

# **--VENTURE--**

## **RANKIN COUNTY SCHOOL DISTRICT GIFTED EDUCATION PROGRAM**



**Rankin County  
School District**

TRADITION OF EXCELLENCE

### **POLICY and PROCEDURE HANDBOOK**

**Updated 7/2024**

**RCSD board approved for 25-26 SY on 7/23/25.**

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Section: I Instructional Program  
Policy Code: IDE Gifted Education Program

## **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 by the Mississippi Department of Education. 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 the 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 Regulations

## **Rankin County School District Venture Program**

Venture is Rankin County School District's program for intellectually gifted students. It is a state mandated program that addresses the unique needs of gifted students by providing appropriate, qualitatively different options in addition to regular classroom instruction.

Students will be identified and considered for placement in the Venture program in accordance with Rankin County School District procedures and Mississippi Department of Education regulations.

The mission of the Venture program is to provide optimal opportunities for gifted students to realize their maximum potential. Instruction is enrichment based and has an extensive instructional management plan and covers four broad instructional areas: thinking skills, creativity, personal development, and research. Students are also challenged to use technology, writing for a purpose, civic responsibility and reflection about their own actions and learning. Venture teachers use many different instructional strategies such as workshops, independent study, problem solving exercises, mentorships, small group projects, brainstorming, and using technology.

Students in the Venture Program meet goals through participation through:

- Development of leadership and decision-making skills
- Inclination to ask and answer challenging questions
- Using alternative routes to solve problems through the use of imagination
- Expansion of specific strengths and interests
- Verbal, written, and dramatic expression
- Implementation of effective study and research skills
- Appreciation of different thoughts, environments, and cultures
- Developing a sense of responsibility toward the betterment of society.

# **REFERRING STUDENTS FOR TESTING UNDER INTELLECTUALLY GIFTED CRITERIA**

## **Individual Referral (Grades 3-7)**

**STEP 1:** Referrals for students in grades 3-7 (where there is a venture program in the school) can come from a teacher, counselor, administrator, parent, peer, self, or any other person having reason to believe that the student may be intellectually gifted. Referrals should be made to the student's regular education teacher and/or the gifted teacher at the student's school building. The Gifted Referral form shall be completed on each child referred by the regular education teacher or person making the referral. The student should be assessed within 90 days of the receipt of the signed referral form. All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA.

**STEP 2:** The referred student's parent/guardian will be sent the Gifted Eligibility Form and the Prather Humble Checklist to fill out. These forms must be completed and returned to the school before a child can proceed to the assessment phase.

**STEP 3:** Assessment Data will be collected by district personnel with at least three of the measures listed below included on each student.

1. A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months
2. A score at or above the superior range on a normed, published characteristics of giftedness checklist.
3. A score at or above the superior range on a normed, published measure of creativity
4. A score at or above the superior range on a normed, published measure of leadership
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test
6. A score at or above the 90th percentile on a normed measure of cognitive ability
7. A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
8. Other measures that are documented in the research of identification of intellectually gifted students

**STEP 4:** After a minimum of three (3) measures listed in step 3 has been collected, the data will be forwarded to the RCSD Gifted Coordinator. If criteria has been met the student will move to the next step. If criteria has not been met, parents will be informed that the student is ineligible for the program via mail.

\*Students who score at or above the 84<sup>th</sup> percentile but lower than the 90<sup>th</sup> percentile on the preceding criteria shall be subjected to the Special Considerations Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

**STEP 5:** Once it has been determined the student has satisfied minimal referral criteria in order to move forward to the assessment stage, the data shall be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. The examiner shall review all available data on the student, whether it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. The examiner shall provide a signed and dated report of 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.

\*Students with special considerations for gifted assessment, who scored at least at the 84<sup>th</sup> percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score on the IQ test, the RCSD matrix (MDE approved) with existing scores will be used to determine eligibility.

**STEP 6:** District or assessment personnel shall write an Assessment Report, which must contain the following components:

1. Student's name
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence
3. Results of each measure
4. Name of individual who administered or completed each measure and the date administered or completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results for each individually administered test(s)
7. Name of the person who administered the individual test of intelligence and date test was administered
8. Qualifications of the individual who administered the individual test of intelligence
9. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position
11. Date of the Assessment Report

**STEP 7:** 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 will be informed of eligibility status via mail. 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. Students with a Mississippi eligibility ruling as Intellectually Gifted shall be accepted and placed appropriately the following school year. A parental consent form must be signed before the student can receive services. Parents do have the right to refuse gifted education services.

