

DRAFT

**South Carolina Gifted and Talented
Best Practices**

**Identification of
Artistically Gifted and Talented Students:
Referral, Screening, and Assessment**

Issued by

**Office of Academic Standards
South Carolina Department of Education**



South Carolina
Department of Education

Together, we can.

DRAFT

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State Superintendent of Education**

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Identification

State Board of Education Regulation 43-220 specifies requirements and procedures for identifying artistically gifted and talented students. As described in R 43-220, the purposes of the identification process are:

- to find students who display talent beyond that of their peers in one or more arts areas (i.e., dance, music, theatre, and visual arts);
- to assess the aptitudes, attributes, and behaviors of each student; and
- to evaluate each student for the purposes of referral. (24 S.C. Code Ann. Regs. 43-220.3(B)(1)).

This description reflects South Carolina's definition of gifted and talented in R 43-220: "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" (24 S.C. Code Ann. Regs. 43-220.1(A)(1)).

South Carolina's definition of gifted and talented students is in keeping with that given in the foreword to *National Excellence: A Case for Developing America's Talent* (Ross 1993), which itself is based on the definition in the federal Jacob K. Javits Gifted and Talented Students Education Act of 1988:

- Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.
- Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

"To put this definition into practice," *National Excellence* continues, "schools must develop a system to identify gifted and talented students" – a system that operates in the following manner:

- Seeks variety – looks throughout a range of disciplines for students with diverse talents;

- Utilizes assessment measures – uses a variety of appraisals so that schools can find students in different talent areas and at different ages;
- Eliminates bias – provides students of all backgrounds with equal access to appropriate opportunities;
- Identifies potential—discovers talents that are not readily apparent in students, as well as those that are obvious; and
- Assesses motivation—takes into account the drive and passion that play a key role in accomplishment. (Ross 1993, 26)

In undertaking the identification process, it is essential for district personnel to remember that, as 43-220 states, “gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems” (24 S.C. Code Ann. Regs. 43-220.3(B)(2)).

To be in compliance with Title IX and the Office for Civil Rights, district personnel should monitor referral, screening, and eligibility data in terms of the previously referenced groups to determine where underrepresentation might occur in the district and to implement strategies to ensure that all students have equal access to referral and are screened with valid, reliable, and appropriate assessments.

R 43-220 describes *identification* as a multi-step process that must include referral, recommendation, demonstration, and placement.

For reporting purposes districts will have to document the following information in their annual report: Regulation 43-220 requires districts to report annually specific data on the gifted and talented program (II.D.1. and III.E.1.).

- Number of students **referred between June 1 and May 30**, for screening during the current school year. (**Referred means nominated for screening by administrator, teacher, parent, and/or student.**)
- Number of students **screened** during the current school year. (**Screened means participated in the assessment for eligibility.**)
- Number of students **newly determined eligible** for services from the number screened above. (**Newly determined eligible means that students met the criteria as prescribed in state regulation when screened this year.**)

This resource document provides an explanation of the entire identification process. Included in the appendix are sample forms to assist districts with the identification process.

Program Notification

According to R 43-220, school districts must provide parents/guardians with effective, written notice of the gifted education program's existence, its screening and referral procedures, and its eligibility requirements (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(b)(1)). The school district must issue this notice annually with the same level of importance that it does for other significant district activities, policies, and procedures.

Methods for disseminating this notification include brochures and flyers that are distributed during school registration and the inclusion of the notice in the school's student handbook. To ensure broad awareness of the gifted and talented program, the district may wish to use mass media and technology to provide notice throughout all segments of the community. Along with the distribution of written notice, districts may wish to conduct annual meetings to inform parents/guardians about the program and such related issues as the characteristics of artistic giftedness and the role of parents/guardians in the identification of gifted and talented students.

Districts must make certain that parents/guardians of underrepresented students receive effective notice of the gifted and talented program.

According to a national survey on identification practices, underrepresented groups include economically disadvantaged students, culturally diverse students, students with minimal proficiency in English, males (when identifying verbal ability below grade five), females (when identifying mathematical ability), intellectually creative students, academically underachieving students, and physically handicapped and learning disabled students (Alvino, McDonnel, and Richert, 1981).

