

**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:

Maine School Administrative District #41

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

Stacy Shorey- Assistant Superintendent/Curriculum Coordinator

Phone number:

207-943-7317

Email address:

sshorey@msad41.us

**CERTIFICATION:**

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

Michael Wright

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

September 30, 2015

**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:

Lee Worrester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

Date of Approval:

12/21/15

## **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.

***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:**

Maine School Administrative District #41 (SAD 41) is committed to giving students the opportunity to reach their full academic potential. SAD 41 Gifted and Talented Program is designed to serve students in Kindergarten through twelfth grade. Approximately four to five percent of these students excel or have the potential to excel beyond their grade level peers in the core academic program, and require differentiated educational experiences that are aligned with the Maine Learning Results.

### **Arts program philosophy:**

Maine School Administrative District #41 (SAD 41) is committed to giving students the opportunity to reach their full potential in music and art. The goal of the SAD 41 Gifted and Talented Program is to identify students in Kindergarten through twelfth grade who have been discovered through the school's curricular offerings and to direct these students toward enrichment resources. Approximately three to five percent of students in SAD 41 excel or have the potential to excel beyond their same grade level peers in music and art and need differentiated or accelerated programs aligned with the Maine Learning Results.

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-12 students will be monitored through a series of screenings that are analyzed to determine students that are excelling or have the potential to excel. Formal identification takes place in the spring of the third grade year and each subsequent year as necessary. Each student has an individualized learning plan that is created during the initial selection process and then updated annually. The program will include differentiation, curriculum compacting/acceleration, enrichment programs, summer programs, Honors, Advanced Placement (AP) and the University of Maine Academ-e dual enrollment courses.

### **Arts program abstract:**

Formal instruction in art is provided for all students in Kindergarten through grade 8. Art Instruction is available to students in high school as interest and scheduling allow.

Formal music instruction is provided for students in Kindergarten through grade 5. Chorus and Band are available for students in grades 4-12 as interest and scheduling allow. The needs of talented students are met through enrichment, differentiation, acceleration and independent study in the regular art and music programs.

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

**Academics:**

**Goals:**

1. Educators engage students with gifts and talents in identifying interests, strengths and gifts.
2. Establish a comprehensive process for screening and ongoing identification of students that is fair and equitable.
3. Use standards to develop comprehensive scope and sequence to develop differentiated plans for students with gifts and talents that includes assessment data, indicates how learning needs will be met, and ensures college and career readiness.
4. Create environments that show appreciation for and sensitivity to students' backgrounds and learning styles.

**Objectives:**

1. By supporting students to self-reflect and identify their interests, strengths and needs.
2. By using formal student assessment data (NWEA, MEA, PSAT) as well as having all classroom teachers complete a screening checklist annually.
3. By providing an Individual Learning Plan meeting for each identified student. and an ILP will be developed at the meeting.
4. By promoting increased awareness, and support in faculty and administration for the unique academic and social/emotional needs of the highly able students.

**Activities:**

1. Students will participate in self-reflection surveys on an annual basis to review their strengths and needs.
2. The Gifted and Talented Committee will meet annually to review and identify students who meet the selection criteria.
3. An ILP will be development at the meeting and will be in effect for one school year. Team members will include parents, administrators, teachers and guidance counselor. The Gifted and Talented Coordinator will monitor student programming and course selection to ensure college and career readiness.
4. Educators will participate in biyearly professional development to support continued awareness.

Guidance in course selection and post-secondary planning is provided at ILP meetings. Other options include independent study and enrichment programs such as math team and summer programming.

**Arts:****Goals:**

1. Establish a comprehensive process for screening and ongoing identification of students that is fair and equitable.
2. Integrate gifted art and music students and programming within the regular classroom with differentiation to meet the individual student needs.

**Objectives:**

1. By having all music and art teachers will complete a screening checklist annually. Teacher nomination, pupil products and referrals will be gathered. Students who meet the screening criteria become part of the Talent Pool.
2. By providing coordinated services of gifted education, special education, and related services.

**Activities:**

1. The Gifted and Talented Committee will meet annually to review and identify students who meet the selection criteria.
  2. The music and art teachers will meet the needs of the artistically or musically gifted children through enrichment, differentiation, acceleration or independent study in collaboration with the general education and special education teachers.
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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:**

Screening is done annually by the Gifted and Talented Coordinator and includes 100% of the K-12 population. The screening process includes a minimum of three assessments so that the data can be triangulated using both objective and subjective measures.

Annual screening measures may include:

NWEA Measures of Academic Progress (MAP): administered to students in grades K-10 in the areas of math, ELA in the fall and spring. Science is administered to grades 3-10 in the winter. Students with scores of 92%ile or better are including in the screening.

Maine Educational Assessment (MEA): administered to students in grades 3-8 and 11. Students with scores in the "proficient with distinction" are included in the screening.

Preliminary Scholastic Aptitude Test (PSAT): administered to students in grade 10 and 11 in October. Students with scores of 85%ile or better are included in screening.

Teacher Screening Checklist: is given in the spring of each year, all K-12 teachers complete a checklist that indicates a student exhibits characteristics of giftedness in the areas of General Intellectual Ability, Mathematics, English Language Arts, Science, Social Studies, Creative Ability, Art and Music. Students exhibiting characteristics in one or more areas are including in the screening.

Cognitive Abilities Test (CogAT): administered to grades 3 in the fall. Students with scores of 90%ile or better in any area are included for screening.

Local Assessments: administered to students in the regular classroom. Students with scores in the exceed the standard category will be considered for screening.

IQ scores and Standardized Test Scores: Students with IQ scores higher than 125 or in the top 10% of scores will be used for screening purposes. Students entering from other districts may have such assessment results in their files.

**Selection:**

The SAD 41 Gifted and Talented Committee meets annually to identify students eligible for gifted and talented services. Formal identification takes place in the spring of the third grade year or in subsequent grades.

1. The selection pool will consist of students who meet the screening criteria in any one area.
2. The Committee will identify new students using the selection criteria:
  - a. The student obtains a Full Scale Intelligence Quotient or General Ability Index of 125 or above on an individual intelligence Test administered by a qualified evaluator within the past three years.
  - b. The student is identified in three of more areas based on the screening measures.

**Placement:**

Once a student has been selected:

1. Parents/guardians are notified that the student has been identified as eligible for gifted and talented services. Written parental permission is obtained before placement of the student in the program.
2. A meeting is scheduled to develop an Individual Learning Plan for the student.
3. The ILP team reviews all evaluation information gathered on the student and determines what (if any) curriculum modifications are necessary to meet the student's needs.
4. The Building Principal and Classroom teachers are notified of identification and curriculum modifications for students.
5. Records are kept in the Gifted and Talented Coordinator's office. A label is placed on the identified student's cumulative file indicating additional records are available.
6. Annual Individual Learning Plan meetings are held to review and evaluate the appropriateness of the student's progress and performance and to make changes as needed.

**Academic Aptitude:**

**Screening:**

The screening process outlined above is used for both General Intellectual Ability and Academic Aptitude.

**Selection:**

The SAD 41 Gifted and Talented Committee meets annually to identify students eligible for gifted and talented services. Formal identification takes place in the spring of the third grade year or in subsequent grades.

3. The selection pool will consist of students who meet the screening criteria in any one area.
4. The Committee will identify new students using the selection criteria:
  - a. A student is identified in a content area if the student meets three of the following criteria in any one of the four content areas: ELA, Mathematics, Science and Social Studies.
  - b. NWEA- 95%ile or better, MEA- proficient with distinction, CogAT-95%ile, PSAT-90%ile or better, Other Achievement or Aptitude tests-90% or better, Teacher checklist- 75% of all indicators, Local Assessments- Exceeds the standard

**Placement:**

The placement process outlines in General Intellectual Ability is used for Academic Aptitude as well.

**Artistic Ability:****Screening:**

The screening process is done annual and will consist of a referral from the teacher or advisor. The referral will then go the GT Art committees who will request the student complete a questionnaire. The team will then review the questionnaire completed by the student and possibly also interview the student or nominating teacher.

**Selection:**

Student's behavioral characteristic checklist- 75% of all indicators.

Portfolio evaluation- A score of 16-21 or 18-24 using the "Rubric for Scoring either Musical Performance or Visual Art" If it is an music referral the student must present a solo performance. If it is an art referral the student must present three pieces of art from the past two years.

No more than five percent of the total enrollment will be identified in the areas of art and music.

**Placement:**

The placement outlined in the general intellectual ability.

**Process for transfer students:**

Students who transfer into the district will have their records from the previous school screened. If a student is already identified then the plan is accepted by the district and shared with the appropriate staff. The Gifted and Talented team will meet at the annual date to review the appropriateness of the placement. If the student has not be previously identified then the Identification Team reviews the data to determine if the student is eligible for services.

**Exit Procedure:**

For students who wish to exit the program a formal letter from either the student and/or the parents will be required indicating the reasons for the decision. A meeting will the principal and the GT committee may be required as well. If the school or teacher does not think the program is a fit then a team meeting is called to review data and discuss exiting the program. A letter will be sent to the parent outlining the meeting and the reasons for the decision to dismiss the student from the program.

**Process for appeals:**

Following a written request of appeal from the student and/or parents the GT committee will convene a meeting and let the student and/or parent know the date and time. At that meeting the student/parent will have an opportunity to present additional information for the committee to consider. The GT committee will then notify the student/parent in writing. If the student and/or parent are still not satisfied with the committee's decision then it may be appealed to the Superintendent's office.

5. Provide a description of the staff development that takes place in order to implement the program(s).
  - a. Each year the GT coordinator reviews the program with the staff during a staff meeting.

- b. Staff will be encouraged to further their knowledge by participating in courses or workshops.
- c. Each fall there will be a session at the initial professional development day that supports differentiation and acceleration. In the spring their in a teacher training day devoted to differentiation.

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

The Assistant Superintendent oversees and coordinates the SAD 41 Gifted and Talented Program. She maintains records on all the students and supports teachers as they consider how to accelerate, enrich or differentiate instruction; communicates with parents and advocates for students needs.

The SAD 41 classroom teachers, art and music teachers are responsible for implementation of the SAD 41 Gifted and Talented Program. All K-12 classroom, art and music teachers are properly certified and possess skills that are appropriate and necessary for enrichment and differentiation within the 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
Stacy Shorey	NO	Administrator	K-12	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
None					

7. Provide a description of the annual program self-evaluation process.

The coordinator sends out a mid-year and end of year evaluation to all teachers, parents and if appropriate students. The Gifted and Talented Committee convenes once a year to review the process including student performance data and how the program is working.

8. Provide a description of the costs to be incurred to implement the program(s).  
 In addition to the part-time salary for the SAD 41 Gifted and Talented Coordinator, the cost include:  
 Materials for communication with parents and other professionals  
 Student supplies, college textbooks that enrich, supplement, and/or extend learning opportunities for students.

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)
Stacy Shorey	\$7386.15	\$3165.50
Subtotal	\$7386.15	\$3165.50

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

Independent Contractor Name	Elementary	Secondary
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	(contract amount)	(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
The differentiated classroom: Responding to the needs of all learners Carol Ann Tomlinson (10@24.84)	\$250	Books The differentiated classroom: Responding to the needs of all learners Carol Ann Tomlinson (10@24.4)	\$ 2 5 0
<b>Subtotal</b>	<b>\$250</b>	<b>Subtotal</b>	<b>\$ 2 5 0</b>

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost

