

Philosophy and Purpose / Mission Statement	
Describe the philosophy and goals for your gifted program.	Based on the unique needs and characteristics of students identified as gifted, the mission of ASUP is to provide appropriate services to meet the academic, social, and emotional needs of these students. Mission: ASUP's mission is to design innovative educational models that promote academic success for all learners. Our Gifted Program supports gifted students in reaching their full potential through differentiated instruction, intellectual rigor, creativity, leadership, and opportunities for acceleration, enrichment, and independent learning. We are committed to recognizing and nurturing diverse talents across all cultural, racial, ethnic, and socioeconomic backgrounds.
Definitions and Descriptions	
What is your district's definition of a gifted student and gifted education?	Definition of a Gifted Student: Gifted refers to a student of lawful school age who scores at or above the 97th percentile on national norms in verbal, nonverbal, or quantitative reasoning on any test from the State Board-approved list of tests. Definition of Gifted Education: The State of Arizona states that because it is in the public interest to support unique opportunities for identified high-achieving and underachieving gifted pupils, the governing board of each school district shall provide gifted education to its gifted pupils identified as provided in this article. The governing board shall modify the course of study and adapt teaching methods, materials, and techniques to provide educational aid for those pupils who are gifted and possess superior intellect, advanced learning ability, or both. Still, it may have an educational disadvantage resulting from a disability or difficulty in writing, speaking, or understanding the English language due to an environmental background in which a language other than English is primarily or exclusively spoken. Identifying gifted pupils as provided in this subsection shall be based on tests or subtests practical with special populations, including those with a disability or difficulty with the English language. ARS §15-779.01

Gifted Identification Process

Describe how your referral process for identification involves parents and staff.	Students may be nominated for testing through the following methods. These students will be tested in verbal, quantitative, and nonverbal reasoning using a state-approved test: • Referral: Teachers, administrators, students, and parents may refer a student for testing. To assist with the referral process, teachers and parents will receive information on the characteristics of gifted students. Referral testing happens in the fall and spring. All referred students will be tested during one of these testing windows. • Universal Screener: All 2nd-grade students will be tested in the spring, utilizing a state-approved test. Parents will have the option to opt out of this testing. Parents of students transferring into ASUP will be provided an enrollment form to indicate whether their student had previous gifted services. Those forms are forwarded to the Gifted Specialist, and the documents are reviewed upon receipt. Parents are notified in writing of the student's eligibility determination and given a referral for testing information if appropriate.
Describe your process for identifying K-12 students, including how your process addresses the variety of student environmental backgrounds.	Parents, teachers, administrators, and students can refer students for testing. All referred students will be tested. Three tests will be conducted per year. Testing dates are set in advance and published on the district website. Trained proctors will proctor all testing. Parents will be notified within 30 days of testing. Students at the Downtown Campuses (Downtown, South, and Pilgrim Rest) who score at the 90th percentile in one or more of the following areas: Verbal, Quantitative, and Nonverbal subtests on a state-approved test will qualify for services based on local norms and be strategically grouped to ensure pull-out services. Students who score at the 97th percentile or above at the Polytechnic Campus in one or more of the following areas: Verbal, Quantitative, and Nonverbal subtests on a state-approved test will qualify as gifted and be strategically grouped into Gifted Cluster Classrooms taught by a teacher with or pursuing their gifted endorsement.
Please list all the testing instruments and data points you use for gifted student identification and explain why you use those instruments.	ASUP gifted assessments ensure fairness to the school's ethnically diverse population. The assessment battery includes tools that are language-free and culturally unbiased to provide equal opportunities for the identification of the district English language learners and culturally diverse students: • The Cognitive Abilities Test (CogAt), Form 8 • The Naglieri General Abilities Test

How do you inform parents and staff of your referral and identification process?	● ASUP Website ● Governing Board presentations ● School Communication ● Electronic communication to staff and parents ● Gifted Family Newsletters
Once eligibility is determined, how do you inform parents of the decision and then handle an appeal?	● Parents are notified of test results and eligibility through a formal letter. ● Parent appeals will be managed individually, beginning with the Director of Education Services.
Programming	
How do you group and deliver services to your K-6 students?	At the Downtown, Pilgrim Rest, and South Campus, students in grades K-6 are strategically grouped with their intellectual peers at each grade level. These students will receive weekly pull-out or push-in services with the Gifted Specialist. At the Polytechnic Campus, students who qualify as gifted are clustered into one to two homerooms per grade level with a gifted cluster teacher. These teachers either have or are working towards their gifted endorsement. They work closely with the Gifted Specialist to differentiate and meet the needs of their gifted students. The Gifted Specialist provides monthly training sessions for these teachers. Students in grades K-3 will also meet in pull-out sessions with the Gifted Specialist for differentiated instruction focusing on: ● Emphasis on 21st Century Skills ○ Collaboration, Communication, Creativity, Critical Thinking, Problem-Solving ● Social-Emotional Learning ● Enrichment opportunities
How do you group and deliver services to your 7-12 students?	Students on the 7-12 campus are identified through their K-6 testing, outside school testing, and/or incoming student records. From there, students are flagged in our system as “Gifted” so that we can see on their SIS Summary page that they are tested and identified. The 7-12 campus does not have a specific gifted cohort or pull out program as our scheduling allows for individualized student scheduling. Each summer, academic counselors work with families to select the courses that are best for each student. This means that no one student has the same schedule on our campus. Families are part of the decision-making process in the courses that their child takes, which might include acceleration and/or walking up to higher grade level courses to meet their needs. If students are unable to physically attend an in-person course, we

	use our digital curriculum to support their individual needs.
Describe how you integrate your program standards with the Arizona State Standards at each grade level.	The gifted program is aligned with state standards at each grade level, assuring that the content of the standards is covered while providing enriched learning opportunities to meet the needs of gifted students. ASUP defines gifted education as services and coursework that provide extended learning opportunities focused on gifted students' cognitive and affective needs. Gifted Education services at ASUP include school populations and student demographics and consist of integrated, differentiated learning experiences provided during the regular school day. ASUP gifted services include but are not limited to: ● Customized curriculum ● Flexible grouping and pacing ● Creativity and problem-solving ● Differentiated instruction ● Project-based learning ● Interaction with other gifted students ● Social and emotional learning opportunities
Curriculum and Instruction	
How do you differentiate instruction (pace and pedagogy) to K-6 students?	● Strategically grouping the students in one to two classrooms ● Appropriate support from other school stakeholders [Gifted Specialist, Administration, counselors, other teachers] ● Flexible grouping opportunities within the classroom ● Differentiate and personalize content, products, and processes according to individual student needs and interests in all core content ● Use formative assessments to identify mastery to advance or enrich (Long Term Projects, Increased Depth and Complexity, Acceleration) ● Access to additional learning opportunities based on qualification and student interest (Second Language Learning, Coding, Project-Based Learning, STEM, etc.) ● Social-Emotional Focus: Who am I as a learner and collaborator, and how do I contribute to my classroom and school community?
What curricular materials do you use for grades K-6?	Curriculum & Instruction: ● The district adopted core curriculum ● Adaptive Computer Programs and Applications ● Collaborative learning tools ● Grade-level, standards-based extension opportunities

How do you differentiate instruction (pace and pedagogy) to 7-12 students?	Students are placed in individualized schedules that meet their academic needs where they are. This means that students could be placed in cohort-level classes, honors classes, and/or accelerated classes. Additional Considerations for Pace and Pedagogy • Strategic placement of students to prevent cohorting of high and low groups • Flexible learning and grouping in the classroom learning environment • Differentiation of materials, curriculum, and resources as needed for individual students • Additional learning resources and grouping such as English Language Learning, Exceptional Student Services, Project Based Learning, Mastery Based Grading, and STEM. • Seminar classes at MS and HS level to support academic skills and enrichment; college-focused foundation and emphasis on students ECAP to allow for individualized academic planning.
What curricular materials do you use for grades 7-12?	Curriculum & Instruction: • The district adopted core curriculum • Adaptive Computer Programs and Applications • Collaborative learning tools • Grade-level, standards-based extension opportunities • Access to ASU Universal Learner Courses for College and High School Credit (Dual Enrollment) • Access to ASU Concurrent College Courses for College and High School Credit (Dual Enrollment)
Professional Development and Preparation	
How do you regularly provide opportunities for regular classroom teachers and gifted teachers to receive specialized training about working with talented students?	Staff from Gifted Services will provide ongoing professional development to classroom teachers. ASUP will fund attendance at the national NAGC and state AAGT conferences for specialists. Fund AAGT and NAGC membership for gifted specialists. Professional development for classroom and gifted teachers: • District-wide professional development for gifted and classroom teachers. • Share and support resources for differentiation for gifted learners. • Support with gifted referral and testing guidelines and procedures. • Support gifted students' social and emotional needs.
Have your training events	Ongoing training will be provided to administrators, psychologists,

targeted the needs of administrators, counselors, psychologists, and support staff?	interventionists, and support staff through professional development.
Staffing	
Describe the structure of your gifted education staffing, including the ratio of teaching staff to the number of identified gifted students.	• Gifted teachers provide differentiated instruction. • Gifted Specialists support gifted teachers through curriculum compacting, subject-area acceleration, enrichment, and extension opportunities. • School Site Administration supports ensuring that gifted learners' needs are met.
Addressing Social and Emotional Needs	
How do you provide for the unique affective needs of your gifted students K-6?	• Strategic grouping with gifted peers. • Affective training for teachers and other support staff • Affective lessons during pull-out time
How do you provide for the unique affective needs of your gifted students 7-12?	Our school recognizes that gifted students in grades 7–12 often experience unique affective needs, including heightened sensitivity, perfectionism, asynchronous development, and increased stress or anxiety. To support these needs, we provide a comprehensive, accessible counseling program grounded in both proactive and responsive services. Our counseling office maintains an open-door policy, allowing all students, including gifted learners, to access support as needed. We intentionally provide a welcoming lobby space where students can work quietly, decompress, and self-regulate during the school day. This flexible environment is especially beneficial for gifted students who may experience overwhelm or require a calm space to manage stress. In addition, counselors are attuned to the specific social-emotional characteristics of gifted learners. We offer individualized counseling sessions that address issues such as perfectionism, underachievement, peer relationships, and academic pressure. When appropriate, we facilitate small groups or check-ins where gifted students can connect with intellectual peers and discuss shared experiences. We also collaborate with teachers and families to ensure a whole-child approach, helping to identify students who may need additional support and providing strategies to nurture resilience, self-advocacy, and healthy coping skills. Through this combination of open access, targeted support, and collaboration, we strive to create an environment where gifted

	students feel understood, supported, and equipped to thrive both academically and emotionally.
What specific orientation activities do you provide for parents and teachers regarding students' affective needs?	● Ongoing professional development for all teachers ● Gifted Family Events ● Monthly parent and staff newsletters
How do you monitor, identify, and assist at-risk gifted students?	● A referral process for counseling and social worker services is established for all students. ● Implement 504 referral/assessment/accommodation plans as needed. ● Counseling is provided as needed (individual, small group, focusing on social skills, conflict resolution, and family issues). ● Partnerships with community organizations for intervention. ● Academic contracts. ● Behavior contracts. ● Functional Assessments. ● Behavior Intervention Plans. ● Interpretation of cognitive, aptitude, and achievement tests. ● Threat Assessments. ● Chronic Illness plans. ● Homebound services.
Parent Collaboration and Community Involvement	
How do you involve parents in your program?	● Feedback surveys ● Ongoing communication with teachers and Gifted Specialist ● Monthly Family Newsletters ● Annual Family Nights
How do you make your program philosophy, goals, and recruitment procedures available to all parents?	Through the district website.
How do you provide all parents with access to your scope and sequence?	Through the district website.
Describe how you incorporate your parents into a support or advisory group.	Gifted family events and ongoing family communication
Funding / Budget	

To what extent does the district support funding for our gifted program? Please be specific as to staff and financial resources.	ASUP provides funding for the following: • Gifted Specialist staffing • Professional development for gifted teachers and general education teachers • State and National Gifted Conferences • Membership in gifted organizations for Gifted Specialists • Curriculum resources for classrooms • Gifted testing materials
Program Evaluation	
How do you involve parents and the gifted community in evaluating your program?	• Parent feedback surveys • Communication with the Gifted Specialist
What data sources do you use to assess your program's effectiveness?	• Disaggregated assessment data for individual gifted students and as a group • Compare outcomes of gifted students • Surveys of teachers and parents of gifted students
How do you use informal measures like surveys, open forums, and teacher interviews to gather data?	Program Assessment is an ongoing process. Surveys on the ongoing communication with teachers and administrators provide input about gifted programming.
What are the key indicators that your program is positively affecting students?	• Informal parental input • Anecdotal input from Gifted Specialists, gifted teachers, Administrators, and students • Retention of gifted students
Describe the performance standards you have for all gifted students.	• Gifted students will exceed the standard in their area of qualification. • Gifted students will have access to leadership opportunities within their school communities through involvement in clubs, mentoring, and social service organizations. • Gifted students can access various academic competitions and showcases throughout the district, community, and state.