



What is a Gifted Student?

A student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capacity 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.

See Ministry website:

<http://www.bced.gov.bc.ca/specialed/gifted/>

For questions about programs for the Gifted and Talented, please contact your home school or visit our website at www.nvsd44.bc.ca

Inclusive Education 44
Learning Services
Handbook

<http://nvsd44.bc.ca/en/Programs/InclusiveEducation.aspx>



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Gifted Education



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Information for
Schools, Parents
and Students



Introduction - Student Profile

Perceptions of giftedness vary. While at one time the term was used to refer to students with a high IQ, today we include a wide range of attributes in line with Howard Gardner's research on multiple intelligences. Learner Profiles of these students may therefore be highly variable.

For students with exceptional gifts and talents we endeavour to:

- ~ identify, in a consistent manner, students who demonstrate or show potential for exceptional cognitive abilities – intellectual, creative or academic performance
- ~ foster self-worth and dignity of students who have exceptional gifts and talents
- ~ assist these students, their parents and teachers with understanding and addressing giftedness
- ~ equip these students with processes needed to become lifelong autonomous learners
- ~ provide a range of programming options for individual students within and beyond the regular curriculum
- ~ develop and devise efficient access to district, school and community resources in order to meet the needs of gifted students
- ~ provide a range of programming options that focus on social emotional learning and work ethic as well as intellectual skills development

The Ministry states that "No single criterion should be established for entry into or exclusion from services for students who are gifted".

Referral Process

The referral process is the same as for all students with special needs. This should include the following:

Level 1 Classroom

- ~ Teacher observations including anecdotal records, checklists and inventories.
- ~ Records of student achievement including assignments, portfolios, grades and outstanding talents, interests and accomplishments.

Level 2 School Based Team

- ~ Nominations by educators, parents, or self to access differentiated assessments and curriculum.
- ~ consideration of the need for a school based case manager

Level 3 Extended School Based Resource Team

- ~ Additional assessment e.g. an assessment called Insight may be considered.
- ~ A psycho-educational assessment may be considered.
- ~ A Ministry Designation may be considered.

An Individual Education Plan (IEP) must be developed for a student who has a Ministry of Education special education designation.

This will include:

- ~ learning outcomes that are different from, or in addition to, the expected learning outcomes set out in the BC Ministry of Education curriculum, including those from a different grade level
- ~ a list of support services
- ~ a list of adapted materials, instruction and assessment methods

Programming Options

School Based

- ~ Differentiated instruction and curriculum (compacting, telescoping or accelerating, Independent Directed Studies)
- ~ Enrichment e.g. Heritage Fair, Math contests
- ~ Access to materials /programming from a higher grade level.
- ~ Access to a school based case manager, typically the Learning Assistance Teacher or Zone Program Teacher

In the Family of Schools (FOS) Zone Explorations

- ~ Students will come together for a half day a week from October to the end of May to interact with like minded peers in a fast paced enriched setting. Focus areas may be robotics and engineering, fine arts, creative writing and critical thinking
- ~ Instruction will focus on engaging themes that allow students to explore learning in all areas of the curriculum both in the zone program and in their home school
- ~ Students develop a strong understanding of how they learn (metacognition)

Across the District

- ~ Challenge Centres
Focus areas such as Math, Science & Technology, the Fine Arts, Philosophy and Critical Thinking – taught by teachers and often enhanced by visiting professionals.
- ~ Distributed Learning (DL on-line)
- ~ Participation in Artists for Kids Programs (AFK)
- ~ Participation in Peak Performance and Academy programs
- ~ Leadership opportunities such as the Student District Leadership Council