



Vancouver School Board

GOLD PROGRAM

*District Secondary School Program
For Gifted Students with Learning Disabilities*

Program Description

GOLD Program Information

Prince of Wales Secondary School
Chris Bromige, Teacher
2250 Eddington Drive
Vancouver, BC V6L 2E7
Tel: 604-713-8974
cbromige@vsb.bc.ca

David Thompson Secondary School
Jennifer Jack, Teacher
1755 East 55th Avenue
Vancouver, BC V5P 1Z7
Tel: 604-713-8278
jjack@vsb.bc.ca

Important Contacts

Marielle Wiesinger
District Resource Teacher - Gifted Education:
Twice Exceptional Learners
General Brock Elementary
4860 Main Street, Vancouver BC
Tel: 604-713-5766
mwiesinger@vsb.bc.ca

Rosemary Burd
Consultant – Gifted Education, Learning Services
Vancouver School Board
1580 West Broadway
Vancouver, BC V6J 5K8
Tel: 604- 713-5229
rburd@vsb.bc.ca

Eleanor Cramb
District Case Manager, Learning Services
Vancouver School Board
1580 West Broadway
Vancouver, BC V6J 5K8
Tel: 604- 713-5593
ecramb@vsb.bc.ca

The attached is the updated package of information regarding the screening process for gifted learning disabled, gifted underachieving students.

Referrals to the GOLD program are discussed at School Based Team and the completed referral package forwarded to **Eleanor Cramb, Case Manager at Learning Services.**

It is possible to indicate a GOLD Program location preference (David Thompson or Prince of Wales) and include a short rationale for that preference; however, location choice cannot be guaranteed.

Parent and student Information Nights:

November 21, 2013	7:00 p.m.	Prince of Wales Library	OR
January 9, 2014	7:00 p.m.	David Thompson Library	

GOLD Placement Process

Grade 7's (Enrolled in VSB schools)

1. Identified as having special needs that might be met through GOLD Program placement. Please see criteria. Attendance at one of the GOLD information nights held in November at Prince of Wales and January at David Thompson is strongly recommended.
2. Referred to the School Based Team at the Elementary School for a recommendation to proceed with a referral to GOLD programs.
3. SBT gathers documentation and forwards referral package to Eleanor Cramb, Case Manager, Learning Services – GOLD by **January 24, 2014 at the latest.**
4. Placement Meeting will be held the following week. The placement committee will be comprised of the Gifted Education Consultant, Resource Teacher in Gifted Education for Twice Exceptional Learners, District Psychologist/Gifted, District Case Manager and GOLD teachers.
5. Letters offering placement sent to elementary administration by the end of February.
6. GOLD Program teacher contacts families to invite new students for a day-long visit to the high school in the Spring.

Grade 7's (Residents of Vancouver attending an independent, non-VSB school)

1. Identified by teacher or parent as having special needs that might be met through GOLD Program placement.
2. Classroom teacher, administration, parent complete forms forward all relevant documentation to **Eleanor Cramb, District Case Manager - GOLD**, VSB Learning Services 1580 West Broadway, Vancouver V6J 5K8 (ecramb@vsb.bc.ca) Tel: 604-713-5593. **Due January 24, 2014 at the latest.**
3. Parents contacted by the end of February regarding offers of placement.
4. GOLD Program teacher contacts families to invite new students for a day-long visit to the high school sometime in the Spring.

Other Grades (8-11)

1. Contact Eleanor Cramb, District Case Manager at Learning Services.
2. District Case Manager will consult GOLD Teachers and host schools to determine whether there is any space in either program.
3. Referring school and/or parents will need to provide documentation to determine eligibility and suitability for the programs.

GOLD Program Description

Prince of Wales & David Thompson Secondary

The GOLD Program is designed to meet the needs of intellectually gifted students who are twice exceptional in that they are gifted **and** meet the criteria for Learning Disabilities. Students may also have been diagnosed with an Anxiety Disorder and/or Autism Spectrum Disorder (High Functioning) and/or health issues which impede academic success. The program also serves students who are intellectually gifted, yet underachieving. The goal of the program is to improve the students' self-concept by helping them understand their own strengths and difficulties, while they learn effective strategies and skills to be successful at school. GOLD students **must** be committed to learning and want to be in the GOLD program.

Grade Eight GOLD students receive two blocks of support in their eight-block timetable. The other six blocks, they are fully integrated. One block is English 8, and the other is for GOLD program objectives and subject support. Older GOLD students may be scheduled for one block of support while they remain in the program. The GOLD block provides an opportunity for the students to identify their individual strengths and difficulties and to learn strategies and skills which will enable them to be successful at school. If a student finds that they need additional support, it is sometimes possible to schedule a second GOLD block. At the end of Grade 9, the student's need for the program is re-assessed. GOLD program support is available through to Grade 12 if deemed appropriate.

The GOLD program has the following objectives:

1. Focus on subject work, basic skills and appropriate adaptations.
2. Encourage students to learn and practice effective social communication skills.
3. Develop self advocacy skills.
4. Develop critical thinking skills.
5. Provide an enriched learning environment.

The GOLD teacher will develop an Individual Educational Plan with each student.

The most successful students in GOLD demonstrate some of the following characteristics:

- Average to above average reading comprehension skills.
- Ability to focus their attention on academic tasks.
- Interest in at least one academic subject, in which they have shown the potential for success.
- An interest in achieving at least average marks and a willingness to work toward achieving these marks.
- Ability to acknowledge and take some responsibility for their learning or behaviour difficulties.

Criteria

1. Meets the criteria for the appropriate Ministry of Education special needs designation(s) Gifted ★(P) and meet the criteria for Learning Disabilities (Q) and/or Anxiety Disorder (R/H) and/or High Functioning Autism Spectrum Disorder (G) and/or health issues (D) which impede academic success.
2. School Based Team recommendation.

★ Insight gifted screener may be used to support referral. Please contact Rosemary Burd, Gifted Education Consultant (rburd@vsb.bc.ca) for information.

GOLD Program Referral Package 2013 - 2014

Deadline: January 24, 2014

Incomplete packages will be returned

Student's Name: _____ Referring School: _____

Parent/Guardian: _____ Current School Contact: _____

Phone & Email: _____ School Phone: _____

Required Documentation

<input type="checkbox"/>	Ministry of Education checklist: P and Q/G, R, H, D
<input type="checkbox"/>	Referral to Screening (Not required for applicants coming from non-VSB schools)
<input type="checkbox"/>	Psycho-educational assessment
<input type="checkbox"/>	GOLD Information Form (<i>for SBT, Parent and Student – see attached</i>) with possible alternative choices indicated, which may include: <ul style="list-style-type: none"> ● Mainstream placement with Resource Teacher / Skills Teacher support ● Learning Support Program ● Mini school or another specialized program within the VSB.
<input type="checkbox"/>	Teacher Inventory of Individual Students Learning Strengths (TILS)
<input type="checkbox"/>	Copy of recent report card
<input type="checkbox"/>	A dated grade equivalent reading level
<input type="checkbox"/>	Unassisted writing sample/written composition about the student, by the student (<i>word-processed or handwritten</i>).
<input type="checkbox"/>	Current IEP

Completed Referral Packages Should be Addressed to:

Vancouver School Board
 Eleanor Cramb, Case Manager – GOLD, Learning Services
RE: GOLD Program Screening
 1580 West Broadway, Vancouver, BC, Canada V6J 5K8
 Confidential Fax: 604 713-5244

GOLD Student Information Form: School Based-Team

School: _____

Student Name: _____ Gender:

M	F
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 Grade: ____ Div: ____
(Last Name, First Name)

Ministry Designation: _____ Student has/works with an SSW/SEA:

Y	N
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(Please include qualifying /pending designations)

Areas of Strength: *(Please ✓ all that apply)*

Arts	Leadership
Group Work	Math
Hands-on-activities	Science
Independent Projects	Socials
LA Speaking	Technology
LA Writing	Other:

Area of exceptional talent: _____

Behaviour Characteristics

Which of the following are typical of this student?

Characteristic	Yes	No
Perfectionist		
Feelings of failure		
Idealist		
Highly sensitive		
Problems with social skills or socially isolated		
Low self-esteem		
Fails to complete assignments or disorganized		
Excessively critical of self and others		
Disparaging of work required		
Become an expert in one area and dominate discussions in this area		
Teacher dependent		
Denies learning disability		
Hyperactive & distractible		
Conceptualizes quickly		
Generalize easily		
High abstract reasoning abilities		
Excellent problem solving abilities		
Enjoys challenge of novel problems and/or situations		
Highly verbal		
Highly creative		
Other:		

Areas requiring Support: *(Please ✓ all that apply)*

	ELL		Social/Emotional
	Organization		Self-Regulation
	Reading		Behaviour Plan
	Written Output		Other:

Teaching strategies or recommendations used successfully with this student?

