

HOUSE No.

The Commonwealth of Massachusetts

PRESENTED BY:

Meghan K. Kilcoyne

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act relative to an expert panel on the education of advanced and gifted students.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Meghan K. Kilcoyne</i>	<i>12th Worcester</i>	<i>1/16/2025</i>

HOUSE No.

[Pin Slip]

The Commonwealth of Massachusetts

**In the One Hundred and Ninety-Fourth General Court
(2025-2026)**

An Act relative to an expert panel on the education of advanced and gifted students.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1.

2 (a) There shall be a gifted education expert panel to develop recommendations to ensure
3 advanced and gifted students in the commonwealth are being educated and developed
4 appropriately within the public education system and are thereby provided the opportunity to
5 reach their full potential and to lead lives as participants in the political and social life of the
6 commonwealth and as contributors to its economy. The panel shall consist of 9 members: the
7 secretary of education, who shall serve as co-chair, and 8 persons appointed by the secretary, in
8 collaboration with the commissioners of early education and care, elementary and secondary
9 education, and higher education, who shall be experts on gifted education; provided, however,
10 that 2 shall be selected from a list provided to the secretary from the chairs of the joint committee
11 on education and the chairs of the joint committee on higher education, and that 2 shall be
12 selected from a list provided to the secretary from the Massachusetts Association for Gifted
13 Education. Panel members shall each be appointed for a term of 4 years. The panel shall

14 designate a co-chair every new term. No member, with the exception of the secretary, shall serve
15 for more than 2 consecutive terms. The members of the panel shall serve without compensation
16 but may be reimbursed for expenses necessarily and reasonably incurred in the performance of
17 their duties. Panel members shall not be, by virtue of their membership, state employees under
18 chapter 268A of the General Laws. The panel shall meet not less than 4 times annually for the
19 first 4 years. After the first two years, the panel co-chairs shall determine the time period in
20 which the panel shall continue to meet.

21 (b) The panel shall advise the legislature, the departments of early education and care,
22 elementary and secondary education and higher education and the executive office of education
23 on the development, refinement and implementation of state plans and policies for the
24 development of the state's advanced and gifted children including, but not limited to, education
25 of the general populace regarding gifted children, appropriate strategies to identify and serve
26 gifted children to meet their unique academic and other developmental needs including activities
27 and programs through the education collaboratives, district and school assistance centers, and
28 readiness centers to support gifted education for children from age three through college,
29 inclusive. The panel shall make recommendations to the legislature, the secretary and the
30 commissioners of early education and care, elementary and secondary education and higher
31 education on the alignment, coordination and implementation, including, but not limited to the
32 following areas:

33 (1) strategies for evaluating the effectiveness of academic, social and emotional curricula
34 on the unique academic, other developmental and psychological needs of gifted children, that (i)
35 is anchored in rich and relevant content; (ii) uses a wide variety of types of activities to support
36 content under study; (iii) emphasizes the role of community interaction in promoting social

37 skills; and (iv) contains a balanced instructional design focused on developing academic, social,
38 and emotional skills.

39 (2) effective instructional practices to promote advanced and gifted children's
40 understanding of unique social and emotional feelings and experiences.

41 (3) pre-service and in-service professional development and training for educators on
42 gifted education children, over-sensitivities commonly experienced by many, the administration
43 of screenings and assessments, and the analysis of data gained through screenings and
44 assessments to make instructional decisions to improve the academic, social, and emotional skill
45 acquisition in young children;

46 (4) developmentally appropriate screening and assessment to identify, monitor and report
47 on gifted children's progress toward achieving benchmarks in developmental skills such as
48 sociability, emotional regulation, organization, time management, persistence, resilience,
49 productive use of coaches, compensatory skills, and learning how to experience and react to
50 failure, across educational levels from age three to college, inclusive;

51 (5) family partnership strategies for improving the quality, frequency and efficacy of
52 homeschool interactions to support gifted children's development, as well as for building
53 community capacity to support gifted children within their families; and

54 (6) action steps to implement the research-based recommendations contained in reports
55 written by experts in gifted child development, academically and otherwise.

56 (7) action steps to implement research-based recommendations contained in reports
57 written by experts in gifted education on student screening and teacher preparation methods with

58 respect to gifted children’s needs including, but not limited to, highly or profoundly gifted and
59 twice exceptional students. The panel shall also advise on leveraging existing and new federal
60 grant opportunities and private funding to support gifted children from age three to college,
61 inclusive. Subject to appropriation, the secretary and commissioners of early education and care,
62 elementary and secondary education and higher education may appoint personnel necessary to
63 coordinate the activities of the panel and provide administrative support as needed.

64 SECTION 2. The secretary of education, in coordination with the gifted education expert
65 panel co-chair and the commissioners of early education and care, elementary and secondary
66 education and higher education, shall prepare and submit an annual report on the activities of the
67 gifted education expert panel in advising the departments and the activities of the departments.
68 The report shall include information on the alignment and collaboration between the 3
69 commissioners, as overseen by the secretary, on gifted child development for children from age 3
70 to college, inclusive, and on teacher training and professional development on gifted children,
71 their education, and all subject areas covered in clauses (1) to (6), inclusive, of subsection (b) of
72 section 1. The report shall also include a description of all state and federal funding related to
73 gifted education and the programs such funding supports. The secretary shall submit the report
74 not later than June 30 to the clerks of the senate and the house of representatives, who shall
75 forward the report to the senate and house chairs of the joint committee on education and the
76 senate and house chairs of the joint committee on higher education. The report shall also be
77 made available on the websites of the departments of early education and care, elementary and
78 secondary education and higher education and on the website of the executive office of
79 education.

80 SECTION 3. The gifted education expert panel shall conduct its first meeting not later
81 than 60 days after the effective date of this act.