

## 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 Policy 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

### RECOMMENDATION

That the Board of Education approves Policy 6135:  
Instruction, Gifted and Talented Education  
Program.

\*\*\*\*\*

This is the first reading of the proposed policy prior to approval. The policy was developed by an inclusive committee of 20 key stakeholders 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: Policy 6135: Instruction, The Gifted and Talented Education Program

Appendix II: Policy Analysis for Proposed Policy and Rule 6135: Instruction, The Gifted and Talented Education Program

## **ALL NEW MATERIAL**

### INSTRUCTION

#### THE GIFTED AND TALENTED EDUCATION PROGRAM

THE BOARD OF EDUCATION OF BALTIMORE COUNTY IS COMMITTED TO ENSURING EQUITY AND EXCELLENCE IN EDUCATION BY PROVIDING EACH STUDENT WITH AN INSTRUCTIONAL ENVIRONMENT THAT NURTURES POTENTIAL AND ENHANCES ACADEMIC SUCCESS. WITH THIS CENTRAL MISSION IN MIND, THE BOARD BELIEVES THAT EVERY STUDENT IN THE BALTIMORE COUNTY PUBLIC SCHOOLS K-12 WHO GIVES EVIDENCE OF HIGH ACHIEVEMENT CAPABILITIES SHOULD HAVE ACCESS TO HIGH QUALITY GIFTED AND TALENTED EDUCATIONAL SERVICES REGARDLESS OF THAT STUDENT'S RACE/ETHNICITY, GENDER, SOCIO-ECONOMIC STATUS, GEOGRAPHICAL LOCATION, PRIMARY LANGUAGE, OR DISABILITY.

THE BOARD BELIEVES THAT STUDENTS WITH OUTSTANDING TALENTS PERFORM OR SHOW THE POTENTIAL FOR PERFORMING AT REMARKABLY HIGH LEVELS OF ACCOMPLISHMENT WHEN COMPARED WITH OTHERS OF THEIR AGE, EXPERIENCE, OR ENVIRONMENT. OUTSTANDING TALENTS ARE PRESENT IN STUDENTS FROM ALL CULTURAL GROUPS, ACROSS ALL ECONOMIC STRATA, AND IN ALL AREAS OF HUMAN ENDEAVOR. THEREFORE, THE BOARD RECOGNIZES THAT THE SCHOOL SYSTEM SHOULD PROVIDE A CONTINUUM OF APPROPRIATELY DIFFERENTIATED EDUCATIONAL EXPERIENCES AND SERVICES KINDERGARTEN THROUGH GRADE 12 THAT ARE RESEARCH-BASED AND ALIGNED WITH THE SYSTEM'S MISSION AND GOALS.

THE SUPERINTENDENT SHALL PROVIDE TO THE BOARD A SEMI-ANNUAL STATUS AND GROWTH REPORT FOR THE GIFTED AND TALENTED EDUCATION PROGRAM DETAILING DISAGGREGATED STUDENT ENROLLMENT, RETENTION AND ACHIEVEMENT, CURRICULUM AND STAFF DEVELOPMENT, AND PROGRAM IMPLEMENTATION AND NEEDS.

#### Legal References:

*Annotated Code of Maryland*, Education Article

*Comprehensive Master Plans*, §5-401

*Gifted and Talented Students*, §8-201 - §8-204

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

#### Related Policies:

Board of Education Policy 5200, STUDENTS: Promotion and Retention

Policy  
Adopted:

Board of Education  
of Baltimore County

BOARD OF EDUCATION OF BALTIMORE COUNTY  
Policy Analysis for Proposed New Policy and Rule 6135:  
Instruction, The Gifted and Talented Education Program

Statement of Issues Addressed By the Proposed Policy

Baltimore County Public schools has had a Gifted and Talented Education program for over two decades, yet the system has never enacted a Board policy. Several internal reviews have been conducted, and a major external evaluation was conducted in 1995. A recommendation of that study was that Baltimore County enact a Board policy to establish the system's philosophy for Gifted and Talented Education. Recent legislation at the state and national level underscore the urgency for the system to enact this policy.

Providing for the effective and consistent implementation of the *Essential Curriculum* including differentiated curricula for Gifted and Talented students is a key strategy for reaching the performance goals and indicators in the *The Blueprint for Progress*. Nationally and at the state level, new legislation defines what is meant by "gifted and talented" students and services. In addition, new national standards define quality gifted and talented programming. The Baltimore County Public School system requires a Board Policy for Gifted and Talented Education that supports our system goals and is aligned with the new legislation and standards.

Cost Analysis and Fiscal Impact on School System

There is no new fiscal impact on the system as a result of the proposed policy and rule.

Relationship to Other Board of Education Policies

A related policy as designated in the policy is Instruction, 5200 Promotion and Retention.

Legal Requirement

The legal references included in this policy and rule provide a state and national definition of gifted and talented and the requirement to include services to address the needs of gifted and talented students in each school system's Master Plan:

*Annotated Code of Maryland*, Education Article  
*Comprehensive Master Plans*, §5-401  
*Gifted and Talented Students*, §8-201 - §8-204  
*No Child Left Behind Act of 2001*, 20 U.S.C. §7801

## Similar Policies Adopted by Other School Systems

Policies and Regulations for Gifted and Talented Education from Montgomery County Public Schools and Cecil County Public Schools were reviewed and analyzed.

## Draft of Proposed Policy and Rule (see attached)

## Other Alternatives Considered By Staff

Alternative methods of communication and action utilized by staff included:

The distribution of and training in Gifted and Talented Education procedures manuals for elementary, middle, and high schools.

A Board policy and rule is needed to provide for consistent countywide program implementation.