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: MSAD 30 / AOS. 90

Name and title of person responsible for gifted and talented program:
Pam Hamilton - Principal

Phone number: [redacted] - 738-3060

Email address: phamilton@msad30.org

CERTIFICATION: Principal/Adm.

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

William P. Braun

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: **02/12/2016**

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: 3/8/16

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the

formatting of this document.

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

Academic program philosophy:
MSAD #30 believes that all students are entitled to a productive and equitable learning environment, where identified gifted and talented learners are challenged beyond the foundations already created in the classroom. Students will experience personal pride and success in achievement and a high quality of learning through content processes, products and levels of challenge.

Arts program philosophy:
MSAD #30 believes that all students are entitled to a productive and equitable learning environment, where identified gifted and talented studetns are challenged beyond the general music classroom and music activities offered to all students. Our goal is to produce motivated music learners.

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 gifted and talented students in grades 3-8 in MSAD #30 will be receiving higher level thinking components in social studies, science math and ELA. The learners will be encouraged to think outside of the box on ideas/ subjects that are closely related to their classroom work. When classroom work is completed, independent aove and beyond work will be provided through lap tops, Ipads, books and other materials.

Arts program abstract:
" A musically gifted person is someone who shows or has the potential for showing an exceptional level of performance in creating music, performing music, and/ or responding to music."
Adapted from the National Association for Gifted Children (NAGC) definition of "gifted". Our gifted music program is built to encourage music making. Through composing, writng and performing their own music, the student will be encouraged to think outside the box with a higher than average level of thinking, and designing their own music.
NOTE- There is no art program for the general K-8 population at this time.

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

Academics:
Goals:#1- G/T assessment will show learning progress and outcomes for students with gifts and talents in all domains.

Objectives :Students identified at Gifted and Talented will show significant progress as a result of being a part of this program. Students will understand that they think differently than many in the general population, and will understand that all humans learn, grow and succeed at different rates.

Activities: G/T educators will give multiple assessments and interpret results to show growth.
Goal #2- Educators apply research based models of instruction related to G/T students and respond to individual needs of each student's objective.
Objective- Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.
Activities: Educators use local, state and national standards to align and expand curriculum and instructional plans.

Arts:
Goals: Educators promote and share respect of different styles and speeds of learning in humans with gifted learners.
#2- Educators apply research based models of instruction related to G/T students and respond to individual needs of each student's objective

Objectives :Students with gifts and talents in the arts demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
Students gifted in the arts benefit from gifted education programming that provides a variety of high quality resources and materials.

Activities: Educators model respect for individuals with diverse abilities, strengths and goals.
Teachers demonstrate and are familiar with sources for high quality resources that are appropriate for gifted students in the arts.

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: Top 10% of students with highest scores in ELA/Math/Science through NWEA, State test, teacher recommendation.
Selection: Students who received the highest scores, as well as highest recommendations from current and past teachers. Those students who are considered for this category are ones that are able and enjo and most of the time are thinking outside of the box.
Placement Screening with all above considered, then chosen by current and past teachers.

Academic Aptitude:
Screening: NWEA, State test, normal testing, grades, and finally teacher recommendation for math, science, social studies, and ELA.

Selection: Top 10% of school population initially looked at through above scores and grades. Teacher recommendations for top 5%.
Placement: Students are chosen for the program, and parents and students sign paperwork agreeing to keep up with regular work while having G/T work given to them.

Artistic Ability:
Screening: The screening for G/T music is chosen through general music class grades, participation, band, chorus, show choir, dramatics and teacher recommendation.
Selection: The top 5% of our population is chose for the G/T program. Music is part of this 5%.
Placement: Students recognized as outstanding in music/ drama/ meet with teacher, who then chooses which students should be part of the G/T arts program.
NOTE_ No arts program for K-8 general population.

Process for transfer students: If a student shows the district (grades, G/T in previous school, teacher recommendations) gifted tendencies, the student will be tested within 60 days of transferring to our district.
Transfer students must have note home to parents to keep them aware.

Exit Procedure: First is the note home to parents informing them of what is happening at school with the exit. A meeting will be set up with G/T faculty, parents, admin, and student. Explanation of why exit is happening will be discussed and notated. Decision will be made by all parties present. A formal letter will follow with notes and decision from the G/T team. This note will be sent to all people involved as well as a copy of it placed in the student file.

Process for appeals: Principal listens to concerns, then follows the hierarchy, super, board to hopefully satisfy parent. Alternate testing can be done if parents are not satisfied.
Appeals students must have note home to keep them aware.

5. Provide a description of the staff development that takes place in order to implement the program(s). District will have to introduce G/T program, rules, procedures etc. Teachers will be informed through meetings after school, emails, notes, and teleconferences.

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

MSAD #30 strives to provide the best education for all students. In our gifted and talented program, our teaching and ed tech staff work diligently to bring the gifted learners above and beyond where they are academically in the classroom. Math teachers work with the math gifted learners, the music teacher works beside the gifted music learner etc. As the manager of the G/T program, issues are discussed with me, and I take those issues to our admin. Parents speak to me if they are unhappy or have suggestions for their own child, and again, I take them to the admin, or P Hamilton who is my go to person for this program.

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
Pam Hamilton	no	Admin	K-8	Part time
Ann Forsing	No	Teacher	k-8	Part time

Claudette Albert	No	Teacher	5-12	Part time
Dan McEachern	no	teacher	5-12	Part time
Wendy Saba	No	Teacher	K-8	Part time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	**Role**	**690 Endorsement Yes/No**	**Grade level**	**Name and position of supervisor**	**Indicate Full-Time or Part-Time in GT**
Patricia Saba	3th 4th	No	K-4	Pam Hamilton- Admin	Part time

7. Provide a description of the annual program self-evaluation process.
Our program is monitored on a regular basis. We receive feedback from students, students parents, and teachers not involved in the G/T program.

8. Provide a description of the cost to be incurred to implement the program.
Our only costs at this time are ipad apps that will ensure we have a diverse and full enrichment program for our students.

8. Provide a description of the costs to be incurred to implement the program(s).
9. Our program needs ilpad programs to supplement what the students will be doing.

10. 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)**
Pam Hamilton	$2200.00	
n/a		

Subtotal		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
n/a		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
n/a		
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			
Dragon Box Algebra x4 ($7.99)	31.96		
Guitar Studio app x 2 ($4.99)	9.98		
Notation x 2 ($14.99)	29.98		
Geometry Dash x 4 ((1.99)	7.96		
Pages x 3 (9.99)	29.97		
Civil War x2 (7.99)	15.98		
Civil War Gettysburg x2 ($4.99)	9.98		
Subtotal		**Subtotal**	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
n/a			

Subtotal		Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
n/a			
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
n/a			
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	2200.00 G/T Salary	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	135.81	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	2335.81	