

## 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. 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 program at this time.

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

### Referral Criteria:

#### Cognitive Profile

##### Primary (grades 1-4)

- Canadian Cognitive Abilities Test (CCAT-7) with scores at the 99<sup>th</sup> percentile on two of the three scales and at least the 90<sup>th</sup> percentile on the third scale; **OR**
- WPPSI-IV, WISC-V or Stanford-Binet yielding a Full Scale (FSIQ) score or General Ability Index (GAI) score at least at the 99.6<sup>th</sup> percentile;
- School psychology staff are responsible for reviewing psychological assessment information in order to consider interpretive data (e.g., cultural-linguistic considerations, behavioural observations, validity statements by clinician) when determining if cognitive criteria are met.

##### Junior/Intermediate (grades 5-8)/Secondary (grades 9-12)

- CCAT-7 with scores at the 98<sup>th</sup> percentile on two of the three scales and at least 90<sup>th</sup> percentile on the third scale; **OR**
- WISC-V or Stanford-Binet yielding a full scale (FSIQ) or General Ability Index (GAI) at least at 98<sup>th</sup> percentile;
- School psychology staff are responsible for reviewing psychological assessment information in order to consider interpretive data (e.g., cultural-linguistic considerations, behavioural observations, validity statements by clinician) when determining if cognitive criteria are met.

#### Academic Profile

- requires intensive enrichment in one or more cognitive domains (e.g., critical thinking) and/or academic areas (e.g., math, literacy); and
- some may require intensive support in various academic and/or executive functioning skills.

### **Social/Behaviour Profile**

- may demonstrate a range of emotional, social and/or behavioural responses (e.g., disengagement, frustration, low self-esteem, anxiety, withdrawal, inattention, distractibility) but they are not the primary presenting concerns.

### **Required Documentation**

#### Elementary (grades 1-8)

- CCAT-7 or psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid and/or should be considered to be meeting criteria based on interpretive data);
- educational assessment (WIAT-III preferred) within the last 12 months (reading comprehension and math problem solving composites, writing sample in English when applying for a placement in the Regular English program or in French when applying for a placement in the Early French Immersion program demonstrating the student's written expression skills); and
- Learning Support Services referral form detailing interventions at the Tier 1, 2 and 3 levels, to address the challenges and rationale as to why student needs may be better met in a specialized program setting (elementary only); and

#### Secondary (9-12)

- CCAT-7 or psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid); and
- A completed OCDSB referral form: Specialized Gifted Program (secondary only).

### **Additional Documentation (if available or appropriate)**

- current report card or preschool report;
- current IEP;
- additional assessment reports (e.g., most recent medical, speech-language/communication, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work);
- list of community agencies involved with student (e.g., Crossroads Children's Mental Health Centre, Youth Services Bureau).

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