

2008-09

Gifted and Talented Education (GATE) Program Application

Send original to be postmarked by <u>June 15, 2008</u>, to: GATE Program Mathematics and Science Leadership Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901 Information: Application: (916) 323-5847 Program: (916) 323-5505	LEA Name and Mailing Address: El Tejon Unified School District
	P.O. Box 876
	Lebec _____ CA _____ 93243
	County: <u>Kern</u> County-District Code: 15-75168

Person Completing Application: Printed Name: <u>Paula Harvey</u> Title: <u>Coordinator of Curriculum and Programs</u> Phone: <u>661-248-6247</u> Ext.: <u>2</u> Fax: <u>661-248-6714</u> E-mail: <u>pharvey@el-tejon.org</u>	Local Governing Board Approval: The local governing board has determined the most appropriate educational program for participating students (<i>California Education Code [EC] Section 52206</i>). Date or anticipated date of local governing board approval of GATE application: <u>June 11, 2008</u>
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Superintendent's Signature and Certification: I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete. <u>Shelly Mason</u> Printed Name of Superintendent Phone: <u>661-248-6247</u> Ext.: <u>5</u> Fax: <u>661-248-6714</u> E-mail: <u>smason@el-tejon.org</u> _____ Signature of Superintendent Date	Parent Participation: The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (<i>CCR, Title 5 Regulations, Section 3831[j]</i>). Optional: Signature of parent member on District GATE Advisory Committee or School Site Council. _____ Signature Date
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Check all that apply:

- LEA application includes one or more charter schools
- GATE included in School-Based Coordinated Programs
- LEA participates in GATE Consortium: Lead _____
- Indirect costs do not exceed 3 percent.

District Enrollment: 1,300 **Number of GATE Students:** 70
Grade Levels: **K-12**

For CDE Office Use Only:

- Budget explanation
- Excessive carryover
- Meets Standards for: 1-Year 2-Year 3-Year 5-Year
- Denied _____
- Resubmitted _____

Reviewer(s) _____ Date _____

Proposed Budget Plan for 2008-09

Code	Classification	GATE Apportionment	Other Funding	Explanation
1000	Certificated Personnel Salaries	6,662		Stipends for teachers for GATE activities and coordinator
2000	Classified Personnel Salaries			
3000	Employee Benefits	625		Benefits costs
4000	Book and Supplies (including computer software)	6,000		Instructional resource materials
5000	Other Services and Other Operating Expenditures	5,000		Staff Development; CAG conference attendance
	Subtotal			
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, excludes Capital Outlay)			
	TOTAL PROPOSED BUDGET	18287		
	Amount of GATE Carryover funds and description of how carryover will be spent	0		

School-Based Coordinated Programs

If LEA includes GATE in any site-level School-Based Coordinated Programs (SBCPs), please provide the names of the schools participating and the amount of GATE funds allocated to each site. Attach additional lists as needed.

School	GATE Funds	School	GATE Funds
Frazier Park Elementary School	2218		
El Tejon School	11304		
Frazier Mountain High School	5,000		

GATE PROGRAM SERVICES

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

PROGRAM SERVICES (Select at least one)	Primary	Upper Elementary	Middle School	High School
Special Day Classes:				
Part-time Groupings:	x	x		
Cluster Groupings:			x	x
OTHER PROGRAM SERVICES				
Acceleration:	x	x	x	x
Honors:				x
Advanced Placement:				x
International Baccalaureate:				
Independent Study:				x
Postsecondary Education:				x
Enrichment (Pull-out/Before/After School/Saturday Classes):		x		x
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils		x	x	x
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

STUDENT IDENTIFICATION CATEGORIES

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (EC 52202) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board must concentrate part of its curriculum on providing pupils with an academic component. (EC 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

<input type="checkbox"/> Intellectual Ability	<input type="checkbox"/> High Achievement	<input type="checkbox"/> Specific Academic Ability	<input type="checkbox"/> Leadership Ability
<input type="checkbox"/> Creative Ability	<input type="checkbox"/> Visual and Performing Arts	Other _____	

I. Provide a brief overview of your district, i.e., location; enrollment; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the district's GATE program. (Limit to one page)

The El Tejon Unified School District is a K-12 district located in the Tehachapi Mountains, south of Bakersfield and north of Santa Clarita. The District serves approximately 1,350 students who come from seven residential communities – Lebec, Frazier Park, Lake of the Woods, Pinion Pines, Lockwood Valley, Cuddy Valley and Pine Mountain Club. With few exceptions, students are bussed to their respective campuses – Frazier Park School (K-3), El Tejon School (4-8), Frazier Mountain High School and Continuation High School (9-12). Additionally, El Tejon District Office serves the Pine Mountain Learning Center, a charter school. The ethnic make-up of the students is 83% White, 14% Hispanic and 3% other. English language learners comprise 10% of the student population. We have approximately 40% of our students on Free and Reduced Lunch Program. Currently, there are approximately 58 full-time teachers and the five schools share the services of a school psychologist, district nurse, and speech & language pathologist.

The District believes that all students deserve an education that challenges them to meet their potential. The District provides gifted and talented students opportunities for learning commensurate with their particular abilities and talents. The District has established a Board policy and Administrative Regulations (BP6172 and AR6172) that define the Gifted and Talented Program and the identification of GATE students. The full participation of eligible students is ensured regardless of their ethnic, cultural, linguistic, or economic background.

The District GATE Advisory Committee involves teachers, parents, administrators and community members in the design, development, and evaluation of the district GATE program. Each school site determines how best to meet the needs of the GATE students and writes their plans within a section of their SPSA plans.

II. Provide a response that describes the districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit to four pages for each program area)

Section 1: Program Design

El Tejon Unified School District Mission Statement:

"The El Tejon Unified School District, in partnership with the community, will educate students in a safe and challenging environment that links learning to life."

The GATE program is one avenue for ensuring the success of students, by creating eligibility criteria for a broad range of students who demonstrate an advanced level in academics, extraordinary leadership, exceptional achievement, creative ability, exceptional talent in visual and performing arts, and the ability to creatively overcome obstacles and problem solve.

The district is committed to providing all eligible students with enrichment opportunities and integrated curricular activities that challenge each student's intellectual ability. El Tejon District's comprehensive GATE plan includes administrative groupings and structures, articulation with general education curriculum and a high level of student and parent involvement encapsulated in the Individual Learning Plans created for each GATE student. In each of these areas, which are aligned with the "California Recommended Standards Programs for Gifted and Talented Students," this district has implemented a continuous improvement model so that delivery of services is at all times improving as we seek excellence in education.

The El Tejon USD GATE program is designed to meet the needs of the gifted learners within the confines of a small school district. A flexible system of program options is provided in order to deliver a continuum of appropriate curricular and instructional services to gifted learners. Curriculum for GATE students is differentiated to meet, and in most cases, exceed State academic standards. GATE students are cluster-grouped within the regular junior high school and high school setting, and received appropriately differentiated activities from the regular classroom teacher as an integral part of each school day. In Elementary classrooms, part-time groupings allow for differentiation and opportunities to work with other GATE students. At the high school, GATE students are provided with opportunities to participate in honors programs and advanced placement as well as After-School activities such as Robotics and Academic Decathlon.

This will avail GATE student of the opportunity to make continuous progress at a rate and level commensurate with their abilities, while being provided with the necessary intellectual peer interaction. The K-12 GATE program is coordinated to be comprehensive, structured and sequenced between, within, and across grade levels.

The program is augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. Enrichment activities such as music, poetry, art, drama, leadership, computer technology, math design, and math exploration continue to be offered during the school day as electives and/or after-school programs to supplement students' regular and differentiated educational programs throughout grades K-12.

At the high school level, honors classes will continue to be available to GATE students. Some high school classes, such as English/language arts and social studies offer GATE services through cluster groupings and differentiated curriculum, intellectual peer interaction using cooperative, thematic projects and imbedded support guidance from academy teachers. In 2008, we will begin offering an Advanced Placement English class.

Section 2: Identification

Standard 2.1 The nomination/referral process is ongoing and includes students K-12.

Students in K-2 classes are observed for potential in GATE and are served through the GATE program by differentiating curriculum and enrichment programs. Students are not formally identified as GATE until second grade.

Student referrals are actively sought from teachers and parents. Teachers and parents may nominate students and referral forms are available at each school site. All teachers receive training and information about the nomination process, including characteristics of the gifted learner and recommendations are solicited from them. Teachers and administrators receive yearly training in the identification process. The school site principals or their designees meet with parents of identified GATE students and provide information and orientation regarding student placement and participation options.

Standard 2.2 An Assessment/identification process is in place to ensure all potentially gifted students are appropriately assessed for identification as gifted students.

Students are screened for the GATE program based upon their demonstrated or potential ability for high performance in the areas of:

1. **Intellectual Ability** – students whose general mental development is significantly accelerated beyond that of their chronological peers,
2. **High Achievement** – students who consistently produce ideas or products of excellence and achieve superior levels on standardized tests over time,
3. **Visual and Performing Arts** – students who consistently function at an advanced level in the visual and/or performing arts.

The economic, linguistic and cultural characteristics of students' backgrounds are taken into account when considering the above evidence. The diversity of the District's student population is reflected in the district GATE population and the District actively seeks referrals among underrepresented populations.. No one area can qualify a student for consideration for GATE placement. Multiple sources are used to determine eligibility for program placement.

Multiple measures are used to determine GATE eligibility including the following:

1. School, class, and individual student records including portfolios of student work;
2. Individual tests, including summary and evaluation, STAR tests and the Otis-Lennon School Ability Test;
3. Teacher evaluation/recommendation.

Students in K-2 are to be observed for potential in GATE and are served through the GATE program, including differentiated curriculum and enrichment programs, although not formally identified until the end of second grade.

Each fall, the district establishes a District GATE Screening Team, responsible for reviewing GATE referrals and determining student eligibility for the gifted program. The GATE Screening Team includes 3-5 members of the District GATE Committee. Other members may also include the school psychologist, site principal and/or school counselor. Teachers of students recommended for screening are invited to attend screening meetings.

The District GATE Screening Team is given up-to-date training on the referral and identification process. The District GATE Screening Team forwards information on referred and identified GATE student to the district office and school sites for record keeping. The school sites notify parents of student eligibility and the appeal process. Parent permission is required for placement.

A database is maintained at the district office that includes all GATE identified students in the program. Signed parent permission for participation is on file. Students new to the district who are identified as GATE by their previous district are immediately reviewed for inclusion in the GATE program. Once identified, a student remains identified as a gifted student in the district.

Standard 2.3: Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the students and is periodically reviewed.

Once identified for the GATE program, that information is included in the student's cumulative file. A district central file and database are also maintained on referral and identification information. This information is provided to parents upon request.

Students and parents are provided with information regarding the GATE program and program placement through conferences with teachers and/or site administrators.

Students remain identified throughout their academic career within the district. Student may be removed from the program only upon parent request.

Services provided to students are individualized to meet their needs

The District GATE Committee is responsible for monitoring individual student progress and determining strategies and procedures to sustain involvement of a student once identified as gifted.

Teachers of gifted students may refer a student to the Student Study Team (SST) or the District GATE Committee if the student is not being successful in the program.

Section 3: Curriculum and Instruction

Standard 3.1: A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

GATE students are provided with differentiated curriculum and instruction that meets or exceeds state academic content standards.

Depth, complexity, and novelty are utilized to go above and beyond the content standards, while pacing may be advanced and accelerated to meet individual student needs.

Teachers differentiate curriculum and instruction to meet the individual needs of gifted students.

Strategies used for differentiation include but are not limited to:

- **Socratic Seminar**
- **Hilda Taba teaching strategies**
- **Curriculum compacting**
- **Advanced reading strategies**
- **Independent study/research**
- **Tiered assignments**
- **Flexible skills groupings**
- **Learning centers**
- **Interest centers or groups**
- **Mentorships/apprenticeships**
- **Modification in depth of content, process, and/or product in standards-based lessons**
- **Student-initiated special projects**

Students apply critical, creative, and problem solving thinking skills to produce authentic and appropriate products within a diverse and meaning-centered curriculum.

Emphasis on scholarly behavior is incorporated into curricular activities to develop ethical standards, positive self-concept, risk taking, sensitivity and responsibility to others, and contributions to society. Examples of such programs include: School to Career, biographical studies, Career Day, AVID, mentorships, cross-age tutoring, Student Council, Student Government, and Peer Mediation.

Standard 3.2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

The GATE Program is offered at Frazier Park School, El Tejon School and Frazier Mountain High school as an integral part of the school day. The differentiated curriculum and instruction utilize a variety of teaching styles and learning strategies. The curriculum is based on the state content standards and is modified to meet the needs, abilities, and interests of the individual students.

Clustering of identified GATE students and potentially gifted students occurs at the seventh and eighth grade level. Students receive appropriately differentiated curriculum and instruction in English/Language Arts and Mathematics. It also occurs at the high school level in grades ten through twelve where additional honors activities are offered in English, history and science. Advanced Placement in English and elective courses are also offered.

Part-time grouping, team teaching, and other options are offered as appropriate to meet student needs at second through sixth grade. Students move to different classrooms for specific subject areas. Teachers meet and plan together to ensure a consistent educational experience for the gifted students. Students may also participate in independent projects and interest groups, advanced use of technology and flexible instructional groups. A variety of effective, research-based instructional models and strategies such as centers are incorporated into classrooms. Students are encouraged to investigate using multiple and varied print and non-print resources.

Teachers of GATE students are responsible for differentiating curriculum and instruction in order to meet the individual needs of the gifted student in their classrooms. Evidence of differentiated may be demonstrated through classroom and/or student observations, lesson plans, student work samples, and student interviews.

Section 4: Social and Emotional Development

Standard 4.1: Actions to meet the affective needs of gifted students are ongoing.

District teachers, counselors, administrators, and parents are provided with information regarding characteristics and non-intellective factors related to GATE students, as well as their social and emotional development. Information regarding the social-emotional needs of gifted students is disseminated through professional development and the District GATE Advisory Committee meetings. Areas of special emphasis include underachievement, perfectionism, effects of poverty, cultural differences, gender differences, and leaning styles.

Awareness of career opportunities and guidance regarding college and vocational possibilities is offered to GATE students, including underachieving GATE students. Teachers at the elementary and middle school levels include this as part of the curriculum, while counselors are responsible at the high school. Examples include Career Centers, School to Career, College Day, Career Day, AVID/PATRH, Community College Outreach Program, Work-study, Advanced Placement and Community College courses.

Standard 4.2 At-risk gifted students are monitored and provided support.

The District GATE Committee monitors the progress of individual GATE students and the success of the GATE program. At-risk GATE students are referred to the site Student Study Team or to the District GATE committee to determine appropriate interventions. Parents are an integral part of this process. The district provides support to at-risk gifted students in problem areas such as underachievement, symptoms of depression, suicide, and substance abuse.

Teachers are trained to recognize symptoms of at-risk behavior in gifted students, to refer them to appropriate school personnel and to work in collaboration with guidance personnel regarding at-risk intervention strategies. Intervention options take place in school, at home, or in the community. Such counseling is documented as appropriate. Counselor and administrators are trained to make appropriate referrals to cooperating agencies in the community. The district will not drop at-risk students from gifted programs because of related problems. Parents of at-risk gifted students are provided with information and support and are referred to appropriate community agencies if needed.

Section 5: Professional Development

Standard 5.1 The district provides professional development opportunities related to gifted learners on a regular basis.

Teachers of gifted students are provided professional development opportunities in order to ensure students have access to a high quality instructional program. Administrators, counselors, psychologists, support staff, School Board members and parents/community members are also encouraged to attend professional development opportunities.

Site and district-wide professional development activities are determined by the results of the annual needs assessment, including a review of achievement results of GATE students. The annual needs assessment is conducted at both site and district levels..

