

**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: R.S.U. 75 d/b/a M.S.A.D. 75

Name and title of person responsible for gifted and talented program: Kimberly Emerson
Gifted & Talented Coordinator

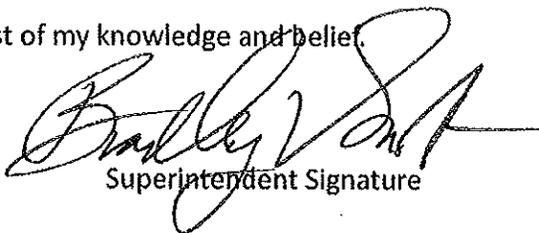
Phone number: (w)207-729-2950 (c)207-522-8291

Email address: emersonk@link75.org

CERTIFICATION:

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

Bradley V. Smith
Superintendent Name (printed)



Superintendent Signature

Date application submitted to Maine DOE for review: 14 December 2015

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: 

Date of Approval: 12/17/15

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:

Vision Statement: Engaging students through challenge that inspires

Program Philosophy: MSAD 75 believes all students should learn and be taught to their highest potential, including those who excel or have the potential to excel beyond their age peers. MSAD 75 recognizes that students with especially high task commitment, ability and/or creativity in a specific area often need differentiated opportunities if they are to make adequate yearly progress. As required by Chapter 104, we identify this gifted and talented population as up to 5% of overall enrollment, and recognize the special needs of these students for appropriate and varied forms of acceleration, enrichment, and guidance.

MSAD 75's core commitments to our gifted and talented students and their families are:

1. Work at an appropriate level of challenge,
2. Time to work with intellectual peers, and
3. Information and guidance regarding opportunities within and beyond the school day

To honor these commitments and provide the specialized "in-lieu-of" instruction needed by gifted and talented students as their needs progress from Kindergarten to 12th grade, we offer a diverse and dynamic continuum of services which can anticipate and meet these needs. Classroom teachers often provide for these needs in consultation with gifted and talented staff. An essential function of our gifted and talented staff is to work with students and teachers to identify the central strengths, needs and interests of each child, and to then provide both guidance and advocacy to connect each child with appropriate opportunities.

Arts program philosophy:

MSAD 75 believes all students should learn and be taught to their highest potential, including those who have shown exceptional creativity in artistic ability as demonstrated by significant achievement or potential for significant accomplishment above their age peers in the visual and/or performing arts. As required by Chapter 104, we identify this gifted and talented arts population as up to 5% of overall enrollment, and recognize the special needs of these students for appropriate and varied forms of acceleration, enrichment, and guidance.

MSAD 75's core commitments to our gifted and talented students and their families are:

1. Work at an appropriate level of challenge,
2. Time to work with intellectual peers, and
3. Information and guidance regarding opportunities within and beyond the school day

To honor these commitments and provide the specialized "in-lieu-of" instruction needed by gifted and talented arts students as their needs progress from Kindergarten to 12th grade, we offer a diverse and dynamic continuum of services which can anticipate and meet these needs. An essential function of our gifted and talented staff is to work with students and teachers to identify the central strengths, needs and interests of each child, and to then provide both guidance and advocacy to connect each child with appropriate 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:

Our program for academically gifted and talented students is based on the principle that all students are to receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level. We are committed to ensuring that all gifted and talented identified students receive appropriate resources and support. We provide high-level resources for students, and consult with teachers to help them differentiate instruction within the classroom. We emphasize critical and creative thinking skills as essential elements in producing evidence of learning.

While the gifted and talented program identifies needs and provides the necessary guidance, advocacy and programming oversight, it is the job of each school and of the district as a whole to provide every reasonable opportunity possible to meet identified needs.

We identify no more than 5% of our student population as gifted and talented in the areas of General Intellectual Ability and/or Specific Academic Aptitude. As stated in Chapter 104.04, we recognize that these students require all of the following:

- To move at their own rate, regardless of chronological age or grade placement;
- Diverse experiences, including a variety of instructional strategies and materials;
- Specialized curricula that are advanced, conceptually complex and carefully differentiated, to be provided in lieu of regular curricula;
- Instructional settings appropriate to their changing needs as they progress through the grades; and
- For the highly gifted, additional modifications as appropriate.

Recognizing the need for each school and grade span to address these needs as best fits its nature, we offer a program matrix (see Appendix 1) to summarize programming goals, objectives and activities as they respond to each of these student needs.

In addition to identifying students and providing the necessary guidance and advocacy to ensure that needs are met, the gifted and talent program staff collaborates with classroom teachers to provide differentiation support, and conducts limited staff development to help regular classroom teachers and others recognize and meet the particular needs of gifted students.

Arts program abstract:

Our program for gifted and talented arts students is based on the principle that all students are to receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level.

While the gifted and talented program identifies needs and provides the necessary guidance, advocacy and programming oversight, it is the job of each school and of the district as a whole to provide every reasonable opportunity possible to meet identified needs.

We identify no more than 5% of our student population as gifted and talented in the Visual and Performing Arts. As stated in Chapter 104.04, we recognize that these students require all of the following:

- To move at their own rate, regardless of chronological age or grade placement;
- Diverse experiences, including a variety of instructional strategies and materials;
- Specialized curricula that are advanced, conceptually complex and carefully differentiated, to be provided in lieu of regular curricula;
- Instructional settings appropriate to their changing needs as they progress through the grades; and
- For the highly gifted, additional modifications as appropriate.

MSAD 75 provides a continuum of learning opportunities for identified students in grades K-12 including but not limited to the following: differentiated classroom curriculum, enrichment, and mentoring support. MSAD 75 also offers a diverse variety of options for high ability arts students.

MSAD 75 partners with community resources whenever possible to enrich students' arts education. Gifted and talented staff works with K-12 students, teachers, and parents to identify the strengths, needs and interests of each identified student, and then provides advocacy to connect each child with appropriate opportunities.

Please refer to Visual and Performing Arts program matrices in Appendices 2-3 for a summary of some programming options.

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

Academics:

Goal: All students K-12 will have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.

Objectives:

- Consistently re-examine assessments used for screening and identification to ensure instruments and procedures are aligned with current best practice and are as nondiscriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.
- Facilitate the development of instructional activities and learning environments that encourage students to express diverse characteristics and behaviors that are associated with giftedness.

Activities:

- Pilot the use of a new cognitive abilities assessment to improve the academic GT identification process.
- Support educators with professional development regarding diverse characteristics and behaviors associated with giftedness.
- Provide parents with information (e.g. through newsletters, email, twitter, district GT website, parent forums, curriculum night) regarding diverse characteristics and behaviors associated with giftedness.

Goal: Provide a K-12 continuum of services and accommodations for academically gifted and talented students that enhance performance in cognitive and affective areas.

Objectives:

- Ensure that services are in-lieu-of, not in addition to, the standard curriculum.
- Facilitate the use of a variety of programming options such as acceleration and enrichment.
- Use multiply evidence-based approaches to accelerate learning and engage students.
- Ensure alignment with the current State of Maine standards.

Activities:

- Design opportunities for students to demonstrate learning at the Knowledge Utilization level (based on the Marzano Taxonomy).
- GT staff and general education teachers collaborate regularly.
- Use enrichment options to extend and deepen learning opportunities within the school setting.
- Use varied grouping arrangements such as flexible grouping, cluster grouping and individualized options such as independent study, mentorships, internships, and online courses.

Goal: Educators will possess the knowledge and skills necessary to facilitate the cognitive and affective development of students with gifts and talents.

Objectives:

- Systematically engage educators in research-supported professional development that addresses curriculum planning and instruction for gifted students.

Activities:

- Conduct self-assessments to evaluate needed training to ensure continuous improvement and professional growth.

- **Arts:**

Goal: All students K-12 will have equal access to a comprehensive identification system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness in the visual and/or performing arts.

