

SAUSALITO MARIN CITY SCHOOL DISTRICT

**District Master Plan
For
Gifted and Talented
Education**

APPROVED BY THE SAUSALITO MARIN CITY SCHOOL DISTRICT GOVERNING BOARD

APRIL 24, 2008

**SAUSALITO MARIN CITY SCHOOL DISTRICT
DISTRICT MASTER PLAN – GIFTED AND TALENTED EDUCATION**

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Sausalito Marin City School District
**Gifted and Talented Education Program
Master Plan**

Introduction

The Sausalito Marin City School District (SMCSD) Master Plan for Gifted and Talented Education (GATE) follows the program guidelines stated in AB2313 which went into effect on January 1, 2001.

AB2313 supports unique opportunities for high-achieving and underachieving students who are identified gifted and/or talented. The intent of this legislation is that special efforts be made to ensure that students from economically disadvantaged and varying cultural backgrounds be provided with full participation in unique learning opportunities.

With the implementation of AB2313, the 200-minute per week minimum requirement for differentiated instruction was eliminated and replaced with a more rigorous standard that requires instructional programs be planned and organized as an integrated, differentiated learning experience throughout the regular school day. In addition, the GATE program may be augmented and supplemented with other differentiated activities related to the core curriculum.

New standards for GATE programs are also a component of the AB2313 legislation. The standards are arranged in eight categories: program design, identification, curriculum and instruction, social and emotional development, professional development, parent and community involvement, program assessment and budget. The SMCSD Master Plan for the GATE Program addresses the standards required in each of the seven categories.

Definition of GATE Students

Gifted and *talented* students are defined as children and youth who perform at high levels of accomplishment when compared with others of their age, experience or environment. This includes high academic performance in English language arts and/or mathematics, as well as exceptional ability in art, science and technology. These talents are present in children and youth from all cultural groups, across all economic strata and in all areas of human endeavor.

District Mission Statement/Philosophy

The philosophy of the Sausalito Marin City School District's (SMCSD) Gifted and Talented Education (GATE) program is directly related to the SMCSD mission statement which states that "...the district is committed to providing a rigorous and challenging academic program for *all* children..."

The SMCSD GATE program is designed to provide learning opportunities that help advanced ability students develop their talents to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum. Therefore each advanced ability student will have access to an education that is appropriate and challenging for his/her identified needs, and every advanced ability student will be allowed the flexibility to access curriculum and instruction that will facilitate reaching his/her full potential.

Program Goals

- Advanced ability students will access curriculum through programs that are planned and organized as an integrated, differentiated learning experience within the regular school day.
- Multiple measures will be used to ensure that advanced ability students needing supplementary services in grades 4-8 will be identified, including those from underserved and underrepresented populations. Students in grades K-3 will be observed and needs of high potential learners will be met.
- Rigorous curriculum along with instruction that differentiates pacing, depth, complexity and products will be offered to all advanced ability students in grades K-8.
- All teachers will receive ongoing training in differentiation of the core curriculum and instructional strategies to challenge advanced ability students.
- Parents and community members will be involved in planning and assessing the program through the GATE Advisory Committee and the School Site Council.

Section 1: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support. (EC 52205[d] and 52206[a])

1:1 The plan for the district program has a written statement of philosophy, goals and standards appropriate to the needs and abilities of gifted students.

- (a) The plan includes an intellectual component with objectives that meet or exceed state academic standards. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website and other forms. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
- (b) The plan incorporates expert knowledge, is approved by the local Board of Education and is available to parents and the school community. Participation in the program is not limited by other problems of logistics.
- (c) The plan aligns with the available resources of the schools, staff, parents and community. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.
- (d) A GATE advisory committee representing educators, community members and parents is formed to support the needs of the program.

1:1 (a-c) The Sausalito Marin City School District (SMCSD) GATE plan was developed with input from staff knowledgeable about gifted and talented students. Expert information was also obtained from state guidelines. The plan aligns with the California academic content standards and the frameworks which form the basis of the plan, along with available resources of the elementary and middle schools. The *District Master Plan for the GATE Program* was approved by the local Board of Education and is posted on the district website. Parents are informed of the GATE program and website in the *Student Information Packet* distributed to all families at the beginning of the school year and to transfer students at the time of enrollment. The plan is also available at each school site, at the district office and at each GATE parent advisory committee meeting. The district plan describes the identification process in Section 2 and is summarized on a flow chart in the addendum of the plan. The program options are explained in Section 3 of the plan.

1:1 (d) All parents of students identified for participation in the GATE program are invited to participate in the GATE advisory committee along with administrators, teachers and members of the community. The advisory committee meets three times each year.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

- (a) Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes and special schools. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level. The program structure and delivery of services provide a balance between cognitive and affective learning.
- (b) Program services are an integral part of the school day.
- (c) The program provides for continuous progress and intellectual peer interaction.
- (d) The program provides for flexible grouping in the classroom to meet student needs and abilities.
- (e) Children in grades K-2 are served if not formally identified.

1:2 (a-e) GATE students through grade 8, including K-3 students not formally identified, may be served in a variety of homogeneous and heterogeneous groupings within the school day. These include cluster groups within the classroom, part-time groups for specific projects and pull-out groupings. Students who are proficient in grade level standards for one or more subjects may be accelerated for a portion of the school day. Each GATE student has a Learning Plan that is used to guide and evaluate their progress in curricular activities based on the California Department of Education curricular standards for each grade. Balanced instruction that includes both cognitive and affective learning is provided to students in programs such as BEST and PARTNERS that offer behavioral support and incentives to reinforce positive decision making for all students, grades K-8.

