

Rocklin Unified School District

Parent Handbook For the Gifted and Talented Education (GATE) Program



ROCKLIN UNIFIED SCHOOL DISTRICT

Parent Handbook for the GATE Program

Parents and Guardians,

Welcome to the Rocklin Unified School District GATE Program. We are pleased to offer this comprehensive Handbook to you. It has been specifically designed to include the most current research-based information related to the gifted and talented student, as well as to address your questions about our outstanding district programs for your child.

Your active participation and input are certainly encouraged and welcome. Please feel free to contact us should you have any further questions, comments or suggestions. We look forward to working together with you to continue to ensure the success of our students.

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MISSION STATEMENT

The mission of the Rocklin Unified School District’s Gifted and Talented Education (GATE) Program is to identify gifted and high achieving students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and to provide high quality differentiated instructional opportunities for learning that meet the needs of these students’ unique abilities and challenge them to enhance their learning in our schools.

Program Goal

The goal of the Rocklin Unified School District’s GATE Program is to provide differentiated learning opportunities during the regular school day for identified students. Differentiation is an effective approach to teaching and learning. It modifies the curriculum content and/or teaching methodologies used with the core curriculum so that students may learn at their own ability levels and at their own pace. Differentiation is not a new concept, but is based on best practices in education. Strategies used may include, but are not limited to, flexible grouping, acceleration, in-depth study, complexity and novelty. Promoting academic excellence, independent thinking, student responsibility and self-confidence are key components of our program.

Handbook Goal

The goal of the Rocklin Unified School District’s GATE Parent Handbook is to provide a comprehensive information source for the various aspects of our GATE Program. In addition to outlining procedures, policies, timelines and placement options, this handbook has an expanding list of resources for GATE parents. It is designed to be useful to present and potential parents of GATE students in Rocklin, as well as to those families residing in neighboring school districts who may wish to take advantage of Rocklin’s excellent program for their gifted students.

California Association for the Gifted

A Position Paper

The California Association for the Gifted (CAG) periodically publishes position papers that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. All position papers approved by the CAG Board of Directors are consistent with the organization's philosophy and mission, and the current research in the field.

The position papers support the organization's belief in the value and uniqueness of all individuals, its respect for diversity present in our society, and its commitment to honoring the similarities and differences among all students. CAG encourages the provision of educational opportunities that are appropriate to challenge and nurture the growth of each child's potential. The organization is especially mindful of the need for advocacy for individuals who have developed or show the promise of developing intellectual abilities and talents at high levels.

Characteristics of Gifted Children

To provide appropriate education for gifted children, it is important to understand the characteristics of giftedness. Decades of research has provided a body of evidence regarding these characteristics that shows gifted individuals exhibit high levels of functioning in the cognitive, affective, physical, and intuitive areas. Intellectual processing integrates all of these, but individuals vary in the degree to which they are exhibited; no one child will have *all* of these characteristics.

The cognitive area is the logical, rational thought processing characterized by:

- an extraordinary quantity of information
- an unusual capacity for processing information at an accelerated pace
- persistent, goal-directed behavior
- high levels of abstract thought
- flexibility of thought
- rapid acquisition of a new language

The affective area is the social/emotional interaction expressed by:

- unusual sensitivity to the environment
- empathy and high levels of awareness of the expectations and feelings of others
- early development of idealism and a sense of justice
- emotional intensity
- high expectations of self and others

The physical/sensory area is characterized by:

- heightened sensitivity to light, sound, touch, smell, and taste
- asynchrony, the unusual discrepancy between physical and intellectual development
- high energy, alertness, and eagerness that might be misdiagnosed as a hyperactivity disorder
- a tendency to avoid physical activity in favor of intellectual pursuits

The intuitive area is expressed through non-linear reasoning characterized by:

- creative approaches and inventiveness in any area of endeavor

- insightfulness leading to leaps in understanding
- curiosity
- sensitivity to aesthetic qualities
- interest in the future
- ability to predict

Some gifted students have characteristics that can act as a barrier to the identification process. Some adults may believe that these same characteristics are incompatible with giftedness.

- lack of organization
- extensive daydreaming
- failure to complete work
- argumentativeness
- challenge to authority
- challenge to assignments that seem pointless to the learner
- keen sense of humor that may not be understood
- perfectionism (e.g. fear of failure)
- inability to prioritize interests that can result in mediocrity
- emotional intensity
- experience of different reality

The California Association for the Gifted believes that achievement tends to be higher, and self-efficacy and self-esteem more healthy when parents and educators understand these characteristics and provide appropriate environments for gifted students. Parents and educators should facilitate opportunities for learning that are appropriate to the cognitive, affective, physical, and intuitive functions of gifted learners. This practice nurtures positive characteristics, avoids some of the negative manifestations associated with giftedness, and encourages optimal development of the student's potential.

References:

- Clark, B. (2002). *Growing up Gifted* (6th ed.). Columbus, OH: Merrill/Prentice-Hall.
- Davis, G., & Rimm, S. (2004). *Education of the gifted and talented* (5th ed.). Boston: Allyn & Bacon.
- Karnes, F.A., & Bean, S.M. (2001). *Methods and Materials for Teaching the Gifted*. Waco, TX: Prufrock Press.

The Differences Between a Bright Child and a Gifted Learner

Source: Janice Szabos, Challenge Magazine

A Bright Child:	A Gifted Learner:
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

COMMON MYTHS ABOUT GIFTED STUDENTS

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

TRUTHS ABOUT GIFTED STUDENTS

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.

- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from **College Planning for Gifted Students, 2nd edition**, by Sandra Berger.

Information stored on: <http://www.hoagiesgifted.org/>

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MULTIPLE INTELLIGENCES

Based on Dr. Howard Gardner's *Theory of Multiple Intelligences*, there are at least eight primary factors of intelligence within the human brain. These intelligences vary in relative strength with each individual and include:

Linguistic: very verbal, sensitive to semantics, syntax, pronunciation; likes to read and write; enjoys learning new vocabulary.

Musical: listens to, expresses, composes, and performs music in variety of ways; senses music in contexts not associated with music.

Logical Mathematical: able to perceive patterns, relationships, abstractions; likes puzzles, manipulatives, collections; experiments in controlled, orderly ways.

Spatial: recreates the visual without the physical reference; likes to build things, to draw; able to solve the problem by visualizing the product.

Bodily-Kinesthetic: expresses through conscious use of body; physically adept both with large and small motor control; able to make complex sequence of moves; likes to "clown around."

Interpersonal: instinctive capacity to sense emotional states of others; highly interactive, influential, and able to manipulate others; often takes leadership roles.

Intrapersonal: able to discriminate one's own feelings; individualistic, independent, usually self-assured; introspective.

Naturalist: fascination with the immense variety of the world's animal and plant species and the talent to assign them to new or established taxonomy.

GATE IDENTIFICATION PROCESS

The GATE identification process may be initiated at any time during the school year by a parent or a teacher.

The process that is in place to formally identify a student for participation in the GATE Program begins with a determination of the child's intellectual or cognitive ability. Tests administered by the RUSD GATE program are the *Raven's Progressive Matrices Plus* (grades 2-12), and the *Naglieri Nonverbal Ability Test* (grade 1). A student may also be tested by an outside agency or licensed psychologist to determine intellectual or cognitive ability. (There may be a fee charged for this service and would be at parent expense.) Tests accepted by the RUSD GATE Program include tests that are widely recognized as IQ, cognitive ability tests such as the WISC, COGAT, *Raven's*, *Naglieri*, etc. With all of these tests, a student must score at or above the gifted range.

To initiate the testing process, parents submit a REQUEST FOR STUDENT TO BE TESTED FOR GATE. These referral forms are available in each school office or on the GATE page of the RUSD website rocklinusd.org (GATE). Testing occurs during the fall/winter for 2nd -12th graders. When parents complete and return this form, which includes a Parent Referral, the student's name will be added to the list of students to be tested. Students are tested at each school during the school day. The *Raven's Progressive Matrices Plus* test takes approximately one hour. If a student is absent during the school testing date(s), he/she may attend a make-up test session given at the District Office. Written notification of the make-up test date is sent out several weeks in advance.

Parents of students in grades 7-12 may submit the REQUEST FOR STUDENT TO BE TESTED FOR GATE anytime during the year. These students are tested during test make-up sessions at the District Office. Once the referral form is received, the student's name will be added to the list. Written notification of the make-up test date is mailed several weeks in advance.

Students already identified as GATE do not need to retake this test.

All first graders at RUSD are eligible to be tested for GATE identification. To initiate the testing process, parents submit a REQUEST FOR STUDENT TO BE TESTED FOR GATE. These referral forms are available in each school office or on the GATE page of the RUSD website rocklinusd.org (GATE). Testing occurs during the winter for 1st graders. When parents complete and return this form, which includes a Parent Referral, the student's name will be added to the list of students to be tested. Students are tested at each school during the school day. The *Naglieri Nonverbal Ability Test* takes approximately 30 minutes. If a student is absent during the school testing date(s), he/she may attend a make-up test session at the District Office. Written notification of the make-up test date is sent out several weeks in advance.

If a student scores at or above the gifted range on the test of intellectual or cognitive ability, up to three additional measures may be considered to determine a student's ability or potential and eligibility for GATE-identification:

1. Achievement –

One measure is standardized achievement tests in Math and Reading/English Language Arts such as the California Standards Test (CST) (or similar achievement tests from out of state). A student must score at the advanced level.

A student's achievement is also measured by evidence of above grade level achievement in math and/or reading by the teacher.

2. Gifted Student Characteristics –

These characteristics are determined from the student profile compiled from the results of a survey completed by the current teacher, a teacher recommendation, and the Parent Referral (found on the back of the REQUEST FOR STUDENT TO BE TESTED FOR GATE).

3. Impact Factors –

A student's medical history, socio-economic status and participation in the English Language Learner Program are taken into consideration.

Teachers and parents are notified of the results once the student's GATE evaluation is completed. Once identified, students remain GATE-identified unless parents/guardians request otherwise.

STUDENT PREVIOUSLY IDENTIFIED IN ANOTHER SCHOOL DISTRICT

If a student has been GATE-identified in a previous school district using criteria that meets or exceeds the criteria used in the Rocklin Unified School District, the student will be eligible for the program without further testing. If the identification criteria do not meet the RUSD standards, the student will be given the opportunity to meet the RUSD GATE criteria through the usual identification process, beginning with the GATE screening test at the next available testing session.

ASSESSMENT INSTRUMENT: NAGLIERI NONVERBAL ABILITY TEST

The *Naglieri Nonverbal Ability Test (NNAT)* is designed to provide a brief, but highly reliable and valid nonverbal evaluation of general ability. It was developed in 2004 by Jack A. Naglieri, Ph.D., a psychology professor at George Mason University.

The NNAT is used to predict ability levels and gifted potential for all students. Because a nonverbal test measures a basic and essential way of thinking, it helps us understand the level of a child's ability and how likely that child is to do well in school. It is especially useful for assessment of children from diverse linguistic, socioeconomic, and cultural backgrounds. As a nonverbal test of general ability, it gives all children an equal opportunity to succeed.

The NNAT is administered in a group setting and takes approximately thirty minutes. It uses progressive matrices to measure a student's overall ability without the use of language. A student must see the patterns formed by shapes organized into colorful designs, and then choose an answer that completes the pattern. To ensure that the measures are appropriate for a wide variety of students from many backgrounds, the content of the test is completely nonverbal, the instructions are brief, and questions can be solved using only the information presented in each diagram. Word knowledge, mathematics and reading skills are not a factor. Because this test also measures ability with minimal motor requirements, it also allows for a fair evaluation of children with motor or communication problems.

ASSESSMENT INSTRUMENT: RAVEN'S PROGRESSIVE MATRICES

The *Raven's Progressive Matrices* is a non-reading test of cognitive processing skills or abstract reasoning which demonstrates how a child learns. It was developed by Dr. John Raven, a British psychologist, in 1935. The RUSD GATE Program uses an updated test called the "Plus" version.

This assessment may be used to predict ability levels and gifted potential for all students. It has been demonstrated to be an excellent instrument for culturally diverse populations and bilingual students, as well as mainstream English speakers. As with all standardized intelligence tests, it assesses general mental ability: the capacity to think clearly and make sense of complexity, and the aptitude to store and reproduce information.

The *Raven's Progressive Matrices* is usually administered in a group setting and takes approximately forty-five minutes. It is a 60-item, multiple choice test in which students choose the missing segment required to complete a larger pattern. The assessment becomes progressively more difficult and complex as it proceeds, but builds upon itself so that the patterns of reasoning may be established for clues to responses. The *Raven's* has been normed throughout various geographic areas of the United States using diverse ethnic groups and socioeconomic levels.

Percentile scores in the *Raven's Progressive Matrices* are age-based. Ability is assessed in a variety of areas including:

- alertness to visual detail
- conceptual reasoning
- concentration
- sequencing
- synthesis and analysis
- information-processing skills
- categorical thinking
- problem-solving skills
- persistence
- nonverbal concept formation
- spatial perception

The *Raven's Progressive Matrices* assesses fluid intelligence and cognitive processing rather than a student's achievement levels, ability to memorize facts, or possession of a broad vocabulary. It calls upon abstract, rather than concrete, thinking and either side of the brain can be utilized in the resolution of responses. Also, the individual determines the correct answer choice by applying his/her area of strength, be it in the formation of verbal or visual clues. The entire test is a learning process. The better a child is able to learn and apply the simpler rules to the more complex problems, the better he/she will perform on the test.

PRIVATE TESTING BY OUTSIDE AGENCIES

Students who miss the Rocklin Unified School District GATE test dates may be tested privately, by an outside agency. There is usually a fee charged by the evaluator and this fee would be the responsibility of the parent. Potential sources of outside testing include:

Center for Counseling and Diagnostic Services through the College of Education at California State University, Sacramento

(916) 278-6252

http://edweb.csus.edu/ccds/edu_testing_child_counsel.html

Mercy Education Resource Center, Sacramento, CA

(916)737-6026

<http://www.mercyeducation.com/>

Private, licensed Psychologists

NOTE: RUSD cannot recommend any outside agency on this list, but makes this information available as a courtesy for parents.

DIFFERENTIATED INSTRUCTION

The Rocklin Unified School District GATE Program is designed to provide intellectual growth to all GATE students by offering appropriately differentiated instruction. This occurs at all school sites during the regular school day and meets or exceeds state academic content standards. Each year, the goal is for each GATE student to achieve one year of growth in all academic areas, even if it is beyond grade level expectations.

What Differentiated Curriculum Is: Differentiated curriculum is an approach to teaching which provides students with a number of different options for learning. The word “differentiated” means different or not the same. The regular classroom curriculum is either accelerated to the learner’s own pace or studied more in depth by using higher level critical thinking skills and/or by making connections to prior knowledge in other subjects. When appropriate, the students may also complete projects that demonstrate the knowledge learned from the differentiated activities.

What Differentiated Curriculum Is Not: Differentiated curriculum is not intended to be beyond the ability level of the student and should not cause content knowledge gaps in the student’s learning. Differentiated curriculum is not intended to be delivered to students all the time and most students do not need it in all subjects. Differentiated curriculum also does not mean more of the same curriculum.

The purpose of differentiated curriculum is to increase learning and encourage students to become lifelong learners. It seeks to maximize a student’s potential by meeting his/her academic, intellectual, social and emotional needs.

Reference: Carol Ann Tomlinson, Ph.D.
Program Coordinator for the Educational Psychology/Gifted Education
Curry School of Education, University of Virginia

PLACEMENT OPTIONS

Elementary Schools

Classroom Clusters

The Rocklin Unified School District has GATE clusters at all of its elementary schools. This is a research-based program in which GATE-identified students (generally 2-6 students in primary grades; 2-8 students in upper grades) are grouped together within the mixed-ability classroom.

Teachers with specific training based on gifted education research provide differentiated instruction to meet the unique needs of these students. Differentiated instruction for students/advanced learners may include, but is not limited to, flexible grouping, acceleration, in-depth study, complexity, and novelty. This may occur daily or periodically throughout the year. Differentiated activities are conducted as an integrated part of the regular program. Supplemental materials and technology may also be used to enhance the basic curriculum.

Being in a GATE cluster classroom does not mean more work for a GATE student; nor are GATE students singled out as being different. A cluster class is often not easily identifiable by GATE and non-GATE parents.

The benefits of being in a GATE cluster include:

- Being grouped both with age peers and students of similar ability.
- Grouping students together for ease and depth of instruction.
- Having teachers with additional training to differentiate the curriculum and meet the needs of gifted learners.
- Remaining at your neighborhood school.

Self-Contained Program

GATE-identified students are given the opportunity to attend self-contained GATE classrooms at Rocklin Elementary School in grades 2 - 6. There are currently five self-contained classes, made up entirely of GATE-identified students. **Acceptance is on a space-available basis and may be determined by a lottery.**

Middle Schools

Advanced learning opportunities are offered in the clustered GATE Academies to GATE-identified students in 7th and 8th grades. Offerings for advanced math students include Advanced Math 7 for 7th graders and Advanced Integrated 1 for 8th graders.

Additional classes, opportunities and activities for GATE students include: Spanish I, Art II, school sponsored clubs (Drama Club, Creative Writing Club, Destination Imagination, Book Club, Chess Club), leadership opportunities (Student Senate, California Junior Scholarship Federation – CJSF), Honor Band, Performing Arts (Fall/Winter Chorus, Orchestra and Band concerts, Talent Show), field trips (Shakespeare Theatre, IMAX, Marine Biology), Academic Talent Search testing (CSU), Career Day and Community Service Learning activities.

High Schools

A variety of opportunities are offered to GATE-identified students including: advanced math classes and a variety of honors and Advanced Placement (AP) classes, Academic Decathlon, Mock Trial, the ability to challenge a class in order to move on to more challenging material, and dual enrollment at a local college.

Honors classes may offer the same curriculum as regular classes, but are tailored for high-achieving students, often covering additional topics or topics in greater depth.

Advanced Placement classes are taught in an accelerated format and cover the breadth of information, skills and assignments found in corresponding college courses. They must meet peer-review standards set by top educators in conjunction with the College Board. Most U.S. colleges and universities, as well as many international ones, have an AP Credit Policy which allows students who have taken AP courses or exams to earn college credit, placement or both.

Rocklin High School

Honors Classes Offered at Rocklin High School:

Advanced Language Arts/Com I	Advanced Language Arts/Com II
Language Arts III Honors	French III Honors
Spanish III Honors	French IV Honors
Advanced Integrated Math	Advanced Geography & Culture
Advanced Architectural Drafting and Design	Advanced Women's Ensemble

Advanced Placement Classes Offered at Rocklin High School:

AP Studio Art	AP Calculus AB
AP Spanish	AP Calculus BC
AP Literature & Composition	AP Statistics
AP United States Government	AP Biology
AP World History	AP Chemistry
AP United States History	AP Physics (B)
AP Microeconomics	AP Environmental Science
AP Psychology	AP Music Theory
AP Studio Art	

An additional advanced art course for the gifted student is Advanced Digital Art and Animation, which combines art, animation, science, math and computer programming.