## **Mass Screening Referral Process (1<sup>st</sup> & 2nd 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.

**STEP 1:** All first & second grade students will be mass screened during the school year. RCSD will use a normed group measure of intelligence in the mass screening referral process. This process assists in identifying students in underrepresented populations. Students who obtain a full scale score of 90<sup>th</sup> percentile or higher will move forward in the referral process.

\*Students who score at or above the 84<sup>th</sup> percentile but lower than the 90<sup>th</sup> percentile on the normed group measure of intelligence shall be subjected to a Special Considerations Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

**STEP 2:** The students who have met the criteria in step one will have the Gifted Eligibility Form and the Prather Humble Checklist sent home to be completed by the parent/guardian. These forms must be completed and returned to the school before a child can proceed to the next step. The student's teacher will complete the Gifted Referral Form. The student should be assessed within 90 days of the receipt of the signed form. All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA.

**STEP 3:** The next step in the process will consist of the collection of substantiated student data obtained through the use of objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following referral criteria (with a total of three) before moving forward to the LSC Review of Referral Data Stage:

1. A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months
2. A score at or above the superior range on a normed, published characteristics of giftedness checklist.
3. A score at or above the superior range on a normed, published measure of creativity
4. A score at or above the superior range on a normed, published measure of leadership
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test
6. A score at or above the 90th percentile on a normed measure of cognitive ability
7. A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months



8. Other measures that are documented in the research of identification of intellectually gifted students

**STEP 4:** Once the referral data have been collected, the LSC shall review all data to see if criteria has been met to move to the next step.

**STEP 5:** Once it has been determined the student has satisfied minimal referral criteria in order to move forward to the assessment stage, the data shall be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. The examiner shall review all available data on the student, whether it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. The examiner shall provide a signed and dated report of 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.

\*Students with special considerations for gifted assessment, who scored at least at the 84<sup>th</sup> percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score on the IQ test, the RCSD matrix (MDE approved) with existing scores will be used to determine eligibility.

**STEP 6:** District or assessment personal shall write an Assessment Report, which must contain the following components:

1. Student's name
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence
3. Results of each measure
4. Name of individual who administered or completed each measure and the date administered or completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results for each individually administered test(s)
7. Name of the person who administered the individual test of intelligence and date test was administered
8. Qualifications of the individual who administered the individual test of intelligence
9. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position
11. Date of the Assessment Report

**STEP 7:** 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 will be informed of eligibility status via mail. 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. Students with a Mississippi eligibility ruling as Intellectually Gifted shall be accepted and placed appropriately the following school year. A parental consent form must be signed before the student can receive services. Parents do have the right to refuse gifted education services.

### **Special Considerations For Gifted Identification Checklist**

The Special Considerations for Gifted Identification Checklist makes provisions for certain factors that may require special considerations when inappropriate instruments are used during the assessment process. All students should be considered when using the Special Considerations for Gifted Identification Checklist. These students shall be given special consideration(s) during the gifted identification process.

### **Potentially Twice-Exceptional Students**

Students with an eligibility ruling under IDEA that have a current intelligence test score that falls at or above the 91<sup>st</sup> percentile shall be considered for eligibility via collection of referral data followed by consideration by the LSC for gifted eligibility. Students scoring 91<sup>st</sup> 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.

## **IN-STATE GIFTED TRANSFER STUDENTS**

In compliance with MS Department of Education Gifted Regulations, students who have a valid Mississippi gifted eligibility ruling do not have to be re-evaluated. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within the state provided the district has a program in the area for which the student has eligibility. Currently the RCSD gifted services are provided for intellectually gifted students in the mandated grade levels, second through sixth. Prior to providing services for an in-state gifted transfer student, the RCSD shall collect a copy of the student's Gifted Eligibility Form, assessment reports, and obtain parental permission for placement.

## **OUT-OF-STATE GIFTED RULING**

Intellectually gifted students from out of state will be accepted into the MS GEP if they have met the 91<sup>st</sup> percentile on an IQ test. These students will no longer be required to be reassessed for the GEP in the state of Mississippi. This includes students from military families based on the Military Interstate Children's Compact.

## **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 reported to the District Gifted Program Coordinator as soon as they are noted. Exceptions or plans will be made as warranted. Gifted classes with more than 15 students will be required to submit justification. This justification must be submitted to the MDE by the district. The district will electronically submit schedules of all gifted education program teachers to the MDE by Feb. 1 and Sept. 1 of each year.
2. All Venture students are to be served by a properly endorsed teacher in a self-contained room for a minimum of five hours per week. The teacher may serve these students for additional time as deemed appropriate. (MDE requires that students are served a minimum of 240 minutes per week.)
3. Venture classes will begin no later than the second week of school and will meet through the end of the school year.
4. 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.
5. 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 6-8(that are block scheduled) should have the same planning time as the regular education teachers at the school.
6. 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.
7. Gifted program teachers may provide instruction or support for students not identified as gifted, as long as minimum program requirements are met for students in gifted programs. 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.
8. 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.

## **HOMEWORK/CLASSWORK**

Gifted students in grades 2-8 shall not be required to make up classwork missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It shall be noted that some gifted students will not be high academic achievers for a variety of reasons. The district local survey committee relies on the principal of each school to assure that general education teachers comply with this policy.

In the event a student has difficulty keeping up with the regular classroom work, a conference will be

held with the parents, classroom teacher, gifted teacher, and the student, if appropriate, to discuss the problem and to determine an appropriate course of action. The conference and plan of action will be documented, and follow-up conferences will be held as needed. As the academic progress and welfare of the students are always of prime consideration, special situations will be handled on an individual basis. 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.

### **MAINTENANCE AND DESTRUCTION OF GIFTED STUDENT FILES**

1. Every venture teacher will be certain that a copy of the GEF is in each child's cumulative folder. The child's teacher should verify this folder once per year.
2. When a student graduates or is no longer being served in the gifted program, his venture teacher will make certain that the GEF (with the eligibility ruling) is in the cumulative folder at the school.
3. Gifted student file requirements -
  - Gifted Eligibility Form - include parent signature, eligibility/ineligibility mark, signed by LSC (minimum of 2 signatures), eligibility date
  - Permission for gifted service form - include parent signature
  - Assessment Report
  - Referral documentation
  - Original protocols - include objective measure(s), subjective measure(s), individual assessment(s)
4. Gifted student files shall be kept for five years after high school graduation.

### **FORWARDING RECORDS OF STUDENTS**

1. The venture teacher is responsible for informing the Gifted Program Coordinator when a student transfers so that the file can be placed accordingly and the class roll can be adjusted. The venture teacher must also inform the local school MSIS data entry person.
2. The district office can forward a copy of the entire assessment folder if a written request is obtained from the parent and/or an official request from the student's new school. This data could go with the cumulative folder or be sent in a separate envelope, depending on parental preference.

## **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.

## **MDE MANDATED GIFTED OUTCOMES AND STANDARDS**

In compliance with MDE Gifted Regulations, activities in gifted education classes shall develop and enhance the skills established in the Gifted Outcomes document, the Gifted Teaching Strategies notebook, and required components of the Gifted Education Program Standards document. The activities shall enhance the integration of advanced content and individual student interests by utilizing higher-level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth, human relations exercises, leadership skills, and creative expression. Activities shall also create an appreciation for the multicultural composition of the school and community.

As gifted students work under specific gifted outcomes, process skills, and standards, withholding permission to attend gifted classes shall not be used as a disciplinary measure.

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 plans

## **COMMUNICATION WITH PARENTS**

1. Each RCSD school that has a gifted program will select one parent to serve on the Venture Parent Advisory Board as their school representative. The representative will share input and make recommendations about program operations.
2. Venture teacher will communicate with parents on a regular basis through a variety of means (email, google classroom, canvas, etc).
3. The Parent Advisory Board shall be included/consulted about program design, evaluation and improvement issues annually.
4. The gifted program coordinator will submit the Venture Policy and Procedure Handbook yearly to the Rankin County School District Board of Education.
5. Parents will be provided information regarding the phases of the referral and assessment process and results. Individual conferences 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.

## **PROFESSIONAL DEVELOPMENT**

1. Staff development shall be provided for all school staff involved in the education of gifted students.
2. Gifted program teachers and district staff are provided opportunities to attend professional development regarding gifted education.
3. Professional development materials pertaining to gifted education are available in the district and updated on a regular basis.
4. Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.

## **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. Options are matched to student needs, interests and abilities and include, but are not limited to: accelerated/honors classes, advanced placement courses, dual credit, etc.

## **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 a parent and student questionnaire 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 and the district gifted program coordinator.

## **ANNUAL REASSESSMENT OF STUDENTS**

1. A committee will meet at least annually to reassess the need for each student's participation in the gifted program. The committee must include: the student's venture teacher and the school administrator or designated administrative representative. The student's general education teacher may be a part of the committee.
2. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present and the date of the meeting. Since participation in the gifted program is an entitlement under

law, students shall remain in the gifted program as long as they are successful in the program. Grades and/or success in the regular education program is the responsibility of the regular classroom teacher and shall not be considered as a reason for removal from the gifted program.

3. If the committee 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.

## **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 for 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.

## **INDEPENDENT OR PRIVATE TESTING**

Parents may have their child independently assessed by a licensed psychometrist or examiner. Independent or 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. The assessment report must include all information in Step 6 of the referral process. The student shall satisfy minimally acceptable criteria on the measures used. In addition, the child must satisfy at least three of the following to be considered for the Gifted Education Program:

1. A score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months
2. score at or above the superior range on a normed, published characteristics of giftedness checklist.
3. A score at or above the superior range on a normed, published measure of creativity

4. A score at or above the superior range on a normed, published measure of leadership
5. A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test
6. A score at or above the 90th percentile on a normed measure of cognitive ability
7. A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months
8. Other measures that are documented in the research of identification of intellectually gifted students

## **OTHER CONSIDERATIONS**

- **State and District Assessments**

Each district is responsible for ensuring that students are being serviced during the administration of state and district assessments. A modified or alternate schedule is permitted and made available to the MDE upon request.

- **Gifted Students in the Alternative School Settings**

Each district is responsible for ensuring that services continue for students who are placed in an alternative school setting. The amount of time and the way services are provided shall be determined by the school district.





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, **please fill out the Prather Humble checklist and the top section of the Gifted Eligibility Form (GEF) which are attached. Return these forms back 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:

1. Parents can inspect/review these records upon written request at the district office.
2. Parents can request changes in the records if they are found to be inaccurate, misleading, or in violation of the student's privacy.
3. No record will be released without written consent from the parent to disclose any personally identifiable information.
4. 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  
601-825-2300



## **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 intellectually 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 a 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 Name (please print) \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_



## **REFUSAL OF SERVICES in the GIFTED EDUCATION PROGRAM**

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



## Rankin County School District Gifted Matrix for Special Considerations

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
<b>Total Points</b>					

Student's Score: \_\_\_\_\_

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



## GIFTED EDUCATION PROGRAM Referral Form

A student may be referred for consideration by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted.

Student Name _____	Age _____	Grade _____
Date of Birth _____	Student ID# _____	
School _____	Teacher _____	
Parent/Guardian Name(s) _____		
Address _____		
<small>Street Address</small>	<small>City</small>	<small>State</small> <small>Zip</small>
Phone _____	Alternate Phone _____	

Referral initiated by _____	Relationship to student _____
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Date: \_\_\_\_\_

Results from the following measures have been gathered to determine the student's referral eligibility to move forward for gifted assessment:

### OBJECTIVE MEASURES

<input type="checkbox"/> <b>Normed Group Measure of Intelligence</b>  <b>MINIMUM CRITERIA:</b> A score at or above the 90 <sup>th</sup> percentile  Score - Percentile: _____ <b>ATTACH SCORE REPORT</b>   Measure: _____ Administered by: _____ Date: _____	<input type="checkbox"/> <b>Normed Measure of Cognitive Abilities</b>  <b>MINIMUM CRITERIA:</b> A score at or above the 90 <sup>th</sup> percentile  Score - Percentile: _____ <b>ATTACH SCORE REPORT</b>   Measure: _____ Administered by: _____ Date: _____	<input type="checkbox"/> <b>Normed Achievement Test</b>  <b>MINIMUM CRITERIA:</b> A total score at or above the 90 <sup>th</sup> percentile in the areas below  Total Reading Percentile: _____ Total Math Percentile: _____ Total Language Percentile: _____ Total Science Percentile: _____ Total Social Studies Percentile: _____ Composite Percentile: _____  Measure: _____ Administered by: _____ Date: _____
--	---	--

