

# **Dorchester Four School District**

## **Academically Gifted and Talented Parent Handbook 2020-2021**



**Curriculum and Instruction  
500 Ridge Street  
St. George, South Carolina 29477**

**Shelissa Bowman, Elementary Director  
Dr. Nancy Britt-Stevens, Secondary Director  
Dr. Kelvin Wymbys, Superintendent**

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## **Definition**

From The South Carolina State Board of Education Regulation (R.43-220)

[State identified] gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential.

Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas.

In Dorchester District Four state identified and locally identified academic gifted students are served in grades 3-8.

## **State Identification Criteria**

R 43-220 explains the criteria for the identification of gifted and talented students in terms of three dimensions

### **Dimension A: Reasoning Abilities**

Reasoning abilities are those higher-level cognitive processes that reflect general aptitude for thought—strategies such as inferring, analyzing, and problem solving. For the purposes of identifying students with high potential in this area, nationally normed individual or group aptitude tests must be employed (CogAT or OLSAT). Students must demonstrate high aptitude (93rd national *age* percentile or above) in one or more of the following areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

NOTE: Students may qualify for the academically gifted and talented program solely on the basis of their composite aptitude scores. Students who meet or exceed the 96th national age percentile composite score (placement into grades three through twelve) or the 98th national age percentile composite score or higher (placement into grades one through two) are not required to meet any other criteria.

### **Dimension B: High Achievement in Reading and/or Mathematics**

The term *achievement* refers to academic performance in the areas of reading and/or mathematics. Students must demonstrate high achievement in at least one of these areas as measured by nationally normed achievement tests (ITBS) or by the South Carolina statewide assessment instrument the SC Ready standardized assessment. The term *high achievement* is defined as the 94th percentile or above on the nationally normed tests or a score at the *exemplary* level on SC Ready. Approved subtests for nationally normed achievement tests are reading comprehension and/or mathematical concepts and problem solving (MAP). On the SC Ready assessment, the only approved subtest is the reading portion of the English language arts test and or mathematics.

### **Dimension C: Intellectual/Academic Performance**

*Intellectual/academic performance* as defined is the student's demonstration of a high degree of interest in and commitment to academic and/or intellectual pursuits. Students may also demonstrate intellectual characteristics such as curiosity/inquiry, reflection, and persistence/tenacity in the face of challenge and creative productive thinking. The acceptable measures for placement in grades one through six are the verbal or nonverbal assessments by Performance Task Assessment (PTA). For placement in grades seven and eighth, the acceptable measure is the student's grade point average (GPA) in the academic disciplines: 3.75 points on a 4.0 scale.

NOTE: The only acceptable measures are those specified for each dimension. Private test results cannot be used for determining student eligibility, although they may be considered for referral purposes. Students who meet the criteria in *two* of the three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement. (See Dimension A). No single criterion, however, can eliminate a student from consideration for placement in a gifted and talented program. In addition to specifying eligibility requirements related to each of the three dimensions, R 43- 220 states the following with regard to student eligibility for gifted and talented services:

- Students who were served and qualified by state regulations prior to 1999 are eligible for services.
- Students identified (by state criteria) in one South Carolina school district are eligible for services in any South Carolina school district.

### **Local Identification (Grade 3-8)**

Teachers will complete Dorchester Four School District's Local Identification form on all students not state identified. Placement will be done using Dimension A: reasoning abilities Dimension B: achievement in reading and/or mathematics, Dimension C: Performance Task Assessment (PTA), grades, and teacher recommendation. Test data over two years old will not be used for local placement purposes.

Local placement is on a year-to-year basis. Students with the highest number of points will be placed in the gifted and talented ELA/Math classes. Parents of locally identified students will receive a letter at the beginning of each school year regarding placement in the gifted program.

## **Referral Process**

Referral procedures ensure that students who have demonstrated ability or potential for high performance in academic areas will have access to the gifted and talented program. In accordance with R 43-220, Dorchester District Four's procedures allow for referrals from administrators, parents, teachers, and the students themselves.

