

The Identification, Placement and Review Committee (IPRC)

All grade three students in the York Region District School Board are invited to participate in the gifted screening process. Students write the *Insight*, a group test of cognitive abilities. A similar process is in place for post-grade 3 gifted screening and identification.

Students who meet the criteria for gifted identification are referred to an IPRC. All pertinent information is reviewed by the IPRC before a decision is made regarding identification as gifted and program placement.

Parents are encouraged to participate in the IPRC meeting. Placement is reviewed each year.

Special Education Advisory Committee (SEAC)

SEAC is an advisory committee which may make recommendations to the Board regarding Special Education programs and services. A SEAC brochure is sent to parents along with the invitation to an IPRC meeting.

The Association For Bright Children (ABC)

ABC Ontario is a non-profit organization providing support, information and advocacy for bright and gifted children and their families. ABC promotes communication and working in partnerships at both the local and provincial levels with individuals, teachers, school boards and the Ministry of Education. There are two ABC chapters in York Region. You can contact them at www.abcontario.ca.

York Region District School Board Full-Time Gifted Program Locations (Monday to Friday)

For information related to the IPRC process, please contact your home school.

CEC North

Rogers Public School (Gr. 4-8)
Sutton Public School (Gr. 4-8)
Newmarket High School

Student Services Coordinators

Gail Stewart/Amanda LeBlanc (905-895-5155)

CEC Central

Aurora Senior Public School (Gr. 4-8)
Charles Howitt Public School (Gr. 4)
Crosby Heights Public School (Gr. 4-8)
Silver Stream Public School (Gr. 4-7)
Richmond Hill High School

Student Services Coordinators

Kate Diakiw/Cathy Hughes (905-884-4477)

CEC West

Glen Shields Public School (Gr. 4-8)
Henderson Avenue Public School (Gr. 4-8)
Michael Cranny Elementary School (Gr. 4-8)
Thornhill Secondary School
Woodbridge College

Student Services Coordinators

Walter Chewchuk/John Tsourounis (905-764-6830)

CEC East

Ashton Meadows Public School (Gr. 4-7)
Boxwood Public School (Gr.5-8)
Donald Cousens Public School (Gr. 4-6)
John McCrae Public School (Gr. 6-8)
Parkland Public School (Gr. 4-7)
R.H. Crosby Public School (Gr. 4-6)
William Berczy Public School (Gr. 4-8)
Markham District High School
Markville Secondary School

Student Services Coordinators

Sandi Cole/Kim Tanaka (905-940-7800)

ONE DAY PER WEEK PROGRAM (grades 4-8 only): PRIDE North (Rogers P.S.) and PRIDE South (H.G. Bernard P.S.) are for elementary students only.



Programs for Gifted Students

Definition

Giftedness is defined as “an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.”

-Ministry of Education and Training

Characteristics of the Gifted Learner

Individuals who are gifted possess as broad a range of personality traits as any other group. There are, however, some characteristics common to many learners with giftedness, including:

- **Advanced Cognitive Ability:**

the capacity to absorb large quantities of information and to think in abstract, conceptual and analytical ways;

- **Capacity for Autonomous Learning:**

a tendency to be curious; an eagerness and motivation to carry out in-depth inquiries; an interest in a wide range of topics;

- **Creativity:**

a capacity for seeing unusual and diverse relationships and for generating original ideas and responses; and

- **Affective Characteristics:**

a heightened sensitivity in certain areas including a strong sense of moral judgement.

Elements of the Educational Program for Students who are Gifted

Students identified as Gifted through an IPRC are expected to demonstrate achievement of the same learning expectations for their grade level. The gifted program is based on the Ontario Curriculum and is differentiated in various ways to address the strengths and needs of gifted learners. Some examples of this are:

Depth, Breadth, Pace and Kind: Students are given the chance to study topics in greater detail and to explore the broad context of themes. They may proceed from concepts already mastered to more challenging material within a theme or grade. Students therefore have the chance to study themes and concepts in greater depth.

Inquiry-Based Research: There are many ways in which students can learn and use the skills of research, inquiry and presentation in order to maximize their potential as independent learners.

Thinking Skills: Students are taught how to think effectively. The skills of creative and critical thinking are integrated within the themes studied and the basic skills being taught.

The Individual Education Plan

An Individual Education Plan (IEP) is developed for every student who is identified as exceptional. The IEP for a student who is gifted may contain a general description of ways in which the program is differentiated to address the needs of gifted students. It may also contain specific goals and strategies which focus on the strengths and needs of the individual student. Parents are consulted in the development of the IEP as outlined in the Ministry Guide to the IEP. It is a working document which is reviewed at each reporting period and may be updated as the needs of the student change.

Options for Students who are Gifted

Programs for students who are gifted in York Region begin in Grade 4. The following options for placement are available:

Remain in Home School

The student may remain in his/her home school and continue in the regular classroom program. Staff at the home school will discuss accommodation strategies.

Program for Individual Development and Enrichment (PrIDE)

PrIDE is a one day a week withdrawal program for students identified as gifted in Grades 4 through 8. The students attend their home schools for the remainder of the week. Entry into PrIDE may occur in Sept. and Feb.

Full-Time Gifted Program (Monday to Friday)

The student may attend a Partially Integrated gifted program at one of the designated schools.

FACTORS TO CONSIDER:

The following factors should be considered when discussing and making recommendations for placement:

- the importance of the home school in the social, cultural and educational life of the child;
- the degree to which the educational needs of the child are being met by the home-school program;
- the degree to which the child needs motivation/stimulation beyond the regular program; and
- the development of the child's work habits, responsibility, task-commitment, and organizational skills.

Parents and guardians of external students who request that their child be placed in a YRDSB gifted program must:

- have a valid York Region address and have proof of their address;
- register at their YRDSB regular home school. The [school locator](#) can identify the home school based address;
- provide a signed consent form (FOR- 355-01) for Psychological Services staff to review the student's assessment; and
- provide a thorough psychological assessment containing at least a full intelligence test and full academic assessment along with a review of school-based functioning.

