

## **GIFTED AND TALENTED STUDENT PROGRAM**

The ultimate goal of the program for GATE pupils in the Monrovia Unified School District is to provide gifted and talented students with an educational program which will enable them to more fully develop their unusual potentials. Since they differ from the general population as well as from each other in academic ability and needs, special provisions for them are needed in addition to those generally made for the individualization of instruction for all students.

### **Definitions**

A gifted and talented student is a student enrolled in a public school who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability in categories selected by the Governing Board.

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.

A special day class for gifted and talented students consists of one or more classes totaling a minimum school day where each class:

1. Is composed of students identified as gifted and talented;
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; and
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.

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.

Independent study provides additional instructional opportunities supervised by a

certificated district employee through special tutors or mentors or through enrollment in correspondence courses.

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.

Postsecondary education opportunities offer students the opportunity to attend classes conducted by college or community college or to participate in Pre-Advanced Placement or Advanced Placement programs.

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.

### Program Plan

The Superintendent or designee shall develop a written plan for the district's program which shall include the components specified in 5 CCR 3831 and be designed in accordance with state program standards.

Parents, teachers, and administrators of gifted and talented students in Monrovia have recommended that the following provisions be included in the district's GATE program:

1. Teachers of GATE students must be chosen with great care, priority being given to their competency, dedication, creativity, and other characteristics proven to be conducive to successful work with gifted and talented children.
2. GATE classes at all levels should be exciting and challenging which in turn should foster pride, a sense of accomplishment, high morale, and a "love of learning" in students.
3. GATE students should excel in basic academic skills first and foremost, being permitted to progress through any subject at their own rate.
4. Cluster grouping of GATE students in language arts, mathematics, social science, and science should be mandatory.
5. More capable learners who do not qualify as GATE pupils should be included in classes with GATE students whenever possible.

6. GATE students should be given time and opportunity during the regular school day to meet together to share interests and ideas, for creative expression, and for in-depth study and pursuit of special interest areas.
7. GATE students should be given opportunities for decision making and self-evaluation, including instruction in the skills required for being self-directing.
8. Good classroom discipline and behavior must be maintained in all classes in order to allow for maximum learning.

Programs designed to meet the special needs of the gifted and talented students must be given priority in the total educational effort of the district. Continuous improvement of the coordination and direction of the program, identification and placement procedures, teacher in-service and professional growth, parent education, appropriate instructional materials, and curriculum development will all contribute toward the ultimate goal of providing an educational program which will be an invaluable lifelong asset in the lives of the gifted and talented students in the Monrovia Unified School District.

#### Identification of Gifted and Talented Students

Students shall be selected for the program based on their demonstrated or potential ability for high performance.

Evidence of a student's capability shall include any of the data specified in 5 CCR 3823 and shall consider the economic, linguistic, and cultural characteristics of students' background.

The Superintendent or designee shall design methods and shall closely monitor the assessment process by which MUSD seeks out and identifies gifted and talented students from varying linguistic, economic, and cultural backgrounds and whose extraordinary capacities require special services and programs. The goal is to assure all capable students are identified and participate no matter the time of year.

Prior to making a final determination of a student's eligibility, the pertinent evidence shall be evaluated by the student's principal or designee, a classroom teacher familiar with the student's work, and, when appropriate, a credentialed school psychologist. A person recognized as an expert in the gifted and talented category under consideration, and/or a person 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 shall meet as necessary to resolve any differences in assessment and recommendations.

Written consent shall be secured from a student's parent/guardian before he/she participates in the program.

### Appeal to Process

Parents may appeal the decision and results for additional review through the Assistant Superintendent of Curriculum and Instruction.

### Community College Enrollment

With parent/guardian consent, a principal may recommend students of any age or grade level for part-time enrollment in community college courses. For any particular grade level, a principal may not recommend for community college summer session attendance more than five percent of the total number of students who completed that grade immediately prior to the time of recommendation unless all of the criteria specified in Education Code 48800 are satisfied.

The principal may only recommend a student for community college summer session if that student satisfies both of the following conditions:

1. Demonstrates adequate preparation in the discipline to be studied; and
2. Exhausts all opportunities to enroll in an equivalent course, if any, at his/her school of attendance

If a community college course is to be held at a district high school campus, the Board shall define, at a regularly scheduled meeting, the times that the campus will be closed to the general public.

Special part-time students may enroll in up to 11 units per semester, or the equivalent, in a community college. Such students shall receive credit for community college courses that they complete at a level jointly determined appropriate by the Board and the community college governing board.

Any student's parent/guardian may petition the Board to authorize the student to attend a community college as a special full-time student if he/she believes the student would benefit from advanced scholastic or vocational work that would thereby be available.

If the Board denies a request for special part-time or full-time enrollment at a community college for a student who is identified as highly gifted and talented as defined above, the Board shall issue its written recommendation and the reasons for the denial within 60

days. The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that falls at least 30 days after the request has been submitted.

Adopted: December 10, 2008

(Replaces: AR 6171.1 Gifted and Talented Education (GATE))  
(Adopted: May 1974)