

REVISED BOARD POLICY

MBUSD

BP 6172 (a)

INSTRUCTION

GIFTED AND TALENTED STUDENT PROGRAM

~~Cautionary Notice: As added and amended by SBX3-4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4-2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB-70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Manhattan Beach USD has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

The Governing Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board *district* shall provide gifted and talented students ~~in grades K-12~~ *with* opportunities for learning commensurate with their particular abilities and talents.

(cf. 0200 - Goals for the School District)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 6000 - Concepts and Roles)

~~The Board shall approve a district plan for gifted and talented education (GATE) which meets criteria established by the State Board of Education for program approval.~~

~~The district's program shall be designed to provide articulated learning experiences across subjects and grade levels and shall be aligned with and extend the state academic content standards and curriculum frameworks.~~

~~(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6178 - Career Technical Education)~~

Identification of Gifted and Talented Students

~~Students may be identified for the GATE program on the basis of demonstrated or potential abilities in any one or more of the following categories: (Education Code~~

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~~52202; 5 CCR 3822)~~

- ~~1. Intellectual Ability: The student demonstrates extraordinary or potential for extraordinary intellectual development.~~
- ~~2. High Achievement: The student consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.~~
- ~~3. Creative Ability: The student characteristically perceives unusual relationships among aspects of the student's environment and among ideas, overcomes obstacles to thinking and doing, and/or produces unique solutions to problems.~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)
(cf. 6142.6—Visual and Performing Arts Education)~~

Instructional Components

~~The district's GATE program may include part time groupings and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (Education Code 52206)~~

~~(cf. 5123—Promotion/Acceleration/Retention)
(cf. 6141.5—Advanced Placement)
(cf. 6146.11—Alternative Credits Toward Graduation)
(cf. 6158—Independent Study)
(cf. 6172.1—Concurrent Enrollment in College Classes)
(cf. 6176—Weekend/Saturday Classes)
(cf. 6177—Summer School)~~

~~GATE students may regularly participate, on a planned basis, in special counseling or instructional activity during or outside of the regular school day in order to benefit from additional educational opportunities not provided in the regular classroom. (5 CCR 3840)~~

~~(cf. 6164.2—Guidance/Counseling Services)~~

~~In addition, the district may provide specialized services designed to assist underachieving, linguistically diverse, culturally diverse, and/or economically~~

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~~disadvantaged GATE students to achieve at levels commensurate with their abilities. (5 CCR 3840)~~

~~(cf. 5145.3—Nondiscrimination/Harassment)~~

~~(cf. 6174—Education for English Language Learners)~~

~~The district's GATE program shall include an academic component and, as appropriate, instruction in basic skills for each student. (Education Code 52206)~~

~~The district's GATE program shall include an academic component and, as appropriate, instruction in basic skills for each student. (Education Code 52206)~~

~~The district's program shall support the social and emotional development of GATE students in order to increase responsibility, self-awareness, and social awareness and adjustment.~~

~~Staff development shall be provided to support teachers of GATE students in understanding the unique learning styles and abilities of these students and in developing appropriate instructional strategies.~~

~~(cf. 4131—Staff Development)~~

Advisory Committee

~~The Superintendent or designee shall appoint an advisory committee to support the needs of the GATE program and to assist in program planning, implementation, and evaluation. The committee shall include the district's program coordinator, certificated staff, parents/guardians of GATE students, community members, and students as appropriate.~~

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 6020—Parent Involvement)~~

Program Evaluation

~~The Board shall annually review the progress of students enrolled in the district's GATE program and administration of the program using methods identified in the district's GATE plan, and may require modifications in the program as indicated by the results of this review. (5 CCR 3831)~~

~~(cf. 0500—Accountability)~~

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~~(cf. 6162.5 - Student Assessment)~~
~~(cf. 6162.51 - Standardized Testing and Reporting Program)~~
~~(cf. 6162.52 - High School Exit Examination)~~
~~(cf. 6190 - Evaluation of the Instructional Program)~~

The Superintendent or designee shall identify students for the district's gifted and talented educational opportunities on the basis of demonstrated or potential intellectual development, creative ability, consistently high achievement levels, academic ability in particular subject area(s), leadership ability, and/or performing arts, visual arts and/or physical athletic talents.

The Superintendent or designee shall provide all eligible students, including economically disadvantaged students, English learners, and students of varying cultural backgrounds, with full opportunities to participate in the gifted and talented activities and programs and will provide special counseling or services as necessary to help such students to succeed in these activities and programs.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6174 - Education for English Language Learners)

The district's gifted and talented educational programs and activities shall be designed to provide articulated learning experiences across subjects and grade levels and shall meet or exceed state academic content standards and curriculum frameworks.

