

REGULATION

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: IFE

Responsible Office: DIVISION OF COLLEGE AND CAREER READINESS

IDENTIFICATION OF GIFTED AND TALENTED AND ADVANCED STUDENTS

A. PURPOSE

To establish procedures to ensure that students identified as gifted and talented receive services to develop their maximum potential in accordance with State laws and regulations, and to establish procedures to ensure that students identified as advanced receive services to develop their maximum potential.

B. BACKGROUND

State laws and regulations and the Maryland State Department of Education (MSDE) Criteria for Excellence: Gifted and Talented Education Program Guidelines stipulate that Anne Arundel County Public Schools (AACPS) identify gifted and talented students and provide different services to these students beyond those normally provided by the regular school program in order to develop the students' potential. In addition to gifted and talented students required to be identified by State law and regulation, AACPS identifies advanced students who may benefit from different services or additional rigor in order to develop the students' potential. Both gifted and talented and advanced students give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

C. DEFINITIONS

1. ***Advanced Student*** – an elementary or secondary student who is identified by professionally qualified individuals as:
 - a. Performing or demonstrating the potential to perform at a higher level of accomplishment when compared with other students of similar age, experience, or environment; or
 - b. Excelling in specific academic fields.

2. ***Gifted and Talented Student*** – an elementary or secondary student who is identified by professionally qualified individuals as:
 - a. Having outstanding talent and performing, or demonstrating the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
 - b. Exhibiting high performance capability in intellectual, creative, or artistic areas;
 - c. Possessing an unusual leadership capacity; or
 - d. Excelling in specific academic fields.

D. PROCEDURES

AACPS recognizes that identification of gifted and talented and advanced students and services to those students are inextricably tied.

1. Identification

- a. Each fall, the Assistant Superintendent for College and Career Readiness shall issue a memo outlining the procedures to be used to screen students for gifted and talented identification, in accordance with State regulations, and students for advanced identification. Gifted and talented and advanced identification shall occur in grades 2, 5, and 7. To ensure all students are considered for gifted and talented or advanced identification, the screening process shall include potential, aptitude, and achievement indicators. To assist in this process, AACPS shall use the results from a variety of assessments, including:
 - i. The Primary Talent Development Cumulative Portfolio;
 - ii. A nationally recognized ability assessment chosen by the Division of College and Career Readiness;
 - iii. A locally approved achievement assessment chosen by the Division of College and Career Readiness; and
 - iv. Teacher and parent/guardian rating scales.
- b. When appropriate, students shall be evaluated on an individual basis using additional data points, including classroom and district assessments, out-of-district assessments, and student work and performance artifacts. These data points shall be reviewed by a Central Office-based committee.
- c. The process of identifying students with demonstrated or potential giftedness

includes an acknowledgement that students may exhibit high potential for giftedness which is not captured by formal assessments.

- d. Measures shall be taken to encourage and facilitate the active and informed participation of parents/guardians in the educational decision-making process.
- e. Parents/guardians who disagree with identification determinations may appeal a determination through the Division of College and Career Readiness.
- f. Students who have not been formally identified as gifted and talented or advanced and meet the requirements for grade or content acceleration are eligible for a gifted and talented or advanced designation if test scores meet the requirements established by the Division of College and Career Readiness.

2. Programs and Services

- a. AACPS will implement the MSDE Primary Talent Development Early Learning Program which engages primary students in learning experiences that promote the behaviors associated with potential and advanced capabilities in young learners. The program will be implemented in compliance with the MSDE Criteria for Excellence: Gifted and Talented Education Program Guidelines.
- b. Additional programs and services provided to students identified as gifted and talented or advanced reflect nationally and State recognized best practices to challenge students appropriately.
- c. Programs and services provided to students identified as gifted and talented or advanced shall be administered at the assigned school, by classroom teachers, with support and professional development from the Division of College and Career Readiness.

Regulation History: Issued 05/15/13; Revised 09/07/16; 10/21/20; 05/28/24

Note Previous Regulation History: None

Legal References: Section 8-201 of the Education Article, COMAR 13A.04.07