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: Union #103, Beals School Dept

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

Lisa Marin - Gifted and Talented Coordinator

Phone number: 207 497-5454

Email address: lisa.marin@union103.org

CERTIFICATION:

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

William Shuttleworth
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 9/16/15

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

☒ Approval
☐ Approval with concerns
☐ Non-approval

Maine DOE Authorization:

Date of Approval: 2/16/16

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. *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:

Moosabec Community School District and Union 103 Gifted and Talented Program in accordance with its mission statement recognizes that each child has a variety of unique gifts, talents and abilities. We understand that everyone benefits when we accommodate individual differences. Education is a vehicle by which each individual may advance to his or her potential. The MCSD/UNION 103 Gifted and Talented Program will provide appropriate educational opportunities for students in lieu of the regular classroom curriculum who need differentiated, accelerated, enrichment activities, and programming options in their education reflecting their high academic standing. In MCSD/UNION 103 a differentiated educational program will involve treating each child individually to address both strengths and weaknesses. Through this process Gifted and Talented children will move at their own educational rate, regardless of chronological age or grade placement.

Arts program philosophy:

The gifted and talented arts program in accordance with the school mission statement recognizes its responsibility to provide students with a special interest, passion, and ability, the opportunity to explore areas, of the visual and performing arts, on a higher level. The school also agrees that this program provide an environment which facilitates the learning process, encourages self-discipline, and allows each individual to develop a positive self-worth and respect for the dignity and rights of others. In order to meet these goals inherent in this philosophy, we as a school district are dedicated to realize the following objectives:

To meet the individual needs of each g/t arts student through advanced learning opportunities.

To assist each g/t arts student in developing aptitudes, abilities, and interests in preparation for immediate or future educational endeavors.

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:

Up to five percent of the K-12 student body may qualify as Gifted and Talented who have exceptional abilities in general intellectual ability, or specific academic aptitude in Mathematics, Science, English, and/or Social Studies. A differentiated educational program and services will assist students in grades K-12 in attaining their full academic and personal potential by allowing them to learn at their appropriate instructional level and at their own rate. Student levels are determined through use of individualized achievement tests, individualized assessments, and classroom performance. When a student's needs are not met in the regular classroom individualized programming is developed with collaboration between classroom teachers, parents, an administrator, and the teacher/coordinator of gifted and talented students. Differentiation may occur through modifications of: the content, process, product or learning environment or any combination of these areas. Students will be identified as Gifted and Talented who have exceptional abilities in the areas of general intellectual ability, specific academic aptitude in English, Mathematics, Science and Social Studies.

Arts program abstract:

Up to five percent of the student body may qualify under Visual and Performing Arts ability program.

In kindergarten through second grade, students are not formally identified; however, individualized students who demonstrate giftedness through teacher observation and student performance will have their needs met informally.

In third through fifth grades, individual needs within the VPA classroom may be met through such opportunities as differentiated instruction, accelerated courses, and individualized study.

In six through eighth grades, individualized needs within the VPA classroom may be met through such opportunities as differentiated instruction, accelerated courses, individualized study.

At the high school level identified arts students individualized needs will be met through such offerings as: differentiated arts instruction, individualized music and/or visual art instruction, accelerated courses, early college courses, and/or artist mentors.

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

Academics

Goals:
To develop, implement and effectively manage comprehensive services for gifted and talented students. All gifted and talented students are engaged in useful, active learning at the appropriate level. Individualized gifted and talented programming is integrated with regular classroom programs and is alligned to the Maine Learning Results.

Differentiated teaching strategies will be utilized for student learning.

Objectives:
By providing coordinated services of gifted education, regular classroom programming, special education, and related services.

Gifted and Talented students will receive instruction that is differentiated in content, process, product, learning environment, and assessment.

Activities
The educators in gifted, general and (when applicable) special education programs, colaboratively plan, develop, and implement services.

Services may include: differentiation in the classroom, acceleration, and enrichment activities inside and outside the classroom.

Arts

Goals:
To develop, implement and effectively manage comprehensive services for gifted and talented VPA students. All VPA gifted and talented students are engaged in useful, active learning at the appropriate level. Individualized gifted and talented VPA programming is integrated with regular VPA classroom programs and is alligned to the Maine Learning Results.

Differentiated teaching strategies will be utilized for student learning.

Objectives:
By providing coordinated services of gifted VPA education, regular VPA classroom programming, special education, and related services.

Gifted and Talented students will receive instruction that is differentiated in content, process, product, learning environment, and assessment.

Activities
The educators in gifted VPA, general VPA and (when applicable) special education programs, colaboratively plan, develop, and implement services.

Services for gifted VPA students may include: differentiation in the regular VPA classroom, acceleration, or small group/specialized instruction, and enrichment activities inside and outside the regular VPA classroom.

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:

All screening is done on a regular basis through the school's Gifted and Talented Team. School assessments are regularly monitored for students whose ability falls outside the level of instruction in their classroom placement. These assessments have included: MEA's, NECAPS, NWEA's, SAT's, local assessment pieces, placement tests, standards based checklists.
In addition any teacher, staff member, parent, or student (self-referal) may refer a student to the GT Team.

Selection:

The identification team is the GT Team and it includes: The Teacher/Coordinator of GT Program, classroom teachers, Principal (s). The Team reviews all information on any child that appears to require additional programming because of exceptional ability. When appropriate, The Team may identify a student in three or more areas as having General Intellectual Ability. The Team may request additional assessment information. Examples of tools that may be employed are: WISC, Woodcock Johnson IV, Renzulli Checklists, Woodcock Reading Mastery, Key Math, or for instance in the case of History/Social Studies where there are no tests a report card may be used.