(cf. 6011 - Academic Standards)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6178 - Career Technical Education)

Educational opportunities in the district's gifted and talented program(s) may include:

1. Special day classes which are designed to meet specific academic needs of gifted and talented students and are appropriately differentiated from other classes in the same subjects at the school

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2. Part-time groupings, in which students attend classes or seminars that are organized to provide advanced or enriched subject matter for a part of the school day

3. Cluster groupings, in which students are grouped within a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher

4. Independent study supervised by a certificated district employee and offered through special tutors or mentors or through enrollment in correspondence courses pursuant to Education Code 51740 and 5 CCR 1633

(cf. 6158 - Independent Study)

5. Acceleration, in which students are placed in grade levels 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

(cf. 5123 - Promotion/Acceleration/Retention)

6. Opportunities to attend classes conducted by a college or community college

(cf. 6172.1 - Concurrent Enrollment in College Classes)

7. Advanced Placement classes or honors classes

(cf. 6141.5 - Advanced Placement)

8. Supplemental educational activities which augment students' regular educational programs in their regular classrooms and may include the use of advanced materials and/or provide special opportunities from persons other than the regular classroom teacher

In addition, the district's program(s) and activities shall support the social and emotional development of gifted and talented students in order to promote student engagement in school.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

Staff development shall be provided as needed to support teachers in understanding the

unique learning styles and abilities of gifted and talented students and in developing
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appropriate instructional strategies.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)

As appropriate, the Superintendent or designee may involve certificated staff, students, parents/guardians, and community members in the planning, implementation, and evaluation of the gifted and talented program(s) and activities.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall report, as needed, to the Board regarding the progress of students enrolled in the district's gifted and talented program(s) and activities. Reports may include, but are not limited to, student achievement test results, school attendance, and feedback from program staff and participants.

(cf. 0500 - Accountability)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

37223 Weekend classes for mentally gifted minors

~~41500-41573 Categorical education block grants~~

48800-48802 Enrollment of gifted students in community college

51740 Instruction by correspondence

51745-51749.3 Independent study programs

~~52200-52212 Gifted and talented education program~~

~~52800-52887 School-Based Program Coordination~~

~~64000 Categorical programs included in consolidated application~~

~~64001 Single plan for student achievement, consolidated application programs~~

52060-52077 Local control and accountability plan

76000-76002 Enrollment in community college

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1633 Instruction by correspondence
~~3820-3870 Gifted and talented education program~~

Management Resources:

~~CALIFORNIA ASSOCIATION FOR THE GIFTED PUBLICATIONS~~

~~GATE Standards Workbook: A Guide to Design, Improve and Assess Gifted Programs, 2005~~

~~Meeting the Standards: A Guide to Developing Services for Gifted Students, 2002~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Gifted and Talented Education Program Resource Guide, rev. 2005~~

~~Recommended Standards for Programs for Gifted and Talented Students, rev. 2005~~

WEB SITES

CSBA: <http://www.csba.org>

California Association for the Gifted: <http://www.cagifted.org>

~~California Department of Education, Gifted and Talented Education:~~

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

Council for Exceptional Children, The Association for the Gifted (CEC-TAG):

<http://www.cectag.org>

National Association for Gifted Children: <http://www.nagc.org>

Policy MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

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REVISED ADMINISTRATIVE REGULATION

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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. (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 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)~~

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~~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)~~

~~Postsecondary 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)~~

~~(cf. 6172.1—Concurrent Enrollment in College Classes)~~

~~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 *may* appoint a district coordinator for the gifted and talented education ~~(GATE)~~ program(s) *and activities* 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~~ *for* each school site, *a gifted and talented program coordinator* who shall be responsible for implementation of program *and activity* services at that school site.

Program Plan

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~~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)~~

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)~~

Students may be recommended for the ~~GATE~~ ***gifted and talented*** program(s) ***or activities*** by administrators, teachers, counselors, other staff, or parents/guardians. Parent/guardian consent shall be obtained before administering any assessments for the sole purpose of identifying students for this program ***or for placing a student in the program.***

The Superintendent or designee shall select students ~~shall be selected~~ for the program based on their demonstrated or potential ability for high performance in categories identified by the ***Governing*** Board, as evidenced by any of the following indicators: ~~(5 CCR 3823)~~

1. School, class, and individual student records
2. Individual tests, ~~administered by district certificated personnel~~ ***including summary and evaluation by a credentialed school psychologist***
3. Group tests ~~administered by district certificated personnel~~
4. Interviews and questionnaires of teachers, parents/guardians, and others
5. Student products ***portfolios***

~~(cf. 5121—Grades/Evaluation of Student Achievement)~~

~~(cf. 6162.5—Student Assessment)~~

~~(cf. 6164.2—Guidance/Counseling Services)~~

6. ***Opinions of professional persons***

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

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(cf. 6162.5 - Student Assessment)

(cf. 6164.2 - Guidance/Counseling Services)

~~Final determination of a student's eligibility shall be made by the Superintendent or designee. (5 CCR 3824)~~

The Superintendent or designee shall base his/her **selection** decisions 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 **and/or other expert**. ~~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 **when** necessary to resolve any differences in assessment and recommendations. **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.** ~~(5 CCR 3824)~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6174 - Education for English Language Learners)

~~In reviewing evidence of a student's abilities, the Superintendent or designee also shall consider the economic, linguistic, and cultural characteristics of students' background and, when appropriate, studies of the factors contributing to the student's underachievement, including handicapping or disadvantaged conditions. (5 CCR 3823)~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 6174 - Education for English Language Learners)~~

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

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~~The Superintendent or designee shall consider identifying for the district's GATE program any~~ *A student who has transferred from another district in which he/she was identified as a GATE student. (Education Code 52202; 5 CCR 3831)* *transfers into the district may be considered for the district's gifted and talented program(s) or activities if he/she was identified as a gifted and talented student in his/her previous district or school or is recommended for the program. The Superintendent or designee may verify that the gifted and talented program(s) or activities would be an appropriate placement for the student by examining evidence of the student's abilities based on any of the indicators listed above.*

Because students who do not initially meet district criteria for the ~~GATE~~ gifted and talented program(s) and activities 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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