At a minimum, program notification should contain these components:

- (a) the definition of the term *artistic giftedness* as put forth by R 43-220 and the South Carolina Department of Education ;
- (b) the purpose of the gifted and talented program and a description of the district's program models and services in specific arts disciplines including dance, music, theatre, and visual arts;
- (c) a description of the identification process;
- (d) an explanation of the referral process, specifying who may refer a student and how and when a referral can be made;
- (e) an explanation of the demonstration/audition/portfolio and interview process;
- (f) a statement of nondiscrimination or assurance of equity of opportunity for participation (see the sample statement in the appendix); and

- (g) a description of the process for obtaining additional information regarding identification procedures and program services, as well as a clear statement of the process by which parents/guardians may raise concerns with respect to identification, evaluation of students or program, and services.

The district should employ various strategies to determine the effectiveness of the notification procedure. For example, the annual written notice may include a form for parents to sign and return as an acknowledgement that they have received the notice. The district might also periodically conduct parent surveys to assess awareness of the gifted and talented program and to solicit suggestions for disseminating program information.

Training and Guidance

In addition to the notification requirements for parents, R 43-220 mandates that school districts provide training and guidance regarding the characteristics of artistic giftedness for teachers and other district staff involved in the identification process (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(b)(3)). Administrators, guidance counselors, and teachers all require knowledge of the characteristics of artistically gifted and talented students.

Districts should incorporate initial awareness of gifted and talented students in their orientation sessions for new teachers. In addition, annual presentations and discussion on the nature and needs of gifted children should be conducted at each school to ensure that the knowledge base of administrators, guidance counselors, and teachers continues to grow.

The District Review Team

R 43-220 specifies that districts must establish a review team comprised of at least three individuals: an arts teacher, an administrator, and a community person with experience in the arts. This team has the responsibility of ensuring that all instruments used to assess students for placement into the artistically gifted and talented program have been reviewed for bias and that these instruments accurately assess the abilities, skills, and potential in the arts discipline intended to be measured. When subjective measures are used, the review team is responsible for ensuring that the individuals conducting the assessment are trained in order for students to receive a proper evaluation (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(c)).

The district should develop procedures to ensure that students who have not previously qualified for the artistically 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 appropriately.

After a student has been referred for the gifted and talented program, appropriate persons/teachers should complete the recommendation form. Referral procedures ensure that students who have demonstrated ability or potential for high performance in artistic areas will have access to the gifted and talented program. In accordance with R 43-220, the district's procedures must allow for referrals from administrators, parents, teachers, and the students themselves (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(a)).

Referral does not itself guarantee a student's acceptance in to the artistically gifted and talented program.

The district's screening referral form should be easily accessible to administrators, parents, teachers, and students. While a sample referral form is included in the appendix of this document, districts should modify this form as well as the others to match their artistic program offerings as closely as possible. However, all referral forms must be approved by the district review team and should be similar to the sample referral form provided in the appendix. The district referral form should include ethnicity information on the modified referral form for later reporting purposes.

Districts must collect and maintain records of all student referrals for use during the assessment process and annual reporting. Forms for reporting these data will be provided by the South Carolina Department of Education .

Recommendation

As R 43-220 stipulates, "A recommendation form, which may be combined with the referral form, consisting of a checklist to assist with identifying the gifted artistic student will be completed by the dance teacher, the physical education teacher, the classroom teacher, the drama teacher (or the classroom teacher in the elementary school or middle school if the middle school does not have a drama teacher), the music teacher, or the visual arts teacher." (24 S.C. Code Ann. Regs. 43-220.3(C)(2)(a)).

Districts may choose to use a separate recommendation form with either general descriptors of artistic behaviors or specific descriptors of behaviors associated with a particular arts discipline. In addition, as R 43-220 also stipulates, the recommendation form may be combined with the referral form. As with the referral form, however, all recommendation forms must be approved by the review team and should be similar to the sample recommendation forms provided in the appendix. The review team must ensure that all locally developed forms are

reviewed for bias and that they accurately assess the student's abilities, skills, and potential in the arts.

The responsibility for assessing a student against the checklist of artistic behaviors is that of the teacher or teachers who have the opportunity to observe a student's behavior in the arts over a period of time. Teachers completing recommendation forms must be trained annually in the use of the form, including explanations of the specific artistic behaviors that comprise the checklist.

Referral and recommendation forms can be printed front and back for convenience.

Referral

After a student has been referred for the gifted and talented program, appropriate persons/teachers should complete the necessary form(s). Referral procedures ensure that students who have demonstrated ability or potential for high performance in artistic areas will have access to the gifted and talented program. In accordance with R 43-220, the district's procedures must allow for referrals from administrators, parents, teachers, and the students themselves (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(a)).

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Districts must collect and maintain records of all student referrals for use during the assessment process and annual reporting. Forms for reporting these data will be provided by the South Carolina Department of Education . Records should be maintained for at least a year in order to provide information needed for reporting of artistically gifted and talented students in the district's annual report to the SCDE.

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Referral and recommendation forms can be printed front and back for convenience.

Preliminary Screening

Demonstration/Audition/Portfolio and Interview

A third component of the identification process for artistically gifted and talented students is a demonstration/audition/portfolio and interview/questionnaire. The demonstration/audition/portfolio allows the evaluation and/or placement team (this placement team could be the same as the adjudicators for the evaluation team) to determine if a student has the potential to function at a high level in one or more of the arts. In addition to the demonstration/audition/portfolio, each student must be interviewed either in person or through a questionnaire to assist the evaluation and/or placement team in determining the placement of the student.

For all interviews, two categories of predetermined questions should be developed: one consisting of at least four questions that address the student's knowledge and skills in the arts area and a second consisting of at least four questions that address the student's attitude and interest in the particular arts area. Answers to both categories of questions should be rated on a point system. (Sample interview forms are included in the appendix.)

Districts may choose to conduct an initial school-level demonstration/ audition/ portfolio for students prior to students participating in a district-level demonstration/audition/portfolio. Districts which have formed a consortium that serves artistically gifted and talented students from more than one district may offer an individual district demonstration/audition prior to the demonstration/ audition for the consortium or coordinate a consortium-wide demonstration/ audition.

Upon a student's recommendation for the program, parents of referred students may elect not to proceed further with the demonstration/audition/portfolio process. Districts must arrange for accommodations for special needs students.

After all students have completed the demonstration/audition/portfolio and the interview, the adjudicators will rank the students in order on the basis of the results of the demonstration/audition/portfolio and the interview.

Demonstration/audition/portfolio forms, interview questions, and rating sheets for dance, drama, music, and visual arts are provided in the appendix. If districts develop the demonstration/audition/portfolio forms, interview questions, and rating sheets other than the ones provided in this document, the review team must approve these forms.

DEMONSTRATION/AUDITION /PORTFOLIO ACCOMMODATIONS

DANCE

The dance audition should be carefully designed to allow selection of students who demonstrate kinesthetic ability or potential. At all grade levels, criteria taken from the rubric should be evaluated.

It is recommended that the same teachers/artists judge students throughout the demonstration/audition process in order to maintain consistency within the district or school.

A large, open, and safe space with a clean floor is necessary for the dance demonstration/audition. A CD player should be provided. Applicants should dress loose fitting clothes (no denim) in which they can move comfortably.

If districts require a compositional element, students should be given a compositional task during the audition. Such a task allows the observers an opportunity to evaluate a student's ability to problem solve and to perform their own composition.

DRAMA

The drama auditions may take place in a regular classroom setting or theater. It is recommended that students do not bring props or wear costumes for the audition process.

MUSIC

No special accommodations are necessary for music. However, a piano should be provided as appropriate for the specific music discipline.

VISUAL ARTS

A regular visual arts classroom is sufficient for administering the art demonstration/audition/portfolio.

GUIDELINES FOR CONDUCTING AN INTERVIEW

In addition to permitting the adjudicator to use his or her professional judgment during the evaluation, the interview/questionnaire yields valuable insights. The adjudicator should observe the following guidelines if the interview is used to determine a student's eligibility for the artistically gifted and talented program:

Provide a *friendly*, relaxed, and helpful atmosphere for students who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be

shown the same degree of attention and consideration in addition to full allotment of interview time.

Avoid making comments to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive, and there should be no comments that predict an outcome.

Do not discuss the audition requirements, standards, or criteria with students, their families, or other interested parties.

Arrive sufficiently ahead of the first scheduled interview to have time for all adjudicators to review preliminary data on the students being assessed. The score on the interview form, along with at least one significant observation that served as a basis for the evaluation. It is important to include comments on the evaluation form for future reference.

