

215 (NEW) GIFTED/GIFTED TWICE EXCEPTIONAL STUDENTS – IDENTIFICATION & PROGRAMMING

Background

Identifying and programming for Gifted students is part of Canadian Rockies Public Schools' ongoing dedication to meeting the needs of all students. In Alberta, Gifted/Talented (as defined by each school authority) is a category of recognized special education need (Standards for Special Education, 2004). Unlike other categories of special education needs, which are defined by Alberta Education, Giftedness is locally defined.

Common exceptionalities such as Learning Disabilities, Emotional/Behavioural Disorders and Autism Spectrum Disorders can co-occur with Giftedness. The need to determine when disorders co-exist with giftedness has long been recognized in the literature (Webb, Amend, Webb, Goerss, Beijan, and Olenchak, 2012). Students who possess these dual exceptionalities are referred to as Gifted Twice Exceptional.

Procedures

1. All students, including those who are Gifted or Gifted – Twice Exceptional (Gifted-2e) shall be provided with appropriate programming to meet their needs in accordance with the Inclusive Education Procedures of CRPS. Although the shortened term Gifted-2e is used to describe students who are Gifted and have further exceptionalities, there may be more than two needs despite a 2e descriptor.

As noted in the CRPS Inclusive Education Guidelines, it is the intent of CRPS to offer all student quality instruction and appropriate educational opportunities. When a student is formally identified as Gifted or Gifted-2e, based on a specialized assessment, in accordance with both district guidelines and the Standards for Special Education (Alberta Education) they will be provided with an individualized program plan.

2. CRPS staff will ensure that questions and concerns about identification of and programming for Gifted and Gifted-2e students are met with proactive efforts to attend to student needs and to provide for ongoing communication according to the Inclusive Education Procedures. Reasonable efforts are to be made to avoid systemic bias and to ensure that Giftedness is not masking other exceptional needs, other needs or cultural biases are not masking giftedness, and that each is not masking the other. Programming designed to understand and meet student needs is the first priority for those who may be Gifted or Gifted-2e.

3. When parents, students, staff and/or members of the public inquire about programming or entitlements with respect to potential special needs identification (coding), Giftedness, or Gifted-2e status, they are to be provided with a printed copy of, or weblink to (based on their preference) the Inclusive Education Guidelines.

Procedures for entitlements and appeals are to be clearly communicated (for example referenced in a covering email providing the link or attachment or documented in similar manner) in order to ensure that procedures for taking a collaborative approach, and what to do in case of disagreement, are mutually understood.

4. CRPS recognizes Gifted/Talented students as those who demonstrate exceptional performance in general intellectual ability. Students qualify to be formally identified as Gifted, or Gifted with additional exceptionality, as per Alberta Education requirements and expectations, when they meet each of the following criteria:

- a. Exceptional performance in general intellectual ability is defined as obtaining **either** a Full Scale IQ score (**FSIQ**) **or** General Ability Index (**GAI**) score of **130 +/- 5** on an individually administered intelligence scale using Canadian norm group comparisons.

and,

- b. Student needs call for individualization of their programming. Such needs are determined as per Inclusive Education Procedures of Canadian Rockies Public Schools and *specifically* in accordance with a process focused on the impact of the child's or student's functioning in an educational environment.

Not every student with FSIQ or GAI scores of 130 +/- 5 will necessarily require formal special education identification. Regardless of coding or the provision of formal individualized program plans, student needs are to be met through application of the Inclusive Education Procedures and the programming which arises from the application of those procedures.

- c. Students are formally identified with both Giftedness (Code 80) **and** an additional Alberta Education special education code(s) only when they meet the criteria for **both** Giftedness (as described above) and all criteria for the other code(s) at the same time (Alberta Education Special Education Coding Criteria - updated annually).

References

Section 3, 11, 16, 33, 52, 53, 56, 196, 197, 204, 222 Education Act
Student Record Regulation 97/2019
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Standards for Psycho-Educational Assessment (1994) Alberta Education
CRPS Inclusive Education Handbook

History

Developed: November 2018
Amended: January 2020