Complete course descriptions and prerequisites can be found in the Rocklin High School Academic Planning Guide: [Click here.](#)

All Rocklin High School clubs are open to all students. However, both the California Scholarship Federation (CSF) and the National Honor Society (NHS) have academic criteria that students must meet in order to meet membership criteria. Additional information can be found in the Rocklin High School Academic Planning Guide.

Whitney High School

Honors classes offered at Whitney High School:

Advanced Language Arts/Com I	Advanced Language Arts/Com II
Language Arts III Honors	Advanced Geography & Culture
Spanish III Honors	French III Honors
Advanced Integrated Math	French IV Honors
Physics II Honors	

Advanced Placement Classes Offered at Whitney High School:

AP Studio Art / Ceramics	AP Statistics
AP Calculus AB	AP Calculus BC
AP Spanish	AP Microeconomics
AP Language Arts/Composition IV	AP Chemistry
AP Biology	AP Physics (B)
AP Psychology	AP United States Government
AP World History	AP United States History

Complete course descriptions and prerequisites can be found in the Whitney High School Academic Planning Guide: [Click here.](#)

WHITNEY HIGH SCHOOL DISTINGUISHED SCHOLAR DIPLOMA PATHWAY

The intent of this diploma distinction is to correspond to an academic pathway which qualified students will take. While the pathway is open to all students, the recommendation for qualification is that students decide with parent approval to choose this pathway when they enter the high school. Students in this pathway will choose to take some of the most rigorous courses on campus. The students will have, at minimum, a proficient CST score, a 3.5 GPA, and teacher recommendations, for the pathway and will maintain the same qualifications to continue in the pathway. Students DO NOT need to take all the courses listed for the pathway, but must choose to take 70% of the advanced, honors and AP offerings.

By the time a student is ready for graduation, he/she must have maintained the following in order to receive a Distinguished Scholar Diploma:

- AP/Honors and advanced offerings with 5 being AP classes
- 4.0 weighted GPA
- Advanced proficient CST scores in ELA and Math or upward band movement 8th through 11th grades
- 90% attendance rate each year
- No major disciplinary or attendance infractions
- A minimum of 1 Distinguished Community Service award from 1 or more documented projects (150 hours)
-

Rocklin High School Advanced Diploma

The Advanced Diploma is designed to award those students who have invested themselves in their RHS experience by demonstrating excellent academic performance while participating in extracurricular activities, leading their peers, and serving our school community in a manner to achieve our motto of "Learning Together, Continually Improving". Through this we strive to recognize students who:

advance RHS toward our **school vision**.

Demonstrate **strong academic achievement**.

enhance our **school climate and culture**

develop in multiple facets as young adults.

Application:

Students must apply for consideration. It is the responsibility of the individual to initiate this process. As the requirements are multifaceted, we do not wish to overlook any deserving student. Applications were due this year by February 5, 2010.

Pilot Year 2010

We began this recognition program in the 2009-2010 school year as we have established upperclassmen in mentorship roles with our freshmen and feel that this level of direct service to enhance the academic success of younger peers demonstrates service and learning beyond most other high school academic programs. Juniors and Seniors who willingly give their time in service to younger students to enhance their long term academic success place themselves in role model positions that have significant positive impact on the individual student, the academic program, and our overall campus culture.

Requirements:

As of the end of fall semester in the senior year, students must apply for consideration to receive a Rocklin High School Advanced Diploma. Their achievements will be measured according to three categories: Academics, Service Leadership, and Campus Involvement.

GATE Yearly Timeline

August	<p>K-6 class lists posted at elementary schools (usually the Friday before school begins) K-6 Meet the Teacher (check for specific date & time with your child's school) First day of school <i>Request For Student to be Tested For GATE</i> -- forms at school offices and the RUSD website rocklinusd.org (under Departments/Educations Services/GATE) <i>Application to Attend the Self-Contained GATE Program at Rocklin Elementary School</i> -- forms available at Rocklin Elementary School and the RUSD website rocklinusd.org (under Departments/Educations Services/GATE) Parents are notified about whether they would like to have their student, Grades 2-6, GATE tested ("<i>Parent Request Forms</i>" on RUSD website and at school sites)</p>
September	<p><i>"Parent Request Forms"</i> due back from parents requesting GATE testing for students in grades 2 - 6</p>
October	<p>Fall testing of students in Grades 2-6 begins** Parents are notified about whether they would like to have their student, Grades 1, GATE tested ("<i>Parent Request Forms</i>" on RUSD website and at school sites)</p>
November	<p>Fall testing of students in Grades 2-6 is completed** <i>Parent Request Forms</i>" due back from parents requesting GATE testing for students in Grade 1</p>
December	<p>Results of Fall testing Grades 2 – 6 mailed home to parents GATE "Make-Up" test given to students in Grades 2-12 at District Office</p>
December	<p>Testing of Grade 1 students begins**</p>
January	<p>Testing of Grade 1 students is completed** Results of "Make-Up" Grades 2 – 6 test mailed to parents* GATE "Make-Up" test given to students in Grade 1 at District Office (Feb/Mar)**</p>
February	<p>FINAL GATE "Make-Up" test given to students in Grades 2-12 at District Office</p>
February	<p>Results of GATE Grade 1 testing mailed home to parents* GATE Parent Information Meetings Applications for Rocklin Elementary School's self-contained program due to District Office** Lottery for Rocklin Elementary School Grade 2 self-contained classes (if necessary)** Intradistrict Request forms for <u>new</u> Rocklin Elementary Grade 2 students due back to District Office**</p>

Dates listed are approximate and subject to change.

*Results of GATE testing is mailed 10-12 weeks after testing is completed

** Dates to be determined

FREQUENTLY ASKED QUESTIONS

What is Gifted and Talented Education in the Rocklin Unified School District?

The Rocklin Unified School District receives state funding to provide appropriate learning opportunities for those students who are identified as gifted and talented. Students formally identified as GATE are provided a curriculum that is challenging, allows continuous progress, and creates opportunities for social and emotional growth.

How do I request that my child be tested for GATE-identification?

Parents of students in Grades 1-12 complete a “Request for Student to be Tested for GATE Form” and submit it to the GATE Program at the RUSD District Office. Forms are available on the RUSD website. The student may be tested at the next available testing session.

How long do these tests take?

Typically, students take 20-40 minutes to complete the GATE tests.

What test scores are required to qualify for GATE?

The qualifying score on the *Raven's* or *Naglieri* tests is a minimum of the 97th percentile. If a child meets or exceeds this minimum score, they are further screened using the RUSD Multiple Criteria for GATE-identification. A minimum of two of the four measures are required.

How long does it take to get results after the test?

Because of the number of students tested and the qualifying process, it can take up to 10-12 weeks to receive the test results.

How many times may my child be tested for GATE-identification?

A child may be tested for GATE-identification at RUSD once per year. However, a child may be retested by an outside agency (see below).

Can my Kindergartner be tested for GATE identification at RUSD?

No, GATE testing at RUSD begins in first grade.

Will my elementary school child need to be GATE identified every year...or when entering middle school...or high school?

No, once identified, students remain GATE-identified unless the parents request otherwise.

Is private intelligence testing accepted for identification?

Yes, if students miss the RUSD GATE test dates or if parents wish to have their child retested, they may be tested privately by an outside agency. There is usually a fee charged by the evaluator. A nearby source for GATE testing is the Center for Counseling and Diagnostic Services through the College of Education at California State University, Sacramento. They may be reached at (916) 278-6252. A student may also be tested by a private, licensed psychologist. NOTE: RUSD cannot recommend any outside agency, but

makes this information available as a courtesy for parents.

If my child was identified in another school district, may he/she be identified in RUSD?

Yes, if a student has been GATE-identified in a previous school district using criteria that meets or exceeds the criteria used at RUSD, the student will be eligible for the program without further testing. If the identification criteria do not meet the RUSD standards, the student will be given the opportunity to meet our GATE criteria through the usual identification process, beginning with the GATE screening test at the next available testing session.

What are the educational options for a GATE student in elementary school?

At the elementary school level, a GATE-identified student may

- Continue at his/her neighborhood school & be assigned to a class with a GATE cluster. Students GATE-identified during the school year are not moved to a different classroom. Assignment to a GATE cluster class typically occurs at the beginning of the school year.
- Enroll in a self-contained GATE class at Rocklin Elementary School (*on a space available basis and may be determined by a lottery*).
- Remain in the regular classroom.

Is my GATE-identified child automatically enrolled in a self-contained GATE class at Rocklin Elementary School?

No. If your child is in grades two through six, you may apply to enroll him/her in a self-contained GATE class at Rocklin Elementary School. There are currently six self-contained classes, made up entirely of GATE-identified students. **Acceptance is on a space-available basis and there may be a waiting list for grades 2 - 6.**

How do I apply for a self-contained class at the Rocklin Elementary School?

Complete the *Application to Attend the Self-Contained GATE Program at Rocklin Elementary School*. This form is an expression of interest in this program and does not guarantee acceptance. If a space becomes available for your student, you are not obligated to accept it. Once we receive this application, your child's name will be added to an ongoing waiting list for his/her grade level.

What is a GATE cluster?

