

**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](mailto: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:

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

Phone number:

Email address:

**CERTIFICATION:**

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

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

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

**RETURN BY EMAIL TO:**  
[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By:

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

Date of Approval:

## ***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:**

The mission of the Gifted and Talented Educational Services (GATES) program is to identify and meet the academic and emotional needs of gifted children. The GATES staff designs and provides opportunities that address both academic and social-emotional needs through acceleration, enrichment and guidance. RSU 21 is committed to providing both direct and consultative services to address the unique learning needs of students that have been identified for direct or consultative service delivery, while building capacity for teachers to differentiate instruction to meet the needs of all students.

### **Arts program philosophy:**

RSU 21 is committed to identifying children who show exceptional promise in the visual and performing arts. Students gifted in the area of visual arts are identified in grade 4 and receive services beginning at Grade 5. Enrichment activities are provided to talented students K-3. At the Middle and High School Level, students have additional opportunities for advanced study in the visual arts and the performing arts areas.

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:**

Consultation services are provided K-3 and pull-out services for language arts and math are provided in grades 4-8. Consultative services, are also provided K-12 to teachers regarding giftedness of students and how to best differentiate instruction to meet accelerated learning needs. K-8 enrichment materials are available and Grades 9-12 offers independent study opportunities as appropriate to student needs; as well as advanced coursework through AP and IB classes.

### **Arts program abstract:**

Regional School Unit 21 provides a comprehensive program of formal and informal services to nurture the learning needs of those highly able children who differ markedly in their cognitive and affective functions.

Formal services consist of service delivery in Art in grades 5-12. Services consist of a variety of classes, including TAP ART in grades 5-8, and Honors Art in grade10, as well as a variety of accelerated Art classes in grades 9-12 as student direction and interest in a particular medium of art is more in focus. In grades 6-12, students are provided the opportunity to audition for the jazz band, wind ensemble, and the chamber choir.

Informal services consist of consultation to teachers in grades K-12 regarding giftedness of students and how to best differentiate instruction to meet accelerated learning needs.

GATES (Gifted And Talented Educational Services) complies with the state-mandated requirements for gifted programs.

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

**Academics:**

Goals:

1. To consult with K-12 teachers to foster differentiation beyond the regular curriculum and make beyond-grade-level enrichment materials available to teachers and students.
2. To enhance the educational experience of students who are identified as gifted and talented through academic acceleration, appropriate instructional challenge, and increased depth and breadth of learning grades 4-12.

Objectives:

1. To offer enrichment and differentiation opportunities in grades K-12
2. To enhance learning in the areas of creative critical thinking, problem solving, inquiry, content knowledge and skills in grades 4-12

Activities:

K-5 Challenge of the Week (C.O.W.) and Challenge Yourself materials, whole class activities that foster critical thinking and/or model differentiated instruction for gifted students, and consultation with academic teachers.

Grades 6-8 Accelerated pre-algebra, algebra I, and high school geometry; intensive reading and writing curriculum that fosters rich discussion, debate, critical thinking, creativity, self-exploration, accelerated learning, consultations with academic teachers in all subject areas, and informing families of resources and/or opportunities outside the school system, e.g. CTY, MSSM, etc.

Grades 9 -12 - Consultations with academic teachers in all subject areas, independent study, as appropriate for individual students, and connecting students with resources and/or opportunities outside the school system, e.g. local internships, apprenticeships, etc.

Ongoing assessment of student work is a critical tenet to this process. Various classroom activities that address multiple modalities of learning, at an accelerated rate and pace of delivery, will ensure that students are learning at an enhanced rate.

**Arts:**

**Goals:**

To enhance the educational experience of students that are identified as gifted and talented in the arts by providing various accelerated learning opportunities in various methods and techniques of artistic and musical expression.

**Objectives:**

To enhance learning of students that are identified as artistic in grades 4-12 by providing learning opportunities for students to experiment and demonstrate proficiency of various forms of artistic and musical expression.

