CSD 8
Gifted and Talented Educational Program
Application 2015-16

School administrative unit name: CSD 8

Name and title of person responsible for gifted and talented program: Susan M. Smith

Phone number: (207) 843-7851

Email address: ssmith@rsu63.org

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

Kenneth Smith, EdD
Superintendent, CSD 8
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 9/28/15
Resubmitted 11/19/15

FOR INFORMATION CONTACT:
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Maine Department of Education
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RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

☒ Approval
☐ Approval with concerns
☐ Non-approval

Maine DOE Authorization:

Date of Approval: 12/9/15

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:
CSD 8 is committed to providing an appropriate education for each student. We recognize that there are students who demonstrate exceptional intellectual and academic ability who excel or have the potential to excel beyond their age peers to the extent that they require differentiated educational programs and services beyond those normally provided by the regular school curricula.

CSD 8 will provide for the needs of students who demonstrate exceptional abilities or potential beyond their age peers. Exceptional ability will be demonstrated in General Intellectual Ability or Specific Academic Aptitude. The program will provide appropriate challenge to students (K—8) through enrichment and acceleration activities. Instruction will take place both within the regular classroom and/or through pullout activities. All resources and personnel available within the school system will be utilized in order that each student may reach his/her potential.

Arts program philosophy:
CSD 8 is committed to providing an appropriate education for each student. We recognize that there are students who demonstrate exceptional artistic ability who excel or have the potential to excel beyond their age peers to the extent that they require differentiated educational programs and services beyond those normally provided by the regular school curricula.

CSD 8 will provide for the needs of students who demonstrate exceptional abilities or potential beyond their age peers. Exceptional ability will be demonstrated in Visual or Performing Arts Areas. The program will provide appropriate challenge to students (K—8) through enrichment and acceleration activities. Instruction will take place both within the regular classroom and/or through pullout activities. All resources and personnel available within the school system will be utilized in order that each student may reach his/her potential.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:
CSD 8 responds to and complies with Chapter 104—Educational Programs for Gifted and Talented Children of the Maine Department of Education.

The differentiated curriculum format for meeting the academic needs of gifted students has been implemented fully in grades K-8. (CSD 8 does not have a high school.) Differentiation and enrichment opportunities are methodologies used to align instruction

with the needs of students and can be accomplished through acceleration, content compacting, content enrichment, content sophistication, individualized goal setting, and guidance services as appropriate.

Learning experiences will be provided within the organizational structure of CSD 8. The administration supports the program by providing resources and staff development. Delivery of services reflects the academic needs of students.

Arts program abstract:
CSD 8 responds to and complies with Chapter 104—Educational Programs for Gifted and Talented Children of the Maine Department of Education.

The differentiated curriculum format for meeting the artistic needs of gifted students has been implemented fully in grades K-8. Differentiation and enrichment opportunities a re methodologies used to align instruction with the needs of students and can be accomplished through acceleration, content compacting, content enrichment, content sophistication, individualized goal setting, and guidance services as appropriate.

Learning experiences will be provided within the organizational structure of CSD 8. The administration supports the program by providing resources and staff development. Delivery of services reflects the academic needs of students.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics:
Goal 1: Provide high-quality individualized programs to 2% - 5% of our students who are identified as academically gifted, ensuring these students' academic needs are met. The needs of students in younger grades will also be met.

Objective:
- Provide coordinated services of gifted education, general education, special education and other services

Activity:
- Educators in gifted, general, and special education programs will collaboratively plan, develop, and implement services.

Goal 2: Educators will recognize the learning and developmental differences of student with academic gifts and talents, promote on-going self understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to meet the needs of students.

Objective:
- Provide guidance and instruction so students with academic gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

Activity:
- Gifted, general, and special educators will provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with others effectively.

Arts:

Goal 1: Provide high-quality individualized programs to 2% - 5% of our students who are identified as gifted in Visual and/or Performing Arts, ensuring these students' artistic needs are met. The needs of students in younger grades will also be met.

Objective:

- Provide coordinated services of gifted education, arts education, special education and other services.

