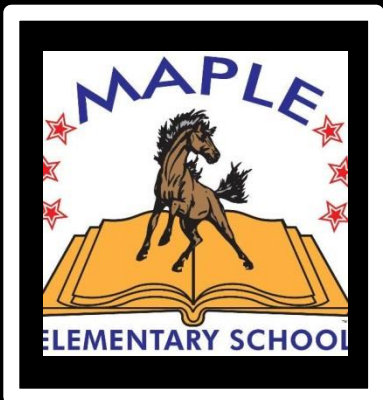
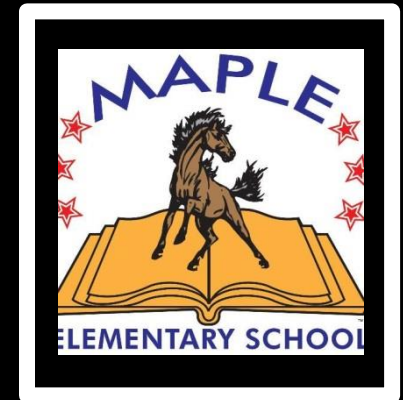


MAPLE GATE MEETING



OCTOBER 1, 2015



WELCOME



DR. JUAN M. SANTOS

PRINCIPAL

JSANTOS@CONEJOUSD.ORG

MRS. ANNE-MARIE CAVANAH

TEACHER & GATE ADVISOR

ACAVANAH@CONEJOUSD.ORG

MRS. KARRIE MARKRUD

GATE PARENT REP

KARRBEARY@ME.COM

AGENDA

I. GATE TEAM ROLES

II. REFERRALS AND IDENTIFICATION

III. AFTER SCHOOL ENRICHMENT ACTIVITIES

IV. LEAD TIME

I. MAPLE'S GATE PLAN

IV. PARENT SUPPORT

V. RESOURCES

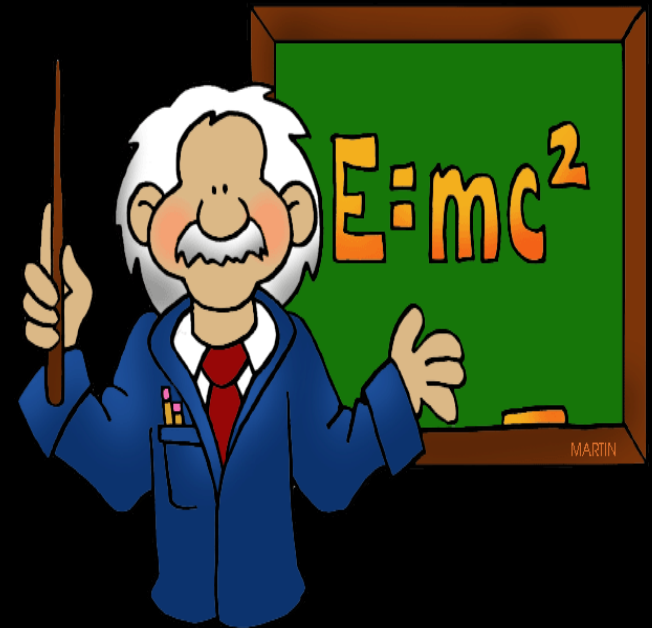
IV. QUESTIONS



GATE TEAM ROLES

GATE FACILITATOR ROLE

- ASSIST TEACHERS WITH GATE CLASSROOM STRATEGIES
- PROVIDE GATE PARENTS THE FOLLOWING:
 - ARTICLES
 - RESOURCES
- ATTEND MONTHLY MEETINGS WITH DR. CASTRO



GATE DAC REP. ROLE

- **SERVE AS LIAISON BETWEEN PARENTS, SCHOOL AND DISTRICT**
- **PROVIDE GATE PARENTS THE FOLLOWING:**
 - **ARTICLES**
 - **RESOURCES**
- **ATTEND MONTHLY MEETINGS WITH DR. CASTRO**
- **REPRESENT PARENTS ON SSC**



PRINCIPAL ROLE

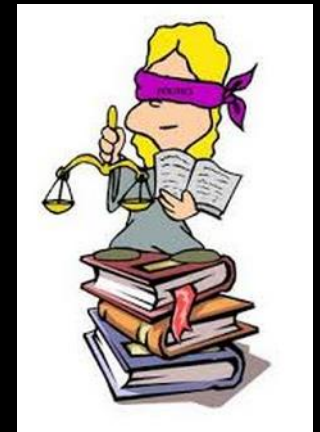
- **ENSURE DIFFERENTIATION TAKES PLACE**
- **IMPLEMENT PROGRAMS AND ACTIVITIES**
- **ASSIST WITH BUDGET NEEDS**
- **FORMULATE GATE PLAN**



GATE REFERRALS AND IDENTIFICATION

REFERRAL/IDENTIFICATION

- Teacher and/or parent request for GATE referral.
- Teacher completes GATE referral forms. Parent might be asked to write a letter to explain the reason for referral.
- Referral Deadline: **TBA (Usually Dec.)**
- Group Testing Dates: **TBA (Usually Jan and Feb)**
- Individual follow-up testing as needed.
- Parent & school notified of results in **TBA** School clusters students in Summer/Fall when making classes.
- Teacher, parent, & student write ILP in October and monitor progress throughout the year.