Combine a directive approach (i.e., the set of predetermined questions) with a nondirective approach that can allow occasional deviation during the interview.

Discuss with the student, during the interview, about his or her school and/or community-related activities. Questions regarding these activities should be appropriate for the age and grade level.

Evaluation and Placement

Section 24 S.C. Code Ann. Regs. 43-220.3(C)(4)(a), describes the evaluation procedure stage of the identification process as "the responsibility of an evaluation and placement team within the school or district. R 43-220 specifies that the team should be composed of one member of the arts faculty or district arts staff, an administrator, and a member of the community who has expertise in the arts area for which the students have been referred."

It is highly recommended that the administrator be the district gifted and talented coordinator or the district fine arts coordinator. Districts may choose either to have one team for the entire district or to have a team for each arts area. In addition, a district may have teams at individual schools however, one member from one of the school teams should serve on all school teams throughout the district in order to ensure consistency within the district. The evaluation and placement team must be present at the demonstration/audition/portfolio and the interview of each student.

The evaluation and placement team is responsible for interpreting and evaluating student data in such a way that appropriate placement in the gifted and talented program is ensured (24 S.C. Code Ann. Regs. 43-220.3(C)(4)(a)). Some students will meet the eligibility criteria without further assessment. Others, whose recommendation or demonstration/audition/portfolio suggests that they are

potential qualifiers, may require additional assessment before the team can determine their placement in the gifted and talented program.

In addition, the evaluation and placement team must develop appropriate written procedures for removing a student from the gifted and talented program (24 S.C. Code Ann. Regs. 43-220.3(C)(4)(a)). Appropriate counseling with the student, as well as conferences with the student's parents/guardians and teachers, must precede his or her removal from the program. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner. Sample procedures for probation and removal from the program are located in the appendix.

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(Statutory Authority: 1976 Code Sections 59-5-60, 59-30-10 et seq., 59-33-30, 59-53-1810)

43-220. Gifted and Talented.

(Statutory Authority: S.C. Code Ann. Section 59-29-170 (Supp. 2002))

Purpose: The State Board of Education recognizes the need to provide gifted education services to identified students in grades one through twelve. These regulations provide the framework for provision of these services. All regulations must be followed in order to qualify for state funding.

In order to comply with the South Carolina Education Improvement Act of 1984, school districts must provide programs for all gifted and talented students at the elementary and secondary levels. These programs shall develop the unique talents of students.

I. DEFINITIONS

A. Population

1. 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.

2. Gifted and talented abilities for these regulations include

(a) 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.

(b) Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts.

B. Terms

1. Demonstrating: making evident or establishing by reasoning; proving

2. Academic areas: any or all of the academic disciplines and performance skills that cross the disciplines to include research, technology, and reasoning

3. High level: functional or performance level set by the identification dimensions in these regulations

4. Confluent: blending and moving forward together

5. Multi-: more than one

6. Multiage classroom: regular classroom where gifted and talented students are served through grade placement above chronological grade placement

7. Screening: considering all students on consistent measures (Screening involves census testing to guarantee each student consideration in the identification process.)
8. Referral: considering one or more students based on recommendation or nomination (Each student referred must be assessed and reassessed as indicated in these regulations.)
9. Assessment: evaluation and re-evaluation of student aptitudes, attributes, and behaviors according to specified dimensions
10. Placement: evaluation of student profiles for service indications
11. Special school: full-time gifted and talented magnet school: full-time gifted and talented school-within-a-school
12. Special class: self-contained gifted and talented class organized around one or more disciplines
13. Resource room/pull-out: self-contained gifted and talented class that meets away from the regular classroom to provide the services established in these regulations
14. Regular classroom cluster/itinerant teacher: an intra-classroom model in which students in grades 1-2 receive services from the trained classroom teacher or an itinerant teacher
15. Academic discipline/disciplines: English language arts, mathematics, science, social studies, and foreign language

II. ACADEMICS

A. Program

1. Districts will submit a local gifted and talented program plan every three years and delineate progress on this plan annually. The South Carolina Department of Education will review the plan annually and provide written feedback to the districts. The South Carolina Department of Education shall establish a format and template for the plan. The following academic program requirements will be addressed in a district plan:

(a) curriculum, instruction, and assessment that maximize the potential of the identified students;

(b) support services that facilitate student learning (e.g., technology, guidance, academic support, staff development, academic competition);

(c) program models that facilitate the delivery of curriculum and instruction;

(d) a teacher-pupil ratio that fosters positive results; and

(e) appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

2. To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programs for academically gifted and talented students must reflect the following characteristics:

(a) content, process, and product standards that exceed the state-adopted standards for all students;

(b) goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;

(c) instructional strategies that accommodate the unique needs of gifted learners;

(d) a confluent approach that incorporates acceleration and enrichment;

(e) opportunities for worldwide communication/research; and

(f) evaluation of student performance and program effectiveness.