1:3 The program is articulated with the general education programs.

- (a) The program provides continuity within the gifted program and with the general education program. The program is planned and organized to provide articulated learning experiences across subjects and grade levels. The program is comprehensive, structured and sequenced between, within and across grade levels, K-8.
- (b) A coordinator is designated and responsible for all aspects of the program. The program provides support services including counselors and consultants. The program involves the home and community.

1:3 (a-b) The Sausalito Marin City School District (SMCSD) adopted state K-8 standards for each subject area that all students are expected to master. Each standard has been delineated with specific benchmarks which are used as a guide for the instructional program. All staff and parents are given copies of the standards and benchmarks which are also posted on the district website. Articulation is further supported by the part-time GATE program coordinator who is responsible for planning the overall structure of the district's GATE program in consultation with the GATE parent advisory committee, certificated and administrative staff. Books on timely and current GATE topics by experts in the field are available in the professional library at each school. These books are available to staff and parents. The AVID and GEAR UP programs also support learning experiences across subjects and grade levels. Counseling services are available to students and parents at both the elementary and middle school. The school psychologist is available upon request and as needed to support the social and emotional needs of GATE students. Families are involved in the GATE program through parent participation in school activities as well as the GATE advisory committee, and School Site Council.

Section 2: Identification

The district's identification procedures are equitable, comprehensive, ongoing, and reflect the district's definition of giftedness and current state criteria. (*EC 52202* and *CCR*, Title 5, 3822)

2.1 The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.

- (a) All students are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel.
- (b) The district establishes and implements both traditional and nontraditional instruments and procedures for identifying gifted students. All data is used to ensure equal access to program services. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.
- (c) Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.
- (d) Students may be nominated for participation more than once.
- (e) All staff receives training and information about the nomination process, including the characteristics of gifted learners and has access to nomination forms.

2.1 (a-e) Information about and training in the identification process, including the characteristics of gifted learners, is provided for all staff at the beginning of the school year.

The identification process used by the SMCS D incorporates traditional instruments (California Standards Test scores) and nontraditional instruments (*Renzulli Hartman Behavioral Characteristics Rating Scales*) to identify all gifted and talented students, including those from underrepresented populations. Teachers, administrators and parents are encouraged to submit student referrals to the GATE program. Students may be referred for participation multiple times.

2.2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

- (a) A committee, including the GATE coordinator and certificated personnel, make final determination on individual student eligibility for the program. The identification tools used are reflective of the district's population. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.
- (b) Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. The district makes timely changes in identification tools and procedures based on the most current research. The diversity of the district's population is increasingly reflected in the district GATE population.
- (c) Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.
- (d) Transfer students are considered for identification and placement in a timely manner.

2.2 (a-d) The SMCS D is continually looking for ways to ensure that all gifted and talented students are identified. The CST is administered to all students each spring and results are used

to identify high achieving students. The *Renzulli Hartman Behavioral Characteristics Rating Scales* are used to identify students who are exceptionally talented in areas not tested on the CST. A GATE selection committee meets once each trimester to review referral portfolios, which include evidence from multiple sources, to determine eligibility for program participation. At these times, transfer students are considered for placement in the GATE program. Special attention is given to factors that could affect academic performance such as transience or poor attendance, learning or other disabilities, family and socio-economic factors and language factors.

A committee of administrators and teachers trained in gifted education annually reviews the identification process to determine best practice and to make modifications based on the most current research, and to ensure that the diversity of the district's population is also reflected in the district GATE population.

2.3 Multiple service options are available within the gifted program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

- (a) Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.
- (b) Upon parent request the district provides identification information the parent may take to a new school or district.
- (c) Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services may vary from year to year.

2.3 (a-c) Eligibility is determined by committee review of the referral portfolio and is based on multiple criteria including test data, standards based report cards, behavioral rating scales and student work samples and is not dependent on the perception of a single individual. Parents are notified as to the determination of the eligibility after the GATE criteria has been analyzed. Students identified for participation in the GATE program and their parents are provided with a GATE Parent Handbook and are invited to a GATE orientation meeting where the program is explained and permission slips for participation are signed. Once identified, a student remains in the GATE program. GATE program services may vary from year to year.

Should a parent or student request withdrawal from the program, a Child Study Team (CST) meeting is held in which the parent and student participate to discuss concerns and determine interventions. After a pre-determined period of time, a follow-up CST meeting is held before a student is withdrawn from the GATE program.

A case study folder is maintained for each student participating in the GATE program. Documentation relating to the selection process, the signed parent *Permission to Participate* form as well as summaries of the differentiated instruction provided to the student are kept in the case study folder, which become part of the student's cumulative records that follow him/her until graduation or to another school district in event of a transfer. Upon parent request, the district provides identification information the parent may personally take to a new school or district.

Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

3.1 A differentiated curriculum is in place, responsive to the needs, interests and abilities of gifted students.

- (a) The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum standards. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-8.
- (b) The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition and other appropriate modes of learning.
- (c) The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). The differentiated curriculum includes learning theories that reinforce the needs, interests and abilities of gifted students including abstract thinking and big ideas of the content area.
- (d) The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.

3.1 (a) The district follows the curriculum development cycle of the California State Department of Education. Content standards and benchmarks based on state frameworks are used in core subjects in grades K-8. The state standards articulate the content of the frameworks and define standards based instruction by grade level. Effective implementation of district curriculum is supported by state approved textbooks, pacing guides and staff development opportunities for each major subject area.

