



AUBURN UNION SCHOOL DISTRICT

RAPID LEARNER/GATE

PARENT HANDBOOK

2016-2017

STEAM



Science ■ Technology ■ Engineering ■ Art ■ Math



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PARENT HANDBOOK FOR RAPID LEARNER/GATE

Dear Parents or Guardians,

Welcome to Auburn Union School District Rapid Learner/GATE. We are pleased to offer this handbook to you. It has been specifically designed to include the most current research-based information related to the gifted and talented student, as well as to address your questions about our district programs for your child.

Your active participation and input are encouraged and welcomed. Please feel free to contact us should you have any further questions, comments, or suggestions. We look forward to working together with you to ensure the success of our students.

The more educators and parents understand gifted children, the more effective we are in advocacy and efficacy in nurturing and stimulating student academic and emotional achievement.

Sincerely,

Wendy Neade
Superintendent

AUBURN UNION SCHOOL DISTRICT VISION

We stand together to put each child at the heart of every decision.

AUBURN UNION SCHOOL DISTRICT MISSION

Each child in the Auburn Union School District will think analytically, solve problems, work cooperatively, explore creatively, and master common core standards. No matter their ability and background, students will be challenged and engaged, and obtain college and career readiness skills for a globally connected society.

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PHILOSOPHY OF RAPID LEARNER/GATE

The Auburn Union School District is committed to helping its gifted and academically talented students achieve academic and personal growth. Students are encouraged to set growth targets, and teachers, staff, administrators, parents, and community help them achieve their goals.

The gifted student is challenged through classroom instruction that provides for depth and complexity in expectations on the academic standards for the district and for the State of California.

The purpose of Rapid Learner/GATE identification is to:

- Identify and serve students with special gifts and talents in the areas of Intellectual/Cognitive and Creative Ability.
- Identify and challenge students who are academically talented (rapid learners) to reach their highest potential.
- Challenge all students to reach performance levels commensurate with their abilities and stages of development in the areas of curriculum, cognition, positive self-concept, ethical standards and responsible social development.
- Provide differentiated opportunities for learning experiences and opportunities for identified students which:
 - Are commensurate with their more advanced and complex abilities
 - Challenge and provoke an enthusiasm to gain knowledge and skills
 - Promote understanding at advanced thinking and creative levels
 - Stimulate an interest in a variety of subjects and
 - Enhance and act as an extension of the class curriculum.
- Provide settings which: *Develop effective independent learning habits
 - Develop personal responsibility and accountability, and
 - Stimulate individual understanding and acceptance, ethical behavior, compassion, and a desire to contribute to others.

As a result of Rapid Learner/GATE identification, students will be given opportunities:

- Use of higher order thinking skills in academic areas and social situations
- Use of the creative problem solving process
- Ability to work and solve problems independently and interdependently
- Pride in their efforts and a desire for excellence in performance
- Continued ethical behavior, compassion, and an understanding of their interdependence with others.

California Association for the Gifted – A Position Paper

The California Association for the Gifted (CAG) periodically publishes position papers that deal with issues, policies, and practices that have an impact on the education of gifted and talented students. All position papers approved by the CAG Board of Directors are consistent with the organization's philosophy and mission, and the current research in the field.

The position papers support the organization's belief in the value and uniqueness of all individuals, its respect for diversity present in our society, and its commitment to honoring the similarities and differences among all students. CAG encourages the provision of educational opportunities that are appropriate to challenge and nurture the growth of each child's potential. The organization is especially mindful of the need for advocacy for individuals who have developed or show the promise of developing intellectual abilities and talents at high levels.

Characteristics of Gifted Children

To provide appropriate education for gifted children, it is important to understand the characteristics of giftedness. Decades of research has provided a body of evidence regarding these characteristics that shows gifted individuals exhibit high levels of functioning in the cognitive, affective, physical, and intuitive areas. Intellectual processing integrates all of these, but individuals vary in the degree to which they are exhibited; no one child will have *all* of these characteristics.

The cognitive area is the logical, rational thought processing characterized by:

- an extraordinary quantity of information
- an unusual capacity for processing information at an accelerated pace
- persistent, goal-directed behavior
- high levels of abstract thought
- flexibility of thought
- rapid acquisition of a new language

The affective area is the social/emotional interaction expressed by:

- unusual sensitivity to the environment
- empathy and high levels of awareness of the expectations and feelings of others
- early development of idealism and a sense of justice
- emotional intensity
- high expectations of self and others

The physical/sensory area is characterized by:

- heightened sensitivity to light, sound, touch, smell, and taste
- asynchrony, the unusual discrepancy between physical and intellectual development
- high energy, alertness, and eagerness that might be misdiagnosed as a hyperactivity disorder
- a tendency to avoid physical activity in favor of intellectual pursuits

The intuitive area is expressed through non-linear reasoning characterized by:

- creative approaches and inventiveness in any area of endeavor
- insightfulness leading to leaps in understanding
- curiosity
- sensitivity to aesthetic qualities
- interest in the future
- ability to predict

Some gifted students have characteristics that can act as a barrier to the identification process. Some adults may believe that these same characteristics are incompatible with giftedness.