Enrichment/support currently in place *(Please ✓ all that apply)*

	Cluster Grouping		LAC
	Differentiated Instruction in: LA, Math, Science, Socials		Other School Support
	IEP		Student Leadership
	Independent Projects		Student Mentor
	In-School Enrichment		Other:

Other Programs Applied for:

1. _____
2. _____

Please provide further information as to why you feel this program is important for this student

Form completed by: _____ **Date:** _____
(Name)

GOLD Student Information Form: Parent & Student

This checklist to be completed by a parent AND by the student

Student Name: _____ **School:** _____ **Circle one: Parent / Student**

A. Behaviour Characteristics

Which of the following are typical of this student?

Characteristic	Yes	No
Perfectionist		
Feelings of failure		
Idealist		
Highly sensitive		
Problems with social skills or socially isolated		
Low self-esteem		
Fails to complete assignments or disorganized		
Excessively critical of self and others		
Disparaging of work required		
Become an expert in one area and dominate discussions in this area		
Teacher dependent		
Denies learning disability		
Hyperactive & distractible		
Conceptualizes quickly		
Generalize easily		
High abstract reasoning abilities		
Excellent problem solving abilities		
Enjoys challenge of novel problems and/or situations		
Highly verbal		
Highly creative		
Other:		

B. Teaching strategies or recommendations used successfully with this student?

C. Areas of strength:

D. Needs / Interests

E. Other Programs Applied for: (1) _____ (2) _____

F. Please provide further information as to why you feel this program is important for this student.

Teacher Inventory of Individual Student's Learning Strengths (TILS)

Child _____ Age _____ Grade _____ Gender _____ Date: _____

Please check the box that describes how often you observe the following behaviours in your students.

	Behaviour or Characteristics	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1	Reflective				
2	Makes connections readily				
3	Concentrates well				
4	Memorizes easily				
5	Enjoys school				
6	Enthusiastic				
7	Sensitive to problems				
8	Abstract thinker				
9	Persistent in own interests				
10	Curious				
11	Perceptive				
12	Aesthetically responsive				
13	Independent thinker				
14	Sensitive to others				
15	Independent				
16	Sensitive to ideas, stories				
17	Independent in action				
18	Quick processing speed				
19	Highly verbal				
20	Concerned about fairness				
21	Sense of humour				
22	Self-accepting				
23	Intense				
24	Self-Critical				
25	Strong need to achieve				
26	Persistent in assigned tasks				
27	Elaborates with details				
28	Self-assertive				
29	Uneven set of abilities				
30	Flexible				
31	Structures tasks and environment				
32	Tasks risks				

Teacher Inventory of Individual Student's Learning Strengths (TILS)

Child _____ Age _____ Grade _____ Gender _____ Date: _____

Please check the box that describes how often you observe the following behaviours in your students.

	Behaviour or Characteristics	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
33	Tolerant of ambiguity				
34	Confident				
35	Inner locus of control				
36	Fluent				
37	Original				
38	Imaginative				
39	Physically expressive				
40	High energy level				
41	Task analytic				
42	Scans information holistically				
43	Spatial thinker				
44	Popular				
45	Accepting of others				
46	Physically able				
47	Socially mature				
48	Happy				
49	Emotionally controlled				
50	Stable				
51	See differences easily				

TILS Graph

Instructions

Use the key below to compute the three main scores for the three scales: Academic, Personal, and Social. Plot the scores on the chart below. Scores of 2.67-3.33 indicates the domain to be an area of strength. Mean scores of 3.34-4.00 indicates the domain to be an area of giftedness.

Key

- Scale 1: Academic Learning Strengths: Add scores from items 1-4, 8-9, 13-15, 17-19, 26-27, 29, 31, 36-37, 41, 43, 51. Divide by 20 = _____.
- Scale 2: Personal Strengths: Add scores from items 7, 10-12, 16, 23-25, 30, 32-33, 35, 38. Divide by 13 = _____.
- Scale 3: Social Strengths: Add scores from items 5-6, 14, 20-22, 28, 34, 39-40, 44-50. Divide by 18 = _____.

Academic/Personal/Social							
	1	1.5	2	2.5	3	3.5	4