

---

---

**SUBJECT:           GIFTED: CRITERIA FOR**

Legal References:           *Education Act: Section 170 Duties of Boards: Special Education Programs and Services Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils; Ontario Regulation 298 Operation of Schools Section 31: Special Education Programs and Services (maximum enrolments); Ontario Regulation 306 Special Education Programs and Services*

Related References:       *Administrative Procedure 225 Special Education Handbook; AP 227 Identification, Placement and Review Committee; AP 230 Self-Contained Classes (Regional); AP 376 Promotion, Acceleration and Retention of Students  
Form 235A List of Observable Characteristics: Gifted Students; Form 235B Teacher Checklist For Gifted Education; Form 235C Application for Admission to Special Class Placement: Gifted*

---

---

1.    Support for School Teams

- 1.1   The director of education has developed this administrative procedure to provide school teams with:
- a)   Programming suggestions;
  - b)   The procedures for identification of student as Intellectual: Gifted; and
  - c)   The procedures for accessing the Out-of-School Program for the Gifted (grades 4,5 and 6).

2.    Procedures for Education of Gifted

- 2.1   The student identification process may be initiated by the school personnel, parents/guardians, or the student.
- 2.2   The classroom teacher completes a guided observation, using the list of key characteristics and observables in Form 235A List of Observable Characteristics: Gifted Students. [See the Forms Manual.]
- 2.3   If four or more of the key characteristics and observables are noted, then a referral to the School Team is made.
- 2.4   The School Team meets to discuss the student referral. Consideration is given to appropriate “next steps”; for example, programming and teaching strategies within the classroom and/or school. The classroom teacher consults with the parents/guardians for developmental history, checks for hearing tests, and then gets permission to proceed with assessments.
- 2.4.1   The classroom teacher completes the Teacher Checklist for Gifted Education in Form 235B. [See the Forms Manual.]

- 2.5 The School Team will use the results of the Teacher Checklist for Gifted Education to determine if they wish to pursue the process that would then initiate an Enhanced Team Meeting.
  - 2.6 If the recommendation of the Enhanced Team is to assess the student, the following tests are administered by the Special Education Resource Teacher (SERT) and in order to proceed with identification, the following scores must be achieved:
    - 2.6.1 Woodcock Johnson Tests of Achievement III (WJIII) - administration of subtests of Passage Comprehension (95+%ile) and Applied Problems (95+%ile)  
And
    - 2.6.2 Detroit Test of Learning Aptitude, Fourth Edition (DTLA – 4) (General Mental Ability = 97+%)
  - 2.7 Following completion of the assessments, an Educational Assessment Report will be written and shared with parent/guardian.
- 3.0 When Results Meet Criteria
- 3.1 If the results are conclusive (i.e., the student has met ALL the criteria listed above), a consultation is arranged with the parent/guardian to discuss all options and appropriate next steps. The teacher of the gifted program should be included in this consultation.
  - 3.2 If the parent/guardian is in agreement, the school will proceed toward the Identification, Placement and Review Committee (IPRC). Please refer to Administrative Procedure No. 227, Identification, Placement And Review Committee.
  - 3.3 Placement options continue to be Regular Class, Regular Class with Indirect Support, Regular Class with Resource Assistance, Regular Class with Withdrawal Assistance, Regular Class with Resource Assistance and Withdrawal Assistance, and Regular Class and Out-Of-School Withdrawal Program for the Gifted (grades 4-6).
  - 3.4 Where out-of-school resource withdrawal is considered to be appropriate, with the approval of the parent/guardian the school will proceed with the “Application for Admission to Special Class Placement”. This application is located in the Forms Manual—Form 235C Application for Admission to Special Class Placement: Gifted. Admission to the classes is in September and January.

3.5 A visit to the classroom (prior to the IPRC) arranged through the principal of the sending school and the teacher of the gifted is recommended.

3.6 Following acceptance for placement through the Admissions Procedure, the school will convene the IPRC in accordance with Administrative Procedure No. 227.

4.0 When Results Do Not Meet the Criteria

4.1 An Enhanced School Team meeting must be convened to discuss the results and appropriate next steps.

4.2 The school continues to plan for, and provide appropriate programs to meet the needs of the students. The School Team is encouraged to consult with the teacher of the gifted program.

**5.0 Students in the Out-of-School Gifted Program**

5.1 Student progress shall continue to be monitored by the School Team. If academic and/or emotional concerns arise, an Enhanced School Team meeting must be called with the teacher of the gifted and the Special Education Consultant in attendance.

5.2 If the out-of-school gifted program is not the best placement, the following shall take place:

5.2.1 The teacher of the gifted program will discuss the student's progress with respect to the goals and expectations of the program with the student, parent/guardian, and the home school principal.

5.2.2 The student's needs statements, as outlined on the Individual Education Plan, will be reviewed.

5.2.3 An IPRC may be reconvened to review the student's placement in the program.

5.2.4 The decision for a student to leave the out-of-school program does not preclude that student from requesting re-entry during the next school year.