

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:

RSU 26 (Orono)

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

Nancy Connor

Phone number:

207-866-7110 Ext. 107

Email address:

nconnor@rsu26.org

CERTIFICATION:

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

Joanne Harriman

Superintendent Name (printed)

Superintendent Signature



Date application submitted to Maine DOE for review:

10/28/15

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

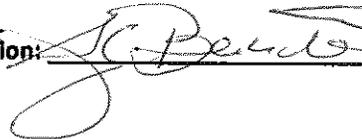
DUE DATE: September 30, 2015

Reviewed By:

Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval:

11/10/15

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:

RSU 26 Program Philosophy

RSU 26 believes that children who are advanced learners should be taught in a manner that allows them to learn at their appropriate instructional level and be challenged and supported in developing their abilities and potential. The mission of the RSU 26 Chapter 104 Program is to identify and provide suitable educational opportunities for the top 3-5% of identified students in grades Kindergarten through 12. These learners have diverse instructional needs, consistently exceed the standards of the Maine Learning Results (or have the potential to exceed the standards) and require a variety of program models and require instructional options beyond those provided by the regular curriculum. These students are identified within the following content areas: English/Language Arts, mathematics, science, and social studies.

Arts program philosophy:

RSU 26 believes that children who are advanced learners should be taught in a manner that allows them to learn at their appropriate instructional level and be challenged and supported in developing their abilities and potential. These learners have diverse instructional needs and require a variety of program models and instructional strategies commensurate with their level of performance, abilities, and potential.

The Chapter 104 Program is designed to serve the top 3-5% of identified students in grades Kindergarten through 12, who consistently exceed the standards of the Maine Learning Results or have the potential to exceed those standards and require extensions beyond the regular curriculum in their schools in visual and/or performing arts.

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:

Students who are identified for Chapter 104 services receive instruction at an appropriate level through the use of various program models, instructional strategies, and resources.

Grades K-2: 3-5% of the student population is informally identified for Chapter 104 services. These services may include: classroom differentiation and curriculum extensions within the regular classroom, small group targeted instruction, or access to accelerated curriculum through individualized or small group instruction.

Grades 3-5, 6-8, and 9-12: 3-5% of the student population is formally identified and Chapter 104 services are provided through a variety of models, including: classroom-based differentiated instruction and curriculum extensions, small group targeted instruction, and content acceleration through individualized or small group instruction.

Arts program abstract:

Students selected for the Chapter 104 Program in Visual and/or Performing Arts are formally identified and provided with programming at the elementary, middle, and high school levels. The overall goal is to ensure that identified students receive instruction at an appropriate level through the use of various program models, instructional strategies, and resources.

Grades K-2: 3-5% of the student population is informally identified for Chapter 104 services. These services include classroom differentiation and curriculum extensions within the regular classroom.

Grades 3-5, 6-8, and 9-12: 3-5% of the student population is formally identified and Chapter 104 services are provided through a variety of models, including: classroom-based differentiated instruction and curriculum extensions, small group targeted instruction (ex. art workshops), and content acceleration through higher level coursework.

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

Academics

Goals:

The Chapter 104 Program ensures that each identified student receives instruction at an appropriate level through a variety of program models, instructional strategies, and resources. Identified students in grades K-12 are given opportunities to accelerate and enhance their learning through a number of learning plan options. Students selected to receive Chapter 104 services will have clear, measurable learning goals.

Objectives:

Advanced students will have an opportunity to deepen and/or accelerate their learning and conceptual knowledge through access to more challenging content and instruction. Students receiving Chapter 104 services will have a Personal Learning Plan, which articulates content specific students goals and objectives.

Activities

Students access Chapter 104 services through a variety of models that include:
K-2: Classroom-based differentiated instruction, access to compacted and accelerated curriculum, self-directed projects, literature discussion groups, and writing groups
3-5 and 6-8: Classroom-based differentiated instruction and curriculum extensions, targeted small group instruction, access to compacted and accelerated curricula, self-directed projects, literature discussion groups, online courses
9-12: Classroom-based differentiated instruction and curriculum extensions, accelerated curriculum, advanced coursework, research at UMO, college-level coursework. Each Chapter 104 student, along with his/her parents/guardians, classroom/content teacher, guidance counselor, and any other pertinent staff, will collectively develop the student's Personal Learning Plan.

Arts

Goals:

RSU 26 believes that children who are advanced learners should be taught in a manner that allows them to learn at their appropriate instructional level and be challenged and supported in developing their abilities and potential. These learners have diverse instructional needs and require a variety of program models and instructional strategies in order to meet their needs. Students selected to receive Chapter 104 services will have clear, measurable learning goals.

Objectives:

Advanced students will have opportunities to further develop their art/music skills and accelerate their learning and conceptual knowledge through access to more challenging content and instruction. These may take the form of differentiated instruction in the classroom, independent projects, compacted and accelerated content, research, advance coursework, online courses, or dual enrollment with UMO. Students receiving Chapter 104 services will have a Personal Learning Plan, which articulates content specific students goals and objectives.

Activities

Grades K-2: Differentiated instruction within the regular art and/or music classes.

Grades 3-5 and 6-8: Chapter 104 services are provided through differentiated instruction and activities involving independent art projects, individualized art instruction, art and music workshops, and extra performance, exhibition opportunities.

Grades 9-12: Chapter 104 services are provided through differentiated instruction and activities involving independent art projects, individualized art instruction, art and music workshops, advanced coursework, and extra performance, exhibition opportunities.

Each Chapter 104 student, along with his/her parents/guardians, classroom/content teacher, guidance counselor, and any other pertinent staff, will collectively develop the student's Personal Learning Plan.

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:**

Students in grades K-2 are screened on an ongoing basis using at least three criteria (curriculum assessments, performance measure, and teacher rating). Students in grades 3, 6, and 9 are screened each fall, using at least three criteria that include standardized tests, curriculum assessments, and teacher ratings. The criteria for each of the assessment tools will be established annually based on yearly review by the Chapter 104 Selection Committee.

Selection:

Phase 2 - Talent Pool Screening & Selection:

Students meeting at least two of the three initial screening criteria qualify the Phase II consideration by the Chapter 104 Selection Committee. The Selection Committee makes a determination based upon careful consideration of the student's performance on all three of the initial screening criteria. Students identified for "General Intellectual Ability" will have met the selection criteria in all four main content areas. The committee will identify students for placement into the Chapter 104 Program on the basis of the data from the above screening tools and students identified will reflect the overall 3-5% identification as per state mandate.

Placement:

Parents of the students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Committee, consisting of the student's classroom teacher(s), guidance counselor, Chapter 104 Coordinator, parent(s), and the student (if appropriate), will develop a Personal Learning Plan for each selected student. Each student's Personal Learning Plan will be reviewed annually to evaluate the appropriateness of placement and instruction. The Personal Learning Plan specifies the type and duration of Chapter 104 services needed.

Academic Aptitude

Screening:

Students in grades K-2 are screened on an ongoing basis using at least three criteria (curriculum assessments, performance measure, and teacher rating). Students in grades 3, 6, and 9 are screened each fall, using at least three criteria that include standardized tests, curriculum assessments, and teacher ratings. The criteria for each of the assessment tools will be established annually based on yearly review by the Chapter 104 Selection Committee. To qualify for consideration for Phase 1 of the screening process, at least two of the three screening criteria must be met.

Selection:

Phase 2 - Talent Pool Screening & Selection:

If a student meets at least two of the three initial screening criteria, then that student qualifies for Phase II consideration by the Chapter 104 Selection Committee. The Selection Committee makes a determination based upon careful consideration of the student's performance on all three of the initial screening criteria. The committee will identify students for placement into the Chapter 104 Program on the basis of the data from the screening and students identified will reflect the overall 3-5% identification as per state mandate.

Placement:

Parents of the students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification. In collaboration with the student's classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop a Personal Learning Plan for each selected student. The Chapter 104 Coordinator will be responsible for obtaining written permission documentation. Chapter 104 program staff will maintain records of each student's participation in the program. Each student's Personal Learning Plan will be reviewed annually to evaluate the appropriateness of placement and instruction. This review will involve a building level Chapter 104 Committee (principal, and/or guidance counselor, classroom teacher(s), Chapter 104 coordinator, parent(s), and student (if appropriate).

The Personal Learning Plan specifies the type and duration of Chapter 104 services needed.

Artistic Ability

Screening:

Whole-grade screening for the Chapter 104 Visual Arts program is completed annually for grades 3, 6, and 9 in a process that uses both objective and subjective measures and selects students whose skills and knowledge consistently exceed those of their peers. Two criteria are used in the first phase of screening to determine which students are part of the "Talent Pool" (Ex. a drawing task and a Still Life rendering or a musical performance rating by the music teacher and a student interest survey for music). Grades K-2 are screened informally based on curriculum assessments and teacher ratings.

Selection:

Once the "Talent Pool" has been determined, students are then screened through a second phase, either a portfolio or an audition (both scored by independent adjudicators). To qualify for consideration for selection for the Chapter 104 Program, students must qualify on all of the above listed criteria.

Placement:

Parents of the students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Committee, including: Chapter 104 Coordinator, the student's classroom teacher(s), guidance counselor, parent(s), and the student (if appropriate), will develop a Personal Learning Plan for each selected student. The Personal Learning Plan specifies the type and duration of Chapter 104 services needed. Each student's Personal Learning Plan will be reviewed annually to evaluate the appropriateness of placement and instruction.

Process for transfer students:

The Guidance office will review cumulative files of new/transferring students for evidence of prior "Gifted/Talented" identification, current achievement, aptitude, and/or checklist measures and will notify the Chapter 104 Coordinator of any incoming students with a prior GT identification.

If a student transfers into an RSU 26 school and there is documented evidence that he or she was identified in a Gifted & Talented program in his or her former school, then the student will be evaluated for placement in the RSU 26 Chapter 104 Program within 6 weeks of enrollment. The Chapter 104 Coordinator will facilitate a meeting between the parents, classroom teacher, principal, and guidance counselor to determine whether the student is eligible for the program, based on RSU 26 screening criteria. If the student is eligible, a Chapter 104 Personal Learning Plan will be developed. The student will be re-screened during the regular screening cycle, if in grades 3, 6 or 9, or annually, if in grades K-2. If a student transfers into an RSU 26 school and there is no documented evidence of a prior Gifted & Talented identification, the student will be screened along with his/her grade level during the next regular Chapter 104 screening cycle.

Exit Procedure:

Possible reasons to review the identification of a student for the Chapter 104 Program include:

1. To reconsider the eligibility of a student to be selected for inclusion in the program
2. To review the appropriate placement of a student within the program
3. For removal of a student from the program

A parent, teacher, Chapter 104 coordinator or principal may request a review of a student's identification for any of the above reasons by requesting a meeting with the subcommittee of the Chapter 104 Selection Committee to discuss the review. The subcommittee will be composed of a quorum of the participants in the original Selection Committee that made the determination.

If Chapter 104 Program services are determined to be no longer appropriate for a student, a child may be removed from the program. Before being removed, certain program modifications might be made. Prior to removing a child from the Chapter 104 Program, a meeting involving parents must be held to discuss the child's performance in the program. A determination will be made at that meeting as to whether the student will be exited from the program. In order to re-enter the program, the student must be referred and re-screened.

Process for appeals:

If a parent or student would like to appeal the decision of the Chapter 104 Selection Committee, pertaining to the student's eligibility for or removal from the program, the following steps may be taken:

1. Write to the school principal indicating dissatisfaction with the results of the identification or exit process and the reasons for dissatisfaction.
2. The written appeal will be given to the Chapter 104 Selection Committee.
3. Further evidence/documentation of student achievement may be presented by the person appealing the decision and/or members of the Committee.
4. The Selection Committee may request additional evidence, if available, and state their final decision in writing.
5. If a consensus is still not reached, the person(s) making the appeal may then make a written appeal for further review by the Superintendent. All documentation involved in the identification or exit procedures, plus the written appeal, will be made available to be reviewed.
6. The decision of the Superintendent will be stated in writing and is final.

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

MDOE "Mentor Workshop" for Educators of the Gifted
Annual MEGAT conference and regional meetings
Book Study
Membership in MEGAT, NAGC, and/or ASCD
Webinars

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

The Chapter 104 Program Administrator is the Special Services Director. The Chapter 104 Coordinator will:

1. Coordinate the student screening/selection process for both academic and visual and performing arts (K-12)
2. Develop individual student academic learning plans for grades 9-12, and visual and performing arts learning plans (K-12)
3. Provide enrichment/extension resource materials to academic classroom teachers grades 9-12 and visual & performing arts teachers (K-12)
4. Maintain student records for the Chapter 104 Academic Program (grades 9-12) and the visual and performing arts program (K-12)
5. Evaluate progress toward Personal Learning Plan goals through teacher progress reports
6. Order supplies and materials needed for Chapter 104 programming
7. Complete an annual program evaluation and facilitate Chapter 104 Steering Committee meetings
9. Compile and submit the annual program application (state report) and yearly budget
10. Provide direct services to identified students through small groups, individual instruction, and collaboration with classroom teachers

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 |
|---------------|------------------------|--------------------------|-------------|---------------------------------------|
| Nancy Connor | Yes | both | K-12 | Full-Time |
| Wendy Pearson | Yes (transitional) | Teacher | K-5 | 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 |
|---------------|------|------------------------|-------------|---------------------------------|---------------------------------------|
| | | | | | |
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7. Provide a description of the annual program self-evaluation process.

Annually the Chapter 104 Steering Committee will review the Chapter 104 Program selection process and programming. They will recommend any needed changes or modifications to the Chapter 104 coordinator. The Steering Committee will consist of the superintendent, building principals, special services director, curriculum coordinator, guidance counselors, a school committee member, a parent representative, and at least one teacher for each building. The committee will convene at least twice a year. The committee is responsible for assuring that the selection process is equitable.

Student Progress:

Each student's program will be reviewed at least twice during the school year to evaluate progress toward the goals of the Personal Learning Plan. This review will involve Chapter 104 program staff and the student's classroom teacher(s) (Principal, guidance counselor, parents, and student - if appropriate).

Program Evaluation:

- The evaluation of the Chapter 104 Program will be based on the program goals, as outlined in the plan.
- Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies and resources
- Integrate the Chapter 104 program with the regular classroom and develop cooperative relationships between classroom teachers and personnel assigned to the Chapter 104 program
- Design the Chapter 104 program to ensure continuity as students progress through the program
- Provide professional development and support to assist teachers in meeting the needs of gifted learners
- Align instruction in the Chapter 104 program with Maine's Learning Results
- Ensure that the identification and placement process and procedures are fair and equitable
- Develop a personal learning plan for each identified student
- Develop a process to review student progress, identify future goals/outcomes, as appropriate, and identify resources necessary to implement the plan
- Ensure that the Chapter 104 Program receives resources consistent with the program goals

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

| |
|--|
| <p>K-8 Elementary Books: Supplemental math books and curriculum materials for accelerated students; literature and literature guides for advanced literature discussion groups; professional development books.</p> <p>Materials/Supplies: Paper, pencils, pens, markers, sticky notes, folders, binders, journals, math manipulatives, posters, plan books, math games, subscriptions to online math programs, sketchbooks, art supplies; videos; testing materials.</p> <p>9-12 Secondary Books: Supplemental books and curriculum materials for accelerated students, professional development books,</p> <p>Materials/Supplies: Art materials, sketchbooks, paper, office supplies</p> |
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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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Nancy Connor | \$48,709.31 | \$31,888.16 |
| Wendy Pearson | \$27,548.90 | |
| | | |
| Subtotal | \$76,258.21 | \$31,888.16 |

| 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 |
|-----------------------------------|----------------|---------------------------------|---------------|
| ipad apps | \$100.00 | prismacolors, erasers | \$60.00 |
| science magazine subscriptions | \$75.00 | Venezia Sketchbooks 9 x 12 | \$100.00 |
| sketchbooks, graphite, erasers | \$200.00 | The Urban Sketcher | \$26.00 |
| dominoes, templates, balance | \$150.00 | Teaching Talented Art Student | \$12.50 |
| rekenreks, base10 blocks & books | \$80.00 | Mindsets | \$32.00 |
| Singapore math books | \$320.00 | Mindsets in the Classroom | \$16.00 |
| Alchemist, Jane Eyre & Guides | \$120.00 | Teaching That Changes Lives | \$16.00 |
| Pride & Prejudice, video, & Guide | \$80.00 | | |
| Subtotal | 1205.00 | Subtotal | 262.50 |

Voices in the Park, Counting By 7s, Chasing Vermeer, A Tangle of Knots, Notice & Note \$80.00

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 |
|--------------------------|------------------|------------------------|-----------------|
| Course/Tuition | \$1338.00 | G/T Conferences/Travel | \$100.00 |
| G/T Conferences & Travel | \$750.00 | | |
| | | | |
| Subtotal | \$2088.00 | Subtotal | \$100.00 |

Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|------------------------------------|--------------------------|-------------------------|
| Professional Staff | \$76,258.21 | \$31,888.16 |
| Auxiliary Staff | | |
| Independent Contractors | | |
| A. Materials & Supplies | \$1375.00 | \$500.00 |
| B. Other Allowable Costs | | |
| C. Student Tuition | | |
| D. Staff Tuition/PD | \$1438.00 | \$200 |
| Total | \$79,071.21 | \$32,588.16 |