## **Screening Process**

Dorchester District Four screens all second grade students with regard to aptitude, using the CogAT, and achievement, using the ITBS.

All students are tested for Dimension B each year using MAP Reading and Math as well as the Palmetto Assessment of State Standards (PASS).

Parents, teachers or students may request, through the Principal, that the OLSAT be administered for Dimension A aptitude.

Testing is *not* used for the removal of students who are already placed in the program. Once state identified, students do not have to qualify again for the gifted and talented program each year. However, locally identified students must qualify each year.

## **Placement**

### **DIMENSION A**

#### **Reasoning Abilities**

##### **Nationally normed individual or group aptitude test (CoGAT or OLSAT):**

- a score at the 93rd national *age* percentile or higher on verbal/linguistic, Quantitative/mathematical, nonverbal, and/or a composite of the three. Students must qualify in another dimension
- a composite score at the 98th national age percentile or higher for students entering grades one and two. Students may be eligible for placement on the basis of their *aptitude scores alone*:
- a composite score at the 96th national age percentile or higher for students entering grades three through twelve.

#### **DIMENSION B High Achievement**

##### **Nationally normed achievement test ITBS or MAP:**

- a score at the 94th national percentile or higher on approved subtests (reading comprehension and/or mathematical concepts and problem solving)

##### **SC Ready:**

- exemplary*-level score on the reading portion of the SC Ready English language arts test and/or mathematics test

## DIMENSION C

### **Performance Task Assessment (PTA), for students entering grades three through six:**

primary verbal or nonverbal: Grade 2: 16 or more out of 20 points or higher.

Grade 3 primary verbal or nonverbal score of 18 or more out of 20 point

\*Students may take the primary Performance Task Assessment (PTA) only one time.

intermediate verbal: Grade 4 total of 16 or more out of 20 points; nonverbal total of 22 out of 28 points.

Grade 5 verbal score of 18 or more out of 20 points; nonverbal score of 25 out of 28 points.

\*Students may take the primary Performance Task Assessment (PTA) only one time.

### **Grade point average (GPA) in the academic disciplines, for students entering grades seven through eight:**

3.75 GPA or higher on a 4.0 scale

### **Students who meet the eligibility criteria in *two* of the three dimensions are eligible for gifted and talented services.**

Aptitude test results alone can qualify a student for placement. No single criterion can eliminate a student from consideration.

Dorchester District Four's Director of Curriculum and Instruction will notify, by mail, parents of newly eligible state identified gifted and talented students.

All parents may contact the Director of Curriculum and Instruction to request a copy of their child's Screening/Referral/Assessment Student Profile.

## **General Characteristics of Gifted and Talented Students**

<b>Cognitive Characteristics</b>	<b>Possible Classroom Behaviors</b>
1. Learns rapidly and easily; retains extraordinary quantity of information when interested	Easily bored; impatient with others; exhibits off take behavior
2. High level of verbal ability	Dominates discussions with extra information and questions deemed negative by teachers and fellow students
3. May be lopsided intellectually	Exceptional abilities and interest in one subject area, with only average or below average performance in others
4. Average to poor in... <ul style="list-style-type: none"><li>● Arithmetic computations</li><li>● Spelling</li><li>● Handwriting</li></ul>	Rejects or omits detail; considers linear tasks boring; makes numerous "careless errors" in homework assignments or lengthy tests  May have attempted writing before fine motor skills developed

	May have pursued writing before fine motor skills developed
5. Capable of deep concentration and persistence <u>when interested.</u>	Refuses to attend to assignments that are perceived as uninteresting or as unimportant “busy work.”
6. Above average reasoning ability	Questions others’ logic-including the teacher’s; frustrated with others’ lack of understanding
7. Varied interests and curiosity	Asks lots of questions, often not related to current topic; has difficulty staying focused on current task
8. Creative; playful, imaginative; original	May “zone-off” into imaginary world; ideas may be considered wild or silly; may be perceived as off task when asking “But what if…”

## **Gifted and Talented Curriculum Programs**

Dorchester District Four uses the special class model to serve state and locally identified gifted and talented students in grades 3-8. Jacob’s Ladder is the supplemental program for English language arts grades 3-8. Students in the 8<sup>th</sup> grade are enrolled in English I and Algebra I Honors and receive Carnegie credit. Mentoring Mathematical Minds is the mathematics supplemental program used for grades 3-5. Math Innovations is the supplemental program used for grades 6-7.

## **Removal Procedures for State and Locally Identified Students**

A student may demonstrate the need to return to the regular program through difficulty with the academic rigor and continuous inferior performance over time. In this instance the following procedure shall be followed:

1. The person recommending removal (parent, teacher, student, administrator, and counselor) shall notify, in writing, the school principal and the Director of Curriculum and Instruction with an explanation of the student’s difficulty.
2. The principal will set up a conference with the parent, teacher, principal or his/her designee and the Director of Curriculum and Instruction to develop an improvement plan. Other participants may include the student or guidance counselor. Participants must agree on a time to evaluate the student’s progress toward improvement.
3. If the evaluation of the student’s progress is satisfactory, the student shall remain in the gifted and talented program. If the evaluation of the student’s progress is unsatisfactory, the student shall return to the regular program for the remainder of the school year. The student shall be eligible for services in future years.

Plans for improvement may include tutoring, completing student logs, parent and teacher monitoring and other processes deemed appropriate by the conference participants. Students new to the program should be given sufficient time for adjustment.



**Dorchester Four School District  
Gifted and Talented Program**



**District Evaluation and Placement TEAM**

<b>Mrs. Shelissa Bowman</b>	<b>Director of Elementary Education</b>
<b>Dr. Nancy Britt-Stevens</b>	<b>Director of Secondary Education</b>
<b>Dr. Nancy Britt-Stevens</b>	<b>Director of Student Services</b>
<b>Mrs. Alisa Lemon</b>	<b>WMES Curriculum Specialist</b>
<b>Mrs. Beth McMillan</b>	<b>WMES Guidance Counselor</b>
<b>Ms. Tarsha Smith</b>	<b>WMES Guidance Counselor</b>
<b>Mrs. Nicole Bryant</b>	<b>CHES Instructional Coach</b>
<b>Mrs. Laura Schipman</b>	<b>CHES Guidance Counselor</b>
<b>Mr. Chasity Fralix</b>	<b>HES Curriculum Specialist</b>
<b>Ms. Tamara Boyd</b>	<b>HES Guidance Counselor</b>
<b>Mrs. Josephine McNeil</b>	<b>HRMS Instructional Coach</b>
<b>Mrs. Vernetta Simuel</b>	<b>HRMS Guidance Counselor</b>
<b>TBA</b>	<b>SGMS Curriculum Specialist</b>
<b>Ms. Saundria Washington</b>	<b>SGMS Guidance Counselor</b>



**Dorchester Four School District**  
**Gifted and Talented Program**  
**Parent/Guardian Removal Request Letter**

I request that my child \_\_\_\_\_, be removed from the Gifted and Talented Program in Dorchester Four School District. I understand that if my child is removed from the Gifted and Talented Program, he/she may not participate for the remainder of the current school year. Further, I understand that my child will not be required to requalify for service in the Gifted and Talented Program and will be eligible to return for service at the beginning of the next school year. It is my responsibility to advise the school, if I wish for my child to return to the Gifted and Talented Program since he/she will have missed a significant portion of the curriculum designed for gifted and talented students.

I am requesting the removal of my child for the following reason(s):

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I understand that the Evaluation and Placement Team for the Gifted and Talented Program will review this request and notify me in writing of a date and time to discuss this request.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

Name of Student \_\_\_\_\_

Parent Contact Number \_\_\_\_\_

School Name \_\_\_\_\_ Grade \_\_\_\_\_

**“Pulling Together in DD4!”**