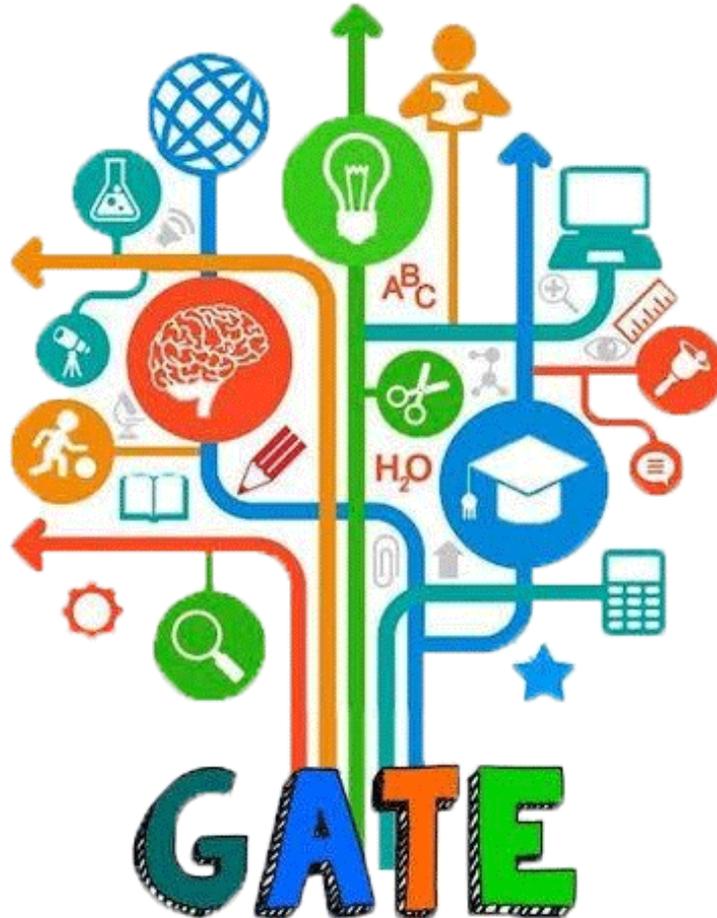


# Gifted and Talented Education Teacher and Parent Handbook 2016-17



**LAGUNA BEACH UNIFIED SCHOOL DISTRICT**



**Office of Instructional Services**  
**Laguna Beach Unified School District**  
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## **GATE Program Philosophy**

*Every child is unique and should receive an education appropriate to his/her needs and abilities. When a child embodies talents that could enhance his/her life and the life of the community, special care should be taken in planning and providing an education that will affirm and support those talents.*

### **Program Description**

Meeting the needs of students is fundamental to the purpose of Laguna Beach Unified School District's GATE Program. The program is comprehensive and is designed to provide differentiated curriculum in accordance with the intent of the law and spans elementary, middle and secondary students. Accommodations are made for individual student needs.

### **Program Options**

At El Morro and Top of the World Elementary Schools and Thurston Middle School, programs are in place to meet the needs of GATE students in grades 4-8. The GATE Program consists of the following options:

- Cluster groupings
- Differentiation of curriculum to include opportunities for complexity, depth, acceleration and novelty
- Enrichment activities

### **Specific GATE Plans**

Each elementary and middle school has a site plan describing the program purpose and goals.

### **District Guiding Principles**

- Beginning at the third grade level, students will be identified "GATE" based on the District's identification procedure outlined in this handbook.
- Laguna Beach Unified School District clusters fourth through eighth grade students heterogeneously while maintaining academically balanced grade level classrooms.
- The 9<sup>th</sup>-12<sup>th</sup> grade is rich in Honors, Advanced Placement and enrichment courses that provide differentiation for GATE students. Athletics, drama/music opportunities, and various clubs also provide enrichment.
- The District will continue to provide in-service opportunities related to differentiating instruction for teachers. Differentiated curriculum is not limited to GATE students but is open to all students. For this reason, in-services on differentiation will be open to all staff.

## **GATE Service Delivery Frequently Asked Questions**

- 1. Now that districts are focused on implementing the rigorous Common Core State Standards (CCSS) does that mean there is no longer a need for GATE programs?**

While the CCSS and academic content standards adopted by the state of California provide the basis for rigorous core curriculum, they may not be sufficient replacements for services that provide adequate challenges for gifted students. Many district have chosen to keep their GATE programs intact and continue to follow best practices for educating gifted and talented students.

- 2. Will LEAs be required to provide differentiated curriculum for students identified as gifted and talented within regular school day per *Education Code* Section 52206 and Title 5 Section 3840?**

In response to LCFF legislation, California Senate Bill 971 (signed into law September 2014) repealed all previous *California Education Code* that referred to GATE as a categorical program. The language contained in the *EC* sections 52200-52212 is no longer in effect but Title 5 of the *California Code of Regulations* has not yet been modified to reflect this change. LEAs may determine program guidelines and policies regarding all aspects of GATE.

- 3. What programs does the local high school offer to gifted students?**

A variety of courses and programs for gifted students is offered in most California schools service grades nine through twelve. Individual high schools make decisions about how to serve accelerated students including optional enrollment of younger students from the middle grades who may be placed in high school courses. Early college high schools, Advanced Placement courses, International Baccalaureate programs, and Advancement Via Individual Determination (AVID) are popular examples of options for accelerated secondary level students. For more information, contact your local high school office and ask for information about programs for accelerated students. At the California Department of Education (CDE), see the Career & College Transition Division's High School Web page.

- 4. With the repeal of *Education Code* Sections 52200-52212 under California Senate Bill 971 what guidelines should districts follow for their GATE programs?**

Though *EC* sections related to GATE have been repealed, the Gifted and Talented Education Program Resources Guide, which includes the State Board of Education Recommended Standards for Gifted and Talented Education, may still be helpful when making local decisions relate to identification, differentiated curriculum, parental and community involvement, etc.

- 5. What resources are available to parents of GATE children?**

Many California school districts have a GATE Program Coordinator who can serve as a resource for parents with question about local school, and community programs. See the California Association for the Gifted for links to regional parent and educator representatives, recommended readings, and educational activities for gifted students.

## GLOSSARY OF GATE TERMS

The following glossary contains words commonly expressed in gifted and talented education literature.

### GATE Vocabulary Relating to How Students Are Grouped

- **Ability Grouping**: The practice of grouping students according to their achievement levels in classes and/or subject.
- **Cluster Groupings**: The practice of grouping pupils within a regular classroom and providing appropriately differentiated activities from the regular classroom.
- **Heterogeneous Grouping**: Students are randomly assigned to classes, as opposed to ability grouped. Within the heterogeneous classroom, the gifted student is frequently provided with a variety of activities, including opportunities to interact with other students of similar abilities and interests in cluster groupings.
- **Homogeneous Grouping**: Groups of students are formed based on their ability to work together.

### GATE Vocabulary Relating to High School

- **Advanced Placement**: College-level courses provided at the secondary level for which students may receive college credit by examination.
- **Honors**: More rigor; homework and tests are more challenging.

### Other Commonly Used GATE Vocabulary

- **Acceleration**: Students engage in more advanced coursework.
- **Enrichment Activities**: Activities that are supplemental and advanced opportunities planned to augment a student's regular educational program.
- **Qualitatively Different Program**: A program that is modified for a student based upon his/her giftedness.
- **Underachievement**: When a student's academic progress/performance falls far below his/her potential.

## **DIFFERENTIATION-What's it all about?**

In the Laguna Beach Unified School District, the GATE Program consists of clustering critical masses of GATE students within the heterogeneous classroom, and providing them and other high-achieving students with differentiated ways to learn.

The GATE Cluster Teachers have been trained in additional ways to differentiate instruction. Differentiation does not mean "more of the same" or harder work. Differentiation is not enrichment that is unrelated to the core curriculum. Rather, differentiation is an extension of the core curriculum. Four popular ways to accomplish this extension are:

1. **ACCELERATION:** This is done when students progress at their individual pace, which may mean moving more rapidly through a particular sequence, with the result of receiving curriculum earlier than it would normally be received. Students work on more advanced curricular concepts.
2. **ADDING DEPTH:** This is done by giving a student the opportunity to extend and elaborate a topic of interest. Going from concrete to abstract, the student uncovers more details and new knowledge during the process. An example would be offering additional resources (book, speakers, periodicals, videos), supporting Howard Gardner's theory of "multiple intelligences" that challenge high-achieving students after a core science unit of the central nervous system.
3. **INCREASING COMPLEXITY:** This is done by enabling students to view concepts at a more sophisticated level, analyzing and evaluating issues, problems, themes, and relationships from different perspectives. An example would be using a variety of resources to investigate Abraham Lincoln's campaign and election to the presidency in 1860, then analyzing ways it was different, and/or the same as President Bush's campaign and election over 130 years later.
4. **PROVIDING OPPORTUNITIES FOR NOVELTY:** This is done by providing students with an opportunity to motivate their own learning because of a need they have to learn more. The approach to learning is personalized and varies from student-to-student. Students test their ideas with one another and against established interpretations. An example would be a student who studies current political issues, develops a new method for raising campaign funds, and submits the idea to a congressman for reaction.

