

**San Diego Unified
GATE
DISTRICT ADVISORY
COMMITTEE**

Inform – Educate – Engage



<https://bit.ly/GATEDAC>

October 5, 2026

Welcome and thank you for being here! Welcome to any new parents who are joining us for the 1st time.

Welcome from the Parent-Led GATE DAC Executive Board

Mary Ann Hawke (*GATE DAC Chair*)

**Since 1972 the GATE DAC has been representing and advocating for
Gifted students and their families in San Diego Unified.**

**Parent volunteers lead the committee and serve on the Executive
Board for 2-year terms.**

The current Chair of the GATE DAC is Mary Ann Hawke (parent of 2, lives in the Clairemont Cluster).

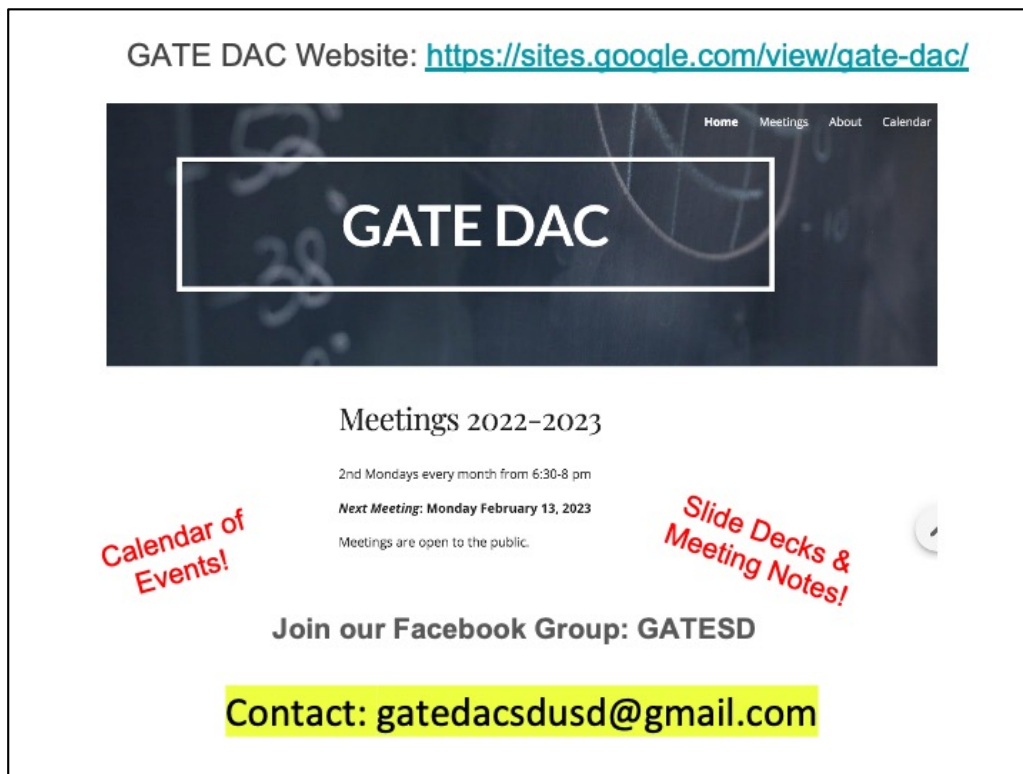
Established in 1972, the GATE DAC has an unbroken record of representing and advocating for Gifted students and their families in the District.

The Executive Team is elected during the May meeting, and they serve terms of 2 years.

Besides the Chair and two Vice-Chairs, two additional members at-large may be nominated by the Chair but those positions are currently unfilled.

Please consider running or nominating a candidate and help us support Gifted/2e students.

Feel free to contact us at gatedacsdsd@gmail.com if you have questions about how to get involved!



Bookmark our GATE DAC website and refer back to it often for updated information.

Meeting dates, agendas, slide decks, background information, and a calendar of relevant meetings & events are all posted there.

If you missed a meeting, annotated slides include notes to fill you in on what was said.

Share with GATE parents at your school.

**Welcome and Thank You
to our District Partners**

Shawna Codrington Ed.D.
Director of Literacy

Pamela King
Program Manager, Family Engagement

gate@sandi.net
Thanks also to Jennae Kustra

Thank you to Director of Literacy Shawna Codrington, who is currently the administrator overseeing GATE in the District.

Contact: gate@sandi.net

Thanks to Jennae Kustra (Administrative Assistant).

We welcome Pamela King, Program Manager for Family Engagement.

Questions? Concerns? Email the District at: gate@sandi.net

Agenda

- Welcome, Introductions, Announcements
- Effective Parent-Teacher Conferences
 - By Mary Ann Hawke, *GATE DAC Chair*

Tonight's topic is about planning for effective Parent-Teacher Conferences.

Get tips to help you support your Gifted/2e child and communicate effectively with their teachers.

What does a GATE classroom look like?

Learn how to track progress and make sure your student is making a year's worth of growth.

**School Choice - to request to
change schools next year**

The **Priority Choice Application** Window for
the 2026-2027 school year is **Oct 5 to Nov 15**

GATE is no longer one of the priorities!

Remember it is a lottery and is not on a first come, first
served basis. *You can still apply outside the window if the
“priority” criteria don’t apply to you.*

For details, select the **Departments** tab at
<https://www.sandiegounified.org>
Click on “*Neighborhood Schools and Enrollment Options*”

