Public Comment COMAR 13A.04.07 Gifted and Talented Education
December 16, 2011 – January 17, 2012

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
Dr. Patrick & Mrs. Lee Ann Sprankle	Anne Arundel	Adoption of this COMAR is an important step toward ensuring that all gifted and talented students in Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Ed and Terry Kostkowski	Anne Arundel	My county (Anne Arundel) had an excellent gifted program but the recent budget problems have caused the administration and the Board to implement cuts that are damaging to the county's ability to provide gifted services. This COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to preserve the critical aspects of the programs that gifted students need.	X		Agree
Jan Hayes	Anne Arundel	My county has an excellent gifted program but the recent budget problems have caused the administration and the Board to recommend and/or implement cuts that will be damaging to the county's ability to provide gifted services, including providing appropriate advanced materials of instruction. This COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to preserve the critical aspects of the programs that gifted students need to help them develop to their full potential.	X		Agree
Melanie Hood-Wilson	Baltimore City	I grew up in West Baltimore during the 1980's, at the height of the city's teen pregnancy crisis and "the dawn of crack." I was a gifted learner in a struggling school system. The gifted and talented programs I took part in helped me to define my goals, remain focused on them, as well as set a very high bar for myself, my performance, and my expectations of my own future. I don't feel I was tracked or labeled. I received the supports I needed to reach my potential. I am now the director of the largest non-credit college disabilities program in Maryland. I know how important it is to get receive instruction that is tailored to your needs… I am dismayed to hear that there are some who argue that gifted instruction will somehow create a less than level playing field for urban, impoverished and "minority" students.	X		Agree
Scott Morton	Baltimore County Howard County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. As a parent of 3 students in the Baltimore County system (Westowne E.S. and Catonsville M.S.) and as a teacher in Howard County, I am concerned that changes based upon new standards for the Race to the Top grant will hurt valuable Gifted and Talented programs in Maryland…	X		Agree *Race to the Top* initiatives contain support for GT students and their

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		Teachers throughout every level of education in Maryland are absolutely dedicated to identifying new and under-represented students for G/T opportunities, and a focus on the G/T level is an absolutely essential component of any effort to close the achievement gaps.			teachers.
Matt McErlean	Baltimore County	It is the responsibility of every school in our State to provide all students, including the gifted, with an education that will help them learn and develop to their fullest potential. Adoption of COMAR 13A.04.07 brings attention to the needs of Maryland's gifted and talented students. We urge that it be adopted.	X		Agree
Lisa Simon Jablon	Baltimore County	I applaud the hard work and long-fought battle to finally have gifted education codified in our state…The research is clear that if these children don't get the proper educational resources and opportunities, they are like to drop out, be imprisoned, abuse substances have higher rates of depressive symptoms than their peers and even attempt self- harm.	X		Agree
Marlene Pasion	Baltimore County	I believe that the adoption of COMAR13A.04.07 will further help with identifying these children, as well as develop and implement appropriate educational programs suited for them.	X		Agree
Sharon Sacra	Baltimore County	As a former teacher of the GT program and currently the GT facilitator at our school, the importance of consistency regarding the identification process and the implementation of the program are essential.	X		Agree
Donna Godwin	Baltimore County	Our system offers an excellent gifted program but its implementation is inconsistent across the county. Gifted students who attend a school with a supportive principal receive appropriate services while students at a neighboring school where the principal in not supportive do not.	X		Agree
Suzanne Speiss	Baltimore County	As a parent and an educator, I believe that Gifted and Talented Education should be held at a premium. Gifted and talented students should be given the same differentiated instruction as students with IEP's	X		Agree
Leslie Armbruster	Baltimore County	I cannot imagine children being denied the experience to be able to work and think at a higher level. And I believe that even with AP classes being offered in High School, the GT program still has a significant place in the curriculum.	X		Agree
Michael Gardullo	Baltimore County	I believe that it is the responsibility of every school in Maryland to provide all students, including the gifted, with an education that will help them learn and develop to their fullest potential. Adoption of COMAR 13A.04.07 brings attention to the needs of Maryland's gifted and talented students.	X		Agree

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Charlotte O'Toole	Baltimore County	Adoption of COMAR 13A.04.07 brings attention to the needs of Maryland's gifted and talented students. I urge that it be adopted.	X		Agree
Elissa Zurbuchen	Baltimore County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Julie Miller-Breetz	Baltimore County	We moved to Maryland…and have realized there is no organized system that exists in Maryland to equitably identify, accomodate, or structure services for this group of students. I believe that adoption of this COMAR will provide…a structure that will enable the stakeholders a framework for understanding how the GT program is to be implemented across the state.	X		Agree
Debbie Nicolette	Baltimore County	It is the responsibility of every school in our State to provide all students, including the gifted, with an education that will help them learn and develop to their fullest potential. Adoption of COMAR 13A.04.07 brings attention to the needs of Maryland's gifted and talented students. I urge that it be adopted. Thank you.	X		Agree
Patricia Turlington	Baltimore County	My county had an excellent gifted program but the recent budget problems have caused the administration and the Board to recommend and/or implement cuts that are damaging to the county's ability to provide gifted services. This COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to preserve the critical aspects of the programs that gifted students need to help them develop to their full potential.	X		Agree
Katherine Heinz	Baltimore County	At my children's school there has been …a reduction in services to the advanced student. Shouldn't we be supporting all children? Doesn't a program for advanced students reflect positively on our school system? I am saddened when our public school system is not supporting the gifted student. There needs to be a policy for all schools to follow.	X		Agree
Teresa Fuller, MD/PhD	Baltimore County	I was a gifted and talented student in the Baltimore City Public School System during the 1970s and 80s, which I know has greatly contributed to my current success as a pediatrician, physiologist and business owner. I am now the mother of two children who are benefiting from gifted and talented education in the Baltimore County School System…I largely attribute their development	X		Agree

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		to a supportive academic environment that identified and fostered their gifted and talented qualities. It would be a grave misfortune for any gifted and talented child to miss out on the benefits of a curriculum tailored to their needs.			
Vanessa Brady	Baltimore County	Gifted students who attend a school with a supportive principal receive appropriate services while students at a neighboring school where the principal is not supportive do not…Gifted students are not in school to tutor other students…a gifted student who is bored in school can be disruptive in class and even drop out of school entirely. I experienced this growing up with my younger brother.. Adoption of COMAR 13A.04.07 is one step in the right direction to ensure the needs of Maryland's gifted and talented student will be met.	X		Agree
Janet and Douglas Chenoweth	Baltimore County	My county has an excellent gifted program but the recent budget problems have caused the administration and the Board to recommend and/or implement cuts that are damaging to the county's ability to provide gifted services. This COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to preserve the critical aspects of the programs that gifted students need to help them develop to their full potential.	X		Agree
Angela Steckel	Baltimore County	I am currently the parent of two GT students and realize how important this aspect of their education is for their growth and learning. I agree that It is the responsibility of every school in our State to provide all students, including the gifted, with an education that will help them learn and develop to their fullest potential.	X		Agree
Mary Davies	Baltimore County	As a BCPS parent of GT and AP students I am writing to show my support for the proposed COMAR 13A.04.07 Gifted and Talented Education. I strongly believe this is an important first step toward ensuring that all gifted and talented students receive a challenging education that will help them develop to their fullest potential.	X		Agree
Marian Reymann	Baltimore County	My son is in GT programs in the Baltimore County Public School System, and I have been very happy with my son's education. He is presently a Freshman at Catonsville High School. I urge the adoption of COMAR 13A.04.07 Gifted and Talented Education.	X		Agree

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William Howard	Baltimore County	For years I attended G&T meetings in Baltimore County about the G&T program, and I saw all sorts of literature and information about what was supposedly offered by elementary schools for G&T kids in grades K - 3rd in the county, but I can tell you that at least, at Jacksonville Elementary, it is nearly non-existent. It is the responsibility of every school in our State to provide all students, including the gifted, with an education that will help them learn and develop to their fullest potential. Adoption of COMAR 13A.04.07 brings attention to the needs of Maryland's gifted and talented students. I urge that it be adopted.	X		Agree
Julie Hemmeter	Baltimore County	This COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to preserve the critical aspects of the programs that gifted students need to help them develop to their full potential.	X		Agree
Cindy Holmes-Radner	Baltimore County	Both of my children currently participate in GT programs at the elementary and high school levels. I can tell you from experience we could be doing more for our GT students to challenge them. At least this measure will ensure a baseline across the county.	X		Agree
Amy Dever	Baltimore County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Murray Taylor	Baltimore County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Jill Taylor	Baltimore County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Sheri Warfield	Baltimore County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Jacqueline Turner	Baltimore	When my son was tested for Gifted and Talented abilities in second grade, at	X		Agree

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	County	Hebbville Elementary, it was then that I found out why he was having so much trouble with talking too much, he was bored. Since he has been taking Gifted and Talented classes he has been fully engaged in learning and doesn't have time to get distracted because they go in to depth about the topic.			
Karen T. Syrylo	Baltimore County	My two children have attended Baltimore County schools where they have both received excellent gifted and talented education services. But I know parents whose children attend other schools in our county where the services are not so good. The level of quality of implementation of our gifted and talented program seems to be dependent on the views and training of the principal and teachers in a given school. The myth that gifted students will succeed on their own without services that are differentiated from the regular education program seems to allow some principals and teachers to not be supportive of gifted education services.	X		Agree
Dessie Howard	Baltimore County	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Beth Ourand	Baltimore County	Every child does not learn the same way and a strong GT program gives students the opportunity to learn in a manner that best suits that student. Trying to fit a square peg in a round hole never works and trying to teach every child the same way also will never work. The Gifted and Talented program has allowed my sons to really excel and it is important that programs like these continue to grow.	X		Agree
Richard & Sandra Waskey	Baltimore County	As parents of a child qualifying for GT Education, we are writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Glenn Smith	Baltimore County Middle River Middle School	As an educator of gifted students in Baltimore County, I want to ensure that students will always be able to receive the accommodations and modifications to their learning that will help them to meet their personal and professional potential now and in the future…Giftedness exists everywhere, so it is important that a student's needs are met no matter where they live.	X		Agree

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Traci Siegler	Baltimore County	It is deplorable that gifted students sit idly in many of our classrooms. The fact that some gifted students are not challenged during the school points to the inequities found throughout the state of Maryland.	X		Agree
Janine Kucik	Baltimore County	We need to end the inequity and offer those at the top the educational opportunities that we afford those at every other level. They, too, should be challenged on a daily basis and given opportunities to think creatively and advanced levels. This will not happen if we do not support programs directed toward meeting their advanced learning needs.	X		Agree
Judy Martini	Baltimore County	I am the parent of a GT who has since graduated from Baltimore County Public Schools and who has gone on to become a Meyerhoff Scholar majoring in Physics and Mathematics at UMBC. My wish is that all students who come after him will continue to have the benefits of an excellent GT program and have the opportunities that he has had.	X		Agree
Ken Dickson	Baltimore County	I am GT Coordinator. I have served in this role for a total of 27 years; seven of them in Maryland (Baltimore County). I have served in this role in states with GT Regulations and those without; Maryland included. In that regard, I am intimately aware of the advantages that a Regulation brings to students and parents of children with high promise. While COMAR 13A.04.07 could have stronger wording, it *does* have the future potential to provide a step toward higher levels of support for Maryland students-particularly those in need of maximum academic challenge. Upon its adoption, the "issues" in it must be addressed from the Maryland Board of Education to local Boards of Education to local public advocacy leadership groups, as well as leadership in the schools and communities. They must stress that they will not only enforce and support COMAR 13A.04.07 as written but will also exceed its written content as that is the general modus operandi of most school systems actions in terms of serving its populations.	X		Agree The COMAR establishes minimum standards that can be obtained by school systems across the state.
Jennifer Guyer and Chris Guyer	Carroll County	As the mother of a third-grade gifted student attending school in Carroll County, I was excited and pleased to learn about COMAR Chapter13A.04.07 Gifted and Talented Education. For years, I was unsure if my child was truly gifted; I only knew that the classroom instruction he was receiving did not engage or challenge him as it should. This COMAR provides for identification and services. The Gifted & Talented Program at my son's school, Piney Ridge	X		Agree

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		Elementary, is excellent.			
Michelle J. Dickinson	Carroll County	The regulation could be improved, however, by closing certain loopholes. For example, the proposed regulation provides no deadlines for the establishment of an identification process. Further, the regulation does not require that the identification process be in writing, be made public, be consistently implemented statewide, or provide for an appeals process. The regulation could be strengthened by specifying that the differentiated services be provided to students during the school day and that the services focus on social/emotional growth as well as academics. Further, the regulation could be strengthened by requiring teachers assigned to work with GT students to become certified as GT specialists by a certain deadline or at the very least specify the amount and frequency of professional development required of such teachers.	X		Agree Local school systems requested flexibility in the requirements of the COMAR.
Melissa J. Thompson	Carroll County	My county offers a gifted program but it does not adequately meet the needs of the gifted students. This COMAR regulation will help supporters of gifted education, both educators and parents, to successfully advocate for improvements to the program.	X		Agree
Timothy A. Thompson	Carroll County	My county offers a gifted program but it does not adequately meet the needs of the gifted students. This COMAR regulation will help supporters of gifted education, both educators and parents, to successfully advocate for improvements to the program.	X		Agree
Cynthia Gordon	Carroll County	I am attaching a letter in support of COMAR 13.A.04.07.	X		Agree
Carol Cordrey	Carroll County	GT students in our school in Carroll County Maryland are taken out of class for one hour – one hour!!! – a week to support their education. This is not nearly enough to support a strong learner who is ready to advance to the next stage and does not need constant review…Then, we wonder why amongst other developed countries the United States places 26th!	X		Agree Local school systems have the flexibility to design their gifted education service delivery models.
Emily & Robert Brown	Carroll County	Carroll County has a gifted program for the elementary schools but the recent budget problems have caused the administration to recommend cuts that would eliminate the Office of Minority Achievement, which includes our Gifted and	X		Agree

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		Talented program, and its Director who is a tireless advocate for our gifted and talented students. We have two children in the school system who routinely get "95%" on pre-tests in mathematics. If our children are achieving scores like that on pre-tests, then there is little expectation that they will receive much via differentiated instruction if the post-test is not much different than the pre-test.			
Joanne Janyska	Carroll County	My county offers a gifted program to elementary students only, leaving middle school teachers the added burden of addressing the needs of these talented children. As a former teacher, I understand how much time and effort must go into preparation of pertinent lessons for the gifted student, and I assure you that well-intentioned middle school teachers do not have time or resources to adequately accomplish this task. As a result of changing the age requirements for kindergarten, many more talented children, our future leaders, are not being challenged in math and reading because the curriculum has not been modified adequately.	X		Agree MSDE requires local school systems to develop early entrance policies for kindergarten and first grade.
Susan White RN	Carroll County	My son is in third grade, and was accepted into the GT program at his school this year. It was not available for grades K-2, and that was unfortunate, as I heard many complaints of boredom and general dissatisfaction with school from him during his first three years. Since he has started with the GT program, I no longer hear any complaints of boredom! Unfortunately in the middle school that he will attend, there are no GT programs available. I would love to see GT programs mandatory in every school!!	X		Agree
Angela E. Chmar Fredrick A. Chmar	Carroll County	My son and other children with advanced ideas and knowledge, should learn something new every day in school, just like their peers who are stimulated by the standardized curriculum. The success of our society is contingent on our talented children becoming talented, engaged adults. This starts with creating students who are eager to learn and interested in school.	X		Agree
Michelle Pelletier	Carroll County Piney Ridge Elementary	I have witnessed first-hand the growth of the GT students at the school where I teach. They thrive in the small group setting where they are challenged daily to reach their potential. They constantly exceed my expectations.	X		Agree
Sue Askeland	Carroll	My county offers a gifted program but I think there should be consistency	X		Agree

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	County	within all the MD counties. This COMAR regulation will help supporters of gifted education, both educators and parents, to successfully advocate for improvements to the program.			
Gina Barnes	Carroll County	Ever since my son was a very young age and through the years, day care providers, teachers and other adults that came in contact with my son told my husband and I he was "special" and or "gifted". It was not until he was evaluated or assessed by our schools GT teacher that confirmed what everyone else told us. It is critical that students that learn at higher levels continually be challenged in our schools.	X		Agree
Erik Barnes	Carroll County	My son is currently a fifth grade student in Carroll County who has flourished in his GT program. His GT curriculum has kept school challenging and exciting for him. As an educator, I understand the need for differentiation to allow all students to reach their fullest potential. I feel that it is critical that we adopt these regulations so that our highest achieving students get the funds and attention that they deserve!	X		Agree
Kara N. Taylor	Carroll County	As the parent of a twice gifted child I have experienced the challenges that both learning disabled and gifted children face in our school system. While learning disabled children have specific guidelines and services available, the gifted are often left to mediocre instruction in regular classrooms. GT students such as mine are being 'left behind' by the current curriculum and lack of structured services available to bright children.	X		Agree
Twilla Zirkle	Carroll County	I have had the experience in another state in which our child was not being challenged within the classroom… our normally quiet and compliant child was being disruptive and chatty; signs of a child that is bored and under stimulated. Currently we have a wonderful GT program within our elementary school. It allows our child to feel engaged and challenged during the school week when normal classroom instruction is not doing so	X		Agree
Kimberly Fleming, PhD	Carroll County	I am so very happy to see this regulation being proposed and urge the Board to vote favorably on it. Recent emphasis has focused educators on needs of students in various subgroups who put a school in danger of not meeting AYP. As resources have been funneled to meet the needs of these struggling students, support for the gifted and talented has been put in jeopardy and has,	X		Agree

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		at times, been altogether neglected. I have three children, however, who attend Carroll County Public Schools, and I have been struck by the relative lack of programming for gifted and talented children in my home county. Maryland claims that our focus is on being a world-class school system. In order to achieve this ambitious goal, students at both ends of the continuum in all counties should be well served. I urge the Board of Education to adopt COMAR 13A.04.07.			
Melissa Snyder Gifted and Talented Specialist	Carroll County William Winchester Elementary	Under current practices, several populations of students including English Language Learners and Special Education Students receive special attention when looking at data. Counties then make strategic plans to address these special populations so students' specific learning needs can be met. Gifted students are often not included in any strategic planning to meet their unique learning needs because they are not seen as "at risk". Yet in the research, there is clear evidence that this population of students needs differentiated instruction to address the way their brains work and to help them with the social/emotional needs that often accompany their talents.	X		Agree
Carey Sneska	Carroll County Cranberry Station ES	As a Gifted and Talented resource teacher for Carroll County Public Schools, I highly support the proposed Gifted and Talented regulation and thank you for the opportunity to express my appreciation to the Department's efforts and the GT Advisory Council's support to move this proposed regulation forward.	X		Agree
Karen Ganjon	Carroll County Minority Achievement and Intervention Programs	This proposed regulation addresses an equity issue. During No Child Left Behind, Gifted students were not a group that received additional support because the accountability measures were tied to students who needed to be proficient. Subsequently, students who require Gifted and Talented education services have received little or no intervention to address their unique learning needs.	X		Agree
Sara Baranowski	Did not indicate	I am in favor of adoption of the COMAR 13Q.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Amy Pusey	Did not indicate	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Laura Jean Owusu	Did not indicate	It is the responsibility of every school in our State to provide all students, including the gifted, with an education that will help them learn and develop to	X		Agree

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		their fullest potential. Adoption of COMAR 13A.04.07 brings attention to the needs of Maryland's gifted and talented students. I urge that it be adopted.			
Kelly White	Did not indicate	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Lucy Morrison	Did not indicate	At present, educational focus and monetary support seems to rest upon students who are NOT meeting basic educational goals. There are many support mechanisms in place in order to ensure that under-performing students receive all the help they can/need. It is imperative that ALL students receive the support they need in order to maximize their potential, so PLEASE support programs for Gifted and Talented students by adopting the COMAR regulation identified above.	X		Agree
Catharine Spady	Did not indicate	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/Tstudents' needs are included in Maryland law.	X		Agree
Valerie Mayer	Did not indicate	I support the adoption of this proposed regulation. It is critical that students be evaluated at regular intervals and those that meet or exceed established GT levels need to be provided with an appropriate level of instruction. Currently, those students who have been identified as GT, do not receive an appropriate level of instruction unless they are in at a gifted center program or magnet program. Having a state requirement to provide for these students would be much appreciated.	X		Agree
Connie Holt	Did not indicate	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Julianna Brush	Did not indicate	As a parent of a Kindergartener who is reading at a 1st grade level and doing math at a 2nd/3rd grade level, I already see the importance of ensuring that my son has all of the resources possible to keep him engaged in school and to retain a love of learning that comes through academic challenge. I feel very strongly that a balance needs to be achieved so that all children, of all levels, should have guaranteed educational resources to allow each student to achieve to their highest abilities. "No Child Left Behind" should not mean "No Child	X		Agree

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		Should Excel" because resources for G/T students are not secure.			
Stacey Palosky	Did not indicate	All of the state's public schools need to be held accountable for teaching ALL children. This includes children who are gifted. I've seen firsthand too often schools that ignore the needs of these children -- both mine and friends' children. I had a principal tell me that we didn't need to talk about my child's needs because "other kids will catch up to him." This kind of thinking in our schools is unacceptable.	X		Agree
Mr. and Mrs. Herbert H. Sprankle	Did not indicate	This is to notify you that we support adoption of the proposed COMAR 13A.04.07 gifted and talented education. It is an IMPORTANT step toward ensuring that all gifted and talented students in this state receive an appropriate education which will help them develop to their full potential.	X		Agree
Gloria Salas-Kos	Did not indicate	I have reviewed the proposed changes to the state's gifted and talented regulations and urge you to hold public hearings. These changes have the potential to further segregate poor and disadvantaged children resources and opportunities in as early as pre-k to second grades.		X	Disagree 13A.04.07 §.01 states that gifted and talented students are found in all cultural and economic groups. §.02 states that all students are considered in the identification pool.
Terrill North	Did not indicate	I am writing you asking that you hold a public hearing on the COMAR 13.A.01.04.02 proposal. I am concerned that identifying children for gifted and talented programs in the pre-K through 2nd grade may unnecessarily segregate children and their access to resources of the school system. I use the term "segregate" specifically because I fear the achievement gap between white and not-white children in Maryland will only widen by separating children at such a young age.		X	Disagree COMAR 13A.04.07 §.02 (A) (1) supports the use of early talent development, a strategy to eliminate achievement gaps

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Zhongyu Wong	Did not indicate	I am the father of two young kids, 4 and 6. I am fully support the new regulation of Gifted and Talented Education.	X		Agree
Fazal Khattak	Did not indicate	I am in favor of adoption of the COMAR 13Q.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Elena Shtern	Did not indicate	I strongly support final adoption of proposed regulation 13A.04.07--Gifted and Talented Education (put that in the subject line). To stay competitive on the global scale, it is paramount that the US schools provide services in addition to the regular school programs that would identify and further develop gifted and talented students.	X		Agree
Yvonne Golczewski	Harford County	By definition, these students are outside of the norm and therefore require intervention to be successful. It is a terrible myth that they will somehow make it on their own without the proper guidance and support.	X		Agree
Delegate James Hubbard	House of Delegates, District 23A Prince George's County	I am writing in support of the proposed COMAR 13A. 04.07 Gifted and Talented Education. I know that this aligns itself with the recommendation made by the Commission on Gifted and Talented Education established by HB572 of 2000 for which I was the primary sponsor. The support of the COMAR regulation is necessary to provide equity and educational opportunities for Maryland Gifted and Talented Students.	X		Agree COMAR 13A.04.07 addresses Recommendation 2.0 in *The Final Report of the Governor's Commission on Funding and Services for Gifted and Talented Student Education in Maryland*: "The Maryland State Board of Education [shall]adopt into regulation nationally-accepted standards for gifted and talented student education."

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Katina Denikos	Howard County Elkridge Landing MS Elkridge ES	I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. It is an important first step toward ensuring that all gifted and talented students throughout Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Tracey Davidson	Howard County	We are very fortunate to have an excellent GT program in Howard County. My daughter, who is now in 5th grade, would have suffered greatly without it. I was very surprised to learn that there is not a law in place to protect our GT program.	X		Agree
Darcy and Tony Concha	Howard County	This COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to preserve the critical aspects of the programs that gifted students need to help them develop to their full potential.	X		Agree
Karen Beuchel	Howard County	Why is GT programming necessary in Maryland? 1. Child health: Without GT programming, bright children have nothing new to occupy their minds day after day. Some act out creating classroom management issues, some tune out and fall behind as under achievers, and some turn their attention to escaping. 2. Quality of Life: Virginia and Pennsylvania each offer more comprehensive protection for GT kids than Maryland does. Virginia has a multifaceted system for children at every level of giftedness from mild to profound. Pennsylvania offers Individual Education Programs (GEIP) to their gifted population. People are going to live where the education system works for their child. 3. Our kids need protection. If we are going to be a nation of innovators, we can't just meet core curriculum standards. We need to allow and encourage ALL students to grow. We need to nurture every child to achieve at whatever level they can, including the GT child.	X		Agree
Richard and Julia McCready	Howard County	Our 5th grade daughter at Talbott Springs Elementary School in Columbia has had wonderful experiences in GT classes and seminars throughout her elementary years. This programs serves children from diverse racial, ethnic, and economic backgrounds.	X		Agree
Steve Smalley	Howard County	We know that students come to STEM careers from many different avenues. Many engineers faced learning / behavioral challenges and it was an	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
	Business: Anne Arundel County	enrichment/GT program that focused their attention and help drive purpose into their education. We need strong programs that can identify special talents out of the population at large, and allow for differentiated growth from that point on.			
Sara Seifter Stephanie Coakley	Howard County Gifted and Talented (G/T) Advisory Committee	The Howard County Gifted and Talented (G/T) Advisory Committee, comprised of approximately 450 parents and educators, endorses the adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. Providing statewide standards for Gifted and Talented Education will ensure that Maryland will meet the labor needs of industries on the cutting edge.	X		Agree
Connie Finney	Johns Hopkins Applied Physics Laboratory STEM Office	I am Project Manager for the G&T Mentor Program at JHU APL. It is the G&T student who can be successful here working at an advanced level to understand our science & technology opportunities…APL is very interested in working with these student to encourage them to go forward.	X		Agree
Elaine Hansen, Ph.D	Johns Hopkins University Center for Talented Youth	I am writing on behalf of the Center for Talented Youth (CTY) at the Johns Hopkins University in support of the adoption of proposed COMAR 13A.04.07Gifted and Talented Education. For over 30 years, CTY has identifies student with advanced academic abilities, including students in Maryland. Our programs, however, are intended to supplement, not replace school programs. It is vital that our schools recognize the need to provide all student, including those with advanced academic abilities and needs, an education that will allow them to develop their full potential. With the economic and social challenges facitn our state ahd county today, it is more essential than eve that we cultivate the talents of those students who are more likely to solve society's most pressing problems in the future.	X		Agree
Keri M. Guilbault, Ed.D., *President*	Maryland Coalition for Gifted and Talented Education (MCGATE)	Many people (including school administrators) mistakenly believe that gifted children can learn on their own and do not need any special programming; however, decades of research indicate that these children differ both qualitatively and quantitatively from their age-peers and have specific social emotional needs as well as cognitive needs that if not recognized and nurtured, can lead to problems such as underachievement, dropping out of school, depression, and even suicide.	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		Many gifted children from minority and economically disadvantaged populations are under- identified and/or under-served. It is the economically disadvantaged gifted and talented learner who suffers the most from a lack of state policy to ensure his or her educational needs will be met in the public school			
Helaine Zinaman Executive Director	Maryland Educators of Gifted Students (MEGS)	Maryland Educators of Gifted Students (MEGS) support the adoption of the proposed Code of Maryland Regulations (COMAR) Chapter 13A.04.07 Gifted and Talented Education. Gifted and talented is the only identified group of students in Maryland's Bridge to Excellence legislation that does not have program standards (COMAR) to guide individual school systems. Maryland's gifted children typically learn at the whim of a patchwork collection of policies, programs, services, and funding that varies widely from district to district. The passage of this COMAR regulation will allow supporters of gifted education, both educators and parents, to be able to advocate for the implementation and improvement of a gifted program in all Maryland counties.	X		Agree
Paula Shelton	Maryland MESA Math, Engineering, and Science Achievement	We write in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. Gifted students, like all students, should learn something new in every school day. Gifted students are not in school to tutor other students. Research and experience have shown that a gifted student who is bored can be disruptive in class or in some cases drop out of school completely.	X		Agree
Kay Romero, President Maryland PTA	Maryland PTA	Maryland PTA and its nearly 200,000 members statewide seeks and supports requiring the Maryland State Department of Education (MSDE) to adopt the proposed COMAR regulation 13A.04.07 Gifted and Talented Education… Many families are coming to Maryland from New Jersey and Virginia, both of which have mandated identification and services for gifted and talented. Equitable funding earmarked for gifted and talented students is also needed.	X		Agree
Van Reiner, President and CEO	Maryland Science Center	As the father of gifted children, I am only too aware of what can happen if these students are not challenged with work that is appropriate to their abilities…We need to challenge our gifted students so that they can reach their full potential and help to keep our state and nation in a leadership role in commerce, research, and development of new technologies.	X		Agree

Public Comment COMAR 13A.04.07 Gifted and Talented Education
December 16, 2011 – January 17, 2012

