

On May 2, 2022, the MCCPTA Gifted Education Committee filed a Policy KLA Complaint from the Public with Ruschelle Reuben, Chief of the Office of Teaching, Learning and Schools.

[Click here for a copy of this Alert.](#) and [to read the full Complaint from the Public.](#)

How can you help? Please support the GEC's requests by participating in our [Action Network campaign \(by clicking here\)](#) or by composing your own email to the Board of Education and MCPS using this [email template](#) as a guide.

Question: What is a Policy KLA Complaint from the Public?

Answer: [MCPS Regulation KLA-RA](#) establishes a formal procedure for filing a Complaint from the Public, either to a principal or individual in charge of a non-school MCPS unit. This administrative process occurs entirely within the MCPS system. It is not a lawsuit, but affords the complainant the right to a meeting and a written response within ten days, as well as a right to appeal.

Question: What did the MCCPTA GEC allege in its Complaint From the Public?

Answer: The GEC's Complaint from the Public (CFP) chronicles systemic failures by MCPS to faithfully implement the gifted education requirements set forth by numerous MCPS policies and Maryland State laws. MCPS's noncompliance has resulted in an inconsistent and inequitable delivery of enriched and accelerated instruction throughout the County. About 1 in 5 MCPS students are identified as gifted and there are gifted students in every demographic, including students who receive services such as FARMS, Special Education and ESOL. Equity demands that MCPS identify and support these students in accordance with state law and local policies. Despite years of promises, MCPS has fallen behind in its commitments in nearly every aspect of oversight, accountability, transparency, and community engagement. MCPS continues to leave thousands of students without adequate and equitable programming.

The CFP requests specific remedies and a timeline:

1. Creation and publication of curricula for gifted programs in all core subjects;
2. Restoration of funding and staffing of AEI to pre-2018 levels and restoration of the Director position. Creation of a position within OTLS to coordinate Curriculum and AEI's training and guidance and ensure oversight of school level implementation through OSSI.
3. Publication of data and records regarding the gifted population and their placement in magnets and local enrichment courses, as well as the percentage of teachers in each school who have taken GT training.
4. Analysis of gifted programs using authentic measures of achievement and progress for gifted learners and reviewing the impact of the pandemic on the academic progress of such learners.

5. Publication of research and data relied upon to establish the lottery and eliminate the CogAT for the magnet and Center lottery, metrics to be used by MCPS to evaluate the lottery pilot, criteria for placement and adjustments to lottery process to ensure fair opportunity to appeal.
6. Formal review of all gifted programs for compliance with Regulation IOA-RA and COMAR, as required every three years by Regulation IOA-RA.
7. Published timeline and deadlines for completion of the above by the end of the 2022-2023 school year.

Question: Why now, when MCPS is still in the pandemic recovery phase?

Answer: MCPS should not wait to correct these longstanding problems with structural, central office changes in hiring, curriculum creation and training – as the district follows an "accelerate, not remediate" philosophy for its on grade level recovery plans, it should also do the same for enriched and accelerated instruction. An exciting new opportunity for institutional reform now exists under our newly appointed Superintendent, her recently announced central office reorganization plans – in particular, the addition of a deputy superintendent and chief academic officer to focus on equitable teaching and learning, and the technology infrastructure and strategic initiatives developed during the pandemic. Equitable access to instruction and support, system wide transparency, professional development, oversight, and accountability are paramount to ensure the success of every student in MCPS, including gifted students.

- MCCPTA Gifted Education Committee