3. Districts should reference the South Carolina Gifted and Talented Best Practices Manual for program models and curriculum requirements.

4. The models and teacher-pupil ratios that are approved for program service at respective grade levels are

Grades Approved Program Model Choices

1-2 Regular Classroom/Itinerant Teacher (1:10)

Multiage Classroom (NA)

Resource Room/Pull-out (1:15)

3-5 Special School (1:25)

Special Class (1:25)

Resource Room/Pull-out (1:20)

6-8 Special School (1:25)

Special Class (1:25)

Resource Room/Pull-out (1:20)

9-12 Special School (1:25)

Special Class (1:25)

5. Extension Models, while encouraged to supplement service, may not be substituted for one of the Approved Program Model Choices. They include but are not limited to

Grades Extension Model

1-2 After School/Summer Services

Individual Educational Plan

Grade/Subject Acceleration

Independent Study

Special Training/Services for Parents

3-5 Regular Classroom Cluster/Itinerant Model

After School/Summer Services

Independent Study

6-12 Mentorship/Internship

Regular Classroom Cluster/Itinerant Model

After School/Summer Services

Independent Study

Seminars

Exploratory Courses

6. A school or district may elect to serve students in any of the above Approved Program Models through a consortium agreement with other school districts. Other models developed by the school district must receive written approval annually from the South Carolina Department of Education.

7. An appropriate teacher-pupil ratio fosters positive results. The teacher-pupil ratios are listed beside the models in the chart above. Teachers shall be provided two hundred and fifty minutes per week or the equivalent for planning.

8. The program must provide appropriate and sufficient time to assure that the goals and objectives of the program are met. The following time requirements must be met by resource room/pull-out and regular classroom/itinerant teacher program models at respective grade levels to assure funding:

Grades Minimum Minutes Per Year

1-3 4500

4-8 7200

The special school model requires full-time (academic) service. The special class model time requirements are 8100 minutes per year.

B. Identification of Population to be Served

1. The purposes of identification are (1) to find students who display characteristics of the gifted and talented; (2) to assess the aptitudes, attributes, and behaviors of each student; and (3) to evaluate each student for the purposes of placement. Student aptitudes, attributes, and behaviors will be identified, assessed, and reviewed through a multistep, multimodal, and multidimensional identification system.

2. Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems.

3. Identification is a multistep process, which consists of screening and referral, assessment of eligibility, and placement.

4. Districts should reference the South Carolina Gifted and Talented Best Practices Manual for the identification process.

5. The following students are deemed eligible for services with the approval of the District Evaluation Placement Team:

(a) students who were served and qualified by state regulations prior to 1999,

(b) students who meet the criteria in two out of three dimensions that follow,

(c) students who meet the 96th national age percentile composite score or higher (placement grades three through twelve) or the 98th national age percentile composite score or higher (placement grades one through two) on an individual or group aptitude test, and

(d) students identified in one South Carolina school district are eligible for services in any South Carolina school district.

6. Screening/Referral Procedures

(a) Districts shall screen all students by reviewing census aptitude and achievement test scores. Referrals from administrators, parents, teachers, and students must be accepted. Initial screening does not in itself guarantee placement.

(b) Districts shall include the following procedures in the screening/referral process:

(1) provide all parents/guardians with effective, written notice of the gifted education program, screening/referral procedures, and eligibility requirements;

(2) implement processes for identifying the academically gifted from all student populations;

(3) provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process;

(4) use screening criteria and procedures that are directly related to the purpose of the gifted program (i.e., identifying all students with demonstrated potential for high academic performance as well as those who have demonstrated high achievement).

(c) All students with the potential for eligibility after screening and all students with referrals must continue into the assessment for eligibility phase of the identification process. The South

Carolina Department of Education will establish procedures for screening and referral criteria with options for districts. Districts must use one of these options or obtain South Carolina Department of Education approval of an alternative proposal.

7. Assessment for Eligibility

(a) Districts must ensure that all assessment instruments/measures are reviewed for bias and accurately assess the abilities/skills/potential intended to be measured; these abilities/skills/potentials are consistent with the definition of population set forth in this regulation; and, to the extent that subjective assessment criteria are used, those individuals conducting the assessment are trained to ensure proper evaluation.

(b) No private testing will be accepted for eligibility, but those results may be considered for referral purposes.

(c) The following criteria organized by dimensions shall be used in the screening/referral/assessment processes of identification:

(1) 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.

a) Individual aptitude test (full-scale or component score)

b) Group aptitude test (composite, verbal, or nonverbal scores)

(2) Dimension B: High Achievement in 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. (See South Carolina Gifted and Talented Best Practices Manual for approved subtest areas.)

(3) 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

a) Evidence of commitment in academic disciplines through grades for placement in grades seven through twelve; the standard is 3.75 points on a 4.0 scale (See the glossary of terms for a listing of the academic disciplines.);

or

b) Assessments of performance on Project STAR for placement in Grades three through six... Instruments for these assessments will be maintained secure under S.C. Code Ann. Section 59-1-445 (1990), Section 59-1-445, Violations of mandatory test security; penalties; investigations. The performance standard for the primary level is sixteen on either the verbal or nonverbal assessments for placement into grade three and eighteen on either the verbal or nonverbal assessment for placement into grade four. The performance standard for the intermediate level is sixteen on the verbal or twenty-two on the nonverbal for placement into

grade five and eighteen on the verbal or twenty-five on the nonverbal for placement into grade six. The qualifying standards for new forms of Project STAR will be equivalent to those of the base year.

(4) Districts will follow steps established by the Department of Education to guarantee no single criterion eliminates students from gifted program participation.

8. Placement

(a) The evaluation step in the identification process of gifted and talented students shall be the responsibility of an evaluation/placement team within the school or district. The team shall be composed of at least a teacher, an administrator, and a psychologist (if employed by the district) and may also include a guidance counselor and/or a community-related person whose training and expertise qualifies him or her to appraise the special competencies of students.

(b) The evaluation/placement team shall have the responsibility to interpret and evaluate student data in such a way that will insure appropriate placement. The evaluation/placement team may require additional assessment before determining student placement. Placement may involve a trial period for at least one semester but not more than one year. Criteria for trial placement shall be established in guidelines established by the South Carolina Department of Education. Students whose progress within the gifted and talented program at the end of trial placement is not deemed adequate by the evaluation/placement team may be withdrawn from the program.

(c) The evaluation/placement team will be responsible for developing appropriate written procedures for removing a student from the gifted program. The criteria for these procedures according to the program model shall be established by the South Carolina Department of Education by January 1, 2005. Removal from the program must be preceded by appropriate counseling with the student and conferences with the student's parents and teachers. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner.

(d) Students identified and served according to prior eligibility criteria will continue to be eligible for placement and funding provided their program service meets the requirements herein. Any student entering the program once these regulation amendments are effective shall be considered for placement based on the eligibility criteria herein.

C. Staff

1. Teacher Qualifications

(a) Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the program.

(b) Each teacher of a state-funded gifted and talented course or class shall have completed a training program approved by the South Carolina Department of Education.

(1) Exception 1: Newly assigned teachers will have one year to meet gifted and talented training requirements.

(2) Exception 2: Teachers who have a master's degree or higher in gifted education may have this requirement waived upon approval of credentials by the South Carolina Department of Education.

2. Professional Development

Appropriate, ongoing staff development activities in gifted education shall be provided annually by the district.

D. Reporting

1. Districts will report to the South Carolina Department of Education information, which includes, but is not limited to, student eligibility, screening, and referrals. Districts will annually collect and maintain, district statistical data on (1) the number, by race, of students referred for evaluation for eligibility for gifted education services; (2) the number, by race, of students determined eligible for services; (3) the number, by race, of students actually served during the school year; and (4) the number, by school, by grade, by race, by model, of students actually served during the school year.

