

**Kayenta Unified School District #27**

**GIFTED EDUCATION  
SCOPE AND SEQUENCE  
K-12**

Approved by Governing Board on  
June 13, 2013

**1. Statement of Purpose:** Kayenta Unified School District #27 (KUSD) will meet or exceed the program design criteria as set forth by the Arizona Department of Education Cycle 5 – ESEA Programmatic Monitoring for Compliance: Gifted Education Programs. This scope and sequence is designed to be in sequential and numerical alignment with the ADE monitoring instrument; hence some items may appear to be repetitive.

**2. KUSD will submit a Governing Board approved Scope and Sequence to the Arizona Department of Education.** This scope and sequence was revised over the course of the 2012-2013 school year, with input from students, parents, teachers, and administrators. It was approved at a regularly scheduled Governing Board meeting on June 13, 2013.

**3. KUSD provides gifted education for identified gifted pupils K-12.** KUSD is committed to providing exceptional services to 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 optimal 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.

It is important to note that 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 children of similar age. The same is true for social skills, though conversely, 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. Further, 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. Therefore,

1. KUSD provides gifted education for identified gifted pupils K-12. "Gifted child" is defined as 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)
2. KUSD provides 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. These include Advanced Placement courses, honors classes, and other classes in which students are taught at their ability level. At the fifth and

sixth grades of Middle School, the classes “Walk to Read” and “Walk to Math” meet this objective.

3. KUSD modifies the course of study and adapts 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 Navajo or another language other than English is primarily or exclusively spoken. These students will be placed in classes taught by teachers with fluency in the Navajo language, or instructors who will consult with such teachers fluent in Navajo. Program modifications for identified gifted students will be sufficiently varied and flexible that these students can be provided challenging learning experiences and appropriate resources.
4. KUSD uses tests (e.g. the Naglieri Nonverbal Ability Test) 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.

**4. KUSD has 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.** Gifted pupils receive gifted education commensurate with their academic abilities and potentials. See item 3 above and item 9 below for details.

**5. KUSD determines in a timely manner whether a transfer pupil who was previously identified as a gifted pupil by a school district or charter school shall be identified as a gifted pupil in that school district.** KUSD provides gifted education to transfer pupils who are identified as gifted without unreasonable delay.

The process is as follows:

- The KUSD staff member responsible for enrolling a new student will inquire if the transfer student qualified for or was enrolled in any special programs, including gifted education, at his or her previous school.
- If so, the staff member will contact the KUSD Gifted Specialist with the name of the student and the name of the previous school within two school days.
- The District Gifted Specialist will contact the prior school and request the appropriate records within two school days.
- Upon receipt of records that indicate giftedness according to ADE standards, the given student will immediately qualify for KUSD gifted program services, and the District Gifted Specialist will inform the parents/guardian of this fact, in writing, within two school days.

**6. KUSD provides programs and services for gifted pupils.** As stated in item 3 above, KUSD is committed to offering services to 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 optimal 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. Therefore:

1. KUSD provides programs and services for gifted pupils.
2. KUSD provides programs and services for gifted pupils as an integrated, differentiated learning experience during the regular school day. KUSD uses an "inclusive" model of student placement for all children receiving exceptional education services. A gifted child's teacher, therefore, provides services in class by modifying lessons. The modification of the lessons will entail content acceleration, enrichment, sophistication, and/or novelty. Additionally, after school seminars, workshops, and other activities will be offered, though student attendance at these events is always optional.
3. KUSD 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. Further, KUSD 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. Early identification is essential for the intellectual and emotional health of gifted children because it enables early intervention. Consequently, the KUSD Governing Board has adopted a multifaceted approach to screening and identification of gifted learners, as follows:

The referral process is open ended: students may be referred for our gifted program by their parents, guardians, teachers, peers, other staff members, other community members, or themselves. Additionally, students who score at or above the 95<sup>th</sup> percentile on any section of a standardized achievement test will be screened for referral.

