

GIFTED AND TALENTED PROGRAM

Definitions

A gifted and talented student is one who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability in categories selected by the Governing Board. (Education Code [52201](#))

A highly gifted student is one who has achieved a measured intelligence quotient of 150 or more points on an assessment of intelligence administered by qualified personnel or has demonstrated extraordinary aptitude and achievement in language arts, mathematics, science, or other academic subjects, as evaluated and confirmed by both the student's teacher and principal. Highly gifted students shall generally constitute not more than one percent of the student population. (Education Code [52201](#))

A special day class for gifted and talented students consists of one or more classes totaling a minimum school day where each class: (5 CCR [3840](#))

1. Is composed of gifted and talented students
2. Is designed to meet the specific academic needs of gifted and talented students for enriched or advanced instruction and is appropriately differentiated from other classes in the same subjects at the school
3. Is taught by a teacher who has specific preparation, experience, personal attributes and competencies in the teaching of gifted children

A part-time grouping is one in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day and those classes are composed of identified gifted and talented students. (5 CCR [3840](#))

A cluster grouping is one in which students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher. (5 CCR [3840](#))

Independent study provides additional instructional opportunities supervised by a certificated District employee through special tutors or mentors or through enrollment in correspondence courses specified in Education Code [51740](#) and 5 CCR [1633](#). (5 CCR [3840](#))

(cf. [6158](#) - Independent Study)

Acceleration means that students are placed in grades or classes more advanced than those of their chronological age group and are provided special counseling and/or instruction outside the regular classroom in order to facilitate their advanced work. (5 CCR [3840](#))

(cf. [5123](#) - Promotion/Acceleration/Retention)

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Post-secondary education opportunities offer students the opportunity to attend classes conducted by college or community college or to participate in Advanced Placement programs. (5 CCR [3840](#))

(cf. [6141.5](#) - Advanced Placement)

Enrichment activities are supplemental educational activities that augment students' regular educational programs in their regular classrooms. Students use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher. (5 CCR [3840](#))

Program Coordinator

The Superintendent or designee shall appoint a District coordinator for the gifted and talented education (GATE) program who has demonstrated experience and knowledge in gifted education and/or has opportunities to gain or continue such experience and knowledge.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Responsibilities of the District's GATE coordinator shall include program development and implementation, identification procedures, fiscal management, and the collection of auditable records for evaluation. (Education Code 52212)

The Superintendent or designee also may appoint a GATE coordinator at each school site who shall be responsible for implementation of program services at that school site.

Program Plan

The Superintendent or designee shall develop a written plan which describes the differentiated curricula for the program and the methods used to examine the appropriateness of participating students' total educational experience. The plan shall include the components specified in 5 CCR 3831. (5 CCR 3831)

Whenever a school's GATE program is incorporated into School-Based Program Coordination, its school site council shall address the needs of GATE students within the school's single plan for student achievement. (Education Code 52853, 64001)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

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Identification of Gifted and Talented Students

The Superintendent or designee shall design methods to seek out and identify gifted and talented students from varying linguistic, economic, and cultural backgrounds whose extraordinary capacities require special services and programs. (5 CCR 3820)

Administrators, teachers, counselors, other staff, or parents/guardians may recommend students for the GATE program. Parent/guardian consent shall be obtained before administering any assessments for the sole purpose of identifying students for this program.

Students shall be selected for the program based on their demonstrated or potential ability for high performance in categories identified by the Board, as evidenced by any of the following indicators: (5 CCR 3823)

1. School, class, and individual student records
2. Individual tests, including summary and evaluation by a credentialed school psychologist
3. Group tests
4. Interviews and questionnaires of teachers, parents/guardians, and others
5. Student products
6. Opinions of professional persons

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall make final determination of a student's eligibility. (5 CCR 3824)

The Superintendent or designee shall base his/her decision 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. An individual recognized as an expert in the gifted and talented category under consideration, and/or an individual who has in-depth understanding of the student's linguistic or cultural group, shall participate in the evaluation of the evidence unless there is no doubt as to the student's eligibility. These persons may review screening, identification, and placement data in serial order and shall be required to meet only as necessary to resolve any differences in assessment and recommendations. (5 CCR 3824)

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 and, when appropriate, studies of the factors contributing to the student's underachievement, including handicapping or disadvantaged conditions. (5 CCR 3823)

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

Prior to a student's participation in the program, the Superintendent or designee shall obtain written consent from the student's parent/guardian. (5 CCR 3831)

If the Superintendent or designee determines that a student is not eligible, the student's parent/guardian may appeal the decision. The Superintendent or designee may use a committee, including the District's GATE coordinator and certificated personnel, to review the student's evidence and determine whether the initial identification decision should be reversed.

The Superintendent or designee shall consider identifying for the District's GATE program any student who has transferred from another District in which he/she was identified as a GATE student. (Education Code 52202; 5 CCR 3831)

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 through the process noted above or the Superintendent or designee determines it to be in the student's best interest.

Once identified as a GATE student, a student shall remain eligible even though services provided to the student may change.

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