

### Glenmeade Elementary Gate Parent Meeting

What do you need to know?

AB 2313, Education: gifted and talented pupils  In 1961, the California Legislature established the Mentally Gifted Minor (MGM) program for students scoring in the 98th percentile or above on standardized intellectual ability tests. By 1980, 454 school districts and 160,000 students were participating in the program. Assembly Bill (AB) 1040, enacted in 1980, established the Gifted and Talented Education (GATE) program allowing districts to set their own criteria for entrance and expanded service beyond the intellectually gifted to students who were gifted and talented in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

 In 2000, AB 2313 required that GATE programs be planned and organized as differentiated learning experiences within the regular school day and established a categorical GATE funding formula. In 2014, California's Local Control **Funding Formula** (LCFF) legislation redistributed state funding from several categorical programs into the general funds provided to districts, allowing local governing boards to make decisions about how to allocate the funds to best meet the needs of their student populations. GATE was one of the categorical programs repealed through this legislation.

#### CVUSD GATE Program

#### CHINO VALLEY UNIFIED SCHOOL DISTRICT



#### **GATE PROGRAM**

#### Our Mission

Our GATE programs provide challenging and engaging learning experiences and opportunities for growth that enable children with high potential, talent, and exceptional capacity to develop to their potential. The GATE staff works to serve the needs of the whole child, facilitating the development of their social, emotional and academic needs in a safe, supportive environment.



Gifted means having exceptional talent or natural ability while Talented means having a natural aptitude or skill for something.

Gifted learners have outstanding abilities in one or more academic subjects while Talented learners have exceptional abilities in one or more practical subjects.

Gifted students show aptitude for subjects like math, science, history, and geography while Talented students show skills in areas like dance, music, arts, design, sports, etc.

#### District-wide GATE Programs

GATE students may participate in district-wide programs, including Odyssey of the Mind teams and competitions.

#### CVUSD GATE Program Placement

#### **GATE Cluster**

GATE Cluster classes are available for identified GATE students in grades 3-6 at all schools. These classes contain small groups of identified GATE students receiving enrichment in the regular classroom. Through flexible grouping, students are provided with differentiated instruction throughout the school day.

#### Junior High GATE/Honors

GATE and Honors courses are designed to prepare students to be college and career ready and consider pathways to high school programs that may include Advanced Placement (AP) and Career Technical Education (CTE) Pathways.

#### Here at Glenmeade, we....

- Cluster our GATE students
- Teachers are trained in Depth and Complexity GATE icons
- After school GATE Academy
  - TNT Educational Adventures
  - Once a month for 6 months
- GATE DAC (District Advisory Committee) Representative

#### CVUSD GATE Eligibility Information

- Exceptional Ability Students who attain a non-verbal general intelligence score of 99%ile or higher or a non-verbal ability index of 131 or higher
- Intellectual Ability Students who attain a non-verbal general intelligence score of 92%ile – 98.9%ile
- High Academic Achievement –
   Students who attain a non-verbal general intelligence score of 80%ile –
   91.9%ile, demonstrate Advanced achievement in two or more academic areas, and meets additional criteria
- Specific Academic Achievement –
   Students who attain a non-verbal general intelligence score of 80%ile –
   91.9%ile for grades 2 or 85%ile –
   91.9%ile for grades 3-8, demonstrate Advanced achievement in one specific academic area, and meets additional criteria

The GATE Office determines final identification based on qualification for the programs. Placement in a program requires parental consent.

#### **CVUSD GATE District Advisory Council**

- Glenmeade's GATE DAC representative is Ms. Paredes
- The first DAC meeting is October 20th
- The last DAC meeting is April 20th

- National Association of Gifted Children
  - Information for Parents of Gifted Students
  - o <a href="http://www.nagc.org/">http://www.nagc.org/</a>
- California Association for the Gifted
  - Information for Parents of Gifted Students
  - http://www.cagifted.org/

#### School Plan for Student Achievement

SPSA Expenditures	Budget (GATE)
3.3A: GATE enrichment activities to challenge the unique learning needs of GATE students.	\$2240

