

33D. GIFTED AND TALENTED EDUCATION

School districts utilizing state funds for gifted/talented programs will adhere to Chapter 16-42, General Laws of Rhode Island, and the Gifted and Talented Regulations established by the Board of Regents for Elementary and Secondary Education.

Local school districts which request support from the state under this chapter in providing programs and services for gifted and talented elementary or secondary level students must demonstrate that those students:

1. possess superior capabilities in one or more of the following categories of gifts and talents:
 - a. general intelligence,
 - b. specific academic aptitude,
 - c. creative thinking,
 - d. visual, literary or performing arts; and
2. require an educational program and/or services which is different from that normally provided in the standard school program and which is educationally, personally, and socially beneficial.

STANDARDS	INDICATORS
<p>a. A philosophy, program goals, and long-range goals, shall be established by the local school district. (Regulations of the Board of Regents for Gifted and Talented Children)</p>	<p>Written evidence that there is a philosophy.</p> <p>Review of project proposal.</p>
<p>b. The district shall determine the category(ies) of gifted/ talented to be addressed and the grade, age, or special population to be served. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review of project proposal.</p> <p>Compare written criteria with regulations.</p>
<p>c. The district shall develop written selection criteria using a minimum of three identification devices including performance in the regular classroom. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Written evidence of selection criteria.</p> <p>Review of selection records.</p>

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STANDARDS	INDICATORS
<p>d. LEA's shall indicate a direct relationship between criteria and the category(ies) of gifted and talented to be addressed. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review of student records which indicate the appropriate relationships.</p> <p>Review of category of gifted/ talented to be addressed and criteria utilized for selection.</p>
<p>e. The district shall use procedures methods, techniques, and materials which are unbiased and shall have evidence that efforts were made to identify students from among special populations. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review of identification methods and techniques.</p>
<p>f. The selection team shall consist of a minimum of three representatives from among the following groups:</p> <ul style="list-style-type: none"> o classroom teachers; o staff of gifted/talented programs; o school psychologist, guidance counselor; o parents; o expert(s) from categories of gifted/talented; and o school administrators. 	<p>Interview of participants on selection team.</p> <p>Review minutes of team meetings.</p>

STANDARDS	INDICATORS
<p>g. The selection team shall maintain records of decisions, membership, and activities. (Regulations of the Board of Regents on Education for Gifted and Talented Education)</p>	<p>Review of minutes of meetings.</p>
<p>h. Parental notification shall be obtained prior to screening and parental consent obtained prior to placement of a student in gifted/ talented programs. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review of records indicates parental notification and consent.</p>
<p>i. Parental acquaintance with gifted/talented program and provision of information about needs of gifted/talented children shall be evident. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review meeting notification. Review of dissemination materials. Review of project proposal.</p>

STANDARDS	INDICATORS
<p>j. There shall be written long-range goals and objectives for the program(s). (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Written documentation of goals and objectives is available.</p> <p>Review of project application.</p>
<p>k. Program should be available on a system-wide basis as far as possible. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review proposal, interview teachers, administrators, and parents.</p>
<p>l. Adequate space for classroom instruction and program experiences shall be provided in facilities that accommodate the special characteristics of the program. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Review of facilities, and interview teachers.</p>

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STANDARDS	INDICATORS
<p>m. Program objectives, activities shall be identifiably different from those provided in standard school programs and shall accommodate the special needs of individual students selected for the program. (Regulations of the Board of Regents on Education for Gifted and Talented Education)</p>	<p>Interviews. Review proposal.</p>
<p>n. Each program shall design and implement plans for:</p> <ul style="list-style-type: none"> o on-going evaluation of each student's progress; o annual re-evaluation of each student's eligibility for participation; o assessing and addressing staff development needs; and, o assessing need to provide additional services. 	<p>Review records. Interviews. Review proposal.</p>
<p>(Regulations of the Board of Regents on Education for Gifted and Talented Children)</p> <p>o. There shall be coordination of program activities with those of the standard school program. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Evidence such as lessons plans, records of meetings, etc., of program coordination is available.</p>

STANDARDS	INDICATORS
<p>p. Evaluation shall be performed to measure the extent to which the program goals and objectives are being met. (Regulations of the Board of Regents on Education for Gifted and Talented Children)</p>	<p>Written program evaluations are on file.</p> <p>Review re-evaluation of student's eligibility.</p> <p>Review of staff development needs addressed.</p> <p>Parent interviews indicate knowledge of program.</p> <p>Review of project proposal.</p>
<p>q. Appropriate record of attendance, evaluation, suspension or withdrawal and fiscal matters shall be maintained. (Regulations of the Board of Regents on Education for Gifted Children)</p>	<p>Review of appropriate records indicate compliance.</p> <p>Review of proposal; interview teachers; interview fiscal administrators.</p>

33E. EDUCATIONAL CONSOLIDATION AND IMPROVEMENT ACT - CHAPTER 2

Chapter 2 of the Educational Consolidation and Improvement Act (P.L. 97-35) provides funding to local school systems to provide programs to public and non-public students. An application from a local school system can address a variety of local needs under the three subchapters of the Act; Basic Skills Development, Educational Improvement and Support Services and Special Projects.

