

CRUHSD

Governing Board Meeting Date: November 7, 2018

Agenda Item: Gifted Scope and Sequence

Need Board approval of Gifted Scope and Sequence. Needs to be uploaded by December 1st to ADE for Gifted Monitoring

Background Information

The scope and sequence has to be approved by the Board every 4 years and uploaded to ADE.

Governing Board Policy Reference

Budgetary Impact

Recommendation

Colorado River Union High School District

2017 Scope and Sequence Criteria

Governing Board Review & Approval Date: _____

Please upload into ALEAT (or email to Gifted@azed.gov) the **Governing Board approval minutes**, when available.

Submitted by: Darolene H. Brown Title: Director of Curriculum and Instructional Tech

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District gifted website: <http://www.coloradoriverschools.org>

Program Design		
Question	Indicators	District Description
<p>What is your district's definition of a gifted student and gifted education?</p>	<ul style="list-style-type: none"> • Multiple criteria, non-verbal, verbal and quantitative • 97% on state approved tests or services for students with borderline scores • Read the state definition in ARS 15-779 and incorporate it into your local district 	<p>Students with exceptional abilities 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. 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 of 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.</p> <p>Colorado River Union HSD #2 adheres to the official definition of "gifted child" as found in the Arizona Revised Statute 15-761.71 "gifted child means a child who is of lawful school age, who due to</p>

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		<p>superior intellectual or advanced learning ability, or both, in 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."</p> <p>This includes all students who perform with a 97% on state approved tests or services for students with borderline scores</p>
<p>Describe the Philosophy and Goals for your gifted program.</p>	<ul style="list-style-type: none"> • Incorporates a K-8 or K-12 continuity of services • Modify instruction/curriculum to meet student needs • Describes differentiation in process, content and product • "Gifted students are gifted all day, not just for a small segment of that day" • Goal: start with where the student is academically and accelerate the pace of instruction • Goal: train as many teachers as possible about the unique needs of gifted students • Goal: develop a program that represents the diversity of the school and district 	<p>The gifted program is a well-constructed program that brings gifted students together and provides them with an intellectually stimulating environment, in addition to giving them the opportunity to use their problem-solving abilities.</p> <p>Structural Goals: The program will meet the needs of the child with high intellect and high ability by:</p> <ul style="list-style-type: none"> • Having an appropriate identification process. • Creating an environment to develop high mental processes, such as Math Olympics, etc. • Provide time, space and staff necessary to assist in the intellectual and talent development of all students in the classroom. • Provide opportunity for career exploration. • Provide opportunity for the development of interests and talents. • Provide a curriculum that is qualitatively different and uniquely appropriate. Provide training for teachers in differentiated instructional methods. Provide community college classes) dual and concurrent enrollment for college credit after students complete the college entrance exam. • Provide AP offerings available through the classroom and online classes. • Trainings as many teachers as possible about the needs of

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		gifted students.
How do you group and deliver services to your K-2 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	NA
How do you group and deliver services to your 3-6 students?	<ul style="list-style-type: none"> • Self-contained, cluster, pull out or differentiated instruction within the regular classroom • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills 	NA
How do you group and deliver services to your 7-8 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, flexible grouping 	NA
How do you group and deliver services to your 9-12 students?	<ul style="list-style-type: none"> • Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills • Content driven, accelerated learning, honors classes, AP, IB or CIE classes, flexible grouping and/or scheduling 	<p>Teaching practices and experiences must fit into each student's life, which develops challenging thinking and feeling processes by creating divergent and creative experiences through different types of teaching strategies.</p> <p>Teaching Strategies will be used to develop thinking and emotional skills that are focused on what a student is or can become and curriculum that includes open-ended assignments, inquiry learning and problems solving strategies; for example:</p> <ul style="list-style-type: none"> • Paradoxes • Attribute listing • Analogies • Project-based learning • Socratic Method of questioning, etc. <p>The district provides Honors Curriculum, AP Courses and both dual enrollment and concurrent enrollment classes with the local</p>

