

School administrative unit name:

MSAD 53/RSU 53

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

Anne V. Miller, Director of Curriculum

Phone number:

207-487-5107

Email address:

amiller@msad53.org

CERTIFICATION:

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

Jason Tardy

Superintendent Name (printed)

Jason Tardy
Superintendent Signature

Date application submitted to Maine DOE for review:

11/8/2015
Revised

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:

Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:

[Signature]

Date of Approval:

Nov. 18, 2015

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 #53 pledges to provide a comprehensive educational program that recognizes the unique values, needs, and talents of each student. District personnel recognize that among our student population, some children excel beyond their age peers in general abilities, aptitudes, or specific academic and/or artistic areas, and have the need for advanced critical and creative thinking, research skills, or creative productivity.

In accordance with our district mission and state requirements for the Comprehensive Education Plan, we commit to the identification of gifted and talented students and to the development of extended and/or differentiated programs to meet their needs. Gifted/talented programming is primarily integrated into the regular classroom through differentiated curriculum, materials, and instructional strategies. MSAD #53 serves students in grade PK-8. Students in grades 9-12 are tutored to Maine Central Institute, an independent school.

Arts program philosophy:

MSAD #53 is committed to an educational program that recognizes the unique needs and talents of all students. Students who excel beyond their age peers in specific artistic areas need advanced critical and creative thinking and productivity opportunities.

MSAD #53 strives to ensure that every student is challenged at an appropriate level. Programming for gifted/talented students is integrated into fine arts classes and through supplemental, enrichment opportunities.

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:

MSAD #53 defines "Gifted and Talented children" as those children who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive differentiated instruction through classroom programming if they have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:

General Intellectual Ability as shown by demonstrated significant accomplishment above their age peers in all academic areas, or as demonstrated on cognitive assessment full scaled IQ scores of 130+.

Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic areas (reading and writing, math, science, social studies).

Children with general intellectual ability and/or exceptional specific academic aptitude usually comprise five percent of the school population. Students with exceptional artistic ability usually comprise five percent of the school population. Children in the top two percent of the school population may be considered highly gifted.

Some gifted or talented children may also exhibit one or more disabilities, such as a specific learning disability, ADHD, Autism, Asperger's Syndrome, speech or language impairment, emotional or behavioral difficulties, or physical disabilities. Particular care will be taken in the identification of and instructional planning for these twice-exceptional, or 2E, children.

MSAD #53 will target approximately 3-5% of the total student population. Services may be provided in a variety of settings but will primarily occur in the regular classroom. The program delivery format and structure may vary from subject to subject and will be appropriate for each student's program. Students will enter at designated times throughout the year.

The state of Maine defines a gifted and talented educational program to mean a comprehensive, K-12 program that provides specialized instruction beyond that available within the regular school program. Curriculum and Programming options in MSAD #53 may include but are not limited to:

- Grade, subject, or content acceleration
- Differentiation of content, process, and/or product
- Curriculum compacting
- Independent study and research
- Mentors and mentorships
- Academic competitions
- Cluster grouping
- Accelerated classes
- Advanced use of technology for online classes and other appropriate uses
- Guest lecturers and workshops

Students in grades K-2 will be monitored by content specialists who will consult with classroom teachers. Students in grades 3-8 will access the curriculum and programming options named above. Through the programming, students identified as gifted/talented will receive appropriately challenging instruction, have opportunities to move faster through material that is new to them, participate in independent study, and be in the company of like-minded learners.

Arts program abstract:

MSAD #53 defines "Gifted and Talented children" as those children who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive differentiated instruction through classroom programming if they have exceptional ability, aptitude, skill, or creativity in:

Artistic Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the visual or performing arts (visual art and music).

Students in grades 5-8 will be screened and identified for giftedness in the visual and performing arts areas of music and visual art.

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

Academics:

Goals: The MSAD #53 Gifted/Talented Program for academics will stimulate the development of creative and critical thinking and problem-solving.

