

Multi-DOTS each:

- Teachers Trained, Certified, teachers who specialize in GATE classes only (27 Dots)
- Centralized Resources at Congregated Setting. (16 Dots)
- Congregated setting with specially trained Teachers to meet their academic and social emotion needs. (15 Dots)

7 DOTS each:

- Strong Consistent Programs in Fewer Sites
- Dedicated Funding → remove the ability of the Administration to move \$ into other Programs at the School. Earlier identification → perhaps not earlier congregation but give Teachers in other Programs the ability to address Gifted needs. Succession planning for Teachers of Gifted students to develop a pool of Teachers who are able to address these Kids' needs. Better technology – these Kids eat it up.

6 DOTS each:

- Special Training for Teachers: Emotional, Creative, Special Needs, Certification?

4 DOTS each:

- Challenging Curriculum attracting more GIFTED Kids. Measured goals compared to other CBE Programs. Should be from Grade 4 to Grade 12 only. Locations: Same, but only GATE Program in selected Schools.
- Number of Locations: Determined by population need critical mass but also need to encourage teachers to ID and help move students to congregated settings.

2 DOTS each:

- K-12 Campus Style (Only GATE) – North & South or East & West).
- Promoting the GATE Program as an awesome positive to be celebrated and desired.
- Programs should begin at younger Grades.
- Students allowed (encouraged) to seek the limits of their Gifts
- Smaller number of students in the classroom.
- More locations around the City.
- More Funding Dedicated To Assessing Students
- More Assessments for more Students.

1 DOT each:

- Principals across the GATE Program Schools, supporting the Program completely
- IPP process is adhered to and meaningfully includes Student, Parent and Gifted Education Specialist to meet individual needs of each Gifted Student.
- IPP's are frustrating for Teachers and Parents. (At my child's school, teachers are responsible for writing up their IPP's for students they may not even teach).
- IPP's are often over-worded documents that don't make much difference to what actually happens with the "Student".
- Grade 2 and 3 Teachers are able to identify Gifted Students and have them assessed and if the Family is low income to have the CBE pay for the Assessment.
- During the past 3 years, with economic downturn, the less affluent families cannot pay for bussing to a congregated setting; let alone pay for Psychologist's Assessments.
- Start Grade 2 in congregated setting – expanded to more Schools.
- All Teachers, at all Grade levels, will have training to identify Gifted Kids.
- Grade 2 and 3 Teachers are able to identify Gifted Students and have them assessed and if the Family is low income to have the CBE pay for the Assessment.
- Programming needs to be in tune with innovation and research.
- I am happy with programming the way it is. However, it would be good to have consistency of Programs across different Schools.
- Encourage the School teachers to find GATE Kids. More chance for the Kids to get judged to go to GATE School. Start from Grade 1.
- More Opportunities For Hands-On Learning
- No fee for testing why CBE doesn't charge for ESL testing, while Parents have to pay for Gifted testing!
- More external influences and enrichment for Students.
- Education and Awareness of the GATE option among Parents and Teachers Convenience in Bussing (Not too far or long).
- GATE should have something better than IPP for individualized Programming.
- Congregated, promoted as a beneficial Program-Currently my Grade 9 Daughter thinks GATE is inferior to IB + AP, which are well promoted).
- Across the Board (Same Program), offered on All Schools that have GATE.