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
Phyllis Bailey	Maryland State Advisory Council for Gifted and Talented Education	In the recent *Sun* article [Wednesday, December 28, 2011] titled "Hopkins: Cultivate Bright Children"… is the comment that follows: "There are people around the world…who are not afraid to separate their best kids and give them special attention. They are in an arms race to manufacture the smartest workers, and we are not." The rationale paper [prepared by the State Advisory Council] supporting the proposed COMAR established a strong foundation for support of this group of students which in many ways could be defined as "special needs" students.	X		Agree
Susan M. Bounds,Chair	Maryland State Advisory Council on Gifted and Talented Education	The Maryland State Advisory Council on Gifted and Talented Education fully supports and endorses the proposed COMAR 13A.04.07 Gifted and Talented Education regulation. Advisory Council members come from diverse backgrounds, perspectives, and fields of endeavor. They represent business, higher education, local education systems, parent groups, professional educator groups, and community organizations… Attached is a Rationale Paper which was prepared by the Advisory Council's Policy and Advocacy Subcommittee and approved by the Advisory Council as a whole. It explains why COMAR 13A.04.07 is needed and gives some of the historical background and research findings which led to the development of this regulation.	X		Agree
Frederick Stricknoth, President	Montgomery County Gifted and Talented Association (GTA) of Montgomery County,Inc.	The GTA's members, parents of gifted and talented students enrolled in the Montgomery County Schools subscribe to MSDE's affirmation in its Criteria for Excellence: Gifted and Talented Education Program Guidelines that "curriculum and instruction must challenge the advanced academic needs of gifted and talented students." Our parents find, however, that other education priorities are allowed by the local school system to crowd out local provision on this challenge for these students. MCPS is attempting to water down identification of gifted and talented students and increasingly provides the same undifferentiated curricula and programming to all students. These actions are taken in the name of social equity and managerial and budgetary alignment. MCPS' degradation of gifted and talented education particularly impacts students attending our schools of concentrated poverty..We experience what the research literature notes: gifted and talented African-American, Hispanic, and poor students are most underserved.	X		Agree
Walter H F Smith	Montgomery	Although I am today an Ivy League PhD and a high-functioning leader in the	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
	County	international science community, I remain to this day a high school drop-out with no GED. I languished in school and tested the boundaries to keep myself amused when my schooling failed to challenge me. Looking back on it, I am grateful that I survived without doing something to get me killed or jailed. Only after dropping out of school and reaching majority age was I able to begin a real education path via the community college system. My K-12 schooling never challenged me, in the belief that it was safe to ignore me. I don't think this was a good idea. I am now the proud father of two daughters in Montgomery County Public Schools. Both are elementary age, in grades 2 and 5. When the older one entered Kindergarten she was already reading on her own, and she had to mark time, spinning her wheels until she could enter a magnet Center for the Highly Gifted in 4th grade. The younger one, perhaps equally bright, is currently suffering through a one-size-fits-all implementation of MCPS's "Curriculum 2.0" with uniform and undifferentiated homework assigned across the entire 2nd grade. Many forces in our society and in K-12 education exist to direct teachers to expend effort on struggling students. And indeed those students need help. But our gifted students need to be seen and nurtured as well. And the future of our society requires that those who can learn at a faster pace must be allowed and encouraged to do so, and must be given the resources to do so. Please pass Reg 13A.04.07 so that our local school districts in Maryland will be encouraged to pay attention to the needs of the brightest students, the ones who will create the future we will all inhabit.			
Banu Turhan	Montgomery County	I hereby voice my support for the adoption of the proposed GT regulation published as COMAR 13A.04.07 Gifted and Talented Education.	X		Agree
Haiyan Wang	Montgomery County	President Obama said that we must "out-educate" and "out-innovate" China or any other country. To out-educate, we must provide the brightest kids the best challenging programs as supported by the GT education. We have devoted too much attention and resources to lifting the bottom up. The innovators of tomorrow must be cultivated today in the most challenging programs	X		Agree
Muammer Sagmanligil	Montgomery County	I hereby voice my support for the adoption of the proposed GT regulation published as COMAR 13A.04.07 Gifted and Talented Education.	X		Agree
Maureen Fay	Montgomery	As a former elementary school teacher and parent of a "highly gifted" student I	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
	County	am well aware of the challenges these students face in the classroom. I feel regulation 13A.04.07 will assist in educating this special population of students. First, it will make school systems review the effectiveness of their identification process. If a system is identifying 40% of its students as gifted, there is a problem. Also, documenting early evidence in pre-K-grade 2 is crucial to these learners. This regulation would also require teachers to be trained in dealing with this special population of students. It is not easy to accelerate, extend, or enrich instructional content; these strategies need to be taught to teachers.			
Katherine C. Rigler	Montgomery County	This is to urge members of the Maryland State Board of Education to vote for adoption of COMAR 13A.04.07 Gifted and Talented Education. Some school systems and schools make a concerted effort to meet the needs of their gifted and talented students. Others do not. Education by chance is not equity in education.	X		Agree
Ed Shields	Montgomery County	I am very concerned with the direction MCPS is moving with respect to GT education... it adversely impact many GT students. My only wish is that the State-level regulation could be more strongly stated, such that instead of "Each school system shall consider implementing," you state, "Each school system shall ensure implementation of." The voluntary nature of regulations seems to give MCPS too much latitude to ignore the expectations set by the State.	X		Agree Local school system superintendents requested flexibility in implementation of the regulation.
Holly Clemans	Montgomery County	G & T students require proper identification and specific services beyond those provided in the standard classroom. Their teachers require proper professional development support in order to provide appropriate learning experiences for their G&T students. Without these specific G&T services, G&T students do not thrive in their normal classrooms.	X		Agree
Steven B. Adams, J.D.	Montgomery County	It is imperative that COMAR 13A.04.07 be adopted to ensure that all students who need challenges in addition to the common curriculum, in order to be fully engaged in school, receive the education they deserve to become fulfilled and productive members of our society.	X		Agree
Regina Greenspun	Montgomery County	As one of the early advocates of g/t programs in this state, I served as chair of the Superintendent's Advisory Board on the Education of the Gifted and	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		Talented in Montgomery County and was a founding member of the state-wide Committee on the Education of the Gifted and Talented. Over the years I have witnessed the development of fine programs in g/t education in Montgomery and other counties. However, there are wide discrepancies in the services offered to this population of students, and I consider this COMAR to be an important step toward improving Maryland's ability to serve every student with an education that will develop his/her full potential.			
Marla Grossman	Montgomery County	As a mother of two children in the Montgomery County public school system, I whole-heartedly support any regulation that promotes and supports gifted and talented programs in Maryland and Montgomery County. The only reason why I keep my kids in public school – and I devote volunteer hours to the public school – is because of its fine gifted and talented programs.	X		Agree
Keary Cope	Montgomery County	G & T students require proper identification and specific services beyond those provided in the standard classroom. Their teachers require proper professional development support in order to provide appropriate learning experiences for their G&T students. Without these specific G&T services G&T students do not thrive in their normal classrooms. I have observed several G&T students in Montgomery County School classrooms, including my daughter, who would benefit from this legislation to support G&T education.	X		Agree
Laurel McFarland	Montgomery County	As the parent of two children who have participated in gifted education programs in Montgomery County Public Schools (one of whom, our eight year old, is anticipating entering a magnet program next year), I think it is vital to have sound, ongoing programs for identifying and serving gifted kids in our public schools.	X		Agree
Eric and Sue Marx	Montgomery County	Here in Montgomery County, there is a "Global Screening" identification process in second grade, but then there is no effort to provide any appropriate enrichment or acceleration outside of a few magnet programs serving a small number of students. Schools here, and all across Maryland, must be required to provide all students, including the gifted, with an education that will help them learn and develop to their fullest potential. Adoption of COMAR 13A.04.07 is an essential step to ensure that the educational needs of Maryland's gifted and talented students will be met.	X		Agree MSDE currently does not monitor or evaluate GT program implementation in the local school systems.

Public Comment COMAR 13A.04.07 Gifted and Talented Education
December 16, 2011 – January 17, 2012

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
Michelle Gluck	Montgomery County	As a parent of two gifted students in Montgomery County, I have experienced firsthand the debilitating effects of an unchallenging (yet compulsory) curriculum on students who can and yearn to learn at a faster pace or higher level than their age peers…And even at the best of times, the United States likes to think of itself as an egalitarian society in which no one has any more academic potential than anyone else. We have no trouble recognizing and encouraging talent in athletics, art, music, and other non-academic arenas, but acknowledging and nurturing intellectual gifts is viewed as elitist or worse…I believe that a strong state regulation will send a message to local school districts that appropriate education for gifted students is a statewide priority, not just the provincial interest of a minority of parents.	X		Agree
Richard Yarrow	Montgomery County Richard Montgomery High School PTSA	Most of our IB students decided to attend RM because the school offers an education that is vastly more advanced than anything the students could receive at home schools. Nevertheless, RM is merely one of a small selection of magnet schools in MCPS, all of which have only enough room for a fraction of high-ability kids. And though countless students are left without the faster-paced learning they crave, many parents, students, and teachers have noticed the school system's reluctance about increasing the availability of accelerated courses. COMAR 13A.04.07 is, unfortunately, sorely needed.	X		Agree
Douglas Hill	Montgomery County	I'm writing to voice my support of the proposed MD state legislation supporting Gifted and Talented education. While I currently do not have children in a GT program (yet - we have applied for our 3rd grader for next year) I think these programs are important to identify GT students and keep them interested and engaged in school.	X		Agree
Donald & Elizabeth Klees	Montgomery County	Our experience is that, while MCPS takes GT education seriously in many regards, their processes for both identifying students with these altitudes and getting them the curriculum they need are haphazard at times…By putting an emphasis not only on identifying such students but also establishing the appropriate educational path for them, we believe this regulation will bolster the county's handling of students with exceptional aptitudes. Thank you very much.	X		Agree MSDE currently does not monitor or evaluate GT program implementation in the local school systems.

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
Carole Reuschle Edelstein MD	Montgomery County	I strongly support adoption of Regulation 13A.04.07 Gifted and Talented Education. In particular, I support the call to: • Provide different services beyond those normally provided by the regular school program • Provide a continuum of appropriately differentiated academic programs and services, as early as Pre-K • Provide professional development for those teachers and support staff who are assigned to work with students who have been identified as gifted and talented. As the parent of a highly gifted child, it has been a struggle to obtain appropriately challenging academic material designed to meet his accelerated academic needs. The Maryland State Board of Education needs to continue to strengthen their policies and regulations regarding gifted and talented education, and then ensure implementation via our local public school systems. Challenge Every Child.	X		Agree
Mrs.Guler Koknar	Montgomery County	I am writing to voice my support for the adoption of the proposed GT regulation published as COMAR 13A.04.07 Gifted and Talented Education.	X		Agree
Robert and Iris Masucci	Montgomery County	As a parent of two gifted children currently in the Montgomery County Public School system, I continue to be concerned by the erosion of gifted and talented education. There is a push to eliminate identifying children as GT, and GT instruction is all but disappearing from the schools….My hope is that this regulation will require schools to have a clear system in place to both identify and serve the needs of GT students.	X		Agree MSDE currently does not monitor or evaluate GT program implementation in the local school systems.
Katherine Adams	Montgomery County	As the parent of two students who go to math class geared towards their needs, I see firsthand how important it is for my children to receive instruction that challenges them and is at their level.	X		Agree
Penny Rigler	Montgomery County	As a mother of a child currently in a GT program in a Montgomery County Public School, I can say that my child has flourished with the enriched	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		instruction…Since receiving the GT identification and instruction 2 years ago, my son has grown by leaps and bounds, is more confident and outgoing and all of this, I feel, is due to receiving advanced instruction with similar peers.			
Alice Caponiti	Montgomery County	I am a parent of two children in the Montgomery County Public Schools (MCPS) system - one in kindergarten and one in second grade. MCPS does not formally screen for GT until 2nd grade. Last year my incoming 1st grader, entering MCPS from a Montessori program, suffered a year of having been set back in math. There was no formal screening assessment of his abilities in math and he was forced to remain with the first grade curriculum even though he had mastered that material in prior years… My only wish is that the State-level regulation could be more strongly stated, such that instead of "Each school system shall consider implementing," you state, "Each school system shall ensure implementation of." The voluntary nature of regulations seems to give MCPS too much latitude to ignore the expectations set by the State. I perceive that MCPS is hostile to the intent of GT policies and regulations and is taking steps to water down the goals and objectives of the program.	X		Agree Local school system superintendents requested flexibility in the implementation of regulation.
Lisa Clemans-Cope	Montgomery County	The use of GT screening and identification is critical for students who require learning opportunities beyond those provided in the standard classroom. In order to offer an appropriate level of challenge, teachers require training for specific strategies of acceleration, enrichment, and differentiation that are effective with gifted learners. All students are more likely to thrive when they have appropriate learning opportunities, including GT students. Several children that we know in Montgomery County School classrooms would benefit from this GT regulation.	X		Agree
Dr. Mehmet Kayaalp	Montgomery County	I hereby voice my support for the adoption of the proposed GT regulation published as COMAR 13A.04.07 Gifted and Talented Education.	X		Agree
Ihsan Sadak	Montgomery County	I hereby voice my support for the adoption of the proposed GT regulation published as COMAR 13A.04.07 Gifted and Talented Education.	X		Agree
Sophie Leahy	Montgomery	I have three children who are students in Montgomery County Public Schools	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
	County	(MCPS); a junior and a freshman in high school, and a 5th grader. Altogether, our family has had experience with three MCPS elementary schools, two middle schools and two high schools, including four different magnet programs at all levels… I believe that the adoption of the proposed regulation would help strengthen the case for developing adequate GT services at the local school level in particular.			
Xin Chen and Brett Sylvester	Montgomery County	Our daughter goes to the Chevy Chase ES GT center and has benefited from the experience tremendously. Before entering the GT program, she was way beyond her level academically and was bored at her classes. She was not motivated to go to school. The GT program at CCES changed all that. She is challenged and provided with academic tasks that are appropriate for her level.	X		Agree
Wilson Rigler (student)	Montgomery County	I am currently enrolled in the Gifted and Talented program at Lucy V. Barnsley Elementary School. This is my second year and I am so glad I was able to be a part of this program. I have learned so much here. I really wanted to try something new and different from my home school because I needed more of a challenge. My friends and I are very competitive on our projects and so I think I am learning more here than ever before. This program lets me be in a class with kids who have similar interests and learning styles. Please vote yes for COMAR because we all deserve to receive the best education possible.	X		Agree
Patrick Dunn, Ph.D.	Montgomery County	I support the proposed changes in COMAR 13A.04.07 as considered by the MSBOE on October 25, 2011. The all inclusive screening of students is very important. I strongly support the use a broad range of indicators that do not preclude students with learning disabilities from highlighting their gifts…It is not clear to me how MSDE reports on school system compliance with the provisions in the regulations.	X		Agree COMAR 13A.04.07 § .02 (C) specifies the use of multiple indicators of potential, aptitude and achievement which will support the identification of twice exceptional students.
Brian Roberts	Montgomery County	I believe this proposal, if adopted, would encourage school systems to identify children for gifted and talented education as early as pre-K through second grade - much too early - and would further segregate children's access to		X	Disagree COMAR 13A.04.07 § .02 (C) does not

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		resources and equitable instructional opportunities at an age where they are just beginning their experiences in school.			stipulate the grade level to begin the formal identification process.
Kenann McKenzie-Thompson, PhD	Montgomery County	I am very concerned about the proposed legislation to change gifted and talented education in the state of Maryland…My son, Ian, who passed away in 2011 had the opportunity to take the test to be a part of the magnet program in Montgomery County for math and science; he passed that test and was even identified early on for gifted education....however after the identification my husband and I reflected on the message this was sending our son who realized and was bothered that so many of his friends did not have access to that curriculum that he would now be a part of. We chose to send him to a private school that practiced a cooperative and rigorous learning program for all and provided a diverse ethnic and economic climate.		X	Disagree COMAR 13A.04.07 does not reflect a change in the definition of a gifted and talented student which is established by the Annotated Code, § 8-201-204.
Joanna (Jody) Peltason	Montgomery County	I am a Montgomery County citizen and an educator with ten years of full-time teaching experience in grades 6-12. I have also worked in education research and policy. Most important, I am the parent of a child in the Takoma Elementary School district who is (statistically speaking) highly likely to qualify for a GT program, and I still strongly oppose it: I believe that my daughter will be better served by remaining in a heterogeneous classroom through at least second grade. I earnestly request that you schedule a public hearing on this issue before proceeding.		X	Disagree COMAR 13A.04.07 does not specify that gifted students must be served in a homogenous setting; this is a local school system decision.
Nora Cartland	Montgomery County	As a parent of two children who have been identified by MCPS as Gifted and Talented, I am very concerned that the legislative language may increase the inequities that currently exist in our school system. I already see my Latino children struggling to be amongst the "only" in their G/T and honors classes, groups of children of color being excluded from receiving an excellent education as early as second grade (when MCPS identifies children) and demographic levels of children identified remaining constant despite an increase in diversity in our schools. I ask that MSDE reconsider its proposed recommendation and please allow the public an opportunity to ask questions and provide a larger forum for input on the proposed regulations to address		X	Disagree COMAR 13A.04.07 §.03 promotes equity of opportunity through a *continuum* of services offered during the school day, programs to involve parents, and

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		these concerns.			programs to support social and emotional growth.
Naomi Lesley	Montgomery County	I am extremely concerned that the proposed regulations would require all schools to identify students as early as preK. Identifying students this young, with no further re-evaluation points, would, in my view, grievously impact equitable access to education for students from disadvantanged backgrounds… If changes to the current regulations must be made, I believe that either multiple age points should be mandated for evaluation, or that the age references should be taken out altogether. I ask that you make all comments public and that, before coming to a final vote, you schedule a public hearing.		X	Disagree COMAR 13A.04.07 §.02(A) allows school systems to develop an identification process that occurs at multiple age points. §.03(C)(1) recommends consideration of a *continuum* of appropriately differentiated services,PreK-12.
Evie Frankl	Montgomery County Education Forum	As everyone knows, gifted and talented education is an enormously controversial topic. Both The New York Times and the Washington Post, among other publications of note, have addressed the seeming inability of gifted programs to equitably offer services across demographic groups. Try as they might, school systems have consistently not been able to close this gap in identification. The idea that even earlier identification would remedy this situation simply does not make sense. I would encourage you and the Maryland State Board of Education to open this issue up to a public hearing before a vote is taken.		X	Disagree COMAR 13A.04.07 §.02(F)(1) recommends that school systems consider using documentation from early talent development programs in the identification process. This is a research based practice that

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
					promotes equity.
George M. Vlasits	Montgomery County Education Forum	I am writing to express my concern over the proposed changes to COMAR with regard to Gifted and Talented Education. While I find it curious that the State BOE has seen fit to implement these changes in what I can only describe as a "stealth" fashion, I am even more upset by the content of the proposed regulation. As a veteran educator (27 years in Montgomery County, MD, with previous positions in North Carolina and New Jersey) I believe that much of what is contained in the proposal runs contrary to the current thinking in education. Focusing on identifying "gifted and talented" children at an earlier and earlier age and then providing them with special resources and programs denied to the "not gifted and talented" students is hardly a way to address the underlying problems with American education or to reduce the achievement gaps which exist in our schools… If the Maryland State Board of Education is truly interested in "equity in educational opportunities", "excellence in education for all", and "economic competitiveness for Maryland" then it should be focusing on providing rigorous and meaningful education for ALL STUDENTS and not on guaranteeing that the best we, as educators, have goes to those who enter public education with a "head start", generally based on social and economic status.		X	Disagree Current state reform initiatives as delineated in Maryland's *Race to the Top* application clearly demonstrate that the State Board has made an unwavering commitment to erase achievement gaps and provide a rigorous and meaningful education for all students.
Donald Pelles, Ph.D. 301 608-0992	Montgomery County Education Forum	I am a member and Board member of the Montgomery County Education Forum (MCEF), a non-profit education advocacy organization, I would like to express my concerns about the limited opportunity for review and public comment regarding the proposed new State-level Gifted and Talented regulations. This set of regulations would greatly impact the educational opportunities of all students in negative ways, especially minority students in Maryland…These proposed regulations have serious policy and implementation flaws which *should* require more serious study and significant revisions before they are brought before the State Board of Education. I urge you to *schedule a public hearing* after the comment submission period ends.		X	Disagree MSDE followed the timelines and procedures for promulgating regulations, which include a 30 day public comment period.
Ana Sol Gutierrez, Maryland State Delegate District 18	Montgomery County Education Forum	As a Maryland State legislator, a former Montgomery County school board member, and as chair of the Board of the Montgomery County Education Forum (MCEF), an education advocacy non-profit organization, I am writing to express my serious concerns with the limited opportunity for review and		X	Disagree MSDE followed the timelines and procedures for

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
	(MCEF)	public comment regarding the new State-level Gifted and Talented regulations. In view of the fact that this set of regulations can greatly impact negatively the educational opportunities of all students, and especially minority students in Maryland, the proposed timeline for comments and approval is extremely short…I urge you to schedule a public hearing after the comment submission period ends. Based on all written comments submitted and those heard at a public hearing, a more transparent and open process must ensure that revisions to the currently proposed regulations will take place BEFORE these are presented to the State Board of Education for approval.			promulgating regulations, which include a 30 day public comment period.
Lisa Beaudet, M.D.	Montgomery County Public Schools	I applaud and support the adoption of 13A.04.07 Gifted and Talented Education, but would urge the following minor changes: .02-F (identification), .03-C (programs and services): I would encourage you to use more forceful language in these sections, eliminating the word "consider" and changing "implementing" to "implement", so that the statements say "Each school system shall implement .... "It does no good for a school system to simply "consider" implementing identification, programs and services for these kids. Holding these kids back by forcing them to endure an inappropriately slow, average curriculum and pace is the surest way to stifle their love of learning, creativity and imagination that could otherwise flourish in an appropriately accelerated and differentiated environment.	X		Agree COMAR 13A.04.07§.01 states that these regulations provide the minimum standards.
Anamika Krishna	Montgomery County Public Schools	My youngest, is currently in second grade. He no longer enjoys school, cries when doing homework, takes no pride in his work, makes little effort, and tells me every day, "I am so bored" or "I don't want to go to school anymore."What recourse is there for parents in this situation? Dr. Starr stated at one of his listen and learn meetings, that all children in MCPS "have the right to be challenged and engaged." Right now, my child's love of learning is slowly disappearing. Please support this resolution. The needs of accelerated children are equally important.	X		Agree
Joanna (Jody) Peltason	Montgomery County Public Schools	I am writing to express my opposition to the provision of COMAR13A.04.07 regarding the identification of students for gifted and talented programs before second grade. Most important, I am the parent of a child in the Takoma Elementary School district who is (statistically		X	Disagree Parents continue to have choice as to whether their

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		speaking) highly likely to qualify for a GT program, and I still strongly oppose it: I believe that my daughter will be better served by remaining in a heterogeneous classroom through at least second grade. I earnestly request that you schedule a public hearing on this issue before proceeding.			children will participate in the gifted and talented program offered by the local school system. COMAR 13A.04.07 does not specify that local school systems must serve gifted students in heterogeneous settings only.
Betty Kansler	Notre Dame of Maryland University School of Education	Gifted students, like all students, should learn something new every day. Furthermore, their educational experiences should be based on their abilities and interests. They deserve to be challenge with a program that is in concert with their identified strengths.	X		Agree
Ms. La Tesha Biggs-Robinson	Prince George 's County	My son is part of the Gifted and Talented program in Prince George 's County, Maryland . He has Asperger's Syndrome and is considered as Twice Exceptional because of his disability and intellectual capabilities. He is currently enrolled in at Valley View Elementary, which is an All Day TAG Center in Prince George 's County.	X		Agree COMAR 13A.04.07 § .02 (B,C) support the identification of twice exceptional students.
Micah Robinson Little Sister of a Talented and Gifted Student	Prince George's	I am the sister of a Gifted Student and am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. Adoption of this COMAR is an important step toward ensuring that all gifted and talented students in Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Laura Carriere	Prince George's County	As PGTAG President from 2004 to 2008 I spoke with many parents whose children attended PGCPS schools that had inadequate or non-existent gifted programs. These schools were able to ignore the county's stated desire to have a quality gifted program at every school because there is no Maryland State	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		requirement that they implement such a program. Not surprisingly, most of these parents' gifted children attended schools in the poorer areas of the county. Access to a quality gifted program in Maryland must not be a function of zip code within the state. Additionally, COMAR 13A.04.07 is not prescriptive and so allows for each county to adopt programs that fit within their existing framework at a minimum of cost and disruption.			
Robert Robinson, Jr.	Prince George's County	As a proud father of a son that is a Gifted student in Prince George's County, I have seen firsthand the positive effects a Talented and Gifted (TAG) Program in the State of Maryland. My son attends one of the All Day TAG Programs in Prince George's County at Valley View Elementary. The accelerated curriculum of the TAG Program has been an essential part of my son's educational development… Without this program, I do not think that my son would receive the education that he and many other gifted children in the State of Maryland deserve.	X		Agree
Nori Duran	Prince George's County	My name is Nori Duran, a proud parent of a TAG student and an educator in PGCPS. I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education.	X		Agree
Anthony D. and F. Paulette McWilliams	Prince George's County	Giving gifted and talented students in our state the challenge they need to develop to their best potential benefits not only the students, but their neighborhoods, cities, states, our nation, and the world. To lose this valuable educational resource would greatly weaken the quality of education in Maryland.	X		Agree
Susan Johnston	Prince George's County	The primary reason for public education is that it supports the educational needs of all students, not just those that can afford to pay for private education. Services for TAG students are currently uneven at best, and non-existent at worst. Adoption of COMAR 13A.04.07 will help ensure that needs of Maryland's gifted and talented students will be met. We urge the Maryland Board of Education to adopt COMAR 13A.04.07. Thank you.	X		Agree
Robert Robinson III (Student)	Prince George's County Maryland	I am a Gifted Student and I am writing in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. The curriculum that I am taught is extremely challenging and rewarding and I am thankful to be one of the lucky students in the state of Maryland to receive this instruction from	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
	Valley View Elementary	knowledgeable instructors who care about my future and education. Therefore, Adoption of COMAR 13A.04.07 will help ensure that needs of Maryland's gifted and talented students will be met.			
Duane Arbogast, Ed.D. Chief Academic Officer	Prince George's County Public Schools	As the Chief Academic Officer of Prince George's County Public Schools, I support the adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. Our current TAG population is over 11,000 students in grades 2-12. Although culturally, linguistically, ethnically, and economically diverse students have been historically underrepresented in gifted programs around the nation, PGCPS has made great strides in the formal identification and services of TAG students from diverse backgrounds. We continue to address the need of identifying more gifted and talented students from Hispanic and low-socio economic backgrounds through specific systemic initiatives, which have produced positive results. Without formal identification, we run the risk of some students easily getting overlooked from advanced programs.	X		Agree Maryland school systems are implementing research-based interventions to achieve equitable representation in their gifted and talented programs.
Tiffany Craggette	Prince George's County	We write in support of adoption of proposed COMAR 13A.04.07 Gifted and Talented Education. Adoption of this COMAR is an important step toward ensuring that all gifted and talented students in Maryland receive an appropriate education that will help them develop to their fullest potential.	X		Agree
Renee Dixon	Prince George's County	I am in support of the proposed COMAR Chapter 13A.04.07 Gifted and Talented Education. Identification of gifted and talented students as outlined in the proposed COMAR will help ensure identification for students from all populations, including those which have been historically underrepresented in gifted programs, such as those who are racially, culturally, linguistically, or ethnically diverse, are from lower socio-economic groups and/or have disabilities. My son is African-American student who attended the talented and gifted programs at Valley View Elementary and Walker Mill Middle in Prince George's County. He is currently a senior in the Science Tech Program majoring in pre-engineering. The courses in these programs have challenged him to reach his full potential. I feel self-identifying as a minority would be an important piece of the advocacy effort.	X		Agree
Theodore Gilkey, Chair	Salisbury University Department of	Adoption of this COMAR chapter is needed to help achieve equity in gifted and talented education with appropriate education services available to all Maryland gifted and talented students in all public schools. Adoption of this	X		Agree