Ask your child's teacher for some of the specific ways that he/she is differentiating the curriculum to fit the needs of your child.

**LAGUNA BEACH UNIFIED SCHOOL DISTRICT**  
**El Morro and Top of the World Elementary Schools**  
**GATE Site Plan**

**Program Goals:**

GATE students at the elementary schools are provided a program that offers differentiated learning opportunities integrated across curricular lines. The main goal of the program is to assist students in the development of higher order thinking skills, creative expression, leadership skills (including school and community service), positive self-concept, and career awareness.

Underlying goals are:

- 1) to challenge students to develop academic, creative, and social abilities.
- 2) to help each child realize his or her full potential.
- 3) to recognize and value the uniqueness of all students and to enable them to develop their own intellectual abilities and special talents.

**Classroom Program Options Utilized:**

- **Questioning techniques** that help teachers motivate gifted students to simultaneously apply several abstract thinking and reasoning skills.
- **Tiered assignments** that provide teachers with ways to challenge students with assignments matched to the readiness levels of the learners.
- **Flexible skills** grouping that helps teachers group students according to their needs in a specific topic or skill, rather than having preconceived notions about their abilities.
- **Learning/interest centers** that help teachers create a classroom where students have more opportunities to hone skills and pursue individual interests.
- **Differentiated Collaborative projects** that let teachers provide students with ample opportunities to pursue their interests at a pace, depth, and level appropriate to their abilities.
- **Interest groups** that provide teachers with ways to give children more choice about their learning.

**Available Co-Curricular Enrichment Opportunities:**

Co-Curricular enrichment provides a supplement to in-class differentiated instruction. Some examples include but are not limited to:

- |                           |                 |
|---------------------------|-----------------|
| ▪ Coding Club             | ▪ Cooking Club  |
| ▪ Destination Imagination | ▪ Golf          |
| ▪ Mad Science             | ▪ Spanish       |
| ▪ Bookworms               | ▪ Honors Chorus |
| ▪ Lego Engineers          | ▪ Drama         |

**LAGUNA BEACH UNIFIED SCHOOL DISTRICT**  
**Thurston Middle School**  
**GATE Site Plan**

**Cluster Groupings and Courses:**

GATE students are placed in grade level clusters in language arts and math classes. Students have the opportunity to test into compacted math courses 6/7 and 7/8. Additionally, Thurston Middle School offers a variety of challenging elective courses available to all students, including:

- Foreign Language:
  - Foreign Language Wheel
  - French IA and IB
  - Spanish IA and IB
  - Mandarin
- Visual and Performing Arts:
  - Advanced Art
  - Advanced Drama
  - Computer Art
  - Choral and Instrumental Music
  - Multimedia
- STEAM
- Leadership
- Coding
- Forensic Anthropology

**Available Co-Curricular Enrichment Opportunities:**

Co-Curricular enrichment provides a supplement to in-class differentiated instruction. Opportunities are provided to enrich and extend learning in a variety of areas, including but not limited to:

- Jazz Band
- Art Contests
- Environment Club
- Chess Club
- Coding Club
- Destination Imagination
- French Club
- Geography Club
- National Spelling Contest
- Spanish Club
- MUN
- History Day
- 20-Time
- Mock Trial

**Thurston Middle School**  
**Statement of GATE Curriculum Differentiation**

Differentiated instruction is accomplished in the classroom in many ways, including but not limited to:

- in-depth projects and research; not additional assignments
- extended activities
- flexible pacing
- interest groups
- encouragement of complexity and novelty
- questioning techniques
- modifying product and student response

The aim of Thurston Middle School is to promote creativity, higher level cognitive skills, and to encourage productivity, use, and management of the knowledge the student has mastered.

# LAGUNA BEACH UNIFIED SCHOOL DISTRICT

## *How do students qualify for the GATE program?*

1. The primary identification tool is a Screening Test given each February. Students qualify by scoring at the 95<sup>th</sup> percentile or better on the National Percentile Ranking (NPR) Total Score.

