

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** September 9, 2003

**TO:** **BOARD OF EDUCATION**

**FROM:** **Dr. J. Hairston, Superintendent**

**SUBJECT:** 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 Instruction, Gifted and Talented Education Program establishes administrative procedures for Policy 6135. This rule 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.

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## 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.<sup>1</sup> 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 REMARKABLY HIGH LEVELS OF ACCOMPLISHMENT WHEN COMPARED WITH OTHER STUDENTS OF A SIMILAR AGE, EXPERIENCE, OR ENVIRONMENT.<sup>2</sup>
- 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 CHARACTERISTICS OF PROFESSIONALS IN THE FIELD. DIFFERENTIATED PRODUCTS OR PERFORMANCE ASSESSMENTS APPLY LEARNING MEANINGFULLY TO COMPLEX, AUTHENTIC TASKS.
- c. ACCELERATION OF INSTRUCTION MEANS THAT STUDENTS ARE PROVIDED WITH MORE COMPLEX AND CHALLENGING MATERIAL WHICH THEY ARE EXPECTED TO MASTER AT A FASTER PACE. AS USED IN THIS RULE, ACCELERATION OCCURS IN VARIOUS FORMS AND MAY INCLUDE, BUT IS NOT LIMITED TO, THE FOLLOWING:
  - 1) CURRICULUM COMPACTING. THE STUDENT IS PREASSESSED TO DETERMINE SKILL MASTERY. THE MASTERED MATERIAL IS THEN REPLACED WITH ENRICHED OR ACCLERATED CONTENT;

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

<sup>2</sup> *Annotated Code of Maryland*, Education Article §8-201.

- 2) SUBJECT ACCELERATION. FOR ONE OR MORE SPECIFIC SUBJECTS, A STUDENT IS ADVANCED TO ANOTHER GRADE LEVEL WITHOUT BEING PROMOTED TO A HIGHER GRADE LEVEL;
- 3) GRADE LEVEL ACCELERATION. A STUDENT IS PROMOTED TO THE NEXT GRADE LEVEL;
- 4) CONCURRENT ENROLLMENT. A STUDENT IS ENROLLED IN COLLEGE COURSES WHILE IN HIGH SCHOOL;
- 5) ADVANCED PLACEMENT COURSES. STUDENTS ARE ENROLLED IN COLLEGE LEVEL COURSES AS PREPARATION TO TAKE ADVANCED PLACEMENT EXAMS FOR COLLEGE CREDIT.

## 2. STUDENT IDENTIFICATION AND PLACEMENT

STUDENT IDENTIFICATION AND PLACEMENT FOR GIFTED AND TALENTED EDUCATION IS ONGOING. AS USED IN THIS RULE, STUDENT IDENTIFICATION AND PLACEMENT CONSISTS OF EARLY TALENT DEVELOPMENT K - 2, A SCHOOL-BASED PROCESS FOR ONGOING STUDENT REFERRAL AND REVIEW, PROGRAM RECOMMENDATIONS, AND A PROCESS FOR APPEALS.

### a. EARLY TALENT DEVELOPMENT, K - 2

- 1) ALL ELEMENTARY SCHOOLS SHALL BE REQUIRED TO IMPLEMENT THE PRIMARY TALENT DEVELOPMENT (PTD) PROGRAM K – 2 IN ORDER TO RECOGNIZE, NURTURE, AND CHALLENGE THE POTENTIAL OF ALL CHILDREN.<sup>3</sup>
- 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) THE OFFICE OF GIFTED AND TALENTED EDUCATION SHALL ANNUALLY PROVIDE TO SCHOOLS THE TIMELINES AND PROCEDURES FOR STUDENT REFERRAL AND REVIEW.

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

ELEMENTARY AND SECONDARY SCHOOLS ARE RESPONSIBLE FOR INFORMING PARENTS ABOUT THE NATURE, CONTENT, AND EXPECTATIONS OF THE SCHOOL'S GIFTED AND TALENTED EDUCATION PROGRAM.

- 2) 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.
- 3) ELEMENTARY AND SECONDARY SCHOOLS SHALL BE RESPONSIBLE FOR ESTABLISHING DIVERSE, INTERDISCIPLINARY GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAMS THAT IMPLEMENT A COMPREHENSIVE STUDENT PROFILE ASSESSMENT PROCESS AND OPERATE ACCORDING TO THE TIMELINES AND PROCEDURES OUTLINED IN THE ELEMENTARY, MIDDLE, OR HIGH SCHOOL HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM.
- 4) ELEMENTARY AND SECONDARY SCHOOL GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAMS SHALL, ON AN ANNUAL BASIS, REVIEW THEIR REFERRAL AND REVIEW PROCEDURES. THE TEAM'S REVIEW SHOULD ADDRESS EQUITY OF ACCESS BY ANALYZING DISAGGREGATED SCHOOL AND GIFTED AND TALENTED EDUCATION PROGRAM STUDENT ENROLLMENT DATA.

c. PROGRAM RECOMMENDATIONS

- 1) ELEMENTARY AND SECONDARY SCHOOL GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW TEAMS SHALL INFORM PARENTS WHEN RECOMMENDING THAT A STUDENT ENTER OR EXIT THE GIFTED AND TALENTED EDUCATION PROGRAM. THIS COMMUNICATION SHALL TAKE PLACE ACCORDING TO THE TIMELINES AND PROCEDURES OUTLINED IN THE ELEMENTARY, MIDDLE, OR HIGH SCHOOL HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM.
- 2) THE GIFTED AND TALENTED EDUCATION CURRICULUM INCORPORATES VARIOUS FORMS OF 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.

3. 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.

d. 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-YEAR APPEALS FOR THE FOLLOWING SCHOOL YEAR MUST BE RECEIVED IN THE OFFICE OF GIFTED AND TALENTED EDUCATION AND MAGNET PROGRAMS BY MAY 30 OR THE NEAREST BUSINESS DAY THEREAFTER IN ORDER TO BE CONSIDERED.
- 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. SUCH DECISION CAN BE FURTHER APPEALED TO THE SUPERINTENDENT'S DESIGNEE.

3. PROGRAM IMPLEMENTATION

- a. THE SCHOOL PRINCIPAL, UNDER THE DIRECTION OF THE EXECUTIVE DIRECTOR OF SCHOOLS, 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. AS SPECIFIED IN THE ELEMENTARY, MIDDLE, OR HIGH SCHOOL HANDBOOK OF PROCEDURES FOR IMPLEMENTING THE GIFTED AND TALENTED EDUCATION PROGRAM, ELEMENTARY AND SECONDARY SCHOOLS, WITH THE ASSISTANCE OF THE OFFICE OF GIFTED AND TALENTED EDUCATION, SHALL PROVIDE TEACHING STAFF WITH INFORMATION REGARDING THE CHARACTERISTICS OF GIFTEDNESS, DIFFERENTIATION STRATEGIES, AND GIFTED AND TALENTED EDUCATION REFERRAL AND REVIEW PROCEDURES AND TIMELINES.
- 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 SERVICES PURSUANT TO LAW.

4. 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 PROFESSIONAL DEVELOPMENT, AS WELL AS PROGRAM NEEDS. THE SUPERINTENDENT SHALL RECOMMEND TO THE BOARD OF EDUCATION STRATEGIES TO ADDRESS NEEDS AND AREAS FOR IMPROVEMENT.

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

Rule

Superintendent of Schools

Approved: