

McCormick County School District



**GIFTED AND
TALENTED HANDBOOK
2018-2019**

South Carolina Screening Process

R 43-220 specifies that districts must screen all students with regard to aptitude and achievement (24 S.C. Code Ann. Regs. 43-220.2(B)(6)(a)). Census testing (i.e., the testing of *every* student) for both aptitude and achievement should be administered to all second-grade students in the state.

It is recommended that census testing also be conducted at points of significant programmatic changes for students (e.g., from an elementary pull-out program to a middle school special class with a specific subject-area focus).

As a best practice, census testing for aptitude and achievement is conducted on a yearly basis for the sole purpose of finding additional students for the program. Such testing may *not* be used for the removal of students who are already placed in the program. Once identified, students do not have to requalify for the gifted and talented program each year.

Whether or not additional census testing is done, the district should develop procedures to ensure that students who have not previously qualified for the gifted and talented program are not overlooked, that students who move into the district have the opportunity to be considered for placement, and that underrepresented student populations are assessed with appropriate instruments.

In accordance with R 43-220, districts must ensure that all assessment tests are reviewed for bias, that these tests accurately assess the abilities/skills/potentials intended to be measured, that these abilities/skills/potentials are consistent with the definition of giftedness, and that test administrators are properly trained (24 S.C. Code Ann. Regs. 43-220.2(B)(7)(a)).

CRITERIA USED IN THE SCREENING PROCESS

R 43-220 explains the criteria for the identification of gifted and talented students in terms of three dimensions (see 24 S.C. Code Ann. Regs. 43-220.2(B)(7)(c)(1–3)).

Dimension A: Reasoning Abilities (nationally normed in the past 5 years administered individually or as a group)

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. Students must demonstrate high aptitude (national *age* percentile) in one or more of the following areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Qualifiers:

- a score or above the 93rd national age percentile 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: a composite score at or above the 96th national age percentile
- **qualifying aptitude scores are good for two years**

Dimension B: Academic Achievement

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 or by the designated South Carolina statewide assessment instrument.

Qualifiers:

- a score at or above the 94th national percentile on approved subtests of a nationally normed achievement test; latest administration of the test used **(except for MAP)**

- Approved nationally known subtests are reading comprehension or mathematics and problem solving
 - If the approved subtests are unavailable, use the total reading and/or the total mathematics score
- OR**
- Score in the top 10% of the statewide achievement measure; latest administration of the test used
- OR**
- NWEA Measures of Academic Progress (MAP)
 - **May only use the 1st administration to a student during the school year or the previous year's spring administration (this is because this test is formative)**
 - Composite score on the Reading Achievement (total RIT in reading) and/or the composite score on the Mathematics Achievement (total RIT in math) must be used

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 two through six are the verbal or nonverbal assessments by Performance Tasks Assessment (PTA – Formerly known as STAR testing.) These test materials must be maintained and administered under S.C. Code Ann. § 59-1-445 (1990), "Violations of mandatory test security; penalties; investigations."

Qualifiers:

Grades 2-5

- In order to take the Performance Tasks Assessment, the student must have on file an ability and an achievement test score, one of which is a **current qualifying** score.
- Primary verbal or nonverbal: score of 16 or higher for students entering grade three; 18 or higher for students entering grade 4
- Intermediate verbal: score of 16 or higher for students entering grade 5; 18 or higher for students entering grade 6
- Intermediate nonverbal: score of 22 or higher for students entering grade 5; 25 or higher for students entering grade 6

Grade point average in the academic disciplines, for students entering grades six through twelve

- 3.75 GPA or higher on a 4-point scale (ELA, Math, Science, Social Studies, and Foreign Language if year-long course)
- After 5th grade GPA may be used for students who don't qualify on the Performance Tasks Assessment in 5th grade or who move into the district after the Performance Tasks Assessment is given.

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 (24 S.C. Code Ann. Regs. 43-220.2(B)(7)(b)).

Students who meet the criteria in *two* of the three dimensions are eligible for gifted and talented services (24 S.C. Code Ann. Regs. 43-220.2(B)(5)(b)). 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 (24 S.C. Code Ann. Regs. 43-220.2(B)(7)(c)(4)).

Students identified (by state criteria) in one South Carolina school district are eligible for services in any South Carolina school district (24 S.C. Code Ann. Regs. 43-220.2(B)(5)(d)).

The McCormick County School District Screening and Identification Process

Formal evaluation for Gifted/Talented identification begins in the 2nd grade. Each year after, students' test scores are screened to identify new candidates who have met the criteria for identification as Gifted/Talented or who have met an additional dimension which meets the criteria for G/T identification. Students are monitored in accordance with the District Multi-Tiered Systems of Support (MTSS/RtI) and/or evaluation process.

For new students entering the District, files and records are reviewed by the school's G/T Lead to determine if scores are comparable to South Carolina requirements for identification as Gifted/Talented.

Removal of Students from the Gifted and Talented Program

State Department of Education Criteria
Office of Curriculum and Standards
Division of Curriculum Services and Assessment

The gifted and talented program exists to provide services to identified students that will develop their unique talents and abilities. Participation in an educational program that goes beyond the services provided by the regular classroom/school program should allow these students to achieve their potential. Identified students have demonstrated high performance ability or potential and therefore have the right to these additional services. Moreover, the services provided for identified students must match their area(s) of strength(s)—the way a student qualified for gifted and talented. Gifted and talented students are sometimes twice exceptional or underachievers. Therefore, the denial of services to a student who has qualified for gifted and talented requires careful attention and serious consideration.

Regulation 43-220 requires the State Department of Education (SDE) to develop criteria for procedures for removing a student from the gifted and talented program. The regulation also requires districts to develop appropriate written procedures that are consistent with the SDE criteria for removing a student from the gifted and talented program (24 S.C. Code Ann. Regs. 43-220.II.(B)(8)(c)). The Evaluation Placement team is responsible for developing these procedures and for final decisions relative to removal of a student from the program.

Removal is defined as discontinuing the participation of a student in the program. Prior to removal from a gifted and talented program, a student must be placed on probation.

Probation is defined as critically examining and evaluating the performance of a student with prescribed interventions for a period of time while the student remains in the program.

Both probation and removal require appropriate counseling with the student and documented conferences with the student, the student's parent(s), and teachers. Records of any assessment, evaluative measures, and other relevant student information must be maintained in a confidential manner.

Removal from the Pullout/Resource Room Program Model

Gifted and talented students served in the pullout/resource room program model often experience management problems as they learn to maintain and balance the responsibilities of the regular classroom and the resource room. The skills and strategies to function successfully in these two environments must be taught. Students should not be expected to navigate between these two educational settings without the support of the classroom teacher and the pullout/resource teacher. Frequent interactions and joint planning between the classroom teacher and the pullout/resource room teacher are critical to the success of students.

In planning for a student to be successful in a pullout/resource room program model, the district must provide

- curriculum in the resource room that is a match with the strength area(s) of the student and
- teachers with the ability and necessary resources to differentiate instruction within the pullout/resource room.

Also, the district must have written policy addressing the essential assignments that must be completed when a student is absent from the regular classroom because of participation in the pullout/resource room program. This policy should establish

- additional time to complete the essential regular classroom assignments (i.e. Assignments missed in the regular classroom and newly assigned homework are not both due the next day.) and

- a process for defining, explaining, and providing in writing the essential assignments to the student.

Neither of the above should not create a punitive environment for the student.

Similar written policy should address assignments that must be completed as part of the gifted and talented pullout/resource room program.

Research on the performance of students in South Carolina's pullout/resource room program models suggests that students need two complete years in the program to make the adjustments of working in a regular classroom and pullout/resource room. To remove a child prior to two years of active participation in a pullout/resource program is a questionable action without substantive concerns for the student's physical, emotional, or social health.

Criteria for Removal from a pullout/resource room program

1. A child has completed two years in the program, and performance in the regular classroom and/or the pullout/resource room has not been acceptable by both the parent(s) and the teacher(s).
2. Regular conferences with the student, teachers, and parent(s) have been conducted and documented.
3. Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s).
4. Regular counseling has been provided by the school's guidance counselor to support the student during the probation period.
5. Grade point average is not the sole indicator for removal under most circumstances.
6. Performance on South Carolina Statewide Assessment Instrument is not the sole indicator for removal under most circumstances.
7. Poor behavior is not the sole indicator for removal under most circumstances.
8. A student's social, emotional, or physical health is a factor related to removal from the program.
9. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

Removal from the Special Class or Special School Program Model

Gifted and talented students served in the special class or special school program model are engaged with a curriculum that reflects acceleration and enrichment in a specific discipline. Both the special class and special school model recognize that students display high ability or potential in some academic areas but not in others.

To be successful in the special class model, a gifted and talented student must be placed in a special class that corresponds with the strength(s) of the learner. For example, it would be inappropriate to place a child in a language arts special class if a child's only strengths were non-verbal/quantitative and mathematical.

To be successful in the special school model, a gifted and talented student must be provided with classes that correspond with the strength(s) of the learner and classes that compensate for and support academic weaknesses of the learner. As stated earlier, gifted and talented students may display high ability or potential in some academic areas but not necessarily in all academic areas.

In planning for a student to be successful in a special class or special school program model, the district must provide students with

- a special class or special school that is a match with the strength area(s) of the student;
- curriculum for the special class or special school that is differentiated and articulated in a written scope and sequence;
- teachers with the ability and necessary resources to differentiate instruction within the academic area(s);

- processes and strategies for gathering diagnostic data on student performance level(s) and monitoring student performance; and
- policies regarding assignments that must be completed as part of the special class program.

If a student is removed from a special class or special school and returned to the regular class or school, the ability of the student to perform adequately in the special class or special school must be addressed. Adequate performance must not be measured solely by grades. Careful consideration must be given to providing academic support, accommodating learning styles, ensuring a curriculum match with the student's strengths, addressing motivational issues, and attending to any social, emotional, or physical concerns that might affect student performance.

Criteria for Removal from a special class or special school program

1. A child has completed a minimum of one report card grading period but no more than a semester in the special class or special school, and performance has not been acceptable by both the parent(s) and the teacher(s).
2. Regular conferences with the student, teacher(s), and parent(s) have been conducted and documented through the grading period(s).
3. Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s).
4. General counseling to support the student has been provided regularly by the school's guidance counselor.
5. Grade point average is not the sole indicator for removal under most circumstances.
6. Poor behavior is not the sole indicator under most circumstances.
7. A student's social, emotional, or physical health is a factor related to removal from the program.
8. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

Procedure for Removal of a Student by a Parent

If a parent wishes to remove his or her child from the gifted and talented program, the parent should complete a "Request for Removal" form specifying the reasons for this request. A sample form is provided. This form will be given to the district coordinator of gifted and talented programs who will conduct a meeting of the Evaluation Placement team with the student, parent, and teacher present. The Evaluation Placement team will have the final authority for approving or denying the request. When responding to the request of a parent, the same criteria for removal should be applied whenever possible. If a student is removed from the gifted and talented program at the request of a parent, the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.



**McCormick County School
District Academically Gifted/
Talented Student Removal
Policy**

Whenever a student is being considered for removal from the gifted and talented program, the state guidelines and requirements must be met. These include:

- Probation—The school Evaluation/Placement Team will make any decisions regarding placing a student on probation. During the probationary period, the student will remain in the gifted/talented classroom, and interventions will be identified and put into place to assist the student in getting back on track. Additional support will be offered in the form of counseling, tutoring, and conferences with parents, teachers, and the student (when appropriate).
- Check for Appropriate Placement—the school must ensure that the student is being served in a gifted/talented class **in his/her area of strength**. The purpose of the gifted and talented program is to help students grow in their strength areas, and it is unfair to remove them if they are not being appropriately served.
- Multiple criteria for suggesting removal—It is not enough to look at a student's test scores, grades, behavior, or any other single factor in deciding to remove him/her from the gifted & talented program. Concerns must be documented from several assessment opportunities, observations, etc. so that the decision is well-supported by evidence.

