

**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 5 (Durham, Freeport, Pownal)

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

Sarah Duffy, Gifted and Talented Coordinator

Phone number: 207.865.6051

Email address: duffys@rsu5.org

CERTIFICATION:

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

Ed McDonough
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: 9/28/15 ~ Round 11/18/15

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: 12/9/15

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 5 recognizes the special abilities and talents of gifted students that allows them to excel beyond their peers and perform at exceptional levels. Therefore, we will encourage, nurture, and provide for them in a manner that will develop their unique capabilities. Services will be based on a variety of instructional strategies. Individual needs will be met through flexible, challenging, and creative learning opportunities. The program will engage identified students in services designed to support their unique academic, social, and emotional needs. The program philosophy complements the overall system philosophy, which strives to provide students with an education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths. This program will help students to foster a passion for life-long independent learning and to become responsible community members.

Arts program philosophy:

The Arts program educates, informs, and involves students and the school community in meaningful child-centered experiences that develop artistic behaviors, critical thinking, creative thinking, and production. Individual needs will be met through flexible, challenging, and creative learning 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:

Services for students in GaTE will look different for each level and for individual students according to academic and social-emotional needs.

Grade K-2: Students at the primary level have their needs met primarily through consultation, however there may be some pull-out groups as needed. GT teachers consult with classroom teachers to assist in creating a classroom that is enriched, challenging, and differentiated for the academically gifted child. GT teachers also provide resources, materials, and lessons that are purposeful yet related to the classroom units of study.

Grades 3-5: Students at the elementary level continue to receive consultation from the GT teachers; there will be push-in lessons as well as pull-out groups. In addition to this, students may be clustered within a classroom, accelerated math and language arts, as well as guidance for social-emotional needs. At times, GT teachers plan and team teach units together in social studies and science classes.

Grades 6-8: Students at the middle school level have the above services as well as the opportunity to take advanced courses in math, and take classes via Virtual High School. There are other online opportunities as well that are available through Stanford University, BYU, and Johns Hopkins. In addition, there are groups for executive functioning improvement and enrichment opportunities in all of the content areas, in or out of the classroom setting.

Grades 9-12: Students at the high school are on a consultation basis. Students may opt to meet with the GT teacher to discuss college exploration, other outside opportunities, ways to advocate for their education, etc. The GT teacher is available for appointments via email. The GT teacher also consults with classroom teachers to

Arts program abstract:

Services for students in GaTE art or music will look different for each level and for individual students according to artistic, musical, and socioemotional needs.

Grades K-12 will have their needs met through consultation, as well as differentiation in the regular classroom for identified arts students. Teachers of the gifted will consult with arts teachers to assist in creating an art/music classroom that is enriched, challenging, and differentiated for the artistically and/or musically gifted child. There will be opportunities for enrichment activities as well.

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

Academics

Goals:

To ensure that GT students make one year or more of academic growth
To ensure that GT students are regularly receiving differentiated curriculum in the classroom

Objectives:

Classroom grades and/or standardized tests will show one year or more of academic growth
Support teachers during team time to continue work on differentiated instruction/cluster groups
Provide students with strategies to build organizational and social skills as needed

Activities

Collaboration with teachers, parents, and students to construct and use Personalized Learning Plans for each identified student
Co-planning with classroom teachers to include tiered assignments
Professional development on differentiation and cluster groups
Facilitate groups consisting of GT students, and/or GT teachers and guidance counselors, on executive functioning and social skills

Arts

Goals:

To ensure that artistically and/or musically gifted students are recognized by their educators for their strengths, given opportunities for these strengths to shine, and are consistently involved in choices that lead to their growth as artists and/or musicians.
Revise and implement performing arts (music) program newly established for 2015-2016
Revise visual arts programming

Objectives:

Set artistic and/or musical goals for each identified student

Outline options for artistic and/or musical extensions and integration opportunities within the regular classroom

Design appropriate programming for music and art

Activities

Record student progress through student-created online portfolio

Collaborate with music and art teachers to design appropriate programming and differentiation

Bring in professional visiting artists and musicians

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:**

GT identification is done formally for all students at the end of grade three, five, and eight. The GT evaluation team will look at a variety of data such as state standardized tests, NWEAs, CogAT, and recommendations/referrals. Other objective data may be used such as WASI-III-IV, behavior checklists/rating scales, cognitive testing. Subjective data such as work samples, work portfolios, and classroom observations by the GT teacher may be used as well. The evaluation team consists of a GT teacher, administrator, and classroom teacher.

Selection:

After all identification requirements are collected, the selection team will review all of the data to make a determination. A student being identified as GT typically has standardized test scores of 98% or higher, IQ scores of 135 or higher, and strong parent/teacher recommendations. Generally, if a student is found to be gifted in at least three areas, they are determined to be gifted in general intellectual ability.

Placement:

If the student is determined to be gifted they would formally receive GT services depending on his/her need. If a child meets most of the criteria, but not all, the GT team may recommend to the building principal to put the student on a high ability watch list or in a high ability cluster to help meet the child's needs.

Academic Aptitude

Screening:

GT identification is done formally for all students at the end of grade three, five, and eight. The GT evaluation team will look at a variety of data such as NWEAs, CogAT, and recommendations/referrals. Other objective data may be used such as WASI-III-IV, behavior checklists/rating scales, cognitive testing. Subjective data such as work samples, work portfolios, and classroom observations by the GT teacher may be used as well. The evaluation team consists of a GT teacher, administrator, and classroom teacher.

Selection:

After all identification requirements are collected, the selection team will review all of the data to make a determination. A student being identified as GT typically has standardized test scores of 98% or higher, IQ scores of 135 or higher, and strong parent/teacher recommendations. Based on the data and recommendations/referrals, a student may be determined to be gifted in a specific subject area, such as math, language arts, science, and social studies.

Placement:

If the student is determined to be gifted they would formally receive GT services depending on his/her need. If a child meets most of the criteria, but not all, the GT team may recommend to the building principal to put the student on a high ability watch list or in a high ability cluster to help meet the child's needs.

Artistic Ability

Screening:

The process has multiple steps to help the identification team identify gifted art and music students. The first step is the universal screening form by the classroom teachers and the referrals from the students, teachers, and parents. After this group is recognized, they are given an artistic and/or musical task, which is then scored. The students scoring near the top are then given, for art, the Torrence Test of Creativity; or for music, the Gordon Audiation Test. This filters the group down further and the remaining students create either an art or musical portfolio as the final assessment.

Selection:

The art and music student portfolios are judged as a body of work by a committee according to several criteria. Points are then awarded for each step of the process, culminating in up to 5% of students being identified as gifted in visual and/or performing arts.

Placement:

Identification will lead to the development of a Personalized Learning Plan (PLP) for the student in regard to their artistic/musical pursuits and goals. Students will be expected to set goals and work with their GT advisor, art/music teacher, parents, and community to achieve these goals through continued practice and learning.

Process for transfer students:

All new students entering RSU 5 schools who have previously been identified GT will be screened by the school GT team within 40 days to determine if the student meets GT criteria in RSU 5. If the student qualifies, he/she is identified GT. If the student does not qualify, he/she may be placed on a high ability watch list to monitor for future needs. In addition, any new student (regardless of any previous identification) with standardized test scores of 96% and above will have an initial screening done. Parent/guardian will be notified of decision.

Exit Procedure:

All current GT students will be formally re-screened at the end of third, fifth, and eighth grade. Any student not meeting the criteria will be unidentified, but will however remain on the high ability watch list to be monitored for future needs. These students will receive differentiated instruction from the regular classroom teacher as needed. Parent/guardian will be notified of decision.

If a student no longer wants to be in the program, a meeting occurs between GT teacher, GT coordinator, student, and parents to address the concerns. The student is then removed from the program, but placed on a watch list to be monitored for future needs.

If the school thinks a student should no longer be in the program and the parents disagree, the parents may appeal this decision.

Process for appeals:

At any point during the identification process, a student or parent can appeal the decision of the evaluation committee once during the entire process. For academic appeals, we use the WASI III-IV or the WISC to get a more definitive picture of the student's IQ. For art or music appeals, we have the student create an additional portfolio along with a written, verbal, or digital reflection. In both academic and arts appeals, a separate appeals committee is formed, different from the original committee. Once a decision is made, it is communicated to the parent/guardian.

If the parents disagree with the decision of the committee, they may appeal to the Curriculum Director, who will then check to see if all proper procedures (as layed out in our identification process) were followed.

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

As a GT staff, we have some professional development opportunities that we attend yearly, such as the MEGAT Conference and the MDOE Mentoring GT Teachers Workshop. We have attended other workshops such as "Smart But Scattered" and "Executive Dysfunction". We sent one Gt teacher to Confratute this past summer, and plan to send another next summer. All of these have been very beneficial to our GT staff in providing strategies that help us meet our goals.

The GT staff also works together on district PLD (professional learning development) days to prepare tiered lessons, choice boards, and learning contract rubrics to be shared with classroom teachers to implement later. We are also working on creating a differentiation workshop to be shared with classroom teachers on a later district PLD day.

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

We have six schools in our district, and three gifted and talented strategists. The three of us are split between schools and according to caseloads. We have one program coordinator (also a strategist) who oversees the program district-wide. The strategists report to the principals of their assigned buidings, as well as to the program coordinator. The program coordinator reports to the curriculum director, who reports to the superintendent.

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
Sarah Duffy	Yes	Coordinator/Teacher	6-12	FT
Terry Hickey	Yes	Teacher	K-8	FT
Katie Brunelle	Yes	Teacher	K-5	FT

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.

We have a GT Parent Advisory Committee that meets every other month during the school year. We discuss policy, programming, and continually evaluate our GaTE program.

We analyze NWEA data to evaluate growth of GT students. We also review grades of GT students to monitor progress.

The GT teachers meet twice monthly as a PLC (professional learning community) and also meet once monthly with the Curriculum Director.

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

Each year, we use an independent contractor, Charu Saxena of 4e Solutions, who designs and implements a global studies program in middle school that she co-teaches with one of the GT teacher's pull-out groups. The year-long project culminates in a symposium with other GT students in Maine, sharing their own global studies projects. Additional books are being purchased from Follett to supplement this program for GT students. From Prufrock Press, we purchased a STEM for GT/high ability book that will assist our GT teachers in developing STEM pull-out groups in elementary grades. The Adobe Creative Suite is an annual subscription for the GT art students to use at the high school, where they can work independently on building their electronic portfolios. Meridian Stories is a digital story-telling competition for GT middle and high school pull-out groups doing various challenges and projects in multiple subject areas throughout the year. Noetic Learning and New England Math League are both math competitions we provide to identified students in elementary and middle school; these both take place during the school day. WordMasters Challenge is an analogy-based program and competition used with our GT students. Visual Thinking Strategies (VTS) is a GT teacher-facilitated discussion forum providing students with thinking skills, oral and written language literacy, visual literacy, and collaborative interactions among peers. ALEKS is a math-based student subscription offered to GT students. VHS and BYU are advanced courses offered to GT middle and high school students. For staff development, we are sending three GT teachers to MEGAT, one GT teacher to Confratute, one GT teacher to Teachers College (to learn how to support GT students in Reading/Writing Workshop programs) and three GT teachers to a two-day workshop on executive functioning skills in order to support GT

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)
Sarah Duffy	33,902.50	33,902.50
Terry Hickey	67,986.00	
Katie Brunelle	62,701.00	
Subtotal	164,589.50	33,902.50

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Charu Saxena	\$1500	
Subtotal	\$1500	

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
Prufrock Press	32.95	Adobe Creative Suite	299.00
Follett	363.84	Meridian Stories	1050.00
Subtotal	32.95	Subtotal	1349.00

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
New England Math League	240.00		
Subtotal	240.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS	350.00	VHS	3000.00
Noetic Learning	204.00	BYU	4000.00
WordMasters	380.00		
Visual Thinking Strategies	255.00		
Subtotal	1189.00	Subtotal	7000.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT Conference	375.00		
Confratute	1900.00		
Teachers College	825.00		
Transdisciplinary Workshop	1020.00		
Subtotal	4120.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	164,589.50	33,902.50
Auxiliary Staff		
Independent Contractors	1500.00	
A. Materials & Supplies	32.95	1349.00
B. Other Allowable Costs	240.00	
C. Student Tuition	1189.00	7000.00
D. Staff Tuition/PD	4120.00	
Total	171,671.45	42,251.50

