

**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: MSAD 72/RSU 72

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

Terri Shaw Mahanor

Phone number: (207) 452-2360

Email address: terri.shaw.mahanor@msad72.org

**CERTIFICATION:**

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

Jay Robinson  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date application submitted to Maine DOE for review: 9/28/15

**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: [Signature]

Date of Approval: Nov. 23, 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. *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:**

MSAD # 72's philosophy for the academic Gifted and Talented program is that there children with high intellectual potential and/or exceptional creativity who can benefit academically, emotionally and socially from participating in programs designed to meet the special needs they may have. It is the intent of this school unit to provide for such special needs to the extent that they may not otherwise be met within the regular school program.

### **Arts program philosophy:**

MSAD # 72's philosophy for the Gifted and Talented Arts program strives to provide a high quality education for all students recognizing that there are students with exceptional creativity in the visual and/or performing arts. It is our objective to provide the students with programming that addresses the special needs that they have that may not be met within the regular school program. It is the intent to bring students together who have a high interest and ability in the arts so that they will be able to increase their knowledge in the visual and/or performing arts and develop their personal skills.

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 MSAD # 72 program focus is primarily on those students in grades 3 - 8 who may be identified as highly capable. Highly capable means that a student is judged to be in the top 5% of the district's student population as demonstrated by test performance and other indicators in one or more of the following areas: cognitive ability, specific academic achievement or exceptional creativity or productive thinking.

Formal identification begins at grade 2, however special circumstances allow for earlier identification and programming as the need arises. K - 1 programming is done as classroom enrichment activities and observations to help with future identification.

The programming may include differentiation within the classroom, pull outs, acceleration, compacting or enrichment depending upon the needs of the students.

**Arts program abstract:**

In correlation with MSAD # 72's Gifted and Talented academic programming, the visual and performing arts program will focus primarily on those students in grades 3 - 8 who will be identified as highly capable. Highly capable means that a student will be judged to be in the top 5% of the district population as demonstrated by test performance and/or other indicators in one or more of the following areas: visual arts, performing arts or exceptional creativity. There are opportunities for some differentiation occurring within the classroom in addition to specialized instruction offered at different times within the school day.

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

## **Academics**

### **Goals:**

1) Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allows for above grade level performance, and allow for diverse populations.

Gifted Education Program Standards: Standard 2, Assessment 2.5.1

2) Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

Gifted Education Program Standards: Standard 1, Learning and Development 1.8.2

### **Objectives:**

1) The revised identification and evaluation processes will be reliable and valid for each purpose, allow for above grade level performance and allow for diverse populations.

2) A curriculum scope and sequence will contain person/social awareness and adjustment, academic planning and career awareness will be developed.

### **Activities**

1) Educators in MSAD # 72 will identify a more current valid identification tool for academic evaluation for the 2015-16 year which will allow for diverse populations.

2) Gifted and Talented girls will travel to a conference called Expanding Your Horizons in the spring of 2016 which will highlight STEM careers. We have also begun a coding program (Tynker) within the schools to encourage all of our G&T students to learn more about how to develop games, etc. Our middle school students are working specifically with our Tech Department to learn more about special interests they have. Specialized programming is also taking place throughout the year which will encourage to develop social awareness for our middle school students.

## **Arts**

### **Goals:**

1) Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allows for above grade level performance, and allow for diverse populations.

Gifted Education Program Standards: Standard 2, Assessment 2.5.1

2) Educators regularly engage families and community members for planning, programming, evaluating and advocating.

Gifted Education Program Standards: Standard 5, Programming 5.3.1

**Objectives:**

- 1) Educators will ensure that the G&T evaluation process used for the visual arts program is valid for its purpose and allow for diverse populations.
- 2) Educators will include families and community members in planning, programming, evaluating and advocating for the G&T visual and performing arts.

**Activities**

1) The evaluation process will be evaluated by educators to ensure its validity. The procedures that take place during the school transition years also need to be evaluated.

2) The GT visual and performing arts teachers will include community members and families in a number of ways. The visual arts teachers will be creating pieces with the students which will be showcased in the community. The middle school teacher is creating a mural which will be displayed in our new school once it's completed. The performing arts teachers are including family members and community members with their participation in the District programs.