2. Districts shall review annually the performance of gifted students on PACT, AP exams, IB exams, SAT, ACT, and similar college entrance tests. Districts shall summarize the performance of gifted students on these assessments and report trend data to the South Carolina Department of Education annually. These data will be disaggregated demographically and reported annually to the General Assembly.

3. Official enrollment reports to be used for funding purposes shall be submitted at the end of the 135-day enrollment period. The enrollment reports shall be submitted on forms to be furnished by the South Carolina Department of Education.

E. Funding

1. Allocation of Funds

The South Carolina Department of Education will annually calculate each district's allocation based on the number of gifted and talented students projected to be served in each district as it relates to the total of all such students in the state. Unobligated funds, which become available during the fiscal year (July 1-June 30) will be redistributed to serve additional eligible students.

2. Distribution of Funds

School districts will be authorized to expend allocated funds on students meeting the eligibility criteria of prior regulations and students meeting the eligibility criteria and being served in approved programs. Distribution of funds will be made periodically with a final adjustment occurring at the end of the 135-day attendance reporting period for regular academic programs.

3. Base Allocation for School Districts with Small Enrollments

School districts identifying and serving, according to the State Board of Education Regulations, forty students or less shall receive a minimum funding of \$15,000 annually for academic programs.

F. Expenditures and Accounting Procedures

1. State funds provided for gifted and talented programs must impact directly on students served in accordance with provisions of the State Board of Education Regulations. Accounting procedures shall conform to those outlined in the Financial Accounting Handbook issued by the South Carolina Department of Education. The entire allocation must be used directly for gifted and talented related expenditures.

2. A supplemental schedule shall be required in the school district's annual audit under the single audit concept.

III. Artistic

A. Program

1. Districts shall develop a written plan to include the following artistic requirements:

(a) curriculum, instruction, and assessment that maximize the potential of the identified students;

(b) support services that facilitate student learning (e.g., technology, guidance, artistic support, staff development, artistic competition);

(c) program models that facilitate the delivery of instruction;

(d) a teacher-pupil ratio that fosters positive results; and

(e) appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

2. To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programs for the artistic gifted and talented students must reflect the following characteristics:

(a) content, process, and product standards that exceed the state-adopted arts standards for all students;

(b) goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;

(c) instructional strategies that accommodate the unique needs of gifted learners;

(d) opportunities for worldwide communication/research; and

(e) evaluation of student performance and program effectiveness.

3. Program Models

(a) Visual and performing arts programs may be offered during the regular school year or during the summer for grades one through twelve. Visual and performing arts programs shall focus on creative expression in one or more of the following areas: dance, drama, music, and/or visual arts. A diversified arts program encompassing the disciplines of dance, drama, music, and visual arts may be offered in grades one through six. (A diversified program is one in which students take a variety of disciplines, typically in a summer program.) The program models are in-school programs, after-school programs, summer programs, Saturday programs, and consortium programs. Combinations of the approved program models are also acceptable.

(b) A school district may elect to serve students in any of the models through consortium agreement with other school districts.

4. Length of Time in Models

Academic School Year (In-school, after-school, and Saturday Programs)

Grades Minimum Minutes Per Year

1-3 4500

4-8 7200

9-12 8100

Summer Programs (30 days in length) Saturday Programs (minimum 30 Saturdays)

Grades Minimum Hours per Day

1-3 2 1/2 hours

4-8 4 hours

9-12 5 hours

5. Teacher-Pupil Ratios: an appropriate teacher-pupil ratio fosters positive results. Districts should reference the South Carolina Gifted and Talented Best Practices Manual for further information.

B. Identification of Population to be Served

1. The purposes of identification are (1) to find students who display talent beyond that of their peers in one or more artistic areas; (2) to assess the aptitudes, attributes, and behaviors of each student; and (3) to evaluate each student for the purposes of referral.

2. Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems.

C. Identification/Selection is a four-step process, which consists of referral, recommendation, demonstration, and placement.

1. Referral Procedures

(a) Students may be referred by a teacher, administrator, parent, self, or a peer using a South Carolina Department of Education -approved instrument appropriate to the visual and performing arts area, to include creativity and expressive qualities. The referral should be used to identify students who have an aptitude for the arts and may benefit from intense exploration and in-depth study in one or more of the arts. The initial referral does not itself guarantee placement.

