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: Jonesboro Public Schools

Name and title of person responsible for gifted and talented program:

Chad Fitzsimmons (Director of Gifted and Talented Services)

Phone number: (207) 255-3411

Email address: cfitzsimmons@rmges.org, cjfitz23@hotmail,com

CERTIFICATION:

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

Scott Porter

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: Nov. 24, 2015

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

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: 12/10/15

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. *If additional space is necessary, please include a separate sheet(s) at end of application.*

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

Academic program philosophy:

The Ventures Gifted and Talented Program reflects our school system's overall educational philosophy as expressed in the "Eight Shared Understandings." These "Eight Shared Understandings" provide an appropriate foundation on which to base our gifted and talented philosophy.

The Ventures Gifted and Talented program will provide instructional models that encourage children to relate their learning to all aspects of the world, and will be aligned with the Maine Learning Results and Common Core Standards. Active learning will provide students with meaningful opportunities to discover and apply skills and knowledge, thus providing the vehicle for all students, including those who are gifted and talented, to be successful. We strongly believe in diversity; recognizing and appreciating the unique qualities of students and providing appropriate educational opportunities for them through differentiated instruction. Providing students with opportunities to demonstrate responsibility, while holding them accountable for their actions, will be crucial to the Ventures Program. Futhermore, building teamwork skills is vital to lifelong learning, and will be consistently emphasized. Assessing student performance is a staple of our program, as it will serve as as a guide for future modifications. In conjuction with our school's educatonional philosophy, the Ventures Program will stress open communication between school, home, and the community and is needed to achieve overall program success. Finally, each of our students will be provided with challenging, yet appropriate programming.

Arts program philosophy:

We believe that our Gifted and Talented Art students have special skills within our Program of Arts. These students, with unique abilities, must be given educational opportunities to utilize their talents. Appropriate and challenging instruction will be provided for these students. Creativity and dynamic thinking will be highly encouraged throughout auditions, portfolios, and performance. In accordance with our academic philosophy stated above, the philosophy of our Arts Program includes our core beliefs of diversity, responsibility, teamwork, and differentiated instruction.

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:

The Ventures Gifted and Talented Program believes that all students benefit from appropriate, meaningful, and diverse educational experiences that embrace: integration, active learning, responsibility, accountability, teamwork, ongoing assessment, continual and open communication, differentiated and challenging programming, and instructional models.

Programming implemented to serve our Gifted and Talented Population for Grades Pre K-8 include: Accelerated Courses (Plato Classes), Self Pacing Computer Programs (IXL and Moby Max),and Field Trips based on need and interest. Further enrichment opportunities include: Robotics and student created clubs.

Arts program abstract:

The Ventures Gifted and Talented Art Program will provide a differentiated curriculum in the areas of art and music. Students will be given a chance to showcase their talents with opportunities through band, chorus, art shows, music festivals, music solos, participation in art contests, and art portfolios. Approximately 5 % of the school's enrollment will be targeted and services will be provided during class time, concerts, and special events.

Programming Implemented to serve our Gifted and Talented Art students for Grades Pre K-8 include: Art Portfolios, Audition and Performance Opportunities in Band and Chorus. Art will be integrated into the academic curriculum. Further enrichment activities include: Robotics and Art Club.

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

Academics

Goals:

1. The Ventures Program has a consistent goal of developing comprehensive services for gifted and talented students.
2. The Ventures Program has a consistent goal of efficiently managing services for gifted and talented students.

Objectives:

Our main objective is to assist students in meeting their highest academic potential. This will be done by coordinating services of the Ventures Program, special education, and related services.

Activities

All educators who have a part in the Ventures Program will collaboratively plan with educators in general and special education. This teamwork will consistently help to develop and implement that best services possible for students.

Arts

Goals:

1. The Ventures Program has a consistent goal of developing comprehensive services for gifted and talented art students.
2. The Ventures Program has a consistent goal of efficiently managing services for gifted and talented art students.

Objectives:

The best possible services for Ventures Art students will be developed by coordinating with educators of gifted education, special education, and related services.

Activities

All educators who have a part in the Ventures Art Program will collaboratively plan with educators in general and special education. This teamwork will consistently help to develop and implement that best services possible for students.

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:

In Grades Pre K-2, there is a lack of test scores and variable rates throughout these early years. Students will not be formally identified until Grade 3. Screening for Grades 3-8 may include report cards, Teacher Referral/Rating Scales, State Assessment Scores, Gates Scores, and My Math Scores. Secondary screenings for students will involve a combination of the above criteria in subject areas, teacher referrals, and a Renzulli Rating Scale that indicates characteristics of giftedness.

Selection:
Annually, the Identification Committee will oversee a selection process that includes:

1. Assuring that selection is equitable and nondiscriminatory with respect to race, cultural or economic background, religion, national origin, and handicapping condition.
2. Reviewing the information collected on children who have met the GT criteria. Specifically, State Assessment scores of Proficient with Distinction, and Terra Nova Scores that show a 95th % or higher will be GT indicators. Then, Renzulli Rating Scales will be evaluated to see if students show characteristics of giftedness.
3. Collecting additional information when appropriate; while ensuring equality.
4. Notifying the Superintendent, Building Principal, Classroom Teacher, and Parents of students identified.

Placement:

1. A Pupil Development Team (PDT) will collaborate to develop an Individual Learning Plan (ILP) containing goals and objectives based upon a student's identified strengths and needs. The PDT may include the student, parents, classroom teachers, consulting teachers, school administrators, and the Gifted and Talented Director.
2. Upon signed agreement by the parent and student, the student will have access to the programming designated in the ILP.
3. Ongoing records will be kept pertaining to the student's progress regarding their individual goals and objectives. Confidentiality will be held in highest regard.

Academic Aptitude

Screening:

In Grades Pre K-2, there is a lack of test scores and variable rates throughout these early years. Students will not be formally identified until Grade 3. Screening for Grades 3-8 may include report cards, Teacher Referral/Rating Scales, State Assessment Scores, Gates Scores, and My Math Scores. Secondary screenings for students will involve a combination of the above criteria in a specific subject area, teacher referrals, and a Renzulli Rating Scale that indicates characteristics of giftedness.

Selection:

Annually, the Identification Committee will oversee a selection process that includes:

1. Assuring that selection is equitable and nondiscriminatory with respect to race, cultural or economic background, religion, national origin, and handicapping condition.
2. Reviewing the information collected on children who have met the GT criteria. Specifically, State Assessment scores of Proficient with Distinction, and Terra Nova Scores that show a 95th % or higher will be GT indicators. Then, Renzulli Rating Scales will be evaluated to see if students show characteristics of giftedness.
3. Collecting additional information when appropriate; while ensuring equality.
4. Notifying the Superintendent, Building Principal, Classroom Teacher, and Parents of students identified.

Placement:

1. A Pupil Development Team (PDT) will collaborate to develop an Individual Learning Plan (ILP) containing goals and objectives based upon a student's identified strengths and needs. The PDT may include the student, parents, classroom teachers, consulting teachers, school administrators, and the Gifted and Talented Director.
2. Upon signed agreement by the parent and student, the student will have access to the programming designated in the ILP.
3. Ongoing records will be kept pertaining to the student's progress regarding their individual goals and objectives.
4. Confidentiality will be held in the highest regard, with school personnel provided information on a "need to know" basis.

Artistic Ability

Screening:

The Ventures Gifted and Talented Arts Program screening will include:

1. Student Products and Portfolios
2. Student Auditions and Performances
3. Teacher referrals and rating scales
4. Referrals by parents, peers, and members of the community.

Selection:
Annually, the Identification Committee will oversee a selection process that includes:
1. Assuring that selection is equitable and nondiscriminatory.
2. Reviewing the information collected on children who have met Gifted and Talented criteria. Specifically, the committee will ask for at least a one paragraph summary from a classroom teacher of why they believe the student should be selected for GT services. Then, a works in progress, or portfolio will be evaluated. Finally, Renzulli Rating Scales will be collected to see if the student shows characteristics of giftedness.
3. Collect additional information when appropriate; while ensuring equity.
4. Notifying the Superintendent, Building Principal, Classroom Teacher, and Parents of students identified.

Placement:

1. A Pupil Development Team (PDT) will collaborate to develop an Individual Learning Plan (ILP) containing goals and objectives based upon a student's identified strengths and needs. The PDT may include the student, parents, classroom teachers, consulting teachers, school administrators, and the Gifted and Talented Director.
2. Upon signed agreement by the parent and student, the student will have access to the programming designated in the ILP.
3. Ongoing records will be kept pertaining to the student's progress regarding their individual goals and objectives. Confidentiality will be held in the highest regard.

Process for transfer students:

The Ventures Gifted and Talented Program has an ongoing referral policy. Thus, students transferring into Jonesboro Elementary are always screened for Gifted and Talented purposes. Screening takes place upon new enrollment regardless of their Gifted and Talented Status at a previous school. When a student in Grades Pre K-2 transfers in, there is a lack of test scores and variable rates throughout these early years. Thus, students will not be formally identified until Grade 3. However, transfer students in Grades Pre K-2 will be observed for characteristics that may indicate a potential of giftedness. The classroom teacher and consulting teachers will collaborate on how best to meet needs until formal identification occurs. Transfer students in Grades 3-8 will undergo screening that may include report cards, Teacher Referral/Rating Scales, State Assessment Scores, and aptitude scores.

Exit Procedure:
The Pupil Development Team will oversee the review of a student for the purpose of removal from the program. Recommendation for removal may come from building administrators, parents, students, and teachers. Formal documentation stating reasons for the request for removal will be presented to the coordinator of the Ventures Gifted and Talented Program. All concerned parties, including parents and guardians, will be notified and a trial period of 60 days will take place where the student is monitored. A guidance counselor will also be consulted during this trial period, to see if emotional or external factors are contributing to the student's performance. If, after the trail period, the PDT still believes an exit of services is needed, a meeting will be held to discuss the removal request and options. The decision of the PDT may result in student dismissal or a change in programming. A student may be considered for withdrawal from the G/T program for the following reasons:

1. Inappropriate behavior in the general classroom, during G/T activities, or on the bus.
2. Repeat testing does not produce scores high enough to meet initial screening criteria.
3. Regular classroom differentiated instruction consistently meets the student's needs.
4. Classroom Performance is similar to that of age peers and rarely above.
5. Consistently turning in late or poor quality work.

Note: In the event that the parent/guardian is unable to attend a meeting that discusses exiting students from the program, they will be notified in a timely manner of the PDT's decision.

Process for appeals:

An appeal process is available to those parents, guardians and students requesting reconsideration for acceptance into the gifted and talented program. The Identification Committee will be responsible for overseeing this process. A written appeal must be presented to the coordinator of the gifted and talented program. A review of the student information used in the decision making process, as well as other documentation that may be procured will be used as part of the review. Information from sources outside of the school system will be derived at the parent's expense and considered only if valid, reliable, and the admission of the information does not jeopardize the equity of the process. After collecting all pertinent information, the coordinator will submit the request for review accompanied by the applicable information to the Identification Committee. The committee will analyze the identification criteria and information, and parents/ guardians will be invited to a meeting to discuss the outcome of the review process. If parents/guardians are unable to attend the meeting, they will be notified of the committee's decision in a timely manner. The committee's decision will be final until the next screening year. At this time, the student will again have the opportunity to be considered for identification.

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

The Jonesboro Elementary School is committed to professional development that will enhance our ability to identify, understand, and meet the needs of gifted students. Our staff participates in Professional development that include the following:

Attending the Maine Educators for the Gifted and Talented (MEGAT) 2015 Annual Fall Conference in Lewiston

Attending Gifted and Talented Mentoring Workshops Sponsored by the Maine DOE (September 28th in Bangor)

Attending sessions of the Downeast Educators of the Gifted and Talented Committee on a monthly basis

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

Program Administrator: The Jonesboro Elementary Special Services Director is responsible for overseeing gifted and talented programming within the district.

Building Administrators: Building administrators, or their designees, will serve on identification committees. They will work with the G/T Coordinator to support the programming offered through Individual Learning Plans by supporting and arranging appropriate placement, the use of alternative time allocations and personnel, and by aiding classroom teachers in providing necessary programming. They will be part of the communication process with parents, teachers, and the community, including notification of student identification and/or review findings. Building administrators will have an integral part in the program review process, suggesting and supporting change when necessary.

Gifted and Talented Program Coordiantor: Will oversee program development, be responsible for the screening, selection, and placement process, submit the annual application for review, conduct PDT meetings, consistently monitor the GT budget, maintain student records with confidentiality, and notify parents and guardians when needed.

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
Chad Fitzsimmons	No	Teacher	Pre K-12	Full
Joyce Fragale	Yes	Administrator	Pre K-12	Part

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.

The Jonesboro Elemebtary School is committed to ongoing evaluation and revision of the Ventures program to better meet the needs of our gifted students. These evaluations will be based upon student progress toward Individual Learning Plan goals. Also, Pupil Development Teams will consistently discuss and refelct on the effectiveness of the various Ventures programs. Anonymous rating scales and surveys will be analyzed periodically to see how effective students, teachers, and parents deem our program to be. We will constantly look to improve and adjust our programming based on these discussions and informal evaluations.

At the end of each year, the Program Administrator, Building Principal, and GT Coordinator will meet to formally discuss the program. All items above will be considered, and will impact decision making concerning programming, and budget needs, for the following year.

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

There will be a part time Gifted and Talented Coordinator for Grades Pre K-8. Currently, I (Chad Fitzsimmons) am a new hire. Joyce Fragale, Rose M. Gaffney Principal, is helping as I transition into my new position. Her part time Gifted and Talented work repreents 25 % of a $1500 stipend ($375). Supply needs will be $500. Supplies include the Moby Max Computer Program, which allows for self pacing and differentiation in all subjects. Supllies also include the Renzulli program which is essential for identifying characteristcs of giftedness. Finally, supplies include the IXL program which again allows for self pacing and is linked to Common Core Standards. Travel needs will total $100 for Jonesboro Elementary.

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)**
Joyce Fragale	$375	
Subtotal		

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

Independent Contractor Name	**Elementary (contract amount)**	**Secondary (contract amount)**
Subtotal		

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
Moby Max	$200	General Office Supplies	
Renzulli Program	$200		
IXL	$100		
Subtotal	$500	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
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
Travel	$100		
Subtotal	$100	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	$375	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	$500	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	$100	
Total	$975	