### SUBJECTIVE MEASURE(S)

☐

#### Checklist of Gifted Characteristics

**MINIMUM CRITERIA:** A score at or above the superior range

Score - Percentile: \_\_\_\_\_

Measure: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

☐

#### Creativity Checklist

**MINIMUM CRITERIA:** A score at or above the superior range

Score - Percentile: \_\_\_\_\_

Measure: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

☐

#### Leadership Checklist

**MINIMUM CRITERIA:** A score at or above the superior range

Score - Percentile: \_\_\_\_\_

Measure: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

### LSC REVIEW OF REFERRAL DATA AND RECOMMENDATION

☐

The student has satisfied minimal criteria and shall move forward to the assessment stage.

Mark the following provisions if requirements are met:

- ☐ Special Considerations for Gifted Identification
- ☐ Twice Exceptional

☐

☐ The student has not satisfied minimal criteria on at least two measures; however, the LSC feels strongly that additional data, including individual assessment, may be collected and the student reconsidered at that time.

☐

☐ The student has not satisfied minimal criteria on at least two measures, and the identification process shall stop.

### SIGNATURES OF LSC MEMBERS

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Date



# Gifted Eligibility Form

School District: \_\_\_\_\_ School: \_\_\_\_\_ Contact Person: \_\_\_\_\_

COMPLETED BY PARENT/GUARDIAN	Student Name _____ Age _____
	Date of Birth _____ Grade Placement _____ Student ID# _____
	Parent/Guardian Name _____
	Address _____
	Street Address _____ City _____ State _____ Zip _____
	Phone _____ Alternate Phone _____
<b>Parental Consent for Testing</b> I have been informed in writing of the identification process for the gifted program. The Family Education Rights and Privacy Act (FERPA) has been explained to me, and I hereby consent to having my child tested in an effort to determine if a gifted eligibility can be satisfied according to criteria in the Gifted Program Regulations.	
Parent/Guardian Signature _____ Date _____	

COMPLETED BY AUTHORIZED DISTRICT REPRESENTATIVE(S)	Eligibility Determination	
	First Submission	Second Submission
	Based upon the assessment data, the Gifted Local Survey Committee has determined that this student is:	
	<input type="checkbox"/> Intellectually Gifted	<input type="checkbox"/> Academically Gifted
	<input type="checkbox"/> Artistically Gifted	<input type="checkbox"/> Creatively Gifted
	<input type="checkbox"/> Provisional Eligibility (Twice Exceptional)	
	<input type="checkbox"/> Not Eligible for Gifted Services	
	Date: _____	
	<b>Members Present</b> (Printed Name/Signature)	
	_____	_____
_____	_____	
_____	_____	
_____	_____	

Upon signatures from authorized district personnel, the eligibility determined above is the official ruling for the aforementioned student in the state of Mississippi. The original form should be placed in the gifted student file and a copy should be placed in the cumulative record.



## Special Considerations for Gifted Identification Checklist

Student \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_  
District \_\_\_\_\_ School \_\_\_\_\_  
Date \_\_\_\_\_ Completed By \_\_\_\_\_ Relationship \_\_\_\_\_

### OPTION I

A student who has been diagnosed with ADD/ADHD qualifies for the use of the special consideration assessment criteria as defined by the *Regulations for Gifted Education Programs*.

Diagnosis Date: \_\_\_\_\_ By: \_\_\_\_\_

Attach a copy of diagnosis and recommendation.

### OPTION II

If the student satisfies **five (5)** or more of the following criteria, the District should follow the Special Considerations for Gifted Identification provisions provided by the *Regulations for Gifted Education Programs*.

- ☐ 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.
- ☐ Other (medical diagnosis, foster child, death of family member, etc..) \_\_\_\_\_

### ADDITIONAL DOCUMENTATION: