



LAGUNA BEACH UNIFIED
SCHOOL DISTRICT

GIFTED AND TALENTED EDUCATION HANDBOOK

INSTRUCTIONAL SERVICES DEPARTMENT

Rev. 8/2023

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OVERVIEW

Every child is unique and should receive an education appropriate to their needs and abilities. Special care should be taken in planning and providing an education that will affirm and support each child's talents that enhance their life and the life of the community.

LBUSD Vision

We take ownership of each child's learning in our schools, accepting no limits on potential.

LBUSD Mission

Each student gains the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

LBUSD Commitments

Every Student, Every Day
Relationships Matter
Continuous Improvement

LBUSD Definition of Giftedness

The District has adopted from the National Association for Gifted Children (NAGC) the following definition of GATE identified students:

Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in the top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g. mathematics, music, language) and/or set of sensorimotor skills (e.g. painting, dance, sports).

Program Description

Meeting the needs of students is fundamental to the purpose of the Laguna Beach Unified School District. The programming for students identified as GATE is designed to provide a 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 Elementary School, Top of the World Elementary School, and Thurston Middle School, programming is in place to meet the needs of students identified as GATE in grades 4-8.

GATE programming include the following options:

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

District Guiding Principles

- During grade 3, students will be identified as GATE based on the District's identification procedure outlined in this handbook.
- The District clusters students in grade 4-8 heterogeneously while maintaining academically balanced grade-level classrooms.
- The high school course options are rich in Honors, Advanced Placement, and enrichment courses that provide differentiation for students identified as GATE. Athletics, drama/music opportunities and various clubs also provide enrichment.
- The Depth and Complexity critical thinking tools, or icons, have been identified as the common set strategies to deepen and differentiate instruction for all learners. Ongoing professional development will be provided for teachers.

Individual Learning Plan (ILP)

The purpose of the ILP is to establish and monitor goals for each student identified as GATE. The ILP is in addition to the students' normal Progress Report / Report Card, which evaluates children relative to all other students at their grade level.

The ILP will include information on goals that the student has selected and provide feedback such as whether each child's academic progress is consistent with assessed expectancy, whether they investigate problems using critical and creative thinking skills, whether they have a positive self-identity, etc. It is used as an additional method for the District to evaluate, monitor, and communicate the progress of students identified as GATE.

Classroom teachers at the elementary level will be responsible for filling out the ILP for each student identified as GATE. At the middle school level, the language arts will assist in completing the ILP for each student identified as GATE. Students identified as GATE in grade 6 are expected to also meet with the TMS GATE Coordinator once a year.

GATE Program 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 academic content standards adopted by the state of California provide the basis for a rigorous core curriculum, LBUSD has chosen to focus on providing differentiated learning experiences, goal-setting conferences, and enriching activities for 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?**

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 *Ed Code* sections 52200-52212 is no longer in effect. Districts may determine program guidelines and policies regarding all aspects of GATE.

3. **What programs do local high schools offer to students identified as GATE?**

A variety of courses and programs for students identified as GATE are offered in most California high schools. Individual high schools make decisions about how to serve accelerated students including optional enrollment in Advanced Placement course, dual enrollment college courses, and CTE courses.

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

Because the *Ed Code* sections related to GATE as a categorical have been repealed, there are no longer specific GATE guidelines provided to schools and districts by the State Board of Education.

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

Each school and district individually determine the resources available for families of students identified as GATE. Families may contact the school's main office or website to receive additional information.

Glossary of Terms

The following glossary contains words commonly expressed in Gifted and Talented Education literature.

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 grouping. 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:** As students transition into high school, the term GATE is no longer used to refer to students in any way. Students are afforded the opportunity to participate in highly rigorous coursework as they prepare themselves for a variety of options after high school which includes but is not limited to four-year college and university opportunities. Students can access Honors coursework, Advanced Placement coursework, and industry-aligned College and Career Advancement (CCA) courses.
- **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-Related 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 their giftedness.
- **Underachievement:** When a student's academic progress/performance falls far below their potential.
- **Compacted:** Coursework that is taught in a shorter span of time.

Differentiation: What's it all about?

In the Laguna Beach Unified School District, students identified as GATE are clustered in groups within the heterogeneous classroom to provide them and other students with differentiated ways to learn and demonstrate their skills.

LBUSD teachers have been trained to provide differentiated instruction for all learners including students identified as GATE. Dr. Sandra Kaplan's Depth and Complexity critical thinking tools/icons have been integrated into classrooms to deepen, extend, and differentiate learning. Differentiation does not mean "more of the same", "harder" work that is unrelated to the core curriculum. Rather, differentiation is an extension of the core curriculum to ensure meaningful levels of student engagement throughout the entire learning process. Four ways we do this include:

- 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 (books, 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 they are deepening, extending, and differentiating the curriculum to fit the needs of your child.

School Plans

El Morro and Top of the World Elementary Schools

Goals

Students identify as GATE 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 their 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 Strategies and Practices

- **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 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 |

School Plans

Thurston Middle School

Goals

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

Cluster Groupings and Courses

Students identified as GATE 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 students, such as:

- Foreign Language
- STEAM
- Leadership
- Forensic Anthropology
- Visual and Performing Arts
- Advanced Drama
- Computer Art
- Choral and Instrumental Music
- Multimedia
- Coding

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. Some examples include but are not limited to:

- Jazz Band
- Art Club
- French Club
- Ecology Club
- Book Club
- Model UN
- Coding Club
- Destination Imagination
- National Spelling Contest
- Spanish Club
- Dungeons and Dragons
- History Day
- Forensics
- Mock Trial

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

Laguna Beach High School

Students identified as GATE as LBHS are encouraged to enroll in courses that meet their unique individual needs. LBHS offers an array of Advanced Placement (AP), Honors, CTE, and elective courses. In addition, there are a variety of electives and extracurricular sports, clubs, and events students can choose to participate in. To view current offerings, please go to the LBHS website.

How are Students Identified as GATE?

1. The primary identification tool for GATE is a screening test given each year to all grade 3 students. Students qualify for GATE by scoring at the 95th percentile or better on the National Percentile Ranking (NPR) Total Score.

If a student does not qualify after taking the test in grade 3, they can be nominated to take the test once more at the elementary level and once more at Thurston Middle School. Thus, a student has up to a total of three opportunities to qualify for GATE, if they attend LBSD schools in grades 3-8. All grade 4-8 students nominated to retest will be given the screening test at the same time as grade 3 students. Students nominated after the annual screening test will be given an opportunity during the following school year.

Teacher/Parent/Guardian Nomination

In grades 4-8, teachers may nominate students not already identified as GATE who demonstrate extraordinary aptitude in relation to their age-level peers. Parents/guardians of students in grades 4-5, may discuss opportunities for assessment with their child's teacher. Parents/guardians of students in grades 6-7 may discuss possible identification with the school counselor and/or school site GATE coordinator. The teacher and the parent/guardian will each complete the Student Behavioral Checklist form and the Teacher/Parent/Guardian Nomination form. All forms should be completed and sent to the Instructional Services Department for the attention of the Assistant Superintendent.

2. If #1 above is not met and the student received a total score between 92nd and 94th percentiles on the Screening Test, they will be evaluated based on the GATE Identification Multiple Measures Worksheet.
3. A student who transfers into Laguna Beach Unified School District may enroll as a student identified as GATE if their qualifications meet the Laguna Beach Unified School District's requirements. Parents/Guardians of new students, upon registration, must submit evidence of GATE identification. All documentation from the previous district will be reviewed by a Student Study Team to include site administration, school psychologist, GATE Lead, and other members as determined appropriately.
4. Private testing by a licensed psychologist may be used as evidence for a referral for GATE identification. Parents/guardians must submit a fully completed report for consideration to include tests administered as well as subtest and full-scale scores. The District is not responsible for any non-LBSD GATE-related assessments. The district will convene a Student Study Team or appropriate 504/IEP meeting to review the findings and make a final decision regarding eligibility.



LAGUNA BEACH UNIFIED SCHOOL DISTRICT

GATE Identification Multiple Measures Worksheet

Student Name: _____ Date of Birth: _____	School Site: _____ Date Completed: _____	<input type="checkbox"/> 3 rd Grade <input type="checkbox"/> 4 th Grade <input type="checkbox"/> 5 th Grade <input type="checkbox"/> 6 th Grade <input type="checkbox"/> 7 th Grade
Compelling Evidence (1-5)		
1. Aptitude (district determined assessment)	<u>Percentile</u> _____ 95 th percentile or higher = Student identified as GATE _____ 92-94 th percentile= 5 points	Points from Assessment _____
2. Report Card	ELA A = 5 points B = 4 points Math A= 5 points B = 4 points	Points from ELA: _____ Points from Math: _____
3. State (CAASPP): English Language Arts	2600 = 4 points 2550 = 3 points 2500 = 2 points	Points from ELA: _____
4. State (CAASPP): Mathematics	2600 = 4 points 2550 = 3 points 2500 = 2 points	Points from Math : _____
5. Special Considerations	a. Student has language or cultural differences that may impact the child's success in school (2 points) -OR- b. Economic level and/or environmental factors which may interfere with child's success in school (2 points) -OR- c. Visual and/or Performing Arts Excellence & Evaluation (2 points)	Points from Variables*: _____ * 2 points max
<u>Total Points Required**</u> 20 and above = GATE High Achieving 19 and below = Does not qualify	Scores verified by: _____	Total Points: _____ <input type="checkbox"/> Student qualifies. <input type="checkbox"/> Student does not qualify.

Updated August 2019

Parent/Guardian Notification

- Results of the assessments administered are maintained in the Instructional Services Office at the District Office.
- If eligibility is determined:
 - o written parent/guardian approval for placement in the GATE program will be requested
 - o a parent/guardian input form will be provided to parents/guardians
 - o the qualifying student will also have an opportunity to offer their 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 Site Coordinators at each site.

- If ineligibility is determined, the parent/guardian will be notified by written communication.

Staff Support

Teacher Responsibilities for Classes with Clusters of GATE-Identified Students

- Teachers will provide a differentiated curriculum throughout the year for students.
- Elementary teachers of students identified as GATE will complete an ILP form for each student. Forms will be filed in the students' GATE folders at each school site.
- Middle school ELA teachers will complete ILP forms in a fall meeting. ILP forms will be filed for end-of-year review and documentation.
- Teachers will conduct a follow-up ILP conference with parents/students at the end of the school year. All completed forms should be filed in students' GATE folders.

Site GATE Coordinator Responsibilities

- Schedule and oversee any parent/guardian meetings for students identify as GATE at their school site
- Schedule and monitor fall and spring ILP conferences at their school site
- Administer GATE screening tests for students in grades 3-5
- Support all-district GATE activities
- Provide resources and coaching for teachers with students identified as GATE
- Evaluate screening test results

LAGUNA BEACH UNIFIED SCHOOL DISTRICT
INDIVIDUAL LEARNING PLAN (ILP)
El Morro and Top of the World Elementary School

Student: _____ Teacher: _____

Grade Level: _____ Age: _____ Date: _____

Academic (Create a goal for two or more areas.)

Language Arts	Goal Completed <input type="checkbox"/>
Examples:	
Math	Goal Completed <input type="checkbox"/>
Examples:	
Science	Goal Completed <input type="checkbox"/>
Examples:	
Other (research, computer science, social studies, communication, etc.)	Goal Completed <input type="checkbox"/>
Examples:	

Personal Characteristics (Create a goal for two or more areas.)

Responsibility	Goal Completed <input type="checkbox"/>
Examples:	
Social Interaction	Goal Completed <input type="checkbox"/>
Examples:	
Leadership	Goal Completed <input type="checkbox"/>
Examples:	
Personal Strengths	Goal Completed <input type="checkbox"/>
Examples:	

Addition Notes (optional):

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Teacher Signature Fall Meeting _____ Spring Meeting _____

Parent/Guardian Signature Fall Meeting _____ Spring Meeting _____

Student Signature Fall Meeting _____ Spring Meeting _____

LAGUNA BEACH UNIFIED SCHOOL DISTRICT
INDIVIDUAL LEARNING PLAN (ILP)
Thurston Middle School

Name: _____

Grade: _____

Read about each Habit of Mind quality and select which statement best reflects you as a student.

	Consistently Like Me	Most Like Me	Somewhat Like Me	Not Like Me
Persisting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing Impulsivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening with Understanding and Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Flexibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking about Your Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Striving for Accuracy and Precision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questioning and Problem Posing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply Past Knowledge to New Situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking and Communicating with Clarity and Precision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather Data Through all Senses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating, Imaging, and Innovating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding with Wonderment and Awe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking Responsible Risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding Humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking Interdependently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remaining Open to Continuous Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Choose one habit of mind that is already a strength of yours. Explain how you apply it at school. (Be specific/give examples.)

Choose a habit of mind that is one of your challenges. How will you strengthen it; how will you build the habit? (Be specific/set goals/outline steps.)

Is there another habit of mind that you would like to focus on this year? Explain how you will.

To be a successful student, it is important that you are pushed to meet your individual needs. Which class do you think is one where you feel most confident?

- ☐ English/Language Arts
- ☐ Math
- ☐ Social Studies
- ☐ Science
- ☐ Physical Education
- ☐ Other

Which class is one where you feel that you might need more support to grow?

- ☐ English/Language Arts
- ☐ Math
- ☐ Social Studies
- ☐ Science
- ☐ Physical Education
- ☐ Other

Additional comments (optional)

Additional Parent/Guardian Resources

California Association for the Gifted (CAG):

CAG is an organization for both teachers and parents/guardians of students identified as GATE.

Website: 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 that strive to improve the quality of education for all students.

Website: www.nagc.org

Hoagies' Gifted Education Page

There are many resources and links to help parents/guardian to support their child.

Website: www.hoagiesgifted.org

Directory

District GATE Staff

Elisabeth Kannenberg	Director of Assessment and Accountability	949-497-7700
Kimberly Mattson	District GATE Coordinator	949-497-7780
Annie Bochenek	EMS GATE Coordinator	949-497-7780
Marie Bammer	TOW GATE Coordinator	949-497-7790
Aubrey Garcia	TMS GATE Coordinator	949-497-7785