

Trial Placement Option- HALO

The High Achieving Learning Opportunities (HALO)

Program provides a rigorous, accelerated, and enriched program for academically gifted and talented students who need a program different from the regular school program. The HALO Program is designed to serve students in grades 3-12. Students may participate in one, several, or all subjects for which they qualify. HALO subjects offered in the elementary and middle schools are language arts and mathematics. The high school students are offered Advanced Placement (AP) courses in English, mathematics, science, and other selected courses as well as a variety of Honors courses. A description of the Advanced College Placement Program (AP) is included in Policy IDCE.

Student Identification, Selection, and Participation Procedures for the High Achieving Learning Opportunities (HALO) Program).

Students qualify to participate in the High Achieving Learning Opportunities (HALO) programming based on one of two selection methods - local identification or state gifted and talented guidelines. Selection methods include an analysis of achievement test scores, aptitude test scores, teacher rating forms based on classroom performance, and other pertinent information.

Local Guidelines

Grades 3 - 8: District guidelines require students to meet a specified score on the FSD#3 Local Identification rubric.

Grades 9 - 12: Students must have participated in the program in 8th grade and continue on the appropriate course sequence

State Guidelines	
Eligibility Criteria for Gifted and Talented Placement	
Dimension A - Reasoning Ability	Nationally normed individual or group aptitude test: <ul style="list-style-type: none">a score at the 93rd national age percentile or higher on verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. Students may be eligible for placement on the basis of their aptitude scores alone: <ul style="list-style-type: none">a composite score at the 98th national age percentile or higher for students entering grades one and twoa composite score at the 96th national age percentile or higher for students entering grades three through twelve.
Dimension B - High Achievement	Nationally normed and achievement test: <ul style="list-style-type: none">a score at the 94th national percentile or higher on approved subtests If the approved subtests are unavailable, use the total reading and/or total mathematics score.
Dimension C - Academic Performance	South Carolina End of Year Assessment: <ul style="list-style-type: none">a score at the 90th percentile and ties as determined annually by the South Carolina Department of Education
	SC Performance Tasks, for students currently in grades two through five for placement in grades three through six: <ul style="list-style-type: none">primary verbal or nonverbal: 16 or higher for students entering grade three; 18 or higher for students entering grade fourintermediate verbal: 16 or higher for students entering grade five; 18 or higher for students entering grade sixintermediate nonverbal: 22 or higher for students entering grade five; 25 or higher for students entering grade six Grade point average (GPA) in the academic disciplines, for students at the end of grade five and above for the placement of students in grades six through twelve: <ul style="list-style-type: none">3.75 GPA or higher on a 4.0 scale
Students who meet the eligibility criteria in at least two out of three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement. (See Dimension A above.) No single criterion, however, can eliminate students from consideration for placement [R43-220, Section II.B.7.c.(4)].	

For more information about HALO, see
your child's Guidance Counselor

or

Contact

Mary Howard, Early
Childhood/Elementary Director,
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Florence County School District Three

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*"Ensuring All Students are College or Career Ready and
Productive and Responsible Members of Society"*

FLORENCE SCHOOL DISTRICT #3



100% College and/or Career Readiness

Academically Gifted and/or Talented Brochure

**Processes for Referring,
Screening, Assessing
and Placing Eligible
Students
Grades 3-12**

DEFINITION OF GIFTED AND TALENTED:

The identification of gifted and talented students is a multi-step process which consists of screening and referral, assessment of eligibility, and placement. The objective of the grade 2 testing program is to evaluate each student for the purpose of placement into a district Gifted and Talented program. In accordance with State Board Regulation 43-220, students must meet the criteria for two out of the three dimensions outlined in this law.

IDENTIFICATION PROCESS:

- (1) Referral*
- (2) Screening
- (3) Assessment
- (4) Placement

(1) Referral

Students may be referred for the Gifted and Talented Program by:

Parent/Guardian
Teacher/Administrator/Other
Self

You may pick up Referral Forms at your child's school from the Principal or Guidance Counselor.

***Note:** If your child was previously identified as gifted in another SC district or another state, please provide the following documentation to your child's school counselor: (1) evidence of academic performance, (2) previous standardized test results, and (3) transfer letter from previous district's/state's gifted program. These materials will be used by the School Referral Team to expedite assessment of the student's eligibility for the G/T program.

(2) Screening

Students in grades 3-12 become eligible for services if they demonstrate high aptitude **at or above the 96th national percentile** on a composite score on an individual or group aptitude test.

All district 2nd graders take an aptitude test called the *CogAT*.

Students who do not meet the 96th percentile on the aptitude test composite score may still qualify for the Gifted and Talented Program if they meet the requirements for **two of the three** dimensions listed below:

(1) Dimension A: Aptitude/Reasoning Ability

(2) Dimension B: Academic Achievement

(3) Dimension C: Intellectual/Academic Performance

Elementary

Obtain a qualifying score on the performance test called *Student Tasks Assessments and Rubrics (STAR)* in grades 2-6.

Administered in spring to those students who met requirements of Dimension A or B.

Qualifying scores on *STAR*:

Entering Grade 3: Primary verbal: ≥ 16

Primary nonverbal: ≥ 16

Entering Grade 4: Primary verbal: ≥ 18

Primary nonverbal: ≥ 18

Entering Grade 5: Intermediate verbal: ≥ 16

Intermediate nonverbal: ≥ 22

Entering Grade 6: Intermediate verbal: ≥ 18

Intermediate nonverbal: ≥ 25

Middle/High

Final yearly grade point average (GPA) of at least 3.75 on a 4.0 scale in core academic courses.

(3) Assessment

Once the referral form and screening information are in hand, a School Evaluation Team will forward the information to the District Evaluation Team. This team will assess the student's eligibility for the Gifted and Talented Program. It is possible that the Team will recommend additional testing for the student. A letter explaining the outcome will be sent to the parent/guardian of the student.

(4) Placement

Once a student is identified as Academically Gifted and Talented, she/he will be placed into the appropriate academic support for grade level:

Elementary

Gifted students, grades 3-6, are provided academic support in their area of academic giftedness through a pull-out program. They will leave the regular classroom and work with the G/T Teacher on advanced academic work.

Middle School

Gifted students, grades 7-8, are provided academic support through special academic classes. These classes meet daily and are focused on providing independent student research based on SC academic standards.

High School

Gifted students, grades 9-12, are provided rigorous academic work through HONORS classes in core academic areas. These classes are taught by teachers with certificate endorsement in teaching gifted students. Additionally, *Advanced Placement* (AP) classes are available in English, Biology, US History, Calculus and Environmental Science for grades 11-12.

Program Goals

Gifted education students will:

- develop advanced research skills and methods;
- develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study;
- critical thinking and logical problem solving skills in the pertinent academic area;
- develop advanced communication skills; and
- Additionally, gifted students are expected to meet or exceed state standards.