

**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:

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

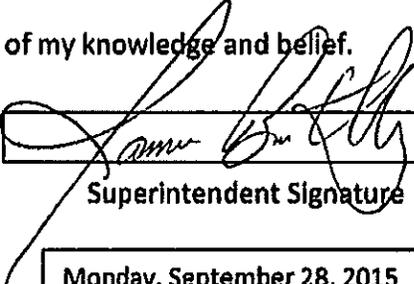
Phone number:

Email address:

CERTIFICATION:

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

Superintendent Name (printed)



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

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:

RSU 25's guiding definition of our Gifted and Talented Program:

"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment." – US Department of Education, 1993

Program Philosophy:

RSU 25 recognizes the unique skills and abilities of gifted and talented students. The educational needs of our gifted and talented students are met by utilizing a curriculum that provides both vertical and horizontal growth aligned with the Maine Learning Results. We meaningfully challenge the advanced skills of identified students. We value student ownership of learning and engaging students in learning experiences which foster complex reasoning thinking skills and builds confident learners.

We believe that gifted students' natural abilities translate to educational needs that require differentiated instructional programming as an integrated part of their regular school day.

Arts program philosophy:

RSU 25's guiding definition of our Gifted and Talented Program:

"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment." – US Department of Education, 1993

Program Philosophy:

RSU 25 recognizes the unique skills and abilities of gifted and talented students in the arts. Their needs are met by utilizing a curriculum that provides both vertical and horizontal growth aligned with the Maine Learning Results. We meaningfully challenge the advanced skills of identified students. We value student ownership of learning and engaging students in learning experiences which foster complex reasoning thinking skills and builds confident learners.

We believe that gifted students' natural abilities translate to educational needs that require differentiated instructional programming as an integrated part of their regular school day.

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 K-8 program currently provides a differentiated curriculum in the academic areas of reading, math, social studies and science. Student programming may consist of differentiation in the regular classroom, flexible grouping, direct services, mentorship, content acceleration, enrichment opportunities, virtual learning, compacting, and/or independent study. Program delivery and services may be provided in a variety of settings with varying structures and formats. This instruction occurs in addition to regular classroom curriculum and within the regular school day.

The high school program provides a differentiated curriculum in the areas of ELA, math, science and social studies. Student programming may consist of honors or advanced placement classes, virtual learning, enrichment opportunities, concurrent enrollment, independent study, and/or mentorship. Program delivery and services may be provided in a variety of settings with changeable structures and formats. This instruction occurs in addition to regular classroom curriculum and within the regular school day.

Arts program abstract: The K-8 program provides a differentiated curriculum for students identified in the areas of visual art and music. The program delivery and services may be provided in a variety of settings with changeable structures and formats. This instruction occurs in addition to regular classroom curriculum and within the regular school day and may consist of flexible grouping, direct services, mentorship, content acceleration, enrichment opportunities, and/or independent study.

At the high school level, students will be provided with the opportunity to participate in studio art classes, select chorus, and band. Student programming may consist of honors or advanced placement classes, virtual learning, enrichment opportunities, concurrent enrollment, independent study, and /or mentorship. The program delivery and services may be provided in a variety of setting with changeable structures and formats. This instruction occurs in addition to regular classroom curriculum and within the regular school day and may consist of flexible grouping, direct services, mentorship, content acceleration, enrichment opportunities, and/or independent study.

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

Academic Goals:

1. To develop, implement, and effectively manage comprehensive services for gifted students in our core content areas.
2. To plan, select, adapt, and create relevant curriculum and use a variety of evidence-based instructional strategies to ensure student growth.

Academic Objectives:

1. To demonstrate support by providing coordinated services of gifted education, special education, and related services through equitable allocation of resources to ensure learners receive appropriate educational services.

2. To design differentiated curricula that incorporates advanced, conceptually challenging, in-depth, and complex content for students.

Academic Activities:

1. Educators in gifted, general, and special education programs, collaboratively plan, develop, and implement gifted services.
2. Educators design curricula in our core content areas that are challenging and effective for student with gifts.

Arts Goals:

1. To develop, implement, and effectively manage comprehensive services for talented students in visual and performing arts.
2. To plan, select, adapt, and create relevant curriculum and use a variety of evidence-based instructional strategies to ensure talented student growth in the arts.

Arts Objectives:

1. To demonstrate support by providing coordinated services of gifted education, special education, and related services through equitable allocation of resources to ensure learners receive appropriate educational services.
2. To design differentiated curricula that incorporates advanced, conceptually challenging, in-depth, and complex content for students.

Arts Activities:

1. Educators in gifted, general, and special education programs, collaboratively plan, develop, and implement talented services.
2. Educators design curricula in our talented areas of art and music that are challenging and effective for student with talent.

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: RSU25 Gifted and Talented screening ensures that all students are equitably assessed and considered for potential giftedness. We define Intellectual Ability as the thinking capability that involves the ability to reason, plan, solve problems, think abstractly, comprehend ideas and language, and learn. Intellectual ability involves comprehension, understanding, and learning from experience. Intelligence tests are aimed at assessing a person's underlying intellectual ability.

Screening will occur annually for grades 3, 5, and 8, utilizing our state and district assessment tool, NWEA test results, classroom data, and referrals (self, peer, teacher, parent) in all content areas. Grades K-2 will be identified on an individual basis. Students can also be referred annually on an individual basis.

Selection: Based upon the selection of the top 5% to 7% of the screening data, we request parental permission to administer testing, which targets the student's intellectual ability. We partner with our district Student Services office to administer their General Intellectual Ability testing. The results of all screened student data are presented anonymously to our district Gifted and Talented Committee for selection. The qualifying test scores are based on the top 5% of the local population, current enrollment numbers, classroom data, and referral data. No student will be eliminated from the talent pool based on one test score.

Placement: Our district Gifted and Talented Committee identification committee will meet and consider all the collected information. No student names will be used in the screening and selection process within the committee setting. The Committee makes recommendations for student placement in our district Gifted and Talented Program. All students recommended for programming are scheduled a Personal Learning Plan meeting to determine the student personal goals and program placement.

Academic Aptitude:

Screening: RSU25 Gifted and Talented screening ensures that all students are equitably assessed and considered for potential giftedness. Screening will occur annually for grades 3, 5, and 8, utilizing our state and district assessment tool, NWEA test results, classroom data, and referrals (self, peer, teacher, parent) in all content areas. Grades K-2 will be identified on an individual basis. Students can also be referred annually on an individual basis.

Selection: Based upon the selection of the top 5% to 7% of the screening data, we request parental permission to administer the CogAT Test, which measures reasoning and problem solving skills in the areas of 1) verbal, 2) quantitative (mathematics), 3) spatial or non-verbal.

The results of all screened student data are presented anonymously to our district Gifted and Talented Committee for selection. The qualifying test scores are based on the top 5% of the local population, current enrollment numbers, classroom data, and referral data. No student will be eliminated from the talent pool based on one test score.

Placement: Our district Gifted and Talented Committee identification committee will meet and consider all the collected information. No student names will be used in the screening and selection process within the committee setting. The Committee makes recommendations for student placement in our district Gifted and Talented Program.

All students recommended for programming are scheduled a Personal Learning Plan meeting to determine the student personal goals and program placement.

Students are then placed into the appropriate Gifted programming.

Artistic Ability:

Screening: RSU25 Gifted and Talented screening ensures that all students are equitably assessed and considered for potential giftedness. Talented screening in the arts and music will occur annually for grades 3, 5, and 8, utilizing teacher nomination; self-nomination; peer nominations; parent nomination. Grades K-2 will be identified on an individual basis. Students can also be referred annually on an individual basis.

For Visual Art, students submit an art portfolio with a variety of art techniques. The portfolios are evaluated by a group of local art experts using our district art portfolio selection rubric.

For Music, students are scheduled an audition of their music choice. The auditions are evaluated by a group of local music experts using our district music audition selection rubric.

Selection: The results of all screened student data are presented anonymously to our district Gifted and Talented Committee for selection. The qualifying portfolio and audition scores are based on the top 5% of the local population, current enrollment numbers, classroom data, and referral data. No student will be eliminated from the talent pool based on one test score.

Placement: Our district Gifted and Talented Committee identification committee will meet and consider all the collected information. No student names will be used in the screening and selection process within the committee setting. The committee makes recommendations for student placement in our district Gifted and Talented Program.

All students recommended for programming are scheduled an Individual Learning Plan meeting to determine the student personal goals and program placement.

Students are then placed into the appropriate Talented programming.

Process for transfer students:

In the event a student transfers from a different district and was previously identified and serviced in that district, RSU25 will request the selection data, review the identification documentation, and compare data to the local RSU25 identification system. If the student does qualify for services in RSU25 under their local identification criteria, then the parent/guardian will be informed.

Transfer students, not previously identified, will be screened at one of the three screening reviews throughout the school year. RSU25 will screen three times a year annually for transfer students.

Exit Procedure:

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 teachers.

Possible exiting situations:

- Attendance Issues
- Emotional Trauma
- Disruptive to others
- Frustration
- Parent/guardian request
- Student request
- Teacher request
- Unwilling to participate
- No longer qualifies for services

Exiting Procedures

1. Document and review student progress.
2. Review information with GT identification committee.
3. Conference with student, parent, and appropriate professional educators
4. Formal notification to Parent

Appeals process:

1. The Gifted and Talented program teacher will notify the parent/guardian and referring teacher of the decision made by the identification committee. If that child is denied inclusion into the gifted and talented program the parents/guardians or teachers of any student denied inclusion into the gifted and talented program may appeal the identification committee's decision. The concerned person initiates an appeal in writing to the Gifted and Talented program administrator and teacher.
2. The Gifted and Talented program teacher will review results of testing and information collected with the concerned person. The Gifted and Talented program teacher will compare results and inform the concerned person as to why the decision was made according to the criteria of the program.
3. The Gifted and Talented program teacher may conduct an alternate test. 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.
4. The Gifted and Talented program teacher will submit the updated student data to our District Gifted and Talented Committee for screening and reconsider eligibility in terms of new test results, additional data, and/or student products. or

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).

RSU25 will support professional training and development in terms of financial support and release time in order to encourage the Gifted and Talented program teacher, administrator, or district teachers and administrator's professional growth. This will include courses, conferences, memberships, workshops, and webinars as they become available.

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

Title: Gifted & Talented Teacher

Qualifications:

Valid G/T teaching certificate

Five years of successful teaching experience

Strong commitment toward gifted education

Demonstrated ability to individualize and make use of techniques for teaching gifted students

Reports To: Gifted & Talented Director & Building Principals

Performance Responsibilities:

- Has knowledge and understanding of the cognitive, social and emotional characteristics, needs, and problems found in gifted students as a result of their atypical mental development.
- Creates an environment in which the gifted can use their strengths, explore their personal and interpersonal development, risk new areas of thought and action and feel challenged.
- Develops and implements a flexible, individualized, enriching curriculum appropriate to meeting the individual gifted pupil's needs and nurturing group interaction.
- Serves as a resource person for the classroom & arts teachers and may also provide direct instruction.
- Works in conjunction with regular & arts classroom teachers to provide instruction in higher level thinking skills and problem solving skills for all students.
- Evaluates students' academic and social growth, keeps appropriate records, prepares progress reports, and communicates with parents and the students' classroom teachers on personal student progress.
- Assists building principals and gifted/talented coordinator, in conjunction with the building level selection team, in identification of gifted students.
- Involves parents in the program, through conferencing and parent meetings.
- Supervises the identification of gifted and talented students within the district.
- Selects and requisitions books and supplies and maintains required inventory.
- Is knowledgeable of and utilizes the forms, goals and objectives which are identified in RSU 25 G/T Plan.
- Assure compliance with State regulations for Gifted and Talented Education
- Assist the gifted/talented coordinator in District in-service directed at an awareness of gifted education in RSU25 and the development of teaching skills necessary to better meet the needs of the gifted in the regular classroom.
- Participates in staff development activities provided by the district.
- Maintains professional competence through self-selected professional growth activities.

Title: Gifted & Talented Supervisor

Reports To: Superintendent

Performance Responsibilities:

- Understanding of the cognitive, social, and emotional characteristics needs and problems found in gifted students as a result of their atypical mental development.
- Assists the g/t teacher in the creation of an environment in which the gifted can use their strengths, explore their personal and interpersonal development, risk new areas of thought and action and feel challenged.
- Guides the development and implementation of a flexible, individualized, enriching curriculum appropriate to meeting the personal gifted pupil's needs and nurturing group interaction.
- Evaluates students' academic, arts and social growth, keeps appropriate records, prepares progress reports, and communicates with parents and the students' classroom teachers on individual student progress.
- Directs the team of building principals and gifted/talented coordinator, in conjunction with the building level selection team, in identification of gifted students.
- Obtains parent involvement of the program, through conferencing and parent meetings.
- Supervises the identification of gifted and talented students within the district.
- Develops and executes the management of forms, goals and objectives which are identified in RSU 25 G/T Plan.
- Assure compliance with State regulations for Gifted and Talented Education
- Offers and coordinates staff development activities provided by the district.
- Maintains professional competence through self-selected professional growth activities.

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 |
|-----------------|------------------------|--------------------------|-------------|---------------------------------------|
| Laurie Brooks | Yes | Teacher | K - 12 | Full Time |
| Holly Bertrand | Yes/ | Teacher Arts GT | K - 12 | Part Time |
| Amanda Hoffert | Yes | Teacher (Science) / | K - 12 | Part Time |
| Evelyn Beaulieu | Administrator | Administrator | District | Part Time |
| Mark Neslusan | No | music G/T | K-12 | 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.

During the 2015 - 2016 school year, RSU 25's Gifted and Talented program will conduct an evaluation. We will proceed with the following three steps:

Step 1: Identify key stakeholders in our evaluation feedback. We want to be sure the following groups are included in our evaluation feedback:

- Parents of G/T students
- G/T students
- Central Office administrators
- School Board members
- G/T staff
- General education teachers
- Building administrators
- Curriculum Steering Committee members

Step 2: On our first G/T Committee meeting of the year, the committee members will draft a survey with questions soliciting feedback on our G/T programming, review the list of key stakeholders, and promote the survey in their buildings. We will distribute the survey in various formats to the key stakeholders and collect the feedback.