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		community college.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	<p>Curriculum offered to gifted and talented students needs to be developmental, with skills introduced at the appropriate level for each student. At any grade level, the focus of gifted and talented curriculum alignment is on skills that can be applied to all content areas and to success in later life. Examples of such process skills are information gathering and processing, critical and creative thinking, problem solving, reasoning, decision-making, and the ability to communicate effectively. These performance skills are consistent with the Arizona State Standards.</p> <p>Departments collaborate to create a curriculum map that is tied to each of the unwrapped documents that un-wrap the Standards that are being taught. This allows for alignment to occur with both the content and the grade levels in a department through vertical alignment.</p>
How do you involve parents in your program?	<ul style="list-style-type: none"> • Periodic orientation/communication meetings • Provide information about summer programs like Johns Hopkins, ASU and U of A • Newsletters, parent support groups 	<p>The Scope and Sequence will be placed on the district website. During each school's Open House for parents, materials and information will be available from counselors and teachers on the Honors Program, AP Classes, summer programs and classes available for college credit. As students are identified, parents or legal guardians of identified gifted students shall be provided with a copy of the scope and sequence.</p>

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Curriculum and Instruction

Question	Indicators	District Description
How do you differentiate instruction (pace and pedagogy) to K-2 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	NA
How do you differentiate instruction (pace and pedagogy) to 3-6 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Establish a rubric for the pedagogy to be appropriately applied for this level 	NA
How do you differentiate instruction (pace and pedagogy) to 7-8 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Develop an honors curriculum for gifted students Establish a rubric for the pedagogy to be appropriately applied for this level • Use real world connections, simulations, Mock Trial, etc. 	NA
How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.	<ul style="list-style-type: none"> • Training for teachers in flexible instructional groups • Provide for acceleration through extended literature, novels, math word problems, graph interpretation etc. • Provide AP/IB or CIE coursework for student Establish a rubric for the pedagogy to be appropriately applied for this levels 	Training in differentiated methodology allows the teacher: <ul style="list-style-type: none"> • To develop and enhance in the student a capacity for initiating, motivating, and directing one’s own learning. • To develop in the student a sense of responsibility for setting his or her own goals according to individual interests, strengths and weaknesses. • To provide opportunities for students to

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		<p>broader personal experience and interact with other gifted students and adults.</p> <ul style="list-style-type: none"> • To provide challenging curriculum to expand his/her knowledge. • To provide challenging curriculum to develop and expand decision-making skills. • To provide challenging curriculum to develop critical and creative thinking skills. • To provide opportunities to interact with professional personnel and facilitate interest in a chosen area. • To provide opportunities to practice intellectual risk-taking to solve problems and create solutions, examine ideas, events, or phenomena. • To provide experiences to excel in oral, written and interpersonal communication. <p>Examples:</p>
<p>What curricular materials do you use for grades K-2?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>NA</p>
<p>What curricular materials do you use for grades 3-6?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>NA</p>
<p>What curricular materials do you use for grades 7-8?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>NA</p>
<p>What curricular materials do you use for grades 9-12?</p>	<ul style="list-style-type: none"> • Be specific. 	<p>Textbooks, Actively Learn software, IXL Software, Math software, AP materials, internet resources, EBSCO, dual and concurrent textbooks aligned with college courses, etc.</p>

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Identification		
Question	Indicators	District Description
Describe how your referral process for identification involves parents and staff.	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on student transfer documents • Announcements/newsletters to parents • Referrals from counselors, administrators or support staff • In-service training for all staff and parents • Program description provided to all stakeholders 	<p>Students will be referred to the gifted program by the following methods:</p> <ul style="list-style-type: none"> • High performance on AIM Science, AZMERIT and/or ACT tests. • Teacher, counselor, administrator, and support staff recommendation. • Parent request. • Recommendation from feeder school. • Peer Recommendation • GPA. <p>Staff professional development on differentiation and identification is held each year.</p>
Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.	<ul style="list-style-type: none"> • Serve 97%, but what about 96, 95, 94 and others? • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Arizona Assessment Scores • Use of non-verbal tests • Multiple measures • Personal interviews • Performance in honors, AP, IB, CIE classes 	<p>At the beginning of each school year professional development is conducted for newly hired teachers as to the program's requirements: eligibility, referral process, test overview, and program operation. During the school year, the instructional coaches will provide information on this process to all teachers. If the Director of EL requests, specific professional development on referrals for EL children will be held. The Director of EL has participated in professional development regarding E.L. and gifted. Students are tested in verbal, qualitative and non-verbal thinking. Students who score at or above the 97 percentile on anyone of these three sections are eligible for participation in the district's honors classes, AP classes and/or dual and concurrent classes (if they pass the college entrance exam. Participation in the program is optional and parents may opt not to have their children in Honors or AP classes or college classes.</p>
Please list all the testing	<ul style="list-style-type: none"> • CogAT, Naglieri, WISC, etc. See the State 	We currently utilize two testing instruments from the

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<p>instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<p>Board approved test list</p> <ul style="list-style-type: none"> • Student grades • Gifted Characteristics Checklists • Student, teacher, parent input • Standardized testing results 	<p>state approved testing list: The Cognitive Abilities Test is used to identify students in 9th grade – 12th grade. A Spanish version is also available for use, when needed. Students are tested in verbal, qualitative and non-verbal thinking. Students who score at or above the 97 percentile on anyone of these three sections are eligible for participation in the district's honors classes, AP classes or college classes Students who score at the 97 percentile or higher are eligible for participation in the district's gifted program. The District also uses scores from the ACT, SAT and AZMERIT tests to refer students to the gifted program.</p>
<p>How often do you make testing available for K-12 students?</p>	<ul style="list-style-type: none"> • Fall, winter, spring • Additional testing for transfer students or on a case-by-case basis throughout the year 	<p>Fall, winter, spring Additional testing for transfer students or on a case-by-case basis as students are referred throughout the year</p>
<p>How do you inform parents and staff of your referral and identification process?</p>	<ul style="list-style-type: none"> • Formal letters to parents • Parent informational meetings, conferences • School newsletters • If your school has a gifted website, please list the URL 	<p>At a professional development, teachers and staff learn how to identify gifted students, how to fill out the referral forms. Letters are then sent home to parents. Information is given out at the schools' open house the first of each year. Information is also placed on the District Website.</p>
<p>Once eligibility is determined, how do you inform parents of the decision and then handle an appeal of that decision?</p>	<ul style="list-style-type: none"> • Formal letters • Focus on data • Parent meetings • Meeting with teacher, Principal, and Gifted Director 	<p>Formal letters are sent to each parent of an identified gifted student. The letter encourages parents to meet with a counselor to setup their student's education program. Formal letters are also sent out to parents of a child who was referred, but not identified as gifted.</p> <p>URL: http://coloradoriverschools.org</p>

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Social and Emotional Development		
Question	Indicators	District Description
How do you provide for the unique affective needs of your gifted students K-6?	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Coordination of affective activities • Experiential learning approach • Provide common learning seminars for gifted students by grade level using pull out, cluster or self-contained configurations • Use peer tutoring, cooperative leaning strategies • Establish a parent support group 	NA
How do you provide for the unique affective needs of your gifted students 7-8?	<ul style="list-style-type: none"> • Incorporate specific activities into an honors program • Experiential learning approach • Provide common learning seminars for gifted students by grade level such as a humanities class • Establish a parent support group 	NA
How do you provide for the unique affective needs of your gifted students 9-12?	<ul style="list-style-type: none"> • Develop gifted student learning groups to share experiences • Assign a counselor to work with gifted students • Seminars to train teachers, counselors and administrators • Concurrent/dual enrollment possibilities tied to AP, IB or CIE programs • Establish a parent support group 	<ul style="list-style-type: none"> • Differentiated learning professional development is given to teachers, counselors and administrators to meet the affective needs of the gifted students. • Students are encouraged to take AP, college classes (both dual and concurrent enrollment). An Honors Contract is in place to track a student's progress, which includes community service. • Counselors in each school will direct students into more challenging programs. • Freshman orientation, 8th grade pre-registration events will educate students and parents about gifted opportunities. • Counselors work with students on achieving educational and post-secondary goals.
What specific orientation activities do you provide for	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of 	Professional development is given to teachers and staff to

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<p>parents and teachers regarding gifted students affective needs?</p>	<p>gifted students to teachers/parents</p> <ul style="list-style-type: none"> • Conduct locally developed gifted parent nights 	<p>instruct them how to identify gifted students, how to fill out the referral forms. Letters are then sent home to parents. Information is given out at the schools' open house the first of each year. Information is also placed on the District Website.</p>
<p>How do you monitor, identify and provide assistance to "at risk" gifted students?</p>	<ul style="list-style-type: none"> • Create an open ended referral process for parents, students and teachers • Provide counseling services on an as needed basis • Develop alternate approaches for students in high school to earn credit • Competency testing in core subjects to allow students to "move-on" 	<p>An open ended referral process is in place to refer any gifted student to the program. Counselors are available on a daily basis to counsel with students. Students can concurrent enroll in college classes, do internships and complete online courses. Students can test out of a class during the first two weeks of a course, if they feel they know the materials.</p>

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Professional Development		
Question	Indicators	District Description
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with gifted students?	<ul style="list-style-type: none"> • Professional development training, staff development, professional learning communities • Fund attendance at conferences, workshops and training in gifted education • Provide instructional materials for gifted learners • Join the Arizona Association for Gifted and Talented (AAGT) • Teachers develop personal professional growth plans 	Teachers and staff have professional development the first week before school and have the opportunity to attend District PD the 1 st Friday of every month with trainers coming from ADE. The district also hosts a Tri-District PD day in January of each year. Teachers will be encouraged to become gifted certified, which will be paid for by the district. Teachers will be encouraged to attend conferences that focus on gifted learners.
Please list the titles of the training you conducted last year and those planned for the current year.	<ul style="list-style-type: none"> • Characteristics of the gifted learner • Instructional needs of the gifted learner • How to differentiate instruction to meet gifted learners needs • Identifying the gifted learner • The meaning of gifted testing results 	<p>Last year:</p> <p>AP training in US History and Literature. Actively Learn Training Algebraic Reasoning Training Authentic Project-Based Learning Training College Writing Training How to facilitate Class Discussions on Controversial Issues Differentiation of Instruction MCC Training on Schoology for Dual Enrollment Teachers</p> <p>This year: (to date)</p> <p>AP training in World History Actively Learn Training Differentiation of Instruction MCC Training on Schoology for Dual Enrollment ADE English and Math training</p>
How have your training events targeted the needs of administrators, counselors, psychologists and support	<ul style="list-style-type: none"> • Specific training events that illustrated for administrators how to support gifted education in their schools • Training for counselors in the social and 	At the beginning of each school year, at New Teacher Induction, professional development is conducted for newly hired teachers as to the program's requirements:

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<p>staff?</p>	<p>emotional needs of the gifted learner</p> <ul style="list-style-type: none"> • ADE sponsored training on school improvement 	<p>eligibility, referral process, test overview, and program operation. During the school year, the instructional coaches and the Lighthouse teachers will provide information on this process to all teachers. If the Director of EL requests, specific professional development on referrals for EL children will be held. The Director of EL has participated in professional development regarding EL and gifted.</p>
<p>Do teachers who have primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?</p>	<ul style="list-style-type: none"> • For more information, please see the <u>gifted endorsement resources</u>. 	<p>The district does not have any teachers, at this time, who have an Arizona Gifted Education K-12 Endorsement, but teachers are encouraged to get the endorsement and the district will reimburse the teacher for the endorsement.</p>
<p>Describe the feedback received from post training evaluations.</p>	<ul style="list-style-type: none"> • What did the participants say about the effectiveness? 	<p>Teachers and staff were very positive about the trainings given. Department Chairs meet once a month to plan department collaborations and to set up the monthly professional development days based on requests from teachers on what they need and want.</p>

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Parent and Community Involvement		
Question	Indicators	District Description
How do you make your program philosophy, goals and recruitment procedures available to all parents?	<ul style="list-style-type: none"> • Provide parents with a gifted handbook for working with the district • Open house for gifted parents • Website for gifted students and parents • Parent – teacher conferences 	The Scope and Sequence will be placed on the district website. During each school's Open House for parents, materials and information will be available from counselors and teachers on the Honors Program, AP Classes, summer programs and classes available for college credit. As students are identified, parents or legal guardians of identified gifted students shall be provided with a copy of the scope and sequence.
How do you provide access to your scope and sequence for all parents?	<ul style="list-style-type: none"> • Gifted scope and sequence distributed to all gifted parents • Available in all school offices • Available on LEA or school website 	As students are identified, parents or legal guardians of identified gifted students shall be provided with a copy of the scope and sequence. The Scope and Sequence will also be placed on the district website. During each school's Open House for parents, materials and information will be available from counselors and teachers on the Honors Program, AP Classes, summer programs and classes available for college credit.
Describe how you incorporate parents into a support or advisory group.	<ul style="list-style-type: none"> • Write letters of invitation to all gifted parents to join our group • Develop a regular schedule of meetings, posted on website or in newsletter • Provide opportunities to hear and converse with gifted guest speakers 	District Website has gifted information posted. Parents are informed at the yearly school Open House. Site council is informed about the gifted program and members are asked to give input.
How do you involve parents and the gifted community in the evaluation of your program?	<ul style="list-style-type: none"> • Surveys, personal interviews, town hall type meetings • Site council agenda item • End of year presentations 	Evaluation of the gifted and talented program and its curriculum is an on-going process. Departments gather information and analyze data to determine programs strengths and areas for improvement. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. In addition, district data on student achievement is analyzed, student and staff accomplishments are noted, and development in gifted and general education are reviewed to help determine recommendations for gifted and talented program enhancements. The gifted and honors programs

