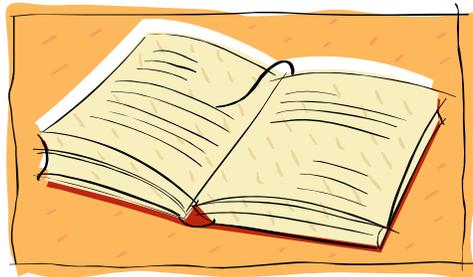


Gifted And Talented Education

Parent Handbook
2011-2012



Brea★
Olinda★
Unified
School District



GIFTED AND TALENTED
EDUCATION PROGRAM

PARENT HANDBOOK

*Mrs. Gail Lyons, School Board President
Dr. A.J. "Skip" Roland, Superintendent
Kelly Kennedy, GATE Coordinator*

BREA OLINDA UNIFIED SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Brea Olinda Unified School District, in partnership with home and community, is to provide all students a quality education that prepares and inspires them to strive for high goals, become responsible, contributing citizens, and continue learning all their lives. To do this, we seek daily to create a challenging, supportive learning environment in which all members of the educational community are respected, differences are valued, and excellence is expected.

PHILOSOPHY

The philosophy of the *GATE* (Gifted and Talented Education) program is to provide enriched and accelerated activities for students based upon individual abilities.

- ◆ Ensure mastery and expansion of basic skills. Enrich educational opportunities in the basic skills commensurate with potential.
- ◆ Allow a child to cognitively progress at an enriched rate.
- ◆ Broaden and deepen the learning experience.
- ◆ Encourage creativity and problem-solving abilities.
- ◆ Extend horizons beyond the classroom.

GOALS AND OBJECTIVES

The Brea Olinda Unified School District is committed to a school environment that fosters excellence and achievement of student potential. It is the goal of the district to foster both individual excellence and unique achievement of every *GATE* student. In doing so, educators and parents must share the responsibility of challenging, motivating, and nurturing gifted children to reach their highest potential.

IDENTIFICATION CATEGORIES

The California Education Code, Section 52202, lists the following categories for possible identification of gifted students:

General Intellectual Ability - Students whose general intellectual development is significantly advanced in relation to chronological peers. Characteristics for these students include abstract reasoning ability, extraordinary speed of learning and advanced vocabulary when compared to their peers. Most are capable of advanced work in all academic areas.

Specific Academic Ability - Students who consistently function at highly advanced levels in a particular subject area.

High Achievement - Students who consistently function at high levels in most academic areas. They are often self-motivated and enthusiastic about learning.

Creative Ability - Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique, alternative solutions.

Leadership - Students who demonstrate the ability and readiness to inspire, guide, direct, or influence others.

Visual and Performing Arts - Students who originate, perform, produce, or respond at exceptionally high levels in areas such as art, music, or drama.

At this time the Brea Olinda Unified School District's GATE program serves the following categories of gifted and talented students:

Intellectual Ability

Specific Academic Ability

High Achievement

Leadership, Creativity, Motivation

IDENTIFICATION PROCEDURES

The Brea Olinda Unified School District has four methods whereby students can be identified for the *GATE* program. Each begins when students have completed the third grade. Test scores of all students are reviewed annually to identify new students as eligible for the *GATE* program. Students must be identified in one of the following ways:

1. **High Achievement:** A score at or above 450 on the English Language Arts California Standards Test (CST) and a score at or above 500 on the Math California Standards Test (CST).
2. **Specific Academic Ability in English Language Arts:** A score at or above 450 on the English Language Arts California Standards Test (CST), coupled with high academic achievement in that same area as evidenced by a 3rd trimester grade of "A" and exemplary achievement, which is a score of 4, on the district classroom multiple measures assessment.
3. **Specific Academic Ability in Mathematics:** A score at or above 500 on the Mathematics California Standards Test (CST), coupled with high academic achievement in that same area as evidenced by a 3rd trimester grade of "A" and exemplary achievement, which is a score of 4, on the district classroom multiple measures assessment.
4. **Intellectual Ability:** Students with an advanced score on the California Standards Test in both the English Language Arts and Mathematics subject areas, along with a referral from a classroom teacher, must obtain 92% or above in one area on the Otis-Lennon School Ability Test (OLSAT).

