

Fountain Hills Unified School District

Scope and Sequence Criteria

Governing Board Review & Approval Date: January 8, 2014

Submitted by: Caroline Lynch

Title: Director of Student Services

Email: clynch@fhusd.org

Phone: 480-664-5017

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 and incorporate it into your local district 	<p>Fountain Hills Unified School District subscribes to the State definition of a gifted student as defined in ARS 15-779. <i>"Gifted pupil means a child who is of lawful school age, who due to superior intellect or advance learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in the regular classroom instruction who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with the child's intellectual ability."</i></p> <p>Students who score at or above the 97th percentile on an Arizona State Board of Education approved test in the verbal, non-verbal or quantitative areas, or have a full composite score at or above the 97th percentile will be offered placement in the gifted program.</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 philosophy of the Fountain Hills Unified School District is that K-12 gifted students will demonstrate the traits of a scholar and develop a love for learning while engaging in differentiated curriculum and instruction to become analytical thinkers, creative producers and problem solvers. The goals of the Fountain Hills School district are to ensure that all HQ staff are continually trained to provide learning experiences that are responsive to the cognitive, creative and affective development of gifted students by applying educational theory and research based models of curriculum and instruction that are culturally relevant and designed to ensure specific student outcomes.</p>
<p>How do you group and deliver services to your K-3 students?</p>	<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 	<ul style="list-style-type: none"> • Cluster grouping in heterogeneous classrooms, accelerated pacing within the classroom, enrichment, and accelerated content, interdisciplinary courses, single subject acceleration within the district, individual education plan when appropriate. • Concept development-data, attributes, categories, labels, reasons. Multiple talents-productive thinking, forecasting, decision making, planning, communication. Inquiry process-exploration, investigation, scientific method. Creative thinking-fluency, flexibility, originality, elaboration. Writing process-authoring cycle. Oral presentation. Pattern finding. Group participation-roles and interpersonal relationships. Freedom of choice. Open-endedness.
<p>How do you group and deliver services to your 4-5 students?</p>	<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 	<ul style="list-style-type: none"> • Grades 4-5: Self-contained, accelerated pacing within the classroom, enrichment, and accelerated content, interdisciplinary courses, single subject acceleration within the district, individual education plan when appropriate. • Inductive inquiry-interpretation of data.

	on higher order thinking skills	Deductive inquiry-application of generalization. Creative problem solving. Decision making, planning and forecasting. Analysis, synthesis, and evaluation. Valuing, organizing, value complex. Self-directed learning. Qualitative research methods. Cooperative and collaborative skills. Conflict management. Open ended questioning. Variety of options for free choice.
How do you group and deliver services to your 6-8 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 	<ul style="list-style-type: none"> • Grades 6-8: honors classes, accelerated classes, single subject acceleration within the district, independent study, individual education plan, mentoring, and distance learning via Internet when appropriate. • Reasoning. Exploration of moral dilemmas. Leadership development. Issue resolution. Community problem solving. Problem based learning. Content based or computer based research processes. Group investigation. Seminars. Self-directed learning. Questioning strategies. Planning, evaluation, review techniques. Metacognition strategies and self-monitoring techniques. Writing-editing-publishing processes. Collaboration in research projects. Intrapersonal conflict resolution.
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 classes, flexible grouping and/or scheduling 	<ul style="list-style-type: none"> • Grades 9-12: honors classes, accelerated classes, AP classes, elective classes, independent study, concurrent enrollment, early entrance into college, individual education plan, mentoring, and distance learning via Internet when appropriate. • Study of people and great ideas. Advanced critical thinking, logic. Statistical reasoning, analysis, inference. Content based reasoning. In depth study. Internship, mentor relationships and strategies. Community problem solving. Global awareness. Thinking