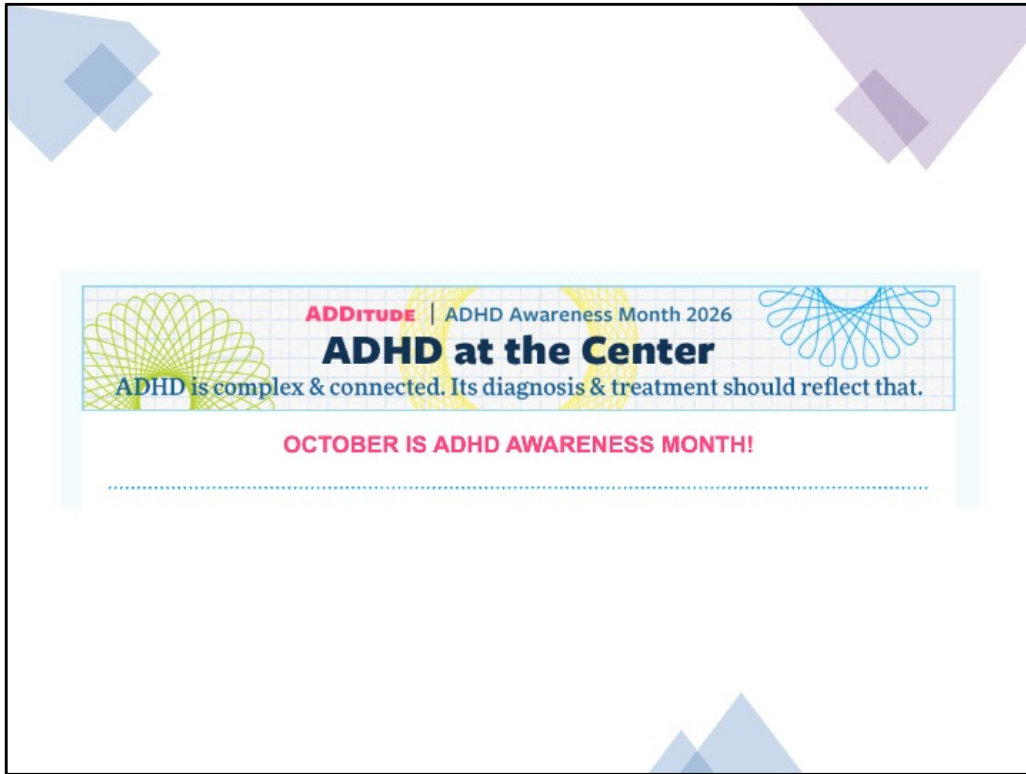
Why this matters:

This can be helpful if your child is GATE-identified but there are not suitable GATE supports available in your home school site or cluster and you are considering changing schools.

You can apply for the School Choice program to access a school outside of your neighborhood feeder pattern that may provide the supports or specialized programs your student needs.

You can prioritize up to 3 different schools, and placement is determined in the Spring by a lottery process.

While there is an application window in the Fall for students with priority, GATE is no longer considered a priority, so you can still apply outside that window.



If your Gifted student also has ADHD (IOW is 2e “twice-exceptional”) then know that **October 2026 is ADHD Awareness Month.**

Lots of resources will be available, including **ADDitude** magazine at additudemag.com

You can also find info at the **Bridges 2e Center** at bridges2e.org

Or check out all the great resources at **REEL 2e** at reel2e.org



Bridges website: <https://bridges.edu/>

Registration for the event is at
<https://www.jotform.com/form/260815778755169>

Bridges Academy has a school in Studio City (Los Angeles, CA) but it also offers an online school for 2e learners.

The Bridges Group also runs the **2e Center** <https://2ecenter.org/> and publishes the **2e News** <https://2ecenter.org/2e-news/>

They also offer a speaker series. Check their website for more information.



PRESENT THE 26-27

EN

NEURODIVERSITY EDUCATION SERIES

The Neurodiversity Education Series features a lineup of renowned experts, including educators, mental health professionals, and advocates specializing in neurodiversity. It provides families with valuable insights and tools to better support and connect with neurodivergent learners, including those with autism, ADHD, dyslexia, dyscalculia, dysgraphia, and more.

This collaborative initiative seeks to foster understanding, empathy, and inclusion by equipping families and communities with the knowledge and resources they need to create supportive environments for their uniquely wired learners.

All events take place live virtually on Zoom from 5:30 to 6:30 p.m. PT and will offer simultaneous Spanish interpretation. Please RSVP for event details and Zoom links. Events will be recorded for asynchronous viewing.



View recordings of past presentations at
[neurodiversityeducationseries.org](https://www.neurodiversityeducationseries.org)

Go to <https://www.neurodiversityeducationseries.org/> for more information, and to watch recordings of past talks.

Note the name change (from Speaker Series to Education Series) and new URL for this year!

REEL strives to ensure twice-exceptional students thrive in school by raising parent and educator awareness and understanding of practical, research-based strategies to address their needs successfully. A lot of the information is relevant for Gifted students, not just those formally identified as 2e.

REEL provides resources, events, tools, workshops, and services. REEL is an organization that is based in the Bay Area.



**When Capable Readers Struggle:
The Hidden
Impact of Stealth
Dyslexia**

Explore how gifted and twice-exceptional learners can mask reading challenges, why traditional screeners may miss them, and what parents need to know to advocate for their children.

RSVP

Thursday, October 15 · 7:00 - 8:30 pm
Free – requires sign-up here:
<https://www.reel2e.org/reelevents>

Dr. Lisa White and Teresa Nair will be featured at this online event on Thursday October 15th.

Topic is “When Capable Readers Struggle: The Hidden Impact of Stealth Dyslexia”

These events are free. To register for the meeting and receive the Zoom meeting link, visit the Events page on the REEL website at www.reel2e.org/reelevents



***Getting Students Writing:
Supporting Twice
Exceptional Students and
Other Reluctant Writers***

Learn about the 5 root causes of writing challenges plus the additional impacts of anxiety and perfectionism.