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		are on the agenda at Board workshops several times during the year.
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Program Assessment		
Question	Indicators	District Description
What data sources do you use to assess your programs effectiveness?	<ul style="list-style-type: none"> • Surveys from parents, students and teachers • Standardized test scores • AzMERIT performance scores • Terra Nova performance scores • AP, IB or CIE scores 	District data on student achievement is analyzed, student accomplishments are noted, and development in gifted and general education are reviewed to help determine recommendations for gifted and talented program enhancements. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. Data is also analyzed from AZMERIT, ACT, SAT, grades and AIM Science Tests.
Describe how you use test data, both norm referenced and criterion referenced in your evaluation process.	<ul style="list-style-type: none"> • Track progress of gifted students year to year individually • Compare scores of gifted students with the rest of the population to assess differences • Students class grades compared to identification scores 	Gifted population AP, AZMERIT and college classes will be gathered and compared to the non-gifted population. ACT, SAT, and AZMERIT scores will be evaluated for gifted potential. Documents 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. How gifted students perform on standardized tests is only one of many indicators of a quality program. How gifted students perform on standardized tests is only one of many indicators of a quality program, especially since most students are in a gifted program due to high scores on such tests, along with assessment from the Arizona Board of Education approved test list for gifted students.
How do you use informal measures like surveys, open forums and teacher interviews to gather data?	<ul style="list-style-type: none"> • Look for trends, common strengths, weaknesses, areas for improvement in parent surveys • Direct observation of the program in action 	Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. They look for trends, common strengths, and areas for improvement.
What are your keys indicators that your program is positively affecting students?	<ul style="list-style-type: none"> • Student interest, excitement with the program • Parental positive feedback • Students test score analysis • Stays with the program, no dropouts 	<ul style="list-style-type: none"> • Students who maintain participation in the Honors Program their entire high school career. • Participation in AP and collage classes. • Parent and student surveys.

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<p>Describe the performance standards you have for all gifted students. Are the standards for gifted students?</p>	<ul style="list-style-type: none"> • Regular attendance in class • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	<p>Gifted population AP, AZMERIT and college classes will be gathered and compared to the non-gifted population. ACT, SAT, and AZMERIT scores will be evaluated for gifted potential. How gifted students perform on standardized tests is only one of many indicators of a quality program. How gifted students perform on standardized tests is only one of many indicators of a quality program, especially since most students are in a gifted program due to high scores on such tests, along with assessment from the Arizona Board of Education approved test list for gifted students.</p>
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Budgeting		
Question	Indicators	District Description
<p>What percentage of your supplemental allocation is used in the following categories: capital expenditures, direct student services, professional development and district coordination?</p>	<ul style="list-style-type: none"> • If supplemental funding from the Arizona state legislature is not currently available, please describe funding resources used to support your gifted education program. 	<p>The District funds 100% of the AP, Honors and dual enrollment classes. This includes:</p> <ul style="list-style-type: none"> • Textbooks • Classroom supplies • Academic counseling services • Community college tuition • Professional development for teachers • Tutoring Services
<p>Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.</p>	<ul style="list-style-type: none"> • Type of program: pull out, cluster, self-contained or differentiated instruction within the classroom • Ratio within the structure you chose: 1 to how many students? 	<p>The gifted classes are our AP, Honors and dual credit classes. Differentiated instruction is used in all classes to support learners. The average ratio of teacher to student is 27 to 1.</p>
<p>To what extent does the district support the funding of your gifted program?</p> <p>Please elaborate: be specific as to staff and financial resources</p>	<ul style="list-style-type: none"> • Teacher salaries? • Rooms, appropriately equipped? • Professional development • Funding for a Director? • Testing supplies? • Administrative support? 	<p>The district funds the entire program (excluding grant allocations) including the physical plant, salaries for teachers, secretaries, aides, custodians, etc., supplies, professional development and training, Director salary, and administrative support.</p>