



IDENTIFICATION AND SUPPORT OF GIFTED STUDENTS

Context

According to the BC Ministry of Education, a student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. Parents can request to have their children assessed for gifted education services. A student may be identified as gifted by a registered psychologist or registered school psychologist by means of a psychoeducational assessment. School-based teams may also refer students for District assessment if they believe the students may be gifted and would benefit from an Individualized Education Plan (IEP) and support. The assessment is conducted in a group setting in the fall and spring each year and utilizes the *Insight Test of Cognitive Abilities* to obtain a cognitive profile of each student.

The District supports the following *National Association of Gifted Children's Pre-K – Grade 12 Standards* as guiding principles in the development of programming for students identified as gifted:

Standard 1: Learning and Development

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Standard 2: Assessment

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Standard 3: Curriculum Planning and Instructions

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Standard 4: Learning Environments

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Standard 5: Programming

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Standard 6: Professional Development

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. Educators participate in professional development and training to meet the identified needs of gifted students and the demonstration of proficiency as related to the standards, developing and monitoring plans. As well, educators access resources for release time, funding for continuing education and substitute support. These practices are judged through the review of relevant student outcomes.

Procedures

1. Identifying Gifted Students

- 1.1 Principals are to ensure that the process described in this section is implemented in their schools for the identification and support of students identified as gifted.
- 1.2 To refer a student for assessment, the School-Based Team (SBT) must complete a request for consultation form and send it to the District support staff member for gifted education.
- 1.3 Upon receipt of a referral, the District support staff member will consult with the school. If the student is deemed an appropriate candidate for testing, the classroom teacher will be asked to fill out an observation form provided by the support staff and seek permission to assess the student from the parent(s) or guardian(s). If signed consent is obtained, the student can then participate in the formal psychoeducational assessment.
- 1.4 When the assessment has been completed, the District support person will collate multiple sources of referral information and provide a comprehensive report and recommendations to the school for each student.

2. Supporting Students Identified as Gifted

- 2.1 If a student has been identified as gifted and provided with a Ministry designation, the student must be provided with an Individualized Education Plan (IEP) with programming to support their unique learning needs.
- 2.2 The IEP must detail the goals for the student's learning, the specific responsibilities of those involved, and the instructional strategies that will be used to support the student's learning. The parents/guardians of the students must be invited to participate in planning the unique learning activities for their child. It is also recommended that the student be part of the planning process.

2.3 The instructional program for a gifted student:

2.3.1 is provided under the supervision of the student's classroom or subject area teacher(s) with the support of other teachers within the school and member of Student Support Services when appropriate;

2.3.2 may include the gifted student as a member of the whole classroom or as a member of a smaller group within the school;

2.3.3 is enriched through extensions of the classroom experiences that are appropriate to the student's learning needs;

2.3.4 provides opportunities for enrichment at the District level with peers sharing similar interests and abilities, if available; and

2.3.5 may include course selections such as Advanced Placement at the Grade 11 and 12 levels.

Relevant Board Policy: N/A

Developed by: Director of Instruction – Student Support Services

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Related Documents: *National Association of Gifted Children's Pre-K - Grade 12 Standards*