

# POLICY

## BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

**Related Entries:** IFE-RA

**Responsible Office:** OFFICE OF ACADEMICS

### GIFTED AND TALENTED IDENTIFICATION

#### A. PURPOSE

To establish guidelines that ensure gifted and talented students are appropriately identified and receive services to develop their maximum potential in accordance with State law and Code of Maryland Regulations (COMAR).

#### B. ISSUE

The Board of Education of Anne Arundel County recognizes the importance of providing all students an educational program that includes opportunities to develop their abilities to meet their highest potential. Gifted and talented students possess unique talents, interests, and needs which must be addressed through educational decisions regarding their instructional curriculum, pacing, and learning environment.

#### C. POSITION

1. Anne Arundel County Public Schools (AACPS) shall establish a process of identifying gifted and talented students as they are defined in COMAR.
2. To support the goal of gifted education, AACPS shall identify and serve gifted and talented students “from all cultural groups, across all economic strata, and in all areas of human endeavor” and shall provide equitable access to rigor for all students based on their true, not perceived, potential.
  - a. Adopting best practices in the field of gifted education ensures that AACPS does not leave behind students who have demonstrated the potential for performing at remarkably high levels of accomplishment.
  - b. Students’ gifts and talents are dynamic and develop over time. Early identification improves the likelihood that gifts will develop into talents.
  - c. Combining the identification process with the implementation of the Maryland State Department of Education Primary Talent Development Early Learning Program increases opportunities to recognize and nurture potential in

underachieving and traditionally underrepresented student populations. Beginning the identification process from a talent development platform also improves the likelihood that gifts will develop into talents. It also supports educators' understanding of advanced learner behaviors and their intentional focus of opportunities in the classroom.

- d. The identification process for gifted and talented students documents early evidence of advanced learning behaviors, PreK-2.
- e. The identification process for gifted and talented students shall use multiple indicators of potential, aptitude, and achievement.
- f. English Language Learners, Twice-Exceptional Learners, students from high poverty populations, and students with exceptional circumstances may exhibit high potential for giftedness which is not captured by formal assessments so multiple measures will be employed to identify gifted and talented students.
- g. AACPS shall provide different services or learning opportunities beyond those “normally” provided by the regular school program in order to develop the gifted and talented student’s potential.

#### **D. IMPLEMENTATION**

The Superintendent is authorized to develop regulations to implement this policy.

*Policy History:* Adopted on 09/07/16; Technical Edit 06/17/25

*Note Previous Policy History:* Replaces Policy 605.05, adopted 01/17/90, and revised 05/15/13

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