

GIFTED and TALENTED EDUCATION

Background

The Division is committed to meeting the educational needs of all children/students through the provision of a range of instructional programming and services to accommodate their differing abilities and needs, subject to available resources.

Definition

Giftedness is defined by Alberta Education as “exceptional potential and/or performance across a wide range of abilities in one or more of the following areas: general intellectual, specific academic, creative thinking, social, musical, artistic, and kinaesthetic.”

Procedures

1. Identification, referral, assessment, placement and programming of students who are gifted and talented shall be consistent with Alberta Education policies and regulations.
2. The identification of students who demonstrate gifted and talented behaviours and characteristics shall be the shared responsibility of teachers, school learning support teams, parents or students themselves (where appropriate). It should be a multi-faceted approach that takes place over a period of time, taking into account the area of giftedness that is demonstrated and observed.
 - 2.1. The Division identification process could include the following:
 - 2.1.1. Teacher referrals
 - 2.1.2. Parent Referrals
 - 2.1.3. Historical review of student achievement
 - 2.1.4. Formal specialized assessment
3. Should a student’s learning team agree that a student demonstrates exceptional potential and/or performance across a wide range of abilities in one or more of the areas indicated in the definition above, the team would discuss what specialized programming would best address the needs of the whole student.
4. Learning teams will collaborate to determine suitable educational goals and instructional strategies and services required to effectively program for a student who has been identified as gifted and talented.

5. Any student who has been identified as gifted and talented will require an Individual Program Plan (IPP). These plans must be inclusive of cognitive and affective strengths, programming options and transitions that meet the needs of the individual child/student. IPPs must be living documents which are consistently reviewed and revised according to need.
6. Although the classroom teacher will have the primary responsibility for developing and implementing the IPP, the planning process is intended to be a collaborative process with the involvement of the student's learning team.
7. Programming options will be at the discretion of the principal. Several options relative to programming for general intellectually gifted students are appropriate; these will be adopted depending on available resources. The following could be considered:
 - 7.1. Differentiated opportunities in the classroom such as:
 - 7.1.1. Tiered assignments
 - 7.1.2. Independent projects
 - 7.1.3. Interest centers/groups
 - 7.1.4. Flexible grouping
 - 7.1.5. Mentorship/apprenticeship
 - 7.2. Pull-out programs
 - 7.3. Accelerated programs
 - 7.4. Online Learning

Adopted/Revised – MAY 2017/OCT 2021

Reference: Education Act Section 3, 11, 16, 31,32, 33, 40, 41, 42, 43, 44, 52, 53, 56, 196, 197, 204, 222
Student Record Regulation
Guide to Education ECS to Grade 12
Standards for Special Education