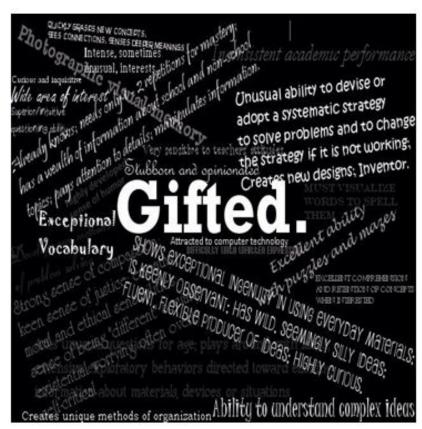
Gifted is more than just

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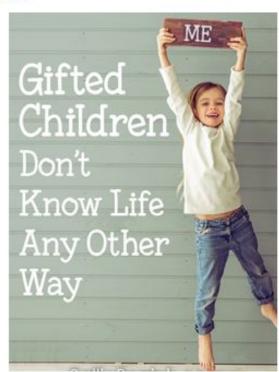
#### Most Typical Characteristic's of the Gifted

- · Strong verbal ability- early readers
- Unusually good memories
- Intense curiosity –WHY, WHY, WHY????
- Wide range of interests
- Interest in experimenting
- Passionate imagination, creativity
- · Remarkable sense of humor
- Desire for reasons and understanding



#### Most Typical Characteristic's of the Gifted

- · Impatience with others or themselves- perfectionist
- · Longer attention span
- Complex thinking
- Concern with social or political problems or injustices
- Sensitivity
- Intensity
- Daydreaming





Many of these traits can be troublesome to parents, teachers and the gifted child! They can also be **beneficial** in certain situations.







Try not to get scold or be mad at your child for demonstrating these traits.

These traits are **Part Of Who They Are.** 



You wouldn't scold a child for having brown hair or green eyes.



# What can *you* do to help support your gifted child?

Talk to them!

# Our Gifted kids *know* that something's different!

Help them to understand...



- Understand and accept what it means to be gifted
- •Evaluate one's life relative to a different measure of success. (If I don't become a Doctor or a Lawyer will I be perceived as a failure?)
- •Recognize the difference between "better at" and "better than"
- Coping with the frustration of too many options
- Overcoming the barriers of others' expectations
- Understanding asynchronous development
- •Become an advocate for one's own self-interests
- Understanding the role of socialization

# Eight Great Gripes of Gifted Kids

Jim Delisle Ph.D

Judy Galbraith M.A.

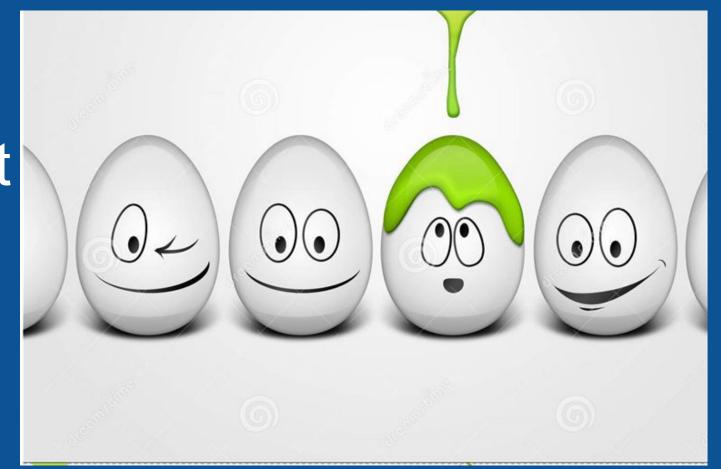
- 1. No one explains what being gifted is all about.
- 2. School is too easy and too boring.

3. Parents, teachers, and friends expect us to be perfect all the time.

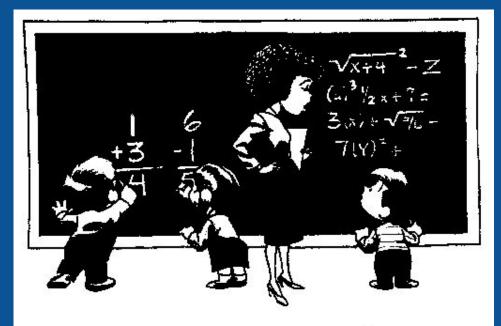
4. Friends who really understand us are few and far between.

- 5. Kids often tease us about being smart.
- 6. We feel overwhelmed by the number of things we can do in life.
- 7. We feel different and alienated.
- 8. We worry about world problems and feel helpless to do anything about them.

You're Different and that's ok!







"How many times do I have to tell you...
you're not supposed to read shead."

# Eight Great Gripes of Gifted Parents

When Gifted Kids Don't Have All the Answers

Jim Delisle

Judy Galbraith

1.My Kid Isn't challenged in School

2. Teachers and Other Adults Just Don't Understand My Kid

3. Help! It's Hard Dealing with Gifted Intensity & Behavior at Home

4. Social Distortion: So Many Awkward Social Situations between My Kid and Other Kids, and Me and Other Parents!

- 5. Asynchronous Development: My Kid is 8 Going on 30!
- 6. What's the Remedy? My Son/Daughter Has Caught Perfectionism!

- 7. Struggles Squared: Does Twice-Exceptional Mean Twice the Challenge?
- 8. Time Keeps on Slipping...The School Day is So Ineffcient for my Kids Needs.

# Growth Mindset and the GIFTED Learner

https://www.youtube.com /watch?v=M1CHPnZfFm U

### Ten Strategies for Developing a Growth Mindset in Gifted Students

- Help students recognize their strengths and their weaknesses. Show them how to use their strengths to develop their weak areas or find learning partners who are strong in areas where they may be weak.
- Provide descriptive, accurate, and constructive feedback that focuses on how students can develop themselves in specific tasks or skill areas.
- Focus praise on the effort students put forth toward a goal.
- Offer authentic challenges on issues they or others care about that will take time, effort, and persistence to solve.
- Teach specific skills of studying, organization, metacognition, time management, goal setting, and monitoring.
- 6. Use preassessments to help students recognize what they already know/understand and are able to do, and what they don't know/understand and are not yet able to do. Be mindful that students may perceive preassessments as shameful (especially if they are in the fixed mindset). Reassure students that preassessments are meant to focus teaching and learning.

- 7. When teaching discrete strategies, show students how using the strategy will help them develop certain skills. Some gifted students are whole to part learners and may avoid practicing discrete strategies (part) if they don't understand how it leads to greater skill development (whole).
- 8. Structure time throughout the day when students can reflect on their learning process, talk with others about tasks that were easy or difficult, or take note of their personal feelings on the topic.
- Create learning activities where students will need to rely on others to complete the tasks. In these "unlike" groups, students learn to appreciate other people's skills and realize they have skills unique to themselves.
- Continually support students by showing them how their efforts lead to success.

https://freespiritpublishingblog.com/2018/10/25/tenstrategies-for-developing-a-growth-mindset-in-gifted-students/

# Join GATE Parent Groups

- CVUSD ADVO GATE
   Contact the district GATE office
   Luke Hackney
- California Association for the Gifted www.cagifted.org
- National Association for the Gifted

www.nagc.org

### Chino Valley Unified School District LCAP

**CVUSD does include GATE into the LCAP!** 

However... Parents need to remain vigilant in order to ensure it stays an integral part of the plan.

#### That means:

- Become a part of the parent advisory committee
- Pay attention and attend the district LCAP meetings
- Join the district GATEDAC, ADVOGATE
   Committees
- Join the California Association for the Gifted
- Remind the School Board that we need to continue to make our GATE students a priority in CVUSD

### Our gifted children need:

- Rigorous curriculum
- Challenge
- Higher order thinking
- Appropriate expectations
- Grouping with others of like ability
- Development of organizational and study skills
- Development of time management
- Development of social skills



www.cagifted.org

#### California Association for the Gifted EVERY CHILD DESERVES A FREE, PUBLIC, AND APPROPRIATE EDUCATION

Founded in 1961, the California Association for the Gifted is an organization of educators, parents, and community members who believe that just as gifted-ness is defined by diverse academic, social, and emotional traits and abilities, giftedness is also identified within the diverse Preschool – 12th grade student populations in our schools.

National Association for the Gifted- is the national organization serving the gifted community.

NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy, community building, and research. We aim to help parents and families, K-12 education professionals including support service personnel, and members of the research and higher education community who work to help gifted and talented children as they strive to achieve their personal best and contribute to their communities.

www.nagc.org



#### SENG- Supporting Emotional Needs of Gifted

SENG's mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.

SENG envisions a world where gifted, talented and creative individuals are supported to build gratifying, meaningful lives and contribute to the well-being of others. To this end, SENG reaches out to diverse communities that share our mission across the nation and the gl

www.sengifted.org

Our Gifted Children need parents, teachers, schools that support them.

Be that support!

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