

Brighton Central Schools provides a wide array of challenging and rigorous Extended Studies Services.

Brighton students are accessing these services regularly to augment and enrich their academic program.

Students, parents, and teachers widely report that the services are both plentiful and of high quality.

A Review of the K-12 Extended Studies Services

Brighton Central School
District

2014-2015

TABLE OF CONTENTS

COMMITTEE MEMBERS	2
INTRODUCTION	3
RESULTS	5
Staffing.....	6
Programming.....	6
Communication.....	7
Identification.....	7
Student Achievement.....	7
CONCLUSIONS AND RECOMMENDATIONS	7
Staffing.....	7
Programming.....	8
Communication.....	8
Identification.....	8
Student Achievement.....	8
APPENDIX	9

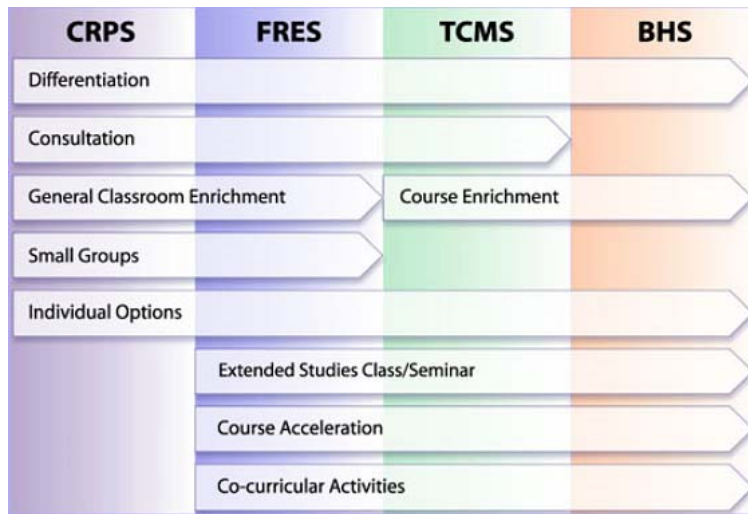
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Melinda Riviello	BHS
Linda Palmer	BHS/TCMS
Brenda Munch	BHS
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INTRODUCTION

In the current program evaluation, the District’s extended studies services (ESS) were reviewed. Extended studies services are any explicit programs or instructional modifications designed specifically to meet the needs of the District’s gifted and talented students. The Board of Education of Brighton Central School defines gifted as, *“a child who shows evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts. Such definition shall include those children who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential”* (BOE Policy 7121).

These programs and services are categorized along a continuum and include practices such as differentiation, acceleration, independent study, and advanced placement coursework.



*See Appendix for a description of each type of service.

Creation and delivery of these services are aligned to Brighton Central School District’s mission which states that, *“We expect all students to achieve their full potential for personal development, educational success and lifelong learning.”* Opportunities are designed in accordance with board of education policy which reflects a need to provide programming for all students:

The Brighton Central School District is committed to an educational program which recognizes and responds to the uniqueness of individual students. Providing for the learning characteristics of students identified as being gifted and talented is part of that program. While the regular program of instruction is supportive of the development of gifted and talented students, their exceptional needs may require additional and special services. Coordination between and among these special activities and the regular program of instruction is encouraged (BOE Policy 8240).

In the current program evaluation, committee members began by identifying the key areas which define the quality of any type of service designed for gifted and talented (GT) students. These areas were aligned to the National Association for Gifted Children (NAGC) standards as well as the body of research on programming for gifted individuals. Results of reviews of these references helped to define the areas appropriate for evaluation as well as the indicators and desired states of each. Once each of the areas was defined, decisions were made concerning which data elements would be the best measures for each. It was the intent of the evaluation team to collect data from a variety of sources to better support any conclusions that were drawn. These data were both quantitative and qualitative in format and were thought to thoroughly depict the area in question. This design process resulted in the following areas for review:

What questions do we have about our Extended Studies Services?	What data/information will help us answer our questions?
<p>Staffing:</p> <ol style="list-style-type: none"> 1. Are all school personnel aware of the goals and procedures of the program and their roles and responsibilities with the continuum? How can we increase the awareness? Do teachers realize that they are also service providers? 2. How do we involve the greater school community in ESS? 3. Is there adequate staff to support the ESS model? 4. Do the current staff have the knowledge and skills to support the entire ESS model? <ol style="list-style-type: none"> a. Academically b. Socially/emotionally 5. Is there enough personnel to meet the social/emotional needs of students? 6. Are new teachers adequately trained on the continuum of services and are they able to deliver the level of service indicated? 	<p>Staff Survey</p> <ol style="list-style-type: none"> 1. Data Sets: Teacher Survey or Teacher Focus Group
<p>Programming:</p> <ol style="list-style-type: none"> 1. Are there adequate resources to support the ESS model? 2. Are there accelerated opportunities in other districts (ELA, Humanities, Science research course?) What are they? How are they programmed for? Are we missing something? 3. Are there adequate electives for student choice? 4. What is the district's belief on ESS regarding grade level acceleration, early graduation, etc. and what does the research say? 5. What are the opportunities for students to select/enroll in advanced/enriched/accelerated coursework? How many of our students do? How do they achieve? 	<ol style="list-style-type: none"> 1. Track students who are in a course due to overrides. 2. Analysis of course demographics, enrollments

Communication:	
<ol style="list-style-type: none"> 1. How do we ensure a continuous trail of communication to all groups (teachers, parents, students)? <ol style="list-style-type: none"> a. How do we communicate with parents whose first language is not English or those who are more difficult to reach? b. Are our processes for transitioning students between buildings comprehensive? 2. How do we maintain an up to date communication system (i.e. web site, info pamphlet)? 3. Is there a common terminology to converse about ESS and does everyone know it and use it? 	<ol style="list-style-type: none"> 1. Inventory of current communication procedures. 2. Teacher survey – Is their understanding of ESS such that they can advocate for a student? 3. Inventory current transition practices. Interviews of ESS teachers; Role of data folios. 4. Description of placement between buildings.
Identification:	
<ol style="list-style-type: none"> 1. Are we able to identify the needs of all children and subsequently are we able to meet those needs? 2. Should second grade students who have been ID'd be automatically placed in ESS class in 3rd? 3. Is our identification process (esp at FRES) as effective as it can be? 4. How are we preparing our students for acceleration? Do we have mechanisms to identify and address the gaps? 	<ol style="list-style-type: none"> 1. Review of current ID procedures 2. Criteria for entry into AP 3. Review MAP data 4. Profile of students who have been identified at CRPS (achievement, TCRS, attendance) Follow trail of students up....starting with CRPS 5. Percentage of students in each of the accelerated/enrichment courses. Percentage of total population participating in some type of enrichment.
Student Achievement:	
<ol style="list-style-type: none"> 1. How do we know the service is making a difference? What are we using as the primary indicator of success? In Brighton, it's academic. (Creativity, communication, critical thinking, self-motivation, persistence) 2. How are the social/emotional needs of students being met? 3. How are students meeting the district's mission and vision (lifelong learner, ownership of learning)? 4. How are students developing self-advocacy skills? 	<p>FRES/TCMS/HS</p> <ol style="list-style-type: none"> 1. Historical enrollment data from ST on all ES/Accelerated classes 2. Track which services are being used 3. TCRS: Teacher Child Rating Scale, K-8 4. Student focus group/survey 5. Teacher survey

RESULTS

Throughout the program evaluation process, several surveys were used to increase the evaluation teams' understanding about the impact and understanding of the K-12 extended studies services. Because of the lack of availability of standardized survey instruments, locally developed surveys were created. (See Appendix) With regards to the student survey, surveys were administered to a representative sampling of the students enrolled in accelerated or enrichment services (6-12). Sample size was derived using statistical significance calculations

and participants were randomly selected from the stratified set. There were 436 students in grades 6-12 who took the survey. In addition, focus groups were held with a representative sampling of K-2 and 3-5 students. Because all teachers are considered teachers of the gifted and talented, surveys were sent to all teachers across the district. Ninety-four teachers responded, which reflects approximately one third of all teaching staff. An invitation to complete the parent survey was sent via email to every parent of a student receiving some type of accelerated or enriched course. In situations where parents had children in multiple buildings, a request was made that they respond to the survey multiple times. Two hundred, thirty-two (232) parents responded to this survey.

Data sets were reviewed for each dimension of interest. In many cases, the same data sets were used across dimensions (i.e. survey data). Analysis of the data revealed the following trends and/or observations for each dimension.

Staffing

- a. There are fewer opportunities in English/language arts (ELA) and social studies than math and science. There is an uncertainty about the reasons for this lack of offerings which may or may not be due to limitations in staffing. Need to further explore advanced ELA or other possible ways to enrich humanities type courses.
- b. K-2 math – Investigations materials lack resources to extend. This is currently being explored as a result of the K-12 math evaluation conducted in 2013-2014. At K-2, efforts are being made to work with individual teachers to provide enrichment in math. Specific math enrichment would require additional staffing.

Programming

- a. (9-12) The majority of students are aware of the various opportunities afforded them. They feel that there are a variety of programs to meet their needs.
- b. (6-8) Students feel that opportunities for enrichment in ELA and social studies are lacking. If accelerated and enrichment services didn't exist, the majority felt that they would be bored, but that school would be less stressful.
- c. (K-5) Students feel that extended studies class is fun; they enjoy the projects and opportunity to be creative. Some want more time in the class.
- d. Extended studies services are valued by all students.
- e. Coursework is stressful for some.
- f. Differentiation is used sporadically, especially related to pacing and providing variety of opportunities.
- g. (6-12) There is a need for additional counseling efforts and program planning.
- h. Students are well rounded regarding choice of electives.
- i. Most identified students participate in some type of accelerated course(s).
- j. There is a strong attendance rate among students identified for extended studies services.

Communication

- a. (9-12) The majority of students are aware of the various opportunities afforded them and feel that there are a variety of programs to meet their needs.
- b. According to the parents, more communication is needed about programs, how to get in, how to support, and how to gain knowledge of the progress of their child.

Identification

- a. There is a lack of diversity in the ESS population. Asian students are over represented and African American students are underrepresented.
- b. There is a lack of representation of students from low socio-economic populations in ESS courses.
- c. Students who were identified at CRPS are strong all of the way through high school.
- d. Scoring level 4 on a NYS assessment is not a strong indicator for identification. The majority of the sample scored 3 or 4 on ELA/math.

Student Achievement

- a. (9-12) 46% - 50% of students didn't feel that teachers modified the curriculum to meet their needs and that there was no opportunity for flexible pacing. The majority believe that counseling efforts are provided to meet social emotional needs.
- b. (6-8) The majority agree that there are a variety of learning opportunities although they were unsure as to whether or not there were adequate supports to meet their social emotional needs.
- c. (K-5) Students appreciated the opportunities to socialize and interact with peers.

CONCLUSIONS AND RECOMMENDATIONS

Brighton Central Schools provide a wide array of challenging and rigorous Extended Studies Services. Brighton students are accessing these services regularly to augment and enrich their academic program. Students, parents, and teachers widely report that the services are both plentiful and of high quality. Nonetheless, the earmark of an excellent learning community is an earnest commitment to continual improvement. The following recommendations are intended to improve the services provided to Brighton students.

Staffing

1. Identify enrichment and advancement opportunities for ELA and the humanities: Explore the implications for implementing additional advanced and accelerated courses and opportunities in English and social studies as well as potential drawbacks (i.e. over tracking and extending students). These could be actual courses or extra-curricular activities. Continue promoting extracurricular activities as avenues for enrichment (Galaxy, Trapezoid, Crossroads, Model UN, etc.)

2. Ensure that staff have the ability to differentiate and compact curriculum and are actively seeking opportunities to do so.
3. K-2 math: Have ESS representation on the current K-5 math materials review committee.

Programming

1. Consider future data systems and data collection practices that would allow for better longitudinal tracking of students in enrichment courses. We need to monitor student/parent overrides of teacher recommendations and evaluate the achievement levels of those who choose to override.
2. Compare the Programs of Study from other similar school districts in the area and beyond to see what opportunities they offer. Determine gaps in Brighton course offerings. Incorporate extended studies services related topics (identification, programming, student achievement) into future program evaluations.
3. Offer more challenging ELA topics in the general ELA classrooms at FRES. Explore incorporating more ELA work into enrichment classes.

Communication

1. Communicate ESS and identification processes during new teacher orientations; if not during three-day summer event, then throughout the year.
2. Provide updated information on ESS to teachers who are changing assignments.
3. Communicate programs/identification process through principal/PTSA meetings (breakfast, lunch with the principal). Explore parent advocacy efforts so that all parents are able to advocate for their students. Offer professional development through Family Support Center or other venues.
4. Ensure that information regarding ESS is included in every registration packet. Ensure that documents are translated into home languages.

Identification

5. Further explore communication to parents over transition between 2nd and 3rd grade.
6. Investigate disparity between the representation of various ethnic groups and socioeconomic status of participants in extended studies services.

Student Achievement

1. As a district, we need to look at pacing and differentiation practices for the enriched student. Provide professional development to all teachers regarding differentiation and curriculum compacting.
2. Explore impact of “probation” in accelerated and honors courses on a student’s achievement and social/emotional wellness.
3. Review resources that are available to support differentiation for high ability learners.
4. Follow up with middle school staff to determine how we are meeting social/emotional needs. Interview students to explore topic further.

APPENDIX

Appendix A. Glossary of extended studies terms

Appendix B. Student Survey

Appendix C. Teacher Survey

Appendix D. Parent Survey

Appendix A.

Glossary of Extended Studies Services

1. **General Classroom Enrichment/Course Enrichment**, students are offered opportunities to go beyond the
2. **Co-curricular Activities**, school clubs and activities allow students to explore special areas of interest in academic areas, athletics, visual and performing arts, and/or leadership.
3. **Small Groups**, a small number of students are identified by some common characteristic (i.e. readiness level, interest, learning style) to study and work together under the supervision of the teacher.
4. **Individual Options**, individual students work independently or with an adult to pursue a specific topic of interest.
5. **Extended Studies Class (Grades 3-8) and Extended Studies Seminar (Grades 9-12)** students who are identified as needing additional challenge meet regularly with the Extended Studies Teacher for enrichment experiences designed to enhance knowledge and thinking skills.
6. **Course Acceleration** students may advance a year or more in the study of a particular subject.
7. **Co-curricular Activities**, school clubs and activities allow students to explore special areas of interest in academic areas, athletics, visual and performing arts, and/or leadership.

ESS Program Evaluation Student Survey 2014/15

Please use the corresponding bubble sheet for your responses to questions 1-9 and 12-21. Write your responses to questions 10 & 11 and 22 & 23 on this survey. Thank you!

1. What grade are you in?

- a. 6
- b. 7
- c. 8
- d. 9
- e. 10
- f. 11
- g. 12

2. What is your gender?

- a. Male
- b. Female

3. For questions 3-6, bubble all that apply.

What types of courses are you currently enrolled in?

- a. Advanced Placement

4. For questions 3-6, bubble all that apply.

What types of courses are you currently enrolled in?

- a. Acceleration (Math, Science, Foreign Language)

5. For questions 3-6, bubble all that apply.

What types of courses are you currently enrolled in?

- a. Extended Studies Classes

6. For questions 3-6, bubble all that apply.

What types of courses are you currently enrolled in?

- a. Enriched Sections (ES)

7. For the following questions, please use the following scale of responses for your answer:
A=Strongly Agree, B=Agree, C=Undecided, D=Disagree, E=Strongly Disagree

I am aware of accelerated and enrichment opportunities in my building.

- a. Strongly Agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

8. In my classes, I am afforded opportunities to work with students who share similar interests and skills.

- a. Strongly Agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

9. I have a variety of programs and classes to meet my learning needs.

- a. Strongly Agree
- b. Agree
- c. Undecided
- d. Disagree
- e. Strongly Disagree

10. If you selected D or E for question 9, which areas are lacking? Write your answer below.

11. What would your school experience be like if you did not receive extended studies services? Write your answer below.

12. My teachers adapt, modify or replace instructions to meet my needs.

- a.** Strongly Agree
- b.** Agree
- c.** Undecided
- d.** Disagree
- e.** Strongly Disagree

13. The pacing of instruction is flexible to allow for my learning.

- a.** Strongly Agree
- b.** Agree
- c.** Undecided
- d.** Disagree
- e.** Strongly Disagree

14. I have a variety of learning opportunities which are matched to my interests, readiness, and learning style.

- a.** Strongly Agree
- b.** Agree
- c.** Undecided
- d.** Disagree
- e.** Strongly Disagree

15. I am provided counseling efforts to meet my social and emotional development

- a.** Strongly Agree
- b.** Agree
- c.** Undecided
- d.** Disagree
- e.** Strongly Disagree

16. I have been taught to deal with emotions and feelings of self-worth through my classes and by counselors.

- a.** Strongly Agree
- b.** Agree
- c.** Undecided
- d.** Disagree
- e.** Strongly Disagree

17. I am provided with program planning related to class coursework and electives especially designed for my unique needs and future goals.

- a.** Strongly Agree
- b.** Agree
- c.** Undecided
- d.** Disagree
- e.** Strongly Disagree

18. For questions 18-21, bubble all that apply.

If you have previously been enrolled in an extended studies class (Mrs. Ryerse, Mrs. Riviello) but are no longer, which of the following reasons contributed to that decision?)

- a.** Schedule conflicts

19. For questions 18-21, bubble all that apply.

If you have previously been enrolled in an extended studies class (Mrs. Ryerse, Mrs. Riviello) but are no longer, which of the following reasons contributed to that decision?)

- a.** Wanted to take part in another elective

20. For questions 18-21, bubble all that apply.

If you have previously been enrolled in an extended studies class (Mrs. Ryerse, Mrs. Riviello) but are no longer, which of the following reasons contributed to that decision?)

- a.** Learning needs being met in a different way.

21. For questions 18-21, bubble all that apply.

If you have previously been enrolled in an extended studies class (Mrs. Ryerse, Mrs. Riviello) but are no longer, which of the following reasons contributed to that decision?)

- a.** Course did not meet my needs

22. If you have previously been enrolled in an extended studies class (Mrs. Ryerse, Mrs. Riviello) but are no longer, which of the following reasons contributed to that decision?)

Other; write your answer below:

23. Are there other comments you wish to share? Write your answer below.

District Information

- About Our District
- Athletic Events
- Athletics
- BCSD Code of Conduct
- Board of Education
- Board of Education Meetings - Live Streaming
- Board of Education Policies
- Brighton Food Cupboard
- Brighton Summer Arts 2015 Registration
- Brighton Your Wardrobe
- Calendar
- Community Bulletin Board
- Continuing Education
- Departments
- Dignity for All Students
- Events Around the District in Video
- Family Support Center
- New to the District - Welcome from PTSA
- Preschool/Parent Program
- PTSA
- Public Information
- Publications & Forms
- Registration
- School/Community Resources
- Staff Directory
- Superintendent's Site
- Urban Suburban Program
- Visual & Performing Arts



Extended Studies Services Teacher Survey

Thank you for completing the following survey to help us better evaluate our K-12 ESS program. Your responses are a valuable data set in helping us determine the overall strengths and needs for the district.

Check one:

- Teacher
- Administrator

Grade Level:

Number of Years Teaching:

1. Please take 5 minutes to review the Ext Studies website. <http://www.bcsd.org/district.cfm?subpage=156>. What information would you like added to the website to support you in your work?

2. Before today, were you aware of the Extended Studies section of the BCSD website?

3. What suggestions might you have to communicate information about Extended Studies Services, other than the website?

4. What professional development topics might be helpful to you in meeting the needs of advanced learners? (Check all that apply)

- Identifying advanced learners
- Social/emotional traits

Popular District Pages:

- BCSD Budget Information
- Transgender Conference
- AIM Program
- Attendance
- Alumni Database
- Athletics
- Brighton Believes Council
- Brighton Education Fund
- Brighton Summer Arts 2015
- BSAA Alumni
- Calendar
- Code of Conduct
- Community Bulletin Board
- Continuing Education
- Curriculum
- Curriculum Maps:Public
- eNews Subscription
- FAQ (Frequently Asked Que
- Intranet
- Instructional Technology
- Job Opportunities
- Library
- Lunch Menus & Accounts
- Need Driving Directions?
- News
- Office 365
- Parent Portal
- PTSA
- Public Information
- Publications & Forms
- Registration
- School Messenger Info.
- Staff Directory
- T.I.E.S.
- Transportation
- Urban Suburban Program
- Visual/Performing Arts

- Instructional strategies
- Differentiation
- Pacing and Curriculum Compacting
- Other:

5. Our staff is prepared to meet the social and emotional needs of advanced learners (e.g.: identify stress responses to accelerated work, have an understanding of traits that impact social-emotional health of advanced learners.)

6. Advanced learners receive support in program planning related to class coursework and electives especially designed for their unique needs and future goals.

7. Adequate consideration is given to grouping cohorts of advanced learners when creating schedules and classroom assignments.

8. Adequate accelerated or enriched sections of courses are offered in all areas to target students' advanced skills and abilities.

9. If you disagree or disagree strongly, in what areas might accelerated/enriched sections be offered?

10. You are able to adapt, modify or replace curriculum expectations to meet the unique needs of gifted learners.

10.5. If you answered strongly disagree/disagree to the above, why not?

11. Have you ever consulted with another individual (i.e. extended studies teacher, curricular colleague, expert in the field, etc) to support student achievement?

12. Is there anything else you would like us to know?

District Information

- About Our District
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- Publications & Forms
- Registration
- School/Community Resources
- Staff Directory
- Superintendent's Site
- Urban Suburban Program
- Visual & Performing Arts



Extended Studies Services Parent Survey

Dear Parents:

The purpose of this survey is to gather information about the Extended Studies services offered by BCSD. *Please note, extended studies may include working with one of our ESS staff (Miss Wegman, Mrs. Yawman, Ms. Ryerse or Mrs. Riviello) AND/OR participating in an enriched or accelerated course.* Our hope in administering this survey is to gather input from parents in order to guide us in the curriculum review process. Please choose the best response to each item below based on your child's ESS experiences. The focus of the survey is curriculum and program development, not an evaluation of a particular teacher. The results of this survey will be used to guide practice in the district for the next several years.

At the end of the survey, please be sure to click "Submit" for your responses to be tabulated. **Please note that if you have children at more than one level (primary, elementary, middle school, high school), we would greatly appreciate you completing a survey for each level at which you have a child.** Again, your feedback is important and Brighton CSD values your time and input.

Thank you,

The K-12 ESS Program Evaluation Committee

Grade Level(s) of your children (for which you are answering this survey)

- K-2
- 3-5
- 6-8
- 9-12

Number of Years Involvement with BCSD

- <1 year
- 1-5 years
- 6-10 years
- 11-15 years
- > 15 years

Given your experiences with Extended Studies Services, read each statement and choose the response that best fits your opinion/understanding of the service.

- BCSD Budget Information
- Transgender Conference
- AIM Program
- Attendance
- Alumni Database
- Athletics
- Brighton Believes Council
- Brighton Education Fund
- Brighton Summer Arts 2015
- BSAA Alumni
- Calendar
- Code of Conduct
- Community Bulletin Board
- Continuing Education
- Curriculum
- Curriculum Maps:Public
- eNews Subscription
- FAQ (Frequently Asked Que
- Intranet
- Instructional Technology
- Job Opportunities
- Library
- Lunch Menus & Accounts
- Need Driving Directions?
- News
- Office 365
- Parent Portal
- PTSA
- Public Information
- Publications & Forms
- Registration
- School Messenger Info.
- Staff Directory
- T.I.E.S.
- Transportation
- Urban Suburban Program
- Visual/Performing Arts

NOTE: Please see attached file - [please click to view/download](#)

1. Which services along the continuum do(es) your child(ren) receive? (Check all that apply).

- General class enrichment (CRPS/FRES) or Course enrichment (TCMS/BHS)
- Small group
- Individual options
- Extended studies class/seminar
- Course acceleration
- Co-Curricular activities
- I don't know

2. Parents have opportunities to discuss their student's specific needs with classroom teacher(s).

3. Parents have resources available to help them increase their knowledge regarding gifted education.

4. Information regarding extended studies services is readily available.

5. District staff is open to communicating with parents regarding the unique needs of students.

5.5. Additional ideas/thoughts on communication.

6. Students are provided counseling to meet their social and emotional development.

7. Teachers address students' unique abilities, traits and needs.

8. Students are provided with program planning related to class coursework and electives especially designed for their unique needs and future goals.

NOTE: Please see attached file - [please click to view/download](#)

9. The current continuum of services meets the needs of learners.

10. Students are included in flexible grouping arrangements to learn with and from intellectual peers.

11. Accelerated or enriched sections of courses are offered to target students' advanced skills and abilities.

11.5. If you disagree or disagree strongly, in what areas might accelerated/enriched sections be offered?

12. Teachers modify instruction to meet the needs of students.

13. Are there any other comments you wish to share about the Extended Studies Services at Brighton CSD?

Enter the number below to submit your information.

 show new number