

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

School administrative unit name: Maine School Administrative District #1

Name and title of person responsible for gifted and talented program:  
Leslee Mahon: Gifted and Talented Coordinator

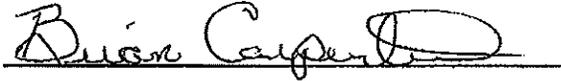
Phone number: 207-764-8106

Email address: leslee.mahon@sad1.org

**CERTIFICATION:**

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

Brian Carpenter



Superintendent Name (printed)

Superintendent Signature

Brian Carpenter

Date application submitted to Maine DOE for review:

10/26/15

**FOR INFORMATION CONTACT:**

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

EF-S-206

Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval: 10/26/15

## ***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:**

As part of our commitment to quality education for each student, we recognize the need for a program that will actively address the needs of the gifted and talented population, kindergarten through grade 12. Although all able students benefit from a variety of enrichment activities, gifted and talented students, in order to develop more fully, need to be identified and provided special programming options. These students will be given opportunities to meet and exceed the learning targets. We acknowledge that holding all students to high standards means that gifted and talented students have the potential to excel beyond their peers in the regular classroom and may require less time for learning. As such, they require differentiated learning opportunities, aligned with the Maine Learning Results and the Maine Cohort for Customized Learning.

### **Arts program philosophy:**

MSAD # 1 is committed to meeting the needs of the students who are gifted and talented in visual and performing arts. The Visual and Performing Arts departments provide opportunities for these students to excel musically or artistically to increase their confidence, creativity and comprehension of specialized skills and interests. Their program must proceed along a developmental continuum that enables and encourages them to become independent learners in their area of giftedness.

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 gifted program in MSAD #1 is designed to serve students in grades K-12 from three elementary schools, Presque Isle Middle School and Presque Isle High School. Students are screened at grade 2, grade 5 and grade 7 with screening available at any time through parent or teacher referrals. The program identifies students who have demonstrated superior intellectual capabilities and general academic achievement. Services are provided through a combination of consultation with the regular education teacher and differentiated/accelerated curriculum. GT students follow the MSAD #1 curriculum which is aligned with Maine State Learning Results and Maine Cohort For Customized Learning.

### **Arts program abstract:**

The MSAD #1 visual and performing arts programs are designed to serve students grades K-12. Three elementary schools, one middle school and one high school comprise the district.

Students are screened at the beginning of third grade, at the end of fifth grade, and during their eighth grade year with screening available at any time through parent, teacher or self referrals. The program identifies students who have shown superior talent in visual and performing arts. Programs of study are offered to those who have demonstrated a high level of interest and proficiency in art or music. Gifted and Talented instruction is offered in lieu of regular classroom instruction and assignments. Services are delivered through a combination of pull-out sessions and differentiated curriculum. GT students will follow the MSAD #1 art and music curriculums which are aligned with the Maine Learning Results and the Maine Cohort For Customized Learning.

The program is administered and implemented by a certified gifted and talented teacher/coordinator, three art teachers and five music teachers.

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

### **Academics:**

**Goal #1 :** To identify gifted students and develop program options and challenges to meet specific needs of identified students.

**Objective:** To provide differentiated programming through consultation between classroom teachers and personnel for the gifted program.

**Activities:** Educators and gifted personnel provide acceleration, compacting, differentiation, enrichment, guidance, cluster grouping and mentoring to implement services for the gifted students.

**Goal # 2:** To provide experiences for identified gifted students that challenge them to meet their potential academically, socially and emotionally.

**Objective:** Students will develop skills to explore new ideas and become individually responsible for self reflection, academic and social growth.

**Activities:** Students will engage in activities that stretch their logical, critical and creative reasoning skills.

### **Arts:**

**Goal #1:** Provide individualized, differentiated and accelerated opportunities for students identified as gifted and talented artistically and musically.

**Objective:** Expose students to individual mentoring, acceleration and support in their gifted area of music or art.

**Activities:** Each student will engage in activities that develop self-confidence, pride and a sense of accomplishment. Students will be provided pull-out support and showcase opportunities.

**Goal #2** Provide exposure to experts in music or art.

**Objective:** Expose students to professional groups and professional materials in music and art. Each student will develop an appreciation and respect for the ways in which others think, work and express themselves.

**Activities:** Travel or provide virtual exposure to professional music and art events.

### **General Intellectual Ability:**

#### **Screening:**

The following procedure will be used to identify three to five percent (3-5%) of the district's population as academically gifted. The procedure analyzes the three areas of ability, achievement and classroom performance using one subjective and two objective measures. Any one of the selected methods may qualify a student for further consideration by the selection committee. The screening for General Intellectual Ability is the Terra Nova InView exam which is a standardized measure of ability. The results of the CSI score from the InView ability test will be utilized as an ability score for identification purposes. Students who score 125+ will be screened for the academically gifted program.

#### **Selection:**

The following procedure will be used to identify the cognitively gifted students:

- 1) Review the information collected in the screening process.
- 2) Request additional information as needed.
- 3) Select children for further screening in the GT program based on scores of 125+.
- 4) Assure that the selection process is fair and equitable.

#### **Placement:**

This is the ability area of the screening procedure. The student will be given the California Achievement Test and/or the NWEA test and a classroom teacher will complete a recommendation form to determine achievement and classroom performance. If students meet two out of the three measures, they will qualify for the gifted and talented program.

### **Academic Aptitude:**

#### **Screening:**

Students will be screened using the California Assessment Test and/or the NWEA test to measure their national percentile ranks in Math and Reading. Any student who is in the 92nd percentile of these two combined tests, will meet this criteria for academic aptitude for the Gifted and Talented Program.

#### **Selection:**

The following procedure will be used to identify the academically gifted students:

- 1) Review the information collected in the screening process.

- 2) Request additional information as needed.
- 3) Test any students who meet the cognitive screening.
- 4) Assure that the selection process is fair and equitable.

**Placement:**

This is the academic area of the screening procedure. The student will be given the California Achievement Test and/or the NWEA test and a classroom teacher will complete a recommendation form to determine achievement and classroom performance. If students meet two out of the three measures, they will qualify for the gifted and talented program.

Parents will be notified of the eligibility of their child for participation in the program and provided with a description of the program. Once the parent signs the written permission for GT services, selected children shall be appropriately placed in the Gifted and Talented Program. There will be collaboration between the classroom teacher and the Gifted and Talented teacher/coordinator to develop the program that will be provided for selected children. This program will include a combination of cluster grouped classes for identified students in lieu of the regular classroom and differentiated/accelerated programming.

**Artistic Ability:****Screening:***K-2*

Because the identification of young gifted music and art students is greatly influenced by environmental factors, children in grades K-2 will be provided with an enriched school environment that includes structured music classes which introduce and teach music and musical elements and art classes that introduce art forms and techniques.

For those students who clearly excel, the music and art teachers will observe specific traits, work ethic, musical interest and task completion. The teachers shall provide differentiated instruction within the music and art classes to extend and challenge the unique abilities of the child.

*3-12 Music Screening*

All students will be screened at the beginning of third grade, at the end of fifth grade and during their eighth grade year. Referrals and transfer students will be screened throughout each year.

Screening will consist of the following:

- The music teacher will observe all students throughout the year.
- The music teacher will solicit teacher or student nominations for any student.
- The music teacher will solicit self nominations.
- The music teacher will evaluate all students using the Music Teacher Identification Form.
- The music teacher will make nominations for consideration for identification.

Using the information collected from a variety of sources, the music teacher will create a pool of candidates to be considered for identification.

*3-12 Art Screening:*

All students will be screened at the beginning of third grade, the end of fifth grade, and the end of eighth grade. Referrals and transfer students may be screened throughout the year.

Screening will consist of the following:

- The art teacher will observe students as they work.
- The art teacher will solicit teacher nominations.
- The art teacher will solicit self nominations.
- The art teacher will give a collective assignment to all students for further assessment.

Using the information collected from this variety of sources, the art teacher will create a pool of candidates to be considered for identification.

### **Selection:**

#### *Gifted and Talented Identification Procedure for Music:*

Using the information acquired through screening, a pool of candidates will be determined. Those candidates will be invited to participate in the identification process, which includes a formal audition with a member of the music staff and the GT coordinator.

The following multiple measures will be used to identify three to five percent of the district's population as musically gifted:

- Music teacher Identification Form
- Classroom teacher assessment checklist of skills and comments
- Student checklist and comments
- Student audition
- Checklist from music teacher specifying completion of advanced levels of methods books

Student materials will be reviewed by the GT staff and the Music teacher/s and qualified students will be identified as musically talented.

#### *Gifted and Talented Identification Procedure for Art:*

Using the information acquired through screening, a pool of candidates will be determined. Those candidates will be invited to participate in the identification process, including the creation of a portfolio.

The following multiple measures will be used to identify three to five percent of the district's population as artistically gifted:

- Classroom teacher assessment checklist of skills
- Parent assessment checklist of skills
- Student checklist and comments
- Student portfolio with elements requested by the art teacher

Student materials will be reviewed by the GT staff and several district Art teachers and qualified students will be identified as artistically talented.

**Placement:**

After students have been identified as talented musically or artistically, parents and students will be informed of the student eligibility for programming. Upon receipt of parental permission, the student will be placed in the appropriate program.

**Process for transfer students:**

Students files will be screened as they enter the district and the former school will be contacted to determine the measures of identification at the former school. Students specifically referred by teachers or parents throughout the year will be screened with the above process.

**Exit Procedure:**

Though students may qualify for academic gifted programming, it is important that they take an interest in the program and responsibility for their own academic progress. The art and music teachers in conjunction with the GT Coordinator will reevaluate the student's placement in the arts program at the end of each school year. They will assess the appropriateness of the placement for each student based on individual needs. There are several ways in which a student may exit the academic or arts program.

- A. Students may exit the program at any time through the request of the parent and student.
- B. Students may exit the program if they fail to maintain the interest or criteria required of specific coursework, such as Honors classes or Advanced Placement classes or if they fail to maintain the interest and criteria required by the art or music teachers for the course or activity.
- C. Students may exit the program with request of the teachers and with the agreement of the parents and GT Coordinator, after fully considering the uniqueness of the gifted student and his or her individual progress.

The classroom teacher, the GT teacher and the building principal will reevaluate the student's placement in the academic and arts programs at the end of the school year.

**Process for appeals:**

An appeal for an individual student may be requested at any time by parents, administrators, teachers or other professionals directly involved with the student. The Selection Committee will conduct the review. As a result of the review the committee may decide to:

1. Include the student in a program
2. Deny placement in a program
3. Exit the student from a program
4. Revise the student's program
5. Take other action deemed necessary or appropriate

Parents may request a final appeal by the Superintendent of Schools.

An appeal may be made to the superintendent of schools to:

1. Review the information from the selection committee
2. Reconsider the eligibility of a child for inclusion in the GT program
3. Review the placement of a child already in the program
4. Review the removal of a student from the program

The review procedures are subject to school board approval.

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

The Gifted and Talented Teacher/Coordinator attends the fall conference and is a member of the State Board of Maine Educators of Gifted and Talented. She collaborates with the faculty of all the buildings to ensure they are aware of each student's Individual Learning Plan (ILP) and the options for differentiation and acceleration.

The district sponsors training and professional development activities of the teachers' choice in their areas of expertise. Teachers receive professional development through their respective State organizations. The district recertification policies require that teachers take courses or attend inservice days to maintain proper certification for their teaching assignments.

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

The Gifted and Talented program is managed and staffed by one certified Gifted and Talented educator district-wide. The students identified in academic GT, meet in cluster groups with the coordinator/teacher weekly in grades K-8 and bi-monthly in grades 9-12. This coordinator/teacher consults with art and music teachers to oversee the GT Art program and consults with classroom teachers to oversee the GT Academic program. The Gifted and Talented Coordinator reports to the District Curriculum Director.

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
Leslee Mahon	Yes	Teacher	K-12	Full-Time

Indicate the <u>Auxiliary Staff</u> : 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
N/A					

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

Self evaluation of the Gifted and Talented program is ongoing. The process is based on input with the K-12 faculty, the GT students and parents. The GT Coordinator consults with the faculty, students and parents on an ongoing basis. The information gathered from this process is used to determine whether adjustments need to be made in programming, procedures, policies or staffing. If any recommendations are made for improvements, approval is required from the school administrators and the district Superintendent.

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

SAD #1 has one full-time Gifted and Talented Teacher/Coordinator who oversees the gifted programming. Appropriate salaries and benefits are recorded in the yearly GT Application. Funds are needed for the following:  
 Funds for materials to support classroom differentiation, pull-out units for academically gifted students, pull-out units for musically and artistically talented students, workshops, coursework, competitions, professional development, travel, mentors and specialists for students. Students participate in Regional Programming opportunities with other gifted students around Aroostook County. These events are mainly located at UMPI and provide collaboration with the University of Maine Department of Education.

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)
Leslee Mahon	Line 1: \$34,266.62	Line 1: \$22,844.06
Benefits	Line 5: \$13,572.75	Line 5: \$ 9,061.68
Coordinator Stipend	Line 3: \$ 1,500.00	Line 3: \$ 4,903.81
Stipend Benefits	Line 4: \$ 450.40	Line 4: \$ 640.70

Subtotal	\$49,789.77	\$37,450.25

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Ruth McAtee, Julie Nadeau	Elementary/Middle GT Art Teachers: No Salary for GT	
Ellyn Whitten Smith		High School Art Teacher: No Salary for GT
Sherri Calhoun, Jenna Simonoff, Jerry Levasseur	Elementary/ Middle GT Music Teachers: No Salary for GT	
Dan Schneider, Sherri Calhoun		Middle/ High School Music Teachers: No Salary for GT
Subtotal	\$0	\$0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Brett Pierce		Line 3: \$ 350.00
Paul Ballerstein or Specialized Math Teacher		Line 3: \$1,500.00
Bob King or other Specialized Musicians or Artists for GT Music or Art	Line 8: \$1,500.00	
Subtotal	\$1,500.00	\$1,850.00