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	Education Specialties	COMAR is needed to achieve excellence in education for all demographic group and to reduce achievement gaps that exist among demographic subgroups at the highest levels of achievement. We urge the Board of Education to adopt COMAR 13A.04.07.			
Dr. Meredith M. Patterson	Salisbury University	I am in favor of adoption of the COMAR 13Q.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Linda Emerick, Ph.D	Towson University College of Education	A major hindrance to the appropriate education of Maryland's brightest student among education is inconsistent knowledge and expertise about the characteristics and learning needs of the gifted and talented…We have happily collaborated with districts in providing comprehensive graduate programming…the challenge of both identifying and the education of diverse students with great potential rests with school personnel…COMAR 13A.04.07 addresses this issue. For the state of our students, our teachers, our state, and our future, I urge the Maryland Board of Education to adopt COMAR 13A.04.07.	X		Agree
Rich Weinfeld	Weinfeld Education Group, LLC	As Director of the Weinfeld Education Group, LLC, I write in support of adoption of the proposed COMAR 13A.04.07 Gifted and Talented Education. We are child-centered and dedicated to advocating for the educational and social-emotional needs of all children including those who are gifted and talented and twice-exceptional. As former director of Montgomery County Public Schools programs and services for gifted students with learning challenges, I saw first hand the dramatic difference it made in the lives of children, when both their strengths and challenges were addressed appropriately.	X		Agree
Laurie Darby	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure the gifted and talented students needs are included in Maryland law. I reside in Hebron, MD in Wicomico county and my daughter is currently in the gifted and talented program at her school. She has greatly benefited from the program as it encourages her to develop her own ideas, giving her confidence and expanding her knowledge beyond the classroom setting.	X		Agree
Jennifer Watson	Wicomico County	As a teacher in Wicomico County, I am writing to express my strong support for the adoption of COMAR 13A.04.07. Teaching in the magnet and thinking	X		Agree

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		and doing programs has given me the opportunity to witness the need to challenge the gifted and highly-able students on a daily basis… Raised by parents who are former Maryland teachers, I am proud to continue the teaching tradition. I thank you for the opportunity to submit public support for a wonderful proposal which further solidifies the integrity of the public school system of Maryland.			
Becky Insley	Wicomico County Northwestern Elementary PTA	I believe the gifted and talented students need education tailored to their "special" needs as much as other students with "special" needs. As an active PTA parent for years I have had the opportunity to read the research documenting how important programs, which challenge children appropriate to their learning ability, is critical to their educational and personal development. I have not only read the research but one of my children is also a gifted and talented student so we see firsthand how important this program has been to her education and development. COMAR 13A.04.07 is a must!	X		Agree
Eric Deinlein	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Joan Jordan, Ed.D	Wicomico County	As a retired college professor I recognize the transformation that a challenging curriculum can bring to the cognitive and reasoning abilities of gifted and talented students. Therefore, I strongly support the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland Law.	X		Agree
Karl Maier	Wicomico County	Our schools would not be ranked #1 in the nation for the past few years without gifted/talented programs. I therefore wish to voice my support for the COMAR 13A.04.07 regulation to ensure that gifted and talented programs are guaranteed in the state's education system. At the county level there is tremendous pressure to not fund our school system, and G/T programs are often viewed as dispensable here.	X		Agree
Amanda M. Markos	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law. As a teacher of gifted students I see every day how their needs are being sacrificed in the regular classroom in order to meet the demands of lower performing students. You now have the power to prevent this from happening - please vote in favor	X		Agree

Name	County/ Organization	Comment	In Favor	Against	MSDE Response
		of adoption of COMAR 13A.04.07.			
William S. Smith	Wicomico County	I am in favor of adoption of the COMAR 13a.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Nancy Moyers	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Susan Jordan	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.			Agree
Duane and Kimberly Insley	Wicomico County	Programs with such importance should not be left to the local decisions of funding but should be supported at the state level. As it is drastically important to successfully scaffold students who are not reaching benchmark goals, it too is equally important to ensure that the needs of gifted and talented students are met accordingly.	X		Agree
Katherine West	Wicomico County	Our county's board of education faces a 5+ million dollar budget deficit next year. While I realize that budget cuts need to be made, I hope the magnet school and the TAD program will be preserved. I am an educator with 17 years of experience, and I am well aware of the unique needs of gifted students. The COMAR regulation will ensure that services for gifted students will not be cut.	X		Agree
Mira Beaglehole	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
John and Kristi Meakin	Wicomico County	We are in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Susan Creel	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Anne Walls	Wicomico County	I am in favor of adoption of the COMAR 13Q.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Eric Peterson	Wicomico County	I am in favor of adoption of the COMAR 13Q.04.07 regulation in order to ensure that gifted and talented students' needs are included in Maryland law.	X		Agree

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Nancy Rowe	Wicomico County	I would love to believe that counties would provide g/t education for our students without the mandate but that is just not the case. Though our county currently offers a gifted and talented program, I am well aware that with inevitable budget cuts in the near future, they are analyzing each and every program that is NOT mandated by the state. Recently, I was shown a list of all educational programs offered by our Bd. of Education. Next to our gifted and talented program was the word "pending". This tells me that without the legislation, there is a possibility that our county would consider eliminating our program for our gifted and talented students. What a loss this would be to our students.	X		Agree
Julia Morris	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Jill Fitzpatrick	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Ivan Young	Wicomico County	My daughter was an advanced reader in K-2, and we had to fight, with very limited success, to get her any help that would challenge her…She spent much of her early primary experience unchallenged. That changed when she entered the North Salisbury MAGNET Program, not just because of the curriculum, but also because she began the TAD Gifted and Talented Program… However, budget cuts threaten these programs. It seems to me that "special needs" should apply not only to students with disabilities, but also those with extra-abilities…We must continue to foster the needs of our brightest students to demonstrate that an American education is on par with any in the world, that our highest achieving students are representative of what any student can achieve. The passage of this legislation helps protect our best students from languishing in a school system where their needs go unmet. Please help protect these children.	X		Agree
Valerie Murphy	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law. The needs of these students have been put aside for too long. We need to be able to provide	X		Agree

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		these students with the resources they need to succeed.			
Maria Coccodrilli	Wicomico County	We cannot afford to lose any enrichment programs for talented children in this area. There is so little enrichment in our community to begin with, to take yet another one away would only put our children further away from success and drown in the other option of being schooled with children who prove detrimental to their well being, education and social affairs.	X		Agree
Carol Illian	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Rebecca L. Smith	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Dean Peters	Wicomico County	I'm in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law	X		Agree
Kelly Hamilton	Wicomico County	As a mother of two gifted children attending schools in Wicomico County, I was thrilled to learn about COMAR Chapter 13A.04.07 Gifted and Talented Education. I know that this regulation will make sure that my children are given instruction that is both rigorous and challenging.	X		Agree
Tysha R. Staten	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Jane Devine and Glenn R. Hornstein, MD	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Sarad Baral, MD	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree
Nicole Munday	Wicomico County	I understand that policymakers may feel that students with economic advantages have unearned privileges and that these students will do fine on their own without educational supplements. However, education in Maryland should focus on children at all ends of the spectrum, and we should not	X		Agree

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		overlook high-achieving students.			
Richard and Jan Cormier	Wicomico County	As property owners in Wicomico County and grandparents of two gifted and very special grandchildren in Wicomico County, we are in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that gifted and talented student's needs are included in Maryland law. For these students to be competitive with their peers on state, national and world-wide levels, it is so very important that the gifted and talented programs in Maryland be continued.	X		Agree
Judy Hearn	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law. My children greatly enjoyed this program!	X		Agree
Heesook Lee	Wicomico County	I am in favor of adoption of the COMAR 13A.04.07 regulation in order to ensure that G/T students' needs are included in Maryland law.	X		Agree