**Activities:**

Collaboration with community based artists and musicians

Collaboration with businesses on design projects

Classroom activities that actively engage and inspire young artists and musicians to express themselves at an accelerated rate utilizing various methods of artistic expression.

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:**

Formal identification takes place during the spring for students in grades three, five, and eight. Students who have outstanding intellectual or special academic needs will be formally identified through this process.

**Selection:**

Students must meet all three of the following criteria to be identified for Gifted and Talented services:

1. OLSAT Score of 140 or above
2. NWEA- 99%ile in reading or math over 2 years (average)
3. 9 out of 12 traits from Twelve Traits of Giftedness (Grades 3 and 5); Teacher Checklist of Student Behaviors (Grade 8) for reading, math, science, and social studies.

**Placement:**

Based on the above criteria, students are placed in the appropriate reading and/ or math GT classes. For grade 8 students, they are recommended for the appropriate accelerated (Honors, IB, AP, or appropriate alternatives) classes for Grade 9 in either/or reading, math, science, social studies. The superintendent is notified of the children selected for the program.

**Academic Aptitude:**

**Screening:**

Students are screened using the OLSAT in grades three, five, and eight, with WASI follow-up if needed.

Annual NWEA achievement tests for content area identification.

GT Teachers gather observations of content area teachers.

**Selection:**

Formal identification takes place during the spring for students in grades three, five, and eight. Students who have outstanding intellectual or special academic needs will be formally identified through this process. Students must meet all three of the following criteria to be identified for Gifted and Talented services:

1. OLSAT Score of 130 or above
2. NWEA- 97%ile in reading or math over 2 years (average)
3. 7 out of 12 traits from Twelve Traits of Giftedness (Grades 3 and 5); Teacher Checklist of Student Behaviors (Grade 8) for reading, math, science, and social studies.

Students may be monitored by GATES staff if they meet criteria 1 and 2 and some teacher traits, or meet criteria 1 and 3 and have an average NWEA score in the 94%ile, or meet criteria 2 and 3 and have an OLSAT score of 125-129.

**Placement:**

Based on the above criteria, students are placed in the appropriate reading and/ or math GT classes. For grade 8 students, they are recommended for the appropriate accelerated classes for Grade 9 in either/or reading, math, science, social studies. GT Teachers meet with teachers in regular classes as well as guidance counselors to support appropriate challenge in course selection and instruction. The superintendent is notified of the children selected for the program.

**Artistic Ability:**

**Screening:**

For all levels, teacher, parent, peer and self-nominations are accepted.

Grade 4

Students are encouraged and nominated by their art teachers to prepare portfolios and prepare to present their work to a committee of teachers and local artists.

Grade 9

Students complete an application, a portfolio, and participate in an interview with a committee of teachers and local artists.

**Selection:**

Students are selected based on technical/perceptive skills, creative problem-solving skills, art commitment, completion of application requirements, and interview.

**Placement:**

Students that qualify from the TAP portfolio assessment are subsequently placed in TAP Art classes (Grades 5-8) and Art Foundations Honors (Grade 10). The superintendent is notified of the children selected for the program.

**Music :**

## Screening:

Teacher, Parent, Peer and Self-nominations are accepted.

Grade 4-12:

Students audition and interview for Jazz Band.

Grade 9-12:

Students audition and interview for Wind Ensemble and Chamber Choir.

## Selection:

Students are selected based on skill and performance level, interview and completion of application requirements.

## Placement:

Students that qualify are placed in Jazz Band, and/or Wind Ensemble and Chamber Choir. The superintendent is notified of the children selected for the program.

**Process for transfer students:**

Students who have transferred to RSU 21 from another district will have their student records reviewed to determine eligibility for G/T identification. If student records do not provide adequate data, transfer students will take the OLSAT and NWEA tests, either upon transfer or at the regularly scheduled time. G/T teachers will additionally gather observation information from teachers and parents to determine identification eligibility. Families will be formally notified of identification and program placement.

**Exit Procedure:**

Reasons for exiting the program may include parental choice, readiness for the level of challenge, or failure to master pre-requisite concepts (esp. in math).

Families will be formally notified of removal from the program and alternate placement.

**Process for appeals:**

Parents may appeal decisions made by the Child Study Team (CST). To begin the appeals process the parent completes a GATES Appeals Form. All new information is then considered by the CST. The decision made by the CST is final and families will be formally notified of this decision.

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

Gifted and Talented staff attend various professional development workshops inside and outside of the district that address the unique learning needs of gifted and talented students. Teachers are encouraged to collaborate with community businesses to also make community connections that would benefit gifted and talented students by providing hands on experiences in the areas of art, science, and mathematics.

Gifted and Talented staff also meet monthly with the Director of Special Services to collaborate on identification criteria, refine professional practice, and share ideas that will benefit gifted and talented students.

- \* International Baccalaureate Middle Year Program math workshop
- \* MDOE Mentoring Workshop
- \* MEGAT Conference
- \* Learning and the Brain conference and/or one-day workshops
- \* Beyond IQ Conference

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

GATES is part of the Special Services Department and is overseen by the Director of Special Services. Every school in RSU 21 has a GT teacher assigned to it to implement the services described prior.

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
Martha Foley	Yes	Teacher	6-12	FT
Anne Rodier	Yes	Teacher	9-12	PT
Amanda Murray	Yes	Teacher	K-5	PT
Allison Laflamme	Yes	Teacher	K-5	PT
Heather McLaughlin	Yes	Teacher	K-5	PT
Rachel McGlashan	Yes	Teacer	K-3, 6-8	PT

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 Director of Special Services and the GATES staff meet bi-monthly. Program self-evaluation is continuous and on-going throughout the year at these meetings.

- \* Annual review of RSU 21's identification process and qualifications
- \* Annual review of time spent in direct service by grade level and school, to ensure equity
- \* Annual review of instructional services provided by grade level and school, to ensure equity
- \* Periodic vertical team meetings of G/T teachers, to ensure curriculum alignment, particularly in grades 4-8
- \* Annual review of nationally normed student test scores, to determine success of curriculum and instruction
- \* Annual review, discussion, and response to formal and informal administrator, teacher, and parent feedback

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

Costs to be incurred to implement the Gifted and Talented Program include, staff salaries and benefits, educational materials and supplies, staff professional development and memberships, student tuition and access to online resources, math league meets, and the national geography bee.

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.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Martha Foley	39,570.07	39,570.07
Anne Rodier		35,906.45
Allison Laflamme	8,519.34	
Rachel McGlashan	46,285.56	
Heather McLaughlin	28,468.99	
Amanda Murray	13,113.28	
<b>Subtotal</b>	<b>135,957.24</b>	<b>75,476.52</b>

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
No Stress Chess	\$18.95	2008 Music Theory Released Exam	\$36.50
Laser Maze	\$29.95	2003 Music Theory Released Exam	\$36.50
Colorku	\$36.95	2004 Psychology Released Exam	\$36.50
(2) 3-D problem solving kit	\$99.90	2007 Psychology Released Exam	\$36.50
100 Omnifix cubes	\$12.95	(2) Official SAT study guide (redesigned SAT)	\$53.98
Quirkle	\$24.95	2 Official Study Guides for all SAT Subject tests	\$45.98
(2) Q-bitz extreme	\$49.99	3 Official SAT Subject Tests in Math Levels 1 & 2 Study guide	\$58.97
Square Up	\$24.95	(2) Baron’s AP Music Theory with MP3CD 2014	\$53.52
Q-Bitz	\$24.95	2 cracking the AP psychology Exam 2016	\$27.79
(3) The Zoob Challenge	\$149.85	2 Baron’s AP psychology 6 <sup>th</sup> Ed.	\$28.80
3 Set of 2 Link Winks gr. 3 and up, Link Winks gr. 7 and up	\$59.85	Princeton Review 500 Practice Questions for the new SAT created for the Redesigned 2016 Exam	\$14.34
(3) I have ... who has... ? 3&4	\$50.85	College guidance for G/T students: The Best 380 Colleges 2016 ed.	\$15.46
(3) I have ... who has... ? 5&6	\$50.85	3 TI-nspire CX Cas	\$433.44
(3) 4 player mancala	\$119.85	(3) And Still We Rise: Trials and Triumphs of Twelve Gifted Inner-City	\$44.37