At our second G/T Committee meeting of the year, the committee members will conduct a review of the survey data. During the data review, a list of accomplishments and concerns will be created. The final feedback will be to submit recommendation to the G/T program to improve program services to our G/T students.

Step 3:

Ongoing, during our 2015 – 2016 school year, our Gifted and Talented staff will review student progress data. Our student progress data includes three data points: Fall NWEA data, Spring NWEA data, and our content teachers data for areas other than ELA and math. Student data will be reviewed to ensure student progress.

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

Costs for our RSU 25 Gifted and Talented program are in the following areas:

1. Staffing - To offer our G/T programming by qualified and certified staff
2. Materials and supplies - To provide resources for our Gifted and Talented students in each content area to meet their personal student learning plan.

Math:

- Becoming a Problem Solving Genius*
- Challenge Math*
- Extreme Math*
- On-the-job Math Mysteries*
- Aleks Subscriptions*
- STEM online courses*

ELA

Book sets:

- The Alchemist*
- Animal Farm*
- To Kill a Mockingbird*
- Malcolm X*
- Latin roots workbook*
- Aleks Subscriptions*

Language and Composition online courses

Science:

Lab supplies

Social Studies

History book set

To provide resources for our Gifted and Talented students in each of the arts area to meet their personal student learning plan

Art:

PrismaColor colored pencil sets

Student portfolios

Student sketchbooks

Permanent markers

Acrylic paints

Metal rulers

Armature Wire

Painters and masking tapes

Plaster gauze

Drawing pencils 4B, 6B

Light boxes

Clay

Oil painting

Pottery

Music

Software:

Noteflight

Music First

Sheet music

3. Professional development and dues and fees - to keep our Gifted and Talented program staff current with state and national requirements and research-based instructional practices

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Laurie Brooks | 30,088 | 30,088 |
| Evelyn Beaulieu | 4,000 | 3,750 |
| | | |
| | | |
| | | |
| | | |
| | | |
| Subtotal | 34,088 | 33,838 |

| 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 |
|---|--------------|--|--------------|
| Supplies for G/T math students, manipulatives, online resources | 500 | Supplies for G/T math students, manipulatives, online course resources | 1,000 |
| ELA Supplies for G/T reading book sets | 500 | ELA Supplies for G/T students reading book sets | 1,000 |
| Art supplies for G/T students: speciality drawing and paints | 1,000 | Art supplies for G/T students: specialty drawing and paints | 1,000 |
| Music supplies for G/T music students: specialty | 1,000 | Music supplies for G/T music students: specialty | 1,000 |
| | | | |
| | | | |
| | | | |
| Subtotal | 3,000 | Subtotal | 4,000 |

B. Other allowable costs:

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|---|------------|---|------------|
| | | | |
| Admission for G/T student to participate in museum activities | 200 | Admission for G/T student to participate in museum/art activities | 200 |
| | | | |
| | | | |
| | | | |
| Subtotal | 200 | Subtotal | 200 |

C. Student Tuition:

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|---|--------------|---|--------------|
| online reading resources for G/T students ALEX subscriptions | 500 | online reading resources for G/T students: Language and Composition | 1,500 |
| online math resources for G/T students ALEX subscriptions | 500 | online math resources for G/T students (STEM courses – 10 users) | 1,500 |
| | | VPA students' composition course: oil painting (10 users) | 1,000 |
| | | Music students' composition course (Noteflight, Music First, 10 users) | 1,000 |
| | | | |
| | | | |
| Subtotal | 1,000 | Subtotal | 5,000 |

D. Staff Tuition/Professional Development:

| Elementary: Title | Cost | Secondary: Title | Cost |
|---|-------------|---|-------------|
| G/T teacher and administrator to participate in regional conference | 450 | G/T teacher and administrator to participate in regional conference | 450 |
| G/T teacher and administrator to participate in regional meetings | 50 | G/T teacher and administrator to participate in regional meetings | 50 |
| | | | |
| Professional membership: MEGAT, NAGC dues | 800 | Professional membership: MEGAT, NAGC dues | 800 |
| | | | |
| Subtotal | 1300 | Subtotal | 1300 |

Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|------------------------------------|--------------------------|-------------------------|
| Professional Staff | \$34,088 | \$33,838 |
| Auxiliary Staff | | |
| Independent Contractors | | |
| A. Materials & Supplies | \$3,000 | \$4,000 |
| B. Other Allowable Costs | \$200 | \$200 |
| C. Student Tuition | \$1,000 | \$5,000 |
| D. Staff Tuition/PD | \$1,300 | \$1,300 |
| Total | \$39,588 | \$44,338 |