- lack of organization
- extensive daydreaming
- failure to complete work
- argumentativeness
- challenge to authority
- challenge to assignments that seem pointless to the learner
- keen sense of humor that may not be understood
- perfectionism (e.g. fear of failure)
- inability to prioritize interests that can result in mediocrity
- emotional intensity
- experience of different reality

The California Association for the Gifted believes that achievement tends to be higher, and self-efficacy and self-esteem more healthy when parents and educators understand these characteristics and provide appropriate environments for gifted students. Parents and educators should facilitate opportunities for learning that are appropriate to the cognitive, affective, physical, and intuitive functions of gifted learners. This practice nurtures positive characteristics, avoids some of the negative manifestations associated with giftedness, and encourages optimal development of the student's potential.

References:

Clark, B. (2002). *Growing up Gifted* (6th ed.). Columbus, OH: Merrill/Prentice-Hall. Davis, G., & Rimm, S. (2004). *Education of the gifted and talented* (5th ed.). Boston: Allyn & Bacon. Karnes, F.A., & Bean,

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

Truths About Gifted Students

- Gifted students are often perfectionistic and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from [College Planning for Gifted Students](#), 2nd edition, by Sandra Berger.

The Differences Between a Bright Child and a Gifted Learner

BRIGHT CHILD	GIFTED LEARNER
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Absorbs learning	Enjoys learning
Technician	Manipulates information
Good memorizer	Inventor
Enjoys straightforward	Good guesser
Sequential presentation	Thrives on complexity
Is alert	Is keenly observant

Source: <http://pages.framingham.k12.ma.us/sage/brightchild.htm>

Rapid Learner/GATE Identification Procedure

The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and academically talented and its relationship to current state criteria (EC 52202: Title 5 Regulations, Section 3822).

Auburn Union School District's identification procedures are equitable, comprehensive, and on-going. They reflect the definition of giftedness and academically talented and its relationship to current state criteria. Multiple measures, including MAPS data, rate of English language acquisition for Second Language Learners, and talent in visual and performing arts are considered in order to formally identify students as Rapid Learner/GATE.

The nomination/referral process is ongoing and includes students 2nd-7th grade.

- Assessment for screening is embedded in the annual calendar of Auburn Union School District.
- By the end of the school year, tested students meeting the District's criteria will be identified for formal identification as Rapid Learner/GATE.
- In addition, parents or classroom teachers may refer a student in grades 2-7 at any time. The Assistant Superintendent will consider the referral and administer the appropriate test during the winter testing window if other criteria have been met. All students are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.
- Students attending schools outside of the Auburn Union School District may be tested if they have filled out enrollment forms to enroll in AUSD for the upcoming school year.

An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted, talented, or academically talented students.

The identification process seeks out students in these areas

- Evidence of superior intellectual ability
- Analysis of an ability test which indicates superior cognitive abilities scoring 95% or above on the CogAT test
- Analysis of an individually administered comprehensive intelligence test which indicates superior cognitive ability: WISC-V, Woodcock Johnson III- Cognitive, Differential Ability Scale (DAS 2), or other comparable assessments with a student scoring at least a 130 IQ
- Analysis of standardized achievement test scores such as NWEA's MAP Testing, which indicates a score of 95% or greater.

Creative Ability

- Analysis of the Parent or Teacher Survey
- Review of surveys and evidence of creativity

Academically Talented/Rapid Learner

- NWEA MAPs, 95% or above.

GATE Eligibility

- CogAT Score or Comparable Cognitive Test:
Scoring 95% or above, automatically qualifies
- Scoring 130 on an identified IQ assessment, automatically qualifies
- English Learners being reclassified in two years with a teacher recommendation will be identified as Academically Talented.

Creative Criteria

- Review Committee Determination- Based on surveys and evidence

Rapid Learner GATE Identification Assessment Instruments

NWEA MAPs – Measure of Academic Progress

MAP delivers data when it matters most; when there's still time to make a difference in student progress. Measure of Academic Progress (MAP) creates a personalized assessment experience by adaptation to each student's learning level – precisely measuring student progress and growth for each individual. You'll have essential information about what each student knows and is ready to learn within 24 hours.

“It used to be that we talked about differentiation but we didn't really provide a lot of time or resources or focus for that. MAP has given us a way to focus. Now teachers have a plan for how they use time for either intervening with students that need it, or providing enrichment to challenge those higher-level students. “

Cognitive Abilities Test (CogAT)

- The CogAT consists of three batteries which measure verbal, quantitative and nonverbal abilities.
- Riverside Publishing has done extensive research and testing to ensure that the new CogAT Form 7 measures the constructs and abilities of EL students.

CogAT Form 7 reflects the most up-to-date research on how best to measure cognitive abilities and learning styles. Lead author Dr. David F. Lohman, an internationally recognized abilities assessment researcher and winner of the National Association of Gifted Children's Paper of the Decade, has built on the strengths of the test by introducing a variety of enhancements, including new item types, a reduced language load to make the instrument even more appropriate for ELL children, an expanded instructor support package, and a choice of methods of administration.

Differentiated Instruction

Rapid Learner/GATE is designed to provide intellectual growth to all GATE students by offering appropriately differentiated instruction. This occurs at all school sites during the regular school day and meets or exceeds state academic standards. Each year, the goal is for each GATE student to achieve one year growth in all academic areas, even if it beyond grade level expectations.

What Differentiated Curriculum Is

Differentiated curriculum is an approach to teaching which provides students with a number of different options for learning. The word “differentiated” means different or not the same. The regular classroom curriculum is either accelerated to the learner’s own pace of studied more in depth by using higher level critical thinking skills and/or by making connections to prior knowledge in other subjects. When appropriate, the students may also complete projects that demonstrate the knowledge learned from the differentiated activities.

What Differentiated Instruction Does Best

Differentiated instruction is not intended to be beyond the ability level of the student and should not cause content knowledge gaps in the student’s learning. Differentiated curriculum is not intended to be delivered to students all the time and most students do not need it in all subjects. Differentiated curriculum also does not mean more of the same curriculum.

The purpose of differentiated curriculum is to increase learning and encourage students to become lifelong learners. It seeks to maximize a student’s potential by meeting his/her academic, intellectual, social and emotional needs.

Reference: Carol Ann Tomlinson, PhD, Program Coordinator for the Educational Psychology/Gifted Education, Curry School of Education, University of Virginia

AUSD Rapid Learner/GATE In Our Schools

Differentiation happens within the school day

The District Superintendent, Assistant Superintendent, and Rapid Learner/GATE Advisory Committee develop a plan to ensure our gifted students participate in the core curriculum which is differentiated, extended, and accelerated when needed. When appropriate to differentiating content, teachers utilize leveled materials to meet the needs of the student. The teacher has a wide repertoire of materials, resources, and strategies to use. Providing the individual student the opportunity to plan, implement and present a product based on his/her level of interest, readiness, and learning profile differentiates the materials.

- Instruction includes large and small group instruction, homogeneous and heterogeneous grouping, directed learning, and small group and individual project development, and independent study opportunities.
- Supplemental programs such as literature groups, and computer enhanced Accelerated Reading, Accelerated Math, Rosetta Stone, and Compass Learning, provides settings to challenge and support students. In this way, the curriculum is planned to address grade level standards for gifted and academically talented students within their grade level with grade level peers, but allows for adjustments and modifications so that the individual needs of the rapid learner can be met.
- The differentiated curriculum is planned both for groups of gifted and academically talented learners within a grade level or class and for individual gifted learners.
- Data analysis provides teachers with information on various curriculum strands that allows teachers to plan for flexible grouping instruction in math, reading, and language arts. Classroom instruction is predicated on continual assessment and adaptation.

Cluster Classes for Students in grades 3rd through 8th

- Identified GATE and Academically Talented students in grades three through eight are clustered together by grade level as full participants in the regular classroom balanced with typical heterogeneously grouped children, equally leveled with high, middle, and low achieving students.

- Cluster Classes offer:
 - Core curriculum aligned with the Common Core Standards, differentiated to extend the core curriculum, or provide acceleration or in depth study when needed
 - Higher level of thinking such as analysis, synthesis, and evaluation
 - Activities to support learning goals and sequenced to support the core curriculum and to clarify content and concepts
 - Independent projects
 - Creative problem solving
 - Leadership development
 - High standards of achievement and productivity

Core Curriculum Classes for students in grades six, seven and eight

- Classes offered: Studies which are advanced and more sophisticated in content, strategies, and products. 6th – 2 GATE, 7th – 2 GATE ELA, and 7th – 2 GATE ELA.
- Assessments determine placement in math.

The Extended Day Enrichment Program for Rapid Learner GATE – talented students in grades three through eight.

- All identified students, depending on funding, may have opportunities to participate in the enrichment program offered on the various school campuses. The enrichment program is designed to offer a variety of interest areas, meet the goals of the program, and to address the objectives derived as a result of the student, staff, and parent surveys.
- The enrichment programs vary from after-school, evening, or summer workshops in order to accommodate students who may otherwise have time conflicts. Students are encouraged to participate in the extended day enrichment program. Enrichment classes may be district-wide or site-based, depending on funding.
- Strengths of the community as well as staff are used in the Enrichment Program. Community artists, poets, musicians, writers, bi-lingual persons, scientists, computer experts and many others are willing to share their talents with students in Enrichment classes. Enrichment workshops and seminars include but are not limited to: music workshops, computer animation, recorders, photography, video production, drama, Spanish, French, and German, art, science and space.
- When funding allows, a week-long summer Rapid Learner Camp may be provided for identified students.
- Rapid Learner funding may be used to support site-based activities, assemblies, or enrichment activities to support identified students.
- Rapid Learner funding will be used to support Destination Imagination in order to offer Rapid Learner and general education students the opportunity to be involved in a program, which supports critical thinking/problem solving, creativity, communication, and collaboration as part of a 21st century learning model.

Rapid Learner/GATE Annual Timeline

NOV	Submit GATE Notice in School Newsletters Send GATE Packets to all schools, which includes: <ul style="list-style-type: none">- GATE PACKET Instructional Cover Letter- Parent Permission to Test Form- Parent Nomination Form- Parent Survey and VAPA- Teacher Nomination Form- Teacher Survey and VAPA
DEC	Deadline for parent/teacher packets to be turned in—2nd Friday in December
JAN-FEB	Testing Begins—2 weeks testing plus one week for make-up testing (Nominated students – 2 nd through 7 th grade)
MARCH	Tests sent in for Scoring (CogAT)
APRIL	Test Scores received for CogAT Qualifying letter and <i>Identification & Certification Form</i> sent to parents (Requesting parents to complete and sign the form and send back to AUSD) Non-Qualifying letters sent to parents Parents return signed <i>Identification & Certification Form</i> to teachers, school or district office CogAT score results sent to school sites for student cume. New GATE Identified Student LIST sent out to all schools.

Tips for Parents: Talking With Your Child's Teacher

A successful Parent-Teacher Conference should:

- Be a productive two-way exchange of information.
- Be conversational in style.
- Connect the home and school.

Parents can prepare for a Parent-Teacher Conference by:

- Talking to their child everyday about school.
- Making a list of questions to ask and taking it with them.
- Asking their child if there are any questions that he/she would like the parent to ask.

Always:

- Start with the positive.
- Say you have questions.
- Take the lead if necessary (i.e., "I've been looking forward to meeting you and discussing ways to support my child's learning.").
- Avoid becoming defensive.
- Ask for specifics.
- Focus on solutions.
- Take notes.
- Summarize the steps each of you will take to support the child at school and home.
- Set up the next conference time.
- At home, show an active interest in school and provide your child emotional and academic support.

School visits are also valuable because they allow parents to:

- See what is going on and get a feel for the class and the teacher
- See their child's successes and achievements.

Contact the teacher when:

- There is a significant family change (a move, divorce, baby, adoption, illness, death)
- There is a behavior change.
- There is a sudden or unexpected drop in grades.
- There is a concern or something doesn't seem right (trust your instincts)
-

It is Very Important to Keep Communication Lines Open!

Prepared for parents by SAY San Diego's PASS Project. PASS is funded by the Edna McConnell Clark Foundation.

Books, Journals, Organizations, and Internet Resources

WEBSITES FOR PARENTS

California Association for the Gifted

<http://www.cagifted.org/>

California Department of Education

<http://www.cde.ca.gov/sp/gt/>

<http://www.crgate.org/>

National Association for Gifted Children

<http://www.nagc.org/>

World Council for Gifted & Talented Children

<http://world-gifted.org/>

Academic Talent Search ~ Sacramento State

<http://edweb.csus.edu/Projects/ats/>

Center for Talented Youth ~ Johns Hopkins University

<http://cty.jhu.edu/>

Supporting Emotional Needs of the Gifted

<http://www.sengifted.org/>

The Association for the Gifted ~ The Council for Exceptional Children

<http://www.cectag.org/>

Neag Center for Gifted Education and Talent Development ~ University of Connecticut

<http://www.gifted.uconn.edu/>

Davidson Institute for Talent Development

<http://www.davidsongifted.org/>

Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org/>

Prufrock Press Gifted Education Blog & Gifted Child Info Blog

<http://www.prufrock.com/>

WEBSITES FOR LEARNING & DISCOVERY

A Library of Blue Ribbon Learning Sites

<http://www.kn.pacbell.com/wired/bluewebn/index.cfm>

The Academy of Achievement

<http://www.achievement.org/>

EduHound: Everything for Education K12

<http://www.eduhound.com/>

Filamentality "Learning Web"

<http://www.kn.pacbell.com/wired/fil/index.html>

Chem4kids.com

<http://www.chem4kids.com/index.html>

Young Writers Workshop

<http://www.meddybemps.com/9.700.html>

Science News for Kids

<http://www.sciencenewsforkids.org/>

BOOK Recommendations

A Parent's Guide to Gifted Children by James T. Webb, Janet L. Gore, Edward R. Amend, and Arlene R. DeVries

Barefoot Irreverence: A Collection of Writings on Gifted Child Education by James R. Delisle

Being Smart About Gifted Children: A Guidebook For Parents And Educators by Dona J. Matthews and Joanne F. Foster

College Planning for Gifted Students: Choosing And Getting into the Right College by Sandra L. Berger

Coping for Capable Kids (Revised) by Leonora Cohen
Genius Denied: How to Stop Wasting Our Brightest Young Minds by Jan Davidson, Bob Davidson, and Laura Vanderkam

Growing Up Gifted: Developing the Potential of Children at Home and at School (7th Edition) by Barbara Clark

Guiding the Gifted Child (A Practical Source for Parents and Teachers) by James T Webb PhD, Elizabeth A Meckstroth MSW, and Stephanie S Tolan MA

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers by Carol Ann Strip and Gretchen Hirsch

Parent's Guide to Raising a Gifted Child: Recognizing and Developing Your Child's Potential from Preschool to Adolescence by James Alvino

Peak Performance for Smart Kids: Strategies and Tips for Ensuring School Success by Maureen Neihart

Perfectionism: What's Bad About Being Too Good by Miriam, Ph.D. Elliott, Mariam, Ph.D. Ad-derholdt, and Caroline Price

Raising Your Spirited Child Rev Ed: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, and Energetic by Mary Sheedy Kurcinka

Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child by Karen B. Rogers

Seven Times Smarter: 50 Activities, Games, and Projects to Develop the Seven Intelligences of Your Child by Laurel Schmidt

Smart Boys: Talent, Manhood, and the Search for Meaning by Barbara A. Kerr and Sanford J. Cohn

Smart Girls: A New Psychology of Girls, Women, and Giftedness (Revised Edition) by Barbara A. Kerr

Smart Kids with School Problems: Things to Know and Ways to Help (Plume) by Priscilla L. Vail

Social and Emotional Development of Gifted Children: What Do We Know? by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, and Sidney M. Moon

Some of My Best Friends Are Books: Guiding Gifted Readers from Preschool to High School (3rd Edition) by Judith Wynn Halsted

Stand Up for Your Gifted Child: How to Make the Most of Kids' Strengths at School and at Home by Joan Franklin Smutny

The Challenge of Raising Your Gifted Child (3rd Edition) A Guidebook for Parents of Gifted Children available through California Association for the Gifted

The Gifted Kids Survival Guide: A Teen Handbook by Judy Galbraith, James R. Delisle, and Pamela Espeland

The Gifted Kids' Survival Guide: For Ages 10 & Under by Judy Galbraith M.A.

The NAGC Mile Marker Series: Your Road Map to Successfully Support Gifted Children, a CD-ROM available through the National Association for Gifted Children

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up for Your Gifted Child by Sally Yahnke, Ph.D. Walker and Caryn Pernu

They Say My Kid's Gifted, Now What?: Ideas for Parents for Understanding and Working with Schools by Richard F. Olenchak

To Be Gifted and Learning Disabled: From Definitions to Practical Intervention Strategies by Susan M. Baum

Why Bright Kids Get Poor Grades And What You Can Do About It: A Six-Step Program for Parents and Teachers by Dr. Sylvia Rimm

PARENT PARTICIPATION

Parents play an important role in supporting their AUSD Rapid Learner/GATE student. Their involvement and support make the program stronger and is integral to their child's success in school.

Parents are encouraged to participate in the development of the AUSD LCAP by becoming involved in the LCAP Advisory Group.