



Vancouver School Board

Gifted Enrichment Education

HANDBOOK FOR SCHOOLS

Learning Services

2009 - 2010

POLICY GOAL OF THE VANCOUVER SCHOOL BOARD

Comprehensive Programming for Gifted Students Kindergarten to Grade 12

In June of 1994, the Vancouver School Board directed gifted education services to:

- Provide equity of access for students in all areas of the city, and
- Respond to the diversity of needs of this student population.

Key Features of VSB Elementary Gifted/Enrichment Education

- Education services for all students begin in the classroom and the school.
- Gifted and highly able students need some learning experiences with similarly able students who share their interests and with curriculum that is appropriately academically, intellectually, and creatively challenging.
- Gifted and enrichment education services and programs complement and extend learning opportunities available in the classroom and school.
- Programs and services maximize limited resources and still respond to the diversity of students' needs.
- Dynamic relationships among school, area, and district programs and services and school, area, and district teams optimize services for all Vancouver students.

For Your Information

The 1995-96 school year was the first full year of implementation of the new programs and services. A review of these programs and services surveying principals, teachers, students and parents was undertaken during 1996-97. The report was presented to Vancouver School Board, February 22, 1998. For a copy of this report, please call Manjula Topiwala at 604-713-5231. Due to budget constraints, the original program model has been downsized and restructured as of September 2004.

Students Who are Gifted

Definition

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. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning. These students must be appropriately identified and be receiving an additional special educational service on a regular and ongoing basis to be eligible for special education funding in this category. Current funding allows for up to 2% of total student enrolment for supplemental funding in this category if supplemental services are provided to identified students on a regular basis, and a current Individual Education Plan is in place. Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

Early identification of students who are gifted is an important element in planning and delivering appropriate educational programs for these students. Some gifted students whose abilities are not identified and addressed early may exhibit secondary emotional and behavioral difficulties. District screening and identification procedures should be in place to ensure consistency of access to programs designed to support gifted students. Every effort should be made to ensure that screening and identification procedures are unbiased with respect to language, culture, gender, physical ability, learning or other disability.

Planning and Implementation

Districts should provide differentiated services to meet the diverse needs of the exceptionally capable learner. Since students who are gifted form a heterogeneous population; their individual needs, experiences, aptitudes and interests vary. Programs for students who are gifted often require a blend of opportunities available both in the school and in the community. The more extraordinary the abilities of the student, the more necessary it becomes to expand the options beyond the regular classroom. Differentiated curriculum opportunities need to be designed and programming needs to be varied and flexible (classroom-based, school-based, district-based). Since no single program modification model can provide strategies that will apply to content, product, pacing, and learning environment, teachers of gifted students need to draw from one or more models in order to provide an appropriate educational program that meets the individual needs of the student. This should be reflected in the student's IEP. Supplemental services for a gifted student should contain some of the following elements, but are not limited to these: independent guided education; specialist teachers in resource centres or resource rooms; district and community classes; special groupings which provide opportunities for learning with intellectual peers; mentorships; consultative services to assist teachers in expanding experiences in the regular classroom; accelerating/telescoping/compacting some or all of the student's program; opportunities to challenge courses when appropriate.

Evaluation and Reporting

It is expected that districts and schools will include gifted students in regular evaluation and reporting. If there are extensive program modifications, evaluation should be based on the degree to which the individual learning outcomes are achieved. Reports of student progress should be based on the instructional objectives and procedures outlined in the student's IEP. Reports should indicate the adaptations and modifications made to the student's educational program, as well as performance relative to widely-held expectations. All personnel directly involved in the ongoing educational program should report on student progress.

Personnel

The Ministry expects that with sufficient training and experience classroom teachers will be capable of including most students who are gifted, and providing a program in which they can be successful, provided that specialized support is available when needed. In-service training opportunities and a collaborative team approach are recommended to support and encourage the development of the necessary skills and understandings which the classroom teacher may require. Support teachers with specialized training and experience in gifted education may serve as helping teachers/consultants, and may work in resource centres or with specialized cross-school groupings or special courses.

Gifted Enrichment Education

PROGRAMS & SERVICES

2009 - 2010

**Transition Program
UBC/VSB**

- District & Provincial high school program for students interested in early university entrance to UBC.

The GOLD Program

- District high school program serving students who are gifted and have learning disabilities
- Prince of Wales & David Thompson Secondary, Gr. 8-12

Elementary Schools

- Classroom Enrichment
- School-Wide Enrichment
- Cluster Grouping
- Advanced Placement
- Personal Interest Research Projects



Gifted Learner Summer Program

- Offered in various locations in Vancouver during July & August.
- Contact your local school or the VSB for details.

Future Problem Solving

- An internationally recognized program that serves students who require creative and critical thinking opportunities within a challenging team setting, working to solve real world problems.
- Mackenzie, Gr. 2-7

Twice Exceptional Learners (GLD/GEF)

- Serves gifted students who learn differently / have additional exceptionalities.
- These students require: academic challenge, emotional & social support, strategies to support their learning differences.
- Livingstone, Gr. K-7 outreach, challenge centre, professional development, consultation

Mentorship

- Serves students who have an identified passion in an area not available in the regular school setting.
- Mackenzie, Gr. 4-7

Challenge Centre Services

- Serves students who require: creative & critical thinking experiences, opportunities to interact with intellectual peers, in-depth challenges
- Brock, Gr. K-7: pull-in programs, teacher support, professional development

Multi-Age Cluster Classes (Gr. 4/5 & 6/7)

- Serves gifted students who require: accelerated pace, increased complexity, project based challenges & can be an autonomous learner
- Livingstone, Gr. 6/7
- Queen Mary, Gr. 4/5 & 6/7
- Tecumseh Gr. 4/5 & 6/7

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School-Based Support for Gifted Learners

2009 - 2010

Classroom Teacher

- Identification of student's learning differences and learning needs.
- Liaison with the parents to clarify student learning needs
- Classroom curriculum adjustments and extensions/enrichments
- Referral to school-based team for "P" designation and IEP considerations

School-Based Enrichment Teacher

- Offers learning opportunities for clusters of students and teacher support
- Accesses district support and resources for gifted enrichment education

School-Based Contact Person

- Liaison with classroom teachers, school-based team, and school administrator
- Liaison with district program staff and services

School-Based Team

- Reviews students identified by classroom teachers and presented by school-based contact person
- Requests consultation with Gifted Enrichment Education teachers to support classroom teacher's work with students
- Refers students to district programs
- Supports development of professional development of staff who choose to develop knowledge about this student population and effective practices and resources
- Identifies students for psycho-educational assessments and IEP development

Note: Psycho-educational assessments are undertaken for identification of highly gifted students who are candidates for full-time classes known as Multi-Age Cluster Classes. As resources allow, psycho-educational assessments are also offered for special needs "at risk" gifted students. Prior to psycho-educational assessments, students referred by the school are interviewed by a Gifted Enrichment Education Program teacher and referrals are reviewed by a team of program and district staff. Canadian Test of Cognitive Skills may be used as a screening device. (Level C test, Ministry of Education)

School Administrator and School Staff

- Request professional development for school staff or groups of classroom teachers.
- Support parents through information about student needs and program options.

VSB Gifted Enrichment Education

Referral Process



School-based Contact Person for VSB Gifted / Enrichment Education Identified



Classroom teacher refers students to School-Based Contact Person.

Individual students considered according to:

- academic & learning strengths
- areas of passionate interest
- creative & analytical thinking ability in work and play settings
- commitment to preferred tasks for long periods of time
- emotional intensity and sensitivity
- above grade level abilities in specific subject areas or advanced skills
- parental input
- learning differences / difficulties and learning needs



School-based Contact Person Brings Names to School-Based Team

Review:

- teacher identification
- students record
- student strengths and weaknesses
- previously successful strategies and resources
- need for IEP



School-Based Team Recommendations



Request for Teacher Support & Professional Development	Referrals to Programs	Further Assessment
Identification of students' strengths and needs. Clarify strategies and resources for classroom teachers. Educational plan for classroom differentiation of curriculum and other learning experiences	Complete referral forms for District programs. Referrals submitted to respective programs: <ul style="list-style-type: none"> ▶ Challenge ▶ MACC (Gr. 4 - 7) ▶ Mentorship ▶ Twice Exceptional Learners ▶ Transition (Gr. 7/8) ▶ Gifted Learner Summer Program (Parent application) ▶ Future Problem Solving (Gr.2-7) ▶ GOLD (Gr.7) 	Group ability assessment Standardized achievement Psycho-Educational Assessment Program options recommended to address student needs.