GUIDELINES FOR GATE REFERRALS

BRIGHT CHILD

Knows the answers

Is interested

Is attentive

Has good ideas

Works hard

Answers the questions

Top group

Listens with interest

Listens with ease

6-8 repetitions for mastery

Understands ideas

Absorbs Information

Enjoys peers

Good memorizer

Technician



GIFTED LEARNER

Asks the questions

Is highly curious

Is mentally & physically involved

Has wild, silly ideas

Plays around, yet tests well

Discusses in detail, elaborates

Beyond the group

Shows strong feelings & opinions

Already knows

1-2 repetitions for mastery

Constructs abstractions

Manipulates Information

Enjoys adults

Good guesser

Inventor

MYTHS ABOUT BEING GIFTED

- HIGH ACADEMIC PERFORMANCE
- COMPLETES ASSIGNMENTS QUICKLY
- COMPLETES ALL WORK ALL THE TIME
- WELL ORGANIZED
- PERSISTENT
- EXCELLENT SOCIAL & PEER RELATIONSHIPS
- HIGHLY VERBAL
- RESPONDS IN MATURE WAYS
- VERY CONCERNED ABOUT DETAILS
- SELF MOTIVATED
- NEVER “LAZY”



**AFTER SCHOOL
ENRICHMENT PROGRAM**

AFTER SCHOOL ENRICHMENT

Program Dates:

11/2 – Thousand Oaks Acorn

12/14 – Midtown Veterinary Clinic

1/12 – TBD

2/18 – Ronald Reagan Museum (tentative)

3/22 -- TBD

4/26 – California Wildlife Center (tentative)

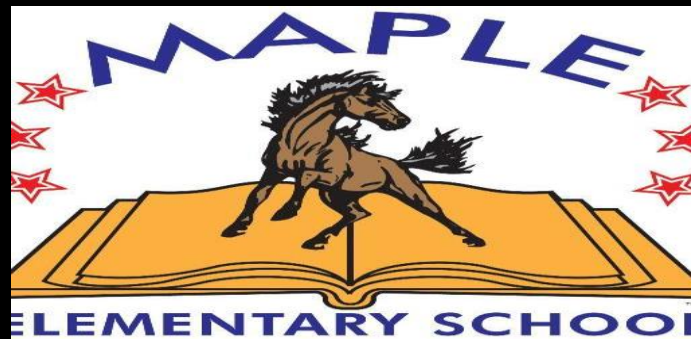


LEAD TIME

LEAD TIME

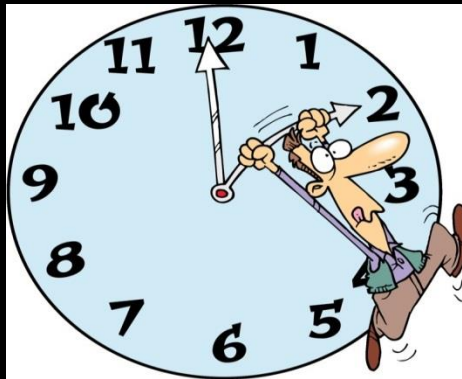
Students are grouped to address individualized needs.

RTI takes priority over enrichment.



TIME FRAME

- **MONDAY – FRIDAY**
- **8:20 – 8:50 A.M. (30 MINUTES)**



MAPLE'S GATE PLAN

MAPLE'S GATE PLAN

- **INDIVIDUALIZED LEARNING PLANS**
- **DIFFERENTIATED LEARNING**
- **LEAD TIME**
- **AFTER SCHOOL ENRICHMENT ACTIVITIES**
- **TECHNOLOGY: IXL, RAZ KIDS**
- **PARENT MEETINGS**

