

ELEMENTARY Scenario 1

Area(s) of the City	Number of Sites	Grade Level	Number of Students per Grade per Site
-In all 5 Areas.	-In 8 elementary sites.	-Grades 2-6	
Class Configuration <ul style="list-style-type: none">- Gifted students would be clustered in a regular classroom (for example, 5 gifted grade 6 students might be included in a classroom with 20 other community students).- Additional teacher support would be provided.- Combination of integration and small group (multiple grade levels).			
Rationale <ul style="list-style-type: none">- Allows programming for gifted students at a younger age.- Reducing potential travel time (with the inclusion of younger students, grades 2 and 3, we wanted them closer to their home community).- Distribution based on geographic location of students.			

Other Comments

- Alternative assessment would be used to identify younger students for acceptance in the elementary programming.
- Supports for transition planning and formal assessment required for acceptance into the grade 7 programming.
- System support for alternative assessment to identify gifted elementary students to the program as well as system support for the formal identification at grade 7.
- “Formal” identification would be required for entry into grade 7.
- Teacher education (on-line course required).

Opportunities

- Gate beginning in grade 2 or 3-would be good and recognizes current reality.
- Early identification good.
- This could be Plan B for parents who leave gifted children in community school.
- Better to have congregated setting.
- Early identification is very good – grade 2 is good in Calgary’s current context.
- Alternative Assessment offered; not offered on other scenarios.
- Good alternative without the added cost and stress of bussing younger kids.
- Longer term matching of parents and teachers within a

Challenges:

- Logistics.
- Don’t trust it’ll work – great confusion, and not enough time and continuity for GATE Kids.
- No advantage. Gifted students still waiting for slower students. This is not a congregated programming option.
- Decentralization dilutes teaching resources.
- Asks a lot from teachers to manage a cluster of GATE and a regular classroom all at once – Training must be given to support this teaching model.
- Does not promote excellence in GATE program delivery – teachers must be GATE specific but also generalists.

Opportunities:

- Smaller geographic area (i.e.: 8).
- Increases overall participation in GATE Program as ↓ travel barriers/expensive communities.

Challenges:

- Assessment tools for younger Kids must be determined before this model can be successful – could potentially dilute the program and reduce standards.
- This erodes the GATE program, provides little incentive for identifying students.
- It goes against research of how gifted students learn best.
- Allows for the possibility that students in the “gifted” Programs are NOT gifted – they just present like them (maybe ADHD, etc....).
- Looks just like an “IPP” in a regular classroom.
- Agree with comments re: ability of teachers to provide the best program for all students.
- Would like to see our amazing teachers’ specialization used on GATE students vs. having to be generalists.
- GATE should not be a “program of choice” in that the setting is chosen by proximity to home. GATE is crucial to the cognitive, social, behavioural, emotional development of these students with exceptional abilities or complex learning needs. Will not provide a guaranteed peer grouping.
- Integration goes against research for the best learning environment for gifted learners.

Opportunities:

Challenges:

- **Fully congregated settings provide optimal peer structure.**
- **Concern re: “Alternative Assessment” of younger students – sets up inequity in system by age-which will create problems at transition points.**
- **This scenario can not be allowed to happen if we are serious about gifted education. There is too much happening here to ensure these Kids needs are met.**