3.1 (b-c) The core curriculum is differentiated with focus on universal access of core materials through appropriate pacing, depth, and complexity of content with opportunities for students to apply their knowledge to complete authentic products in the core curriculum and in areas in which students have demonstrated exceptional talent. GATE teachers are provided ongoing professional development about curriculum compacting and differentiation to support the development of critical thinking and problem solving, creativity and research skills. GATE students who demonstrate grade level proficiency as evidenced by standardized or district assessments are provided curriculum materials at their appropriate level.

Lessons are differentiated in terms of content, learning process, products, learning environment and assessment. Four criteria guide the differentiation of the curriculum:

1. **Pacing** is accelerated so that students move through the curriculum at a speed that ensures continuous progress
2. **Depth** so that students are allowed to go deeper than the surface of a subject area.

3. **Complexity** so that a student is challenged by critical thinking and higher order thinking skills

4. **Products** that provide the student opportunities to be creative and apply knowledge in real life situations

Big ideas of the content area are introduced and studied in extension projects designed using the four criteria listed above.

A personal learning plan is developed for each GATE student at the beginning of the year and shared with the parents at the first conference. These plans describe how the curriculum is to be differentiated for that student so that the student can meet or exceed the state standards. In some cases the curriculum is compacted so that learning experiences are developmentally appropriate with the pacing, depth and complexity of instruction suitable to the student's needs, interests and abilities. Though not formally identified, students in grades K-2 who demonstrate the need for acceleration or differentiation of curriculum are addressed individually by teachers.

3.1 (d) The district-wide program *Building Effective Schools Together* (BEST) supports growth and practice in accomplishing ethical standards, positive self-concepts, sensitivity and responsibility to others and contributions to society. Data is collected annually to review progress with the program and to support ongoing in-service.

3.2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

(a) The differentiated curriculum is scheduled on a regular basis and is integral to the school day. The structure of the differentiated curriculum allows for continuity and a comprehensiveness of learning experiences in units and courses of study. The differentiated curriculum is planned for both gifted learners within a grade level or class and for individual gifted learners.

(b) The differentiated curriculum is taught with appropriate instructional models. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.

(c) The differentiated curriculum is supported by appropriate materials and technology.

3.2 (a-b) Advanced ability students participating in the GATE program are served within the regular school day in a variety of flexible groupings depending on the grade level and needs of the student. Groupings include part-time homogeneous groups or clusters within heterogeneous classrooms, cross-grade groupings as well as acceleration. Articulation between the grades occurs monthly at collaborative grade level meetings. At these meetings teachers review assessment data and plan appropriate instruction that includes challenging activities to accelerate and enrich the core curriculum for the GATE program students.

3.3 (c) A range of instructional strategies are used that promote inquiry, problem solving, research skills, teacher and student directed learning, discussion, debate, metacognition and other modes of learning that allow students to demonstrate their knowledge through authentic and appropriate products. Technology use promotes advanced skills such a Power Point presentations. Advanced content is provided when students are ready for the challenge.

Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (EC 52212[a][1])

4.1 Actions to meet the affective needs of gifted students are ongoing.

- (a) Teachers, parents, administrators, and counselors are provided with information and training regarding characteristics of gifted learners and their related social and emotional development. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. On-going counseling services by teachers, principals, and counselors are provided and documented as appropriate.
- (b) Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre-college opportunities. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.

4.1 (a) Information on characteristics of gifted students and their related social and emotional needs are provided to teachers, parents and administrators through workshops, literature and the GATE Parent Advisory Committee. The social and emotional development of students is enhanced at the elementary and middle school through the use of a site-based counselor, district psychologist and in the wellness class in which all K-8 students participate each week. Informal counseling services are also provided throughout the year by teachers and the principal and documented as appropriate for GATE students. Teachers are provided collaboration time each month where student achievement is analyzed and relevant instruction planned. The schools have an infrastructure available that includes the *Building Effective Schools Together* (BEST) program and the Child Study Team (CST) to provide guidance in positive social choices and support for students and their families as needed.

4.1 (b) Students in grades 5-8 participate in two programs designed to increase college and career awareness: AVID (*Advancement Via Individual Determination*) and GEAR UP (*Gaining Early Awareness and Readiness for Undergraduate Programs*). School and community resources provide a school counselor and a school-linked resource officer who support at-risk students in grades K-8 with interventions that may take place at school or at home under guidance of a parent/guardian, or in the community ranging from positive mentoring to formal mental health services.

4.2 At risk gifted students are monitored and provided support (i.e. underachievement, symptoms of depression, suicide, substance abuse).

- (a) Teachers are provided training to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies. At risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.
- (b) Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed.
- (c) Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.
- (d) Information and support are made available to parents regarding at-risk gifted students.

4.2 (a-c) At the beginning of the school year, teachers are trained to recognize the symptoms of at-risk students and to make referrals to the school counselor, the school resource officer and the Child Study Team (CST). The CST is a venue for collaboration with key school personnel and parents to discuss individual student's needs and provide interventions to support students at-risk of grade-level achievement. GATE students are not dropped from the program. Rather interventions are provided that may include change of curriculum or instructional strategies, teaching settings (such as small group instruction or independent projects), home visits, individual or group counseling during the school day, Referrals may be made to outside agencies when appropriate. The district homeless liaison actively searches for homeless students living in the district attendance area. When identified, homeless students receive support to be successful in the school setting.