MAPLE'S SITE PLAN GOALS FOR GATE STUDENTS

- TO ACHIEVE IN ACADEMIC AREAS TO LEVELS COMMENSURATE WITH ABILITIES.**
- TO DEVELOP CRITICAL, PROBLEM-SOLVING, AND CRITICAL THINKING SKILLS.**
- TO ENHANCE SELF-ESTEEM AND RELATED AREAS IN THE AFFECTIVE DOMAIN.**
- TO DEVELOP ORGANIZATIONAL AND STUDY SKILLS.**
- TO DEVELOP RESEARCH/REFERENCE SKILLS.**
- TO DEVELOP ABILITIES IN THE AREAS OF VISUAL AND/OR PERFORMING ARTS.**

MAPLE'S GOALS

GOALS	OBJECTIVES
* To increase <u>communication</u> between parents and staff regarding the GATE program at Maple.	* Form a Gifted and Talented (GATE) committee to address the needs of gifted talented students in the school.
* To allocate <u>resources</u> to support the GATE program at Maple.	* Ensure gifted and talented provisions are supported by appropriate budgets and resources.
* To create a <u>partnership</u> with parents to enrich and extend GATE students at Maple.	* Actively engage parents in extending provisions for gifted and talented learners.
* To provide <u>training</u> and <u>support</u> for teachers to assist them with meeting the needs of their GATE students at Maple.	* Build staff capacity to improve the teaching, learning and attainment of gifted and talented learners.
* To meet the <u>needs</u> of GATE students by clustering them and using instructional strategies.	* Ensure there is effective provision for GATE students in the classroom.
* To meet the <u>deadlines</u> and <u>policies</u> set forth by the district in terms of the GATE program.	* Plan elements of gifted and talented provision to clear objectives and regularly evaluate performance.

PARENT SUPPORT

NURTURING VS. PUSHING

Nurturing relies on child's interests and abilities.

Pushing relies on parent's interests and abilities.

Nurturing provides opportunities to develop interests and abilities.

Nurturing provides exposure to new areas.

Nurturing requires encouragement not forcing.

“All children need to know they are loved for who they are and not for their abilities. This is especially important for gifted children, whose abilities are exceptional, because parents often feel it is essential for those abilities to be maximized, often regardless of the children’s feelings and desires.”

(Thompson & Nelson, 2001)



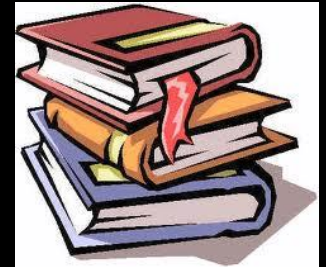
RESOURCES

ONLINE RESOURCES

- ODYSSEY OF THE MIND [WWW.ODYSSEYOFTHEMIND.ORG](http://www.odysseyofthemind.org)
- SUPPORTING EMOTIONAL NEEDS OF THE GIFTED
[WWW.SENGIFTED.ORG](http://www.sengifted.org)
- CALIFORNIA ASSOCIATION FOR THE GIFTED
[WWW.CAGIFTED.ORG](http://www.cagifted.org)
- HOAGIES' GIFTED EDUCATION PAGE [WWW.HOAGIESGIFTED.ORG](http://www.hoagiesgifted.org)
- NATIONAL ASSOCIATION FOR GIFTED CHILDREN [WWW.NAGC.ORG](http://www.nagc.org)
- CONEJO VALLEY UNIFIED SCHOOL DISTRICT
[HTTP://WWW.CONEJOUSD.ORG/INSTRUCTION/STUDENT SUPPORT SERVICES/GATE.ASPX](http://www.conejousd.org/instruction/student-support-services/gate.aspx)

ADDITIONAL RESOURCES

- ***A PARENT'S GUIDE TO GIFTED CHILDREN***
 - BY: JAMES WEBB PHD ET AL
- ***THE GIFTED KIDS SURVIVAL GUIDE (FOR AGES 10 AND UNDER)***
 - BY: JUDY GALBRAITH AND JIM DELISLE
- ***THE WAY THEY LEARN***
 - BY: CYNTHIA ULRICH TOBIAS
- ***"MELLOW OUT" THEY SAY. IF I ONLY COULD:
INTENSITIES AND SENSITIVITIES OF THE YOUNG AND BRIGHT***
 - BY: MICHAEL M. PIECHOWSKI



LOCAL GATE SUPPORT

- **DISTRICT GATE PARENT MEETINGS**
- **TRI-COUNTY GATE COUNCIL (TRI-COUNTYGATE.ORG)**
 - AN AFFILIATE OF THE CALIFORNIA ASSOCIATION FOR THE GIFTED (CAG).
 - PARENTS, EDUCATORS, AND COMMUNITY MEMBERS ARE WELCOME TO ATTEND MONTHLY MEETINGS, WHERE INFORMATION AND RESOURCES ARE SHARED.



QUESTIONS