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
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Lego/Science Educational Supplies ordered from Lego Education, Nasco or Amazon.	\$ 800.00	Poetry, Books and Materials for GT In example: Calculus Text Book for accelerated students. Amazon, Chegg, etc.	\$400.00
Differentiation Materials Examples: Small group units for Students in the classroom in content areas of strength. In example: A physics unit on roller coasters to discuss gravity, trajectory, pulleys, and simple machines, slope etc.) Amazon, Disney Education, or Scholastic.	\$ 250.00	Differentiation Materials Examples: Articles and Texts or applications for technology that will allow acceleration in the classroom. In example: Individualized reading project on Native Americans. Amazon, Walmart etc.	\$100.00
Art Materials for GT Canvas, Paint, Clay etc. Ordered from Amazon or Dick Blic	\$ 500.00	Art Materials for GT Canvas, Paint, Clay etc. Ordered from Amazon or Dick Blic.	\$200.00
Music Materials to support GT Music: Videos, Sheet music etc. From Amazon, Music Room.com, Music Theater International etc.	\$ 500.00	Music Materials to support GT Music: Videos, Sheet music, etc. From Amazon, Music Room.com, Music Theater International etc.	\$200.00
Educational Magazines to Support GT educators and parents. In example: Magazine articles or Bookmarks that talk about being gifted. Amazon	\$ 95.00		
Books for Battle of the Books In example: 6 titles: Secret Life of Bees, Skeleton Key, Al Capone Does My Shirts, Sea of Trolls, The Thirteenth Winter and Life As We Knew It. Amazon, Local Book Stores...	\$ 200.00		
Curriculum Books or class sets of books. In example : 15 copies of From The Mixed Up Files of Basel E. Frankweiler. Amazon	\$ 300.00		
Line 14 and 15 in Budget		Line 14 and 15 in Budget	
<b>Subtotal</b>	<b>\$2,645.00</b>	<b>Subtotal</b>	<b>\$900.00</b>

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Postage : Line 10 in Budget	\$ 200.00	Postage: Line 10 in Budget	\$ 88.00
Travel Mileage/Travel for Professional Development . Travel to conferences, state board meetings, events pertaining to student support and current educational opportunities for students. : Line 12 and 13 in Budget	\$ 940.00	Travel Mileage/Travel for Professional Development. Travel to Colleges and/or events which support students in their future goals: Line 12 and 13 in Budget	\$1,320.00

<b>Subtotal</b>	<b>\$1,140.00</b>	<b>Subtotal</b>	<b>\$1,408.00</b>

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
Tandberg Programs In Example: Nasa offers virtual trips to Mars for science units, There is also a virtual trip to Australia to swim on the Great Barrier Reef.	\$ 500.00	Tandberg Programs In Example: Center for Interactive Learning offers virtual college tours and transition information for students.	\$ 548.00
Renzulli or Online Sites: For Example Khan Academy provides great programs for students and there are online coding and science sites for students.	\$1,000.00	Poetry Outloud: A national recitation program for students. Student can view speakers or participate in the competition.	\$ 304.00
Aroostook Regional Gifted and Talented Events Guys and Goals, Meridian Stories, Girls and Goals, Problem Solving Day, Visual Arts Day, Battle of the Books, Seminar Days etc. Each event costs money per student.	\$1,750.00		
University Classes for students who are not Juniors and Seniors and need online accelerated classes.	\$1,500.00		
Line 11 in Budget		Line 11 in Budget	
<b>Subtotal</b>	<b>\$4750.00</b>	<b>Subtotal</b>	<b>\$ 852.00</b>

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
Training and Development for GT: Examples: Workshops, Meetings or Materials on Differentiation, Cross-Curricular Units for Critical Thinking, STEM projects and Emotional Well Being.	\$880.00	Training and Development for GT Examples: Workshops, Meetings or Materials on Preparing Students for SATs, College Board Testing, College Classes, Financial Aid Assistance, Essay Writing Support, Scholarship Support and Emotional Well Being.	\$748.00
Line 9 in Budget		Line 9 in Budget	

Subtotal	<b>\$880.00</b>	Subtotal	<b>\$748.00</b>
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**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$49,789.77	\$37,450.25
Auxiliary Staff	\$ 0.00	\$ 00.0
Independent Contractors	\$ 1,500.00	\$ 1,850.00
A. Materials & Supplies	\$ 2,645.00	\$ 900.00
B. Other Allowable Costs	\$ 1,140.00	\$ 1,408.00
C. Student Tuition	\$ 4,750.00	\$ 852.00
D. Staff Tuition/PD	\$ 880.00	\$ 748.00
<b>Total</b>	<b>\$60,704.77</b>	<b>\$43,208.25</b>