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: Acton School Department (Acton Elementary)

Name and title of person responsible for gifted and talented program: Adrienne Kohli, Gifted and Talented teacher and Tricia Boivin, Principal

Phone number: (207) 636-2100

Email address: akohli@acton.k12.me.us

CERTIFICATION:

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

Superintendent Name (printed) ROBERT F ENGLAND JR

Superintendent Signature

Date (revised) application submitted to Maine DOE for review: 2/5/16

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: 2/9/16

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:

Through our EXPLORE (**EX**pand **P**upil **L**earning **O**pportunities and **R**esources in **E**ducation) program, we will serve the needs of students identified as gifted and talented by providing them with "specialized curricula that are advanced, conceptually complex, and carefully differentiated from regular curricula." Additionally, we will endeavor to foster in our identified students an excitement for learning, self-discipline in pursuing tasks, competence in communication, receptivity to new information and ideas, the ability to explore and develop alternative hypotheses, and determination and awareness of their own strengths and needs. To attain these goals, we believe that there must be a cooperative effort including the child, family, school, and community.

Arts program philosophy:

Through the EXPLORE: VISUAL and PERFORMING ARTS program, we will serve the needs of students identified as gifted and talented artists and musicians by providing them with extensions to the Visual Art and Music programs currently in place. We will differentiate instruction for them within class time and offer extended opportunities for identified students to develop their specific talents. Students will be encouraged to exhibit fluency, flexibility and originality and find personal meaning through expression in the arts.

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 EXPLORE program is broken into two components: to provide services for those students in 4th-8th grade who are identified as gifted and talented and to provide enrichment opportunities for whole classes of students in Kindergarten-3rd grade.

4th-8th grade students identified as gifted and talented are offered a variety of services. Their learning may be enhanced through the differentiated classroom in all subject areas, through pull-out programs, through acceleration in Math or Reading, or through other programming models to meet the unique needs of gifted learners.

K-3rd grade students are served by the EXPLORE program through whole classroom lessons in Science and Social Studies. All students in the school also benefit from EXPLORE programming, such as theater performances.

Arts program abstract:

The EXPLORE: VISUAL and PERFORMING ARTS program will meet the needs of identified students through a variety of opportunities. Their learning may be enhanced through differentiated programming, performance groups, extensions, and experience with

professional artists and musicians. Students will be challenged by Music and Arts Specialists to develop their personal abilities and full potential.

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

Academics:

Goal #1: Encourage gifted students to use higher level thinking skills, develop research skills, and expand their creativity.

- *Objective*: EXPLORE students will have the opportunity to develop their critical thinking skills, research skills, and creativity.
- *Activity*: Utilize a thematic, interdisciplinary, year-long curriculum for the EXPLORE pull-out program that includes project-based learning, independent research projects, and creative problem solving.

Goal #2: Recognize the unique nature of gifted students and encourage them to appreciate and utilize their gifts within the context of their community and the world.

- *Objective*: EXPLORE students will develop an understanding of their learning styles, skills, and interests and how to use their unique gifts and talents to improve themselves and society.
- *Activity*: Utilize multiple self-assessments and college and career planning tools for EXPLORE students to learn about themselves and think about their future impact on the world.

Arts:

Goal #1: Encourage gifted students to develop higher levels of artistic or musical understanding than what is expected in the general art or music programs.

- *Objective*: EXPLORE: VISUAL and PERFORMING ARTS students will be provided time and resources to deepen their understanding of artists, techniques, theory, and history.
- *Activity*: Analyze artists that work in a particular medium or style to increase awareness of individual approaches to art or music.

Goal #2: Encourage gifted students to develop higher levels of artistic or musical proficiency and share their work with others.

- *Objective*: EXPLORE: VISUAL and PERFORMING ARTS students will explore new methods for creating art or music and utilize their skills to present an original piece.
- *Activity*: Present a portfolio or exhibit showcasing original artwork or perform a new piece of music for an audience.

