

IDENTIFICATION OF GIFTED AND TALENTED (G.A.T.E.) STUDENTS

The Governing Board believes that all students deserve an education that challenges them to reach their full potential. The district shall provide gifted and talented students with opportunities for learning commensurate with their particular abilities and talents.

The Superintendent or designee shall identify students for the district's gifted and talented education (GATE) program on the basis of demonstrated or potential intellectual development, creative ability, consistently high achievement levels, academic ability in particular subject area(s), leadership ability, and/or performing and visual arts talent.

The Superintendent or designee shall provide all eligible students, including economically disadvantaged students, English learners, and students of varying cultural backgrounds, with full opportunities to participate in the GATE program.

(cf.0410-Nondiscrimination in District Programs and Activities)
(cf.6164.2-Guidance/Counseling Services)
(cf.6174-Education for English Language Learners)

The district's GATE program shall be designed to provide articulated learning experiences across subjects and grade levels and shall meet or exceed state academic content standards and curriculum frameworks.

(cf. 6011-Academic Standards)
(cf.6142.6 -Visual and Performing Arts Education)
(cf.6142.7-Physical Education and Activity)
(cf.6142.8 -Comprehensive Health Education)
(cf.6142.91-Reading/Language Arts Instruction)
(cf.6142.92-Mathematics Instruction)
(cf.6142.93-Science Instruction)
(cf.6142.94-History-Social Science Instruction)
(cf.6178-Career Technical Education)

Legal Reference:

EDUCATION CODE

37223 Weekend classes for mentally gifted minors

48800-48802 Enrollment of gifted students in community college

51740 Instruction by correspondence

51745-51749.3 Independent study programs

52060-52077 Local control and accountability plan

76000-76002 Enrollment in community college

IDENTIFICATION OF GIFTED AND TALENTED (G.A.T.E.) STUDENTS
(continued)

CODE OF REGULATIONS, TITLE 5
1633 Instruction by correspondence

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Association for the Gifted: <http://www.cagifted.org>

Council for Exceptional Children, The Association for the Gifted (CEC-TAG):
<http://www.cectag.org>

National Association for Gifted Children: <http://www.nagc.org>

IDENTIFICATION OF GIFTED AND TALENTED (G.A.T.E.) STUDENTS**Identification of Gifted and Talented Students**

Students may be recommended for the GATE program by administrators, teachers, counselors, other staff, or parents/guardians. Parent/guardian consent shall be obtained before administering any assessments for the sole purpose of identifying students for this program or for placing a student in the program.

The Superintendent or designee shall select students for the program based on their demonstrated or potential ability for high performance in categories identified by the Governing Board.

(cf. 5121-Grades/Evaluation of Student Achievement)
(cf. 6162.5-Student Assessment)
(cf. 6164.2-Guidance/Counseling Services)

The Superintendent or designee shall base selection decisions upon the evaluation of pertinent evidence by the principal or designee, a classroom teacher familiar with the student's work, and, when appropriate, a credentialed school psychologist and/or other expert. These persons may review screening, identification, and placement data and shall meet when necessary to resolve any differences in assessment and recommendations. In reviewing evidence of a student's abilities, the Superintendent or designee also shall consider the economic, linguistic, and cultural characteristics of the student's background.

(cf. 0410-Nondiscrimination in District Programs and Activities)
(cf. 6174-Education for English Language Learners)

A student who transfers into the district shall be considered for the GATE program if he/she was identified as a gifted and talented student in his/her previous district or school or is recommended for the program. The Superintendent or designee may verify that the GATE program would be an appropriate placement for the student by examining evidence of the student's abilities based on any of the indicators listed above.

Because students who do not initially meet district criteria for the GATE program may become eligible at a later grade level, the district may re-examine student eligibility whenever the district receives a referral or the Superintendent or designee determines it to be in the student's best interest.

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Categories for Identification of Gifted or Talented

The district is participating in four categories of identification:

1. Intellectual Ability
2. High Academic Achievement
3. Multi-Dimensional
4. Visual and Performing Arts

Intellectual Ability (Grade 3 and above) is for students whose general intellectual development is markedly advanced in relation to his/her chronological peers. An assessment of intelligence through the administration of an approved intelligence test by a district employed school teacher shall be conducted.

The district criterion for participation in the G.A.T.E. program is a School Ability Index of 127 or above equaling in the 96th percentile on the OLSAT-8 (Otis-Lennon School Ability Test, Eighth Edition). For Spanish speaking students the NNAT-2 (Naglieri Nonverbal Ability Test) will be administered and the criterion for participation in the G.A.T.E. program is a School Ability Index of 128 or above equaling in the 96th percentile.

High Academic Achievement is for students who consistently function at high levels in all academic areas. Students may qualify in the high achievement category in one of three ways:

1. Scoring at the Standard Exceeded Level on the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts/Literacy Achievement (ELA) and Math in one year (3rd grade and above).
2. Scoring at the Standard Exceeded Level on the California Assessment of Student Performance and Progress (CAASPP) in either English Language Arts/Literacy Achievement (ELA) over a period of two years or Math over a period of two years (3rd grade and above).
3. a. Scoring at the Standard Exceeded Level on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy Achievement and Standard Met Level on Math (or vice-versa) and receiving rubric scores of 3 or 4 in both ELA and Math on the elementary report card in the same year (grades 3-5).

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(continued)**

- b. Scoring at the Standard Exceeded Level on the California Assessment of Student Performance and Progress (CAASPP) in ELA/Literacy Achievement and Standard Met Level on Math (or vice-versa) and receiving grades of A or B in ELA/Literacy Achievement and Math on the secondary report card (grades 6-11) in same year.

Multi-Dimensional is for students who are close to meeting test score criteria in General Intellectual or High Achievement categories. This category is provided to ensure equal opportunity for students from varying linguistic, economic and/or cultural backgrounds and for students with learning disabilities. Students are evaluated according to a combination of factors. These include District Benchmarks, intellectual ability, achievement, student portfolio, and observations of gifted characteristics.

Visual and Performing Arts is for students in 4th grade and above who demonstrate exceptional talent in visual and/or performing arts as measured by teacher recommendation, audition, and student portfolio.