Objectives:

- The academic program will at a minimum provide differentiated curriculum within the regular classroom setting.
- The academic program will utilize a variety of instructional approaches and will be flexible in order to meet individual needs.
- A team including teachers, parents, and a school administrator, and the identified student when appropriate, will create an individual plan describing the goals of the identified child's gifted/talented program.

Activities:

- Provide guidance and professional development in differentiated instruction to teachers.
- Schedule and conduct annual G/T team meetings for each identified student to develop an individualized gifted/talented plan and to support students in identifying their personal strengths and interests.

Arts:

Goals: The MSAD #53 Gifted/Talented Program for the arts will stimulate the development of creative capacities and appreciation for the visual and performing arts.

Objectives:

- The arts program will at a minimum provide differentiated curriculum within the regular classroom setting.
- The arts program will utilize a variety of instructional approaches and will be flexible in order to meet individual needs.

Activities:

- Offer enrichment opportunities to stimulate interest in the visual and performing arts and to support students in identifying their personal interests and strengths.

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: Annually in the spring, a gifted/talented identification team comprised of at least one teacher, the building principals, and gifted/talented coordinator, will collect, review and analyze screening assessment results for students in grades 2, 4, and 6. Teachers will be invited to refer students who may be overlooked based solely on the screening assessments. The NWEA MAP for reading and mathematics are used for this initial screening.

Selection: Students who meet the screening criteria of achievement in the district-defined “well above average” score band in all academic areas, or who are referred by a teacher, will move into an eligibility pool. The identification team will collect additional assessment information that includes quantitative measures and qualitative measures including the Renzulli “Scales for Rating the Behavioral Characteristics of Students.” Portfolios of student work may also be requested by the team. Additional achievement tests and/or cognitive assessment may be requested by the team for students for whom universal assessment information is inconclusive.

Placement: Students who meet the “well above average” criteria for three or more measures in each academic area or “superior” for cognitive measures will be considered for “general intellectual” identification. Students meeting criteria will be placed in the program.

Academic Aptitude:

Screening: Annually in the spring, a gifted/talented identification team comprised of at least one teacher, the building principals, and gifted/talented coordinator, will collect, review and analyze screening assessment results for students in grades 2, 4, and 6. Teachers will be invited to refer students who may be overlooked based solely on the screening assessments. The NWEA MAP for reading and mathematics are used for this initial screening.

Selection: Students who meet the screening criteria of achievement in the district-defined “well above average” score band, or who are referred by a teacher, will move into an eligibility pool. The identification team will collect additional assessment information that includes quantitative measures and qualitative measures including the Renzulli “Scales for Rating the Behavioral Characteristics of Students.” Portfolios of student work may also be requested by the team. Additional achievement tests and/or cognitive assessment may be requested by the team for students for whom universal assessment information is inconclusive.

Placement: Students who meet the “well above average” criteria for three or more measures in a subject area, or “superior” for cognitive measures, will be considered for identification. For each grade level and

subject area, the team will determine qualifying scores for the top 5% of the local population. Students meeting all of these criteria will be placed in the program.

Artistic Ability:

Screening: The screening process begins with classroom teachers and specialists. The Renzulli “Scales for Rating the Behavioral Characteristics of Superior Students” are used by teachers and specialists to provide a score and rank based on local norms. Next, students who have been recommended by either a classroom teacher or specialist are invited to complete an interest survey/checklist. Information is gathered regarding available student work, auditions, and performances. Finally, the identification team compiles all information and identifies students who meet the criteria of being in the top 3-5% of the school population for artistic ability, based on the combination of ranked scores from the identification tools.

Selection: MSAD #53 identifies students in the visual and performing arts using at least three of the following measures as available:

- Classroom teacher recommendation
- Specialist (e.g., art teacher, music teacher) recommendation
- Student survey or interview
- Student work/performance
- Selmer Music Guidance Survey (music)

Placement: The identification team identifies students who meet the criteria of being in the top 3-5% of the school population for artistic ability, based on the combination of ranked scores from the identification tools. The student and parents/guardians are notified of the identification.

