

Criteria for Specialized Gifted Program

The Specialized Gifted Program is for a student who has been identified as gifted and whose needs may be better met in a specialized setting. Evidence from targeted Tier 1, 2 and 3 school-based interventions suggest that the student would benefit from a congregated intensive specialized program. The program is in English only for grades 1 through 4. French immersion gifted or English gifted (with core French) is available from grades 5 through 12.

Evidence is required that interventions at Tier 1, 2 and 3 have been applied over time based on the learning needs of the student. Based on evidence from these interventions, it is expected that the student will benefit from a specialized gifted program at this time.

Designation:	Primary, Junior, Intermediate, Secondary
Class Size:	Grades 1-3; up to 20 students Grades 4-8; up to 25 students
Resources:	One teacher with special education qualifications

Referral Criteria:

Cognitive Profile (all grade levels):

- when composite scores differ by 23 standard score points or more, a determination will be made as to whether the specialized gifted program will provide the best support to the student, based on all information provided

Primary (grades 1-4):

- assessed on the Canadian Cognitive Abilities Test (CCAT-7 for 2017-2018 school year or previous CCAT as applicable) with scores at the 99th percentile on two of the three scales and at least the 90th percentile on the third scale, followed by consultation with psychologist or psychological associate; **OR**
- identified as having a gifted profile in current psychological report based on individual assessment results from the WPPSI-IV, WISC-V or Stanford-Binet yielding a Full Scale (FSIQ) score or General Ability Index (GAI) score at least at the 99.6th percentile

Junior/Intermediate (grades 5-8):

- CCAT-7 (for 2017-2018, or previous version accepted prior to 2015-2016) with scores at the 98th percentile in two of the three scales and at least 90th percentile on the third; **OR**
- WISC-V or Stanford-Binet FSIQ and/or GAI score at least at the 98th percentile

Secondary (grades 9-12):

- student coming from OCDSB specialized gifted class in grade 8 (no further assessment required)

Academic Profile

- individual achievement assessment results in the domains of reading comprehension and math problem solving (e.g., WIAT-III preferred) to determine learning profile

Social/Behavioural Profile

- may demonstrate a range of emotional, social and/or behavioural responses (e.g., disengagement, frustration, low self-esteem, anxiety, withdrawal, inattention, distractibility) and/or a learning style that precludes effective learning in the community school

Required Documentation

- psychological report or CCAT;
- all psychological assessments must be completed within the last 2 years and 11 months or verification from an OCDSB school psychologist or psychological associate that an assessment completed more than 2 years and 11 months ago continues to be valid;
- educational assessment within the last 12 months (reading and math problem solving composites are sufficient, include writing sample demonstrating the student written expression skills);
- evidence is required that interventions at Tier 1, 2, and 3 have not resulted in student having acquired prosocial developmentally appropriate skills and/or have not resulted in progress over time;
- Learning Support Services referral form detailing interventions at Tier 1, 2 and 3 to address the challenges and rationale as to why student needs cannot be addressed in the community school

Additional Documentation (if available)

- current report card or preschool report;
- current IEP;
- additional assessment reports (most recent medical, speech-language, IBI occupational/physiotherapy, social work);
- list of community agencies involved with student (e.g., Crossroads Home Program, etc.);
- Parent questionnaire;
- anecdotal report (list behavioural, academic and social challenges; include a list of interventions);

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.