Gifted & Talented Evaluation/Placement Teams

McCormick County School District Gifted & Talented Programs Evaluation/Placement Teams

As described in Regulation 43-220, the evaluation step in the gifted and talented identification process is the responsibility of the evaluation/placement team. Each school should have an Evaluation/Placement Team (EPT) that consists of *at least* a G/T endorsed teacher, an administrator, and a school counselor. This team may also include classroom teachers, instructional coaches, or other school personnel depending on the particular purpose for which the team is meeting.

The Evaluation/Placement Team is responsible for:

- Interpreting and evaluating student data to determine appropriate placement of G/T students
- Carrying out required steps in cases where a student is being considered for removal from the G/T program (see removal policy)
- Evaluating students being considered for subject or grade acceleration and making placement recommendations

The Evaluation/Placement Team in an elementary school will typically meet at the beginning of the year to identify students who may need additional testing (based on the designated SC Statewide Assessment[s] or Fall MAP) and to make recommendations about inclusion of “high achievers” or students on “trial placement” in G/T classes. Another meeting will be needed when 2nd grade census testing results come in to determine students needing additional testing and/or recommendation for Performance Tasks Assessment (PTA). Another essential meeting takes place at the end of the year to help in formation of classes for the next school year and to provide screening for students who may be good candidates for the program in the fall.

Middle school Evaluation/Placement Teams should be involved with scheduling at the beginning of the school year to ensure that gifted/talented students are placed in courses that will address their area(s) of strength. These teams may also recommend additional testing for students who have high scores on the SC Statewide Assessment(s) and/or MAP testing, or who exhibit characteristics typical of gifted students. At the end of the school year, the Evaluation/Placement Team should screen for students who may qualify in Dimension C via GPA, and be a part of the scheduling process for the following school year.

These are typical meetings that teams will have during any given year. The EPT will also meet for cases with special circumstances such as mid-year promotion, subject-area acceleration, double promotion, or removal from the G/T Program.

Meeting notes or minutes of G/T Evaluation/Placement teams should be made and maintained by the school G/T contact.

Inclusion of High Achievers Using a “Special Class Model”

The McCormick County School District utilizes a “Special Class Model”, also known as a Multi-age Classroom in serving its academically gifted and talented students, there may be times when there is space in the class for additional students. High achieving students are served with GT-identified students in order to give these students exposure to advanced curriculum, higher levels of thinking, and the opportunity to work with peers of similar abilities. Generally, the students chosen to participate as “high achievers” are students who perform similarly to the identified gifted and talented students but who have not yet met the state requirements for gifted and talented identification.

The following criteria **must** be taken into consideration:

1. High-achieving students added to G/T classes must be similar-ability peers to the identified G/T students. They should be scoring similarly to some of the identified students on measures such as ACT Aspire (or other designated SC State-wide Assessment) and MAP. Placing students into G/T classes who are scoring more than 10 percentile points lower than the G/T students will frustrate the added students and necessitate that the teacher “water-down” the curriculum so that these students keep up. Often, students who have met one dimension of gifted identification, but have not yet met two, make good candidates for placement as “high achievers.”
2. The number of high-achieving students generally should not *exceed* the number of identified gifted/talented students in a classroom. In special cases, particularly where school populations AND the population of identified gifted students is low, exceptions may be made through a waiver request to the state.
3. By state regulation, the number of students in a gifted/talented classroom cannot exceed 25. Additionally, the size of a G/T class should not exceed the size of other classes in the school. It is critical that G/T classes not be filled **to capacity** with additional high-achievers, as this can lead to situations where one or more high achievers must be removed from the class to make room for newly identified students or previously identified students who move in from other schools.

Any student included in G/T classrooms as a “high achiever” must receive a letter explaining that the placement is dependent on the student’s continued success in the program and the continued availability of space. Parents must sign permission for the student to participate given these parameters.

South Carolina Gifted/Talented Goals

School districts must provide a curriculum for academically gifted and talented students that is designed to support their unique characteristics and needs. This curriculum must address specific goals so that gifted and talented students have the opportunity to reach the corresponding culminating objectives for each goal. A culminating objective is what the learner will know and be able to do as the result of instructional experiences.

GOAL ONE

To support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted and talented learners.

School District and teachers will ensure that gifted and talented students are appropriately challenged. Effective curriculum will address the academic strengths and weaknesses of the identified students. The key to developing and designing effective curriculum is the ability to differentiate pace, complexity, abstractness, and depth. Both acceleration and enrichment strategies must be used.

GOAL TWO

To develop understanding of concepts, themes, and issues which are fundamental to the disciplines as well as society and to develop an appreciation for interrelationships among the disciplines.

Gifted and talented students will:

- a. Demonstrate comprehension of a discipline as a system of knowledge.
- b. Analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.
- c. Analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.
- d. Analyze the ethical dimensions of ideas, issues, problems, and themes.
- e. Explain the dynamic nature of knowledge and the interaction between culture and knowledge.

GOAL THREE

To develop inquiry skills at a level of complexity, abstractness, and depth appropriate for gifted learners.

School districts and teachers will ensure that gifted and talented students acquire the skills necessary for self-directed and life-long learning. Gifted and talented students will:

- a. Demonstrate inquiry skills.
 1. Identify a topic, problem, or issue and formulate questions for research.
 2. Select and apply research methodology appropriate for the topic, problem, or issue.
 3. Access information worldwide from primary and secondary sources by using a variety of print, electronic, and other media.
 4. Assess the validity, reliability, and relevance of the information collected.
 5. Organize and analyze data.
 6. Synthesize and interpret data.
 7. Develop conclusions and implications in the light of the problem.
 8. Select an appropriate medium to communicate the results of research.
- b. Demonstrate management skills
 1. Plan, pace, implement, and evaluate research projects.
 2. Demonstrate effective allocation of time and resources.
- c. Apply ethical standards in conducting and reporting research.

