

ELEMENTARY Scenario 2

| Area(s) of the City | Number of Sites | Grade Level | Number of Students per Grade per Site |
|--|--|--|---------------------------------------|
| <ul style="list-style-type: none">• 4 quadrants of Calgary, NW, NE, SW, SE | <ul style="list-style-type: none">• 4 elementary sites | <ul style="list-style-type: none">• Grades 4-6 | |
| <p>Class Configuration:</p> <ul style="list-style-type: none">• “Formally” identified gifted students would be in congregated classes, in a community school.• A dedicated teacher would be provided for each class.• 16-20 students per class. | | | |
| <p>Rationale:</p> <ul style="list-style-type: none">• To provide congregated classes for identified gifted students.• Allows for large groupings of gifted students. | | | |
| <p>Other Comments:</p> <ul style="list-style-type: none">• System support for assessment of Grade 3 students.• Teacher education (on-line course required). | | | |

Opportunities:

- Like the support for Grade 3. (How kids are going to be identified?)
- Like the idea of having specially trained teachers.
- Or even more sites – minimum of 3 classrooms/site. Keep kids as close to home as possible.
- Definitely have mix of Gifted-Community at one location.
- On-line course is excellent but University courses also exist. Release time? B. Ed. Students only? I.E.: difficult for current Teachers.
- This would draw teachers who want to teach gifted students.
- System Assessment is a plus.
- Teacher education is key (other course available).
- Provides the best opportunity to funnel gifted students city wide.
- Small class size allows for the level and nature of student engagement that gifted kids require.
- Teacher education – great start (on-line course) → hope this is an interactive experience.

Challenges:

- Driving distance.
- If the quadrant lines are determined by driving distance, and not population some programs may be more crowded than others.
- Identify often and early, even if congregating in Grade 4.
- On-line is not only method of training.
- 4 sites are too many – better goal is to centralize and consolidate resources – agree – too diluted DISAGREE.
- NE is woefully under-represented in current GATE classes. This would be an opportunity....if only these families choose GATE. Otherwise, the NE site may have few students.
- At one location, there is no advantage to gifted students to be in a school with “regular” Students. This is about what is best for gifted kids, not the other way around.
- Kids will be on the bus a long time in this scenario. Depending on demographics, some kids are now on the bus 2 hours/day. This will make the trip longer.

Opportunities:

Challenges:

- Education of teacher should not be pre-requisite. Teacher education is essential. ...Not to mention experience teaching Gifted!!→disagree-even if teacher has aptitude still required education.
- Reconsider boundaries with flex zones (like Venne diagram) so that students can be drawn from neighbouring areas to accommodate population fluctuates. *AGREE*.
- I would rather see this option represented by three E/W dividing lines to divide the City into 4 segments or “quadrants” by population. For example: 1,2,3,4. Example Calgary divided E-W cross-wise

| |
|-------|
| One |
| Two |
| Three |
| Four |

- That is, logically, using geographical and driving corridor boundaries.
- I like this, →or even more 5, 6.
- 4 quadrants are fine but lines will need to be more fluid and flexible to account for transportation and population concentrations. → ...esp. the E/W line in the N (farther W, I think).