

Category – Intellectual – Giftedness

MINISTRY OF EDUCATION DEFINITION

An unusually advanced degree of general intellectual ability that requires:

- differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Assessment will contain information from a variety of sources including:</p> <ul style="list-style-type: none"> • Measures of intellectual ability, academic achievement and professional teacher ratings • The intellectual ability and academic achievement composite will be two standard deviations above average and the teacher ratings in at least one area is at least one standard deviation above average. 	<p>Guidelines:</p> <ul style="list-style-type: none"> • Focus the discussion on the student's strengths and needs • Consider specific assessments where the intellectual ability and academic achievement composite will be two standard deviations above average and the teacher ratings in at least one area is at least one standard deviation above average • If the student is already Exceptional, review the current IEP • The IPRC secretary will manage follow-up communication and record keeping. <p>Referral Process:</p> <ul style="list-style-type: none"> • Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC • Elementary schools make referrals to their In-School IPRC for identification and placement, or to the Field Office IPRC if placement in an Enhanced Learning Class is being considered • Secondary Schools refer students to an IPRC at one of the Enhanced Learning Centres for identification and placement. • Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral • The IPRC may defer making identification or placement decisions if more information is required • Representatives from the referring school will manage the pre-meeting communication and record keeping.

[Enhancements](#) and programs are provided based on the individual student learning profile through a tiered model of intervention. The intensity of the intervention increases based on the individual student need.

Identifying Enhanced Learning Needs

Decisions on placement into the enhanced learning program are made based on demonstrated need for increasing levels of differentiated instruction. In order to identify a student's enhanced learning needs, a series of assessments and tests must be completed.

To be identified as an enhanced learner, the student may undergo a [Canadian Cognitive Aptitude Test \(CCAT\)](#) as an initial screener. Following a review of the CCAT results, the In School Review Committee (ISRC) may recommend completion of the [Gifted Rating Scale \(GRS\)](#).

The ISRC and school psycho-educational consultant will analyze the ability test scores and teacher ratings to determine whether a student will be best supported within the regular classroom programming (Tier 1) or through the In-School Enhanced Learning Program (**ISELP – Elementary, Tier 2**), where the degree of differentiation of the content, process, product and/or evaluation will be determined by the learner's needs and interests.

If the ISRC believes the student may qualify as Exceptional Intellectual - Gifted (**Tier 3**), an individual [psycho-educational assessment](#) will be completed and an Identification, Placement, Review Committee (IPRC) may recommend placement in an Enhanced Learning Class (elementary) or Enhanced Learning Program (secondary).

Regular School Program

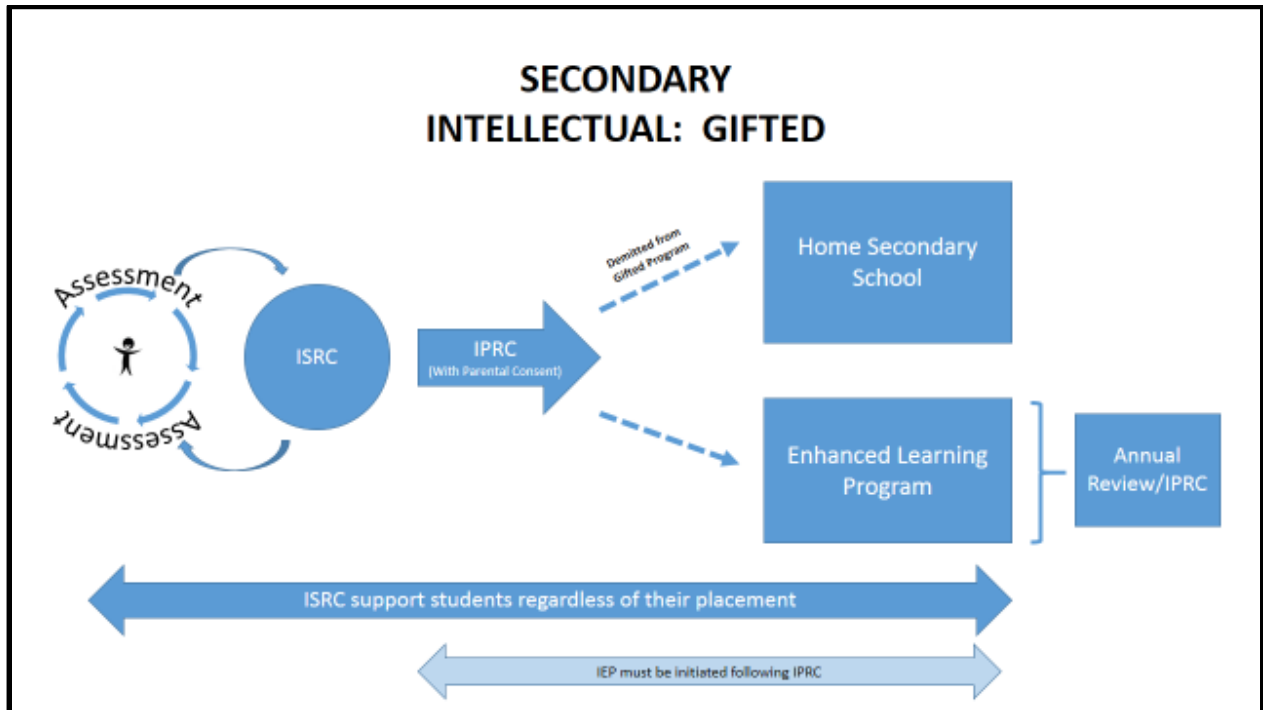
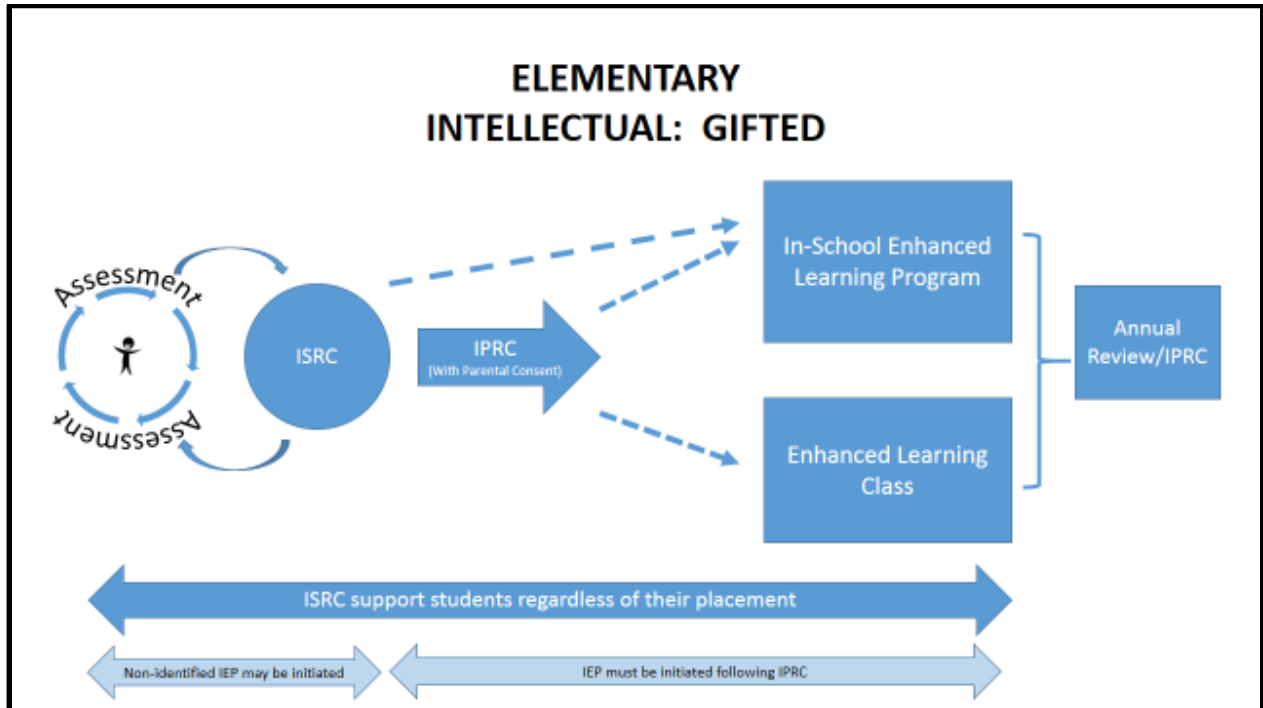
Classroom teachers differentiate assessment and instruction for all students based on their student profiles.

Enhanced Learning Class (ELC – Elementary)/ Enhanced Learning Program (ELP – Secondary)

Enhanced Learning Classes are a Special Education placement option for a student who is identified as Intellectual – Gifted by an IPRC and who requires extensive programming and differentiation beyond that which can be provided in the mainstream classroom.

These classes may not be located in the student's home school. An ELC may have multi-grades, with a grade range of two or three years. (E.g. grades 1,2,3, grades 4,5 or grades 6,7,8). An ELP may have multiple levels (E.g. Gifted/Academic).

PLACEMENT OPTIONS FOR STUDENTS WITH A GIFTED EXCEPTIONALITY



PROGRAM: **In-School Enhanced Learning Program (ISELP)**

Program Placement: *In-School Enhanced Learning Program*
Regular education class/Home school

Class Type: **Indirect Service**

Program Grades: **Grades 1-8**

Class Size: **Ministry of Education regulations for class size**

Staffing: **Classroom Teacher**
Special Education Teacher (Indirect)

Program Description:

- Students have demonstrated strong abilities and/or are rated by their teachers as needing differentiated instruction and enhancements beyond regular classroom programming
- Teachers within the school provide an increased level of differentiation and enhancements.
- The focus of the In-School Enhanced Learning Program (ISELP) may include the further development of:
 - critical and creative thinking skills
 - problem solving skills
 - planning, organizing, and evaluating skills
 - independent learning
 - concepts to extend knowledge and deepen understanding of the regular grade level curriculum
- An Individual Education Plan will be developed for students who are serviced through the ISELP.
- Students do not require a psycho-educational assessment in order to receive ISELP support.
- Progress of students is continually monitored.

PLACEMENT: **Enhanced Learning Class - Elementary**

Class Placement: ***Enhanced Learning Class***
Special Education Class

Class Type: **Fully Self Contained**

Program Grades: **Grades 1-3, Grades 4-5, Grades 6-8**

Class Size: **Ministry of Education regulations for class size**
20 (Grade 1-3)
23 (Grade 4-5)
25 (Grade 6-8)

Staffing: **Special Education Teacher**

Program Description:

- Students enrolled in the program are placed through an Identification Placement and Review Committee (IPRC) meeting held at the field office. The meeting identifies the student as exceptional and offers a placement in the *Enhanced Learning Class*
- Students have very superior abilities as identified by a psycho-educational assessment, and are rated by their teachers as needing differentiated instruction and enhancements beyond regular classroom programming.
- The classroom teacher, in the development of the Individual Education Plan (IEP), uses information from the psycho-educational assessment to inform the identification of the student's strengths and needs and includes the corresponding strategies in the IEP.
- The program focus for a student in an Enhanced Learning Class may include:
 - development of the student's academic ability, intellectual ability, creativity and/or motivation
 - curriculum compacting to examine content at the student's grade level in greater breadth and depth
 - development of the awareness of the "connectedness" of knowledge instruction and practice of various styles of thinking (i.e. critical, creative, productive, divergent)
 - emphasis on the development and application of a repertoire of problem solving and communication skills
 - an expectation of independent, self-directed learning as well as development of interdependent and cooperative learning skills
 - development of a greater understanding of multiple intelligences and the student's individual learning style and interests

PLACEMENT: **Regional Secondary Enhanced Learning Program**

Program Placement: *Enhanced Learning Program*
Special Education Program

Class Type: **Indirect/Resource**

Program Grades: **Grades 9-12**

Class Size: **Ministry of Education regulations for class size**

Staffing: **Classroom Teacher**
Special Education Teacher

Enhanced Learning Program:

This program supports differentiated learning experiences of a depth and breadth beyond those provided in the regular school program. Grade 9/10 core subjects English, Mathematics, Science, Geography/History, and Grade 11/12 English, Mathematics and Sciences (site dependent) are provided.

The program focus for a student in an Enhanced Learning Program may include:

- development of the student's academic ability, intellectual ability, creativity and/or motivation as described in the IEP
- curriculum compacting to examine content at the student's grade level in greater breadth and depth
- development of the awareness of the "connectedness" of knowledge instruction and practice of various styles of thinking (i.e. critical, creative, productive, divergent)
- emphasis on the development and application of a repertoire of problem solving and communication skills
- an expectation of independent, self-directed learning as well as development of interdependent and cooperative learning skills