With each of the above identification criteria, the student's classroom teacher will complete an evaluation using the frequency checklist for skills and behaviors of gifted individuals, which include **leadership, creativity, and motivation** characteristics.

Ethnic Minority Identification: Federal law (Title 5, Sections 3820(f) and 3831) requires that the district seek out, identify, and ensure full participation of pupils from disadvantaged and varying linguistic, economic and cultural backgrounds. To that end, the district teaching staff is asked to identify high achieving minority students who may not be *GATE* identified because of language barriers. Those students will be tested using the Naglieri Nonverbal Ability Test (NNAT). It is our intent to identify minority students in percentages commensurate with their enrollment in our district.

INDIVIDUAL GATE PLANS

Once a student in grades 4-6 has been identified as *GATE*, an Individual *GATE* Plan will be established. The classroom teacher and the parents of the *GATE* student will work together, exploring student's strengths and weaknesses and targeting areas for growth. Goals for the school year are mutually established and linked with home and school activities. Specific trimester objectives are delineated, and evaluations are completed every trimester. A copy of the evaluation will be sent home with each report card throughout the school year.

INTER-DISTRICT AND OTHER TRANSFERS

California Department of Education guidelines allow each school district to determine the criteria by which students may be admitted to its *GATE* program. *GATE* identified students transferring from another district shall be subject to the same criteria as Brea Olinda Unified students.

DIFFERENTIATED INSTRUCTION

The Brea Olinda Unified School District currently provides a differentiated curriculum to identified *GATE* students. Compared to the typical delivery of lessons, differentiated instruction involves the adjustment of curriculum and instruction in one or more of the following four ways:

1. Instruction is delivered at a faster rate.

This is called acceleration or pacing and refers to the concept of altering the pace or speed of learning and providing more sophisticated resources for learning in order to challenge learners.

2. Students examine a subject or issue with greater intensity.

This is called depth and refers to the concept of challenging learners by enabling them to venture further, deeper, and more elaborately in the area under study.

3. Use of multiple resources and a more sophisticated vocabulary are expected.

This is called complexity and refers to the concept of broadening the learner's understanding of the areas under study by asking him to make connections, relationships, and associations between, within, and across subjects and disciplines.

4. Students examine a subject or issue with greater diversity, creativity, and/or originality.

This is called novelty and refers to the concept of gaining a personal understanding of the area under study or constructing meaning of knowledge in an individual manner.

PROGRAM EFFECTIVENESS

While parents will see many indicators of student growth through the *GATE* program, particularly as evidenced in elementary school, by reports on the individual goal plan, the district has identified two components for evaluating program effectiveness. They are as follows:

1. 100% of the *GATE* students will score proficient or advanced on the California Standards Test (STAR) in the areas of English/language arts, mathematics, and science.
2. 100% of the *GATE* students will score at or above grade level on all end of the year district multiple measures.
3. 100% of *GATE* students will maintain a grade point average of 3.5 or better as reflected in end of the year report cards, grades 4-12.

These components will be examined annually and will, in conjunction with parent and staff program evaluation, be used to determine need for program change.

CHARACTERISTICS OF GIFTED CHILDREN

While signs of giftedness will vary from child to child, many gifted individuals share these common characteristics:

- | | |
|--|---|
| Good problem solving abilities | Rapid learning ability |
| Extensive vocabulary | Excellent memory |
| Long attention span | Unusual curiosity |
| Keen powers of observation | Intense interest in books |
| Excellent sense of humor | Unusual insightfulness |
| Enjoyment of playing with older children | Judgment seems mature for age |
| Perfectionism | Feelings easily hurt |
| Sensitivity to others' feelings | Intense reactions to frustration |
| Concerned with morality and justice | Questioning of authority |
| High level of creativity | Vivid imagination |
| High degree of energy | Wide range of interests |
| Perseverance in areas of interest | Interested in puzzles or mazes |
| Interested in numbers and mathematics | Hyperactive; high energy level |
| Self-motivated | Demonstrates artistic capabilities/creativity |
| Leadership qualities | |
| Frustrated by rote memory | Innovation in thinking |

CHARACTERISTICS OF TEACHERS OF GIFTED AND TALENTED

The Brea Olinda Unified School District recognizes the need for all teachers to teach the broad spectrum of students in heterogeneous groupings. Requirements for teachers of the gifted students are in accord with those of all district teachers who are aware of and able to respond to the unique qualities of the gifted students. To provide appropriate learning experiences for the gifted and talented students, the National Association for Gifted Children suggest that teachers need to possess these characteristics:

A knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence

- A knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations
- A knowledge of and access to advanced content and ideas
- An ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students
- An ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.