A Child Study Team comprised of administrators, counselors, and the gifted program specialist will review existing data on all referred students, and make recommendations for either further data collection or immediate testing, which will be offered on an as needed basis, but no less than three times per year, in the fall, winter, and spring. Notices of testing will be made public via email and newsletters. Parents will be given an opportunity to grant or withhold permission to test by checking off the appropriate box on the KUSD gifted testing parent/guardian permission form. Parents will also be given advanced notice of the week that their children are to be tested.

Students recommended for testing will be assessed with one or more tests from the Arizona State Board of Education Approved Test List. Currently, students will be tested in the verbal and quantitative areas using the Cognitive Abilities Test, and the non-verbal area using the Naglieri Nonverbal Ability Test. The Raven Standard Progressive Matrices may also be used. Students who score at or above the 90<sup>th</sup> percentile in the verbal or quantitative areas, or at or above the 95<sup>th</sup> percentile in the nonverbal area will be offered placement in the gifted

program. (The State mandates that students who score at or above the 97<sup>th</sup> percentile on any of the three sections of the test, or who have a full composite score above the 97<sup>th</sup> percentile, be offered placement in the gifted program.) A case study approach can also be utilized for identification purposes. Test results and placement decisions will be sent to parents/guardians within 30 days following the test date.

If a parent or legal guardian requests an explanation of test results, KUSD will arrange an appointment for the parent or legal guardian with a professional staff member qualified to explain test results. All forms and letters will be available in English. However, translation services will be made available for parents or guardians whose primary language is Navajo or another language other than English.

Alternative assessment measures, portfolio data and other informal evaluation data may be used to augment formal assessment processes, to enhance identifying English Language Learners and/or twice-exceptional students. It is desired that the gifted population reflect the gender and ethnic background of the general school population.

The Child Study Team will analyze the results of the screening and testing processes and make recommendations for placement in one of the following: 1) clustered classrooms, 2) acceleration into a higher grade or single subject acceleration, 3) 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, or 4) other combinations of these options, including those options identified in item 3.2 above.

For highly gifted and profoundly gifted students, the District gifted specialist will work with parents 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.

4. KUSD evaluates the comprehensive screening and assessment process for gifted education annually, utilizing survey results and informal interviews as tools to facilitate finding areas of potential improvement.
5. Professional Development: administrators, teachers, councilors, and school psychologists will be given opportunities to increase their knowledge of best practices concerning gifted education. Parent and teacher training on affective needs of gifted learners will be incorporated into our Gifted Inquiry Group, which will meet on a regular basis throughout the school year. KUSD desires that all teachers of gifted students have a gifted education endorsement. At the present time, the District Gifted Specialist has the endorsement.

**7. Gifted education for gifted pupils differs from regular education.** As the Governing Board and staff of KUSD 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.

Although each gifted student is unique, gifted students do have some characteristics in common. They usually are swift and efficient learners. They 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 talent, they are able to construct clear mental maps that organize concepts efficiently; they are likely able to think flexibly about new possibilities, and are apt to thrive on questions and problems that have a wide range of possible answers rather than those that have but a single correct answer. Therefore, 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. KUSD will thus provide gifted pupils differentiated instruction in the following ways:

1. Content, including broad based interdisciplinary curriculum, will be differentiated through enrichment, acceleration, sophistication, and novelty. The curricula are qualitatively different than that of regular education, given the greater complexity of content to be mastered.
2. Process: the learning and thinking processes to be emphasized are different from regular education. Higher level thinking skills are incorporated into instructional lessons.
3. Product: as appropriate, teachers will seek a variety of possible products from gifted pupils. Also, teachers will expect a greater level of complexity in the products created by gifted pupils, given the higher quality and variety of the products that students create to demonstrate mastery. Evaluation and assessment of student products are tied to criteria established through rubrics, standards of excellence, and/or program goals. Products will be evaluated by the teacher (or mentor) and the student.
4. Learning environments for gifted pupils will include greater flexibility than that found in regular education. This includes greater student ownership of assignments and specific topics studied through personal selection of material to be studied.
  - 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 peers (both gifted and otherwise) and achievement of individual goals. Meeting the affective needs of gifted students and developing social skills will be an integral part of the program.
  - 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.
5. Each school will designate a Site Assistant to the Gifted Specialist to assist in the implementation of the program scope and sequence at the local (building) level. The responsibilities of this individual will include providing identified students with access to counseling services on an as needed basis.
  6. Parental and community outreach and involvement will include the following:
    - The Scope and Sequence will be distributed to parents of all identified gifted students
    - The Gifted Support Group, comprised of all gifted program stakeholders, will meet on a regular basis, but no less than quarterly. Frequency of meetings beyond this minimum will be determined by meeting attendees.
    - Seminars and other extracurricular activities
    - Sharing gifted education information in a timely manner
    - Contacting newly identified students' parents
    - Placing the gifted scope and sequence on the District website.

