

## What defines giftedness?

“Gifted and talented students are those who are identified in grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential” (Gifted and Talented, 2013, 43-220.I.A.1).

Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with disabilities (physical, learning, and behavioral). Identification is a multi-step process, which consists of referral, screening, and assessment of eligibility by a district evaluation and placement team.

## Program Goals

- ❑ Support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted learners.
- ❑ Develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for the interrelationships among disciplines.
- ❑ Develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.
- ❑ Develop the skills of critical thinking, problem solving, and decision-making at a level of complexity, abstractness, and depth appropriate for gifted learners.
- ❑ Develop proficiency in communicating abstract and complex ideas, relationships, and issues.

## Elementary Program Model

REACH is the elementary program for academically gifted and talented children, serving students in grades three through five from the thirteen elementary schools in Florence One Schools. Students attend REACH by grade level one day a week at their base school. This program model provides students with the opportunity to interact both socially and intellectually with other gifted students from their school. REACH courses address the need for complexity and depth at a pace and depth of study appropriate for gifted students. Curriculum emphasizes independent research skills, self-expression, collaborative problem solving, and hands-on inquiry at a pace and depth of study appropriate for gifted students.

## Middle and High Program Model

At the secondary level, gifted instruction is delivered through a self-contained gifted and talented class organized around one or more academic disciplines.

**Gifted Characteristics** *Source: Clark, B. (2008). Growing up gifted (7<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson Prentice Hall.*

<u>Cognitive</u>	<u>Creative</u>	<u>Affective</u>	<u>Behavioral</u>
<ul style="list-style-type: none"> <li>• Keen power of abstraction</li> <li>• Early &amp; voracious reader</li> <li>• Large vocabulary</li> <li>• Intellectually curious</li> <li>• Persistent</li> <li>• Problem solvers</li> <li>• Critical thinkers</li> <li>• Skeptical—take little at face value</li> <li>• Desire to know more</li> <li>• Work well independently</li> <li>• Self-critical</li> <li>• Highly inquisitive</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and inventive</li> <li>• Keen sense of humor</li> <li>• Ability for fantasy</li> <li>• Wide interests / Flexible</li> <li>• Intuitiveness</li> <li>• Independence in attitude and social behavior</li> <li>• Self-acceptance</li> <li>• Social independence</li> <li>• Lacks desire to “follow the crowd”</li> <li>• Aesthetic and moral commitment to self-selected work</li> </ul>	<ul style="list-style-type: none"> <li>• Unusual emotional depth and intensity</li> <li>• Sensitivity or empathy to the feelings of others</li> <li>• High expectations of self / others</li> <li>• Heightened self-awareness, feelings of being different</li> <li>• Need for emotional support</li> <li>• Need for consistency with abstract values/personal actions</li> <li>• Advanced levels of moral judgment</li> <li>• Idealism and sense of justice</li> </ul>	<ul style="list-style-type: none"> <li>• Spontaneity</li> <li>• Intently focused on passions</li> <li>• Highly enthusiastic and energetic</li> <li>• Needs little sleep / down-time</li> <li>• Insatiable curiosity</li> <li>• Impulsive, eager and spirited</li> <li>• Strong determination</li> <li>• High levels of frustration with perceived failure to meet expectations (imposed by self or others)</li> <li>• Volatile temper, especially with perceptions of failure</li> <li>• Non-stop talking/chattering</li> </ul>

## Identification Process:

### 1. Referrals

An elementary student may be referred for testing by a parent, student, teacher, or administrator by completing an online referral ([www.f1s.org/referral](http://www.f1s.org/referral)) or contacting the base school guidance department. Students identified by state criteria in one South Carolina school district are eligible for services in any South Carolina school district. Students are eligible to retest by referral if their (Dimension A) data is two (or more) years old. Referrals are accepted during months coinciding with the school calendar.

Both new (grades 2-5) and returning (grades 3-5) students to FIS may be referred for screening by August 31. Students referred by August 31 within close proximity of qualification as determined by the Office of Testing may be tested prior to the two year deadline. All other students will be screened for possible testing when scores are two years or older. Students whose scores are less than two years old will not be retested until the following school year when scores are two years or older. Referrals will be held until the following school year for all students in which this applies.

### 2. Screening

Private test results cannot be used for determining student eligibility, although they may be considered for referral purposes. Upon eligibility for testing, parents will be notified by letter prior to any test administration.

September: CogAT and ITBS	October-November: CogAT and ITBS	February - March: Performance Task	March-April: CogAT
New to FIS (referred) 3rd–6th graders are tested using CogAT and/or ITBS.	All 2nd grade students are tested using CogAT and ITBS.	Performance Task is administered to students having met Dimensions A or B.	Returning to FIS (referred) 4th–5th graders are tested using CogAT.

### 3. Eligibility (Identification)

Dimension A -- Reasoning*	Dimension B -- Achievement	Dimension C -- Performance
93rd or higher national age percentile on nationally normed aptitude test (CogAT).  * Placement through aptitude scores alone occurs when scoring at or above the 96 <sup>th</sup> national age percentile on the composite (total) score of a nationally normed aptitude test.	94th national percentile or higher on an approved reading or math subtest of a nationally normed achievement test (ITBS, MAP, SC-READY).  Students are NOT eligible on the basis of achievement scores alone.	Students having met Dimension A or B may take Performance Task (2nd–5th) or qualify through a 3.75+ GPA as rising 6th–12th graders.  Performance Task Qualifying Scores: · Grade 2: 16 (Verbal or Nonverbal) · Grade 3: 18 (Verbal or Nonverbal) · Grade 4: 16(V) / 22 (NV) · Grade 5: 18(V) / 25 (NV)
Parents are notified by mail after the evaluation process regarding their child's gifted identification status.		

## Formal Inquiries

For additional information regarding identification procedures and program services, please visit [www.f1s.org/identification](http://www.f1s.org/identification). Concerns and inquiries may be directed to Hayley Gainey..

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 843-758-6437

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