

Stanislaus Union School District



G.A.T.E. Handbook ***(Gifted and Talented Education)***

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I. 5 Pillars of GATE

**All definitions are direct quotes from the “[Gifted and Talented Education \(GATE\) Service Guide](#)”.*

- A. **Depth:** Depth is the degree of sophistication and intricacy related to a topic, subject, or discipline. The degree of sophistication transcends the grade level and is defined by the concepts and processes that underlie the meaning of the content or skill.
- B. **Complexity:** Complexity is recognizing the intricacies of a topic, subject, or discipline. Complexity is defined by the multiple levels of connections that are interwoven and comprise a concept or process.
- C. **Novelty:** Novelty is the introduction of the divergent (creative, unique, unusual) characteristics that underscore the meaning of content or processes.
- D. **Acceleration:** Acceleration may occur when students are placed in grades or classes more advanced than those of their chronological age group and receive special counseling, mentoring, and/or instruction outside of the regular classroom in order to facilitate their advanced work. Alternatively, this may occur inside the classroom where the student receives access to content or coursework that extends the grade-level standards. Acceleration can also be a curricular modification that includes depth, complexity, or novelty.
- E. **Enrichment Activities:** Students remain in their regular classrooms but participate in supplemental educational activities planned to augment their regular educational services. In these supplemental educational activities, the students use advanced materials and/or receive special opportunities from persons other than the regular classroom teacher. Enrichment activities are not intended to replace access to other defined services throughout the school day and are not designed to be the sole option for students who are gifted and talented.

II. Admission Policy

- A. All 2nd-grade students, new students to SUSD, and students who have requested a retest by meeting the requirements detailed in the retest policy will take the GATE placement evaluation.
 - 1. *Waitlisted students who do not gain entry during the GATE placement process, will be automatically reconsidered the following year.*
- B. Students will be ranked based on the percentile received on the GATE placement evaluation.
 - 1. *Students with a percentile score of 80 or higher will be accepted in the ranked order up to 28 students per class. Students in this percentile will be placed on the waitlist if the class*

is full in the same ranked order.

2. *Students in the 75-79 percentile range will be considered, as space permits. These students will be considered along with other data points, including but not limited to iReady Math and ELA, SBAC ELA and Math, and current teacher of record feedback.*
3. *Student percentile score will be provided to guardians upon request to the district GATE Coordinator.*

III. Retest Policy

- A. A student can take the GATE assessment again *if* it has been 12 months since the previous test, recommended by the teacher of record, at or above grade-level on iReady Math and Reading, and meeting or exceeding score on CAASPP in both math and reading. The retesting will take place during the regularly scheduled GATE testing window as arranged by the administration at each site.
- B. Students of families who have declined placement when offered a spot will only be retested upon request.

IV. Guesting Policy

- A. General education students on the Agnes Baptist campus may be guested into a GATE classroom for selected subjects at the discretion of the teacher of record and GATE teacher.
 1. *This option is not consistently available as many variables must be taken into consideration.*
 2. *The district currently offers Depth and Complexity training to all SUSD teachers. Additionally, coaching support is presently available to all SUSD teachers who are implementing Depth and Complexity.*

V. Program Student Requirements

- A. Participation and completion of GATE-specific projects and expectations include, but not limited to, completion of major classroom assignments, National History Day Project (NHD) and STEM Expo Project.
 1. *A list of specific projects and expectations per grade level will be provided by the classroom teacher upon request.*

2. *Students must demonstrate active participation in the process of creating the final product by meeting deadlines and showcasing improvements and revisions over time.*
- B. Ability to sustain rigorous and/or accelerated instruction.
1. *These are some of the key pillars of the program as outlined in the 5 Pillars of GATE section. Students are taught and supported in developing these skills.*
- C. Consistent Academic Performance (rubric 2 or better, C- or better)
1. *Students will not be reassigned for struggling in a particular subject area or skill. However, academic performance is one factor considered when determining the best academic placement for students.*

VI. Reassignment Policy

- A. If students are exited during the year, they must be exited during the first trimester. All other students will be exited at the end of the school year.
1. *6th-grade students may only be exited at the end of the first trimester. Students placed on probation in 6th grade after the first trimester will not be recommended for honors unless they meet the expectations discussed at the probation meeting (pending board approval of updated process for determining honors placement).*
 2. *Students will not be reassigned to a general education classroom solely on behavioral challenges.*
- B. 3-Step Reassignment Process

Step 1: Initial Concern Notification and Data Collection

The **Teacher of Record** is responsible for initiating the process by documenting the student's failure to meet Program Student Requirements (see Program Student Requirements) and notifying key stakeholders.

- **Notification:** The Teacher of Record will send a formal electronic notification (email) to the **GATE Team, Site Principal, and District GATE Coordinator** that a student is demonstrating significant concerns.
- **Required Data:** The notification must include, at minimum, the following supporting documentation:
 - Specific Program Student Requirement(s) the student is failing to meet.
 - A summary of previous informal intervention strategies attempted by the teacher.
- **Timeline:** This notification should occur immediately upon recognition of chronic non-compliance.

Step 2: Parent/Guardian Initial Meeting and Academic Probation

The purpose of this meeting is to formally communicate the concerns, establish an intervention plan, and place the student on Academic Probation.

- **Scheduling:** The Teacher of Record, in collaboration with a **Site Administrator** (or designee), will schedule a formal meeting with the student's Parent/Guardian.
- **Meeting Agenda & Documentation:**
 - **Discussion of Concerns:** Review the specific documented evidence and the Program Student Requirements.
 - **Intervention Plan:** Discuss and document specific **Support Strategies** that will be implemented for a period of **6 weeks**. This plan must be documented on a formal **GATE Academic Probation Contract/Form**.
 - **Collaborative Effort:** The academic probation plan will outline responsibilities of student, teacher, and family to ensure student success.
 - **Formal Probation:** The student is formally placed on **Academic Probation**. The Parent/Guardian and the school team members present must sign the Academic Probation Contract/Form.
- **Probationary Period Note:** A 6-week probationary period may continue into the next school year, but the clock must be paused during non-instructional periods (e.g., summer break).
- **Non-Attendance Clause:** If the Parent/Guardian fails to attend the scheduled meeting(s) after documented, good-faith attempts by the school to schedule and provide notice (minimum of two attempts), the meeting will be considered formally held in absentia. The Site Administrator will sign the GATE Academic Probation Contract/Form on behalf of the school and mail a copy to the parent.

Step 3: 6-Week Intervention and Monitoring Period

During the 6-week period, the Teacher of Record will track the student's response to the implemented Support Strategies.

- **Implementation:** The Teacher of Record ensures the consistent application of the documented Support Strategies.
- **Monitoring:** The Teacher of Record collects weekly data specifically related to the goals outlined in the Academic Probation Contract/Form.
- **Communication:** Regular (at least bi-weekly) communication regarding the student's progress should be maintained with the Parent/Guardian via email or preferred contact method.

Step 4: Follow-up Meeting and Outcome Determination

The purpose of this meeting is to review the progress data and determine the final outcome of the probationary period.

- **Scheduling:** The Teacher of Record, in collaboration with a **Site Administrator**, will schedule a follow-up meeting with the student's Parent/Guardian to occur promptly after the completion of the 6-week period.
- **Review:** The team will review the student's progress over the full 6-week time period against the criteria set in the Academic Probation Contract/Form.
- **Possible Outcomes:** The team will determine one of the following official outcomes:
 - **A.Probation Lifted:** Student has met the requirements of the contract. The student is removed from formal probation but remains subject to standard program requirements.

- **B. Another 6 Weeks of Academic Probation:** Student has shown some, but insufficient, progress.
 - A new **GATE Academic Probation Contract/Form** with revised, specific goals will be created, requiring a subsequent follow-up meeting.
 - **CRITICAL LIMITATION:** This option may only be granted if the student has been placed on Academic Probation no more than two times during their enrollment in the GATE program (i.e., the student may be on probation for the first or second time only).
 - If a student has to be placed on academic probation for a third time, they will stay on academic probation for their duration in the GATE program.
- **C. Reassignment to a General Education Classroom:** Student has failed to meet the requirements of the probation contract, **OR** the student has reached the **two-probationary-period limit** (as specified in Outcome B). The student will be formally reassigned out of the GATE program. The Site Administrator will oversee the student's transition plan.

Maximum Probationary Periods: A student may be placed on formal Academic Probation a maximum of **two times** throughout their enrollment in the GATE program (Grades 3-6). If a student fails to meet the requirements during the second probationary period, they will be subject to automatic Reassignment (Outcome C).

VII. Readmission Policy

- A. A student who has been exited from the program will not be considered for re-entry.
 - 1. *A student who has voluntarily exited the program while going through the reassignment process will not be considered for re-entry.*
- B. Students who have left the GATE program voluntarily can potentially re-enter the program by requesting to be assessed again during the testing window. Students will be ranked as outlined in the admission policy.

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