

--VENTURE--

RANKIN COUNTY SCHOOL DISTRICT GIFTED EDUCATION PROGRAM



Rankin County
School District

TRADITION OF EXCELLENCE

POLICY and PROCEDURE

HANDBOOK

School Year 2019-2020

Table of Contents

Rankin County School District Gifted Education Program Policy.....4

Referring Students for Testing Under Intellectually-Gifted
Criteria.....5

Out-of-State Ruling.....8

Scheduling Students/Teachers.....9

Completing Work.....9

Maintaining Student Records10

Forwarding Student Records.....11

Placement into Program from List.....11

Parent Withdrawing Child from Program.....11

Placing Student in “Time-Out”12

Beginning of the School Year Process.....12

Instructional Management Program.....13

Nine-Week Evaluation of Progress.....14

Communication with Parents.....14

Professional Development.....14

Counseling the Gifted.....15

Options for High Students.....15

End-of-year Evaluation.....16

Annual Reassessment of Students.....16

Parental Appeals Process17

Teacher Referral Form..... 18

Emerging Potential for Gifted Checklist.....19

Parent Letter from Coordinator.....20

Gifted Pupil Personal Data Sheet (GPPDS)21

Consent for Placement Letter.....22

Refusal of Services Letter.....23

“Time-Out” Form.....24

Access to Confidential List.....26

Authorization for Records.....27

Venture Program Reassessment.....28

RCSD Matrix for Emerging Potential.....29

Prather Humble Checklist.....30

RCSD Gifted Education Program Policy

Section: I Instructional Program

Policy Code: IDE Gifted Education Program

It is the mission of the Board to provide an educational program that addresses the unique needs of gifted students by providing appropriate, qualitatively different options in addition to regular classroom instruction. The goal of providing optimal opportunities for gifted students to realize their maximum potential can be met through a multidimensional approach that involves students in leadership, decision making, and creative yet practical problem solving activity.

Students will be identified and considered for placement in the program in accordance with District procedures and State Department of Education regulations. The program will be offered to eligible students in each attendance zone with participation elective on the part of the student and parent. Private testing will only be accepted after the final day of school each year and no later than the second week prior to the first day of school. No eligible student will be placed in the gifted program until signed parent consent has been obtained.

The instructional program for the gifted student will meet standards set in the district-wide instructional management plan for gifted students. Teachers and students will work cooperatively within the given framework to design a program specific to their needs and interests so that motivation will be maximized. When students miss regular classroom assignments due to participation in the gifted program, no grade is taken.

The progress of each student in the gifted program will be assessed at least annually to determine need for continuing services. Parents will be informed if school personnel see need for removal of a student from the program for any period of time. Specific District procedures for removal of a gifted student from the program must be followed. Parental consent for removal is not required.

The success of the gifted program is contingent upon the commitment of the District and the staff. The Board will make the necessary commitment to promote optimal learning experiences and provide for staff development needs.

ADDITIONAL REFERENCE: Mississippi Department of Education Gifted Program Regulation

REFERRING STUDENTS FOR TESTING UNDER INTELLECTUALLY-GIFTED CRITERIA

STEP 1: Referral

There are two types of gifted referral processes. Individual Referral Process addresses those students who are individually referred for gifted eligibility. Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.

Individual Referral (grades 2-7)

A teacher, counselor, administrator, parent, peer, self, or any other person having reason to believe that the student may be intellectually gifted may refer a student in grades 2-7 (*CRITERION VII.3.2*). The student's teacher will complete Parts I, II (grades from current & past years section), and III of the Referral Form (Attached), though the form can be filled out by others that are making the referral. The referred student's parent will complete the Gifted Pupil Personal Data Sheet, and the Prather-Humble checklist. The student's parents will be given in writing their rights under FERPA. The Referral Form and other documents filled out by the parent will be forwarded to the Gifted Program Coordinator/Local Survey Committee.

Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage. This will be documented in Part II of the Referral Form by district personnel.

1. group measure of intelligence administered within the last twelve months (NNN3 and OLSAT – 90th percentile; Ravens 2 – 91st percentile)
2. published characteristics of giftedness measure (at or above the superior range)
3. published measure of creativity (at or above the superior range)
4. published measure of leadership (at or above the superior range)
5. achievement test scores (at or above the 90th percentile)
6. existing measure of individual intelligence administered within the past twelve months (at or above the 90th percentile)
7. other measures documented in the research on identification of intellectually gifted students

School/District personnel will consider the need for vision or hearing screening. If a problem is suspected, screening will be conducted with that individual student. If a problem is found in the screening, a follow-up must be completed by the parent/guardian before proceeding.

Mass Screening Referral Process (1st grade)

When a complete grade is mass-screened, no parental permission needs to be obtained. Referral information will be gathered on the referral form only on students that score at or above the established cut-off score. **All first grade students will be mass screened during the school year** (*CRITERION VII.2.2*). Rankin County School District will use a normed group measure of intelligence

in the mass screening referral process. Students who obtain a full scale score of 90th percentile on NNN3, 90th percentile on OLSAT, or 91st percentile on Ravens 2 will move forward in the referral process. Students who scored at or above the 85th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

After moving forward in the referral process the referred student's parents will complete the Gifted Pupil Personal Data Sheet and the Prather Humble Checklist. The student's parents will be given in writing their rights under FERPA. The student's teacher will complete Parts I, II (grades from current & past years section) and III of the Referral Form (Attached), though the form can be filled out by others that are making the referral. The Referral Form and other documents filled out by the parent will be forwarded to the Gifted Program Coordinator/Local Survey Committee.

Students participating in the Mass Screening Referral Process shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage. This will be documented in Part II of the Referral Form by district personal.

1. published characteristics of giftedness measure (at or above the superior range)
2. published measure of creativity (at or above the superior range)
3. published measure of leadership (at or above the superior range)
4. achievement test scores (at or above the 90th percentile)
5. existing measure of individual intelligence administered within the past twelve months (at or above the 90th percentile)
6. other measures documented in the research on identification of intellectually gifted students

School/District personnel will consider the need for vision or hearing screening. If a problem is suspected, screening will be conducted with that individual student. If a problem is found in the screening, a follow-up must be completed by the parent/guardian before proceeding.

NOTE: Any student who does not meet the minimum acceptable criteria on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

STEP 2: Local Survey Committee Review of Referral Data

Once the referral data has been collected, the Local Survey Committee (LSC), chaired by the Gifted Program Coordinator, will review the information submitted and make one of the following recommendations:

1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however the LSC feels strongly that additional data should be collected, and the student reconsidered at that time, or

3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

Should the Local Survey Committee determine that a student may have emerging gifted potential, the Emerging Potential for Gifted Referral Checklist should be completed for use during the assessment process.

Parents will be notified in writing if the process is to stop at this point.

STEP 3: Parental Permission Obtained for Testing

The parent permission form (Gifted Pupil Personal Data Sheet or GPPDS) must be signed by the parent/guardian and returned to the school before a child can proceed to the assessment phase. Parents must be informed in writing of their rights under FERPA.

STEP 4: Assessment – Individual Intelligence Testing & Assessment Report

The assessment stage is the individual test of intelligence, which shall be administered by an appropriately certified or licensed psychometrist/psychologist. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores, on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

When a student does not meet the above criteria but met the criteria on the Emerging Potential for Gifted Checklist and scored at least 84th percentile on the IQ test, the RCSD matrix with existing scores (MDE approved) will be used to determine eligibility.

Students with an eligibility ruling under IDEA that have a current intelligence test score that falls at or above the 91st percentile shall be considered for eligibility via collection of referral data followed by consideration by the LSC for gifted eligibility. Students scoring 91st percentile or above on the intelligence test yet not meeting the referral criteria shall be considered for a one-year provisional eligibility if it is determined that the student would benefit from participation in the intellectually gifted program. This status will be reviewed at year end by a committee to determine the advisability of changing the ruling to regular eligibility. Provisional eligibility shall be revoked for any student not successful in the program. (*CRITERION VII.9.2*)

STEP 5: LSC Eligibility Determination

Once the assessment report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

Parents and the student's school will be notified in writing of the LSC determination. Parents can request a copy of the Assessment Team Report and an explanation of the results at any time.

All data collected shall be placed in an individual eligibility file and maintained in a locked storage facility with access restricted to personnel with a documented need to know.

STEP 6: Placement

A student can be placed in VENTURE only if the following paperwork is on file at the school:

1. Eligibility ruling on the Gifted Pupil Personal Data Sheet
2. Written parental consent for placement.

Students with a Mississippi eligibility ruling as Intellectually Gifted (grades 2-8) shall be accepted and placed appropriately once written parental consent is obtained. The Gifted Pupil Personal Data Sheet (GPPDS) must be on file at the office of the district gifted program coordinator and school before parental consent for placement can be obtained.

CRITERION VII.1, VII.2, VII.3, VII.4, VII.5, VII.6

OUT-OF-STATE GIFTED RULING

1. Obtain evidence that proves the child was in a gifted program. (Example: Letter from school, phone call to school to verify status, report card, etc.). Have a local survey committee meeting to determine if process should move forward. Inform parent of the decision.
2. Talk with parent to ascertain specific type services received at the previous school. At this conference, get the following forms completed:
 1. Referral Form (can be filled out by parent or teacher)
 2. GPPDS (Complete Parts I and II)
 3. Explain Family Educational Right and Privacy Act (FERPA form)
3. Send the signed GPPDS and Referral Form to the district gifted program coordinator with a note attached that specifies the student as having an out-of-state eligibility. Attach the evidence of out-of-state rulings, and any current test data.
4. The district Local Survey Committee will meet to determine what data is needed.
5. Appropriate assessment data will be gathered, and the Assessment Team Report will be written. Submission to the screening team for an eligibility ruling will be completed as appropriate.
6. The district office will notify the school of the status by sending a copy of the GPPDS with the ruling date noted or notification that the child is ineligible for services. The LSC will notify the parent of the determination.

7. The VENTURE teacher will get Consent for Placement (or Refusal of Services Form) signed if the student is ruled eligible. Placement can occur once consent for placement is obtained and the Mississippi eligibility ruling is on file. *CRITERION VII.3*

Do NOT place a student with an out-of-state gifted ruling in VENTURE until a Mississippi ruling has been obtained

SCHEDULING STUDENTS/TEACHERS

1. VENTURE teachers should serve a minimum of 20 and a maximum of 60 students per week. Deviations from these number specifications should be
2. reported to the District Gifted Program Coordinator as soon as they are noted. Exceptions or plans will be made as warranted
3. All VENTURE students are to be served a MINIMUM of five hours per week. **The teacher may serve these students for additional time as deemed appropriate.** (*CRITERION II.2 and III.4*)
4. VENTURE classes will begin within the first three full days of school and will meet through the end of the school year.
5. No student is placed in VENTURE or on an official class roll until an eligibility ruling is obtained and parental consent for placement is secured. VENTURE teachers hold individual conferences with parents to review test results, progress and the process on entering/exiting the program. (*CRITERION VII.4 and VII.7*)
6. Teachers of the gifted in grades 2-6 will have no more than one hour per day for planning. Teachers of the gifted in grades 6-12 (that are block scheduled) should have the same planning time as the regular education teachers at the school.
7. Each teacher of the gifted will send a copy of his/her daily schedule to the District Gifted Program Coordinator by the date established by the coordinator. Within that schedule, teachers must prove that each student is served at least the minimum amount of time required and that the appropriate amount of planning time per day is in effect. Lunch, breaks, homeroom assignments, duty time, recess, or any other breaks in the schedule must be included on the schedule forwarded to District Office.
8. Teachers of the gifted cannot be scheduled to teach/supervise regular education students at any time during the instructional day. Teachers of the gifted can be assigned to duty posts, club sponsorships, etc., as the principal sees fit when these assignments are made for the period outside regular instructional time.
9. Teachers of the gifted can only assist in the assessment of gifted students. Hence, they cannot be allowed to serve as special education LSC chairpersons nor testing coordinator.

COMPLETING MAKE-UP WORK

1. Regular teachers are asked to post assignments each day so that the VENTURE student can copy his/her assigned work. These assignments are to be left posted for the entire day.
2. The VENTURE students can be held responsible for completing all homework assignments made when they are in VENTURE. It is the responsibility of each student to obtain his/her assignments from the posting in the classroom. Assignments that are class work while Venture

students are attending VENTURE class CANNOT be deemed homework for VENTURE students.

3. When students miss regular class work assignments (class work) due to participation in VENTURE, no grade is taken. Student averages can be computed with fewer grades. The VENTURE student may elect to complete class work assignments in areas of academic weakness. If the work is done, a grade can be recorded. Regular teachers should communicate regularly with parents of VENTURE students when academic problems arise. Parents may opt to require their child to complete class work missed.
4. Regular teachers are encouraged to eliminate class work and homework that could be considered non-essential. For example, if a child has already mastered a skill, that homework/class work activity should be omitted from his assignments. Appropriate alternative activities could be assigned to stimulate/ motivate the gifted learner.

The district local survey committee relies on the principal of each school to assure that general education teachers comply with this policy.

*** The purpose of this policy is to reduce stress among the students over make-up work AND to train the gifted to be independent learners. Following this policy assists a teacher in differentiating instruction.

Reference: RCSD School Board Policy Code IDE

MAINTAINING STUDENT RECORDS

1. The Venture teacher will maintain a record folder on each eligible student listed on the teacher's class roll. This folder will contain:
 - a. Access to confidential records sheet
 - b. GPPDS with eligibility date and signatures
 - c. Assessment Team Report (if available)
 - d. Consent for Placement Form signed by the parent or a Refusal of Services signed by the parent
 - e. "Time-out" (probation) Forms, if used
 - f. List of materials and units of study covered during current and previous years and/or Cumulative Tracking System.
2. All VENTURE records kept at the school must be stored in a locked storage facility. A list of the teachers and administrators who can view the records without signing the Access to Confidential Records Sheet must be posted on the outside of the locked storage facility. This list must be updated annually or when personnel changes occur.
3. Every VENTURE teacher will be certain that a copy of the GPPDS is in each child's cumulative folder. The child's teacher should verify this folder once per year.
4. When a student graduates or is no longer being served in the gifted program, his VENTURE teacher will make certain that the GPPDS (with the eligibility ruling) is in the cumulative folder at the school.

FORWARDING RECORDS OF STUDENTS

1. Send the school's copy of the GPPDS, Assessment Team Report, and any records that indicate skill and specific activities covered when an official request for records transfer has been received. This request can come from:
 - a. The parent who signs a Release of Information Form
 - b. Another school (on an official form)
2. The VENTURE teacher is responsible for informing the Gifted Program Coordinator via e-mail when a student transfers out of the district so that the file can be placed in the inactive category and the class roll can be adjusted. The VENTURE teacher must also inform the local school MSIS data entry person of all student service changes.
3. The district office can forward a copy of the entire assessment folder if a written request is obtained from the parent. This data could go with the cumulative folder or be sent in a separate envelope, depending on parental preference.

*** Parents can obtain a copy of the assessment data via written request to the district office.

PLACEMENT INTO PROGRAM FROM WAITING LIST

1. In the event that it is necessary to establish a waiting list at a school when all VENTURE classes are full, the district local survey committee (at the district office) will maintain the list.
2. This list will be maintained by eligibility date. If more than one student has the same eligibility date, the names will be alphabetized. New students moving into the district after the list is established will be placed on the bottom of the list, regardless of eligibility date.
3. As soon as a teacher at that school has an opening, the VENTURE teacher will notify the Gifted Program Coordinator, who will give the teacher the name and date of the child at the top of the waiting list. Consideration will be given to the grade placement of the child so that no student is placed in a class with students of widely discrepant ages.
4. No waiting list should be established in a grade in which services are mandated by the Mississippi Legislature or Department of Education.

PARENT WITHDRAWING CHILD FROM PROGRAM

1. Parents have the option of taking their child out of the VENTURE program at any time they so choose.
2. The Refusal of Services Form must be signed at the time of withdrawal. The VENTURE teacher is responsible for securing that signature.
3. The district and local survey committees will review requests for re-entry into the VENTURE program. Requests may not be granted if conditions and/or recommendations are unfavorable.
4. At the beginning of the school year, the VENTURE teacher may contact the parent of each child who has dropped out of the program to see if they desire re-entry. This service will not be

provided if there is already a waiting list at the school or if each teacher at the school is at full capacity.

(CRITERION VII.7.4)

PLACING STUDENT IN “TIME-OUT”

1. A student in the VENTURE program may be placed in “Time-Out” (probation) from the program **ONLY** if a formal meeting is held. The child’s parent, his regular teacher, the VENTURE teacher, and the principal should all be present. At the meeting, the reason for considering probationary action must be stated, along with specifics and possible causes for the problem.
2. Decisions that could be reached:
 - a. No action warranted at this time
 - b. Student will not attend VENTURE during a specific subject for a set number of weeks, after which time grades will be reviewed and follow-up action taken
 - c. Student will be in “Time-Out” from VENTURE for a set number of weeks, after which time grades will be reviewed and follow-up action taken
 - d. Other (specify)
3. Once a decision is reached, it must be recorded by the VENTURE teacher on the “Time-Out” form. The VENTURE teacher will also be responsible for taking follow-up action.
4. Any action taken must be discussed in full with the student involved. The VENTURE teacher must explain to the student reasons for the action taken.
5. Students **CANNOT** be kept out of Venture unless this “Time-Out” procedure has been followed.

VENTURE students should never be penalized for their participation in the VENTURE program. For instance, Venture students should not be kept in at recess to do class work missed because of attending a VENTURE class.

CRITERION VII.7.4

BEGINNING OF THE SCHOOL YEAR

INSTRUCTIONAL PROCESS

1. Each VENTURE teacher will administer an appropriate interest inventory and learning styles inventory to students according to the timeline specified in the RCSD VENTURE Program Curriculum Guide. The results will be shared with regular educators and counselors that serve the student.

Additionally, the VENTURE teacher will use the information gathered to individualize instruction and make the learning experience qualitatively different. *(CRITERION I.1)*

2. Instruction will be differentiated for gifted students throughout the school year. (*CRITERION I.2*)
3. The gifted program coordinator shall participate in district planning and decision making processes to ensure that gifted student needs are addressed. (*CRITERION II.6.3*)

INSTRUCTIONAL MANAGEMENT FOR PROGRAM

1. Each teacher of the gifted will adhere to the instructional management plan adopted for the VENTURE program by the Rankin County School District. The plan is entitled *The Gifted Curriculum Guide*. Each VENTURE teacher will be provided with a classroom copy for use in making lesson plans. Additionally, teachers will incorporate the components of the Mississippi Gifted Education Program Standards, inclusive of:
 - a. differentiated activities
 - b. scope and sequence of program process skills (outcomes)
 - c. career exploration and life skills (*CRITERION I.5*)
 - d. exposure to and analysis/application of the visual/performing (*CRITERION I.6*)
 - e. in class counseling for the gifted
 - f. socio-emotional needs
 - g. affective needs and needs of at-risk students
2. This IM plan includes a scope and sequence of process skills in compliance with MDE gifted program outcomes and is regularly modified to meet individual student needs.
3. Teachers will assess student growth toward the process skills in the Instructional Management plan.
4. Teachers will challenge students to apply the process skills to solve real life situations/problems. (*CRITERION I.4*)
5. When appropriate, VENTURE teachers will assist students in establishing contacts for mentorship and internship experiences. Career exploration will be an element in each unit of study with student needs and interests considered when determining focus. (*CRITERION I.5*)
6. VENTURE teachers collaborate regularly with administrators and regular teachers to identify and make curricular modifications that address specific needs of their students. (*CRITERION II.6*)
7. The District shall provide adequate resources to support and sustain the goals and objectives of the gifted program. Resources will be shared among educators in all settings to address student needs. Library and instructional materials will be purchased in accord with the school and district plan. Materials are available in school and district parent centers and libraries. (*CRITERION II.7, III.2*)

Teachers will utilize flexible grouping procedures based on interests and abilities of students. Grouping arrangements are used to meet student needs in all educational settings with the school. (*CRITERION II.2, II.6, III.1, III.4*)

NINE-WEEK EVALUATION OF STUDENT PROGRESS

1. At the end of each nine weeks, the VENTURE teacher must complete a student evaluation in PowerSchool marking the progress of each child.
2. The student's VENTURE Report card is to be sent to the child's parents at the same time as regular education report cards. These forms should be returned to school with parental signature and kept on file until the end of the year, when all accumulated progress evaluations should be sent to the parent.

CRITERION I.4

This procedure is a must since it facilitates communication between home and the VENTURE program. The only exception is in grades 6 - 8 when grades can be issued in lieu of this district-designed VENTURE evaluation.

COMMUNICATION WITH PARENTS

1. Each Rankin County zone will select one parent to serve on the VENTURE Parent Advisory Board as their zone representative. The representative will share input and make recommendations about program operations.
2. A regular newsletter or other form of communication shall be sent to parents by each VENTURE teacher. This mechanism will be used to inform parents of advocacy group activities.
3. The Parent Advocacy Board shall be included/consulted about program design, evaluation and improvement issues annually.
4. The gifted program coordinator shall make an annual presentation to the Rankin County School District Board of Education concerning the status of the gifted program.
5. Parents will be provided information regarding the phases of the referral and assessment process and results. Individual conference will be held as needed to review assessment results, progress, and the process for entering/exiting the program. Parents have the right to appeal a decision made by the school.

CRITERION II.3, II.5, IV.1, IV.2, IV.3, VII.7, VII.8

PROFESSIONAL DEVELOPMENT

1. Gifted program teachers are required to attend professional development provided by the district regarding appropriate education of gifted students.
2. All faculty/staff in the district are invited to attend district professional development sessions provided for gifted teachers.
3. All school staff are provided ongoing professional development regarding nature/needs of gifted student and appropriate instructional strategies.

4. Teachers of the gifted will be encouraged to attend non-district, state and national professional development sessions at least once per year.
5. Materials pertaining to gifted education are available to all school/district personnel. These are updated annually.
6. The district provides training in strategies for differentiating instruction.
7. Gifted program teachers are appropriately certified and continue to update skills via training at the state and national level.
8. Examiners and the district coordinator are properly trained in assessment procedures on an ongoing basis.

CRITERION V.1, V.2, V.3, V.5, VI.1, VI.2, VI.3, VI.4, VII.10

COUNSELING THE GIFTED

1. Gifted program teachers will provide activities that address affective, socio-emotional and career guidance needs of gifted students, providing individual counseling as needed. Needs of at-risk gifted shall be addressed, with efforts targeted at reversing underachievement patterns.
2. School counselors will be trained in
 - a. characteristics and socio-emotional needs of the gifted
 - b. career counseling
 - c. at-risk gifted
3. School counselors will provide services to gifted students, inclusive of students that are at-risk, low income underachieving, twice exceptional, and from diverse populations. Counseling shall include career guidance consistent with student strengths and interest.
4. Faculty and staff at the school shall receive training in identification of underachieving gifted students.

(CRITERION V.1, V.2, V.3, V.4, V.5)

OPTIONS FOR HIGH ABILITY/GIFTED STUDENTS

1. Options for high ability and gifted students will be publicized on the district website and in publications and brochures distributed.
2. Administrators and teachers shall approach parents of individual students to suggest participation in learning options as deemed appropriate for the student, as based on needs and strengths.
3. Options are matched to student needs, interests and abilities and include, but are not limited to: accelerated/honors classes, advanced placement courses, grade acceleration, curriculum compacting, dual enrollment/dual credit, internships, and mentorships.

(CRITERION I.3, I.5, I.6, III.1, III.4)

END-OF-YEAR PROGRAM EVALUATION

1. Each VENTURE teacher will be responsible for conducting a formal evaluation of his/her program at year's end. This will be done via use of the parent questionnaire and student forms provided by the district office.
2. The VENTURE teacher will administer the evaluation forms as instructed, tally the results, analyze the data for strengths and weaknesses noted in his/her program, and develop a plan of action for needed change.
3. The VENTURE teacher will discuss all data collected and written plans for change with the school administrator, regular teacher and the district VENTURE program coordinator. The district coordinator will seek input from administrators and the community. (*CRITERION IV.1, IV.2, IV.3*)
4. The Instructional Management plan will be reviewed and updated based on results of the end of year evaluation each year. Parents, students and community leaders will be involved in the update of the instructional plan. (*CRITERION I.2, II.3, IV.1*)
5. The district office shall combine the evaluation data for submission to the Mississippi Department of Education as per regulations. Data gathered shall be analyzed to determine strengths and weaknesses, as well as determine program goals. (*CRITERION IV.1*)
6. VENTURE teachers shall evaluate the district wide program operation in an anonymous format annually with results compiled by an assistant superintendent for review and action.

ANNUAL REASSESSMENT OF STUDENTS

1. The Local Survey Committee will meet at least annually to reassess the need for each student's participation in the gifted program. The committee must include:
 - a. The student's VENTURE teacher
 - b. The school principal or designated administrative representative
 - c. OPTIONAL - the student's regular teacher

These LSC (Local Survey Committee) members will decide whether or not a student remains in the program.

2. Documentation of the LSC meeting must be maintained on the student's individual Annual Reassessment Form. Included on the form are a list of members present at the meeting, the date of the meeting, and the decision made.
3. If the LSC decides that a student should exit the program due to lack of progress or unsatisfactory participation, contact the gifted program coordinator with specific details. A member of the LSC will contact the child's parents to discuss the decision. The parents will be given the option of a meeting to discuss the recommendation in detail prior to program removal. Should the parents not agree with the removal from the program, the district shall grant the parents a hearing.

CRITERION VII.7, VII.8

Parental Appeals Process

A parent who is not in agreement with the school based committee decision to remove their child from the gifted program or does not agree with a decision made during the referral to placement process can present their concerns, orally or in writing, to the principal of the school. The principal will attempt to resolve the matter.

If the parent is not satisfied with the action taken by the principal, the parent shall have five (5) days after notification of the decision to request a hearing at the district level. This written request is to be made to the district contact person for gifted education who will schedule a hearing at which the parent can be heard at a time scheduled by the district. The hearing committee will consist of the district coordinator of gifted programs, a district or school level administrator, and a teacher of the gifted program other than the child's teacher. This hearing committee will render a written decision based on information shared during the meeting. The decision, which will be mailed to the parent, will be final.

CRITERION VII.



Rankin County School District

TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

Complete all Sections of Part I, Part II - Grades from Current & Past Years only, & Part III(if applies)

REFERRAL FORM							
PART I							
Name of Student:		Last	First	Middle			
Date of Birth:		 Grade	 School				
Signature of Individual Making Referral:							
Relationship of Individual to Student:							
Date Referral Form Completed:				Does the student have an ADHD ruling? Yes No			
Does the student have a disability which should be considered when selecting appropriate assessment measures: If so, describe:							
PART II Referral Results: (Documentation of two or more of the following is necessary to substantiate a referral)							
Test Data		ACHIEVEMENT TEST			GROUP INTELLIGENCE TEST		
Name of Test(s)							
Results of Test(s)							
Instrument Used: _____		Checklists: _____ Published characteristics of giftedness					
Date: _____		_____ Published measure of creativity					
Rater's Name: _____		_____ Published measure of leadership					
Grades from Current and Past Years							
Current Year		Last Year		Preceding Year			
Subject	Grade		Subject	Grade		Subject	Grade
<hr/> <hr/> <hr/>							
Portfolio in Academic Area (Check if used)							

Part III

Emerging Potential for Gifted Checklist

Note: Complete this checklist only if there is reason to believe the student will have emerging potential for gifted during the identification process.

Student: _____ Grade: _____ Teacher: _____
 School: _____ Date: _____

Questionnaire Completed By: _____

Relationship to Student: _____

<p>Option I</p> <p>A student who has been diagnosed with ADD/ADHD qualifies for use of the emerging potential for testing criteria as defined in the regulations.</p> <p>Date of Diagnosis: _____</p> <p>Person making diagnosis: _____</p> <p>(Attach a copy of diagnosis and recommendations if available.)</p>
<p>Option II</p> <p>If the student satisfies five (5) or more of the following criteria, the student may be considered for emerging potential for testing criteria as defined in the regulations.</p> <ul style="list-style-type: none"> • _____ The student has limited English proficiency or English is not the primary language in the home. • _____ Non-standard English interferes with learning activities. • _____ There is evidence of frequent moves from one school to another or one district to another. • _____ Few academic enrichment opportunities are available in the home or local neighborhood. • _____ Home or after-school responsibilities may interfere with the student’s learning activities. • _____ Cultural values may be in conflict with dominant culture. • _____ There is a lack of access to cultural activities within the dominant culture. • _____ The student has poor reading skills. • _____ The student is frequently absent. • _____ The student demonstrates difficulty staying on task.



Rankin County School District

TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

1

STUDENT _____ SCHOOL _____

TEACHER _____ GRADE _____

Dear Parent:

Your child has been referred for consideration for participation in the gifted program, which is called Venture. If you are interested in having your child assessed to determine whether or not he/she qualifies for services within the gifted program, **complete Part I of the Gifted Pupil Personal Data Sheet (GPPDS) which is attached and sign it in Part II. Also complete the Prather Humble Checklist that is attached. Return the GPPDS form and the Prather Humble Checklist to your child's school within TWO DAYS.** All assessments will be conducted at no charge. You will not be notified of the exact test dates and times due to the time constraints of district examiners. However, you can be assured that testing will be conducted under the most optimal conditions possible during school hours.

The assessment procedure will involve collection of at least three of the following measures:

1. Norm-referenced group intelligence test
2. Norm-referenced published intellectual checklist
3. Norm-referenced published creativity checklist
4. Norm-referenced published leadership ability checklist
5. Norm-referenced group and/or individual achievement test
6. Normed measure of cognitive abilities

If your child meets the criteria set by the school district, an individual norm-referenced intelligence test will be conducted by a MS licensed psychometrist. You will be notified in writing of the outcome of this assessment process.

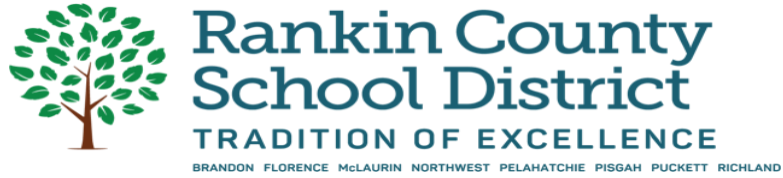
All assessment data collected on your child falls under guidelines established in the Family Education Rights and Privacy Act. Parental rights under this act are summarized as follows: Parents can inspect/review these records upon written request at the district office and obtain a copy if they so desire.

1. Parents can request changes in the records if they are found to be inaccurate, misleading, or in violation of the student's privacy.
2. No record will be released without written consent from the parent to disclose any personally identifiable information.
3. Access to these confidential records is provided only to school personnel directly related with designing an appropriate educational program for your child.

Rankin County School District adheres closely to these guidelines. Please contact me or the VENTURE teacher at your area school if you have any questions.

Thank you,

Laura Anne Marshall
Student Support Services Specialist
Gifted Education Coordinator
lmarshall@rcsd.ms 601-824-9159



Laura Anne Marshall
District Contact Person

STATE DEPARTMENT OF EDUCATION
Office of Special Projects/Board Policy
P. O. Box 771
Jackson, Mississippi 39205

Rankin County School District
1220 Apple Park Place
Brandon, MS 39042

(601) 824-9159
Telephone

School

GIFTED PUPIL PERSONAL DATA SHEET (GPPDS)

All applicable information must be completed on the Gifted Pupil Personal Data Sheet. ALL INFORMATION INCLUDED ON THIS FORM AND ATTACHMENTS ARE CONFIDENTIAL AND FOR PROFESSIONAL REVIEW.

Part I. STUDENT IDENTIFICATION

Name _____ Age _____ Sex _____ Race _____ Date of Birth _____
 Parent or Guardian _____ Phone _____ Grade _____
 Address _____ City _____ Zip _____

Part II. PARENT CONSENT

I have been informed of the process for identification of gifted students. The Family Rights and Privacy Act has been explained to me and I give my consent to having my child tested in an effort to determine whether an eligibility determination is appropriate.

Date Signature of Parent or Guardian

Part III. DETERMINATION OF LOCAL SURVEY COMMITTEE

Based on the assessment data, the Local Survey Committee determines that this student is:

- Intellectually Gifted
- Academically Gifted
- Not Eligible (Criteria not met)
- Artistically Gifted
- Creatively Gifted
- 1st Submission
- 2nd Submission

Date: _____ Date: _____

MEMBERS PRESENT

MEMBERS PRESENT



CONSENT FOR PLACEMENT in the GIFTED EDUCATION PROGRAM

The parents/guardians of _____ consent to the placement of your child in Rankin County School District’s VENTURE Program, which is a resource enrichment program for students identified as gifted. We understand that this Consent for Placement is reversible, and we may approach the VENTURE teacher or school principal at some future date to terminate services in the gifted class. We also understand that parental request for removal of our child from VENTURE may result in him/her not being allowed to re-enter the program if conditions and/or recommendations are unfavorable. Request for re-entry will be reviewed by the district and local survey committees.

_____ Parent

_____ Date

_____ VENTURE Teacher



REFUSAL OF SERVICES in the GIFTED EDUCATION PROGRAM (VENTURE)

We, the parents/guardians of _____, have been advised by a representative of _____ that our son/daughter was found to be eligible for placement in the Rankin County School District VENTURE Program. We understand that the Local Survey Committee believes this placement to be in the best interest of our child. However, we refuse to give our consent for such placement. We understand that our decision is reversible, and we may approach the school officials at some future date to request this service. The district and local survey committees will review any request for re-entry. I understand that this request may not be granted if conditions and/or recommendations are unfavorable.

Principal

Parent

Gifted Coordinator

Date



“TIME-OUT” from the VENTURE Program

A period of “Time-Out” from the gifted program is being considered for

_____ at _____ due to the

following reason(s):

_____ Gifted teacher concludes student is not benefiting from services/program

_____ Other (specify)

Problem specifics denoted during the meeting were:

Action:

_____ No action warranted at this time

_____ Student will not attend VENTURE during _____,

which is the subject(s) in which the academic problem is occurring for _____ week(s),

after which time grades will be reviewed and follow-up action taken.

_____ Other (specify) _____

Date of Meeting : _____

Signatures of those present at probationary meeting: _____

Parent _____ General Education Teacher
 _____ VENTURE Teacher
 _____ Principal
 _____ VENTURE Student

Follow-up action taken on _____ by _____

_____ Student re-instated in VENTURE program
 _____ "Time-Out" continued for _____ week(s) to be reviewed again on _____.
 _____ Other (specify) _____

* If additional follow-up is required, note in the space below the action taken, and the date and the person responsible for informing those involved.

Follow-up action taken on _____ by _____

_____ Student reinstated in VENTURE program
 _____ "Time-Out" continued for _____ week(s) to be reviewed again on _____.
 _____ Other (specify) _____

Follow-up action taken on _____ by _____

_____ Student reinstated in VENTURE program
 _____ "Time-Out" continued for _____ week(s) to be reviewed again on _____.
 _____ Other (specify) _____



Rankin County School District

ACCESS TO CONFIDENTIAL RECORDS

The following individuals can view records on GIFTED (VENTURE) students without prior permission from principal and/or parent:

- GIFTED PROGRAM COORDINATOR.....Laura Anne Marshall
- SUPERINTENDENT.....Dr. Sue Townsend
- ASSISTANT SUPERINTENDENT.....Dr. Undray Scott
- DIRECTOR OF STUDENT SUPPORT SERVICES.....Ginger Jones
- DISTRICT COUNSELOR.....Patti Harmon
- GIFTED TEACHERS.....
- PRINCIPALS.....
- SCHOOL COUNSELOR.....
- SCHOOL MSIS CLERK.....
- SCHOOL RECORDS CLERK.....

Access to confidential Record

Any individual whose name is not posted on the locked storage cabinet containing confidential records must sign this sheet in the space provided below. Date it and denote the reason for viewing records and provide the name of the person granting permission. Permission should be secured from the child's parents or the school principal.

Date	Name	Reason	Person granting permission
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



RANKIN COUNTY SCHOOL DISTRICT
AUTHORITY TO OBTAIN INFORMATION

TO: _____

YOU ARE HEREBY AUTHORIZED TO FURNISH:

Laura Anne Marshall
 Gifted Education Coordinator
 Rankin County School District
 1220 Apple Park Place
 Brandon, MS 39042

WITH ALL PSYCHOLOGICAL AND/OR EDUCATIONAL INFORMATION ON THE PERSON NAMED BELOW:

NAME: _____ DATE OF BIRTH _____

ADDRESS: _____

 Signature of parent or guardian

 Date



VENTURE PROGRAM LSC MEETING
Annual Reassessment

Student Name: _____

Gender: _____ Race: _____ Date of Birth: _____

School: _____

Parents' Name: _____

Address: _____

Phone Number: _____

School Year: _____ Grade: _____

Student's Performance in Venture/Decision:

_____ Recommended continued placement

_____ Recommended removal from Venture (*Narrative with reasons attached*)

_____ Date LSC met to consider teacher recommendation/decided:

_____ Continue Placement

_____ Concur with recommendation to remove from Venture

Members present at meeting:

Rankin County School District
Matrix for Identification of
Emerging Potential Students

Student Name: _____ Grade: _____

School/Teacher: _____ Date: _____

Instrument	1 Point	2 Points	3 Points	4 Points	5 Points
Group Intelligence Test	80-84%	85-89%	90-93%	94-97%	98%-Above
Normed Achievement Test	80-84%	85-89%	90-93%	94-97%	98%-Above
Individual IQ Test	80-84%	85-89%	90-93%	94-97%	98%-Above
SIGS Intellectual	80-84%	85-89%	90-93%	94-97%	98%-Above
SIGS Creativity	80-84%	85-89%	90-93%	94-97%	98%-Above
SIGS Leadership	80-84%	85-89%	90-93%	94-97%	98%-Above
Total Points					

Student's Score: _____

Minimal Acceptable Score is 15 (i.e. 5 items X 3 points)



Rankin County School District

TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

Prather-Humble Checklist

Student's Name: _____

Person Completing Form: _____ Relationship to student: _____

Does the child speak English as a second language? Yes _____ No _____

Does the child have speech or hearing problems? Yes _____ No _____

If yes, please describe: _____

Does this child wear glasses? Yes _____ No _____

Does this child use a hearing aid? Yes _____ No _____

Does this child take medication? Yes _____ No _____

If yes, specify reason: _____

PLEASE CHECK ALL THAT APPLY:

CONCENTRATION:

- Has a hard time sitting still
 - Concentration broken when people are moving around
 - Usually asks you to repeat directions
 - Needs quiet to work
- Adults

SHYNESS:

- Painfully shy
 - Extremely Talkative
- Carries on conversations easily with:
- Peers
 - Teachers
 - Other

WORKING PACE:

SOLVING

- Tasks completed slowly and methodically
- Tasks completed at an average rate
- Tasks completed quickly

EXHIBITS PROBLEM

STRATEGIES BY:

- Telling you how to do it
- Showing you how to do it
- Writing about how to do it
- Building it
- Drawing it

CUES TO THINKING STYLE:

- Uses figures of speech in convention
- Reads a lot
- Pays attention to details
- Is better at science and math than reading
- Chooses to work puzzles or play board games

OTHER COMMENTS:

