

EDUCATIONAL PROGRAMS
SERIES G

EDUCATIONAL PROGRAMS SERIES G— Continued

G—11 GIFTED

<u>SECTION</u>	<u>Educational Programs</u>	<u>SERIES</u>	<u>G</u>
<u>CATEGORY</u>	<u>Gifted</u>	<u>CODE</u>	<u>G--11</u>
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Regulation	//	Adopted _____	
Policy	//		
Standard	//		
Guideline	//		

	Legal Citation
Establishment of Programs	16-42-1
Regulations Established by Board	16-42-2
Advisory Commission Established	16-42-3

STATE OF RHODE ISLAND
Edward D. DiPrete, Governor

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FOR ELEMENTARY and SECONDARY EDUCATION

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TITLE 16 GENERAL LAWS OF RHODE ISLAND

EDUCATION OF GIFTED AND TALENTED CHILDREN

16-42-1. ESTABLISHMENT OF PROGRAM FOR GIFTED AND TALENTED

In any city or town where there is a child eligible to attend elementary or secondary schools who is either gifted or talented to such an extent that a standard educational program would not foster potential development, the school committee of such city or town may provide such type of educational program that will satisfy the needs of the gifted or talented child.

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 service which is different from that normally provided in the standard school program and which is educationally, personally, and socially beneficial.

16-42-2. REGULATIONS OF THE BOARD OF REGENTS

It shall be the duty of the Board of Regents for Elementary and Secondary Education to establish regulations for the purpose of carrying out the intent of this chapter; such regulations shall include:

1. Criteria for the identification of gifted and talented students in the categories in 16-42—1.
2. Criteria for education programming for each category of gifted and talented.
3. Criteria for monitoring and evaluating of educational programs.
4. Administrative procedures for state reimbursement of approved programs and services, which shall include, but not be limited to, a definition of eligible expenditures.
5. Definitions of responsibilities of local school committees and the Department of Education.
6. Such other rules and regulations for the purpose of carrying out the Intent of this chapter.

16-42-3. State advisory committee. -- A state advisory committee shall be established by the department of education. The committee shall be comprised of fifteen (15) members: one (1) of whom shall be the chairperson of the House Finance Committee or designee; one (1) of whom shall be the chairperson of the Senate Finance Committee or designee; one (1) of whom shall be representative of the Rhode Island association of school superintendents; two (2) of whom shall be representative of the Rhode Island association of school principals; two (2) of whom shall be school teachers; one (1) of whom shall be representative of the state council on the arts; one (1) of whom shall be a representative of a gifted project; two (2) of whom shall be an educator representative of higher education; one (1) of whom shall be representative of the Rhode island association of school committees; and two (2) of whom shall be representative of the public who shall be parents; and, one (1) of whom shall be representative of business/industry. In appointing members to the state advisory committee , the commissioner shall ensure equal access and opportunity for participation to all interested parties. Members of the state advisory committee shall serve at the pleasure of the commissioner and shall serve without compensation. The advisory committee shall advise the commissioner of education on all matters pertaining to the education of gifted and talented students.

(This article shall take effect on July 1, 1983.)

INTRODUCTION

AUTHORITY

These regulations are established pursuant to Chapter 16—42 of the General Laws of Rhode Island, as amended.

SCOPE

These regulations apply to elementary and secondary educational programming for gifted and talented children conducted by local school districts only if such programs receive state funds appropriated to the Rhode island Department of Education for the specific purpose of implementing 16—42.

SECTION ONE

I. Criteria for Identification

A. The local school district shall determine:

1. The category(ies) of gifted/talented to be addressed by the program.

Example: Category of specific academic with focus on advanced mathematics.

Example: Category of general intellectual and creativity with a focus on developing problem-solving skills underachieving, high potential students.

2. Grade, age, level, or special population to be served by the program.

Example: 4th grade, Blackwell School District.

Example: 7—12 year olds in Alberta School District.

B. The local district shall specify the philosophy and general goal(s) of the program prior to the establishment of selection criteria.

C. The local district shall establish selection criteria in writing before students are screened and selected.

D. The local district shall indicate a direct relationship between the criteria for selection and the category of giftedness/talent to be addressed.

E. The local district shall apply selection criteria to all students in the target group within the district and establish norms which have at the minimum a system-wide comparative group.

F. The local school district shall use procedures, methods, techniques, and materials which are unbiased insofar as possible and which are appropriate to each age level. There shall be evidence that efforts were made to identify gifted and talented students from among special populations, such as non-English speaking, disadvantaged, and handicapped.

- G. The local district shall use a minimum of three of the following identification devices in selecting students for the proposed program in order to insure that no student is overlooked on the basis of one instrument and to insure that sufficient data are provided on each student to substantiate placement or recommendations. One of the three devices must consider data concerning the student's performance in the regular classroom environment and must be collected from the appropriate classroom teacher;
1. Creativity tests.
 2. Case studies of students.
 3. Nominations: Teacher, peer, parent, school psychologist, guidance counselor, principal, self—nomination.
 4. Judgments by experts appropriate for the category(les) of gifts and talents.
 5. Selection team Interview of student.
 6. Behavioral characteristics/personality, inventory rated by several individuals.
 7. Autobiography.
 8. Intelligence tests.
 9. Aptitude tests.
 10. Achievement tests.
 11. Other identification devices may be used if approved by the Rhode Island Department of Education.
- H. The selection process for each local district shall be accomplished by a team. The selection team(s) shall include representatives from a minimum of three of the following groups of professionals:
1. Classroom teachers.
 2. Staff members from gifted and talented program(s).
 3. School psychologists and/or guidance counselors.
 4. Experts from the category(ies) of giftedness and/or talents being addressed.
 5. School administrators.
 6. Parents
- I. In the event that the number of eligible participants exceeds the available Openings, participants shall be selected according to the extent that they meet the criteria
- J. The parents shall be notified prior to the screening of their child and shall give consent prior to the placement of their child in a program for gifted and talented.
- K. Complete records shall be kept of the selection team's membership, activities, and decisions.

II. Criteria for Program

- A. Each program shall have written long—range goals and objectives.
- B. As far as possible each program should be available on a system-wide basis at the minimum in order to guarantee comparable services regardless of a selected student's Individual school attendance area.
- C. Program objectives, activities, experiences, and administrative arrangements, such as independent study, seminars, peer tutoring, special classes, resource rooms, accelerated groups within a regular class, learning environments outside the classroom/school setting, etc., shall be identifiably different from those provided in the standard school program and shall accommodate the special needs of individual students selected for the program.
- D. Students shall be involved in a program or service for a sufficient length of the regularly scheduled school time to assure that the activities will have a significant and measurable effect.
- E. Each program shall provide adequate space for classroom instruction and program experiences. Facilities shall accommodate the special characteristics of the student program.
- F. Each program shall design and implement plans for:
 - 1) On—going evaluation of each student's progress.
 - 2) Annual re-evaluation of each student's eligibility for participation.
 - 3) Coordination of program activities with those of the standard school program.
 - 4) Assessing and addressing staff development needs.
 - 5) Assessing the extent to which the program goals and objectives were achieved.
 - 6) Assessing the need to provide additional services.
 - 7) Acquainting parents of participating students with the objectives and purposes of the program and providing them with general information about the needs of gifted and talented children.
- G. Each program shall assure that appropriate records of attendance, evaluation, suspension or withdrawal, and fiscal matters be maintained.

III. Monitoring & Evaluation

1. SEA will monitor LEAs on a regular schedule.
2. The following monitoring procedure will take place:
 - a. Send memo from Commissioner's Office to Superintendents announcing the general timelines for monitoring visitations.
 - b. Establish specific date and purpose of monitoring visitation with Project Director.
 - c. Notify Superintendent(s) of monitoring visitation date and purpose(s).
 - d. Conduct monitoring visitation.
 - e. Notify Superintendent(s), Project Director, et al of monitoring visitation findings.
3. An annual evaluation report will be prepared by the Rhode Island Department of Education staff based on a review and analysis of monitoring visits and reports submitted by the LEAs.

IV. Administrative Procedures

Eligible Expenditures: Reimbursable costs under this program shall be those costs considered allowable under the U.S. Department of Education General Administrative Regulations (EDGAR) 34 CFR, Part 74, Appendix C Only those funds used to supplement and to the extent practical, to increase the level of funds that would, in the absence of state funds for programs, be made available from local sources for gifted programs shall be eligible for reimbursement.

Reimbursement Procedures: Local school districts will be reimbursed for eligible expenditures that have prior approval in accordance with the time schedule established by the Commissioner of Education. The Commissioner of Education shall provide local school districts with forms for reporting eligible expenditures and requesting reimbursement.

V. Responsibility of SEA & LEA

A. SEA Responsibilities

1. The State Department of Education will inform local school districts of their entitlements available under the legislation as soon as possible, but not later than the beginning of the fiscal year.
2. The State Department of Education will provide the local school districts with appropriate application, forms and timelines.
3. The State Department of Education will make its consultants available as far as possible to provide technical assistance to local school districts.
4. The State Department of Education has the authority to withhold the approval of projects which are not in keeping with the purpose of the act or the Board of Regents regulations.
5. The State Department of Education will allow two or more school systems to combine funds to establish a cooperative program to meet the needs of eligible children.
6. The State Department of Education will coordinate a comprehensive dissemination effort on successful practices/procedures.

B. LEA Responsibilities

1. LEAs will submit and conduct projects that are cost effective so as to serve the largest number of eligible students.
2. LEAs will consistently work towards stated local goals for gifted and talented students.
3. LEAs will comply with the related law and all related regulations.
4. LEAs will submit such other reports as are required by the Rhode Island Department of Education to assure that projects are educationally sound and that expenditures are in keeping with the approved project.