Federal and State regulations require that the local school system submit an application for the use of funds, that fiscal effort is maintained, programs are supplemental, fiscal requirements as determined by the SEA are met, private school children participate on an equitable basis and SEA program requirements are met.

Proposal review, monitoring and evaluation of programs determine if requirements are met. Standards and requirements as determined by the regulations are described in the following ECIA Chapter 2 Standards.

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a. The LEA provides for systematic consultation with a variety of groups in the allocation of funds for programs authorized by Chapter 2 and in the design, planning and implementation of these programs. Consultation occurs with:

- o parents of children attending elementary and secondary schools in the area served by the LEA;
- o teachers and administrative personnel in those schools; and
- o other groups as the LEA deems appropriate.

(P.L. 97-35 Sec. 566 (a) (4) and Federal Regulations 298.7b (a) (1) (2) (3))

b. The LEA uses and allocates funds to supplement and, to the extent possible increase the level of funds that would in the absence of Federal funds made available under Chapter 2, be made available from non-Federal sources and does not use Chapter 2 funds to supplant funds from non-Federal sources.

(P.L. 97-35 Sec. 566 (a) (1) and Federal Regulations 298.13 (a) (b))

The LEA has documentation of consultation with various groups which may include:

- o lists of persons contacted;
- o minutes, agendas, notice of meetings;
- o correspondence indicating consultation.

Fiscal and program data which document that the LEA uses Chapter 2 funds to supplement, and not supplant, non-federal sources:

- o LEA has documentation that Chapter 2 funds are not supporting programs required by local, federal or state law or regulations;
- o Chapter 2 funds are not used in lieu of regular non-federal funds.

STANDARDS	INDICATORS
<p>c. The LEA keeps records for fiscal audit and program evaluation. (P.L. 97-35 Sec. 566 (a) (3))</p>	<ul style="list-style-type: none"> o Evidence of fiscal audit and program evaluation records are available for review; o audits are conducted in accordance with OBM circular A-102; o audit recommendations are being implemented; o evaluation follows SEA recommended format, o evaluation recommendations are being implemented.
<p>d. The LEA is expending funds for programs as described in the application. (P.L. 566 (a) (1))</p>	<p>Written documentation that funds are being expended as proposed:</p> <ul style="list-style-type: none"> o employment records indicate appropriate program activity for materials, supplies and equipment; o purchase orders are in keeping with proposed budget; o documentation is available for costs of workshops, consultant services, substitute teachers, stipends and implementation of staff.
<p>e. Funds and title to property acquired with those funds are in control of the LEA. (P.L. 566 (c) (1))</p>	<p>Fiscal data and title(s) which document control by the LEA.</p>

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STANDARDS	INDICATORS
<p>f. The participating schools' number of students, staff, and grade levels in the program are reflective of the application. (P.L. 97-35 Sec. 566 (a) (1))</p>	<p>Evidence from on-site verification which indicates the accuracy of the application.</p> <ul style="list-style-type: none"> o Implementation of activities indicate adherence to approved application.
<p>g. The objectives and activities of the program are being carried out and are consistent with those as described in the application. (P.L. 97-35 Sec. 566 (a) (1))</p>	<p>On-site observation that the program objectives as listed in the application are being carried out.</p>
<p>h. The evaluation component is being implemented. (P.L. 97-35 Sec. 566 (a) (3))</p>	<p>On-site verification indicates that the evaluation component is being implemented</p> <ul style="list-style-type: none"> o where indicated, pretesting of students is being kept; o where indicated, logs of use of materials are being kept; o staff responsible for carrying out program objectives are aware of evaluation components.

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STANDARDS	INDICATORS
<p>i. Services, materials, and equipment are received in a timely manner to benefit program participants and are being used for the purposes stated in the application. (P.L. 97-35, Section 566 (a) (1))</p>	<p>Purchase orders, vouchers and on-site verification indicate timely acquisition of services, materials and equipment.</p>
<p>j. The LEA maintains time and effort records for prorated administrative teaching and clerical staff who perform multiple functions chargeable over several funding sources. (P.L. 97-35 Sec. 566 (a) (1) (3) EDGAR)</p>	<p>Time and effort records are available for staff.</p>
<p>k. The LEA provides documentation that workshops/consultant services were provided and products were developed and expected activities were obtained. (P.L. 97-35 Sec. 566 (a) (1) (3))</p>	<p>Records indicate documentation of services provided, product was developed, and activities as listed in the application took place.</p> <p>When appropriate, contracts for services are available and documentation indicates contract was carried out.</p>

STANDARDS	INDICATORS
<p>l. The LEA provides for equitable participation of private school children in the purposes and benefits of Chapter 2. (P.L. 97-35 Sec. 586 (a) (1))</p>	<p>Enrollment records and other documentation which indicates equitable participation of private school children are available.</p> <p>Correspondence, minutes of meetings, budgets indicate funds for programs for private school children are equitable.</p>
<p>m. The LEA provides the opportunity for private school children to participate in a manner consistent with their number and needs. (P.L. 97-35 Sec. 586 (a) (1))</p>	<p>Review of the application and on-site inspection of the program indicate an appropriate level of opportunity.</p> <ul style="list-style-type: none"> o Documentation of needs assessment as stated the application is available; o Numbers of children as indicated in the application are consistent with numbers participating in the program; o The program as written is meeting the needs of students.

