Opening Statement

In accordance with Nova Scotia’s Department of Education policies and guidelines the Cape Breton Victoria Regional School Board promotes diverse learners. Each school’s program planning team will be responsible for providing appropriate programming services to students identified as gifted and talented as outlined in the Special Education Policy (2008) and Gifted Education and Talent Development (2010).

Purpose

To ensure that all students identified as gifted and talented receive appropriate programming and supports.

Guidelines

1. There is no one profile of a gifted learner. Emphasizing talent identification rather than giftedness changes the focus of identification process to one that is highly inclusive.
2. Differentiated instruction, research based practices, and effective teaching practices are implemented across all areas of the curriculum at the classroom level, for all students. A student assessment profile must be developed to plan appropriate interventions.
3. Instruments used for student assessment to determine gifted programming must measure diverse abilities, interests, and talents in order to provide students with an opportunity to demonstrate their strengths. Student assessments should be sensitive to all stages of talent development, including information on potential, as well as, demonstrated abilities. All student identification procedures should come from multiple sources and include multiple assessment methods including classroom assessments for, of, and as learning and should access the student’s strengths, challenges, talents and interests in order to determine the appropriate programming supports and services.
4. Written procedures for student identification must include, at the very least, provisions for informed consent, student reassessment, and transitioning.
5. When targeted interventions and/or strategies used by the classroom teachers are not enough to support student programming the teacher should refer these students to the school program planning team.
6. At program planning the classroom teacher discusses student progress and the strategies and interventions that have been implemented in the classroom. The program planning team reviews the data from the classroom teacher and may recommend other strategies and/or interventions to be implemented within the classroom. These strategies must be tried for an appropriate length of time (6 to 8 weeks) to assess their effectiveness.

7. If additional interventions and/or strategies are still required to support student programming the program planning team may recommend enrichment support. The purpose of enrichment is to support growth in students’ observable gifts and talents and to provide new and varied experiences to all students to reveal their gifts and talents. Enrichment programming and services must be designed to supplement, extend, and build upon curriculum outcomes.

8. In order to receive enrichment support from a member of the Gifted and Talented lead team a Student Services: Referral Form must be completed and sent to the Coordinator of Student Services for approval. With the approval from the Coordinator of Student Services, a member or members of the Gifted and Talented lead team lead team will do an on-site visit to support the school program planning teams with enrichment strategies.

9. The program planning team may put in a referral for a psycho-educational assessment if further supports are required for student programming.

Cross Reference

- Education Act (1995)
- Special Education Policy (2008)
- Supporting Student Success: Assistive Technology (2006)
- Teacher Assistant Guidelines (2009)
- Gifted Education and Talent Development (2010)
- Speech Language Pathology Guidelines (2010)
- Life Skills: Supporting Student Success (2009)

Forms

Until TIENET implementation (2012) all necessary forms and resources for Student Services supports are located at [www.cbv.ns.ca/studentservices/](http://www.cbv.ns.ca/studentservices/)

- Student Services Referral Form
- Student Services Parent Permission Form