The Rocklin Unified School District has GATE clusters for grades 2-6 at all of its elementary schools. GATE-identified students are grouped within the regular classroom. The number of students in a cluster will vary according to class size and the number of GATE students at the school site. Teachers with specific training provide differentiated instruction to meet the unique needs of these students. Differentiated instruction for advanced learners involves adjusting the curriculum and instruction in one or more of the following dimensions: depth, complexity, novelty, acceleration/pacing.

What GATE opportunities are available in middle school?

Advanced opportunities are offered in the GATE Academies (Key/Quest at Granite Oaks and Cornell/Berkeley at Spring View) to GATE-identified students in seventh and eighth grades. Algebra I in the 7th grade and Geometry in 8th grade are offerings for advanced math students.

What GATE opportunities are available in high school?

A variety of opportunities are offered to GATE-identified students including advanced classes in Geometry and Algebra II, a variety of honors and Advanced Placement (AP) classes, Science Olympiad, Mock Trial, and the ability to challenge a class in order to move on to more advanced material. Concurrent enrollment at a local college is also offered.

Whitney High School has inaugurated a “*Distinguished Scholar Program*” emphasizing honors and AP classes, community service, an academic portfolio, and a high GPA.

Rocklin High School offers “The Science Institute” advising and preparing students for careers in medicine, chemistry, engineering, research and a variety of other science disciplines (including AP Science courses).

What should I do if my child is not performing well in the GATE class/cluster?

The first and best step is to talk to your child’s teacher for insights and ideas. (See *Tips for Parents: Talking with your Child’s Teacher*).

GATE Office Services

The Rocklin Unified School District GATE Office provides a variety of support services to students, parents, teachers and school sites.

- Student testing and identification
- Program planning, implementation and evaluation
- Teacher training
- GATE Advisory Committee
- GATE Parent Night
- Academic Talent Search testing
- Placer County Office of Education Spelling Bee
- Provides memberships for the Math Olympiad Program (currently at Rocklin Elementary and Spring View Middle School) and Destination ImagiNation (currently at Granite Oaks)

Jordan White, Coordinator, State and Federal Programs

(916) 630-3307

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Fax: 916-630-2226

GATE website: rocklinusd.org (Departments/Ed Services/GATE)

PARENT PARTICIPATION

Parents play an important role in the RUSD GATE Program. Their involvement and support make the program stronger and is integral to their child's success in school.

A GATE Program information meeting is held at Rocklin Elementary School each spring for parents new to the GATE Program. This presentation highlights the "cluster" and "self-contained" GATE Program options.

Parents may also serve on the RUSD GATE Advisory Committee.

GATE ADVISORY COMMITTEE

The Rocklin Unified School District's GATE Advisory Committee is composed of parents, teachers, and administrators. The committee meets regularly during the school year. The public is welcome to attend these meetings which are held at the Rocklin Unified School District Administration Office located at 2615 Sierra Meadows Drive. Check district website for meeting dates.

Committee responsibilities include program development, evaluation and monitoring of the district GATE Plan; providing information on outreach activities to parents, students and the community; and advising the Board of Trustees on potential changes to the program.

RESOURCES

WEBSITES FOR PARENTS

California Association for the Gifted

<http://www.cagifted.org/>

Capitol Region GATE Consortium

<http://crgate.org/>

California Department of Education

<http://www.cde.ca.gov/sp/gt/>

<http://www.crgate.org/>

National Association for Gifted Children

<http://www.nagc.org/>

American Association for Gifted Children

<http://www.aagc.org/>

World Council for Gifted & Talented Children

<http://world-gifted.org/>

Academic Talent Search ~ Sacramento State

<http://edweb.csus.edu/Projects/ats/>

Center for Talented Youth ~ Johns Hopkins University

<http://cty.jhu.edu/>

Supporting Emotional Needs of the Gifted

<http://www.sengifted.org/>

The Association for the Gifted ~ The Council for Exceptional Children

<http://www.cectag.org/>

Neag Center for Gifted Education and Talent Development ~ University of Connecticut

<http://www.gifted.uconn.edu/>

Davidson Institute for Talent Development

<http://www.davidsongifted.org/>

Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org/>

Prufrock Press Gifted Education Blog & Gifted Child Info Blog

<http://www.prufrock.com/>

WEBSITES FOR LEARNING & DISCOVERY

A Library of Blue Ribbon Learning Sites

<http://www.kn.pacbell.com/wired/bluewebn/index.cfm>

The Academy of Achievement

<http://www.achievement.org/>

EduHound: Everything for Education K12

<http://www.eduhound.com/>

Filamentality “Learning Web”

<http://www.kn.pacbell.com/wired/fil/index.html>

The Federal Reserve Today

<http://www.federalreserveeducation.org/fed101/index.htm?CFID=4614824&CFTOKEN=71041915>