Objectives:

- Consistently re-examine assessments used for screening and identification to ensure instruments and procedures are aligned with current best practice and are as nondiscriminatory as possible with respect to race, cultural or economic background, religion,

national origin, sex, or handicapping condition.

Activities:

- Form a vertical team comprised of arts specialists, gifted and talented educators, and other interested stakeholders to review visual and performing arts identification protocols .
- Examine the development of updated student self-referral protocols to enhance the identification process.
- Examine the development of updated parent referral forms to enhance the identification process.

Goal: Provide a continuum of enrichment services for students identified gifted and talented in the visual and/or performing arts .

Objectives:

- Ensure differentiated educational experiences for K-12 students identified gifted and talented in the visual or performing arts.

Activities:

- Partner with available community visual and performing arts resources to meet the needs of gifted and talented students.

Goal: Visual and performing arts specialists will possess the knowledge and skills necessary to facilitate the development of students with gifts and talents in the visual and/or performing arts.

Objectives:

- To provide professional staff with the materials, resources, and consultation services necessary to meet the needs of gifted and talented students.

Action Steps:

- Conduct self-assessments to evaluate needed training to ensure continuous improvement and professional growth.

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.

Each year, MSAD 75 conducts process of screening, identification, and/or review of all students to determine eligibility for and placement in the gifted and talented program (see Appendix 4 for flowchart). Throughout this process, instruments and procedures are chosen to be as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

Following initial screening and identification of the entire student population, screening and

identification in subsequent years will be limited to students entering grades 3, 6, and 9. The annual review process outlined below will serve to ensure that the needs of new students and the changing needs of others are served appropriately in the interim.

General Intellectual Ability:

Screening: For each grade requiring screening, the following methods may be used. As required by Chapter 104, at least three assessment methods are used to screen all students. Of these, at least one is subjective and at least one is objective.

1. Teacher and/or parent referrals (general)
2. Standardized assessment data (e.g. NWEA, AIMSweb)
3. Test of Cognitive Ability (CogAT)
4. Local assessment data (e.g. reading level, writing assessments)

For grades K-2, the objective data are replaced by systematic observations by teachers and GT staff trained to look for gifted behaviors in the regular classroom. While needs are identified at these levels, students are not.

Students who meet the criteria set for any one of the above assessment methods move to the next level of the process:

Selection: MSAD 75's Identification Committee meets annually. The identification team includes a minimum of three qualified professionals, including but not limited to one administrator, one GT staff member, and one classroom teacher or other professional educator with appropriate expertise. The responsibilities of the team are to review all data on screened students, to request additional data as needed, to identify students eligible for gifted and talented services, to oversee the annual review of the identification process, and to ensure that the selection process is equitable.

Placement: Once students are identified for GT services, written notification is provided to students' parents, teacher(s), principal and to Superintendent. The parent letter includes a program description as well as important contact information, and requests written parental permission for the child to receive GT services.

Academic Aptitude:

Screening: For each grade requiring screening, the following methods may be used. As required by Chapter 104, at least three assessment methods are used to screen all students. Of these, at least one is subjective and at least one is objective.

1. Teacher and/or parent referrals (specific)
2. Standardized assessment data (e.g. NWEA, AIMSweb)
3. Test of Cognitive Ability (CogAT)
4. Local assessment data (e.g. reading level, writing assessments)

For grades K-2, the objective data are replaced by systematic observations by teachers and GT staff trained to look for gifted behaviors in the regular classroom. While needs are identified at these levels, students are not.

Students who meet the criteria set for any one of the above assessment methods move to the next

level of the process.

Selection: MSAD 75's Identification Committee meets annually. The identification team includes a minimum of three qualified professionals, including but not limited to one administrator, one GT staff member, and one classroom teacher or other professional educator with appropriate expertise. The responsibilities of the team are to review all data on screened students, to request additional data as needed, to identify students eligible for gifted and talented services, to oversee the annual review of the identification process, and to ensure that the selection process is equitable.

