

Review of School's GATE Checklist for School Year _____

Section 1: Program Design

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
1:1	The school GATE program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
1:1:1	The school is in compliance with the district GATE Mission Statement...		
1:1:2	The schools GATE plan is approved by SSC and Board of Education.		
1:1:3	The school's GATE plan is on file @ school & GATE office.		
1:1:4	SSC is in place to support the GATE program.		
1:1:5	The school has parent representative to serve on GATE Advisory Committee.		
1:2	The program provides administrative grouping and structures appropriate for gifted education, which are available to all gifted learners.		
1:2:1	Groupings for gifted education may include cluster, part-time, self-contained classes or any combination of such.		
1:2:2	Program provides differentiated curriculum during the regular school day.		

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1:2:3	Program provides differentiated curriculum that assures continuous students progress and intellectual peer interactions.		
1:2:4	Program has flexible groupings in classroom to meet student needs and abilities.		
1:2:5	High achieving students in K-3 are served even if not formally identified as gifted.		
1:3	The program is articulated with the general education programs.		
1:3:1	The program provides continuity between the gifted and general education programs.		
1:3:2	The principal is designated and responsible for all aspects of the program.		
1:3:3	The program involves students participating in projects that utilize resources at home and the community.		
1:3:4	The school survey GATE parents for expertise and contributions they are willing to make to the GATE program.		

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Section 2: Identification

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
2:1	The nomination/referral process is ongoing and includes students K-12		
2:1:1	In at least two newsletters each year, the process for nominating students for GATE screening is explained.		
2:1:2	In at least two newsletters each year, the process for adding non-GATE identified students to GATE programs is explained.		
2:1:3	The school frequently refers parents to the district's GATE meetings through newsletters, school web page links, or other means.		
2:1:4	In selecting non-GATE students for GATE placement, consideration is given to underrepresented populations.		
2:1:5	At least once annually, teachers in grades 3,4,6 and 8 will be asked to refer students for GATE placement, using identification criteria from the district GATE office.		
2:1:6	The equivalent of at least one faculty meeting each year is spent training teachers on: <ul style="list-style-type: none"> a. identifying characteristics of GATE students b. screening and nominating students for GATE placement c. differentiating instruction for GATE students in the regular classroom including grades K-3. 		
2:2	An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		

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Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
2:2:1	District identified GATE students are placed first in GATE classrooms.		
2:2:2	Other students are added to GATE/honors programs when space is available using school criteria, which ensures equal access to equally qualified students.		
2:2:3	There is a school process for identifying students who are new to the school and may need to be screened for GATE.		
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 student and is periodically reviewed.		
2:3:1	The school notifies parents of the orientation and participation options when students qualify for GATE placement		
2:3:2	The school maintains the blue GATE file on each identified student and sends this to the transfer school upon request.		
2:3:3	Identified GATE students are not removed from GATE classes without students being referred to SST for review.		
2:3:4	Only district identified GATE students or students meeting other school-approved criteria are place in Honors classes.		

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Section 3: Curriculum and Instruction

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
3:1	A differentiated curriculum is in place, responsive to the needs, interest , and abilities of gifted students		
3:1:1	The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.		
3:1:2	The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.		
3:1:3	The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content, and novelty.		
3:1:4	The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate to their needs, interests, and abilities.		
3:1:5	The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.		
3:2	The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
3:2:1	The differentiated curriculum is scheduled on a regular basis and is integral to the school day.		
3:2:2	All teachers of GATE classes have a copy of the district-approved GATE curriculum covering core content areas and are accountable for this curriculum's implementation.		

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Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
3:2:3	The differentiated curriculum is supported by appropriate material and technology.		
3:2:4	All teachers are in-serviced on differentiated instruction at the school site each year.		
3:2:5	Books pertaining to differentiation and gifted characteristics are available at the site.		

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Section 4: Social and Emotional Development

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
4:1	Actions to meet the affective needs of gifted students are ongoing.		
4:1:1	Administrators attend district in-service on differing emotional and social needs of GATE students.		
4:1:2	Teachers receive information on differing emotional and social needs of GATE students.		
4:1:3	The school makes available to parents and teachers a district-provided list of affective traits of gifted students in published materials and trainings.		
4:1:4	GATE students are made aware of college and career opportunities as part of the classroom curriculum.		
4:2	At-risk gifted students are monitored and provided support		
4:2:1	At-risk gifted students are referred to SST to ensure getting appropriate support.		
4:2:2	At least one faculty meeting, staff are trained to recognize at-risk gifted student behaviors.		
4:2:3	At-risk gifted students are referred to school counselors or appropriate community agencies.		

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Section 5: Professional Development

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
5:1	The school professional development opportunities related to gifted learners on a regular basis.		
5:1:1	Teachers who teach GATE classes are GATE certified by the district.		
5:1:2	Administrators support and encourage all teachers to earn GATE certification.		
5:1:3	Teachers have the opportunity to meet with district personnel and attend workshops on GATE related issues.		
5:1:4	One collaboration day or faculty meeting is used for on-site GATE teachers to meet and discuss the gifted program.		
5:2	School personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
5:2:1	Administrators and counselors participate in professional development offerings related specifically to their role specific training.		

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Section 6: Parent and Community Involvement

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
6:1	Open communication with parents and the community is maintained		
6:1:1	In a newsletter, parents are invited to seek more information on the GATE program by contacting the principal or designee.		
6:1:2	The district GATE plan and the site principal's GATE checklist are on file at the school site and available to parents and the community.		
6:1:3	GATE parents are notified of all school site and district level GATE meetings or activities via newsletter, website or flyer.		
6:1:4	GATE parents are involved in the site level development of GATE programs based on the district core questions.		
6:1:5	GATE parents are involved in the site level evaluation of GATE programs, by means of surveys, which are available to GATE parents, teachers, and students annually.		
6:2	An active GATE Advisory Committee with parent involvement is supported by the district.		
6:2:1	Parents participate in the School Site Council, which meets at least two times a year concerning GATE issues.		
6:2:2	The GATE parent representative to the district's GATE Advisory Committee and a GATE teacher both sign and review the GATE component of the SPPA.		

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Section 7: Program Assessment

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
7:1	The school provides ongoing student and GATE program assessment that is consistent with the district program's philosophy, goals and standards.		
7:1:1	All components of the program are periodically reviewed by the SSC and/or the GATE Advisory Committee. The results are used for continuing school program development.		
7:1:2	The principal uses the school's GATE checklist to measure the goals and standards of the program.		
7:1:3	The school uses multiple, traditional and non-traditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.		
7:1:4	The school surveys students, parents, and teachers annually regarding the effectiveness of GATE programs and reports the results to site stakeholders and the district GATE office.		

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Section 8: Budgets

Section Number	Required Standard	Person(s) Responsible/ Documented	Date to be completed
8:1	The school GATE Budget is directly related to the GATE program objectives with appropriate allocations.		
8:1:1	GATE funds are used to address: <ol style="list-style-type: none"> 1. Professional Development 2. Direct Services 		
8:1:2	Expenditures of state GATE funds supplement, not supplant, school funds spent on gifted learners. <ol style="list-style-type: none"> 1. GATE funds are used for services above and beyond the base school program. 2. GATE funds for personnel, equipment and supplies that contribute to GATE exceeding state standards... 3. GATE funds are not used for basic textbook, material and supplies, school wide purchases, activities and field trips provided to other classrooms in the school. 		