GATE PROGRAMS

Elementary School Program

Elementary GATE students are clustered into groups to receive differentiated instruction that is challenging and appropriate. Classroom teachers use a variety of teaching strategies and provide ample opportunities for gifted students to develop and enhance their skills. During parent teacher conference week in October, classroom teachers meet with the parents of gifted students and create an individualized learning plan that sets unique goals and objectives for the school year. These goals and objectives allow for personal enrichment and growth for every gifted learner and establish a partnership between parents and teachers to ensure that the gifted student is advancing in their intellectual, social, emotional, and academic abilities throughout the school year.

Additionally, the District offers after-school enrichment classes for students in fourth through eighth grade on a fee-based schedule. The district's objective is to enhance and enrich the student's education and give students the opportunity to pursue special interests, find productive ways to express their talents and versatility, and develop inter-personal and leadership skills.

Junior High School Program

At Brea Junior High School, *GATE* students are placed in accelerated math courses and *GATE* clustered classrooms for Language Arts and Social Science. These classes put students on track for placement into the advanced high school courses. *GATE* students are clustered together through scheduling for the purpose of differentiating curriculum and instruction.

In conjunction with the elementary school program, differentiated instruction and fee-based, after-school enrichment courses are also offered at the junior high level. The enrichment courses focus on advanced technology, science, language arts, and fine arts.

High School Program

At Brea Olinda High School, *GATE* students are served in the Distinguished Scholars Program that provides a systematic progression through academically rigorous courses in English, foreign language, math, science, computers, and social science. Enrollment in Distinguished Scholar Program courses may enhance students' eligibility for membership in California Scholarship Federation or National Honor Society.

Through freshman planning conferences, honors and Advanced Placement (AP) night, and follow-up consultations, *GATE* students plan an appropriate continuum of honors and AP classes. Upon graduation, students who have successfully completed the prescribed course of study and met all the criteria, receive special recognition.

PARENT INVOLVEMENT AND RESOURCES

Parents of GATE students can offer their input into the program by joining either the school site or district advisory committee. The school site committee meets with the principal to help advise in the area of school based practices and needs. The district committee is comprised of representatives from each of the nine schools. The members are recommended by the site principal and invited by the district to participate, representing the views of the parents of the GATE students at their site. Please see your site principal if interested.

Resources

- ◆ Parents of GATE students can join GATE Parent Advocates of Orange County.

GPAOC
c/o 9331 Hunting Circle
Villa Park, CA 92861
(714) 974-3538

This organization provides information and materials on the gifted.

- ◆ California Association for the Gifted (CAG)

426 Escuela Avenue, Suite 19
Mountain View, CA 94040
(415) 965-0653

<http://www.CAGifted.org>

- ◆ National Association for Gifted Children (NAGC)

1707 "L" Street, N.W., Suite 550
Washington, D.C. 20036
(202) 785-4268

<http://www.nagc.org>

This national organization will provide helpful materials on the gifted as well as a monthly magazine for parents, which is called "Parenting for High Potential" and provides advice for parents of gifted children.

Websites Concerning Gifted:

Gifted Children Monthly

<http://www.gifted-children.com>

The Hollingworth Center for Highly Gifted Children

<http://www.hollingworth.org>

Prufrock Press – Gifted Education Home Page (“The nation’s leading publisher supporting the education of gifted children.”)

<http://www.prufrock.com>

ERIC Clearinghouse on Disabilities and Gifted Education

<http://www.ericec.org>

Gifted Development Center

<http://www.gifteddevelopment.com>

The National Foundation for Gifted and Creative Children

<http://www.nfgcc.org>