4.2 (d) Students and parents of GATE students have access to school-based counselors at the elementary and the middle school. Parents are given information about the social-emotional needs of GATE students, including those at risk, at the GATE Parent Advisory Committee meetings.

Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (*EC 52212[a][1]*)

5.1 The district provides professional development opportunities related to gifted learners on a regular basis.

- (a) The professional development opportunities are correlated with defined competencies related to gifted learners on a regular basis. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. The district encourages teachers to focus on gifted education as one of the areas of professional growth areas of professional growth hours for credential renewal. A district professional development plan to accommodate different levels of teacher competence is in place.
- (b) An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. A district process to qualify teachers to teach gifted students is in place.
- (c) Individuals selected to conduct in-service for teachers of gifted learners have knowledge and expertise in the area of gifted education.

5.1 a-c. A leadership team composed of the principal and teachers develop the professional development plan for each school year using the staff development needs assessment completed annually by all certificated and classified staff. The leadership team meets monthly to monitor and adjust the professional development plan to meet the needs of the staff. Staff development training is inclusive of all staff and is differentiated to accommodate the varying levels of experience and competency. Training in how to compact the curriculum and differentiate instruction is on-going. Outside trainers and teachers on staff who have expertise in the area of gifted education provide training.

5.2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

- (a) Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an in-service. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.
- (b) A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.
- (c) Administrators, counselors and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. Follow-up classroom support for application of activities and strategies presented during in-service or professional development are planned.
- (d) Administrators, counselors and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

5.2 (a) Teacher leaders in the area of GATE are provided opportunities for special training such as attending conferences devoted to teaching the gifted and how to provide differentiated instruction. Each year all staff is invited to complete a staff development needs assessment. Results of the assessments are analyzed and a summary prepared. Results are shared with the leadership team and the district curriculum staff who design the staff development agendas for the monthly meetings. The teacher leaders provide GATE training to their colleagues, based on the needs assessment. In addition, there is a teacher leader who has training in mathematics instruction. She provides in-service training for the staff, including follow-up classroom support. The Resource Specialist has extensive training in language arts instruction. In addition to providing in-service training to the staff, she provides ongoing support for application of activities and strategies presented during staff in-service.

5.2 (b) The district GATE coordinator has over 15 years of experience and training in working with gifted and talented students.

5.2 (c-d) All certificated and classified staff who work with the GATE program students receives the same training designed to upgrade their knowledge of gifted and talented students. This includes the principal, superintendent, GATE coordinators as well as the teachers and paraprofessionals. The training includes tips for supporting gifted and talented students as well as how and to develop curriculum to engage gifted and talented students. Training is provided on professional development days and at monthly staff development meetings. Teachers are also provided collaboration time each month for analyzing student progress and to plan appropriate instruction. The district adopted CORE Reading materials provide universal access books and enrichment activities that are used to accelerate instruction. Books about gifted education are available in the professional libraries at each school.

Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52205[2][f])

6.1 Open communication with parents and the community is maintained.

- (a) Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. The district and/or school provide parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. Parents are involved in the development of the application and/or school plans related to GATE programs.
- (b) The district's state application is available to parents and the community. The products and achievements of gifted students are shared with parents in a variety of ways. The talents of GATE parents and other community resources supplement the core and differentiated curriculum.
- (c) GATE parents are involved in the ongoing planning and evaluation of the GATE program. Partnerships between the GATE program and business and community organizations are established.

6.1 (a) Parents are informed of the district's criteria and procedures for identifying gifted and talented students, as well as the program options and learning opportunities available. Parents have access to this information through the *Student Information Packet* provided to every family at the beginning of the school year and for transfer students, at the time of enrollment. Information is also available on the district website. An orientation meeting for GATE parents and students is held each fall. Parents of students enrolled in the gifted and talented program are provided with a *GATE Parent Handbook*. Regular updates regarding the program and its implementation are provided at the GATE Advisory Committee meetings held each trimester.

At this time, the district has fewer than twenty EL students speaking the same language, therefore printed translations are not available. However, every effort is made to provide oral translations on an as-needed basis.

6.1 (b) Copies of the district's state application are available in the district office and are provided by request to parents and the community. The district's *Master Plan for the GATE Program*, which addresses the eight standards in the state application, is posted on the district website.

The products and achievements of gifted and talented students are shared with parents in a variety of ways. These include: parent conferences, parent/teacher phone calls, home visits, site visitation tours with the principal, displays of student work and projects in the classroom, around the school site and district office and at Open House.

6.1 (c) Each year every parent has an opportunity to respond to a district needs assessment to indicate either their concerns or their interests in the school program as it applies to their student. Through the GATE Advisory Committee and SSC, parents are involved in ongoing planning and evaluation of the GATE program. Community partnerships have been established and are maintained each year.

6.2 An active GATE advisory committee with parent involvement is supported by the district.

- (a) Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year. A parent member of the GATE advisory committee cosigns the district's state application. The parents of special needs students, such as gifted English language learners and gifted disabled students participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.
- (b) The district GATE coordinators collaborate with the GATE advisory committee to provide parent education opportunities related to gifted education. Parents participate in the GATE advisory committee which meets on a regular basis.
- (c) Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.
- (d) The district GATE coordinators collaborate with the district GATE advisory committee to offer professional development opportunities to staff, parents and community members related to gifted education.
- (e) The district GATE coordinators and the district GATE advisory committee solicit community support.

6.2 (a-e) The GATE advisory committee consists of parents, teachers, administrators and community members. All parents of gifted and talented students are invited to participate in the GATE advisory committee that meets three times each year at a place and time of the parent's choosing. Meeting dates and times are printed in the school newsletters. Parents have input into the agenda for each meeting. The district GATE coordinator and the GATE teacher leaders provide parent education opportunities related to gifted education as well as current research and literature in gifted education based on parent input. Minutes are taken and copies are provided to the committee members.

The GATE advisory committee gives input into the state GATE application and a member of the committee is invited to co-sign the application. The next GATE application will be due in June, 2008.

Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212[a][1])

7.1 The district provides ongoing student and GATE program assessment that is consistent with the Program's philosophy, goals, and standards.

- (a) All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. Criteria for levels of performance or rubrics are used for each assessment product, course and/or grade level.
- (b) The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. The program contains a clear description of performance expectations of gifted students defined at each grade level. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewals over time.
- (c) The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires and performance-based measures. Criteria for levels of performance or rubrics are used as part of the assessment process. Districts allocate time, financial support and personnel to conduct regular and systematic formative and summative program assessment.
- (d) The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration and reflection.
- (e) The results of the program assessment are presented to the local Board of Education and are accessible to all constituencies of the program.
- (f) Districts provide sufficient resources to fund program assessment.

7.1 (a-d) All program components described in the state's *Recommended Standards for Program for Gifted and Talented Students* as well as the GATE the seven dimensions from the Categorical Monitoring (CPM) Opset are reviewed by the district GATE coordinator. This information is used to guide program assessment discussions with site GATE instructors, GATE Parent Advisory Committee and the School Site Council. The district's GATE coordinator, who has over 15 years of experience and training in working with gifted students, is the individual responsible for the program evaluation. In addition, the district director of special education supports the assessment and evaluation process.

At the beginning of each year, an analysis of the disaggregated test scores (from the California Standards Test) is provided to teachers by district personnel. This information is used by teachers to plan appropriate instruction for GATE students. Each trimester, teachers provide the principal with a summary of the differentiated instruction provided to the GATE student(s) during that trimester along with the student's performance recorded on the standards based report

card. This information is forwarded to the GATE coordinator who compiles and maintains records about the GATE program that includes:

- The number of students identified
- The number of students participating (i.e. those with signed parent permission forms on file)
- Demographic data (total enrollment disaggregated into subgroups including ethnicity, gender, English learner status)
- Annual levels of performance on the CST and yearly gains of each GATE student

This information is shared with the GATE advisory committee, which uses this information along with that from formal surveys to measure the success of the GATE program and make recommendations for improvement.

Formal feedback is solicited annually from parents, staff and students through the SMCS D GATE Program surveys and needs assessment based on the *Recommended Standards for Program for Gifted and Talented Students*. The results are collated, analyzed, and then presented to the School Site Council and GATE advisory committee the Board. At least once each year, the GATE advisory committee meets to the GATE program using the *Recommended Standards for Program for Gifted and Talented Students* and survey results as guides for the discussion.

Throughout the year informal feedback regarding curriculum, instruction and materials is given at the monthly grade level meetings based on a variety of classroom assessments and rubrics used by teachers to monitor student progress. The standards based report card delineates key standards to be mastered at each grade level. Student performance toward mastering the grade level standards is reported on the standards based report card.

7.1 (e) Each fall the local Board of Education is informed of student progress on the STAR/CST spring exam. Each March the principal presents the Single Plans for Student Achievement at the elementary and middle school to the Board including goals, results and actions for improvement with the sites' GATE students. GATE parents are informed about the program, including assessment, at the GATE advisory committee meetings.

7.1 (f) SMCS D assessments are funded through the general fund since the GATE budget is small.

Section 8: Budget

District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (*EC 52209 and 52212 [a][1], [2], [3]*)

8.1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.

- (a) GATE funds and/or other funding sources are used to address:
 - Professional Development
 - Direct Student Services
 - District level coordination
 - GATE student identification process
- (b) Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.
- (c) There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.
- (d) Carry-over monies are minimal and maintained within the GATE accounts.
- (e) Indirect costs do not exceed state limitations.

8.1 (a) The GATE budget is small – approximately \$4,000 a year and is used to supplement other district funds that are spent on the program for gifted learners. The annual GATE apportionment is used for professional development, district/site level coordination, GATE student identification process and some direct service to students. The GATE budget is part of the Single Plan for Student Achievement at each school, which enables the sites to effectively coordinate services to students from a variety of funding sources. For example, Title I, Title II and Title V funds are often used to provide professional learning opportunities for teachers of gifted students. The budget is prepared annually and submitted to the School Site Council and the Board of Education for approval. (Note: due to the small enrollment, and one principal for both school, the district obtains a waiver each year so that one site council may serve both schools.) Since the SMCS D is small, the business manager takes responsibility for overseeing that the GATE monies are appropriately allocated and coordinated with other categorical funds.

8.1 (b-d) The cost of the GATE program exceeds the state allocation. The extra cost is absorbed by the general fund, which pays for additional professional development and a part-time consultant who coordinates the GATE program. Generally the carry-over monies are minimal and are always maintained within the GATE account.

8.1 (e) No indirect costs are taken by the district.

ADDENDUM

Sausalito Marin City School District
Summary of the GATE Identification Process

One of the most complex issues in the field of gifted and talented education (GATE) is the identification of students. There are numerous definitions of giftedness; however, limited funding allows us to serve students in only two categories: high achievement in English language arts and/or mathematics, and exceptional talent in art, science and/or technology. Our goal is to provide differentiation and enrichment for those students who demonstrate unusually high academic potential or exceptional talent.

In accordance with state law we use multiple measures in the identification of gifted and talented students. A high score on the California Standards Test (CST) in language arts and/or mathematics initiates the identification process for high achievement. In addition to a high score on the CST, students must also demonstrate a pattern of high achievement in their classroom performance, which is summarized on the referral form and supported by work sample(s). Classroom teachers submit this information as a portfolio to the GATE selection committee as part of the referral process. The GATE selection committee reviews the portfolio and using the criteria described at the bottom of the referral form, determines the number of points to be awarded to the portfolio. In order to qualify for the GATE program as a high achiever, the student must obtain a minimum of 5 points on the portfolio.

The second category of qualification for participation in the GATE program is as exceptionally talented in art, science and/or technology. The district recognizes that some students have extraordinary talents that are not tested on the California Standards Test or, in the case of science, is not tested at every grade level. Teachers are trained to recognize these special talents. In lieu of academic test scores, teachers submit completed *Renzulli Hartman Behavioral Characteristics Rating Scales* as part of the referral portfolio that includes student work samples. In order to qualify for the GATE program as exceptionally talented, the student must obtain a minimum of 6 points on the portfolio.

Teachers, administrators and parents are encouraged to refer students for the GATE program at the end of each trimester. Referral forms are provided to teachers as part of the GATE Program Manual used as part of their on-going staff development. Referral forms for parents are available in the school offices. Students may be referred for the GATE program services multiple times.

In conclusion, it is our intent to include students through an equitable process and to provide services to the extent that our very limited funding allows. Both the Board of Education and the California Department of Education have approved our process. It is one that we feel is inclusive and reliable.

On the next page is a *flow chart* that summarizes the GATE identification process used in the SMCS.

GATE Identification Process – Flow Chart

Step 1:

<p>Students are referred for GATE screening based on high achievement in English Language Arts or mathematics on the California Standards Test for two consecutive years attaining advanced level in one of the two years. The screening and referral forms are generated by the GATE office and given to teachers.</p>	<p>OR</p>	<p>Students are referred for GATE screening by a teacher, parent or administrator based on exceptional talent in art, language arts, mathematics, science or technology. The screening and referral forms are generated by the school site.</p>
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Step 2:

<p>Classroom teacher completes the GATE referral form for students demonstrating high academic achievement and submits the form along with one or more work samples in a portfolio to the principal.</p>	<p>OR</p>	<p>Classroom teacher completes the GATE referral form for students demonstrating exceptional talents and the related <i>Renzulli Harman Behavioral Characteristics Rating Scale</i> and submits the form and rating scale along with one or more work samples in a portfolio to the principal. If a parent or administrator has requested screening, the referral form completed by the parent is included in the portfolio. If a student is referred by a parent or administrator for high achievement in language arts or mathematics, the teacher completes the GATE referral form for students demonstrating high academic achievement.</p>
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Step 3:

<p>At the end of each trimester, the GATE selection committee reviews each portfolio that has been submitted and determines qualification based on the Sausalito Marin City School District criteria:</p> <p>High Academic Achievement: The student has a combined score of 5-9 points based on his/her performance on the CST and the work samples submitted in the portfolio.</p> <p>Exceptional Talent: The student has a combined score of 5-9 points on the <i>Renzulli Hartman Behavioral Characteristics Rating Scales</i> and work samples submitted in the portfolio.</p>
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Step 4:

<p>Student qualifies as High Academic Achiever</p>	<p>Student qualifies as Exceptionally Talented</p>
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Step 5:

<p>Teachers, parents/guardians are notified of the student’s eligibility for program placement and the appeals process. Parents/guardians of a student that has qualified for GATE services are invited to an orientation meeting for the GATE program. Parents must give written permission for their student to participate in the GATE program.</p>
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Sausalito Marin City School District
 Gifted and Talented Education Program
GATE Referral Form for Students Demonstrating High Academic Achievement

Student's Name _____ Date _____

School _____ Grade _____ Teacher _____

High achievement on the California Standards Test (CST) English/Language Arts or the CST Mathematics is one way students are identified for participation in the GATE program. The above student scored 390 or above in language arts and/or math on the CST for the past two years. As a result, this student is being considered for participation in the GATE program. Please complete this referral form and submit it to Ms. Baatin by **DECEMBER 18, 2007**, along with one or more samples of the student's work that demonstrate his/her exceptional ability (see categories listed below). The GATE selection committee will review the documentation submitted and make the final determination regarding participation in the GATE program.

Consider the <i>trend</i> indicated by the last two years of STAR scores as you determine the general proficiency level of this student:						
	Last 2 Years STAR Scale Scores		Significantly Up (up 100+ pts.)	Up (up 5-99 pts.)	No Change (+4 or -4 pts.)	Down (-5 or more pts.)
	Spring ____	Spring ____				
CST English Language Arts	Spring ____	Spring ____				
CST Mathematics	Spring ____	Spring ____				
Using the student's most recent report card, indicate his/her performance in the following areas:			Above Standard	At Standard	Approaching Standard	Below Standard
Science						
Social Studies						
Art						
Music						
Physical Education						
Other:						

Behavior Characteristics Demonstrated by Students with Exceptional Ability and/or Talents

Gifted and talented students often exhibit many of the same characteristics of average ability students, but the degree to which they exhibit such characteristics is usually noticeable higher. Below are categories of characteristics demonstrated by students who are gifted and/or talented. Circle the number beside each of the descriptors to reflect the frequency with which this behavior is evident in this student.

	4 Always	3 Frequently	2 Sometimes	1 Seldom	
4	3	2	1		Problem Solving Ability: employs effective, often inventive strategies for recognizing and solving problems.
4	3	2	1		Reasoning: demonstrates logical approaches to finding solutions.
4	3	2	1		Inquiry: questions, experiments, explores, goes beyond what is required.
4	3	2	1		Insight: quickly grasps concepts, makes connections, senses deeper meanings too complex and abstract for age peers.
4	3	2	1		Creativity: produces many ideas, often highly original; transfers concepts and learning to new situations.

Work Sample and Teacher Evaluation

Referring to the five academic characteristics listed above; submit a piece of work that demonstrates the student's giftedness in *English/language arts* and/or *mathematics*. Include a brief evaluation (explanation) of the behavior characteristic(s) this piece of work demonstrates. More than one work sample and explanation may be submitted.

Nomination

Circle one: A *teacher* or *parent/guardian* initiated this nomination. If a parent initiated the nomination, include the completed nomination form the parent submitted.

Portfolio

Submit a portfolio to the principal that contains 1) this form, 2) the summary of CST scores, 3) parent nomination form (if the nomination was initiated by the parent, 4)work sample(s) with teacher evaluation(s).

Total number of points (a minimum of 5 points needed to qualify)

- Most recent CST English/Language Arts (ELA) score (see above): 390-443 = 1 point; 444-494 = 2 points; 495-600 = 3 points
- Most recent CST Math score (see above): 390-443 = 1 point; 444-494 = 2 points; 495-600 = 3 points
- Work sample: 1 characteristic demonstrated = 1 point; 2 characteristics demonstrated = 2 points; 3 characteristics = 3 points; 4 characteristics demonstrated = 4 points; 5 characteristics demonstrated = 5 points

Sausalito Marin City School District
Gifted and Talented Education Program
GATE Referral Form for Students Demonstrating Exceptional Talent

Student's Name _____ Date _____

School _____ Grade _____ Teacher _____

Gifted and talented students often exhibit many of the same characteristics of average ability students, but the degree to which they exhibit such characteristics is usually noticeably higher. Exceptional talent in certain areas is noticeably higher in some populations and is not tested on standardized tests. The goal of the SMCS D is to identify all students demonstrating exceptional talent or potential in areas not tested on the CST or, in the case of science, not tested in every grade. Teacher observation, work samples and the *Renzulli Hartman Rating Scales* are used to assist in identifying these students

Exceptional Talent

In the space below, describe a specific example of behavior that leads you to believe that this student demonstrates exceptional talent in (circle one) art, math, reading, science, or technology:

Renzulli Hartman Rating Scale

Complete a *Renzulli Hartman Rating Scale* for the behavior circled above. Request the scale from the curriculum office.

Behavior Characteristics Demonstrated by Students with Exceptional Ability and/or Talents

Below are categories of characteristics demonstrated by students who are gifted and/or talented. Circle the number beside each of the descriptors to reflect the frequency with which this behavior is demonstrated by the student in the area circled above.

	4 Always	3 Frequently	2 Sometimes	1 Seldom	
4	3	2	1		Problem Solving Ability: employs effective, often inventive strategies for recognizing and solving problems
4	3	2	1		Reasoning: demonstrates logical approaches to finding solutions
4	3	2	1		Inquiry: questions, experiments, explores, goes beyond what is required.
4	3	2	1		Insight: quickly grasps concepts, makes connections, senses deeper meanings
4	3	2	1		Creativity: produces many ideas, often highly original

Work Sample and Teacher Evaluation

Referring to the behavior characteristics listed above, submit a piece of work that demonstrates the student's exceptional ability in art, math, reading, science or technology. Include a brief evaluation (explanation) of the behavior characteristic(s) this piece of work demonstrates. More than one work sample and explanation may be submitted.

Nomination

Circle one: A *teacher* or *parent/guardian* initiated this nomination. If a parent initiated the nomination, include the completed nomination form the parent submitted.

Portfolio

Submit a portfolio to the principal that contains: 1) this form, 2) parent nomination form (if the nomination was initiated by the parent, 3) completed Renzulli Hartman Rating Scale and 4) work sample(s) with teacher evaluation(s).

Total number of points (a minimum of 6 points needed to qualify)

- Rating Scale: Artistic Characteristics (circle the scaled score range): 34-44 =1 point; 45-55 =2 points; 56-66 =3 points **OR**
- Rating Scale: Math Characteristics (circle the scaled score range): 31-40 =1 point; 41-50 =2 points; 51-60 =3 points **OR**
- Rating Scale: Reading Characteristics (circle the scaled score range): 18-24 =1 point; 25-30 =2 points; 31-36 =3 points **OR**
- Rating Scale for Science Characteristics (circle the scaled score range): 28-32 =1 point; 33-37 =2 points; 38-42 =3 points **OR**
- Rating Scale for Technology Characteristics (circle the scaled score range): 28-32 =1 point; 33-37 =2 points; 38-42 =3 points
- Work sample: 1 characteristic demonstrated = 1 point; 2 characteristics demonstrated = 2 points; 3 characteristics = 3 points; 4 characteristics demonstrated = 4 points; 5 characteristics demonstrated = 5 points

Travel Drive Folder: GATE; File: GATE Referral Form for Students Demonstrating Exceptional Talent – Updated 11-02-07

Sausalito Marin City School District
Gifted and Talented Education Program

Student Nomination by Parent/Guardian

Dear Parent or Guardian:

Each year elementary and middle school teachers identify students with exceptional ability or performances who qualify for gifted and talented educational (GATE) services. These students are usually performing above grade level in their strength area(s), testing highly proficient or advanced on the California Standards Test (CST). They demonstrate readiness for advanced or accelerated learning opportunities and require additional academic challenges in order to support their continued educational growth and progress. Other students may exhibit extraordinary abilities in areas not tested on the CST. Teachers are trained to identify student's special talents and recommend these students for GATE services as well. For those students who qualify, teachers and staff are encouraged to develop a plan to meet their unique educational needs.

Parents are invited to refer students for gifted and talented services. If you believe that your student demonstrates exceptional ability and may qualify for gifted and talented services, please nominate your student by completing the attached form and return it to your student's school.

Once nominations are received, students are observed and evaluated over a period of time. Performance in classroom settings, work samples and rating scales completed by teachers are submitted to the GATE selection committee along with information parents have contributed about their student. The GATE selection committee meets at the end of each trimester. A decision is generally made in regard to nominated students within six to nine weeks of their nomination. Parents are notified by letter once this process is complete.

Questions may be addressed to your student's teacher or principal, or to the district Gifted Education Coordinator at 415-332-3573. Additional information can be found on the district website at www.94965-schools.com under District Master Plan for Gifted Education.

Thank you for taking time to read this information, and for your participation in this important process should you decide to nominate your student.

Gifted Education Office
Sausalito Marin City School District
630 Nevada Street
Sausalito, CA 94965

Sausalito Marin City School District
Gifted and Talented Education Program

Notification of Program Eligibility and Permission for Participation

Dear Parent or Guardian of

Last Name	First Name	Grade	Teacher
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Sausalito Marin City School District, as one of the districts in the State of California that applies and receives funding for Gifted and Talented Education (GATE), uses two means of identification of students eligible for services.

Your student has qualified for participation in this district's Gifted and Talented Education Program by virtue of:

_____ **High Achievement:**

"A student who has consistently produced ideas and/or products far beyond those of chronological peers as demonstrated by high performance for two consecutive years in language arts that includes a score in the advanced range in this subject on the California Standards Test (CST) for one of the two years and/or high performance for two consecutive years in mathematics on the CST, including a score in the advanced range in this subject for one of those years."

_____ **Exceptional Talent:**

"A student who has consistently produced superior ideas and/or products far beyond those of chronological peers as demonstrated by exceptional performance in one or more of these areas: art, science and/or technology."

Before your student may participate in this district's GATE Program, we must have your signature indicating that you have received information about the services provided by the Gifted and Talented Education Program and that you wish your student to be included. Please be aware that qualification is based on *this* district's criteria and is not automatically transferable to other districts.

A copy of the GATE Parent Handbook is included with this permission form. In addition an **orientation meeting for parents and students** will be held:

Date:	Time:	Place:
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Please plan to attend the orientation meeting where the program will be explained and questions answered. If you are unable to attend the orientation meeting, you may sign below and return the signed copy of the permission slip to your student's school if you wish your student to participate. Further explanation of the program is available from the SMCS D website (www.94965-schools.org).

Cordially,

Cherisse Baatin,
Principal

I understand that my student has qualified for participation in the Gifted and Talented Education Program. I have received information about the services provided by the district's GATE Program. I give my consent for _____
Student's Name
to participate in the Sausalito Marin City School District's Gifted and Talented Program.

Signature of Parent or Guardian	Date
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Sausalito Marin City School District
Gifted and Talented Education Program

**Notification of Ineligibility for GATE Program Participation and
Appeals Process**

Dear Parent/Guardian of

Last Name	First Name	Grade	Teacher
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Sausalito Marin City School District, as one of the districts in the State of California that applies and receives funding for Gifted and Talented Education (GATE), uses two means of identification of students eligible for services.

Your student was referred for participation in the GATE program based on:

_____ High Achievement in English Language Arts and/or _____ High Achievement in Mathematics

“A student who has consistently produced ideas and/or products far beyond those of chronological peers as demonstrated by high performance for two consecutive years in language arts that includes a score in the advanced range in this subject on the California Standards Test (CST) for one of the two years and/or high performance for two consecutive years in mathematics on the CST, including a score in the advanced range in this subject for one of those years.”

In order to qualify for participation in the GATE program as a high achiever, a student must obtain a minimum of 5 points in the referral process. The referral portfolio submitted to the GATE selection committee was carefully reviewed. Your student obtained _____ points and therefore does not qualify at this time. However your student may be referred again in the future.

_____ Exceptional Talent:

“A student who has consistently produced superior ideas and/or products far beyond those of chronological peers as demonstrated by exceptional performance in one or more of these areas: art, science and/or technology.”

In order to qualify for participation in the GATE program as exceptionally talented, a student must obtain a minimum of 5 points in the referral process. The referral portfolio submitted to the GATE selection committee was carefully reviewed. Your student obtained _____ points and therefore does not qualify at this time. However your student may be referred again in the future.

GATE Program Appeals Process: If you disagree with this evaluation outcome, you may contact the principal to discuss the results of the referral process. If, after reviewing the nomination portfolio, you would like to appeal the decision, you may do so in writing or via email. A committee consisting of a teacher, the site principal, director of special education and district GATE coordinator will be formed to review all questions, grievances and appeals. The appeals committee will review the appeal and meet with you so you will have an opportunity to share your opinions and concerns before a decision is made. All correspondence should be directed to GATE Coordinator, at 630 Nevada Street, Sausalito, CA 94965.

Cordially,

Cherisse Baatin,
Principal