		Students	
(3) Set of 3 Math Dice Game	\$74.85	(2) Staying Fat for Sarah Byrnes	\$18.52
(3) Level C Logic Links	\$38.85	(2) The Sixth Extinction: An Unnatural History	\$22.80
(3) Extra Colored Chips	\$14.85	Language Arts for Gifted Students	\$29.95
Level D Logic Links	\$12.95	The language of Baklava	\$11.80
(3) Beyond Base Ten: A mathematics unit for High-Ability Learners in Grades 3-6	\$104.64		
(3) Polygons Galore!: A Mathematics Unit for High Ability Learners in Grades 3-5	\$92.13		
(2) Math Puzzles and games, Grades 6-8; Over 300 Reproducible Puzzles that Teach Math and Problem Solving	\$31.18		
(2) Middle Gr Math Minutes Gr 6-8	\$40.00		
(2) Mind Benders, A1, A2, A3, A4 (Deductive Thinking Skills)	\$43.96		
(2) The 100+ Series 57 Great Math Stories and Problems They Present	\$64.30		
Helping Boys Succeed	\$16.95		
Language Arts for Gifted Students	\$29.95		
Alternative Assessments	\$34.95		
Interest A Lyzer Family of Instruments	\$19.95		
Interest A-Lyzer Class set of 30	\$39.95		
Think A Grams 4-6	\$10.99		
Think A Grams 7-8	\$10.99		
(2) Mathematical Reasoning 3	\$128.97		
(2) Mathematical Reasoning 4	\$85.98		
Understanding Algebra 1	\$39.99		
Pattern Explorer (5-7)	\$14.99		
The Basics of Critical Thinking	\$22.99		
Grid Perplexors Level C	\$12.95		
Grid Perplexors Level D	\$12.95		
Beyond the Basics	\$39.95		
Advanced Tile Set	\$9.95		
Math Puzzles & Brainteasers 6-8	\$16.01		
Math Puzzles & Brainteasers 3-5	\$20.45		
Challenging Puzzles for Smart Kids	\$5.95		
(15) Computer Coding	\$83.40		
50 Writing Lessons That Work! Motivating Prompts and Easy Activities That Develop the Essentials of Strong Writing (Grades 4-8)	\$9.78		
Leap Write In!	\$13.55		
(2) Crunchtime: Lessons to Help Students Blow the Roof Off Writing	\$55.00		

Tests- and Become Better Writers in the Process			
Upper Elementary Challenge Math	\$19.63		
Unjournaling: Daily Writing Exercises That are not personal, not introspective not boring!	\$10.85		
Why we must run with scissors	\$26.00		
Don't Forget to Write for the Elementary Grades	\$17.48		
Making Math Connections	\$28.17		
Chart Sense for Writing:	\$23.35		
Banish Boring Words!	\$7.96		
The Story of My Thinking	\$28.13		
Hands-On-Math Projects	\$21.72		
Reviving the Essay: How to Teach Structure Without Formula	\$25.00		
Rip the Page!	\$11.64		
Fun Size Academic Writing for Serious Learning	\$25.83		
K-2 Chart Sense	\$21.62		
Teaching writing through differentiated Instruction with leveled graphic organizers	\$13.57		
The Giggly Guide to Grammar second edition	\$18.95		
(2) Algebra with Pizzazz!	\$227.78		
Elementary with Pizzazz Gr. 1-3	\$119.55		
Building Strong Writers in Middle School	\$32.99		
Differentiation for Gifted Learners	\$39.99		
Advancing Differentiation	\$39.99		
What's Your Opinion: LA interactive for High Ability	\$24.95		
Debating in the Middle Grades	\$15.95		
Create an Autobiography	\$14.95		
Create a Utopia	\$14.95		
Teaching Gifted Kids in Today's Classroom	\$39.99		
(2) Writing on Demand	\$56.00		
(2) Grammar for College Writing	\$50.00		
LIT Guide: The Westing Game	\$10.95		
LIT Guide: Good Masters! Sweet Ladies	\$10.95		
In the Mind's Eye: Truth v. Perception	\$39.95		
Perspectives of Power	\$39.95		
Best Summer Programs for Teens	\$16.95		
Identifying Gifted Students	\$29.95		
Gifted Program Evaluation	\$34.95		

Phunny Stuff	\$21.95		
Rockin Root words	\$19.95		
Stand Up! Speak Out!	\$29.95		
Writing Your Life	\$16.95		
CSI Expert	\$19.95		
Down Write Funny	\$19.95		
Inquiry-based Lessons in US History	\$19.95		
Reflect and Write	\$24.95		
The Writing on the Walls	\$17.95		
Write What You See	\$24.95		
The Implusive Disorganized Child	\$17.95		
Twisting Arms	\$65.00		
Using the National Gifted Education Standards for Teacher Preparation	\$65.00		
Doing Differentiation Using Bloom's Taxonomy – 6 subject set	\$65.00		
Flying In Style – Differentiation STEM Act	\$14.95		
A Novel Approach	\$14.95		
Literature Wordokus I	\$10.95		
Literature Wordokus II	\$10.95		
Researching Adventures	\$9.95		
Trial or Triumph Fact or Fiction of the Gifted	\$11.95		
Gifted or Goof Off? Fact and Fiction of the famous	\$11.95		
Educating for Creativity and Innovation	\$30.39		
(8) Anthony Burns: The Defeat and Triumph of a Fugitive Slave	\$52.96		
(8) The Westing Game	\$48.00		
(8) The Mysterious Benedict Society	\$38.32		
Living with Intensity	\$20.81		
Creative Problem Solving; 4E: An Introduction	\$15.57		
Smart Girls in the 21 <sup>st</sup> century: Understanding Talented Girls and Women	\$24.95		
(8) The Mostly True Adventures of Homer P. Figg	\$55.92		
Mysteries in History: World History	\$16.91		
Voices from Primary Sources: Reproducible World History	\$7.91		
A Short Walk Around the Pyramids and Through the World	\$10.13		
Book of Questions 2 <sup>nd</sup> ed.	\$15.51		
Sorrow's Kitchen: Life and Folklore of Zora Neale Hurston	\$7.99		



**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
National Geographic Geography Bee		New England Mathematics League Math Counts	
Southern Maine Elementary Math League			
Southern Maine Math League			
New England Math League			
Math Counts			
<b>Subtotal</b>	<b>2,000.00</b>	<b>Subtotal</b>	<b>150.00</b>

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
		Mentorships at Kennebunk High School, online resources for students Virtual Classroom, Aleks	
<b>Subtotal</b>		<b>Subtotal</b>	<b>1000.00</b>

**D. Staff Tuition/Professional Development:**

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
MEAGT New England Conference for GT Education		MEAGT New England Conference for GT Education	
		NACG membership	
<b>Subtotal</b>	<b>1600.00</b>	<b>Subtotal</b>	<b>400.00</b>

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	\$135,957.24	75,476.52
<b>Auxiliary Staff</b>	0	0
<b>Independent Contractors</b>	0	0
<b>A. Materials &amp; Supplies</b>	\$4,500.00	\$1,000.00
<b>B. Other Allowable Costs</b>	\$2,000.00	\$ 150.00
<b>C. Student Tuition</b>		\$1,000.00
<b>D. Staff Tuition/PD</b>	\$1,600.00	400.00
<b>Total</b>	<b>\$144,057.24</b>	<b>78,026.52</b>