Chem4kids.com

<http://www.chem4kids.com/index.html>

Young Writers Workshop

<http://www.meddybemps.com/9.700.html>

Science News for Kids

<http://www.sciencenewsforkids.org/>

BOOKS

A Parent's Guide to Gifted Children by James T. Webb, Janet L. Gore, Edward R. Amend, and Arlene R. DeVries

Barefoot Irreverence: A Collection of Writings on Gifted Child Education by James R. Delisle

Being Smart About Gifted Children: A Guidebook For Parents And Educators by Dona J. Matthews and Joanne F. Foster

College Planning for Gifted Students: Choosing And Getting into the Right College by Sandra L. Berger

Coping for Capable Kids (Revised) by Leonora Cohen

Genius Denied: How to Stop Wasting Our Brightest Young Minds by Jan Davidson, Bob Davidson, and Laura Vanderkam

Growing Up Gifted: Developing the Potential of Children at Home and at School (7th Edition) by Barbara Clark

Guiding the Gifted Child (A Practical Source for Parents and Teachers) by James T Webb PhD, Elizabeth A Meckstroth MSW, and Stephanie S Tolan MA

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers by Carol Ann Strip and Gretchen Hirsch

Parent's Guide to Raising a Gifted Child: Recognizing and Developing Your Child's Potential from Preschool to Adolescence by James Alvino

Peak Performance for Smart Kids: Strategies and Tips for Ensuring School Success by Maureen Neihart

Perfectionism: What's Bad About Being Too Good by Miriam, Ph.D. Elliott, Mariam, Ph.D. Adderholdt, and Caroline Price

Raising Your Spirited Child Rev Ed: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, and Energetic by Mary Sheedy Kurcinka

Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child by Karen B. Rogers

Seven Times Smarter: 50 Activities, Games, and Projects to Develop the Seven Intelligences of Your Child by Laurel Schmidt

Smart Boys: Talent, Manhood, and the Search for Meaning by Barbara A. Kerr and Sanford J. Cohn

Smart Girls: A New Psychology of Girls, Women, and Giftedness (Revised Edition) by Barbara A. Kerr

Smart Kids with School Problems: Things to Know and Ways to Help (Plume) by Priscilla L. Vail

Social and Emotional Development of Gifted Children: What Do We Know? by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, and Sidney M. Moon

Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to High School (3rd Edition) by Judith Wynn Halsted

Stand Up for Your Gifted Child: How to Make the Most of Kids' Strengths at School and at Home by Joan Franklin Smutny

The Challenge of Raising Your Gifted Child (3rd Edition) A Guidebook for Parents of Gifted Children available through California Association for the Gifted

The Gifted Kids Survival Guide: A Teen Handbook by Judy Galbraith, James R. Delisle, and Pamela Espeland

The Gifted Kids' Survival Guide: For Ages 10 & Under by Judy Galbraith M.A.

The NAGC Mile Marker Series: Your Road Map to Successfully Support Gifted Children a CD-ROM available through the National Association for Gifted Children

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick

Up for Your Gifted Child by Sally Yahnke, Ph.D. Walker and Caryn Pernu

They Say My Kid's Gifted, Now What?: Ideas for Parents for Understanding and Working with Schools by Richard F. Olenchak

To Be Gifted and Learning Disabled: From Definitions to Practical Intervention Strategies by Susan M. Baum

Why Bright Kids Get Poor Grades And What You Can Do About It: A Six-Step Program for Parents and Teachers by Dr. Sylvia Rimm

*Some of these books are available to borrow from the RUSD Resource Room at the District Office.

Tips for Parents:
Talking with your Child's Teacher



A successful Parent-Teacher Conference should:

- ★ Be a productive two-way exchange of information.
- ★ Be conversational in style.
- ★ Connect the home and school.

Parents can prepare for a Parent-Teacher Conference by:

- ★ Talking to their child everyday about school.
- ★ Making a list of questions to ask and taking it with them.
- ★ Asking their child if there are any questions that he/she would like the parent to ask.

Always:

- ★ Start with the positive.
- ★ Say you have questions.
- ★ Take the lead if necessary (i.e., "I've been looking forward to meeting you and discussing ways to support my child's learning.").
- ★ Avoid becoming defensive.
- ★ Ask for specifics.
- ★ Focus on solutions.
- ★ Take notes.
- ★ Summarize the steps each of you will take to support the child at school and home.
- ★ Set up the next conference time.
- ★ At home, show an active interest in school and provide your child emotional and academic support

School visits are also valuable because they allow parents to:

- ★ See what is going on and get a feel for the class and the teacher
- ★ See their child's successes and achievements.

Contact the teacher when:

- ★ There is a significant family change (a move, divorce, baby, adoption, illness, death)
- ★ There is a behavior change.
- ★ There is a sudden or unexpected drop in grades.
- ★ There is a concern or something doesn't seem right (trust your instincts)

It is Very Important to Keep Communication Lines Open!

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