



## POLICY NO. ASD-W-350-2

### GIFTED AND/OR TALENTED LEARNERS – OPPORTUNITIES

**Category:** Educational Services

**Effective:** June 2020

#### Policy Statement

Anglophone West School District provides enrichment opportunities for all students. Those identified as gifted and/or talented, including twice exceptional have the opportunity to obtain specific enrichment opportunities such as curriculum compacting, mentoring, advanced classes, competitions, and/or independent studies, based on what is available locally.

Most individual needs for enrichment are incorporated into existing grade levels, but acceleration (content or grade) is available after thorough engagement with Tier 1 and Tier 2 enrichment opportunities, as identified in the Enrichment Response To Intervention (RTI) available in Appendix B.

#### Definitions

**Acceleration:** Any strategy that results in advanced placement or advanced credit. Content acceleration allows a student to move through a subject area at a rate commensurate with their academic ability, in consideration of perseverance and task commitment. Grade acceleration allows a student to advance a grade.

**Advanced Classes:** Courses offered in high school that are faster-paced and more rigorous than other courses.

**Competitions:** Extracurricular opportunities for students wanting to be challenged in a specific field – include tests, problem-solving challenges, and time-sensitive projects.

**Curriculum Compacting:** A process by which students are pre-assessed to determine what parts of the curriculum they have already mastered, in order to individualize a student's learning, providing the student with more time to work on an independent study/project, learn new material, and/or be accelerated in a particular subject area.

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

**Enrichment Clusters:** An enrichment strategy that provides the opportunity for students to work in small groups with a teacher or facilitator over an extended period of time on a topic of interest.

**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, kinesthetic ability.



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Independent Study: Sometimes offered as an alternative to courses offered in school, a student, with the assistance of a supervising teacher, chooses and pursues an area of study to be completed in a certain time period.

Inquiry-Based Learning: With the guidance of their teacher, students identify their own issues and questions. Students are responsible to identify the resources they need to research the topic. The knowledge gained through Inquiry-Based Learning is maintained and transferred to other topics because it has been acquired by experience and in relation to a real problem.

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.

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, 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.

## **Opportunities**

### **1. Enrichment** (See Appendix A)

#### Regular Classroom

It is essential that while gifted and/or talented learners interact with their grade level outcomes, that they are given opportunities to explore and learn beyond the regular curriculum. It is expected that a variety of activities will take place in the regular classroom including curriculum adaptation, a strategy which provides gifted and/or talented learners with the necessary curriculum breadth and depth. Other opportunities include the opportunity to showcase student voice and choice through inquiry-based learning, project-based learning, and flexible ability grouping. Programming provided in the regular classroom should address with intent social emotional learning.

**GIFTED AND/OR TALENTED LEARNERS – OPPORTUNITIES****Category:** Educational Services**Effective:** June 2020Enrichment Opportunities with District Consultation

There are many activities available to compliment the curriculum outside of the regular classroom. These may include but are not limited to academic competitions that reinforce critical thinking, problem-solving, creativity, innovation and design, entrepreneurship, primary source interpretation, and research. Opportunities may also exist for students to engage in community or school-based organizations to assist with projects that fit with a student's identified interests.

**2. Curriculum Compacting**

Curriculum compacting is a technique that adapts the pace of the grade level outcomes to meet the needs of gifted and/or talented learners by eliminating work previously mastered or streamlining work that may be mastered at a pace commensurate with the student's ability. This provides time for the student to work on appropriate enrichment activities. Curriculum compacting is an integral part of the school-wide program for all gifted and/or talented learners.

**3. Independent Project**

Students may engage in the pursuit of an independent project with a line of inquiry of particular interest to them. The project need not connect directly to the curriculum, as those outcomes have been demonstrated as described under curriculum compacting. The project may be experiential in nature and may involve a partnership with a community organization.

**4. Mentorships**

Under a mentorship program, gifted and/or talented learners work with an assigned adult or other resource person on a regular basis, matching the student in an area of interest to the student with a person having particular expertise in the area or field (as is available).

**5. Acceleration**Subject Acceleration

Students may be permitted to accelerate in a subject(s) with the approval of the parent(s), principal, District Subject Coordinator responsible for Enrichment and Director of Curriculum and Instruction. If required, a curriculum Subject Coordinator may be consulted.

Grade Acceleration

Grade Acceleration may only occur after the previously described enrichment strategies have been thoroughly engaged. Some students may be permitted to complete grades Kindergarten through eight in eight years provided that this acceleration occurs with the approval of the parent(s), principal, District Subject Coordinator responsible for Enrichment, and Director of Curriculum and Instruction. If required, a curriculum Subject Coordinator may be consulted.



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Subject and Grade acceleration will be monitored. If there is a request to return to their age appropriate class, this will be reviewed/monitored by the team as per plan. (See Appendix B)

Plans for subject and grade acceleration will reference how the social emotional learning needs of the student will be addressed.

Acceleration does not replace the need for enrichment. The enrichment plan which preceded the acceleration will follow the student and continue to be monitored and maintained.

#### 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.

#### Appendices

**Appendix A** – Enrichment Pyramid of Response

**Appendix B** – Individual Enrichment Plan