Placement:

The GT Coordinator meets with parents (and student when appropriate), classroom teacher, and Principal. At the meeting goals are outlined, and an appropriate program is designed for the student. Parents are provided with a copy of the description of their child's program goals. The GT Team evaluates the appropriateness of a child's placement and instruction annually.

Academic Aptitude

Screening:

All screening is done on a regular basis through the school's Gifted and Talented Team. School assessments are regularly monitored for students whose ability falls outside the level of instruction in their classroom placement. These assessments have included: MEA's, NECAPS, NWEA's, SAT's, local assessment pieces, placement tests, standards based checklists.
In addition any teacher, staff member, parent, or student (self-referal) may refer a student to the GT Team.

Selection:

The identification team is the GT Team and it includes: The Teacher/Coordinator of GT Program, classroom teachers, Principal (s). The Team reviews all information on any child that appears to require additional programming because of exceptional ability. The Team may request addistional assessment information. Examples of tools that may be employed are: WISC, Woodcock Johnson IV, Renzulli Checklists, Woodcock Reading Mastery, or Key Math, or for instance in the case of History/Social Studies where there are no tests a report card may be used.

Placement:

The GT Coordinator meets with parents (and student when appropriate), classroom teacher, and Principal. At the meeting goals are outlined, and an appropriate program is designed for the student. Parents are provided with a copy of the description of their child's program goals. The GT Team evaluates the appropriateness of a child's placement and instruction annually.

Artistic Ability

Screening:

The Art and Music teacher observe all children within their regular art and music classes. Each of them or any other teacher or parent may make a referral for consideration for enriched art or music. Referrals are based on group classroom observation, grades from Art class/Music class compared to norm.

Selection:

Visual Art: Portfolio of work evaluated by art teacher and student. Rating chart of Characteristics for Creativity are used to evaluate creative thinking and artistic characteristics. GT Team makes final determination.
Music: Audition evaluated by music teacher and student. Rating chart of Characteristics for Creativity are used to evaluate creative thinking and artistic characteristics. GT Team makes final determination.

Placement:

The GT Coordinator meets with parents (and student when appropriate), VPA/Music teacher, and Principal. At the meeting goals are outlined, and an appropriate program is designed for the student. Parents are provided with a copy of the description of their child's program goals. The GT Team evaluates the appropriateness of a child's placement and instruction annually.

Process for transfer students:
If the transfer student does qualify for services at their present school under the identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the studentwould be automatically reviewed within 45 days of transfer. Parents will receive written notification of a transfer student's eligibility for services.

Exit Procedure:
Student progress and needs are continuously evaluated through RTI/GT team. Individualized student plans are evaluated annually. A student, teacher, or parent may initiate exit procedures. A written request for removal must be made and assessed by the GT Team. Students will be evaluated for continuing services in grades 5 and 8. The Team (which includes the student's parents, the student, and other staff when appropriate) determines the best way to meet the student's needs. Possible considerations: unwilling to participate, low performance, anxiety or other medical problems, teacher request, student request, parent request. Parents will receive written notification of a student's exiting the program.

Process for appeals:
A written appeals petition will be reviewed by the Principal, GT Coordinator, and the student's teacher. Additional data which may result in various forms of alternative testing may be requested. A meeting will be scheduled so the criteria can be shown and discussed. If this is unsatisfactory, the petitioner may meet with the Superintendent for a final assessment. Parents will receive written notification of their right to appeal student placement in the GT program.

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

The teacher/coordinator of Gifted and Talented students attends conferences and regional and state meetings on topics relevant to gifted and talented education.
The teacher/coordinator of Gifted and Talented students provides regular education teachers information on characteristics of gifted children, differentiated instruction and other topics relevant to the education of gifted students during RTI meetings, staff meetings, and professional development days.

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

The GT coordinator has administrative responsibility for the GT program and will hold the GT endorsement. The GT coordinator reports to the building Principal, Superintendent, and GT Team. Most of the programming will be delivered in regular education settings by regular classroom teachers. The GT coordinator will help to make available appropriate enrichment activities for GT students.

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
Lisa Marin	Yes	Teacher	Pre-K - 8	Part-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 teacher/coordinator of Gifted and Talented students assesses individual student's progress once a year within a GT Team meeting. The teacher/coordinator of Gifted and Talented students meets with parents at least once a year within a parent, student, teacher conference. In this meeting an identified student's progress and needs are discussed and appropriate planning for the school year (future year) is put into place.
The GT Team annually evaluates the overall progress of the program (individual and whole group) toward meeting program goals.

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

The program provides a salary to the GT teacher/coordinator of the program for Gifted and Talented students. There are also additional costs of individualized programming; specialized supplies for art, music, (sheet music, paper, paint, etc.) and academic subject areas (STEM supplies); transportation for local district and regional GT students' enrichment activities (field trip to DEI, UMM, Colby College Art Museum); or online individualized curriculum (Renzulli subscriptions) are some examples.

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)
Lisa Marin	1,590.81	
Subtotal	1,590.81	

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
Artist&Craftsman-paper/paint	103.00		
Nasco-STEM kit	30.33		
Renzulli Subscriptions	160.00		
Subtotal	293.33	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Transportation Fees	75.00		
DEI, UMM, Colby College			
Art Museum			
Subtotal	75.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Lisa Marin	100.00		
GT Conference			
Subtotal	100.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	1,590.81	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	293.33	
B. Other Allowable Costs	75.00	
C. Student Tuition		
D. Staff Tuition/PD	100.00	
Total	2,059.14	