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:

Beginning in the 2015-2016 school year, students will be first identified as EXPLORE

students in the spring of their 2nd grade year for inclusion in the EXPLORE program the following September. Students are screened again in the spring of their 5th grade year for inclusion in the EXPLORE program the following September. In accordance with State of Maine guidelines, instruments and procedures used in the identification process shall be as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. At least three methods of identification will be used, including both objective and subjective instruments. If a student meets the criteria of any one of the identification methods, then the student will be given further consideration.

Selection:

A committee consisting of one administrator, one teacher, one specialist, and one member of the community whose professional experience is relevant to the task selects the children to be included in the EXPLORE program based on a variety of criteria. Each member of the selection committee signs a confidentiality statement. The selection criteria include, but are not limited to, the SAGES-2 screening assessment, standardized test scores, benchmark assessment data, grades, teacher referral, parent referral, and student referral. The committee will be specifically identifying students whose academic and creative strengths require that their needs be met through the gifted program.

In accordance to State of Maine Guidelines, the responsibilities of the selection team are to review the information collection on children who have met the screening criteria, to collect additional information when appropriate, to select children for placement in the gifted program based upon an in-depth assessment of the collected information, to oversee the annual review of the selection process, and to assure that the selection process is equitable.

The Acton School Department has accepted the Maine Department of Education definition of gifted and talented as outlined in Chapter 104: "Gifted and talented children" shall mean those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in the following category: **General Intellectual Ability** as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in **all academic areas**.

Placement:

Approximately 5% of the school population participates in the gifted and talented program. After students have been selected for full participation in the EXPLORE program, notification is sent to parents. Parents and students are asked to sign a letter of commitment to the EXPLORE program, which includes a statement regarding annual review of inclusion in the program. The Superintendent is informed of all children selected by the committee for inclusion in EXPLORE, and he is informed of the types of programs in which they will participate. Appropriate classroom teachers are also notified of the identified students so that the classroom and EXPLORE teachers can best meet

each student's individual needs.

Academic Aptitude:

Screening:

Beginning in the 2015-2016 school year, students will be first identified as EXPLORE students in the spring of their 2nd grade year for inclusion in the EXPLORE program the following September. Students are screened again in the spring of their 5th grade year for inclusion in the EXPLORE program the following September. In accordance with State of Maine guidelines, instruments and procedures used in the identification process shall be as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. At least three methods of identification will be used, including both objective and subjective instruments. If a student meets the criteria of any one of the identification methods, then the student will be given further consideration.

Selection:

A committee consisting of one administrator, one teacher, one specialist, and one member of the community whose professional experience is relevant to the task selects the children to be included in the EXPLORE program based on a variety of criteria. Each member of the selection committee signs a confidentiality statement. The selection criteria include, but are not limited to, the SAGES-2 screening assessment, standardized test scores, benchmark assessment data, grades, teacher referral, parent referral, and student referral. The committee will be specifically identifying students whose academic and creative strengths require that their needs be met through the gifted and talented program.

In accordance to State of Maine Guidelines, the responsibilities of the selection team are to review the information collection on children who have met the screening criteria, to collect additional information when appropriate, to select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information, to oversee the annual review of the selection process, and to assure that the selection process is equitable.

The Acton School Department has accepted the Maine Department of Education definition of gifted and talented as outlined in Chapter 104: "Gifted and talented children" shall mean those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in the following category: **Specific Academic Aptitude** as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in **one or more** of the following academic areas: **language, math, science, and social studies**.

Placement:

Approximately 5% of the school population participates in the gifted and talented program. After students have been selected for full participation in the EXPLORE program, notification is sent to parents. Parents and students are asked to sign a letter of commitment to the EXPLORE program, which includes a statement regarding annual review of inclusion in the program. The Superintendent is informed of all children selected by the committee for inclusion in EXPLORE, and he is informed of the types of programs in which they will participate. Appropriate classroom teachers are also notified of the identified students so that the classroom and EXPLORE teachers can best meet each student's individual needs.

Artistic Ability:

Screening:

Beginning in the 2015-2016 school year, students are first identified as EXPLORE: VISUAL and PERFORMING ARTS students in the spring of their 2nd grade year for inclusion in the EXPLORE: VISUAL and PERFORMING ARTS program the following September. Students are screened again in the spring of their 5th grade year for inclusion in the EXPLORE: VISUAL and PERFORMING ARTS program the following September. In accordance with State of Maine guidelines, instruments and procedures used in the identification process shall be as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. Several methods of identification will be used. If a student meets the criteria of any one of the identification methods, then the student will be given further consideration.

Selection:

A committee consisting of the Visual Arts Specialist, Performing Arts Specialist, EXPLORE teacher, and one member of the community whose professional experience is relevant to the discipline selects the children to be included in the EXPLORE: VISUAL and PERFORMING ARTS program based on a variety of criteria. Each member of the selection committee signs a confidentiality statement. The selection criteria include, but are not limited to, teacher referral, parent referral, student referral, and student portfolio or repertoire. The committee will be specifically identifying students whose artistic and creative strengths require that their needs be met through the EXPLORE: VISUAL and PERFORMING ARTS program.

In accordance to State of Maine Guidelines, the responsibilities of the selection team are to review the information collection on children who have met the screening criteria, to collect additional information when appropriate, to select children for placement in the EXPLORE: VISUAL and PERFORMING ARTS program based upon an in-depth assessment of the collected information, to oversee the annual review of the selection process, and to assure that the selection process is equitable.

The Acton School Department has accepted the Maine Department of Education definition of gifted and talented as outlined in Chapter 104: "Gifted and talented

children" shall mean those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in the following category: **Artistic Ability** as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the **literary, performing, and/or visual arts**.

Placement:

Approximately 5% of the school population participates in the gifted and talented program. After students have been selected for full participation in the EXPLORE: VISUAL and PERFORMING ARTS program, notification is sent to parents. Parents and students are asked to sign a letter of commitment, which includes a statement regarding annual review of inclusion in the program. The Superintendent and EXPLORE teacher are informed of all children selected by the committee for inclusion in EXPLORE: VISUAL and PERFORMING ARTS, as well as the types of programs in which they will participate.

Process for transfer students:

Any 4th-8th grade student who transfers into the Acton School Department will be considered for the EXPLORE program if he/she is referred by the classroom teacher, specialist, or parent or was identified as gifted/talented at their previous school. After a referral is made, the same selection criteria will be used to evaluate the student's fit for the gifted and talented program, including, but not limited to, the SAGES-2 screening assessment, standardized test scores, benchmark assessment data, and grades. Any available standardized test scores, benchmark assessment data, and grades from the previous school year will be evaluated in addition to any recent data collected in the current school year at Acton Elementary. If a student meets the gifted criteria of any one of the identification methods, then the student will be given further consideration for selection. The student's classroom teacher, specialist, administrator, and parent will meet to discuss if the student qualifies for the EXPLORE program as an identified gifted student in one or more of the following categories (General Intellectual Ability, Specific Academic Aptitude, or Artistic Ability).

Exit Procedure:

At the end of each school year, EXPLORE participants will be evaluated by the EXPLORE teacher/Visual and Performing Arts Specialists and the classroom teacher, and input from the participant and their parent(s) will be elicited. At the conclusion of this process, a decision will be made concerning ongoing involvement in the EXPLORE program. If a student appears to not be benefiting from or contributing to the program, communication will occur between parents, student, and teachers at or before the March conference; at this point, a contract listing areas that need to be addressed will be signed by all parties. If, at the end of the year, the student has not made progress in the areas outlined in his/her contract, a decision will be made to exit the student from the EXPLORE program. Any appeal to the decision regarding a student's inclusion in the program shall be made to the Appeals Committee, as stated above, with the Superintendent having the final authority.

Process for appeals:

Parents have the option to appeal the selection process by submitting in writing their concerns to the Appeals Committee, which consists of representatives from the following areas: an instructional coach, teacher, specialist, and one member of the community with experience relevant to the task (none of whom served as a member of the Selection Committee); each member of the committee will sign a confidentiality statement. An alternative screening assessment, such as the Profile of Creative Abilities, may be administered if more data is needed to determine the student's eligibility for the gifted program. The Appeals Committee will review the child's screening information to determine eligibility. The Superintendent will have the final authority regarding any appeal for placement in the program.

