

**State of Maine
Department of Education**

**Gifted and Talented Educational Program
Initial Application
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

School administrative unit name: Cherryfield School Department

Name and title of person responsible for gifted and talented program:
Kathy Strout-Teaching Principal

Phone number: (207)546-7949

Email address: kstrout@cherryfieldschool.org

CERTIFICATION: Teacher- Teaching Principal- Principal- Superintendent

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

William C. Shuttleworth
Superintendent Name (printed)
William Shuttleworth

William Shuttleworth
Superintendent Signature

Date application submitted to Maine DOE for review:

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6633

RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015
2015

DUE DATE: September 30,

Reviewed By:

Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:

Jane Lal

Date of Approval:

3/3/16

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:

Cherryfield School Department recognizes the unique skills and abilities of gifted and talented students who need to be provided with academic opportunities, which are equal and not identical, in order to realize their potential and utilize their talents in productive academic ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels. Cherryfield School Department will identify these students and provide specialized, challenging instruction. The program philosophy which supports an educational program that accommodates each student's individual needs and potential.

Arts program philosophy:

Cherryfield School Department recognizes the unique skills and abilities of gifted and talented art students who need to be provided with opportunities which are equal and not identical to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels within the visual arts program. Cherryfield School Department will identify these students and provide specialized, challenging instruction. The program philosophy which supports an educational program that accommodates each student's individual needs and potential in the visual/performing arts arena.

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: Cherryfield School Department will identify these students and provide specialized, challenging instruction. The program

philosophy which supports an educational program that accommodates each student's individual needs and potential.

The program is to provide a differentiated curriculum for grades (K-8, as these are the grades in our school department) in the areas of ELA, math, social studies and science with formal student identification beginning with grade three. Services for grades k-3 will be provided as needed. We will target approximately 5% of the total population and provide services in a variety of settings. The program will be in class differentiation and not a pull our program. The delivery format and structure may vary from subject to subject and grade to grade. The program may consist of, but not be limited to, acceleration, enrichment, mentorships, independent study, book clubs, and differentiated instruction.

Arts program abstract:

The program is to provide a differentiated curriculum for grades K-8 in the area of visual arts with formal student identification beginning with grade 3. Services for grades K-3 will be provided as needed. We will target approximately 5% of the total population and provide services in a variety of settings. The program will be in class differentiation instruction and as needed to perform or practice, a pull out program. The delivery format and structure may vary by topic, and grade. The arts program may consist of but not be limited to, acceleration, enrichment, differentiations, mentorships, and independent study.

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

Academics :

Goal K-8

1.To develop, 2. implement, and 3. effectively manage skills and strategies and comprehensive services for the gifted and talented students.

In all academic areas we will plan, develop, and implement lessons that demonstrate students skills, using a variety of strategies, that apply critical thinking and are project based.

Objectives K-8

By providing coordinated services of gifted education, special education, and related

services. Staff will develop and evaluate and coordinate the lessons for G/T students based on their academics as it relates to their G/T screening.

Activites:

Educators in gifted, general and special education programs, collaboratively 1. plan, 2. develop, and 3. implement services.

G/T students will create projects based on the academic curriculum as an extension of the regular classroom work.

Visual Arts:

Goals:

1. To develop, 2. implement, and 3. manage through the arts program an understanding of concepts, terminology and process for the gifted students.

To provide understanding of concepts, terminology and the process of the visual arts.

Objective: All students will understand the concepts as well as the terminology as it relates to music/art the staff will be providing coordinated services of gifted education, special education, and related services.

Activities: By producing a portfolio of various art pieces consisting of a variety of elements of art and principles of design. Displaying art, and musicals, and dance performances. Educators will collaborate, plan develop, and implement services.

Students will produce a portfolio of various art pieces consisting of a variety of elements of art and the principles of art.

Screening- Teacher nomination, Local Assessment (we will use a like assignment for all students with a rubric) and student grades. The purpose of screening is to ensure that all students are assessed equally and equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if

there is a need for services. Teacher nomination forms are to include all students. Students may be nominated by ANY classroom teacher. All tools used in the screening process target the student's achievement. Screening will be done in the spring of the 3rd grade year and services will begin with grade 4. K-3 services will be provided as needed.

Selection- Portfolio assessment (scored using rubric) All the tools in the selection process target the student's potential and artistic ability. Once a pool of students has been identified through the screening process, each student in the pool will have a portfolio assessment

Placement- The Gifted and Talented Advisory Team will meet and consider all of the collected information. Only 5% of the population may be identified in visual arts. This may or may not be a different 5% from the academic area.

Activities:

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: The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. Teacher nomination forms are to include all students. Students may be nominated by ANY classroom teacher. All tools used in the screening process target that student's achievement. Screening will be done in the spring of the third, fifth, and eighth grade years. Service will begin with grade 4. K-3 services will be provided as needed. Re-screening will be done when evidence of need is shown.

SELECTION: All the tools used in the selection process target the student's reasoning ability. Once a pool of students are identified through screening, each student will be assessed using the Cognitive Ability Test. Written Parental Permission will be required for this testing.

Placement: The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The gifted and talented advisory team will meet and consider all information collected,

Academic Aptitude:

Screening: Selection: 1. Classroom and State assessments, 2. teacher recommendations, and a teacher checklist, students will be screened. 3. Those screened will be administered the cognitive ability test GOCAT.

Placement: If scores meet the level selected by the team, a child will be placed in the G/T program.

Artistic Ability:

Screening: 1. Classroom Teacher / coordinator recommendations and interviews, 2. Student work or products (music performance or using art portfolios, 3. music/art teacher individual screening based on an auditions, a child may be selected.

Selection: Team decision making process for selection.

Placement: Once the child has been brought to the team based on the portfolio criteria, and music criteria, a child will be placed in the Artistic G/T program.

Process for transfer students: In the event a student transfers from a different district and was previously identified and serviced within that district, Cherryfield School Department will review the identification documentation and compare it to the local identification system. If the student does qualify for services in the Cherryfield School under their local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically screened in his/her new district. If the student meets the local criteria then he/she is placed immediately in the G/T program.

Exit Procedure:

Possible exiting situations are inability to function in a group, emotional readiness, emotional trauma, attendance issues, disruptive behavior, unwillingness to participate, low performance, and frustration.

1. Students participation in the G/T 3-5 program will be reevaluated doing into grade 5. In the event the student no longer qualifies for services, this will not be considered exiting the program. The gifted and talented services may be defined in duration in terms of grades (3-5), and (6-8).
2. Qualified students are eligible to continue in the gifted and talented program for the duration of the (3-5) and (6-8) clusters unless there is a written request for a student to exit the program from the classroom teacher, parent or guardian, or the building principal.
3. Exiting of students from gifted and talented services is based upon multiple criteria including student performance in the program, psychological or personal reasons and is finalized by a consultation with parents and the G/T

advisory team.

4. Prior to formal exit from the program, the following steps will be followed: a) document and review student progress, b.) conference with student, parents and G/T advisory team, c) formal notification to the parent.

Process for appeals:

The parents, guardian, or teacher of any student denied inclusion into the gifted and talented program may appeal the G/T advisory team's decision. A sample is as follows:

- 1) A parent, guardian or teacher expresses concern regarding the exclusion of the student into the program. A building principal or the G/T coordinator will review and compare the testing results collected with the concerned person. They will let the concerned person know why the decision was made according to the selection criteria of the program.
- 2.) The concerned person initiates an appeal in writing to a building principal or the G/T coordinator. An alternate test may be given. If an achievement test score was low, an alternate achievement test will be administered. If an ability test score was low, an alternate ability test will be administered.
- 3.) The G/T advisory team may meet to reconsider eligibility in terms of new test results, additional data and/or student products.
- 4.) The building principal or G/T coordinator may notify the parent, guardian and teacher of the decision made by the G/T team.
- 5.) In the event the student does not qualify for services, the student may be reevaluated in a year at the request of the parent, guardian and/or teacher.

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

At the start of each school year, teachers in grades 3-8 attend a teacher training workshop that the G/T coordinator gives that describes the program, and the teacher screening tool sheet. All teachers attend best practice/ differentiated instruction training that ensures our G/T students are reaching their academic potential.

Our Art/Music students are screened and interviewed with our music/art teachers. These teachers work directly with students in order to enrich their abilities and differentiate instruction as they see fit.

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

We have a one day a week music/art teacher. Mr. Singer would be contracted to provide our G/T students with music and performing. This would be above and beyond the regular music provided through the music program. This would be a separate time just for our Gifted and talented students. Kathy Strout is the G/T coordinator and is responsible for the teacher training, coordinating the programming for our G/T students, and identifying them.

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
Kathy Strout	No	Administrator/Teacher	Pre-K -8th Grade Teach 7/8	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

7. Provide a description of the annual program self-evaluation process. Each year at program's conclusion, G/T students are interviewed and critique the program. Teachers are also invited to evaluate the process of instruction, and the G/T program. Summative and formative assessment are also evaluated as to student growth. Parents are also invited into the evaluation process to give suggestions and critique.

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

Will have a musical/performing arts individual instruction, and expose our G/T student to a variety of musical instruments, performances, and they will hopefully perform. Attending a museum this year the Wyeth museum in Rockland. Living in Washington County we are a great distance from museums, and performances. This field trip allows our G/T kids to have exposure and opportunities that they normally would not have. Costs are also included in order to build a G/T resource library for staff.

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)
Kathy Strout	1,700	
Subtotal	1700.00	

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Bartholemew Singer	500.00	
Subtotal	500.00	

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
Developing the gifts and talents of all students in the regular classroom: An innovative Curricula Design Based on the Schoolwide Enrichment Model	49.95		49.95
Subtotal		Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Wyeth Museum Field Trip FOR only G/T students.	300.00		300.00
Subtotal		Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	1700.00	
Auxiliary Staff		
Independent Contractors	500.00	
A. Materials & Supplies	49.9.95	
B. Other Allowable Costs	300.00	
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$2549.95	