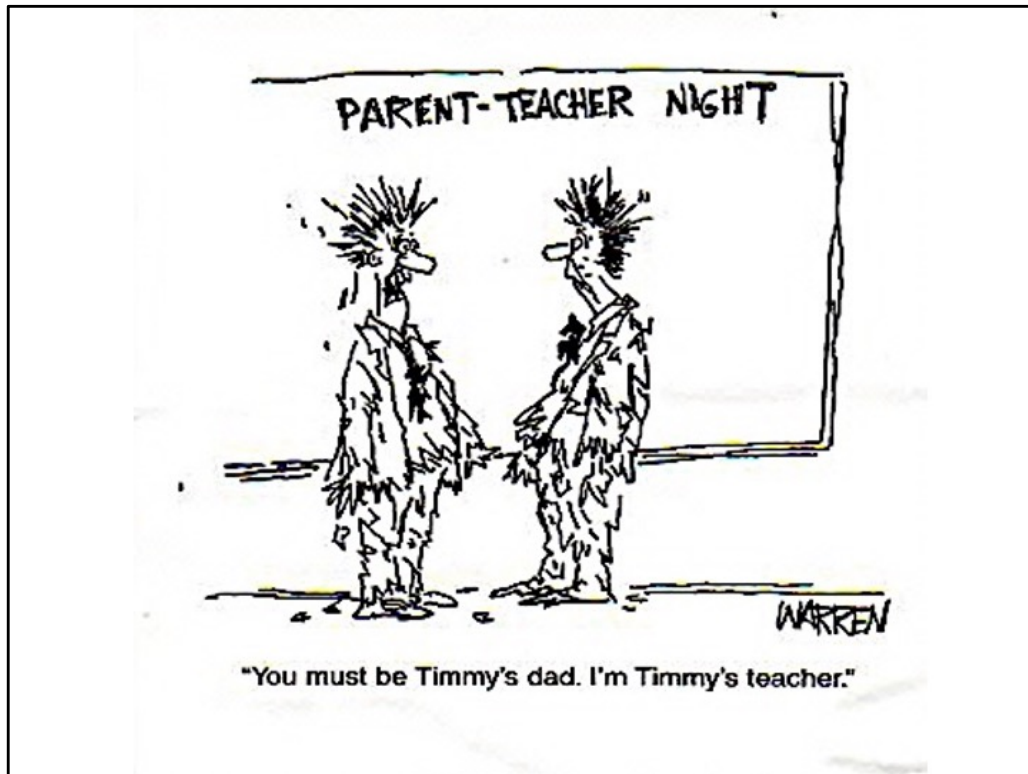
Speaker: Dr. Austina De Bonte

UPDATE: Video of this excellent presentation is now available here:

<https://www.reel2e.org/post/getting-students-writing-supporting-2e-and-other-reluctant-students-with-dr-austina-de-bonte>

Writing is hard for most students; however, 2e students may struggle more due to some root causes. Always consider “do they HAVE to write” to do the assignments? (consider alternatives). Find more info at Austina’s website smartisnoteasy.com
The 5 root causes that may lead to writing challenges include:

- 1) Fine motor/muscular problems
- 2) Problems with brain-based automaticity of letter formation
- 3) Vision processing problems
- 4) Stealth dyslexia
- 5) ADHD or weak executive functioning



It's October - and that means it is time for Parent-Teacher Conferences!

Let's discuss how to prepare for these meetings and come away with a better understanding of your child's needs and progress.

Parent-Teacher Conferences

- What does a gifted classroom look like?
It differs from a general education classroom.
- What are common GATE educational strategies? *Learn the jargon.*
- What to ask the teacher during the conference? *Use our printable handout.*
- Helpful Resources

Tonight - we are trying something new with our format. Since these meetings are not recorded, parents only get access to the presentation if they happen to be available to attend the meeting live.

So, we are posting a video presentation on Parent-Teacher Conferences for you on our GATE DAC website so you don't miss the talk. All the supporting handouts are posted there too.

That way, if the topic is of interest to you, the presentation is available for you to access whenever you want to. If it isn't of interest – you can skip it!

“The single biggest problem in communication is the illusion that it has taken place.”



Read the handy 3 pg NAGC article on Parent-Teacher Conferences that is written from the perspective of both parents and teachers.

Source: NAGC <https://www.nagc.org/> Connecting for High Potential January 2014 (provided with meeting notes on GATE DAC website).

Too often, high achieving students seem to be “doing fine” so some teachers don’t bother to have conferences with these parents. But don’t skip these conversations or you won’t know if your kiddo is engaged, bored, or just coasting. Are they actually being challenged to stretch a little and reach a bit beyond their comfort zone, because that is where deep learning occurs. Ask questions and don’t fall for the “no news must be good news” thinking.

Be sure to go into a parent-teacher conference with a printed list of questions to ask and make notes on what is said (and keep those in your records). We’ve provided you with a printed sheet to take in with you for this purpose. Also be sure to set some “action items” that need to be followed up on later, and remember to follow through and revisit those to see that they’ve been addressed.

Article from NAGC on Parent-Teacher Conferences



NAGC receives similar questions from teachers and parents; however, rarely is there an opportunity to explore how the "other side" might be facing the issue. Interestingly, both groups benefit from the same information even though they look at it from different perspectives and have different roles to play in helping gifted children reach their potential. Our ongoing goal is for teachers and parents to develop a broader understanding of children's potential and thus create stimulating learning environments.

Topic for this issue: "The Parent/Teacher Conference"

A Teacher's View

A Parent's View

Posted with tonight's meeting notes at the
GATE DAC website here:
<https://sites.google.com/view/gate-dac>

Advice from the article: It is best to go into the process with a flexible plan. Before the meeting organize your thoughts into notes of points you wish to share and questions you wish to ask.

The Parent/Teacher conference should not be the only contact during the school year. Leave the meeting with a promise to be in touch, by either side. Sometimes leaving the door open is enough for comfort.

Remember, parents want to know how their children are doing and teachers want to be sure that students enjoy the time spent at school and at home with homework.

Words from NAGC

National Association for Gifted Children

- ✧ Gifted and talented students in the USA make up **6 to 10 %** of the total student population.
- ✧ These students differ from typical students in terms of learning style, depth and complexity of understanding, and potential.
- ✧ This difference from the norm for their age group means that ***the education program for gifted students should be modified to meet their needs.***

www.nagc.org



Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

Source: <https://nagc.org/resources-publications/resources-parents>

Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.

For more information and to help support their work, join the NAGC

<https://nagc.org/>

More Reminders from the NAGC

- 1) The broad label “gifted” does not, by itself, communicate the specific services or supports a student needs.
- 2) Students labeled “gifted” are often held to expectations that may be unrealistic or unfair.
- 3) We must ensure that gifted education helps students become *who they want to be* not who others expect them to be.



Source: Article titled **Words Matter: Rethinking Gifted Education Terminology** by German Diaz in the NAGC Blog September 22, 2026 found at <https://www.nagc.org/news/words-matter-rethinking-gifted-education-terminology>

Gifted students are not a homogeneous group. They have different strengths, areas of interest, learning profiles, cultural and linguistic backgrounds, and social-emotional needs.

Gifted students may be expected to think, act, and behave according to preconceived ideas of what giftedness “should” look like; however, they are still children and adolescents who experience failure, frustration, uncertainty, and developmental challenges just like their peers. They don’t consistently perform at a high level, demonstrate maturity beyond their age, or excel across multiple domains.

When labels become more important than the individual, we risk defining students by their perceived abilities rather than recognizing their humanity, interests, aspirations, and personal identities.



To the classroom teacher, gifted kids can sometimes be demanding and “high maintenance”!

Uncovering student’s interests and recognizing learning differences is effective classroom practice for teaching ALL students, including gifted students.

Each student is a resource that should be developed to their highest potential, skill & competence.

Their potential contributions to society (discoveries, innovations, breakthroughs and leadership) are contingent upon offering them appropriate educational experiences.

"A **high-achiever** takes your word as **GOLD**
files it away and whips it out to ace the
next test.

However, a **Gifted** student might look at
your word from every angle, finding the
half-truths, over-generalizations, and
plain old errors. **And call you out on it."**

- Ian Byrd



Source: <https://www.byrdseed.com/four-ways-to-reduce-behavior-problems>

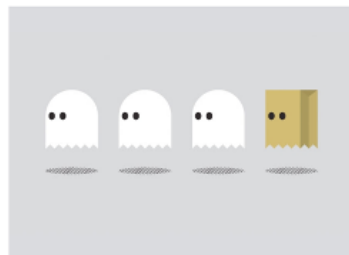
"The whole point of identifying our gifted students is to provide learning that is appropriate to their abilities."

"The thing is, we *want* students to manipulate, not simply absorb. We *want* thinking, not just remembering."

"It's vital to get gifted students working with other gifted students. However, be prepared to run into clashes of leadership, frustration, and students who coast while others handle all the work. Gifted minds often go along with intense personalities that do not mix well unless trained."

Seminar Students

“ATYPICAL LEARNERS WHO REQUIRE PROGRAMS SIGNIFICANTLY DIFFERENTIATED FROM THE MORE TYPICAL GATE CLUSTER PROGRAMS IN ORDER TO FEEL COMFORTABLE WITH THEMSELVES AND THEIR DIFFERENCES AND TO DEVELOP THEIR EXCEPTIONAL POTENTIAL. “



THE SEMINAR PROGRAM is intended to serve varied students who:

- Need extraordinarily high-level, advanced and challenging curricular activities;
- Those with extremely high tested ability but low school achievement; and
- Those students who are divergent thinkers and “march to a different drummer.”

This is the definition of Seminar students according to San Diego Unified.

Seminar students may be able to get along in the regular classroom if everything comes easy for them, but they may not be challenged enough to reach their potential or learn to have the grit and persistence required to overcome adversity. They may end up coasting and still get A’s but they can hit a wall once they enter the more competitive climate in high school or college.

They also may be masking who they are and what their capabilities really are in order to get along and fit in. They may appear to be OK on the outside, but inside they may be lonely and feel out of place with their classmates who don’t share their interests, intensities, and “rage to learn”.

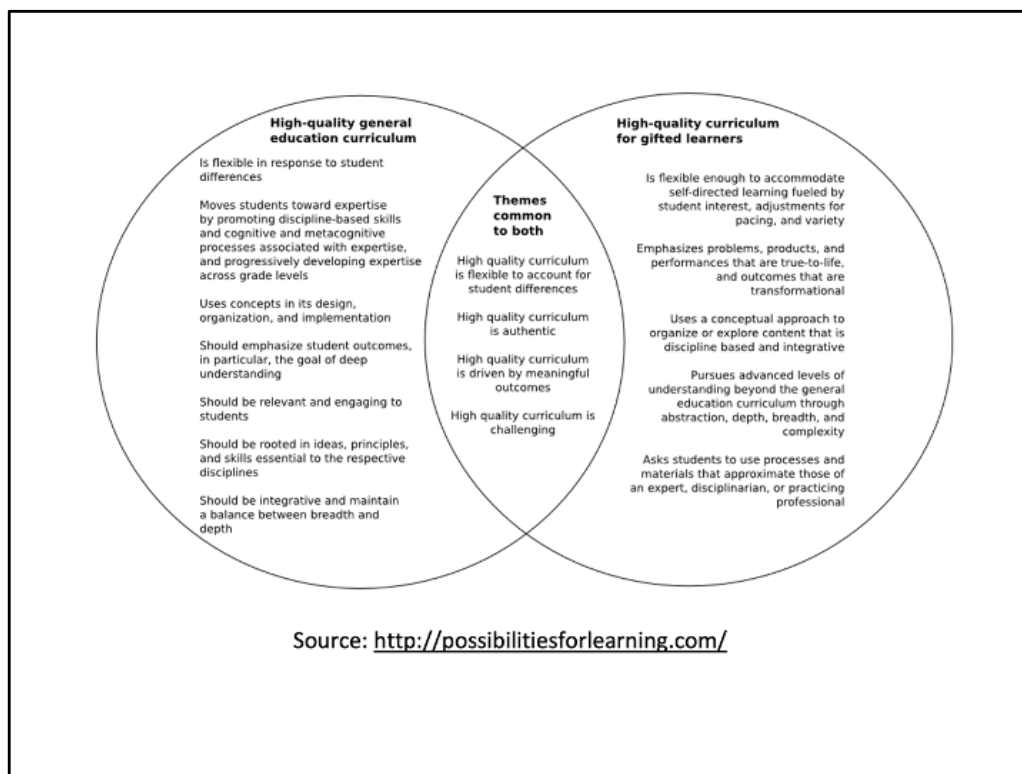
WHAT IS DIFFERENTIATION?

- ❑ Recognizes that different learners have differing needs
- ❑ Means different TYPES of work...not MORE work!
- ❑ Teachers can differentiate for readiness levels, interests, learning styles, and gender
- ❑ Student-centered... so experiences are engaging, relevant, and interesting!

Gifted education is a form of special education for students who learn differently. Some states give G/2e students a personalized learning plan somewhat like an IEP.

These students need teachers to deliver instruction differently, through modifications in Content, Process, Product, and Environment.

Differentiation might include strategies such as acceleration, curriculum compacting, independent study, project-based learning, ability grouping, and/or changes in depth, complexity or novelty.



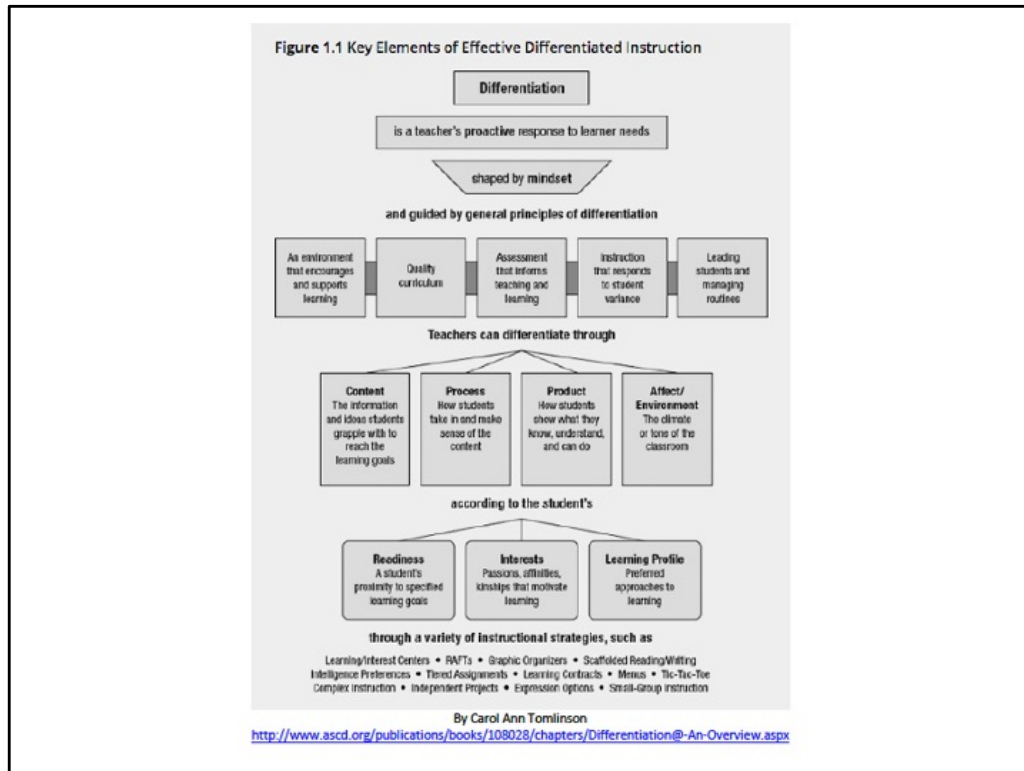
In the ways and to the extent students are similar, their curriculum should be similar. In the ways and to the extent that they are different, their curriculum should be different. Although the notion of differentiation has appeared in the education literature since the 1950s, it has gained greater significance and attention as the diversity of students in today's classrooms has increased.

Tomlinson defined curriculum differentiation for all students as "ensuring that what a student learns, how he/she learns, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning." This implies a commitment to accommodating individual learner characteristics.

Flexibility "to account for student differences," a theme common to high quality curriculum in both general and gifted education, is operationalized in practice as curriculum differentiation.

Source: visit this link for more information about differentiation

<http://possibilitiesforlearning.com/curriculum-differentiation/>



By Carol Ann Tomlinson

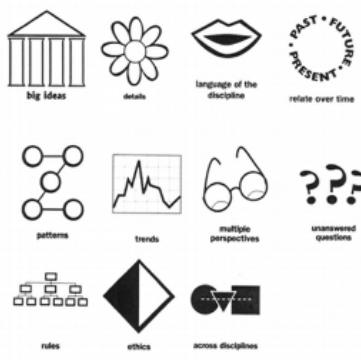
<http://www.ascd.org/publications/books/108028/chapters/Differentiation@-An-Overview.aspx>

A high quality gifted class will noticeably **“differentiate”** (change, enhance) activities to match the characteristics, preferences and passions of gifted students.

Teachers can differentiate through **Content, Process, Product, or Learning Environment**

Taking into account a student’s **Readiness, Interests, and Learning Style.**

Depth and Complexity Icons



Developed by Sandra Kaplan at USC

Sources include: <http://possibilitiesforlearning.com/>

What should a gifted classroom look like? How should it differ from a general education classroom? GATE certified teachers have been trained in both GATE instructional methods and in the characteristics of gifted students. The following are just some of the possible teaching techniques that might be going on in your child’s classroom.

You may see the **“Depth & Complexity Icons”** (developed at USC by researcher Sandra Kaplan) being used in your child’s class. They are visual cues that students can use to help them remember how to dive deeper into content.

You may see **flexible group work** going on, and you may see the **Socratic seminar** being used (it is a formal discussion, based on a text, in which the leader asks open-ended questions and students listen, think critically, and respond to the thoughts of others). **Project-based learning** (PBL) may be used.

You should see **Bloom’s Taxonomy** being used regularly to encourage higher-order thinking (see next slide).

What Can Testing Tell You About Your Child's Progress?

Formative tests are periodic snapshots done throughout the year, showing how a student is doing so teachers can adjust what they are teaching (and students can adjust their learning).

Summative tests are the typical end-of-year exams.

Some tests measure **Achievement** (a static measure of what the student knows).

Ability tests predict the potential for academic success.

Other tests measure **Growth** (a dynamic measure of how much the student has learned over time).

Achievement tests show whether the student is learning what they are supposed to be learning in school.

Ability tests predict the potential for academic success and often challenge the test taker to mentally manipulate symbols, numbers and the written language.

Screening is different from diagnostic assessments, which provide data that can be used to differentiate instruction to suit student's strengths, weaknesses, and needs.

District staff made a presentation on Assessments on Oct 20 2025 (posted on both the District GATE website and the GATE DAC website) so look at the "District Slides on New Assessments" in those meeting notes to learn more about this topic.

Tracking Goals & Progress

Just because your school doesn't
formally track your Gifted/2e
student doesn't mean you can't do
this for yourselves!
Here are some ways to do that.

Ever since California took GATE out of the Education Code back in 2013, identifying and providing services for Gifted/2e students has become a matter of choice. Every school district can decide for itself if/how it wishes to address the needs of these students. That means there is no legal mandate helping support Gifted students and no blanket guidance for how to do that.

San Diego Unified chose to eliminate its GATE department, and the GATE manager, resource teacher, and GATE psychologist positions and let each Principal run their own GATE program or not.

The LCFF legislation that drove these changes also provides an opportunity - because it mandates "Local Control" and requires public participation in decisions about school district priorities and how the money is spent. That public participation can happen in various ways at the state, county, district, school, and classroom level.

So, parents can get more involved in their student's education and use the Parent-Teacher Conference as an opportunity to partner with their child and the classroom teacher to review and evaluate whether the student is making a year's worth of growth. This presentation aims to give GATE parents help in preparing, holding, and following up on these important meetings.

Before the Meeting

Talk with your child: Ask how they feel about school, what they enjoy, and what they see as strengths and challenges.

Gather documentation: Review past progress reports, testing data, or IEPs, 504 plans.

Write down key questions: Focus on how the school challenges your child and supports their emotional well-being.

Try not to just breeze into the meeting without doing some preparation. Open up PowerSchool and review recent progress reports or test results. Is there any late or missing work? Any teacher comments?

Ask your student questions about how they think things are going in class. Ask about their friendships and activities they enjoy.

Remember to cover both academic performance and social-emotional wellbeing so you cover the “whole child”.

The following slides provide some sample check boxes and questions you can consider using.

LAGUNA BEACH UNIFIED SCHOOL DISTRICT
GATE Goal-Setting & Reflection Form
Thurston Middle School

Name: _____

Grade: _____

Read about each Habit of Mind quality and select which statement best reflects you as a student.

	Consistently Like Me	Most Like Me	Somewhat Like Me	Not Like Me
Persisting	☐	☐	☐	☐
Managing Impulsivity	☐	☐	☐	☐
Listening with Understanding and Empathy	☐	☐	☐	☐
Thinking Flexibly	☐	☐	☐	☐
Thinking about Your Thinking	☐	☐	☐	☐
Striving for Accuracy and Precision	☐	☐	☐	☐
Questioning and Problem Posing	☐	☐	☐	☐
Apply Past Knowledge to New Situations	☐	☐	☐	☐
Thinking and Communicating with Clarity and Precision	☐	☐	☐	☐
Gather Data Through all Senses.	☐	☐	☐	☐
Creating, Imagining, and Innovating	☐	☐	☐	☐
Responding with Wonderment and Awe	☐	☐	☐	☐
Taking Responsible Risks	☐	☐	☐	☐
Finding Humor	☐	☐	☐	☐
Thinking Interdependently	☐	☐	☐	☐
Remaining Open to Continuous Learning	☐	☐	☐	☐

Choose one habit of mind that is already a strength of yours.
 Choose one that is a challenge.
 How will you strengthen it and build the habit?

Source: Laguna Beach Unified School District **GATE Handbook 26-27**

<https://resources.finalsite.net/images/v1787862954/lagunabeach/catyu4jvlwcse1s018pf/2627LBUSDGATEHandbook.pdf>

LBUSD has several worksheets designed to help GATE students set goals and do a reflection.

POWER SKILLS ASSESSMENT

Instructions:

- Read each statement.
- Circle the number that most closely describes your current skill level.

Scoring:

- 0 = I never do this.
- 1 = I sometimes do this.
- 2 = I always do this, but only when I have help.
- 3 = I always do this on my own.

COMMUNICATION

1. Asking for Help
Knowing when and how to ask others for assistance

2. Assertive Communication
Express your needs respectfully and clearly.

3. Active Listening
Focus and listen to others with intent.

4. Setting Boundaries
Protect your time, space, and energy.

5. Conflict Management
Solve problems without exploding or avoiding.

EXECUTIVE FUNCTIONING

6. Time Management
Plan and use your time effectively and efficiently

7. Planning & Prioritization
Decide what is most important and tackle it first.

8. Task Initiation
Boost procrastination and just get started.

9. Organizing Spaces
Keep your environment clear and functional.

10. Flexibility and Adaptability
Stay calm when plans change.

ADULTING LIKE A CHAMP | 10

Source: **Life Skills Advocate** at <https://lifeskillsadvocate.com/adulting-like-a-champ-workbook/>

The workbook identifies 30 key power skills divided into categories: communication, executive functioning, basic/secondary needs, stress management, leadership, and long-term success.

Here are sample questions you can ask:

What area(s) have you noticed my child has a little more difficulty with?

What subjects or topics seem to take my child a little longer to pick up on than others?

How is my child being challenged once they've mastered the grade level content?

How is my child doing with their peers? Do you notice if they have strong relationships? Are they able to communicate with and relate to their classmates?

How is my child doing emotionally? Are they able to handle conflicts and challenges?

What can I do at home to support what you are doing in the classroom?

Does my child have time to explore _____ interest or passion during the school day?

Source: **Parent Teacher Conferences: What Parents of Gifted Kids Should Be Asking**

Posted at <https://insidethegiftedclassroom.com/parent-teacher-conferences-what-parents-of-gifted-kids-should-be-asking/>

Find Resources

REEL 2e has these free
Parent Toolkits

Navigator: Partner with your
school

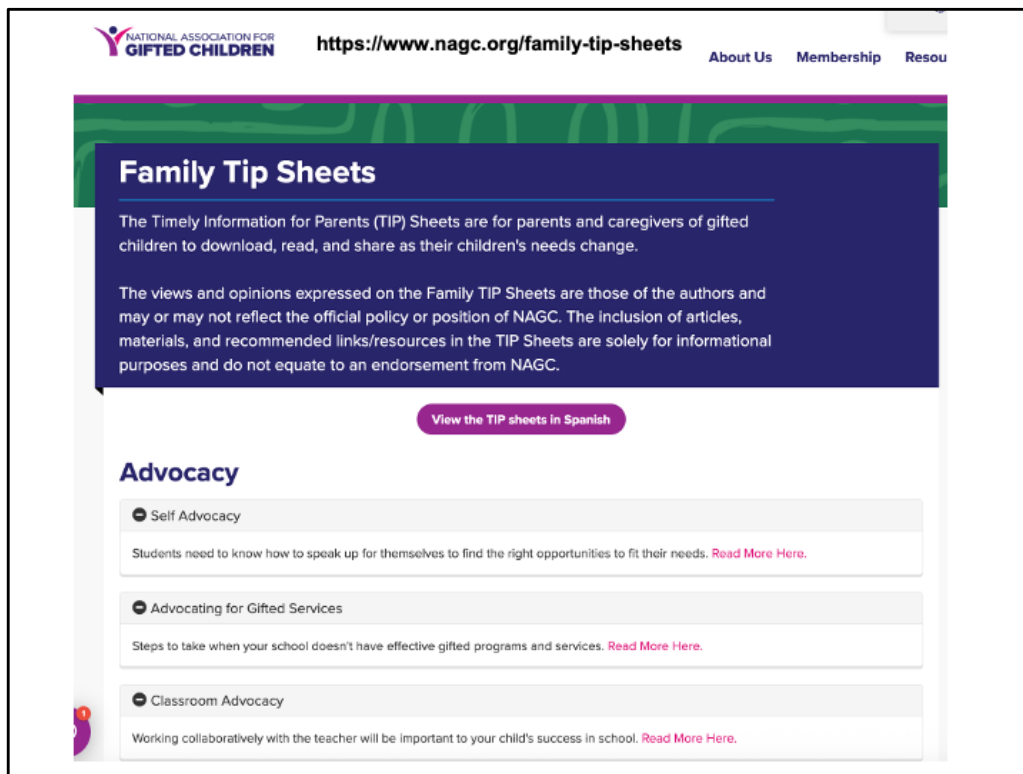
Portal: Ready-to-share info
for teachers

Beacon: Understand your
G/2e learner



REEL Toolkits for Parents at <https://www.reel2e.org/parents/parent-toolkits>

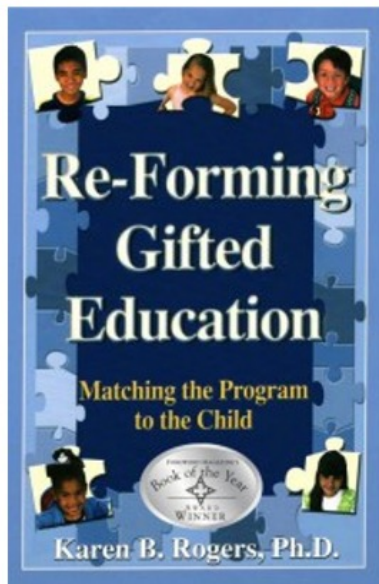
No matter where you are on your journey of learning how to support your G/2e learner, you are not alone.



Check out the NAGC **Family “TIP Sheets”** on various topics if you are new to the world of GATE. See <https://www.nagc.org/family-tip-sheets>

They cover topics such as Advocacy, Creativity, Giftedness, Giftedness in the Classroom, and Social-Emotional Development.

You can also find information on the **San Diego GATE Key** website for parents at <https://sandiegogatekey.com/>



2002 Book by Karen B. Rogers

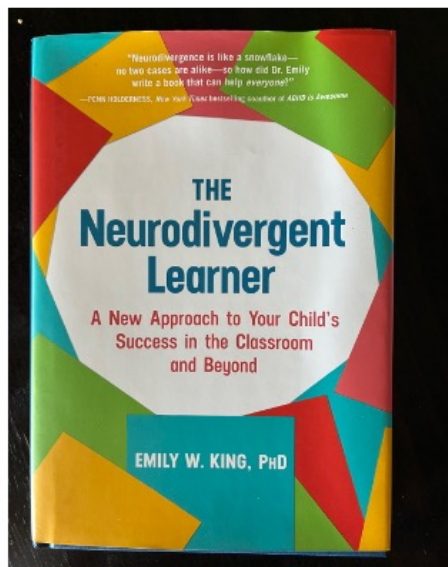
Parents often need to **negotiate** for an education plan that works for their gifted child.

Explains educational options and their benefits for different types of children to match the right program to your child.

One size does NOT fit all!

This excellent book provides lots of information about school GATE programs and teaching methods (such as acceleration and grouping). It is aimed at helping parents figure out what services are usually available, and determine which are appropriate for your child.

It also explains the pros and cons of various educational approaches so that you understand the jargon and have heard all the arguments explained in advance. This will prepare you to speak clearly and assertively to teachers and Principals.



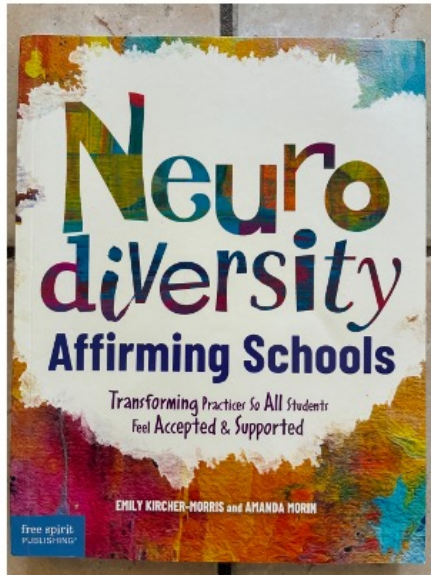
Hot Off The Press

Child psychologist Dr. Emily King offers a practical, neuro-affirming road map for raising confident, resilient learners.

Childre learn best when they feel understood, accepted, and supported.

Listen to Dr. King discuss her new book on The Neurodiversity Podcast – Episode 328 from Aug 19, 2026

[Neurodiversitypodcast.com](https://neurodiversitypodcast.com)



Published in 2025

Licensed counselor
Emily Kircher-Morris
writes about
empowering
neurodivergent
students to feel safe,
accepted, and
successful.

Listen to Emily Kircher-Morris as she hosts **The Neurodiversity Podcast**.

[Neurodiversitypodcast.com](https://neurodiversitypodcast.com)

During the Meeting

Share your child's inner world: Explain how their asynchronous traits (high intellect alongside struggles with executive function or sensory or motor skills) look at home.

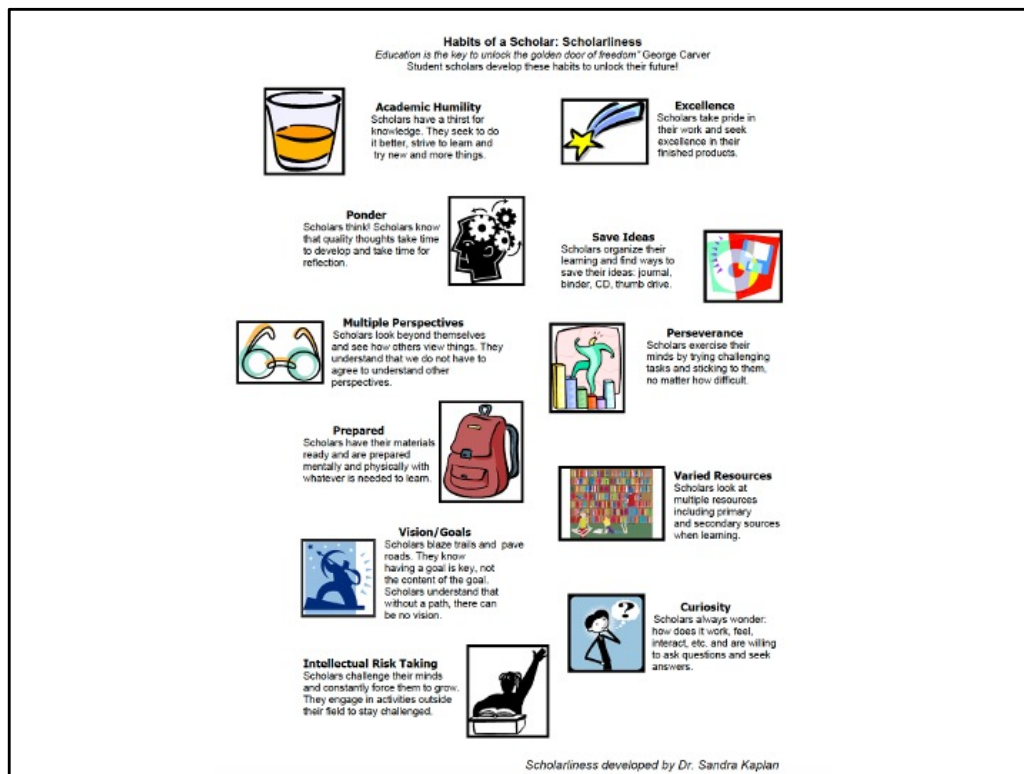
Ask about curriculum extension: Inquire how the teacher modifies or extends grade-level work beyond mastery.

Discuss social-emotional health: Check in on peer relationships, frustration tolerance, and how your child handles challenges.

Gifted asynchrony, or asynchronous development, is an uneven pace of growth where a child's cognitive, emotional, social, and physical development occur at different rates. It can present as uneven capability, emotional intensity and/or social friction.

Executive function is the brain's management system, acting like an air traffic controller to coordinate mental skills that help your child set goals, plan, focus, and manage emotions.

Sensory sensitivity involves an intense physical and neurological awareness of environmental stimuli—such as sounds, lights, textures, and movement—frequently observed in individuals with high intellectual capability.



Source:

https://woofterworld.weebly.com/uploads/7/3/8/6/7386897/scholarly_behaviors_ii.pdf

Dr. Sandra Kaplan at USC identified a list of 12 habits all scholars possess. You can discuss these with your student and their teacher.

Is your student making progress in these areas? What are some examples?

<p>Date: _____ Student: _____ Parent: _____ Teacher: _____</p> <p>Purpose: This document is designed to assist the team document the details, customize goals, structures, environment, and activities to meet the educational needs of the student.</p> <p>Discussion of Grades</p> <p>Have you seen changes/improvements since the beginning of the year? If so, what?</p> <p>What kinds of formative (on the spot) assessments are done? (Daily/weekly/monthly?)</p> <p>What are my child's area(s) of strengths?</p> <p>What are my child's area(s) of weaknesses?</p>	<p>How do you use my child's strengths to improve upon their weaknesses?</p> <p>How are you addressing the needs of my child at the level he/she is?</p> <p>What kinds of triggers do they respond to? (positive or negative)? Academic vs. Emotional?</p> <p>What do you think motivates my child?</p> <p>How can I help you help my child?</p> <p>Next evaluation/follow-up date:</p>
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This is a generic questionnaire for parent-teacher conferences that you can use if you would find it helpful to have prompts.

Use it to prepare your notes in advance to keep focused and use the time to your best advantage.

This printable handout will be posted with the meeting notes on the GATE DAC website here:

<https://sites.google.com/view/gate-dac/>

You can write down the answers to the questions on the sheet during the conference and keep it in your files to refer to the next time you meet with the teacher.

It provides helpful documentation of what was discussed so you can follow up.

Collaborative Next Steps

Build a partnership: Frame the teacher as an ally and ask how you can reinforce goals at home.

Establish a communication plan: Set up a simple way to check in on progress throughout the year.

Always try to establish a good relationship with your child's school and classroom teacher. You are partner in your student's educational journey and each of you brings something to the table.

Remember to confirm what the best way is to communicate with your teacher (and they with you).

Check in again during the year to make sure things are staying on track, and your student is making progress (and not coasting).

Keep a file or binder with the information in it so you can easily find it the next time you and the teacher talk.

SLC: Student-Led Conferences

- ✓ **The Student as Host:** The student guides the meeting from start to finish, explaining their portfolio, grades, and learning targets.
- ✓ **The Teacher as Guide:** Offers support, answers questions, but steps back to let the student lead.
- ✓ **Focus on Growth:** Instead of test scores or letter grades, the conversation centers on the learning process, reflections, and personal growth.

Flip the traditional “parent-teacher conference” on its head, and have the student take charge of their own educational growth!

Charter schools often reframe traditional conferences as SLCs (“student-led conferences”) and have them at the beginning and end of the school year.

This approach helps build ownership, improves communication, and develop skills. It also helps with tracking progress over time, to ensure that the student is making a year’s worth of growth.

C.A.L.M. D.O.W.N. Advocacy

- C** – Craft your desired outcome
- A** – Assemble your evidence
- L** – Learn your rights; consider options
- M** – Meet with your teacher first

- D** – Don't get confrontational
- O** – Offer help
- W** – Write things down
- N** – Next steps

Edited from a post written by Natalie, mom and blogger at [Afterschool for Smarty Pants](http://afterschoolforsmarty.com) as seen on Imagination Soup (<http://imagination soup.net/2014/01/29/read-this-if-your-child-is-unhappy-at-school/>)

Be sure to provide feedback to the school and let the teachers know what you value about the availability of gifted classes at your school. Tell them what the impact is on your kiddo and your family. Explain how GATE is making a difference for your child. Also tell them if you don't see the difference between the GATE class and a general education class. Often schools say that all their teachers are GATE certified and therefore all students are receiving GATE classes, but that cannot possibly be true. GATE classes should be obviously different and have more depth, complexity, and rigor than a regular class.

Don't accept the argument that the new Common Core curriculum is an acceptable replacement for GATE – it is designed to support grade level standards and make those more consistent between states and districts. It is definitely not designed to meet the needs of advanced learners who may meet or exceed the grade level standards before the school year is even over.

Most Important “Student Outcome”?

**Every child makes a year’s
worth of growth.**

Including Gifted/2e children!



Probably THE most important student outcome is this one:

Every child needs to make a year’s worth of growth - AND that includes the Gifted/2e children.

Because sometimes...the G/2e kids are invisible, or ignored, or fall through the cracks - and they end up bored/depressed, coasting through school, or refusing to attend altogether. It will significantly improve the outcomes of these students if the District seeks them out, provides support for them, and pays attention to how they are doing.