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

The EXPLORE teacher will attend the Gifted and Talented Mentoring Workshop sponsored by the state of Maine and the Maine Educators of the Gifted and Talented 2015 Annual Fall Conference, where she will network with other teachers of the gifted and talented to share ideas and resources. In addition, the EXPLORE teacher will collaborate with individual classroom teachers on how best to serve the needs of gifted students in the regular classroom.

Visual and Performing Arts Specialists involved with the EXPLORE: VISUAL and PERFORMING ARTS program will attend workshops addressing topics for gifted and talented artists and musicians, access local resources, and stay informed on issues relating to specific programming. Classroom teacher input is valued and will be encouraged through workshop opportunities and informal dialogue.

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

The EXPLORE teacher position is full time and requires appropriate certification and/or endorsement in gifted education. The Principal of Acton Elementary School is responsible for the overall administration of the EXPLORE program.

The Visual and Performing Arts Specialists are state certified and hold K-12 endorsements. They collaborate with the EXPLORE teacher for all aspects of planning and implementing the EXPLORE: VISUAL and PERFORMING ARTS program. The Principal of Acton Elementary School is responsible for the overall administration of the EXPLORE: VISUAL and PERFORMING ARTS program.

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
Adrienne Kohli	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

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

The EXPLORE program is reviewed annually using surveys and other instruments that are given to students, parents, teachers, and administrators to determine the efficacy of the program. Instruments used reflect the stated goals of the EXPLORE program. Records, in the form of written narratives evaluating each student's progress, are kept by the EXPLORE teacher; each child is evaluated a minimum of three times annually in accordance with other reporting conducted by the school. Further, each student is assessed annually, using a variety of instruments, to determine how the student is meeting EXPLORE program goals.

The EXPLORE: VISUAL and PERFORMING ARTS program is reviewed using surveys and other instruments that are given to students, parents, and teachers to determine the efficacy of the program. The EXPLORE selection committee, as well as the student participants, will review information gathered on an annual basis.

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

EXPLORE Program:
- Travel costs and registration fees for Maine Gifted & Talented Conference and Maine Gifted & Talented mentoring workshop
- Engineering is Elementary curriculum and material kits for EXPLORE lessons
- STEM materials (*Green Science* kits) to use for EXPLORE lessons
- Educational games (*Set* and *Mind Trap*) to use with students during EXPLORE
- Teaching materials/books (MindWare *Perplexors, Math Perplexors, Analogy Challenges,* and *WordWinks*; *350 Fabulous Writing Prompts*, *Math Puzzles*) to use for EXPLORE lessons
- *Bridges* program for college and career planning to use with only GT students
- SAGES II and Profile of Creative Abilities (PCA) gifted screening assessments (to be used on some students for GT testing)

EXPLORE: VISUAL and PERFORMING ARTS Program:
- Stipends for visiting artists and musicians to work with only GT students

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)**
Adrienne Kohli	$41,455	
Subtotal	**$41,455**	

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

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

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

Elementary: Material/Supply name	**Cost**	**Secondary: Material/Supply name**	**Cost**
Engineering is Elementary curriculum	$350		
Engineering is Elementary material kits	$700		

Green Science kits	$100		
Educational games (Set, MindTrap, etc.)	$150		
MindWare books, 350 Fabulous Writing Prompts, Math Puzzles book	$200		
SAGES II and PCA assessments	$500		
Subtotal	**$2000**	**Subtotal**	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Bridges college and career planning program	$475		
Stipend for visiting artists and musicians	$800		
Subtotal	**$1275**	**Subtotal**	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	**$0**	**Subtotal**	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Registration and travel to Maine Gifted & Talented Education Conference	$125		
Travel to Maine Gifted & Talented mentoring workshop	$151		
Subtotal	**$276**	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	$41,455	
Auxiliary Staff		
Independent Contractors		

A.	**Materials & Supplies**	$2,000	
B.	**Other Allowable Costs**	$1,275	
C.	**Student Tuition**		
D.	**Staff Tuition/PD**	$276	
	Total	**$45,006**	