Activity:

- Educators in gifted, arts, and special education will provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with others effectively.

Goal 2: Educators will recognize the learning and developmental differences of student with gifts and talents in visual and/or performing arts, promote on-going self understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to meet the needs of students.

Objective:

- Provide guidance and instruction so students with gifts and talents in the visual and/or performing arts demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.

Activities:

- Educators in gifted, general, and special education programs will collaboratively plan, develop, and implement gifted services.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

General Intellectual Ability:

Screening: It is the intent of CSD 8 to identify gifted and talented students with general intellectual ability in grades K – 8 with formal screening beginning at the beginning of third grade.

Data is gathered from Behavioral Checklists, Underachiever Checklists, Parental Checklists, NWEA Assessments, State Assessments, Developmental Reading Assessments, Math Unit Tests, other classroom assessments, and report card grades.

Using information gathered in the initial screening, the school team will determine which students may need a G.T. Plan. The team may recommend further testing, if necessary, to determine which of those students should be placed in the program. Parental permission will be obtained before any individual testing is done. Once a student is identified the parent(s), Building Principal, and Curriculum Director will be notified.

The following forms are used by teachers and parents in our general intellectual ability screening process.

FORM B

AOS # 81

Name:_____Grade:_____

Teachers: Use this checklist to help you think about whether a student demonstrates the characteristics of a Gifted and Talented student.

CHARACTERISTIC	BEHAVIORS YOU MAY OBSERVE
_____1. Learns more rapidly	-Has work done on time -Attains mastery more quickly -Easily bored -Demonstrates a higher level of academic knowledge
_____2. Stronger need to know (curious)	-Asks many questions, explores subject in depth -Preoccupied with other interests
_____3. Superior abstract thinking skills	-Can draw higher level questions -Draws conclusions
_____4. Superior communication skills	-Excels in writing -Excels at dramatics, debate -Uses extensive vocabulary -Easily accept leadership role
_____5. Longer attention span	-Pays attention in class -Works on task longer, until finished
_____6. Perceives more unusual relationships and patterns	-Able to express understanding of relations -Solves problems creatively -Perceives different viewpoints
_____7. Advanced critical thinking skills	-Able to analyze situations, stories or activities at a higher level

FORM D

AOS # 81
UNDERACHIEVER CHECKLIST

Observe and interact with the child over a period of at least two weeks to determine if he/she possesses the following characteristics. If the student exhibits ten or more of the listed traits, including most which are asterisked, intelligence testing is recommended to establish whether he/she is a gifted underachiever.

Student:_____Date:_____

_____*Poor or very uneven achievement test performance

_____*Achieving at or below grade level expectations in one or all of the basic skill areas: reading, language arts, math

_____*Daily work rather consistently incomplete or poorly done

_____Exceptional memory

_____*Superior comprehension, retention, and use of concepts and principles related to interests

_____*A vast gap between qualitative level of oral and written work

_____Exceptionally large repertoire of general factual knowledge

_____Vitality of imagination, creative

_____Persistent dissatisfaction with work accomplished, often even in art

_____Seems to avoid trying new activities to prevent imperfect performance; evidences perfectionism, excessive self criticism at times.

_____Shows initiative in pursuing self-selected projects at home

_____Has a wide range of interests and/or unusual "expertise" in specific area of interest most often related to scientific investigation

_____Uses information and reasoning to solve problems that often are unusually advanced for his/her age

_____*Evidences low self-esteem and tends to withdraw or be aggressive in the classroom and in outside social interaction

FORM C

AOS # 81
PARENT'S CHECKLIST

The school is interested in learning more about your child. The information you give us will be used in planning appropriate learning experiences for your child. Please complete this form and return it to your child's teacher.

1] Your son's/daughter's special hobbies or interests

_____

_____

2] Recent books he/she has enjoyed or read

_____

_____

3] Special academic interests

_____

_____

4] Special concerns or needs

_____

_____

5] Any unusual accomplishments, present or past

_____

_____

_____

_____

Selection:

The information gathered using the above forms is reviewed during a School GT Team meeting.

The School Team will be a group of at least three professionals consisting of: an administrator, a classroom teacher, and another individual with knowledge about the student. Its responsibilities include:

a. To review information collected on each student through the initial screening process and thereafter annually.
b. To recommend a student be assessed further when appropriate.
c. To identify students, K – 8, for participation in the gifted and talented program based on information collected.

The following steps and procedures will be followed when identifying and selecting students with General Intellectual Gifts and Talents.

a. Students who meet screening criteria for a GT Plan will be identified as needing additional programming beyond that currently offered in the classroom.
b. Students will be further assessed after obtaining parental permission if they do not clearly meet the screening criteria for a GT Plan. Once a student is selected, the parents, Principal, Classroom Teacher, and GT Administrator will be notified.
c. Students who do not meet the screening criteria for a GT Plan will not be placed in the program.
d. If concerns arise regarding a student's identification, then the School Team will re-examine information available on that student to determine the need for additional programming.
e. Gifted underachievers will be evaluated by completing the Underachiever Checklist (Form D). If further assessment is necessary an intelligence and/or achievement test will be administered.

Placement:

Once the student has been identified as being selected for the GT program, the parents will be notified. Individual goals and a Differentiated Education Plan (DEP) will be developed with parental input.

The GT Administrator will review the findings of the School Team and the DEPs.

Student's participation in the program will be documented by placing a copy of their DEP(s) in their cumulative folder.

Verbal check-ins and written consolation reports will be completed with the GT Coordinator, GT Students, and classroom teachers each trimester. Reports will be shared with parents for their input and feedback.

Progress towards the student's DEP will also be discussed with parents at Parent Teacher Conferences.

Academic Aptitude:

Screening: It is the intent of CSD 8 to identify gifted and talented students with academic aptitude in grades K – 8 with formal screening beginning at the beginning of third grade.

Data is gathered from Behavioral Checklists, Underachiever Checklists, Parental Checklists, NWEA Assessments, State Assessments, Developmental Reading Assessments, Math Unit Tests, other classroom assessments, and report card grades.

Using information gathered in the initial screening, the school team will determine which students may need a G.T. Plan. The team may recommend further testing, if necessary, to determine which of those students should be placed in the program. Parental permission will be obtained before any individual testing is done. Once a student is identified the parent(s), Building Principal, and Curriculum Director will be notified.

The following forms are used by teachers and parents in our academic aptitude screening process.

Form A

AOS # 81

SCREENING AND IDENTIFICATION FORM FOR GENERAL OR SPECIFIC ACADEMIC APTITUDE

Student's Name: _____ D.O.B.: _____

Teacher: _____ School: _____

Grade: _____ Date: _____

TEST DATA

NWEA ASSESSMENTS – Please list the Percentile

	Most Recent Percentile	Previous Percentile
Reading	_____	_____
Language	_____	_____
Math	_____	_____
Science	_____	_____

State TESTING

	Previous Grade	Current Grade
READING	_____	_____
MATH	_____	_____
WRITING	_____	_____
SCIENCE	_____	_____

Notes and Teachers' Comments Regarding Class Grades, etc:

FORM C

AOS # 81
PARENT'S CHECKLIST

The school is interested in learning more about your child. The information you give us will be used in planning appropriate learning experiences for your child. Please complete this form and return it to your child's teacher.

1) Your son's/daughter's special hobbies or interests

_____

_____

2) Recent books he/she has enjoyed or read

_____

_____

3) Special academic interests

_____

_____

4) Special concerns or needs

_____

_____

5) Any unusual accomplishments, present or past

_____

_____

_____

_____

Selection:

The information gathered using the above forms is reviewed during a School GT Team meeting.

The School Team will be a group of at least three professionals consisting of: an administrator, a classroom teacher, and another individual with knowledge about the student. Its responsibilities include:

a. To review information collected on each student through the initial screening process and thereafter annually.
b. To recommend a student be assessed further when appropriate.
c. To identify students, K – 8, for participation in the gifted and talented program based on information collected, including scoring at the 95th percentile or higher and/or exceeding the standards on academic assessments.

The following steps and procedures will be followed when identifying and selecting GT students with academic aptitude.

a. Students who meet screening criteria for a GT Plan will be identified as needing additional programming beyond that currently offered in the classroom.
b. Students will be further assessed after obtaining parental permission if they do not clearly meet the screening criteria for a GT Plan. Once a student is selected, the parents, Principal, Classroom Teacher, and GT Administrator will be notified.
c. Students who do not meet the screening criteria for a GT Plan will not be placed in the program.
d. If concerns arise regarding a student's identification, then the School Team will re-examine information available on that student to determine the need for additional programming.

Placement:

Once the student has been identified as being selected for the GT program, the parents will be notified. Individual goals and a Differentiated Education Plan (DEP) will be developed with parental input.

The GT Administrator will review the findings of the School Team and the DEPs.

Student's participation in the program will be documented by placing a copy of their DEP(s) in their cumulative folder.

Verbal check-ins and written consolation reports will be completed with the GT Coordinator, GT Students, and classroom teachers each trimester. Reports will be shared with parents for their input and feedback.

Progress towards the student's DEP will also be discussed with parents at Parent Teacher Conferences.

Artistic Ability:

It is the intent of CSD 8 to identify gifted and talented students with artistic ability in grades K – 8 with formal screening beginning at the beginning of third grade. Using information gathered in the initial screening, the school team will determine which students may need a G.T. Plan. The team may recommend further testing, if necessary, to determine which of those students should be placed in the program. Parental permission will be obtained before any individual testing is done. Once a student is identified the parent(s), Building Principal, and Curriculum Director will be notified.

In addition to the Arts Characteristics Nomination Forms, a Composition and Performance Assessment and/or a Drawing - Observation/Creativity Assessment may be used in the selection of GT arts students.

Screening: The following forms are used by teachers and parents in our artistic ability screening process.

GT – ART Screening Tools:
In order to ensure a clear standard all Screening tools must be presented to each student group in ***exactly*** the same manner. Please follow the proposed script that accompanies each screening tool without deviating to insure this standard is met and the screening is valid.

Drawing – Observation/Creativity
This screening will test the students' ability to draw creatively

Materials: 9x12 pieces of paper, drawing pencils, pencil sharpeners, erasers

Activity: Students will be asked to draw detailed plans for a new amusement park ride of their own design. The ride must function safely, hold at least 12 people, and have a name.

Screening Script:
Today we will be taking an art test that focuses on drawing, creativity and engineering.

You will have 40mins from when I tell you to begin drawing to complete the test.

You are only allowed to use the materials provided in front of you: a drawing pencil and an eraser.

At anytime during this test you may get up to sharpen pencils but since this is a test there will be absolutely no talking.

The test today requires you to design a new ride for a theme park that meets the parks rules.

Rule #1: The ride must have a name that makes sense and goes along with the rides function and purpose.

Rule #2: The ride must be able to hold at least 12 passengers per operation.

Rule # 3: The ride must operate safely without risk of death or injury to its passengers.

When I pass out the papers you will be drawing on I would like you to put your name, your homeroom teacher's name, and your grade on the back of the paper. Once you have done this please flip your paper over and put your pencil down.

It is very important that I do not know who drew which image so I will not be walking around the classroom as you draw. Please do not come up and show me your drawing while you're are working on it, and when you come to turn it in please place it on the pile face down so I cannot see your image. This will make sure that when I choose the top 6 drawings I will do so only by the image drawn and not who drew the image, eliminating any biases.

If you finish the test early you may turn in your paper and free-draw silently for the duration of the test.

Does anyone have any questions before we start? Because once we begin you will not be able to ask me any questions.

The test has now begun; you have 30mins to complete your drawing. Remember there is no talking during the test.

Drawing – Observation/Creativity Rubric and Rules

Rule #1: The ride must have a name displayed on a sign that makes sense and goes along with the rides function and purpose.

Rule #2: The ride must be able to hold at least 12 passengers per operation.

Rule # 3: The ride must operate safely without risk of death or injury to its passengers.

	Does Not Meet Grade Level Expectations	**Partially Meets Grade Level Expectations**	**Meets Grade Level Expectations**	**Exceeds Grade Level Expectations**
Ride is given a name	Name does not appear in the drawing	Name appears in the drawing but is not part of the design	Name appears on a sign next to or part of the ride design	The rides name appears as part of the plan and the name and design of the sign match the theme of the ride.
Rides is safe	The ride is incomplete or shows no thought for passenger safety	The ride shows minimal safety features, or is dangerous to passengers	The ride contains basic safety equipment to keep people from falling out of the ride.	Safety devices are part of the ride design and go along with the ride's theme and design.
Ride is original and creative	Ride is simple, or a basic drawing of a common ride.	Plan contains a few tweaks to an already existing ride	Plan shows an original ride that is based on a preexisting ride found at theme parks. Ex: Rollercoaster, Tilt-a-whirl, etc…	Plan is of a completely new type of ride not seen at any amusement park.

COMPOSITION & PERFORMANCE ASSESSMENT

"INVENTION" AND "EXPERIMENTAL INQUIRY" – Create and construct an eight-bar measure composition in either 4/4 or 3/4 time signature utilizing the following combination of notes and rests: whole note, half note dot, half note, quarter notes, two-eight notes, quarter rest. Please title your composition with your name as the composer. Write a one paragraph description of what your piece is trying to convey. Examples: Think of Bach's "Toccata and Fugue in Dm", Sousa's "Stars and Stripes Forever", Debussy's "Sunken Cathedral!"

STUDENT NAME: **DATE:**

CLASS: **TEACHER:**

CATEGORY	4. ROCK STAR	3. LEAD GUITAR	2. DRUM-MER	1. GROUPIE	0. FAN
Music Notation (Draft)	All notes are written neatly using proper barline placement	6 - 7 measures of notes are written clearly using the proper barline placement.	4 - 5 measures of notes are written clearly, or the barline placement is incorrect	2-3 measures of notes are written clearly. Or the barline placement is incorrect.	Notes are written in a sloppy and illegible manner. Barline placement is not correct.
Music Notation (Final)	Composit-ion contains: Title and first name and last name of composer (with capital letters), measures of music have correct numbers of beats.	Composit-ion contains: Title and first name OR last name of composer (with capital letters), measures of music have correct numbers of beats.	Composition contains: Title and first name and last name of composer (with no capital letters), only 75% of measures have correct number of beats.	Composi-tion contains: Title and first name only (with no capital letters), only 50% of measures have correct number of beats. Repeated measures	Composi-tion does not contain a title or name.
Length of Piece	More than 8 measures written.	8 Measures of music written.	5 - 7 measures written.	3- 4 measures written	Less than 2 measures are written.

Rhythm	All measures have the correct # of beats and a variety of rhythms used include Whole, Half, Quarter, 8th, and 16th notes and rests	100% of measures have the correct # of beats and a variety of rhythms used include Whole, Half, Quarter, and 8th notes and 8th and quarter rests.	75% of the measures have the correct # of beats. Rhythms are very basic and do not expand beyond whole, half, and quarter notes	50% or fewer of the measures have the correct # of beats. Composi-tion needs to be edited and resubmitted	25% or fewer of the measures have the correct # of beat. Composi-tion needs to be redone.
Rhythmi c Variety	All measures contain unique rhythms. There is great variety.	Two of the measures are exactly the same; there is some variety.	Three or four of the measures are exactly the same; there is little variety	More than four measures use exactly the same rhythms; there is little variety	No rhythmic variety is used.
Playabili-ty	Student was able to perform composi-tion in tempo with no error	Student was able to perform entire composit-ion in tempo with 1 - 3 errors.	Student was able to perform composition in tempo with 4 - 6 errors. OR Student could only play half of the piece	Student was unable to perform composition in tempo. Melodic leaps made it difficult to play.	
Hand Position: (Left on top; Right on bottom	Student very fluid in using correct hand positioning .	Student always uses correct hand positioning.	Student occasionally uses correct hand positioning, but requires reminders.	Student rarely uses correct hand positioning, despite frequent reminders.	Student does not use correct hand position-ing .
Note Inven-tory	C or other scale, using a sharp or flat.	C Pentatonic Scale only was used	Composition included one or two B's or F's.	Composi-tion included more than 2 B's or F's.	Composi-tion does not include any B's or F's.

LEVELS	SCORE
4. Rock Star	27-30
3. Lead Guitar	21-26
2. Drummer	14-19
1. Groupie	8-13
0. Fan	7 or below

1. WRITTEN COMPOSITION SCORE:

PERFORMANCE (Separate Assessment)	4. Rock Star:	3. Lead Guitar:	2. Drummer:	1. Groupie:	0. Fan:
	Student performed his/her Composi-tion with no errors, correct hand position, and beautiful tone.	Student performed his/her composition with 1 - 3 errors, correct hand position, and beautiful tone. Student was able to play the entire piece.	Student performed his/ her composition with more than 3 errors, correct hand position, and good tone.	Student performed his/her Composit-ion with more than 3 errors, incorrect hand position OR poor tone.	Stu-dent per-formed piece with more than 5 errors, incur-rect hand position and poor tone.

2. PERFORMANCE OF COMPOSITION SCORE:

AOS # 81

Gifted & Talented Services

Performing Arts Characteristics Nomination Form

Please complete this form for students who you would recommend to the Gifted & Talented Committee

Student Name_____ Date _____

Grade Level _____ School_____

Teacher Submitting Form _____ How long have you known this child?_____

Read each statement and rate the student using the criteria below:

1. Characteristic is seldom or never observed 3. Characteristic is frequently observed

2. Characteristic is occasionally observed 4. Characteristic is consistently observed

The student...

1 2 3 4	Shows a sustained interest in music; seeks opportunities to hear & create music.
1 2 3 4	Perceives fine difference in musical tone (pitch, loudness, timbre & duration).
1 2 3 4	Easily remembers melodies and can produce them accurately.
1 2 3 4	Eagerly participates in musical activities.
1 2 3 4	Play a musical instrument or indicates a strong desire to play one.
1 2 3 4	is sensitive to the rhythm of music; responds to changes in the tempo of music through body movements.
1 2 3 4	is aware of and can identify a variety of sounds heard at a given moment; is sensitive to "background" noises, to chords that accompany a melody, to the different sounds of singers or instrumentalist in a performance.
1 2 3 4	When playing an instrument, student performs significantly better than expected for their age
1 2 3 4	Student is consistently unchallenged by grade-level music and normal classroom differentiation.

Specific examples and supporting statements:

AOS # 81

Gifted & Talented Services

Visual Arts Characteristics Nomination Form

Please complete this form for students who you would recommend to the Gifted & Talented Committee

Student Name _____ Date _____

Grade Level _____ School _____

Teacher Submitting Form _____ How long have you known this child? _____

Read each statement and rate the student using the criteria below:

1. Characteristic is seldom or never observed
2. Characteristic is occasionally observed
3. Characteristic is frequently observed
4. Characteristic is consistently observed

The student...

1 2 3 4	Likes to participate in art activities; eager to visually express ideas.
1 2 3 4	Incorporates a large number of elements into artwork; varies the subject and content of art wor
1 2 3 4	Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones.
1 2 3 4	Concentrates for long periods of time on art projects.
1 2 3 4	Willingly tries out different media; experiments with a variety of materials and techniques.
1 2 3 4	Is particularly sensitive to the environment; is a keen observer- sees the unusual, what may be Overlooked by others.
1 2 3 4	Is critical of his or her own work; sets high standards of quality; often reworks creation in order to refine it.
1 2 3 4	Shows an interest in other students' work- spends time studying and discussing their work.
1 2 3 4	Elaborates on ideas from other people- uses them as a "jump-off point" as opposed to copying them.
Adapted from Scales for Rating the Behavioral Characteristics of Superior Students	

Specific examples and supporting statements:

FORM C

AOS # B1
PARENT'S CHECKLIST

The school is interested in learning more about your child. The information you give us will be used in planning appropriate learning experiences for your child. Please complete this form and return it to your child's teacher.

1) Your son's/daughter's special hobbies or interests

_____

_____

2) Recent books he/she has enjoyed or read

_____

_____

3) Special academic interests

_____

_____

4) Special concerns or needs

_____

_____

5) Any unusual accomplishments, present or past

_____

_____

_____

_____

Selection:

The School Team will be a group of at least three professionals consisting of: an administrator, a VPA teacher, and another individual with knowledge about the student. Its responsibilities include:

a. To review information collected on each student through the initial screening process and thereafter annually.
b. To recommend a student be assessed further when appropriate.
c. To identify students, K – 8, for participation in the VPA gifted and talented program based on information collected.

The following steps and procedures will be followed when identifying and selecting GT students with artistic ability.

a. Students who meet screening criteria for a GT Plan will be identified as needing additional programming beyond that currently offered in the classroom.
b. Students will be further assessed after obtaining parental permission if they do not clearly meet the screening criteria for a GT Plan. Once a student is selected, the parents, Principal, Classroom Teacher, VPA Teacher(s) and GT Administrator will be notified.
c. Students who do not meet the screening criteria for a GT Plan will not be placed in the program.
d. If concerns arise regarding a student's identification, then the School Team will re-examine information available on that student to determine the need for additional programming.

Placement:

Once the student has been identified as being selected for the GT program, the parents will be notified. Individual goals and a Differentiated Education Plan (DEP) will be developed with parental input.

The GT Administrator will review the findings of the School Team and the DEPs.

Student's participation in the program will be documented by placing a copy of their DEP(s) in their cumulative folder.

Verbal check-ins and written consolation reports will be completed with the GT Coordinator, GT Students, and VPA teachers each trimester. Reports will be shared with parents for their input and feedback.

Progress towards the student's DEP will also be discussed with parents at Parent Teacher Conferences.

Process for transfer students:

For students who have not been identified as gifted in a prior district, all of the screening, selection and placement processes outlined above are completed in the fall for any students in grades 3 through 8 new to our district. Each school secretary provides GT screening forms to teachers and parents whenever a student registers later in the school year. The GT administrator and GT Coordinators at each building collect and review the information for these additional students. It is then determined whether or not a GT School Team needs to be convened.

For students who have already been identified as Gifted and Talented in a prior district, the GT school team convenes and GT services continue immediately. These students are also screened using our tools and criteria. Once this data has been gathered, our GT School Team reconvenes and determines identification and services. Parents are invited to this meeting.

Exit Procedure:

Exit Procedures (Form E and G below) may be initiated if one of the following situations arise:

Student requests to leave the program.
Student is disruptive in the program.
Non-achievement in the program.
Parental request.
Emotional trauma.
Stress related situation in the program or outside.
Prolonged illness.
Program does not meet the student's needs.
Regular education program is meeting the student's needs.
Did not receive parental permission.

FORM E

AOS # 81
REFERRAL FOR REMOVAL FROM PROGRAM

Student:_____ Grade:_____
D.O.B.:_____ School:_____
Date:_____

When considering removing a student form the G/T program this check sheet will b
filled out on the student and the appropriate steps will be taken.

Concerns:	Actions that might be taken:
1. Student requests to leave the program.	A. Consult with the parent
2. Student is disruptive in the program.	B. Talk and discuss situation with th Student and/or parent
3. Non-achievement in the program.	C. Refer to Guidance
4. Parental request	D. Refer to Principal
5. Emotional trauma	E. Meet with the School Team to r The situation
6. Stress related situation in the program or outside.	F. Modify program to accommod Student's needs
7. Prolonged illness.	G. Review the student's records
8. Program does not meet the student's needs.	H. Retest the student and/or revie Student's product(s)
9. Regular Education Program is meeting the student's needs.	I. Specify the changes that need Occur for the student to stay in Program (Use a timeline)
10. Did not receive parental permission.	J. Review the rules and procedure Student with consequences for Remaining in the program.
	K. In program sabbatical (Emotion
Comments_____	Comments:_____

Date:

Dear _____,

The Joint District is updating the gifted and talented policy to meet state guidelines. Formerly, your child _____, was identified as a gifted and talented student. The school team, which includes your child's classroom teacher(s), school gifted & talented coordinator and assistant director of special services, met to review whether your child continued to require services above and beyond the regular classroom curriculum. While your child demonstrates high aptitude, he/she no longer meets the requirements for gifted and talented identification. His/Her needs can be met through regular classroom enrichment.

Sincerely,

Susan Smith
Curriculum Director

FORM G

Process for appeals:
Parents may file an appeal if they feel their child is Gifted and Talented and has not been identified as such, if they feel their child has been identified as GT and should not be, or if they are unhappy with their child's GT goals and services.

They begin by talking with general education teacher or with the GT teacher to express their concerns. They attempt to reach a resolution. If a resolution is not reached, the parent meets with the principal.

If at that point a resolution is not met, the parents request (in writing) a GT School Team meeting. Parents are invited to attend this meeting. The student's needs, parental input, and data is discussed. The GT School Team then makes a recommendation.

This decision is communicated with parents in writing.

If the parents are still unsatisfied, they can appeal to the Superintendent.

The Superintendent of Schools will review appeal and the findings of the School Team and communicate his decision with the parents and the School Team. The Superintendent's decision shall be final.

5. Provide a description of the staff development that takes place in order to implement the program(s).

Staff development programs in gifted education are necessary to enhance existing knowledge and skills and to update and make current best practice. All school staff will be provided with ongoing staff development in the nature and needs of gifted & talented students.

- The district's gifted & talented handbook will be distributed to and reviewed with all staff.
- At least once per year per school, information about our GT programs will be discussed at staff meetings.
- GT staff and/or other teachers will attend state GT conferences and informational sessions.
- After school and evening programs will be offered on specific subjects such as Twice Exceptional Students and Addressing the Social Emotional Needs of Gifted Students.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

Administration: The Curriculum Director is the administrator for the Gifted and Talented Program

Gifted & Talented Coordinator: The responsibility of the GT Coordinator is to support the continued growth of gifted/talented and differentiated education in the joint district. CSD 8 has one school and one GT Coordinator.

Classroom Teachers: Classroom teachers are responsible for implementing the students' Gifted & Talented Plans.

Susan Smith, the Curriculum Director serves and the GT Administrator and oversees our GT Program. She meets regularly with the GT Coordinator (Beth Bryan). The GT Coordinator works closely with classroom teachers, VPA teachers, parents, students, and community volunteers to develop, implement, and monitor each GT student's Differentiated Educational Plan.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Susan Smith	No	Administrator	K-8	Part Time
Beth Bryan	No	Coordinator/Teacher	K-8	Part Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
Not Applicable					

7. Provide a description of the annual program self-evaluation process.

The Gifted/Talented Coordinator will assist administrators in reviewing and updating the gifted/talented program and policies. The coordinators will submit an evaluation of the gifted/talented program annually.

At least annually, the Administrators and Building Coordinator of the Gifted & Talented Program will meet to review and discuss the goals and the key components of the Gifted & Talented program as stated in the G. T. Handbook. The evaluation information will be used to develop a plan and calendar for the next school year's activities.

The effectiveness of each student's Gifted & Talented program will be evaluated annually to determine whether they have met the goals in their Gifted & Talented Plans. This evaluation information will be used in development of the next year's G.T, Program.

8. Provide a description of the costs to be incurred to implement the program(s).

While CSD 8 does have and run GT programs, they do not budget costs specifically for this purpose.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NA		
Subtotal: 0		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)

NA		
Subtotal: 0		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
NA		
Subtotal: 0		

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
NA		NA	
Subtotal	0		
			Subtotal

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
NA			
Subtotal: 0			

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
NA			
Subtotal: 0			

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
NA		NA	
Subtotal	0		

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	NA	NA
Auxiliary Staff	NA	NA
Independent Contractors	NA	NA
A. Materials & Supplies	NA	NA

B.	Other Allowable Costs	NA	NA
C.	Student Tuition	NA	NA
D.	Staff Tuition/PD	NA	NA
	Total	0	