**8. KUSD evaluates the quality of proposed differentiated instruction.** See item 12 below.

**9. At least once every four years, KUSD submits to the state board of education and the department of education a scope and sequence that includes criteria that addresses the elements of:**

1. Program design: item 3
2. Identification: item 6
3. Curriculum: item 7
4. Instruction: item 7
5. Social development: items 3 and 7.4
6. Emotional development: item 7.4
7. Professional development: item 6.5
8. Parent involvement: item 7.6
9. Community involvement: item 7.6
10. Program assessment: item 12
11. Budgeting: funding is available for the following:
  - Positions include the Gifted Program Specialist, Site Assistants to the Gifted Specialist, and Gifted Seminar Leaders
  - Curricular materials and supplies for teachers of gifted students
  - Purchase of testing materials
  - Professional Development, including conference registration fees and travel costs
  - Student registration fees for AP Exams and other activities

**10. KUSD submits the Gifted Scope and Sequence to the department of education for approval on or before July 1<sup>st</sup> (if any changes were made during the previous fiscal year), or every five years if no changes were made during the previous five years.**

**11. KUSD 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.**

**12. KUSD conducts evaluation studies of programs for the gifted and submits information to the department of education regarding the results of their studies.** Evaluation of student and program outcomes will be conducted on an annual basis. Evaluation questions will be investigated using interviews, questionnaires, and the observations of real-time events. Documents such as program descriptions, funding proposals, and curriculum guides or lesson plans may 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.

The specific evaluation areas and questions to ask will be based in large part on the needs, values, and perceptions of all program stakeholders, including students, parents, teachers, administrators, counselors, and school psychologists. Other audiences that will be considered while planning the evaluation will be school board members and state and federal agencies.

Evaluation results will be shared with staff to ensure the implementation of any necessary changes. The evaluation will include the following:

- a District gifted student database
- Providing updated gifted student rosters to each school (rosters include areas of identification and scores)
- Tracking numbers of students tested and identified at each school
- Ensuring that the gifted population reflects the gender and ethnic background of the general school population
- Monitoring gifted students' academic achievement
- Documenting professional development opportunities for teachers of gifted students
- Keeping record of numbers of gifted students enrolling in the District (transfer students)
- Surveys of parents, teachers, and administrators, including questions that address the quality of proposed differentiated instruction.

**13. The KUSD Governing Board has adopted a policy for the education of gifted students that:**

1. shall serve students 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;
2. 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;
3. shall place transfer students as soon as they have verified eligibility.

**14. KUSD ensures that all the requirements are met.**

1. For example, KUSD ensures that:
2. the Scope and Sequence references the following relating to curriculum, differentiated instruction, and supplemental services for gifted students:
  - (1) expanded academic course offerings may include, for example, one or more of the following: acceleration, enrichment, flexible pacing, interdisciplinary curriculum and seminars;
  - (2) differentiated instruction, which emphasizes the development of higher order thinking, may include critical thinking, creative thinking and problem-solving skills;
  - (3) 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.
3. KUSD shares the following with all parents or legal guardians:
  - (1) definition of a gifted child;
  - (2) services mandated for gifted students by the state of Arizona;
  - (3) services available from the LEA;
  - (4) written criteria of the LEA for referral and screening.
4. KUSD provides parents with information in their heritage language, if needed.
5. KUSD has developed a written policy to show that parents and guardians are:
  - (1) given the opportunity to have their children tested;
  - (2) given advanced notice of the week that their children are to be tested;
  - (3) given the opportunity to withhold permission for testing.