
**By: The President (Administration) and Senators Hoffman, Hollinger, Forehand,
Hogan, and Blount**

Introduced and read first time: January 17, 1997

Assigned to: Economic and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Gifted and Talented Student Education - Excellence in Education**

3 FOR the purpose of requiring certain academic standards for students identified as gifted
4 and talented; establishing incentives to county boards of education for the
5 development, implementation, and evaluation of certain programs and services;
6 allowing county boards of education to develop certain databases; requiring the
7 State Board of Education to disseminate certain information, work with business
8 community members to permit certain options, and coordinate the development of
9 certain programs for gifted and talented students; authorizing the State Board of
10 Education to award grants for certain purposes; requiring the State Board of
11 Education to establish certain evaluation criteria; requiring the State Board of
12 Education to conduct certain monitoring activities; requiring county boards of
13 education to develop and implement certain programs and services for certain
14 students, maintain certain databases, provide certain kinds of communication with
15 parents and community members, and provide certain kinds of staff development;
16 establishing certain priorities for the awards; requiring a certain application
17 procedure and content; requiring that funding for this Act be provided from certain
18 amounts; and generally relating to the education for gifted and talented students.

19 BY repealing and reenacting, with amendments,

20 Article - Education
21 Section 8-201
22 Annotated Code of Maryland
23 (1997 Replacement Volume)

24 BY repealing

25 Article - Education
26 Section 8-202, 8-203, and 8-204
27 Annotated Code of Maryland
28 (1997 Replacement Volume)

29 BY adding to

30 Article - Education
31 Section 8-202, 8-203, 8-204, and 8-205

2

1 Annotated Code of Maryland
2 (1997 Replacement Volume)

3 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
4 MARYLAND, That the Laws of Maryland read as follows:

5 **Article - Education**

6 8-201.

7 (A) In this subtitle THE FOLLOWING WORDS HAVE THE MEANINGS
8 INDICATED.

9 (B) "BLUE RIBBON SCHOOL" MEANS A PUBLIC SCHOOL THAT HAS SHOWN
10 SUBSTANTIAL AND SUSTAINED IMPROVEMENT IN ACHIEVING OR EXCEEDING THE
11 MARYLAND SCHOOL PERFORMANCE STANDARDS AND HAS BEEN SELECTED BY THE
12 DEPARTMENT FOR PARTICIPATION IN THE NATIONAL BLUE RIBBON SCHOOLS
13 PROGRAM OF THE UNITED STATES DEPARTMENT OF EDUCATION.

14 (C) ["gifted] "GIFTED and talented [child]"STUDENT" means an elementary or
15 secondary student who is identified by professionally qualified individuals as having
16 outstanding abilities in the area of:

17 (1) General intellectual capabilities;

18 (2) Specific academic aptitudes; or

19 (3) The creative, visual, or performing arts.

20 [8-202.

21 A gifted and talented child needs different services beyond those normally provided
22 by the regular school program in order to develop his potential.]

23 8-202.

24 THE GENERAL ASSEMBLY FINDS THAT:

25 (1) RIGOROUS ACADEMIC STANDARDS MATCHED TO STUDENTS'
26 ABILITIES, ACCOMPANIED BY CHALLENGING CURRICULA ACROSS ALL ACADEMIC
27 CONTENT AREAS, MUST BE AVAILABLE FOR ALL STUDENTS INCLUDING THOSE
28 STUDENTS IDENTIFIED AS GIFTED AND TALENTED;

29 (2) MECHANISMS MUST BE IDENTIFIED THAT SUPPORT INDIVIDUAL
30 PACING, EXTEND THE DEPTH AND COMPLEXITY OF THE SCHOOL CURRICULUM, AND
31 THAT PROMOTE INSTRUCTIONAL AND CURRICULAR FLEXIBILITY SO THAT
32 APPROPRIATE INSTRUCTIONAL OPTIONS AND SERVICES ARE AVAILABLE FOR
33 GIFTED AND TALENTED STUDENTS;

34 (3) ACCESS TO DIFFERENTIATED SERVICES FOR PRIMARY AGE
35 STUDENTS ASSISTS WITH THE IDENTIFICATION, INSTRUCTION, AND ACADEMIC
36 PERFORMANCE OF GIFTED AND TALENTED STUDENTS WHO ARE AT RISK BECAUSE
37 OF LOW SOCIOECONOMIC STATUS OR ETHNIC OR CULTURAL DISADVANTAGES;

3

1 (4) THERE MUST BE APPROPRIATE SELECTION, TRAINING, AND STAFF
2 DEVELOPMENT FOR SCHOOL SYSTEM PERSONNEL WHO WILL BE TEACHING GIFTED
3 AND TALENTED STUDENTS;

4 (5) PARENTS AND COMMUNITY RESOURCES MUST BE INVOLVED IN THE
5 EDUCATION OF GIFTED AND TALENTED STUDENTS THROUGH LOCAL ADVISORY
6 COMMITTEES;

7 (6) THE INEQUITIES OF RESOURCES AND SERVICES THAT ARE
8 AVAILABLE FOR GIFTED AND TALENTED STUDENTS ACROSS THE STATE MUST BE
9 ADDRESSED; AND

10 (7) THE DEVELOPMENT OF A GIFTED AND TALENTED STUDENT
11 DATABASE IS NECESSARY TO RESPOND TO THE ISSUES OF ACCOUNTABILITY,
12 EDUCATIONAL RESOURCES, INSTRUCTIONAL OPTIONS, AND TECHNICAL
13 ASSISTANCE TO COUNTY BOARDS.

14 [8-203.

15 The State Board shall encourage each county board to develop and implement
16 programs for gifted and talented children.]

17 8-203.

18 IT IS THE PURPOSE OF THIS SUBTITLE:

19 (1) TO OFFER INCENTIVES TO COUNTY BOARDS FOR THE
20 DEVELOPMENT AND IMPLEMENTATION OF A RANGE OF SERVICES AND
21 INSTRUCTIONAL PROGRAMS, INCLUDING THOSE THAT WILL MEET THE NEEDS OF
22 GIFTED AND TALENTED STUDENTS; AND

23 (2) TO ENABLE COUNTY BOARDS TO DEVELOP A GIFTED AND
24 TALENTED STUDENT DATABASE THAT WILL SUPPORT THE RECOGNITION AND
25 DISSEMINATION OF RESOURCES, INSTRUCTIONAL OPTIONS, AND TECHNICAL
26 ASSISTANCE NEEDED FOR THE APPROPRIATE EDUCATION OF GIFTED AND
27 TALENTED STUDENTS.

28 [8-204.

29 To the extent funds are provided in the State budget or are available from other
30 sources, the State Board shall provide guidance, consultative and technical assistance,
31 and fiscal support for programs that include:

32 (1) Teacher training to incorporate instruction in methods and techniques
33 that are designed to enable teachers to identify and teach gifted and talented children;

34 (2) Research undertaken to help develop new or modified curricula for
35 gifted and talented children; and

36 (3) Evaluation, demonstration, and distribution of findings that are related
37 to programs for gifted and talented children.]

38 8-204.

39 (A) THE STATE BOARD SHALL:

4

1 (1) DISSEMINATE INFORMATION TO ALL COUNTY BOARDS ON THE
2 EARLY IDENTIFICATION OF PRIMARY GIFTED AND TALENTED STUDENTS;

3 (2) WORK WITH BUSINESS AND INDUSTRY ENTITIES, COMMUNITY
4 ORGANIZATIONS, AND INSTITUTIONS OF HIGHER EDUCATION TO PROVIDE
5 ADDITIONAL OPTIONS FOR EDUCATIONAL AND CAREER PLANNING FOR GIFTED
6 AND TALENTED STUDENTS;

7 (3) COORDINATE THE DEVELOPMENT OF A STRUCTURED STATEWIDE
8 PROGRAM FOR STAFF DEVELOPMENT IN TEACHING GIFTED AND TALENTED
9 STUDENTS THAT DIFFERENTIATES FOR DIVERSE LEARNING NEEDS;

10 (4) TO THE EXTENT FUNDS ARE PROVIDED IN THE STATE BUDGET OR
11 ARE AVAILABLE FROM OTHER SOURCES, AWARD GRANTS TO ELIGIBLE COUNTY
12 BOARDS FOR THE DEVELOPMENT OF INNOVATIVE INSTRUCTIONAL PROGRAMS AND
13 SERVICES FOR GIFTED AND TALENTED STUDENTS;

14 (5) DEVELOP EVALUATION CRITERIA FOR EFFECTIVE PROGRAMS AND
15 SERVICES FOR GIFTED AND TALENTED STUDENTS; AND

16 (6) CONDUCT PERIODIC MONITORING IN LOCAL SCHOOL SYSTEMS OF
17 THE DELIVERY OF PROGRAMS AND SERVICES FOR GIFTED AND TALENTED
18 STUDENTS.

19 (B) EACH COUNTY BOARD SHALL:

20 (1) DEVELOP AND IMPLEMENT ARTICULATED PROGRAMS AND
21 SERVICES FOR IDENTIFIED GIFTED AND TALENTED STUDENTS IN GRADES K
22 THROUGH 12;

23 (2) MAINTAIN A GIFTED AND TALENTED STUDENT DATABASE IN
24 ACCORDANCE WITH GUIDELINES ESTABLISHED BY THE STATE BOARD;

25 (3) PROVIDE STAFF DEVELOPMENT FOR A VARIETY OF PROFESSIONAL
26 AUDIENCES INCLUDING TEACHERS, PRINCIPALS, GUIDANCE PERSONNEL,
27 SUPERVISORS, CONTENT SPECIALISTS, AND OTHER CENTRAL OFFICE STAFF THAT
28 INCLUDES DIFFERENTIATION FOR THE DIVERSE LEARNING NEEDS,
29 ADMINISTRATIVE ALTERNATIVES, AND INSTRUCTIONAL OPTIONS FOR GIFTED AND
30 TALENTED STUDENTS; AND

31 (4) PROVIDE AND DISSEMINATE TO PARENTS AND COMMUNITY
32 GROUPS INFORMATION ON PROGRAMS AND SERVICES AVAILABLE FOR GIFTED AND
33 TALENTED STUDENTS.

34 8-205.

35 IN AWARDING GRANTS UNDER § 8-204 OF THIS SUBTITLE, THE STATE BOARD
36 SHALL GIVE PRIORITY TO APPLICATIONS DESCRIBING PROGRAMS THAT DO ONE OR
37 MORE OF THE FOLLOWING:

38 (1) EXPAND OPPORTUNITIES FOR RIGOROUS, DIFFERENTIATED
39 INSTRUCTION TO REACH MORE GIFTED AND TALENTED STUDENTS;

1 (2) ENCOURAGE MORE STUDENTS TO TAKE ADVANCED PLACEMENT
2 COURSES AND SUCCESSFULLY COMPLETE ADVANCED PLACEMENT EXAMINATIONS,
3 TO TAKE DUAL CREDIT ADVANCED OR FAST PACED COURSE OPPORTUNITIES AT
4 THE MIDDLE AND HIGH SCHOOL LEVELS FOR CREDIT, TO TAKE COURSES
5 AVAILABLE THROUGH TECHNOLOGY AND DISTANCE LEARNING SYSTEMS AND
6 OTHER INSTRUCTIONAL OPTIONS THAT ALLOW FOR INDIVIDUAL PACING,
7 INTERESTS, AND ABILITIES;

8 (3) INCREASE OPTIONS FOR GIFTED AND TALENTED STUDENTS TO
9 PARTICIPATE IN PROGRAMS AND SERVICES WHICH SUPPORT AND ENCOURAGE
10 INDIVIDUAL PACING, CURRICULUM COMPACTING, DUAL ENROLLMENT FOR CREDIT
11 AT MIDDLE AND HIGH SCHOOL LEVELS, CREDIT THROUGH EXAMINATION, AND
12 OTHER OPTIONS AVAILABLE IN A FLEXIBLE SCHOOL ORGANIZATION THAT
13 PROMOTES ALTERNATIVE USES OF TIME, STAFF, FACILITIES, AND OTHER
14 RESOURCES TO MEET THE NEEDS OF EACH STUDENT;

15 (4) INCLUDE BLUE RIBBON SCHOOLS TO SERVE AS MODELS FOR
16 EFFECTIVE PROGRAMS AND PRACTICES;

17 (5) PAIR BLUE RIBBON SCHOOLS WITH OTHER SCHOOLS INTERESTED IN
18 REPLICATING EXEMPLARY PROGRAMS IMPLEMENTED BY THE BLUE RIBBON
19 SCHOOLS; AND

20 (6) STRENGTHEN SKILLS AND OPTIONS FOR EDUCATIONAL AND
21 CAREER PLANNING FOR GIFTED AND TALENTED STUDENTS.

22 SECTION 2. AND BE IT FURTHER ENACTED, That it is the intent of the
23 General Assembly that funding for the provisions of this Act shall be provided from
24 specifically identified discretionary amounts in the Governor's budget, other than any
25 increase to the basic current expense formula.

26 SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect
27 October 1, 1997.