### *GATE Screening Test:*

All third graders will be given the GATE screening test in February. Any fourth through eighth grade student nominated and not identified as GATE will take a screening test at the same time. Students will be tested only once during the school year. If a student does not qualify after taking the test in 3<sup>rd</sup> grade, he/she can be nominated to take the test once more at the elementary level and once more at Thurston Middle School for a total of three times. Thus, a highly capable student has a total of three opportunities to qualify.

### *Teacher/Parent Nomination:*

In grades 4-8, teachers will nominate students not already identified as GATE who demonstrate extraordinary ability in relationship to their age level peers. Parents of 4<sup>th</sup> and 5<sup>th</sup> grade students may discuss opportunities for assessment with their child's teacher; parents of 6<sup>th</sup>-8<sup>th</sup> grade students may discuss possible identification with the school counselor and/or school site GATE coordinator. The teacher and the parent will each complete the Student Behavioral Checklist form and the Teacher/Parent Nomination form. All forms should be completed and sent to the Instructional Services Division to the attention of the Assistant Superintendent.

2. If #1 above is not met and the student received a total score between the 92<sup>nd</sup> - 94<sup>th</sup> percentile on the Screening Test, he/she will be administered a Cognitive Assessment by a school psychologist. Results will be reviewed by the GATE Student Study Team during the annual GATE assessment review period. Parents will be notified of eligibility. Results of the cognitive assessment will be provided by requesting a meeting with the administering school psychologist.
3. A student who transfers into Laguna Beach Unified School District may enroll in the program if his/her qualifications meet the Laguna Beach Unified School District's requirements. Parents of new students, upon registration must to submit evidence of GATE identification. All documentation from the previous district will be reviewed by GATE Student Study Team to include site administration, school psychologist, GATE Lead, and other members as determined appropriate.

Private testing by a licensed psychologist may be used as evidence for a referral for GATE identification. Parent must submit a complete report for consideration to include tests administered as well as subtest and full scale scores. The district will convene a GATE Students Study Team or appropriate 504/IEP meeting to review the findings and make a final decision regarding eligibility.

## **Parent Notification**

- Results of the assessments administered are maintained filed in the Instructional Services Office at the District Office.
- If eligibility is determined, the Office of Instructional Services will request written parent/guardian approval for placement in the Laguna Beach Unified School District's GATE program. A parent input form will be provided to parents. The qualifying student will also have an opportunity to offer his/her input by completing an inventory that includes an academic and personal self-assessment. These forms will be kept in individual student GATE folders and will be maintained by the GATE cluster teacher at the school site.
- If ineligibility is determined, the parent/guardian will be notified by written communication.

## **Teacher Responsibilities**

### **GATE Cluster Teacher**

- Provide differentiated curriculum throughout the year for GATE-identified students
- At the elementary level, teachers will complete ILP form on each GATE student. Forms will be filed in the student GATE folders at each school site.
- Thurston Middle School Teachers will complete ILP forms in a fall meeting. Identified GATE students' ILP forms will be filed for end of the year review and documentation.
- Conduct follow-up ILP conference with parents/students at the end of the school year. All completed forms should be filed in the student's GATE folder.

### **Site GATE Coordinator**

- Schedule and oversee all GATE parent meetings at the school site
- Schedule and monitor fall and spring ILP Conferences
- Administer GATE Screening Test in February
- Support all District GATE activities
- Provide GATE cluster teachers with differentiation ideas
- Evaluate Screening Test results

**LAGUNA BEACH UNIFIED SCHOOL DISTRICT**  
**Gifted and Talented Education Program**

**Individual Learning Plan (ILP)**

The purpose of the ILP is to establish and monitor long-term goals for each identified elementary GATE student. The ILP is in addition to the students' normal Progress Report (Report Card), which evaluates children relative to all other students at his/her grade level.

The ILP will report information such as whether your child's academic achievements are consistent with assessed expectancy, whether he/she investigates problems using critical and creative thinking skills, whether he/she has a positive self-concept, etc. It is another way the District evaluates monitors and communicates the progress of gifted students.

Classroom teachers at the elementary level will be responsible for filling out the ILP for each student. At the middle school level, the language arts GATE cluster teacher(s) will assist in completing the ILP for each 6<sup>th</sup> grade student. 6<sup>th</sup> grade GATE students are expected to meet with the TMS GATE Coordinator once a year. 7<sup>th</sup> and 8<sup>th</sup> grade GATE students can opt for an optional ILP meeting.

**LAGUNA BEACH UNIFIED SCHOOL DISTRICT  
GATE INDIVIDUAL LEARNING PLAN (ILP)  
El Morro/Top of the World Elementary Schools**

Student \_\_\_\_\_ Teacher \_\_\_\_\_  
Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

**Achievement Consistent with Assessed Expectancy**

	<b>Fall Meeting</b>			<b>Follow-up Meeting</b>		
<u>Academic</u>	Consistent	Inconsistent	Area of Concern	Consistent	Inconsistent	Area of Concern
Reading						
Writing- Creative/Expository						
Oral Language						
Organizational Skills						
Mathematics						
<u>Critical/Creative Thinking Skills</u>	Consistent	Inconsistent	Area of Concern	Consistent	Inconsistent	Area of Concern
Uses elaboration and originality						
Understanding abstract concepts						
Problem Solving						
<u>Personal Characteristics Demonstrates</u>	Consistent	Inconsistent	Area of Concern	Consistent	Inconsistent	Area of Concern
Emotional Maturity						
Sensitivity and Responsibility						
Self-Respect						
Leadership Qualities						
An Awareness of Personal Strengths and Limitations						

**GOAL:** (As a result of this parent/teacher conference, the primary goal(s) for this student is listed below:

<b>Fall Meeting</b>	<b>Follow-up Meeting</b>
<u>Activities Planned or Units of Instruction:</u>	<u>Success of Goal:</u>
<u>Comments</u>	

Teacher Signature Fall Meeting \_\_\_\_\_ Follow-up Meeting \_\_\_\_\_  
Parent Signature Fall Meeting \_\_\_\_\_ Follow-up Meeting \_\_\_\_\_

Laguna Beach Unified School District  
**GATE INDIVIDUAL LEARNING PLAN (ILP)**  
 Thurston Middle School

As a GATE student, you are asked to think of yourself both within the classroom and also outside of the typical school environment. This ILP prompts you to be introspective- consider areas of strength and areas which might be more of a challenge.

**Habits of Mind** is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known.

Choose two (2) Habits of Mind which you believe speak to your **strengths**.  
*Fill out the attached chart for those 2 Habits.*

Choose two (2) Habits of Mind which you believe speak an area of **challenge**.  
*Fill out the attached chart for those 2 Habits.*

Habit of Mind-- Strength	Habit of Mind-- Challenge
_____	_____
Goal(s) to strengthen:	Goal(s) to improve this area:
Steps to reach goal:	Steps to reach goal:

Student Signature

x \_\_\_\_\_

Parent Signature

x \_\_\_\_\_

## **LAGUNA BEACH UNIFIED SCHOOL DISTRICT Gifted and Talented Education Program**

### **How you can learn more about your gifted child:**

#### **California Association for the Gifted (CAG):**

CAG is an organization for both teacher and parent. It provides regional activities, an annual conference, political involvement as an advocate for gifted students, and the *Communicator* which is published five times a year.

Contact information:

e-mail: [CAGoffice@aol.com](mailto:CAGoffice@aol.com)

Website: [www.CAGifted.org](http://www.CAGifted.org)

#### **National Association for Gifted Children (NAGC)**

NAGC staff and leaders support and develop policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students.

Website: [www.nagc.org](http://www.nagc.org)

#### **Hoagies' Gifted Education Page**

What is gifted? How is it defined? Who are the gifted? What are their needs? Why should we care? Hoagies is a great website for parents to look at. There are many great links to help support you and your child. So many questions... click on the link below to learn more.

Website: [www.hoagiesgifted.org](http://www.hoagiesgifted.org)

# Directory

**Laguna Beach Unified School District**  
**550 Blumont Street**  
**Laguna Beach, CA 92651**  
**(949) 497-7700 FAX: (949) 497-7710**

<u>Name:</u>	<u>Position:</u>	<u>Telephone Number:</u>
Jason Vioria	Superintendent of Schools	949-497-7700 x5203
Alysia Odipo	Assistant Superintendent	949-497-7700 x5231
Stacy Quirarte	District GATE Coordinator	949-497-7785 x2205

### District GATE

Alysia Odipo	Assistant Superintendent	949-497-7700 x5231
Irene White	Director of Special Education	949-497-7700 x5208
Stacy Quirarte	District GATE Coordinator	949-497-7785 x2205
Chris Duddy	EM Principal	949-497-7780
Mike Conlon	TOW Principal	949-497-7790
Jenny Salberg	TMS Principal	949-497-7785
	EM GATE Coordinator	949-497-7780
Azadeh Baghai	TOW GATE Coordinator	949-497-7790
Laura Silver	TMS GATE Coordinator	949-497-7785

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