Placement: Once students are identified for GT services, written notification is provided to students' parents, teacher(s), principal and to Superintendent. The parent letter includes a program description as well as important contact information, and requests written parental permission for the child to receive GT services.

Artistic Ability:

Screening: For screening in grades K-12, the following methods may be used. As required by Chapter 104, at least three assessment methods are used to screen all students and all subjective measures must be evaluated based upon agreed criteria.

Artistic Ability

1. Pupil products, such as auditions, portfolios, works-in-progress, performances
2. Pupil interview
3. Teacher referral
4. Referral by a professional artist(s), i.e. musician, artist, dancer, actor, based on analysis of pupil work
5. Self-referral
6. Referral by parents, peers, members of the community

For Grades 3-12, screening measures will include pupil products, teacher referrals , and self-referrals .

For Grades K-2, the screening measures are replaced by systematic observations by teachers and G/T staff trained to look for gifted behaviors in the regular classroom. While needs are identified at these levels, students are not.

Students who meet the criteria set for any one of the above assessment methods move to the next level of the process, described under identification.

Selection: Our Identification Committee meets annually to review all data on screened students. The Identification Committee includes a minimum of three qualified professionals, including but not limited to one administrator, and at least two from the following list: gifted and talented teacher, district art specialist, professional artist.

The responsibilities of this committee are to review the information collected on students who have met the screening criteria, to collect additional information as needed, to

identify students eligible for gifted and talented services based upon an in-depth assessment of the collected information, to oversee the annual review of the identification process, and to ensure that the identification process is equitable.

No more than 5% of total enrollment in each grade level is identified in the Visual and Performing Arts.

Identification will follow the following procedure:

1. All students will be given the opportunity for self-referral in the Visual and Performing Arts.
2. All teachers (not only Visual and Performing Arts) will be given a copy of the teacher referral form. They will be asked to refer students who they feel are appropriate for programming in the Visual and Performing Arts.
3. All self-referrals, parent-referrals, and teacher-referrals forwarded to GT staff.
4. Music and Art teachers will gather pupil products on all students who have met the screening process. Separate release days will be held for the two groups and an Identification Committee comprised of a minimum of three qualified professionals, including but not limited to one administrator, and at least two from the following list: gifted and talented teacher, district art or music specialist, professional visual or performing artist will convene to formally review screened students work and to identify students for programming in the Visual and Performing Arts.

Each gifted and talented arts identification committee will screen and score all entries, and identify the top 5%.

Placement: Once students are identified for GT services, written notification is provided to students' parents, teacher(s), principal and to the Superintendent. The parent letter includes a program description as well as important contact information, and requests written parental permission for the child to receive GT services.

Process for transfer students: Students new to the district who were not previously identified for gifted and talented services will be screened for possible inclusion in MSAD 75 GT services following established screening protocol. Transfer students who were identified at their former school are included in the GT program for the remainder of their transfer year, after verification of identification information from the previous school, and their identification status is reevaluated by the Identification Committee in the spring.

Parent(s)/guardian are notified in writing of their child's identification status. The parent letter includes a program description as well as important contact information, and requests written parental permission for the child to receive GT services. Written notification is also provided the student's teacher(s), principal and to the Superintendent.

Exit Procedure:

Possible exiting situations are:

- Emotional issues
- Frustration
- Teacher request
- Student request
- Parent/guardian request
- Lack of student participation

Gifted and talented services may be defined in duration in terms of K-5, 6-8 and 9-12. Identified students are usually eligible to receive GT services from one year to another unless there is a written request for a student to exit the program. This request can be made by the gifted and talented coordinator, the parent/guardian, or an administrator.

Exiting students from gifted and talented services is based on multiple criteria including student performance, psychological or personal reasons, and is finalized by a consultation with parents and teachers.

Exit from GT services requires the following:

1. Review and documentation of student progress.
2. Conference with student, parent, and appropriate professional educators.
3. Formal written notification of parent/guardian.

Process for appeals: Requests to review the identification of children for gifted and talented services may be made by parents or legal guardians, teachers, guidance counselors, or building administrators.

Requests must include additional information and be made in writing to the coordinator of the gifted and talented program, for any of the following reasons:

1. To reconsider the eligibility of a child to be identified for inclusion in the gifted and talented program;
2. To review the appropriate placement of a child within the program; or
3. For removal of a child from the program.

Following the request, program staff will meet with the family and/or professional staff to review the prior decision(s) and review additional information. The Identification Committee will review the appeals request. If appropriate, prior decision(s) may be overturned and/or modified.

If the review is unsatisfactory to any party, the relevant decision(s) may then be appealed to the Superintendent of Schools, who will serve as final arbiter.

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

Professional development in gifted and talented education is provided on an ongoing basis to both gifted and talented and regular education staff. This training is based on the continuous improvement of each individual as well as of the schools and district as a whole. It is focused on raising the academic performance of students to meet both the guiding principles and Maine Learning Results.

Personnel responsible for gifted and talented services with attend Maine Educators of the Gifted and Talented annual conference.

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

MSAD 75's gifted and talented program is supervised by the Assistant Superintendent and coordinated by a certified teacher with gifted and talented endorsement in the State of Maine. Additional teaching staff are also endorsed by the State in gifted and talented education.

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
Kimberly Emerson	YES	Teacher/Coordinator	K-12	Full
Rebecca Roberts	Yes	Teacher	6-8	Full

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
Linda Koch	Ed Tech III	NO	K-5	Kimberly Emerson,GT Teacher/Coordinator	Full

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

MSAD 75 conducts an annual review of each gifted and talented program component determine to

what degree the program is making a difference. This evaluation is undertaken by the Gifted and Talented Committee with the cooperation of the program administrator and coordinator. The Committee will assess the program's progress toward its explicit commitments to students and parents, and recommend changes to the program as needed.

Whenever possible, the evaluation will incorporate comparative data from previous years. Data will include at least three of the following:

- Parent/teacher, and/or student surveys
- Local assessment data
- Advanced placement, SAT, and/or college placement results
- Standardized assessment data (e.g. NWEA, AIMSweb)

The committee shall report its findings annually.

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

The program implementation costs consist of salaries and benefits for professional and auxiliary staff, staff development costs, expenses for contracted services for GT students, educational materials, supplies, and student tuition. The program costs for 2015-2016 are outlined in the budget proposal below.

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)
Kimberly Emerson	\$38,149.03	\$26,426.26
Rebecca Roberts	\$ 56,305.79	
Subtotal	\$94,454.82	26,426.26

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Linda Koch	\$ 28,553.74	
Subtotal	\$28,553.74	\$0.00

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Loni Ellis (artist's workshop series) (These workshops are provided for GT students.)	\$1,250.00	
The Telling Room (12 week author/writing residency) (This workshop is provided for GT students.)	\$1,500.00	\$1,500.00
Subtotal	2,750.00	\$1,500.00

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
		Meridian Stories Challenge	\$350.00
Byrdseed. TV	\$79.00		
Math Olympiads Standard Membership for Div. E	\$109.00		
Math Forum	\$149.00		
Word Masters Analogy Challenge	\$285.00		
Meridian Stories Challenge	\$350.00		
Yummy math	\$19.95		
FlipSnack	\$144.00		
Quia	\$49.00		
Artist quality watercolor pencils	\$42.00		
Blank canvases (artist quality)	\$65.00		
Books (advanced level literacy)	\$600.00		
Circuit Stickers Pack (STEM)	\$110.00		
LittleBits Base Kit (STEM)	\$99.00		
Origami paper	\$14.47		
3M Foil Tape	\$11.35		
Polymer modeling clay	\$21.37		
fexinol wire	\$24.75		
Lithium coin cell batteries(STEM circuit project)	\$11.99		
wool roving (integrated arts/ELA project)	\$10.38		
Test of Cognitive Ability -CogAT	\$7,831.74		