Gifted/Talented Students Served in Middle School and High School

Students in middle school, who are identified gifted and talented are served through rigorous and accelerated special classes in their area of giftedness (Language Arts and/or Math.) Advanced classes are also available in social studies and science.

In grades 8-12, students are served through Honors, and/or Advanced Placement classes. Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honor's curriculum places emphasis on critical and analytical thinking, rational decision making and inductive and deductive reasoning. Honors courses should extend course opportunities at the high school level.

The McCormick County School District is using
William and Mary

Grade 3

Journeys and Destinations

Grade 4

Explore, Discover, Reveal

Patterns of Change

Perspectives

Grade 5

Mind Your Time

Optional (choose either or both):

Literary Reflections

Autobiographies

Grades 6

Persuasion

Grade 7

The 1940's Decade of Change

Courage: Connections and Reflections

Grade 8

Utopia

The Pursuit of Justice

The following are resources provided from a district level for all schools:

William and Mary Center for Gifted Education – <http://education.wm.edu/centers/cfge/> W & M Language Arts

WordMasters Challenge— <http://www.wordmasterschallenge.com/home> A vocabulary building “contest” that introduces students to vocabulary words and requires them to use them in analogies. Great for building critical thinking skills AND vocabulary. Available grades 3 – 8

Assessments Used for Gifted/Talented Identification

Dimension A:

Any nationally-normed aptitude test scores may be used, and the **age-level percentile score** is always used for identification purposes. Tests we use in McCormick County School District include:

- Cognitive Abilities Test (CogAT) – (Administered to all 2nd grade students)
- NWEA Measures of Academic Progress (MAP) – Grades 3-8

Dimension B:

Any nationally- normed achievement test scores may be used for identification purposes, and the only areas that are considered are Reading Comprehension and Total Math. The achievement tests typically used in Beaufort County include:

- Iowa Assessment - (Administered to all 2nd grade students)
- Measures of Academic Progress (MAP)—**Fall (Grades 3 – 8) or spring only (Grade 2)**
- Designated South Carolina State-wide Assessment (SC Ready or other named SC Statewide Assessment)

In cases where another test has been used, please contact the District G/T Lead if you have any question about whether the scores can be used or not.

Performance Tasks Assessment (PTA)

The state of South Carolina and the Center for Gifted Education at the College of William and Mary developed the performance-based assessment instruments described in this handbook. The project was implemented under the leadership of Dr. Joyce VanTassel-Baska, a noted authority in the field of gifted education. The assessments are used to identify intellectually advanced elementary students for inclusion in gifted education programs.

Carolinian Consultancy (C2), a company specializing in educational consulting and testing services, currently manages the administration of the performance tasks for the state of South Carolina. Collectively, the consultancy possesses extensive experience in the education of gifted students and assessment programs in South Carolina.

Features of Performance-based Assessment

There are several features that distinguish performance-based assessment from traditional standardized aptitude and achievement measures. As with traditional measures, all forms rely on pencil and paper to record responses to the items. However, unlike most traditional measures, the performance-based assessment instrument provides students with sets of manipulatives to assist them with the problem solving process for many of the items on the test. Using manipulatives to provide a “hands-on” dimension to the problem solving process is in keeping with the literature on learning behaviors of African-American (Ford, 1996) and low socio-economic status (SES) populations (VanTassel-Baska, Patton, & Prillaman, 1991).

Another feature, which distinguishes this performance-based assessment from traditional measures, is that it tends to focus on deep reasoning and problem solving within a domain. Rather than relying on many items to sample knowledge and application across a domain or field, the performance-based assessment selects fewer but typical items that probe a student’s ability to combine complex task demands. The element of speed is minimized in the test-taking procedure. Although there are limits on the time given to students to complete items, these limits have been found to be sufficient to allow most students to respond appropriately.

Perhaps the most distinguishing feature of performance-based assessment is the provision for *preteaching*. ***Preteaching is defined as providing instructions for the task demands so that students understand what they are expected to do.*** The purpose of the preteaching is to familiarize inexperienced students with the task demands of the items and to clarify performance expectations before the actual testing occurs. While the preteaching cannot be expected to lead to task mastery for all students, it assists students who have not previously been exposed to the particular performance requirements for each task.

The Purpose of the South Carolina Performance Tasks Assessment

The South Carolina performance tasks are intended to identify students on Dimension C of the South Carolina gifted regulations [R43-220 Gifted and Talented, amended July 1, 2003]. Students who meet the criteria for Dimension A (aptitude) or Dimension B (achievement), but not both, **must** take the Primary Level in grade 2 or 3 and the Intermediate Level in grade 4 or 5. These assessments are designed to measure a student’s capacity to solve open-ended problems and then to explain solutions both verbally and nonverbally. Each level of the instrument has four forms, which contain similar test items structured to have comparable levels of difficulty. Each level and form of the test has a verbal and a nonverbal domain.

At the primary level, both the verbal and nonverbal domains have five items. Each item is derived from a test item-type. The item-types for the primary verbal assessment are verbal problem solving, writing, analogies, verbal relationships, and vocabulary. The primary nonverbal item-types include arithmetic problem solving, logic, spatial problem solving, spatial manipulation, and spatial transformation.



Artistically Gifted and Talented Identification Process

Referral



A parent, teacher, or administrator must refer the student in order to be considered for an audition. A referral does NOT mean the student is accepted into the McCormick County School District's Artistically Gifted and Talented Program.

Audition



Parents/Guardians will receive a confirmation letter with the audition information. Auditions will determine if the student is accepted in the McCormick County School District's Artistically Gifted and Talented Program.

Acceptance Letter



Parents/Guardians will receive an acceptance letter in the mail confirming or denying the student into the McCormick County School District's Artistically Gifted and Talented Program. Letters are typically mailed within three weeks after auditions.



Enter total scores directly on the spreadsheet by judge for each task for each student.

 Already Identified
 Waived Audition

GT Theatre – Task One

Criteria:	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Expression	Demonstrates the ability to showcase a variety of emotional content with the audience.		Displays strong potential for a variety of emotional content, but needs to continue to develop skills/maturity.		Demonstrates little potential for emotional connection with the audience because of skill and maturity development.		Unable to showcase a variety of emotional content with the audience. Performance is very one-dimensional.
Creativity/Originality	Always presents ideas in a creative and original manner, giving a unique perspective to the performance.		Ideas are often unique and creative, demonstrating potential for a unique performance perspective.		Demonstrates some moments of creativity, but shows a lack of personal perspective.		Performance is very bland and unoriginal.
Energy	Demonstrates the ability to showcase energy throughout the performance, varying levels as needed to communicate effectively with the audience.		Demonstrates potential for good performance energy, but needs to develop the ability to sustain and adapt it throughout the performance.		Shows moments of little performance energy, but overall unable to sustain and adapt it as needed throughout the performance.		Little to no energy throughout the performance, resulting in a lack of communication.
Projection	Demonstrates the ability to project his/her voice in a confident manner that will communicate effectively with the audience.		Usually projects his/her voice in a confident manner, but needs to continue to develop consistency of projection.		Sometimes projects his/her voice in a confident manner, but overall very inconsistent throughout the performance.		Unable to project his/her voice in a confident manner. Timid throughout the performance.

Score Total: _____/16



GT Theatre – Task Two

Criteria:	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Expression	Demonstrates the ability to showcase a variety of emotional content with the audience.		Displays strong potential for a variety of emotional content, but needs to continue to develop skills/maturity.		Demonstrates little potential for emotional connection with the audience because of skill and maturity development.		Unable to showcase a variety of emotional content with the audience. Performance is very one-dimensional.
Creativity/Originality	Always presents ideas in a creative and original manner, giving a unique perspective to the performance.		Ideas are often unique and creative, demonstrating potential for a unique performance perspective.		Demonstrates some moments of creativity, but shows a lack of personal perspective.		Performance is very bland and unoriginal.
Energy	Demonstrates the ability to showcase energy throughout the performance, varying levels as needed to communicate effectively with the audience.		Demonstrates potential for good performance energy, but needs to develop the ability to sustain and adapt it throughout the performance.		Shows moments of little performance energy, but overall unable to sustain and adapt it as needed throughout the performance.		Little to no energy throughout the performance, resulting in a lack of communication.
Projection	Demonstrates the ability to project his/her voice in a confident manner that will communicate effectively with the audience.		Usually projects his/her voice in a confident manner, but needs to continue to develop consistency of projection.		Sometimes projects his/her voice in a confident manner, but overall very inconsistent throughout the performance.		Unable to project his/her voice in a confident manner. Timid throughout the performance.

Score Total: _____/16



GT Theatre – Task Three


Criteria:	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Expression	Demonstrates the ability to showcase a variety of emotional content with the audience.		Displays strong potential for a variety of emotional content, but needs to continue to develop skills/maturity.		Demonstrates little potential for emotional connection with the audience because of skill and maturity development.		Unable to showcase a variety of emotional content with the audience. Performance is very one-dimensional.
Creativity/Originality	Always presents ideas in a creative and original manner, giving a unique perspective to the performance.		Ideas are often unique and creative, demonstrating potential for a unique performance perspective.		Demonstrates some moments of creativity, but shows a lack of personal perspective.		Performance is very bland and unoriginal.
Energy	Demonstrates the ability to showcase energy throughout the performance, varying levels as needed to communicate effectively with the audience.		Demonstrates potential for good performance energy, but needs to develop the ability to sustain and adapt it throughout the performance.		Shows moments of little performance energy, but overall unable to sustain and adapt it as needed throughout the performance.		Little to no energy throughout the performance, resulting in a lack of communication.
Projection	Demonstrates the ability to project his/her voice in a confident manner that will communicate effectively with the audience.		Usually projects his/her voice in a confident manner, but needs to continue to develop consistency of projection.		Sometimes projects his/her voice in a confident manner, but overall very inconsistent throughout the performance.		Unable to project his/her voice in a confident manner. Timid throughout the performance.

Preparation	The student was fully prepared, having the monologue memorized and ready to perform.		The student prepared the monologue and had slight errors in memorization throughout.		The student had prepared a monologue but struggled with memorization and presentation.		The student was unprepared without a monologue to perform.
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Score total: _____/20



Enter total scores directly on the spreadsheet by judge for each task for each student.

 Already Identified

 Waived Audition

GT Choral Music – Task One

Criteria:	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Tone	The student demonstrates the ability to produce a clear tone quality throughout the piece.		The student demonstrates the ability to produce a clear tone quality throughout <i>most</i> of the piece.		The student demonstrates a tone quality is generally thin and unsupported throughout the piece.		The student demonstrates a tone quality that almost always weak and unprojected throughout the piece.
Rhythmic Accuracy and Tempo	The beat and tempo are secure and the rhythms are accurate for the style of music being played.		The beat and tempo are secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.		The beat and tempo are somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.		The beat and tempo are usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
Pitch	Pitches were all performed correctly. The student stayed in the same key throughout.		Pitches were mostly performed correctly. The key slightly wavered.		Pitches were sometimes performed correctly. The key wavered throughout.		Pitches were almost never performed correctly. There was a lack of distinguishable key.
Diction/Text	Diction was clear and consistent throughout with no errors in text.		Diction was often clear with slight errors in text.		Diction was inconsistent with errors in text throughout.		Diction was poor with no attention to text.

Score Total: _____/16



GT Choral Music – Task Two

<i>Criteria:</i>	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
	The student was able to sing the example with complete accuracy throughout.		The student performed the example mostly accurate with minor mistakes.		The student performed the example with some accuracy but many mistakes.		The student performed the example with little to no accuracy.

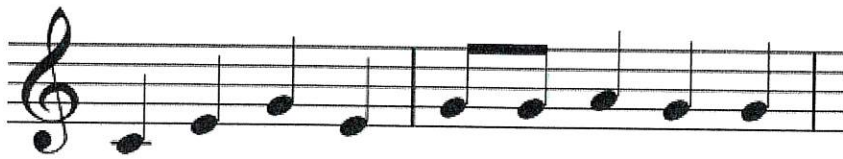
Sol La Sol Sol Mi Mi Re Do

Score Total: _____/4



GT Choral Music – Task Three

Criteria:	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
	The student was able to sing the example with complete accuracy throughout. The student was able to make an improvisatory adjustment and explain it.		The student performed the example mostly accurate with minor mistakes. The student attempted to make an improvisatory adjustment but could not explain it.		The student performed the example with some accuracy but many mistakes. Accuracy affected the student's ability to improvise.		The student performed the example with little to no accuracy. The student was not able to improvise.



Do Mi Sol Mi Sol Sol La Sol Sol

Score Total: _____/4



Enter total scores directly on the spreadsheet by judge for each task for each student.

 Already Identified

 Waived Audition

GT Dance

Solo Rubric

<i>Criteria:</i>	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Performance Skills	Very confident, knows the details of the movement, dances with pride		Mostly confident, one mistake or slight hesitation of movement, dances with some pride		Knows the movement, is thinking, some hesitation, needs more confidence		Unsure, hesitates, mistakes made
Presentation	Full body engagement and effort, expression is clear and alive,		Mostly full body effort and engagement, has a nice facial expression		Inconsistent full body movement, could do more, facial expression is ordinary		Not full body movement, lacks facial expression
Alignment / Body Awareness	Demonstrates clarity of alignment and body awareness of the technical elements being performed.		Demonstrates an understanding of alignment and body awareness of the technical elements being performed most of the time.		Demonstrates an inconsistent understanding of alignment and body awareness of the technical elements being performed majority of the time.		Struggles to demonstrate an understanding of alignment and body awareness of the technical elements being performed.
Rhythm/ Tempo	Demonstrates a complete understanding of tempo and beat and stays on rhythm throughout the dance.		Accurate in beat, tempo, rhythms of dance sequences throughout the dance.		Generally accurate in beat, tempo, rhythms of dance sequences most of the time.		Attempts to keep a rhythm, but gets off beat and speeds up or falls behind often. Doesn't follow beat in music.

Score Total: _____/16



GT Dance
Dance sequence

Criteria:	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Performance Skills/ memorization	Very confident, memorizes the details of the movement, dances with pride		Mostly confident, one mistake or slight hesitation of movement, dances with some pride		Memorizes the movement, is thinking, some hesitation, needs more confidence		Unsure, does not memorize the sequence
Presentation	Full body movement and effort, expression is clear and alive,		Mostly full body movement and effort, has a nice facial expression		Inconsistent full body movement, could do more, facial expression is ordinary		Not full body movement, lacks facial expression
Alignment / Body Awareness	Demonstrates clarity of alignment and body awareness of the technical elements being performed.		Demonstrates an understanding of alignment and body awareness of the technical elements being performed most of the time.		Demonstrates an inconsistent understanding of alignment and body awareness of the technical elements being performed majority of the time.		Struggles to demonstrate an understanding of alignment and body awareness of the technical elements being performed.
Rhythm/ Tempo	Demonstrates a complete understanding of tempo and beat and stays on rhythm throughout the dance.		Accurate in beat, tempo, rhythms of dance sequences throughout the dance.		Generally accurate in beat, tempo, rhythms of dance sequences most of the time		Attempts to keep a rhythm, but gets off beat and speeds up or falls behind often. Doesn't follow beat in music
Improvisation	The dancer demonstrates an excellent range in movement variety and showcases strong technical skills		The dancer demonstrates a good range of movement variety and showcases basic technical skills		The dancer displays the same movement more than twice and showcases below basic technical skills		The dance repeats the same movement consistently and showcases little to no technical skills

Score total: _____/20



Enter total scores directly on the spreadsheet by judge for each task for each student.

 Already Identified

 Waived Audition

GT Instrumental Music – Task One

<i>Criteria:</i>	4 Exemplary	3.5	3 Proficient	2.5	2 Developing	1.5	1 Beginning
Tone	The student demonstrates the ability to produce a clear tone quality throughout the piece.		The student demonstrates the ability to produce a clear tone quality throughout <i>most</i> of the piece.		The student demonstrates a tone quality is generally thin and does not resonate throughout the piece.		The student demonstrates a tone quality that almost always weak and does not resonate throughout the piece.
Rhythmic Accuracy and Tempo	The beat and tempo are secure and the rhythms are accurate for the style of music being played.		The beat and tempo are secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.		The beat and tempo are somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.		The beat and tempo are usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
Pitch and Finger Position	Pitches were all played correctly. The correct fingers were always used.		Pitches were mostly played correctly. The correct fingers were sometimes used.		Pitches were sometimes played correctly. The correct fingers were sometimes used.		Pitches were almost never played correctly. Correct fingers were almost never used.
Musical Expression	Demonstrates a clear understanding of the proper style. Demonstrates clearly defined dynamic contrast. Shapes phrases with dynamics and direction.		Demonstrates a general understanding of the proper style. Demonstrates dynamic contrast. Mostly shapes phrases with dynamics and direction.		Struggles to maintain stylistic accuracy. Performance has multiple dynamic and phrasing errors.		No attempt is made to perform the piece with stylistic accuracy. Dynamic markings are ignored and phrasing is missing from the piece.

Score Total: _____/16

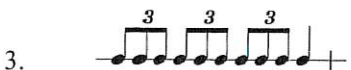


GT Instrumental Music – Task Two

For each rhythm below, adjudicate as follows:

2 Points – Rhythm is clapped/tapped accurately.

0 Points – Student is unable to clap/tap rhythm accurately.



Score Total: _____/16



Date

Dear Parents,

All second grade students recently participated in census testing for possible placement in McCormick County School District's Academic Gifted and Talented Program. To be eligible for placement, the South Carolina State Department of Education requires students to meet TWO out of the THREE dimensions listed below or score at the 96th national age percentile composite score on an individual or group aptitude test.

Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Dimension B: High Achievement- Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

Dimension C: Intellectual/Academic Performance

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Task Assessment.

Based on these criteria, your child has qualified to participate in McCormick County School District's Academic Gifted and Talented Program, and with your permission will be enrolled in gifted classes at the beginning of the _____ school year. Please complete the attached permission form and return it as soon as possible. Please do not hesitate to contact me if you have any further questions regarding the gifted and talented program.

Sincerely,



Date

Dear Parent or Guardian,

Your child was recently screened for possible placement in McCormick County School District's Academic Gifted and Talented Program. To be eligible for placement, the South Carolina State Department of Education requires students to meet TWO out of the THREE dimensions (detailed below) or score at the 96th national age percentile composite score on an individual or group aptitude test.

Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Dimension B: High Achievement- Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

Dimension C: Intellectual/Academic Performance (Spring testing only)

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Tasks Assessment (PTA).

Based on these criteria, your child has qualified to participate in McCormick County School District's Academic Gifted and Talented Program, and with your permission will be enrolled in gifted classes at the beginning of the _____ school year. Please complete the attached permission form and return it as soon as possible. Please do not hesitate to contact me if you have any further questions regarding the gifted and talented program.

Sincerely,

PLACEMENT AGREEMENTS FOR MCCORMICK COUNTY SCHOOL DISTRICT
PARENT AGREEMENT

My child, _____ has qualified for placement in the elementary academic gifted and talented program at (insert name of school).

Please read and initial the following:

___I understand that the Gifted/Talented Program is an integral part of my child's education and according to the S.C. Board of Education Gifted and Talented Regulation 43-220, that my child must meet a mandated number of minutes in gifted education, and therefore, should not remain in his/her class on GT class day. I will ensure that my child will attend the program in order to receive the services of gifted education.

___I understand that I will need to meet with the Evaluation Placement at (insert name of school). Team if I would like to remove my child from the program. My child will continue to attend the program while this decision is pending.

Signature of Parent: _____ Date: _____

STUDENT AGREEMENT

I, _____, agree to participate in the McCormick County School District Gifted and Talented Program.

Please read and initial the following:

___I understand that I am not allowed to stay in my regular class on my GT class day. I am committed to this program and I realize I must attend my GT class to meet the number of required minutes.

___I understand that if I would like to stop attending (insert district information), my parent(s) will first meet with the Evaluation Placement Team. I will continue to attend (insert name of program) until this decision is made.

Signature of Student: _____ Date: _____

Permission to Participate in the Gifted and Talented Program

_____ My child **has** permission to participate in the McCormick County School District's Gifted and Talented Program.

_____ My child **does not** have permission to participate in the McCormick County School District's Gifted and Talented Program.

CHILD'S NAME: _____

PARENT'S NAME: _____

ADDRESS: _____

CONTACT NUMBERS: _____

EMAIL: _____

PARENT SIGNATURE

DATE

Please return this form to your child's teacher at your earliest convenience.

PERMISSION TO PARTICIPATE AS A HIGH ACHIEVER IN GT SPECIAL CLASS

_____ My child **has** permission to participate in the gifted and talented special class as a high ability learner for the _____ school year. I understand that there is no guarantee that my child will qualify for the gifted and talented program, or participate again next year as a high ability learner.

_____ My child **does not** have permission to participate in the special class.

CHILD'S NAME: _____

PARENT'S NAME: _____

ADDRESS: _____

CONTACT NUMBERS: _____

EMAIL: _____

PARENT SIGNATURE

DATE

Please return by _____.



**Opportunity to Participate in Assessment Designed to Measure Potential for
Academic Gifted and Talented Identification**

Dear Parent and/or Guardian:

Your child has met the required state criteria to participate in the South Carolina Performance Tasks Assessment between the dates of _____. Verbal and nonverbal tasks will be administered to each qualifying student on separate days and are approximately 2 – 2 ½ hours per session.

When taking the Performance Tasks Assessment, students participate in a series of lessons. In each lesson, the test administrator presents a skill to the group. Students interact with the test administrator with questions and responses, including a practice problem. Then students work independently on a task that assesses how students process and use the demonstrated skill.

Students are encouraged to respond to all tasks. Please note that some of the skills and tasks may be at a higher level than those presented during regular classroom instruction. This is in keeping with the purpose of the Performance Tasks Assessment to identify students who will benefit from advanced curriculum and instruction.

Your child is scheduled for testing on _____ and _____.

Preparing Your Child:

Please save this notice and share the information with your child close to his/her testing dates.

- Help your child approach the testing in a relaxed, positive way.
- A good night's sleep before testing is very helpful for positive student performance.
- Explain that the purpose of taking the Performance Tasks is to learn and use skills on several tasks.
- Tell your child that he/she needs to listen to directions and focus on the task.
- There are multiple acceptable responses and all responses are considered.
- Emphasize that these tasks require no special preparation.
- Please help your school by not scheduling appointments or early dismissals on the days of testing.

Responses are scored with a point-scale rubric. There is a separate score for the verbal and nonverbal tasks.

Student results are due back to the school district in May, and parents will be notified of results after that time.

If you have additional questions, please contact your child's teacher or Dr. Tami Burton, Gifted and Talented Coordinator at

864-852-3424/ burtont@mccormick.k12.sc.us

Best regards,

Gifted and Talented Program Teacher



**Parent/Guardian Request Form for Removal of Student from
Performance Tasks Assessment**

I request that my child, _____, be removed from the Performance Tasks Assessment. I will understand that if my child is removed from this testing program, he/she will not be considered for participation in gifted and talented services unless new testing data becomes available. Further, I understand that should my child qualify for the gifted and talented program at a later date, he/she may have missed a significant portion of the curriculum and instruction specifically designed for those students identified as gifted and talented (GT).

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

Date: _____

Signature of Parent: _____

Printed Name of Parent _____

Name of School _____



Date

Dear Parent and/or Guardian,

In the spring, [redacted] was evaluated using the [South Carolina Performance Task Assessment \(PTA\)](#) for possible placement in the McCormick County School District Academic Gifted and Talented Program (GT). In order to qualify for a gifted program in South Carolina, a student must score at or above the 96th percentile on a state approved aptitude test, or qualify in TWO out of the THREE following dimensions:

Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Dimension B: High Achievement- Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

Dimension C: Intellectual/Academic Performance (Spring testing only)

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Task Assessment (PTA).

The results of the assessment and evaluation process are included below. If your child is not eligible at this time, please know that we continue to monitor and assess for eligibility each year. If you have any questions regarding your child's evaluation, please do not hesitate to contact me. Thank you for your time.

Sincerely,

Name

Performance Task Scores

Verbal Score _____
Nonverbal Score _____

Qualification /Eligibility for GT Services

Eligible for GT _____ Not eligible at this time _____



Date

Dear Parent or Guardian,

Your child was recently screened for possible placement in McCormick County School District's Gifted and Talented Program. To be eligible for placement, the South Carolina State Department of Education requires students to meet TWO out of the THREE dimensions (detailed below) or score at the 96th national age percentile composite score on an individual or group aptitude test.

Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

Dimension B: High Achievement- Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments.

Dimension C: Intellectual/Academic Performance (Spring testing only)

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence, tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through the South Carolina Performance Tasks Assessment (PTA).

At this time, your child has not fulfilled the South Carolina criteria for placement in the program however, we continue to provide additional opportunities for placement. I am proud of the special gifts, talents, and abilities your child contributes to the learning environment and appreciate you serving as a partner in the educational process. Please contact me at _____ if you should need further or more specific information.

Sincerely,

Checklist for Removal from a G/T Special Class or Special School

**Please date and initial when each step has been completed.*

A child has completed a minimum of one report card grading period but no more than a semester in the special class or special school model, and performance has not been deemed acceptable by the parent(s) or teacher(s).	
Regular conferences with the student, teacher(s), and parent(s) have been conducted and documented throughout the grading period.	
Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s) through the McCormick County School District MTSS/RtI process. .	
General counseling to support the student has been provided regularly by the school counselor.	
Grade point average is reviewed, but it is not the sole indicator under most circumstances.	
Poor behavior is reviewed, but it is not the sole indicator under most circumstances.	
A student's social, emotional, or physical health is reviewed and is/is not a factor related to removal from the program.	
The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to re-qualify for participation.	

All proper documentation should be attached to this checklist.

Checklist for Removal from a G/T Pullout/Resource Room Model

**Please date and initial when each step has been completed.*

A child has completed 2 years in the program, and performance in the regular classroom and/or the pullout/resource room has not been acceptable by both the parent(s) and the teacher(s).	
Regular conferences with the student, teachers, and parents have been conducted and documented.	
Specific strategies for supporting and improving student performances have been implemented, documented, and monitored by the student, parent(s), and teacher(s) through the McCormick County School District MTSS/Rtl process.	
General counseling to support the student during the probation period has been provided regularly by the school counselor.	
Poor behavior is reviewed, but it is not the sole indicator under most circumstances.	
Grade point average is reviewed, but it is not the sole indicator under most circumstances.	
Performance on SC statewide achievement test is not the sole indicator for removal under most circumstances.	
A student's social, emotional, or physical health is reviewed and is/is not a factor related to removal from the program.	
The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to re-qualify for participation.	

Documentation of Parent/Teacher/Student Contact

Student's Name _____ Date _____

Type of Contact: Email/Phone/Conference

Purpose of contact:

Summary of discussion:

Specific strategies to be implemented and/or supported:

Parent/Guardian Request for Removal of Student from the Gifted and Talented Program

I request that my child _____, be removed from the gifted and talented program. I understand that if my child is removed from the gifted and talented program, he/she may not participate for the remainder of this 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):

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 _____ Signature of parent

Name of Student _____

School _____ Grade _____

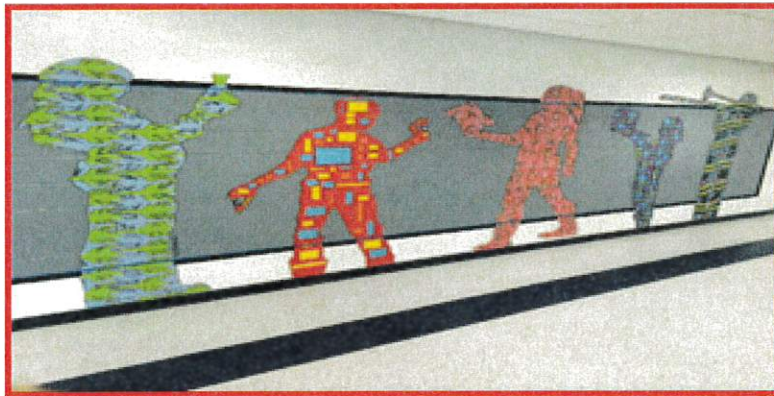


**McCormick County School
District Academically Gifted/
Talented Student Removal
Policy**

Whenever a student is being considered for removal from the gifted and talented program, the state guidelines and requirements must be met. These include:

- Probation—The school Evaluation/Placement Team will make any decisions regarding placing a student on probation. During the probationary period, the student will remain in the gifted/talented classroom, and interventions will be identified and put into place to assist the student in getting back on track. Additional support will be offered in the form of counseling, tutoring, and conferences with parents, teachers, and the student (when appropriate).
- Check for Appropriate Placement—the school must ensure that the student is being served in a gifted/talented class **in his/her area of strength**. The purpose of the gifted and talented program is to help students grow in their strength areas, and it is unfair to remove them if they are not being appropriately served.
- Multiple criteria for suggesting removal—It is not enough to look at a student's test scores, grades, behavior, or any other single factor in deciding to remove him/her from the gifted & talented program. Concerns must be documented from several assessment opportunities, observations, etc. so that the decision is well-supported by evidence.

**THE MCCORMICK COUNTY SCHOOL
DISTRICT'S
GIFTED AND TALENTED PROGRAM**



"ENDLESS POSSIBILITIES"

**FOR MORE INFORMATION CONTACT
DR. TAMI BURTON (BURTONT@MCCORMICK.K12.SC.US)**