(b) Districts shall include the following procedures in the referral process:

- (1) provide all parents/guardians with effective, written notice of the gifted education program, referral procedures, and eligibility requirements;
- (2) implement processes for identifying artistically gifted from all student populations;
- (3) provide training/guidance regarding characteristics of the artistically gifted for teachers and other district staff involved in the identification process;
- (4) use referral criteria and procedures that are directly related to the purpose of the artistically gifted program; and
- (5) reference the South Carolina Gifted and Talented Best Practices Manual for appropriate forms for the referral process.

(c) Assessment for Eligibility

Districts shall establish a review team comprised of at least three individuals to include an arts teacher, an administrator, and a community person with experience in the arts. The team shall ensure that all assessment instruments/measures are reviewed for bias and accurately assess the abilities/skills/potentials intended to be measured and, to the extent that subjective assessment criteria are used, that those individuals conducting the assessment are trained to ensure proper evaluation.

2. Recommendation Form

- (a) A recommendation form, which may be combined with the referral form, consisting of a checklist to assist with identifying the gifted artistic student will be completed by the dance teacher, the physical education teacher, the classroom teacher, the drama teacher (or the classroom teacher in the elementary school or middle school if the middle school does not have a drama teacher), the music teacher, or the visual arts teacher.
- (b) A teacher should base responses to the checklist on student behaviors that were observed throughout the school year.
- (c) Districts should refer to the South Carolina Gifted and Talented Best Practices Manual for recommendation forms and checklists.

3. Demonstration/Audition

- (a) The demonstration/audition should enable the evaluation-placement team to determine a student's artistic potential to function at a high level in one or more of the arts.
- (b) The demonstration/audition must also include either a student interview or questionnaire to assist the evaluation-placement team in determining suitability for placement.
- (c) Students will be rank ordered using results from the demonstration/audition and the student interview or questionnaire.
- (d) Parents of referred students may decide not to proceed with the demonstration/audition.

4. Placement

- (a) The placement of gifted and talented students should be the responsibility of the evaluation-placement team comprised of one member of the arts faculty or district arts staff,

an administrator, and an additional member from the community who has expertise in the arts area for which the student has been referred.

(b) The evaluation-placement team shall interpret and evaluate student data in such a way that will insure appropriate placement. The team may require additional assessment before determining student placement. Placement may involve a trial period for at least one semester but not more than one year. Students whose progress within the program are not deemed adequate by the team may be withdrawn from the program.

(c) The team will be responsible for developing appropriate written procedures for removing a student from the gifted program. Removal from the program must be preceded by appropriate counseling with the student and conferences with the student's parents and teachers. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner.

D. Staff

1. Teacher Qualifications for a Visual and Performing Arts Program: Teachers must hold a valid teaching certificate appropriate to the grade level(s) or subject area(s) included in the program. Professionals in the visual and performing arts may teach in the gifted and talented program if serving in the program under the supervision of the appropriate district personnel.

2. Professional Development: Appropriate, ongoing staff development activities related to serving gifted and talented students shall be provided by the district annually.

E. Reporting

1. Districts will report to the South Carolina Department of Education information that includes, but is not limited to, student eligibility and referrals. Districts will annually collect and maintain district statistical data on (1) the number, by race, of students referred for evaluation; (2) the number, by race, of students determined eligible for services; and (3) the number, by race, by school, by grade, by arts area, of students actually served during the school year.

2. Official enrollment reports shall be submitted annually on appropriate South Carolina Department of Education forms.

3. Districts will submit a local gifted and talented program plan every three years and delineate progress on these plans annually. The South Carolina Department of Education will review the plans annually and provide written feedback to the districts. The South Carolina Department of Education will provide a format and template for the plans.

F. Funding

Distribution of Funds: School districts will be authorized to expend allocated funds on students meeting eligibility criteria and being served in approved programs. Programs initiated prior to June 30 will be funded from that fiscal year's allocation.

G. Expenditures and Accounting Procedures

1. State funds provided for gifted and talented programs must impact directly on students served in accordance with provisions of the State Board of Education Regulations. Accounting procedures shall conform to those outlined in the Financial Accounting Handbook issued by the South Carolina Department of Education. The entire allocation must be used directly for gifted and talented related expenditures.

2. A supplemental schedule shall be required in the school district's annual audit under the single audit concept.