

**IDENTIFICATION OF GIFTED AND/OR TALENTED LEARNERS****Category:** Educational Services**Effective:** June 2020**Policy Statement**

Anglophone West School District is committed to a clearly articulated process for identification of gifted and talented learners, including those that identify as Twice Exceptional. Procedures used to identify gifted and talented learners shall be multi-dimensional rather than based on a single measure of intelligence or on a single instrument. The identification process should consider skills in learning, motivation, creativity and productive thinking, leadership, visual and performing arts, kinesthetics, planning and study, and communication.

**Purpose**

This policy identifies characteristics of gifted and talented learners, as well as the process for identifying gifted and talented learners.

**Application**

This policy applies to all schools in Anglophone West School District.

**Definitions**

Enrichment: Designing learning to promote higher levels of thinking and creativity in a subject area and allow students to explore that subject in depth.

Gifted and/or Talented: Having outstanding abilities and/or skills, high levels of task commitment, and/or high levels of creativity in one or more of the following categories: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts ability, and kinesthetic ability.

Enrichment Personalized Learning Plan: A plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets, and educational supports that ensure the student experiences success in learning that is meaningful and appropriate considering the student's individual needs.

School-Based Education Support Services (ESS Team) - A team led by the school principal that assists classroom teachers to develop and implement instructional and/or management strategies and to co-ordinate support resources for students with diverse needs. The team is made of Education Support Team (EST) and other staff members whose primary role is to strengthen the school's capacity to ensure student learning.

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Social-Emotional Learning: Social and emotional learning (SEL) provides the structure and process for adults and students to develop fundamental emotional and social competencies and experiences to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships and make responsible decisions.

Twice Exceptional Students: When giftedness coexists with a learning challenge of some sort, most commonly a learning difficulty, behavioral problem, attention deficit disorder (with or without hyperactivity), or autism spectrum disorder.

**Categories of Gifted and/or Talented Learners**

In consideration of identifying gifted and/or talented learners, school teams consider the following categories of giftedness:

- a. General Intellectual Ability
- b. Specific Academic Aptitude
- c. Creative or Productive Thinking
- d. Leadership Ability
- e. Visual and Performing Arts Ability
- f. Kinesthetic Ability

(For an extensive list of characteristics of each of these categories, please refer to pages 11-13 of the [Department of Education and Early Childhood Development Document: Gifted and Talented Students – A Resource Guide for Teachers, 2007](#)).

**Screening and Identification Process**

Prior to consideration for identification, students have exhibited needs beyond the enrichment opportunities presented in the regular classroom. The objective is to determine a student's giftedness in order to develop an enrichment plan for the student.

1. A request for identification may be initiated by a teacher, parent, or the student to the school Educational Support Services (ESS) team.
2. Once the request has been made, a school-based team comprising ESS and teachers or teaching teams that work with the student will review available data sources including curriculum-based assessments and student interest surveys and gather more data as necessary.
3. Based on initial assessments, the school-based team may implement additional supports with integrity.
4. The school-based team, in collaboration with District personnel, may determine that additional assessments are required to provide additional information for educational



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programming. These may include assessments on academic, cognitive, social, emotional, and behavioral functioning.

5. A plan based on individual areas of talent and interest indicating enhancements and adaptations to curriculum outcomes is developed and communicated to parents. The enrichment plan is monitored and maintained. Templates for enrichment plans are included as [Appendix A](#) & [B](#).



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**References**

- Department of Education and Early Childhood Development [Policy 322 Inclusive Education](#)
- New Brunswick [Department of Education and Early Childhood Development Document: Gifted and Talented Students – A Resource Guide for Teachers, 2007](#)
- New Brunswick Department of Education and Early Childhood Development Document: [School-Based Education Support Services Teams to Support Inclusive Education](#)
- [Winebrenner, S., & Brulles, D. \(2018\). \*Teaching gifted kids in today's classroom: Strategies and techniques every teacher can use.\*](#)
- [Mihyeon, K. \(April 01, 2016\). A Meta-Analysis of the Effects of Enrichment Programs on Gifted Students. \*Gifted Child Quarterly\*, 60, 2, 102-116.](#)

**Appendices**

- ASD-W 350-2A: [Gifted and Talented Learners - Appendix A - Enrichment Pyramid of Response](#)
- ASD-W 350-2B: [Gifted and Talented Learners - Appendix B - Individual Enrichment Plan](#)