

**Administrative Procedures for Policy #2350 (Instruction)  
Regarding Programs for Gifted, Talented, and Advanced Learning Students**

I. Guidelines

- A. Calvert County Public Schools (CCPS) will provide services and programs for students identified as Gifted and Talented in grades 3-12 as outlined in the Annotated Code of Maryland.
- B. The Office of Advanced Learning will provide ongoing information regarding the identification process and programming for students eligible for Gifted and Talented Services.

II. Definitions

- A. Acceleration: A strategy of progressing through education at rates faster or ages younger through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).
- B. Advanced Placement: A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education.
- C. Curriculum Compacting: An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.
- D. Cluster Grouping: A grouping of gifted and talented students with similar needs abilities, or interests are scheduled together in a heterogeneous general education classroom.
- E. Dual Enrollment: A program that offers high school students the ability to earn college credits while still in high school.

III. Identification

- A. All students will be screened for consideration for gifted and talented identification in the areas of potential, aptitude, and achievement indicators.
- B. Students in grades 2 and 7 will participate in a formal identification process while using the results from a variety of assessments, including:
  - 1. Cognitive Abilities Test (CogAT)
  - 2. Northwest Evaluation Association Measures of Academic Progress (NWEA Map) Reading or Mathematics
  - 3. Partnership for Assessment and Readiness for College Careers (PARCC)
  - 4. Maryland Comprehensive Achievement Program (MCAP)

- C. Use of informal assessments which includes an acknowledgement that students may exhibit high potential for giftedness which is not captured by formal assessments.
- IV. Primary Talent Development (PreK-2):
- 1. Students in Primary Talent Development Early Learning Program (PreK – 2) engage in science based, critical and creative thinking curriculum that integrates gifted education and early childhood education theory and practice.
  - 2. Provides opportunities for all children to develop and demonstrate advanced learning behaviors, including children from groups underrepresented in advanced programs.
  - 3. Build a profile of student strengths over time, from prekindergarten through second grade, which can be used to document the need for differentiated instruction and gifted and talented education.
  - 4. Provide models of the essential strategies of analyzing attributes, questioning, and creative problem solving, all which students can use as they continue to learn.
- V. Programs and Services
- A. Calvert County Public schools will implement programs and services for gifted and talented students that:
    - 1. Provide a continuum of appropriately differentiated curriculum and evidence-based academic programs and services in grades PreK—12 during the regular school day for identified gifted and talented students that are aligned to the National Association for Gifted Children (NAGC) and the Code of Maryland (COMAR):
    - 2. Support the social and emotional growth of gifted and talented students
  - B. Services
    - 1. Gifted and talented student services may include the following:
      - a. differentiated and enriched curriculum
      - b. curriculum compacting
      - c. cluster grouping
      - d. mentorships/internships
      - e. whole grade acceleration
      - f. subject acceleration
      - g. early entrance to kindergarten
      - h. dual enrollment
      - i. Advanced Placement
      - j. Honors Classes

k. Pull out services with a Gifted and Talented teacher

VI. Program Evaluation

- A. The Gifted and Talented Plan is submitted annually to the Maryland State Department of Education (MSDE).
- B. The Coordinator of Gifted and Advanced Learning will develop a three-to-five-year implementation plan and report annual findings to the Director of System and Instructional Performance and Supervisor of Equity and School Improvement.

VII. Grade Level Acceleration

- A. Parents must request consideration in writing to the school principal.
- B. Acceleration should occur only after careful and serious consideration and ongoing documentation by the Student Services Team of a student's academic and developmental factors. Acceleration is considered only after all other instructional options have been considered and exhausted over time. Program adjustments may include flexible grouping, differential instruction, and enrichment. If a student's progress is still a concern after evaluating and working with the student and parents/guardians for a consistent period, the teacher, principal, supervisor(s)academic content area(s), Coordinator of Gifted and Advanced Learning, and Student Services Team should conduct a review conference with parents/guardian (and student if appropriate). Written notification of the decision to promote must be sent by the principal to the parents/guardian and accompanying CCPS forms must be placed in the student's cumulative record. Notification to parents/guardian must be communicated in a language that the parents/guardian understands. (See Procedure 3415.1 Regarding Elementary Grading).
- C. The final responsibility for student acceleration of students in grades 1-8 rests with school principal with recommendations from the Student Services Review Team.

VIII. Appeals

- A. In matters of disagreement regarding identification, placement, and services, the parent/guardian must submit a written request to the Director of System and Instructional Performance.
- B. In matters of disagreement regarding the decision made by the Director of System and Instructional Performance, a letter requesting a review of the decision must be written to the Superintendent of Schools and/or his/her designee.