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:**

There are 3 screening methods used to include students into the pool for identification for the G&T program. Only one screening method is needed to include a student for further consideration. They include a teacher screening survey, parental notice in newsletters and a review of local and state assessments data. The teacher screening survey includes all students who are rated on 5 characteristics of gifted students. The G&T coordinator keeps records and establishes local norms of these screening sheets from year to year. Any student who scores relatively high (upper 20+%) on the survey is added to the identification pool. The G&T coordinator also review local assessment data to ensure that no student was missed in other screening attempts.

**Selection:**

Identification testing using the CogAt is begun in 2nd grade. However, students at any grade level can be referred to the program and will be considered at that time. In grade 2, the top 25- 30% of the population is assessed using the CogAt in the verbal, quantitative and non-verbal areas. The test scores and screen data are reviewed and any student who scored at or above 97%ile on any of the CogAt tests are immediately included in the G&T program. Parents/guardians are notified of the determinations and the assessment scores.

**Placement:**

Based on the results from the testing as described above and the student's needs, goals are written and the student's needs are met with a variety of the structures that may include in-class differentiation, pull outs, acceleration or compacting of curricula. The student who qualify for G&T services are classified as highly capable. The parents then receive a copy of the goals for their child.

## **Academic Aptitude**

### **Screening:**

The screening for academic aptitude is the same as described above for general intellectual ability. In the curricula areas of social studies and science where there are no yearly state assessments, local assessments and the teacher screening survey is used to determine students for further consideration.

### **Selection:**

The selection process is the same as described above for general intellectual ability, but the specific academic needs would be addressed.

### **Placement:**

The placement process is the same as described above for general intellectual ability, but the specific academic needs would be addressed.

## **Artistic Ability**

### **Screening:**

A rating scale was designed for both the visual and performing arts using Renzulli's Scales for Rating the Behavioral Characteristics as a guideline. The rating scale is completed by the appropriate teachers of the arts. Students may also be considered for inclusion to the program through self-referral, parental or peer referral.

**Selection:**

For the visual arts, at the beginning of third grade every student is given the Torrance Test of Creativity. This scores from the test is used in conjunction with the rating scale described above to determine the top 5% of the students who are then identified. An action plan is then developed in collaboration with the art teachers. In the other grade levels, students are re-screened and if a student is brought forth his/her portfolio of work is reviewed. For the performing arts, at every grade level, based on the screening process described above, students are selected to audition for performances based on their needs and the programming opportunities available which aligns with the Maine Learning Results in the areas of the performing arts.

**Placement:**

After the data has been analyzed by the action team, the students' needs are articulated in a written action plan and programming opportunities are stated. This plan is shared with the student's parent/guardian. Some of the possible opportunities include differentiation in the regular arts classroom, specialized visual arts classes, opportunities for leads in plays and performances, solos at instrumental or vocal concerts, opportunities to qualify at the district level for vocal or instrumental groups or the occasion to join a local jazz group.

**Process for transfer students:**

A screening form is provided to all students who enter MSAD 72 which includes a section for staff to determine if prior GT services were in place in the previous school. If there were services provided, the District's GT Coordinator is notified so the records can be reviewed and programming needs determined.

If there were no prior services provided, students are observed in the regular classroom by the classroom teacher. If a student demonstrates any characteristics, such as cognitive ability, specific academic achievement or exceptional creativity or productive thinking, the GT Coordinator is notified. In addition, when there are global screening assessments done throughout the year (STAR), the GT Coordinator surveys the information and will contact teachers about any students with exceptional scores.

**Exit Procedure:**

A student's performance in the program is monitored by the gifted and talented coordinator on a regular basis. If it is determined by the action team that it is in the best interest of the student to exit the program, the parents and student are given the opportunity to meet with the team to discuss the decision.

In addition, if the student or parent decides that it is best if the student exits the program, a written notice is given to the gifted and talented coordinator. The exit notice is accepted by the team, but the team may ask, if the parent or student is willing, that a meeting be called with the team and the issue be discussed.

**Process for appeals:**

Parents, guardians, students and teachers may appeal any decision made by the action team regarding placement in the gifted and talented programs. Appeals must be submitted in writing to MSAD # 72 gifted and Talented coordinator. Whoever submits the appeal can submit a portfolio and other evidence of advanced abilities and need for reconsideration. Each appeal is considered on its own merits. The team reviews the appeal, meets the parties to discuss concerns, review data and make a determination regarding placement of the student in question. Parents/guardians are notified in writing of the team's recommendations and decisions. Any subsequent appeals should be made to the MSAD # 72 superintendent.

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

A variety of inservice programs on differentiation techniques, understanding and meeting the social, emotional and academic needs of gifted and talented students in the classroom is available to the auxiliary and professional staff. The staff development that occurs varies depending upon the needs of the students. Gifted and Talented staff are encouraged to participate in state (MEGAT conference) and other G&T conferences and webinars (through NAGC) as well as other schoolwide professional development activities which includes a learner centered classroom focus.

This year two books that will be read and discussed are Identification of Students for Gifted and Talented Programs (Essential Readings in Gifted and Talented Education) by Joseph Renzulli and Sally M. Reis and Differentiation of Students for Gifted and Talented Programs (Essential Readings in Gifted and Talented Education) by Carol Ann Tomlinson.

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

There are two staff members at MSAD # 72 who are responsible for the Gifted and Talented program. One is a Gifted and Talented Coordinator who works with staff to orchestrate the individual educational programming for students. This individual is also responsible for developing and maintaining appropriate identification tools and curricular and evaluation procedures. In addition, she is responsible for yearly and quarterly documentation for parents. She also prepared the state application and coordination of the budget. She reports to the superintendent of the district and the different principals within each school. The other individual is the G&T ED Tech III who is responsible for supporting the coordinator by working with students in conjunction with the coordinator and helping maintain communication with parents and teachers about the needs of the students. This individual works very closely with the coordinator.

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
Terri Shaw Mahanor	Yes	Teacher	K - 8	Full 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
Lindsey Costa	ED Tech III	No	K - 8	Terri S. Mahanor	Full time

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

In order to evaluate the MSAD # 72 gifted and talented programs, parents, students and the teachers are given yearly questionnaires and interviews are conducted. These questionnaires and interviews are derived from the NAGC Standards. The data collected from these interviews and questionnaires are used in program development for the following year. Discussions about program needs occur between the G & T coordinator and the teachers, parents, administrative staff and superintendent. In addition, the final growth of the individual students in the areas identified on their personal plans are discussed and improved, if determined to be necessary, by the team.

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

As MSAD # 72 is a K - 8 program with our students attending Fryeburg Academy for their secondary education, the charts below will only be filled in for elementary programming. The cost incurred to implement the gifted and talented program includes material necessary for the students to complete programs in the academic areas, visual and performing arts programs.

The listed under the material/supply column are for our G&T visual arts classes.  
 The books, conference and webinar listed under the staff tuition/PD are for our staff PD.  
 The field trip to UMaine is for 20 GT girls and 2 adults to attend the conference.

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)
Terri Shaw Mahanor	67,131.56	
Subtotal	67,131.56	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Lindsey Costa	32260.01	
Subtotal	32260.01	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
	0	
Subtotal	0	

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
canvas material	150		
wood for frame	150		
<b>Subtotal</b>	300	<b>Subtotal</b>	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Field trip to UMaine- Expanding Your Horizons Prog.	230		
<b>Subtotal</b>	230	<b>Subtotal</b>	

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
	0		
<b>Subtotal</b>	0	<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
GT conference (MEGAT)	250		
Books for PD (listed above)	75		
Webinar through NAGC	30		
<b>Subtotal</b>	355	<b>Subtotal</b>	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	67131.56	0
<b>Auxiliary Staff</b>	32260.01	
<b>Independent Contractors</b>	0	
<b>A. Materials &amp; Supplies</b>	300	
<b>B. Other Allowable Costs</b>	230	
<b>C. Student Tuition</b>	0	
<b>D. Staff Tuition/PD</b>	355	
<b>Total</b>	<b>100276.57</b>	<b>0</b>