		<p>actively in a social context. Problem based learning. Transformational thinking. Planning, evaluation, review techniques. Strategic thinking. Workshop and studio production methods.</p>
<p>Describe how you integrate your program standards with the Arizona State Standards at each grade level.</p>	<ul style="list-style-type: none"> • Use a curriculum mapping approach • Testing for competency before teaching content • Use Vertical alignment strategies 	<p>The Arizona College and Career Ready Standards are the foundation for all district programs. Through curriculum mapping, vertical articulation activities, and professional development, modifications are made in the curriculum for gifted students to ensure that they have mastered the standards. Extensions are developed for students to meet or exceed the standards at the highest levels.</p> <p>Integrated Thematic Content of Curriculum for Gifted Students. Grades K-3: Complex generalizations and key concepts with an emphasis on exploration of diversity in families, neighborhoods, ethnic groups, communities, regions, and countries. Emphasis is on discovering the connections between and among these things.</p> <p>Grades 4-5: Complex generalizations and key concepts with an emphasis on the effects of language and other symbol systems, behavior systems, relationships, schooling, arts, commerce, geography, and history on the development of cultural traditions and other belief systems.</p> <p>Grades 6-8: 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.</p> <p>Grades 9-12: Complex generalizations and key concepts with an emphasis on change agents: human, technological, geo-political, sociological, economic, and catastrophic. Also,</p>

		the effects of these changes on knowledge, arts, belief systems, public institutions and environments.
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 Fountain Hills Unified School District Student Services; Gifted Department incorporates parents on 3 levels: District support, Site support and Classroom Support.</p> <p>Direct communication with parents begins on the classroom level with teachers; providing parents with information concerning programs such as Johns Hopkins, ASU and U of A for those students with whom it may apply. Classroom teachers provide newsletters, progress monitoring, scheduled parent/teacher conferences and as requested.</p> <p>Site level parent communication/involvement comes in the form of parent orientations, curriculum nights, meet/greets, and ConnectEd, website newsletters and conferences. At the District level there is a comprehensive website with parent flyers, application process, access to ADE website and the Director fields all parent calls concerning assessment and questions.</p>

Curriculum and Instruction

Question	Indicators	District Description
<p>How do you differentiate instruction (pace and pedagogy) to K-3 students? Please list several sample activities to illustrate your description.</p>	<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 	<p>Content is more abstract, complex, varied and accelerated. Processes include critical and creative thinking skills, discovery learning, open ended problem solving, faster pacing, and choice of learning activities. Products are developed in response to real problems/opportunities, for real audiences, and in self-selected format.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Drawing, painting, model diagram, concept map, mind map, flowchart, family tree, visual representation, chart, graph time line, diagram, or similar graphic representation. • Original story, poetry, play, script, or other creative writing. • News report, research paper, article, summary, for other factual writing. • Letter to friend, letter to editor, business letter, or other written communication. • Log, Journal, diary, or other means to record reflections. • Dance, movement sequence, pantomime, demonstration. • Role play, simulation, skit, puppet show, choral reading. • Photographs, computer design, or other technology display.
<p>How do you differentiate instruction (pace and pedagogy) to 4-5 students? Please list several sample activities to illustrate your description.</p>	<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 	<p>Content is more abstract, complex, varied and accelerated. Processes include critical and creative thinking skills, discovery learning, open ended problem solving, choice of learning activities, small group interaction, greater variety, evidence of reasoning, and faster pacing. Products are more varied, developed for real audiences in response to real problems/opportunities. In self-selected format,</p>

		<p>and evaluated by students and others using criteria established by experts in the relevant field.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Questionnaire, survey, poll. • Simulation, socio-drama, mock trial. • Student government organization. • Computer web pages, graphics, slide show. • Travelogue, travel brochure, or similar promotional literature. • Radio or television production, scenario, script, screenplay. • Fact file, database, catalogue, search strategies. • Original songs, music, choreography, costume, set design. • Invention. • Museum display, diorama, terrarium. • Puzzles, games, cartoons, comic strip. • Book, newspaper, magazine, monograph.
<p>How do you differentiate instruction (pace and pedagogy) to 6-8 students? Please list several sample activities to illustrate your description.</p>	<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. 	<p>Content is more abstract, complex, varied and accelerated. Processes include executive thinking skills (decision making, planning, forecasting, monitoring) metacognition, varied group interaction, greater variety, evidence for reasoning. Products are more varied transformations or synthesis, are developed for specific audiences in response to community based problems/opportunities, are in self determined format, are evaluated by students and others using criteria established by experts in the relevant fields. Products may be a result of collaboration among members of a small group.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Solutions to real world problems. • Seminar presentations for specific audiences. • Collaborative productions such as a

		<p>musical, drama, community event, school wide event.</p> <ul style="list-style-type: none"> • Original composition. • Newsletter, newspaper, journal, or book. • Events in which students showcase their research findings and talents for a community audience. • Journal, diary, or log with reflections on intrapersonal issues, values, and developing ideas. • Debate or panel discussion based on community or global issue.
<p>How do you differentiate instruction (pace and pedagogy) to 9-12 students? Please list several sample activities to illustrate your description.</p>	<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 coursework for student <p>Establish a rubric for the pedagogy to be appropriately applied for this levels</p>	<p>Content is more abstract, complex, varied and accelerated. 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 and experts in the relevant fields.</p> <p>Sample activities may include:</p> <ul style="list-style-type: none"> • Journal article, monograph, or other written work that shows in-depth understanding for a social change or change agent. • Multimedia 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, social practice, a cost-benefit analysis of the proposed change, and social or environmental implications. • Creative body of work in literature, the arts, the humanities, or technology. • Invention or discovery. • Reflective thinking and self-evaluation as shown in journals, creative works,

		actions.
What curricular materials do you use for grades K-3?	Be specific.	FHUSD uses a variety of materials for our gifted students that are from reputable publishers as well as teacher made. FHUSD uses the Houghton-Mifflin Reading Program, Accelerated Reader, Harcourt Trophies Reading, the Saxon math program, the McMillan/ McGraw Hill social studies program, and the Harcourt science program, Reflex math, Waterford reading and Successmaker for 3 rd grade.
What curricular materials do you use for grades 4-5?	Be specific.	FHUSD uses a variety of materials for our gifted students that are from reputable publishers as well as teacher made. For grades 4-5 FHUSD uses the Houghton Mifflin Reading program, trade books, novels the Saxon math, Harcourt science and Social Studies program. SuccessMaker for math and reading.
What curricular materials do you use for grades 6-8?	Be specific.	FHUSD uses a variety of materials for our gifted students that are from reputable publishers as well as teacher made. For grades 6-8 FHUSD uses the McDougal Littell Language Arts program, trade books, and novels, the Saxon math, Harcourt science and Social Studies program. SuccessMaker for math and reading
What curricular materials do you use for grades 9-12?	Be specific.	FHUSD uses a variety of materials for our gifted students that are from reputable publishers as well as teacher made. For grades 9-12 FHUSD uses McDougal Littell, Holt Reinhart and Prentice Hall for Language Arts; McDougal Littell and John Wiley & Sons for mathematics; Glencoe, Pearson/Longman, Houghton Mifflin, Lanahan Readings, and Holt Reinhart for social studies; Prentice Hall, Flinn Scientific, University Press and Academic Book Services for science; Prentice Hall, Delmar Publishers, Macmillan, Thompson Learning, Glencoe/McGraw Hill and South-Western for technology, practical arts and fine arts; and Holt Reinhart Winston and McGraw Hill for the foreign languages.

Identification

Question	Indicators	District Description
<p>Describe how your referral process for identification involves parents and staff.</p>	<ul style="list-style-type: none"> • Recommendations from parents/staff • Review of records and answers on transfer forms • 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 may be nominated, recommended or referred for a gifted program by parents, guardians, teachers, other school staff, community members, peers, as well as themselves. All parents and staff receive notification of assessment dates and guidelines for referral through announcements, newsletters, district web page and in the calendar section of the local newspaper. The Student Services Gifted webpage provides information pertaining to applications, trainings, conferences, program descriptions, assessments and scope and sequence for all stakeholders.</p>
<p>Describe your process for the identification of K-12 gifted students, including how your process addresses the variety of student environmental backgrounds.</p>	<ul style="list-style-type: none"> • Use a matrix for underrepresented students including at risk, ELL and equity compared to school population • Aims Scores • Use of non verbal tests • Multiple measures • Personal interviews • Performance in honors/AP/IB classes • Service 97%, but what about 96,95, 94 and others 	<p>Students currently enrolled in the district may be nominated by parents, teachers or peers as well as themselves. Students who score at or above the 95th percentile on any section of a standardized achievement test or exceed the standard on the AIMS test will qualify for further testing. 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. 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 (including the evaluation for special education and English Language Learners), portfolio data, interviews and other measures may be used to augment formal assessment processes.</p>

<p>Please list all the testing instruments and data points you use for gifted student identification and explain why you chose these instruments.</p>	<ul style="list-style-type: none"> • • CogAT, Raven, Naglieri • Students grades • Gifted Characteristics Checklists • Student, teacher, parent input • State approved testing list • Standardized Testing results 	<p>CogAT, Raven, Naglieri, WISC IV, WJ III COG, SB:V, AIMS, These test instruments are used as they are most appropriate for our community, on the State approved list and used within our evaluation process for measures of intellectual functioning.</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/website 	<p>Notice of testing dates is placed on the front page of the district webpage. Notices and reminders are also placed in school newsletters and in the calendar section of the local newspaper so that advanced notice of the week children are tested is given. As part of the nomination/referral form, parents are given an opportunity to grant or withhold permission for testing.</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>School site specific letters are sent to parents or guardians of tested students, in the home language of record, at their address of record, within 30 days after the test date, to report test results. If a parent or legal guardian requests an explanation of test results, an appointment will be scheduled with a professional staff member qualified to explain the test results and provide further information. Parents or guardians will be given the opportunity to grant or withhold permission for placement in the recommended program.</p>

Social and Emotional Development

Question	Indicators	District Description
<p>How do you provide for the unique affective needs of your gifted students K-5?</p>	<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 	<p>Affective objects in the curriculum are embedded into the differentiated course work designed for gifted students. Programs include a dimension for exploration of giftedness, self-understanding, social interaction, personal responsibilities, and individual development. The differentiated curriculum also may include examination of belief systems, cultural mores and values, and/or conflict management. Vocational guidance may be included as early as elementary school to encourage students to explore varied career options. Counselors and psychologists are available for students who need intervention services because of exceptional ability and/or a coexistent disabling condition.</p> <p>The district links parents to various regional/state entities and parent support groups in order to provide families aid in the optimum development of gifted students' intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students.</p>
<p>How do you provide for the unique affective needs of your gifted students 6-8?</p>	<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 	<p>The affective dimension of the curriculum for gifted students includes guidance in self-understanding and self-management skills. Administrators and content teachers assist students with selection of appropriate honors classes and lectures. Counselors and school psychologists provide additional services when students needs require their professional expertise.</p> <p>The district links parents to various regional/state entities and parent support groups in order to provide families aid in the optimum development of gifted students' intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students.</p>

<p>How do you provide for the unique affective needs of your gifted students 9-12?</p>	<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 and IB • Establish a parent support group 	<p>The affective dimension of the curriculum for gifted students includes guidance in self-understanding and self-management skills. District counselors and content teachers; assist all students with selection of secondary courses and planning for higher education. Concurrent one-line enrollment and early entrance into college may be possibilities for gifted students. District counselors or psychologists provide additional services when special needs require their professional expertise. The district links parents to various regional/state entities and parent support groups in order to provide families aid in the optimum development of gifted students' intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students</p>
<p>What specific orientation activities do you provide for parents and teachers regarding gifted students affective needs?</p>	<ul style="list-style-type: none"> • Grade level seminars to train teachers • Provide literature about the unique needs of gifted students to teachers/parents • Conduct locally developed gifted parent nights 	<p>The district links parents to various regional/state entities and parent support groups in order to provide families aid in the optimum development of gifted students' intellectual, emotional, and social abilities and to honor the diversity among the identified gifted students. The Gifted and Talented website is continually updating its parent section; providing literature and resources pertaining directly to the unique needs of gifted students. The website has a direct link to the Arizona Department of Education Gifted and Talented page which contains additional information and resources. Teachers are trained on a weekly basis in best teaching practices to meet the unique needs of all students.</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 	<p>FHUSD subscribes to an open ended referral process for parents, students and teachers. District counselors or psychologists provide additional services when special needs require their professional expertise. FHUSD provides</p>

	<p>in high school to earn credit</p> <ul style="list-style-type: none">• Competency testing in core subjects to allow students to “move-on”	<p>for, and accepts, alternate approaches for students to earn credit in high school through online course work, distance learning, independent study, dual enrollment, and various other options.</p>
--	---	--

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"> • In-service 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 	FHUSD is fully committed to the professional development of all its teachers. Teachers are trained on a weekly basis in best teaching practices to meet the unique needs of all students. Teachers work directly with administrators in the planning and preparation, classroom environment, instruction and professional responsibilities regarding working with gifted students. Teachers and the Director of Gifted and Talented attend the AAGT. Materials surrounding gifted learners are also provided at the building levels.
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><u>Provided:</u></p> <p>Anita Archer: "Active Engagement" Anita Archer: "Explicit Instructions" Mike Schmoker: "FOCUS" Mike Schmoker: "How to Teach" Charlotte Danielson: "A Framework for Teaching" OrtonGillingham Capturing Kids Hearts</p> <p><u>Planned:</u></p> <p>Annual AAGT Conference Charlotte Danielson TBD based upon on needs assessment</p>
How have your training events targeted the needs of administrators, counselors, psychologists and support staff?	<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 emotional needs of the gifted learner • ADE sponsored training on school improvement 	The AAGT conference has a specific strand that addresses the administrative support for gifted education. FHUSD has the Director of Gifted and Talented attend the AAGT Counselors and school psychologists may be provided with opportunities for training in the social and emotional needs of the gifted learner.
Do teachers who have	<ul style="list-style-type: none"> • • For more information, please see Gifted Teacher 	All teachers who served gifted students at the

<p>primary responsibility of teaching gifted learners have, or are working towards earning, an Arizona Gifted Education K-12 Endorsement?</p>	<p>Resources at http://www.azed.gov/gifted-education/teacher-resources/.</p>	<p>elementary level have their endorsement in Gifted Education. All FHUSD teachers who serve Gifted students at the secondary level are HQ to teach honors and/or Advance Placement classes.</p>
<p>Describe the feedback received from post training evaluations. What did the participants say about the effectiveness?</p>		<p>Post training evaluations indicated satisfaction with the training. Comments typically include “would like more training”, “good teaching practices”, “very realistic”, “useful course”, “can implement immediately”, “best PD in years” , “already know this information”, “need more planning time to implement”, “I need a stipend” , “this will greatly improve my instruction”, “I can see this working with all learners”</p>

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 • Web site for gifted students and parents • Parent – teacher conferences 	FHUSD’s vision and goals for the G&T K-12 programs are available to parents on the district website, stated at site curriculum nights and open houses The vision and goals are communicated through newsletters distributed at the classroom level and during parent/teacher conferences (held quarterly and on a need be basis)
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 and website 	The FHUSD Scope and Sequence is clearly posted on the FHUSD Gifted website for access. All site levels have a Gifted link on their websites which will then provide parents direct access to the Scope and Sequence as well.
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 	Parents of students who are gifted are invited to participate in specific councils and committees, whose aims may be, but are not limited to positively impacting the direction of gifted education. Letters are sent out as well as ConnectEd to parents, requesting participation in such councils. Meetings are regularly scheduled and minutes taken.
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 	Periodic surveys and parent interviews are conducted by the district to assess the success of all programs, including but not limited to Gifted Education. The results of these are included in the overall review of the program. Periodic reports are presented in site council on the assessment data of progress for students in these gifted programs, as well as all programs at FHUSD.

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 • AIMS performance scores • Terra Nova performance scores • Arizona Learns "Z" scores • AP/IB scores 	Yearly AIMS scores, Stanford 10, Galileo, Waterford, SRI, SuccessMaker, AP scores, District and Parent Surveys, Parent interviews, progress monitoring
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 	Compare standardized test and norm referenced test scores of gifted students with the rest of the population to assess differences. Compare class grades to identification scores.
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 	Parental surveys, teacher input, and administrator input are used to identify perceived 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 • Regular attendance in class 	Student test scores Parental feedback. Enrollment in advanced courses for the following year Attendance. Drop-out rate.
Describe the performance standards you have for all gifted students.	<ul style="list-style-type: none"> • Meets or exceeds on annual AIMS assessment • Meets the individual learning goals established for the students • The gifted population demographics must reflect the same picture as the total school population 	FHUSD evaluates student performance in our gifted programs by measuring student performance on the AIMS, benchmark assessments, college admissions tests, and AP tests.

Budgeting

Question	Indicators	District Description
What percentage of your supplemental allocation is used in the following categories: capitol expenditures, direct student services, professional development and district coordination?	<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. 	Supplemental funding from the Arizona legislature is not currently available. Currently FHUSD uses the regular education budget to support the gifted education programs.
Describe the structure of your gifted education staffing including the ratio of teaching staff to the number of identified gifted students.	<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? 	Self-contained:1:33 Honors: 1:34 AP: 1:42
To what extent does the district support the funding of your gifted program? Please elaborate: be specific as to staff and financial resources	<ul style="list-style-type: none"> Teacher salaries? Rooms, appropriately equipped? Professional development Funding for a Director? Testing supplies? Administrative support? 	As FHUSD receives no funding from the state for its gifted programs all its costs for teacher salaries, equipment, professional development, testing supplies and classroom supplies come from the regular education budget.