Process for transfer students:

All transfer student records are reviewed for previous gifted/talented identification. If documentation of previous identification is present in the student file, the Gifted/Talented Coordinator or building principal will review the documentation to determine if the student qualifies for identification using MSAD 53 or comparable criteria. If the transfer student qualifies, s/he will immediately be placed in the gifted/talented program. If the student was not identified in a previous district, s/he will be considered during the annual MSAD 53 screening process. A transfer student’s teacher(s) may also refer a student for early screening.

Exit Procedure:

The academic program is defined in duration in terms of grades K-2, 3-4, and 5-8. The arts program is defined in duration for grades 3-4 and 5-8. Ongoing student identification will be reconsidered at key transition points in the MSAD 53 system at the end of grades 2, 4 and 6. Teachers may request in writing to the Gifted/Talented Coordinator for a student to withdraw from the Gifted/Talented program at any time.

Students may exit programming for a variety of reasons including academic performance, emotional readiness, poor attendance, student request with parent/guardian permission, parent/guardian request, or other circumstances impacting the effectiveness of the student's continued participation.

In all cases, a team including the child's teacher(s), building administrator, and Gifted/Talented Coordinator will review student assessment data and/or special requests and will notify parents/guardians of the decision. All decisions may be appealed.

Process for appeals:

The parents/guardians or teacher of any student denied admission into the Gifted/Talented program or exited from the program may appeal the decision. The review process must be followed.

1. The parent/guardian or classroom teacher initiates the appeal process by completing a Gifted/Talented appeal form and submitting it to the building principal or Gifted/Talented Coordinator.
2. A review team including the building principal, Gifted/Talented Coordinator or designee, and a neutral teacher or content specialist will review the appeal form and student assessment data. The team may further consult with the school counselor, classroom teacher, parents/guardians of the student, and the student. Additional assessments and /or work samples may be requested by the team during this review.
3. The team will reach consensus on the determination. Parents/guardians will be notified in writing of the determination.
4. If the determination is to exit the student from gifted/talented programming, the parents/guardians or a teacher may request reconsideration after one year.
5. Provide a description of the staff development that takes place in order to implement the program(s).

MSAD 53 will support financially and through release time professional training and development specific to gifted education, including conferences, workshops, webinars, and course work, for all teachers and specialists who work with gifted/talented students.

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

The Gifted/Talented academic program in MSAD 53 is administered by the Gifted/Talented Coordinator. Responsibilities include scheduling the annual screening process, setting up annual student plans and meetings, communicating with parents, consulting with teachers, facilitating the identification team,

chairing the G/T Advisory Team that includes teachers, administrators, parents, and a school board member, submitting annual applications and reports, and evaluating the program.

A classroom teacher who holds the 690 endorsement works with the G/T Coordinator to schedule annual student meetings, set up plans, collect assessment data, and participates on the identification team. This teacher is paid a stipend for her work.

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
Anne Miller	No	Administrator	PK-8	Part-Time
Tricia Alley	Yes	Asst. Coordinator	K-4	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.

Annually a team of three or more qualified professionals including an administrator will review the screening, selection and placement of the identified students. At this time the student growth data and specific services will be analyzed for effectiveness. Suggestions for change in the tools for identification will be determined and incorporated into the next identification cycle. The team will also review identification criteria to determine if any adjustments need to be made. Every other year, a survey of identified students, parents/guardians, and teachers will be conducted to evaluate the program.

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

Program costs include a stipend for the assistant coordinator position, online course tuition, fees for cognitive testing, and conference fees for professional development.

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)
Tricia Alley, Asst. Coordinator	\$5,000.00	
Subtotal	\$5,000.00	

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

	Subtotal		Subtotal

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Cognitive Testing	\$2,950.00		
Subtotal	\$2,950.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Ed Options Academy Tuition	\$3,000.00		
Subtotal	\$3,000.00	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT Conference – 2 people	75.00		
Subtotal	150.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	5,000.00	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies		
B. Other Allowable Costs	2,950.00	
C. Student Tuition	3,000.00	
D. Staff Tuition/PD	150.00	
Total	\$11,100.00	