The District GATE Advisory Committee and the Curriculum Advisory Committee review the results of the needs assessment to determine district-wide needs. These committees collaborate with the sites to offer professional development activities, schedule presentations from qualified GATE educators, plan articulation meetings, and review evaluations form district-level professional development activities. The District GATE Coordinator facilitates this process.

Professional development in the following areas is provided to teachers in order to meet the needs of GATE students:

- The components of the GATE plan
- The referral and identification process
- Differentiated instruction
- Strategies of instruction
- Independent study/project-based studies
- Recognizing and supporting “at-risk” GATE students.

The district recognizes the wide range of knowledge and skills GATE teachers have. Professional development must be ongoing and on varied levels to meet the needs of all GATE teachers. Teachers of GATE students must maintain and update their professional development by attending district offered staff development and/or trainings offered outside the district that extend their knowledge and ability to teach GATE students. Teacher are encourage to pursue GATE certification through accredited entities. Staff members may be provided with opportunities to attend professional development activities outside the district. These may be offered by the Kern County Superintendent of Schools, The California Association for the Gifted (CAG) and/or local universities.

Topics for individual professional development may include: general information on characteristics of the gifted child, importance of differentiated instruction strategies and types of differentiation, the identification process, students’ social and emotional needs, recognizing “at-risk” GATE students, professional scholarliness for staff and students, and keeping up with best practices and current research.

The district promotes collaboration between sites, across grade levels and by subject areas, to discuss curriculum and share implementation ideas of GATE differentiation strategies through GATE Teacher Talks and Professional Learning Community meetings.

Standard 5.2: A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.

The District GATE Coordinator oversees coordination of the school site programs in conjunction with each site administrator and the District GATE Committee. The District Coordinator serves as a communication liaison between the district and GATE teachers; coordinates the administration and reporting of the Otis-Lennon School Ability Test; coordinates the site needs assessment and plans site and district professional development activities. The coordinator is responsible for coordinating the program throughout the district, and conducting the annual district-wide needs assessment. The District GATE Coordinator and site administrators are provided opportunities to gain expertise in gifted education in order to carry out the duties of this position.

Section 6: Parent and Community Involvement

Standard 6.1: Open communication with parents and the community is maintained.

Information regarding the GATE program and the identification process and criteria is provided to parents through parent education meetings and individual conferences with teachers and/or administrators. Each year, parents at each school site are invited to an information meeting where they learn of the District's gifted program and offerings and the desire of the district to have their active involvement in the schools. Parents are provided with information on how students are nominated for GATE, the criteria for identification and placement, how the program is delivered and evaluated and how the parents are included in the program planning, implementation and evaluation. Parents are informed of the District GATE Advisory Committee and parent representatives are requested.

Subsequent GATE meetings may include an overview of differentiation strategies used with GATE students, student showcase events, such as Open House and student performances and GATE Family Nights.

A district-wide meeting for parents of newly identified students is conducted. It provides general GATE program information to those new to the program.

The needs assessment survey, distributed annually to GATE parents, is utilized to determine topics of interest for parent education meetings offered by the district. Parents collaborate in the development, implementation, monitoring, evaluation, and modification of the district's GATE Plan as well as section(s) of their school's Single Plan for Student Achievement related to the GATE program. This collaboration takes place through membership on the District GATE Advisory Committee and the School Site Councils.

Standard 6.2: An active GATE advisory committee with parent involvement is supported by the district.

The District GATE Advisory Committee, along with the District GATE Coordinator and the District Curriculum Advisory Committee collaborate in the development, implementation, monitoring, evaluation, and modification of the district's GATE program. This committee also makes recommendations and approves the district's GATE application. The District GATE Advisory Committee includes parents and/or community members representing each school site and the District GATE Coordinator. Every effort is made to encourage all parents of gifted students including those with special needs and English learners, to become involved in their child's education. Meeting times and places are scheduled to meet the needs of parents. Written and verbal communication with parents is translated into Spanish as needed. Parents are invited to and encouraged to attend profession development activities related to gifted education.

Section 7: Program Assessment

Standard 7.1: The District provides ongoing student and GAGE program assessment that is consistent with the program's philosophy, goals, and standards.

Program evaluation is continuous through both formal and informal assessment at both the site and district levels.

Formal program needs assessment occurs annually to evaluate the progress of GATE students and the effectiveness of the GATE program as follows:

Site Level:

District GATE Coordinator works with site administrators and teachers:

- **To conduct a needs assessment. The data reviewed include the summary of findings from parent and staff surveys; the GATE site plan; classroom assessments; report card grades, California Standardized Testing and Reporting (STAR) results; writing assessment results; student products and performance; and number and percent of students referred and identified as gifted.**
- **To determine if modifications are needed to the site program. The site administrator reports to the School Site Council and informs all stakeholders of any modifications to the site GATE program.**
- **The School Site Council uses site needs assessment information when developing the school's Single Plan for Student Achievement yearly.**

District Level:

The District GATE Coordinator, in conjunction with the District GATE Committee:

- **Facilitates the program evaluation at the district level by preparing, mailing and collecting parent and staff surveys. It prepares a summary of findings and sends the summary to the sites.**
- **Reviews data from site program evaluations, parent and staff surveys, California Standardized Testing and Reporting (STAR) results, writing assessment results and the number and percent of students referred and identified as gifted.**
- **Determines district-wide program modifications needed.**
- **Informs all stakeholders of any district-wide modifications to the GATE program.**

The Following model is utilized to analyze information and identify areas for improvement, incorporating Categorical Program Monitoring and GATE program guidelines:

1. Review of Results: Findings and Conclusions

- **Is each identified area of concern evaluated to determine why it arose and how it may be interfering with program objectives?**
- **Were adequate resources allocated to the area of concern?**

- Were responsible staff members adequately trained with respect to their responsibilities?
- Were goals and expectations realistic?
- Were goals and other program expectations adequately communicated?
- Does the concern suggest the need to take another look at some aspect of the program design?
- What are contributing factors, explanations, or reasons for each area of concern?

2. Planning and Designing Modifications and Improvements

- Has a description of the changes been developed?
 - What procedural and program modifications will be undertaken?
 - Who is expected to be responsible for what?
 - When will the changes be implemented?
- Has a description of the rationale and objectives been developed?
 - What are the changes expected to accomplish?
 - How will success be measured?

3. Implementing Program Changes

- Have all responsible and interested parties been notified of any program changes?
- Has necessary training been identified?
- Have appropriate steps been put in place so responsible persons understand expectations and are prepared to implement the changes as planned?
- Has a schedule of due dates been established for key events, action steps, and expectations?
- Has a plan been established to ensure the process moves forward as expected?

Section 8: Budgets

Standard 8.1: The district GATE budget is directly related to the GATE program objectives with appropriate allocations.

- **Funds are distributed to sites based upon Average Daily Attendance (ADA).**
- **The site GATE budget is developed by the site administrator in collaboration with the District GATE Committee and School Site Council to support the GATE program.**
- **Expenditures of state GATE funds supplement, not supplant, district funds.**
- **Gate funds, in conjunction with other funding sources as appropriate, are allocated to address the following:**
 - Professional development at site and district level
 - Direct student services
 - GATE student identification process
 - District and site level coordination
- **Carry-over monies are no more than 10% at the site level. Carry-over monies in excess of 10% are returned to the district GATE account.**
- **Indirect costs do not exceed state limitations of 3%.**

Committees

Title	Members	Responsibilities
District GATE Committee	<ul style="list-style-type: none"> • District GATE Coordinator • District GATE CAC subcommittee members (GATE), • Site administrators • parent representatives from each school site 	<ul style="list-style-type: none"> • Monitor placement and success of GATE students • Plan, implement and evaluate GATE program • Conduct and review annual needs assessment to determine program modifications and professional development for staff and parents. • Facilitate district and site professional development activities • Develop district and site budgets with school administrators and School Site Councils. • Assist with the development, implementation, monitoring, evaluation and modification of the district's GATE plan
GATE Screening Team	<ul style="list-style-type: none"> • Three – five members of the District GATE Committee • Teachers of students recommended for screening • School psychologist • Counselor 	Evaluate GATE documents including grades, test scores, and student work, to determine eligibility.