviews, questionnaires, and the observations of real-time events or tapes of those events. Documents such as program descriptions, funding proposals, and curriculum guides or lesson plans might be examined as well. Testing as an exclusive means of evaluation is not recommended unless the items are constructed based on the content taught in the program. How gifted students perform on standardized tests is only one of many indicators of program quality, especially since most students are in a gifted program due to high scores on such tests along with assessment from the Arizona State Board of Education approved test list for gifted identification.

Exactly which evaluation areas and specific questions to ask should be based in large part on the needs, values, and perceptions of program stakeholders including parents of program students along with students and teachers in the program. Other audiences to consider in planning the evaluation would be administrators, school board members, and state and federal agencies. Further, the evaluation plans and questions should be designed around the explicit program purposes and practical operations. What follows are background, operation, and outcomes areas, along with one of several possible associated evaluation questions. Please note that these are only examples and that many other areas and specific evaluation questions can be developed based on stakeholders, audiences, and program purposes.