

# Maryland's 2021 EGATE Application

## The Maryland State Department of Education and The Maryland State Advisory Council on Gifted and Talented Education

The EGATE designation program recognizes PK- 12 Maryland Public Schools, which have gifted and talented education programs aligned with Maryland's *Criteria for Excellence: Gifted and Talented Program Guidelines* and *COMAR 13A.04.07 Gifted and Talented Education*.

### Schools that achieve EGATE status will:

- receive a Governor's citation and a citation from the Maryland State Department of Education.
- be recognized at a state awards ceremony in February 2022.
- be awarded and display the Excellence in Gifted and Talented Education (EGATE) school banner.
- appear on the MSDE and GT Discover websites as Excellence in Gifted and Talented Education (EGATE) schools.
- host celebratory EGATE visits from the Maryland State Department of Education and the State Advisory Council for Gifted and Talented Education.
- serve as models and resources for other schools planning to apply for EGATE status.

### **Notes:**

- Schools awarded the EGATE status must submit a NEW Application upon the completion of the five-year designation. Schools must meet all the required criteria to be awarded the EGATE status again.
- If an ePortfolio is not successful, it may be resubmitted the following year to reconsider those parts that were not met. Resubmissions are accepted only for the year following the initial submission. After this, a new ePortfolio must be submitted for consideration.

### Eligibility and Application Information

1. All public PreK-12 schools within the State of Maryland are eligible.
2. Schools that intend to submit a 2021 EGATE application should complete the **Intent to Apply** form and return it to MSDE by **Monday, September 27, 2021**. See p. 10. This step is a courtesy but not required.
3. Applications and ePortfolios are due on **Wednesday, December 1, 2021**.
4. The activities documented in the application and ePortfolio describe program achievements **during the 31-month period from April 1, 2019 – October 31, 2021**. Due to the pandemic, the window has been extended for this year's applications.
5. The application and ePortfolio should document how the school's gifted and talented program is aligned with the *Maryland Criteria for Excellence: Gifted and Talented Program Guidelines*. **See pp. 4 – 11 for information about the required parts of the application.**
6. Applications from elementary, middle, or high schools with high percentages of culturally or linguistically diverse students or students living in poverty are **strongly encouraged**. The school demographics should be noted in Part B. School Summary.
7. Schools that need support with their applications should contact their local school system coordinators for gifted and talented programs. It is **STRONGLY** encouraged for all applicants to do this.
8. Applicants must use the [ePortfolio template](#). Click on the three vertical dots (top right) to open a menu. Click "Duplicate site" and save your copy of the template. When finished, be sure to "Publish" the site so evaluators can view it. All sections **MUST** be completed before submission. There will be two live support/information sessions available, one in the spring and one in the fall. Dates TBD.
9. Text font size must be 10-point or larger.
10. File size limitations:
  - Maximum of 10 artifacts may be submitted for each objective

- Scanned pics or digital pics should not exceed 10 per objective
  - Scanned pages should not exceed 10 pages per artifact
  - Maximum of 5 videos may be submitted. Each video should not exceed 5 minutes in length
11. Artifacts may include, but are not limited to excerpts from handbooks; pamphlets, meeting sign-in sheets, agendas, confirmation of professional learning registration/completion, notes, and evaluations (SANE/Google Form attendance spreadsheet); lesson plans; curriculum maps; presentations; excerpts from school improvement plan; exemplary gifted and talented student work; photographs with captions; student enrollment and achievement data; newspaper articles/video featuring student awards or competitions; school staff vitae.
  12. Multiple artifacts may not be linked together. Use at maximum the ten spaces provided for artifacts to be linked individually for each objective.
  13. Ensure all artifacts are accessible and set permissions so they are viewable to those outside your district (Public & Viewer - “Anyone on the internet can find and open”). Please check all links and video access in the ePortfolio before submitting. Broken links will not be scored.
  14. Student Privacy Restrictions:
    - Artifacts with student data must have the names and student IDs blacked out.
    - When submitting photos or videos, be sure that parent permission is on file at your school.
  15. Have **questions or need technical support? Submit them using the following link and someone will get back to you soon:** [https://docs.google.com/forms/d/e/1FAIpQLSeenqCQakPdgXq8kDpMOvO-xjHfmEckSSTRO7WBrafDhzb Q/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeenqCQakPdgXq8kDpMOvO-xjHfmEckSSTRO7WBrafDhzb Q/viewform?usp=sf_link). There will be two live support/information sessions available, one in the spring and one in the fall. Dates TBD.

**Applications MUST BE RECEIVED electronically by 3:00 PM, December 1, 2021.**  
[Submit your ePortfolio.](#)

## SECTION I. HOW TO PREPARE YOUR EGATE APPLICATION

The EGATE application includes four **REQUIRED** parts that must be completed in the ePortfolio:

- A. **School Cover Sheet** with school contact information
- B. *Excellence in Gifted and Talented Education* (EGATE) **School Gifted and Talented Program Summary Page**
- C. **One-Page Descriptions** of how the school's gifted and talented education program meets the **EGATE Objectives and COMAR 13A.04.07**.
- D. **Documentation** to demonstrate how the school's gifted and talented education program meets each of the four EGATE objectives and criteria.

**NOTE: Resubmission only:** If you are resubmitting a revised 2020 application for 2021 review, please include a copy of your school's review feedback from 2020 along with a description of how you have addressed each criterion that was evaluated as NOT MET.

### **Part A. School Cover Page**

Complete the School Cover Page section found in the ePortfolio template. The School Cover Page must be completed and signed by the principal. The names of the required members of the school's nomination committee must be included.

NOTE: The person listed as the Contact will be the one contacted about the application status, ceremony plans, or any other questions about your application.

### **Part B. Summary of Your School's Gifted and Talented Education Program**

This one-page school summary should provide a concise and coherent "snapshot" that describes how your school's gifted and talented program is representative of a Maryland *Excellence in Gifted and Talented Education* (EGATE) School. Summarize your school's gifted and talented program strengths and accomplishments. Highlight accomplishments that are exemplary of the four objectives of an EGATE School. Be sure to note whether your school serves a population with high percentages of culturally and linguistically diverse students living in poverty and provides supporting demographic data.

### **Part C. Descriptions of How the Program Meets the EGATE Objectives/Criteria**

Descriptions must address all criteria for each objective. Your program must demonstrate that it meets at least 18 of the 21 required criteria under the four Maryland EGATE Objectives to be eligible for the Maryland EGATE designation. **Table 1** summarizes the four EGATE objectives and 21 corresponding criteria. A complete explanation of each objective and corresponding criteria is presented in *The Criteria for Excellence: Gifted and Talented Education Program Guidelines*.

### **Part D. Documentation of Required Criteria**

Documentation presents tangible evidence of the *Criteria for Excellence* objectives and criteria. Choose the best examples carefully. Documents may include but are not limited to excerpts from handbooks; pamphlets, meeting sign-in sheets, agendas, notes, and evaluations (SANE); lesson plans; curriculum maps; presentations; excerpts from school improvement plan; exemplary gifted and talented student work; photographs with captions; student enrollment and achievement data; newspaper articles/video featuring student awards or competitions; school staff vitae.

**Note: All agendas submitted for evidence MUST include clear outcome statements related to GT education. Sign-in sheets with participant names and roles are required to verify participation.**

Documentation immediately follows the Description, and each artifact must be clearly labeled with the criterion it supports. **An artifact may be used to support a maximum of two criteria**; however, it must be copied and linked in the appropriate sections.

# Maryland Criteria for Excellence: Gifted and Talented Program Guidelines

**Table 1. Summary of Objectives and Criteria for Maryland EGATE School Status**

Each EGATE application will be reviewed by a team with expertise in gifted and talented education to determine if each criterion is MET or NOT MET. The application must clearly meet at least 18 of the 21 criteria below (86%) to qualify for the EGATE designation. **For a complete explanation of each objective and corresponding criteria in *The***

## Criteria for Excellence: Gifted and Talented Education Program Guidelines

1.0 Student Identification	2.0 Curriculum and Instruction	3.0 Professionally Qualified Teachers and Professional Learning	4.0 Program Management and Evaluation
<b>COMAR 13A.04.07 §.02 A.-F.</b>	<b>COMAR 13A.04.07 §.03 A.-C.</b>	<b>COMAR 13A.04.07 §.04 A.-B.</b>	<b>COMAR 13A.04.07 §.06.</b>
1.1. Identification procedures and criteria are clearly stated.	2.1. Pre-assessments are made to determine what students already know, and data are used to provide appropriate differentiation.	3.1 Criteria for selecting teachers are based on a set of competencies and characteristics important to the effective teaching of gifted and talented students.	4.1 Building-level administrators support gifted and talented program implementation within the school system's guidelines.
1.2. A school-based committee makes placement decisions.	2.2 Learning experiences are provided during the school day for a more in-depth examination of the regular curriculum.	3.2. All school staff engages in professional learning in gifted and talented education.	4.2. A plan for ongoing evaluation assesses the processes and products of each component of the gifted and talented program.
1.3. The identification process uses multiple indicators of giftedness.	2.3 A variety of acceleration opportunities are available.	3.3. Professional learning includes knowledge about the characteristics of giftedness and implications for curriculum, instruction, and assessment.	4.3. Services provided for gifted and talented students are assessed, and data are disaggregated and made public.
1.4. The progress of students receiving gifted and talented education is assessed annually.	2.4 Instructional strategies include research, problem-solving, and the creation of original products.	3.4. Teachers working directly with gifted and talented students engage in ongoing professional learning in gifted and talented education topics.	4.4. Student progress is assessed using multiple indicators that measure mastery of content, demonstration of higher-level thinking skills, achievement in the specific program area(s), and affective growth.
1.5. School staff are trained in the implementation of the identification process.	2.5 A variety of instructional groupings are used to facilitate differentiated instruction for gifted and talented students.	3.5. School-level administrators engage in professional learning, preparing them to implement effective gifted and talented program alternatives and options.	
1.6 Student identification and participation data are collected and disaggregated.	2.6 Resources beyond the school setting are used to provide appropriate educational experiences for gifted and talented students.		

## **Objective 1.0 – Student Information**

A gifted and talented student identification process should ensure that all gifted and talented students are recognized to be appropriately served. The process must identify students performing at remarkably high levels of accomplishment and those showing the potential for performing at exceptionally high levels compared with other students of a similar age, experience, or environment. Information about a student's specific abilities and program needs obtained through the identification process should serve as a basis for planning the student's instructional program. In this way, the identification process is an integral part of the overall instructional program and should enhance the responsiveness of the school to the needs of all students.

**Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 1:**

- 1.1. The gifted and talented education program identification procedures and criteria are clearly stated and consistently implemented throughout the school and reported to all stakeholders.
- 1.2. A school-based committee consisting of teachers, the principal or assistant principal, and other professional staff members collect and analyze data, maintain appropriate records, and make professional decisions about appropriate gifted and talented programs and services for students.
- 1.3. The identification process uses multiple indicators of giftedness with information obtained through a balance of valid and reliable qualitative and quantitative assessment methods from various sources.
- 1.4. The progress of students receiving gifted and talented education programs and services is assessed annually, and services are reviewed for appropriateness.
- 1.5. Implementation of the identification process includes training for school staff in characteristics of gifted and talented students, including underserved populations, the identification procedures and criteria, and the instruments and techniques used to identify gifted and talented students.
- 1.6. Gifted and talented student identification and participation data are collected and disaggregated by student groups to assess the extent to which there is equitable representation.

## **Objective 2.0 – Curriculum and Instruction**

Curriculum and instruction must challenge the advanced academic needs of gifted and talented students. The regular instructional program must be differentiated to meet the unique learning styles, learning rates, interests, abilities, and needs of gifted and talented students. While some aspects of the regular curriculum can be adapted, others will need to be added, which may be unique to the students. Appropriate programs and services for gifted and talented students reflect the differentiation of content (what is taught and when - sequence and pacing), instructional strategies (how content is taught), products (opportunities to demonstrate and apply learning), and the learning environment (context in which learning occurs).

**Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 2:**

- 2.1. A pre-assessment is made to determine what students already know, and provisions are made for rapid, efficient learning of concepts and skills not yet acquired.
- 2.2. Extended learning experiences are provided for a more in-depth examination of topics present in the regular curriculum and the examination of topics related to, but not included in, the regular curriculum.
- 2.3. A variety of acceleration opportunities are available, including early entrance to school, subject acceleration, grade acceleration, and dual enrollment in college.
- 2.4. Instructional strategies for gifted and talented students are selected to promote an earlier development of the individual student as an independent learner. These include involving the student in:
  - Methodology for primary and secondary research;
  - Problem-solving;
  - The use of predetermined evaluation criteria by student and teacher; and
  - The creation of original products that demonstrate and apply understanding at an advanced level.
- 2.5. A variety of instructional groupings based upon individual program components and their objectives, number, and needs of students, and available resources are used to facilitate differentiated instruction. Groupings may include:
  - Homogeneous grouping of identified gifted and talented students for a specific content area;
  - Flexible homogeneous grouping based on pre-assessment;
  - Homogeneous cluster grouping within heterogeneous classes; Cross-grade level grouping; and
  - Independent study.
- 2.6. Resources beyond the school setting are used to provide appropriate educational experiences for gifted and talented students. These educational experiences may include collaboration with:

- Community agencies;
- Cultural institutions;
- Businesses;
- Colleges and universities; and
- Experts in various fields.

### **Objective 3.0 – Professionally Qualified Teachers and Professional Learning**

Rapidly increasing knowledge about the developmental patterns and learning styles of gifted and talented students and appropriate programs and services necessitate ongoing, high-quality professional learning as a component of a successful program.

**Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 3:**

- 3.1. Criteria for selecting teachers are based on a set of competencies and characteristics supported by research as important to the effective teaching of gifted and talented students. Included in this set are:
  - An awareness of the cognitive, social, and emotional needs of gifted and talented students and a desire to teach them;
  - Expertise in content and instructional methods;
  - Expertise in the use of technology to support instruction;
  - Ability to impart intellectual curiosity and enthusiasm for learning to students;
  - High level of energy, enthusiasm, confidence, and resourcefulness;
  - Ability to organize and manage instruction to provide for a balance of structure and flexibility;
  - Openness to innovation and acceptance of divergent, creative thinking;
  - Security in dealing with intellectual precocity;
  - Ability to facilitate students' independence and development of personal responsibility for their learning;
  - Willingness to pursue training for needed professional understanding and competencies; and
  - Expertise in the collection, management, and analysis of student assessment data.
- 3.2. All school staff involved in the education of gifted and talented students engage in professional learning according to specific roles, including teachers of gifted and talented students, other teachers, school administrators, student services personnel, content specialists, and other staff.
- 3.3. Professional learning in gifted and talented education includes a background of general knowledge about the characteristics of giftedness and implications for curriculum, instruction, and assessment. Specific content includes:
  - Characteristics and identification of gifted and talented students;
  - Psychology and developmental needs;
  - Need for and concept of differentiated services;
  - Development of appropriate curriculum;
  - Differentiated teaching strategies and assessments for gifted and talented students;
  - Strategies for identifying and serving student groups historically underrepresented in gifted and talented education, including students who live in poverty, those who are culturally or linguistically diverse, and students with disabilities;
  - Administrative alternatives and program options to support acceleration and enrichment; and
  - Program implementation, evaluation, and revision.
- 3.4. Teachers working directly with gifted and talented students engage in intensive and ongoing professional learning in the educational implications of giftedness and appropriate teaching/learning strategies for gifted and talented students
- 3.5. School-level administrators and staff responsible for the management and administration of gifted and talented programs and services engage in professional learning that prepares them to develop goals, objectives, and strategies regarding the performance of gifted and talented students, effective program alternatives and options, and a system for ongoing program evaluation

### **Objective 4.0 – Program Management and Evaluation**

A program management structure exists, which clearly delineates the roles and responsibilities for gifted and talented programs and services at the school level to ensure the development and maintenance of program excellence. A systematic plan for ongoing evaluation is part of program planning and implementation and should assess the processes

and products of each component of the gifted and talented program. The local school's gifted and talented program evaluation process is based on data and provides accurate, timely, and relevant information to decision-makers and stakeholders for program improvement.

**Your application must demonstrate that the gifted and talented program meets the following criteria for Objective 4:**

- ☐ 4.1. Building-level administrators support the gifted and talented education program implementation within the school system's guidelines. They are responsible for:
  - Setting goals and objectives for gifted and talented students in the school improvement plan;
  - Coordinating services for gifted and talented students in the school;
  - Developing staff expertise in gifted and talented education;
  - Allocating resources to the gifted and talented program; and
  - Providing effective gifted and talented education program communication with staff, students, parents, and the community.
  
- ☐ 4.2. A systematic plan for ongoing evaluation for the gifted and talented program is part of program planning and implementation. It should assess the processes and products of each component of the gifted and talented program. These include:
  - Identification, participation, and retention;
  - Instructional program;
  - Professional learning;
  - Teacher qualifications;
  - Program management;
  - Community outreach; and
  - The evaluation process.
  
- ☐ 4.3. The evaluation process focuses on whether the goals, objectives, and strategies for gifted and talented students have been reached. The quantity, quality, and appropriateness of the programs and services provided for gifted and talented students are assessed, and the data are disaggregated and made public.
  
- ☐ 4.4. Attention is given to assessing gifted and talented student progress using multiple indicators that measure mastery of content, demonstration of higher-level thinking skills, achievement in the specific program area(s), and affective growth.

# Title 13A STATE BOARD OF EDUCATION

## Subtitle 04 SPECIFIC SUBJECTS

### Chapter 07 Gifted and Talented Education

Authority: Education Article, §§2-205, 5-401(d), and 8-201 – 8-204, Annotated Code of Maryland

#### **.01 Purpose.**

Gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups. The intent of this chapter is to provide local school systems with direction for identifying students and developing and implementing the gifted and talented education programs and services needed to develop these students' full potential. These regulations establish the minimum standards for student identification, programs and services, professional learning, and reporting requirements.

#### **.02 Identification of Gifted and Talented Students.**

- A. Each local school system shall establish an equitable process for identifying gifted and talented students as they are defined in Education Article, §8-201, Annotated Code of Maryland.
- B. The identification pool for gifted and talented students shall encompass all students.
- C. The identification process shall use universal screening and multiple indicators of potential, ability, and achievement from an annually reviewed Maryland State Department of Education approved list of assessments and checklists.
- D. A universal screening process shall be used to identify a significant number of students in every school and at least 10 percent in each local school system, as early as possible, but no later than Grade 3. Additional identification shall occur at the 3 – 5 and 6 – 9 grade bands for participation in the programs and services described in Regulation .03 of this chapter.
- E. Each school system shall:
  - (1) Document early evidence of advanced learning behaviors, PreK – 2;
  - (2) Develop equitable policies for identification and a process for appeals that are clearly stated in writing, made public, and consistently implemented systemwide;
  - (3) Review the effectiveness of its identification process; and
  - (4) Provide ongoing professional learning for teachers, administrators, and other personnel in the identification procedures, characteristics, academic, and social-emotional needs of gifted and talented students.
- F. The Department shall:
  - (1) Review and approve each school system's identification process to ensure compliance with this regulation; and
  - (2) Provide a Maryland's Model of Gifted and Talented Education: Maryland Gifted and Talented Student Identification Requirements document that includes available State-mandated achievement assessments for gifted and talented screening for adoption by school systems without an approved identification process.

#### **.03 Programs and Services.**

- A. Each school system shall provide different services beyond those normally provided by the regular school program from an annually reviewed Maryland State Department of Education approved list of programs and services in order to develop the gifted and talented student's potential. Appropriately differentiated, evidenced-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.
- B. Each school system shall review the effectiveness of its programs and services.
- C. Each school system shall 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.
  - (2) Provide programs and services to support the social and emotional growth of gifted and talented students.
  - (3) Provide programs and services to inform and involve parents/guardians of gifted and talented students.

#### **.04 Professional Learning.**

- A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional learning aligned with the competencies specified by the Gifted and Talented Education Specialist certification in COMAR 13A.12.03.12.
- B. Teachers who wish to pursue leadership roles in gifted and talented education shall be encouraged to obtain Gifted and Talented Education Specialist certification as defined in COMAR 13A.12.03.12.

#### **.05 State Advisory Council.**

The State Superintendent of Schools shall maintain an Advisory Council for Gifted and Talented Education that shall advise the Superintendent on issues and best practices relevant to the education of gifted and talented students in Maryland.

#### **.06 Monitoring and Reporting Requirements.**

- A. Local school system superintendents may exempt specific schools from the requirement to identify a significant number of gifted and talented students.
- B. Beginning September 1, 2019, local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan:
  - (1) The process for identifying gifted and talented students;
  - (2) The number of gifted and talented students identified in each school;
  - (3) The percentage of gifted and talented students identified in the local school system;
  - (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale;
  - (5) The continuum of programs and services; and
  - (6) Data-informed goals, targets, strategies, and timelines.
- C. Beginning September 1, 2019, the Maryland State Department of Education shall:
  - (1) Facilitate a peer-review of local school systems' gifted and talented identification, programs, and services every 3 years; and
  - (2) Submit an annual report on the status and progress of gifted and talented students in Maryland to the State Board of Education.



## SECTION II. HOW TO SUBMIT YOUR *EGATE* APPLICATION

### Application Format:

The application and all supporting documentation must be organized in one ePortfolio using the ePortfolio template linked above.

Applications **MUST BE RECEIVED** electronically by **3:00 PM, December 1, 2021**. Send your link to your LSS GT Supervisor and to Dr. Bruce Riegel at [bruce.riegel@maryland.gov](mailto:bruce.riegel@maryland.gov).

**Before sending the application, use the following checklist to ensure that a complete application will be submitted. Incomplete applications will not be reviewed.**

CHECKLIST OF REQUIRED COMPONENTS	
	1. Cover Sheet including all required names of the nominating committee
	2. One -Page Summary describing the school's gifted and talented program
	3. Maximum 1-Page Description for Objective 1.0 Student Identification. The description must address each criterion, 1.1 – 1.6.
	4. Documentation labeled for each criterion, 1.1 – 1.6., linked immediately following the written description.
	5. Maximum 1-Page Description for Objective 2.0 Curriculum and Instruction. The description must address each criterion, 2.1-2.6.
	6. Documentation labeled for each criterion, 2.1 - 2.6, linked immediately following the written description.
	7. Maximum 1-Page Objective 3.0 Description of Professionally Qualified Teachers and Professional Learning. The description must address each criterion, 3.1-3.5.
	8. Documentation labeled for each criterion, 3.1 – 3.5, linked immediately following the written description.
	9. Maximum 1-Page Description for Objective 4.0 Program Management and Evaluation. The description must address each criterion, 4.1-4.4.
	10. Documentation labeled for each criterion, 4.1 – 4.4, linked immediately following the written description.

## Cover Page – MD EGATE School Application 2021

---

School Name:

School Address:

School System:

State Legislative District #

Maryland State Senator(s):

Maryland State Delegates:

Name of School Contact Person:

Email:

School Phone:

Phone of Point of Contact:

Name of Principal:

Fax:

Principal's Email:

School Website Address:

**I have reviewed the information in this application and certify that it is accurate to the best of my knowledge. MSDE has permission to use our application materials and photographs for promotional purposes.**

Principal's Signature:

Date:

Supervisor's/Coordinator's Signature:

Date:

**An EGATE Awards Committee** must be involved in the preparation of the application. The committee should include but is not limited to a teacher, administrator, parent, and community partner.

POSITION	NAME	EMAIL	PHONE
Administrator			
Teacher			
Parent			
Community Partner			
Other			

The Maryland State Department of Education and  
The Maryland State Advisory Council on Gifted and Talented Education



**2021 INTENT TO APPLY**  
**Due by Monday, September 27, 2021**

*This form declares our intent to submit a 2021 EGATE School Application and ePortfolio electronically by 3:00 PM on Wednesday, December 1, 2021.*

School Name: School

Address:

School System:

School Phone:

Name of Principal:

Principal's Email:

**I have reviewed the information in this application packet and will provide guidance and support to the EGATE school committee throughout the application process.**

Principal's Signature

Date

Supervisor's/Coordinator's Signature

Date

**Please return the completed and SIGNED form to the attention of:**

Dr. Bruce D. Riegel, Lead Specialist for Gifted and Talented Education

FAX: 410-333-1146

EMAIL: [bruce.riegel@maryland.gov](mailto:bruce.riegel@maryland.gov)