

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: July 8, 2003

TO: **BOARD OF EDUCATION**

FROM: **Dr. Joe A. Hairston, Superintendent**

SUBJECT: Instruction, The Gifted and Talented Education Rule 6135

ORIGINATOR: Christine Johns, Deputy Superintendent of Curriculum & Instruction

RESOURCE PERSON(S): Phyllis Bailey, Executive Director, Special Programs, PreK-12
Jeanne Paynter, Coordinator, Gifted and Talented Education

INFORMATION

Rule 6135 accompanies Policy 6135 Instruction, Gifted and Talented Education Program. This rule establishes administrative procedures and is aligned with the Federal *No Child Left Behind Act*, the newly adopted State definition of gifted and talented students, and the BCPS Master Plan.

Appendix I: Instruction, The Gifted and Talented Education Program Rule 6135

INSTRUCTION: THE GIFTED AND TALENTED EDUCATION PROGRAM

1. DEFINITIONS

- a. THE TERM GIFTED AND TALENTED REFERS TO THOSE STUDENTS WHO GIVE EVIDENCE OF HIGH ACHIEVEMENT CAPABILITY IN AREAS SUCH AS INTELLECTUAL, CREATIVE, ARTISTIC OR LEADERSHIP CAPACITY, OR SPECIFIC ACADEMIC FIELDS, WHO NEED SPECIFIC SERVICES OR ACTIVITIES IN ORDER TO FULLY DEVELOP THOSE CAPABILITIES.¹ A GIFTED AND TALENTED ELEMENTARY OR SECONDARY STUDENT IS IDENTIFIED BY PROFESSIONALLY QUALIFIED INDIVIDUALS AS HAVING OUTSTANDING TALENT AND PERFORMING OR SHOWING THE POTENTIAL FOR PERFORMING AT REMARKABLE HIGH LEVELS OF ACCOMPLISHMENT WHEN COMPARED WITH OTHER STUDENTS OF A SIMILAR AGE, EXPERIENCE, OR ENVIRONMENT.²
- b. DIFFERENTIATION REFERS TO MULTIPLE INSTRUCTIONAL APPROACHES USED TO ADDRESS GIFTED AND TALENTED STUDENTS' UNIQUE ABILITIES AND INTERESTS BY VARYING THE INSTRUCTIONAL CONTENT, PROCESSES, AND PRODUCTS. DIFFERENTIATED INSTRUCTION FOR GIFTED AND TALENTED STUDENTS ACCELERATES AND ENRICHES GRADE-LEVEL INSTRUCTIONAL CONTENT USING OVERARCHING CONCEPTS AND THEMES AND ADVANCED INSTRUCTIONAL MATERIALS. INSTRUCTIONAL PROCESSES ARE VARIED TO INCORPORATE FLEXIBLE PACING AND OPPORTUNITIES TO ENGAGE IN ADVANCED RESEARCH AND PROBLEM SOLVING CHARACTERISTIC OF PROFESSIONALS IN THE FIELD. DIFFERENTIATED PRODUCTS OR PERFORMANCE ASSESSMENTS APPLY LEARNING MEANINGFULLY TO COMPLEX, AUTHENTIC TASKS.
- c. ACCELERATION REFERS TO THE PROCESS OF MOVING STUDENTS TO THE NEXT GRADE LEVEL OF THE GIFTED AND TALENTED EDUCATION PROGRAM. SUBJECT ACCELERATION REFERS TO MOVING A STUDENT TO THE NEXT GRADE OF THE GIFTED AND TALENTED EDUCATION CURRICULUM IN A SPECIFIC SUBJECT, SUCH AS MATHEMATICS. GRADE LEVEL ACCELERATION REFERS TO MOVING A STUDENT TO THE NEXT GRADE OF THE GIFTED AND TALENTED EDUCATION PROGRAM.

¹ *No Child Left Behind Act of 2001*, 20 U.S.C. §7801 (22).

² *Annotated Code of Maryland*, Education Article §8-201.

2. STUDENT IDENTIFICATION

STUDENT IDENTIFICATION FOR GIFTED AND TALENTED EDUCATION IS ONGOING K – 12 AND CONSISTS OF (A) EARLY TALENT DEVELOPMENT AND (B) A SCHOOL-BASED PROCESS FOR ONGOING STUDENT REFERRAL AND REVIEW.

a. EARLY TALENT DEVELOPMENT, K - 2

- 1) ALL ELEMENTARY SCHOOLS SHALL IMPLEMENT THE PRIMARY TALENT DEVELOPMENT (PTD) PROGRAM K – 2 IN ORDER TO RECOGNIZE, NURTURE, AND CHALLENGE THE POTENTIAL OF ALL CHILDREN.³
- 2) SCHOOLS SHALL DOCUMENT EVIDENCE OF EACH CHILD’S PTD LEARNING BEHAVIORS IN A CUMULATIVE K – 2 PORTFOLIO USED TO MAKE REFERRALS TO THE GIFTED AND TALENTED EDUCATION PROGRAM AT THE END OF GRADE 2.

b. THE STUDENT REFERRAL AND REVIEW PROCESS

- 1) ELEMENTARY AND SECONDARY SCHOOLS SHALL ENCOURAGE ONGOING STUDENT REFERRALS FROM A VARIETY OF SOURCES, INCLUDING BUT NOT LIMITED TO TEACHERS, PARENTS, TEST DATA, AND SELF-NOMINATIONS.
- 2) ELEMENTARY AND SECONDARY SCHOOLS SHALL CONDUCT DIVERSE, INTERDISCIPLINARY GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAMS THAT IMPLEMENT A COMPREHENSIVE STUDENT PROFILE ASSESSMENT PROCESS AND OPERATE ACCORDING TO THE TIME-LINES AND PROCEDURES OUTLINED IN THE ELEMENTARY, MIDDLE OR HIGH SCHOOL HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM.
- 3) ELEMENTARY AND SECONDARY SCHOOL GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAMS SHALL INFORM PARENTS ACCORDING TO THE TIME-LINES AND PROCEDURES OUTLINED IN THE ELEMENTARY, MIDDLE OR HIGH SCHOOL

³ Baltimore County Public Schools *Primary Talent Development; Primary Talent Development Supplemental Lessons* (1996, 2000).

HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM WHEN RECOMMENDING THAT A STUDENT ENTER OR EXIT THE GIFTED AND TALENTED EDUCATION PROGRAM.

- 4) ELEMENTARY AND SECONDARY SCHOOL GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAMS SHALL ANNUALLY REVIEW THEIR REFERRAL AND REVIEW PROCEDURES FOR EQUITY OF ACCESS USING DISAGGREGATED SCHOOL AND GIFTED AND TALENTED EDUCATION PROGRAM STUDENT ENROLLMENT DATA.

c. APPEALS

- 1) PARENTS/GUARDIANS OF STUDENTS MAY APPEAL THE STUDENT PLACEMENT RECOMMENDATIONS OF THE SCHOOL GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAM.
- 2) THE FIRST STEP IN THE APPEAL PROCESS IS A PARENT/GUARDIAN CONFERENCE WITH A SCHOOL ADMINISTRATOR AND REPRESENTATIVE FROM THE REFERRAL AND REVIEW TEAM TO REVIEW THE DATA ON THE STUDENT PROFILE USED TO MAKE THE PROGRAM RECOMMENDATION.
- 3) AFTER THIS CONFERENCE, IF THE PARENT/GUARDIAN AND THE SCHOOL DO NOT COME TO AN AGREEMENT REGARDING APPROPRIATE PLACEMENT, THE PARENT MAY APPEAL THE SCHOOL'S DECISION TO THE COORDINATOR OF THE OFFICE OF GIFTED AND TALENTED EDUCATION AND MAGNET PROGRAMS. THE SCHOOL WILL PROVIDE THE PARENT WITH A "REQUEST FOR GIFTED AND TALENTED EDUCATION APPEAL" FROM THE ELEMENTARY, MIDDLE OR HIGH SCHOOL HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM.
- 4) END-OF THE YEAR APPEALS FOR THE FOLLOWING SCHOOL YEAR MUST BE RECEIVED IN THE OFFICE OF GIFTED AND TALENTED EDUCATION AND MAGNET PROGRAMS BY MAY 30 IN ORDER TO BE PROCESSED.
- 5) THE COORDINATOR OF GIFTED AND TALENTED EDUCATION AND MAGNET PROGRAMS WILL REVIEW THE APPEAL, COLLECT ADDITIONAL DATA AS DEEMED NECESSARY, AND MAKE A RECOMMENDATION TO THE SCHOOL FOR STUDENT PLACEMENT THAT IS BINDING.

4. PROGRAM IMPLEMENTATION

- a. THE SCHOOL PRINCIPAL SHALL ADMINISTER THE GIFTED AND TALENTED EDUCATION PROGRAM IN THE LOCAL SCHOOL ACCORDING TO THE PROCEDURES FOR STUDENT IDENTIFICATION, PROGRAM ARTICULATION AND ADMINISTRATION, CURRICULUM AND INSTRUCTION, AND PARENT COMMUNICATION SPECIFIED IN THE ELEMENTARY, MIDDLE OR HIGH SCHOOL HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM.
- b. ELEMENTARY AND SECONDARY SCHOOLS SHALL IMPLEMENT THE DIFFERENTIATED GIFTED AND TALENTED EDUCATION CURRICULA DEVELOPED BY THE CURRICULUM OFFICES IN THE DIVISION OF CURRICULUM AND INSTRUCTION.
- c. THE GIFTED AND TALENTED EDUCATION CURRICULUM INCORPORATES VARIOUS FORMS OF ACCELERATION. HOWEVER, OCCASIONALLY SOME STUDENTS IN THE GIFTED AND TALENTED EDUCATION PROGRAM MAY REQUIRE AN EVEN FASTER PACE AND MAY BENEFIT FROM SUBJECT OR GRADE LEVEL ACCELERATION. IN ACCORDANCE WITH BOARD OF EDUCATION POLICY AND RULE 5200, STUDENTS: PROMOTION AND RETENTION, THE EXECUTIVE DIRECTOR OF PRE-K – 12 SPECIAL PROGRAMS SHALL APPROVE ALL RECOMMENDATIONS FOR SUBJECT AND GRADE ACCELERATION.
- d. A STUDENT IN THE GIFTED AND TALENTED EDUCATION PROGRAM WHO ALSO HAS SPECIAL NEEDS DOCUMENTED ON AN INDIVIDUALIZED EDUCATION PLAN (IEP) OR 504 PLAN SHALL RECEIVE THE APPROPRIATE PROGRAM MODIFICATIONS, ACCOMMODATIONS, AND/OR SERVICES REQUIRED BY THAT PLAN.

5. PROGRAM REVIEW AND REPORTING

- a. THE EXECUTIVE LEADERSHIP SHALL SEMI-ANNUALLY SUBMIT TO THE SUPERINTENDENT GIFTED AND TALENTED EDUCATION PROGRAM REPORTS THAT INCLUDE DISAGGREGATED STUDENT ENROLLMENT AND ACHIEVEMENT DATA, TEACHER CERTIFICATION AND TRAINING, ALLOCATION OF RESOURCES FOR CURRICULUM AND STAFF DEVELOPMENT, AS WELL AS PROGRAM NEEDS. THE SUPERINTENDENT SHALL RECOMMEND TO THE BOARD OF EDUCATION STRATEGIES TO ADDRESS NEEDS AND AREAS OF IMPROVEMENT.

- b. THE SCHOOL SYSTEM SHALL CONTRACT PERIODIC EXTERNAL PROGRAM REVIEWS TO ENSURE CONTINUOUS IMPROVEMENT IN THE GIFTED AND TALENTED EDUCATION PROGRAM'S GOALS.