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: Blue Hill Consolidated School

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

Dawn M. Robbins

Phone number: (207) 374-9927

Email address: drobbins@schoolunion93.org

CERTIFICATION:

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

Mark E. Hurvitt
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 12/21/15

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: 1/14/16

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:

Academic program philosophy :
School Union 93 considers the intellectual, physical, social, and emotional needs of the learner. Our goal of the Gifted and Talented program is to educate the whole child through methods, programs, and material that nurture and encourage the readiness and development of each individual. Our ambition is to provide an educationally challenging environment that makes learning exciting.We are committed to
- giving the best possible education opportunity to students. The worth of the learner is respected and enhanced in a climate that is positive, cooperative, orderly, and consistent. Our intent is to foster the learner's development of creativity, awareness of roles in society, and appreciation of a citizen's participation in a democracy. The education of our students is a responsibility shared by the school, parents, and community through communication and collaborative efforts that support a flexible learning environment in which students become self directed lifelong learners without the skill of inquiry and the value of education as its own reward.

Arts program philosophy:

Our philosophy of education for the gifted and talented is to ensure each identified student is provided with diverse and appropriately challenging learning experiences that aid and encourage them to meet his or her artistic potential. The Gifted and Talented program at School Union 93 will act as a guide for differentiating instruction within regular programs as well as offering enriched, accelerate, and/or independent experiences that will serve the student's needs.

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 academic program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of reading/writing, math, and social studies/science. We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject. Students will enter at designated times throughout the year, prescribed by the results of the AimsWeb Universal Screening Instrument, given at the beginning of the Fall, Winter, and Spring trimesters.
The program may consist of, but no be limited to, acceleration, enrichment , differentiation , mentorships, and virtual classes. Students who exhaust courses in a content area such as math, may attend the high school for an accelerated math class while being enrolled as a middle level student. The Gifted and Talented coordinator will offer a small group and one-to-one program. In these programs, the student and the coordinator will create an individualized course of supplementary and complementary instruction and educational discovery tailored to the interests and needs of the student to be worked on independently, in conjunction with other students with the same goals, and with the Coordinator and appropriate faculty.

Arts program abstract:

The program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of art, music, performing arts, and dance (within the PE setting) We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject. Students will enter at

designated times throughout the year. Potential placement may include mentorships/ apprenticeships outside of the school setting with active artists and performers.

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

Academics:

Goal (1): Identification: To properly develop and manage assessment evidence to identify Gifted and Talented students, and properly provide instructional accommodations based on that assessment evidence. (NAGC Standard 2.2)
Objectives: By providing district assessment measures that provide evidence for student identification and services.
Activities: Parents are informed through Union 93 policy of the identification/screening process, and obtain parental permission for further assessments to identify student interest and potential.

Goal (2) Collaboration- Educators use expertise collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of interests and talents. (NAGC Standard 5.3)
Objectives: To continue to develop and implement services for Gifted and Talented students through regular collaboration among families, community, and school.
Activities: As stated in Union 93 Policy, parents are involved in collaboration with teachers, community, and the school in planning, programming, and evaluating.

Arts:

Goal (1): Talent Development:_In the Visual and Performing Arts program the goal is to develop, manage, and implement research based models of curriculum and instruction related to students with gifts and talents and responding to their needs through planning, selecting, and adapting culturally relevant curriculum to ensure student outcomes. (NACG Standard 3.3)
Objectives: By providing research based curriculum and instruction to gifted and talented students in their areas of strengths and interest.
Activities: Educators use school and community resources that support differentiation, educators provide opportunities for students in gifted and talented to explore, develop, or research areas of interest/talent.
Goal (2) : In the Visual and Performing Arts Program the goal is to provide adequate funding for the Gifted and Talented Program to meet student needs and program goals. (NACG Standard 5.4)
Objectives: By providing adequate funding for the Gifted and Talented Program to meet student needs and program goals.
Activities : The curriculum coordinator will track expenses at the school level to verify appropriate and sufficient budget funding to the program.

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 :
Students will be screened 3 times per year with the AimsWeb Monitoring Tool in Reading and Math. Teachers of the top performing 5% of students will be given teacher nomination forms to complete. In addition, the Fountas and Pinnell Diagnostic Leveled Benchmark tool will be analyzed for students distinguished in Reading, and the Key Math Diagnostic Tool will be used for students distinguished in

Math to determine more detailed strengths. For Science and Social Studies, students will be referred through teacher nominations, as well as results on the Gifted Rating Scale-Score Age (GRS-S). Students must excel in all four content areas to be identified in General Intellectual Ability.
Selection:
The tools above will be used to target the student's reasoning ability, as well as specific skills noted in Reading and Math. Once a pool of students is identified, the students will be assessed with the WISC or the Woodcock Johnson Cognitive Abilities Test.
Placement:
Test scores will be analyzed to focus on the top 5% of students and all additional nominations and mitigating factors will be considered for placement in the Gifted and Talented program.

Academic Aptitude:

Students will be screened 3 times per year with the AimsWeb Monitoring Tool in Reading and Math. Teachers of the top performing 5% of students will be given teacher nomination forms to complete. In addition , the Fountas and Pinnell Diagnostic Leveled Benchmark tool will be analyzed for students distinguished in Reading, and the Key Math Diagnostic Tool will be used for students distinguished in Math to determine more detailed strengths . For Science and Social Studies, students will be referred through teacher nominations , as well as results on the Gifted Rating Scale-Score Age (GRS-S)
Selection·:
The tools above will be used to target the student's reasoning ability, as well as specific skills noted in Reading and Math. Once a pool of students is identified, the students will be assessed with the WISC or the Woodcock Johnson Cognitive Abilities Test.
Placement:
Test scores will be analyzed to focus on the top 5% of students and all additional nominations and mitigating factors will be considered for placement in the Gifted and Talented program

Artistic Ability:

Screening :The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. All the tools used in the screening process target the student's achievement. A minimum of one tool will be used as part of the selection process:
Visual Arts :teacher nominations; Student survey rating interest, motivation and participation ; peer nominations; parent nominations.
Music: teacher nominations; Student survey rating interest, motivation and participation; peer nominations; parent nominations.
Selection:
Visual Arts:
Once a pool of students is identified in the screening pool, each student will be assessed using on of the following components:
Visual Arts:
Portfolio: Sampling of work that indicates a strong observational approach (details in texture or form, a strong understanding of space or perspective, a mature approach to subject matter and concept, unique compositions or design that reflect a true observation of the subject matter.
Voice Thread: Looking at art is a strong component to most art programs. Creating a verbal record of how a student looks at art, using a voice thread is another way to assess students who do not have strong literacy skills.
New Media: Many students exhibit strong visual art skills out of sight of the art room. The students creatively use. technology to approach classroom work that relies heavily on visual information.
Music: ·
Audition assessment with rubric, student interview.
Performing Arts:
Audition assessment with rubric, student interview.
Additional tools:
The following tools may be used in either the screening or the selection process: interviews, informal · tests, creativity tests, and the Personal and Social Interaction Checklist.
Placement:
Parents of the students eligible for the Gifted and Talented Program will be notified in writing by the G!T Program Coordinator and provided with a description of the program. Written consent from parents is required for their child's participation in the program. The Gifted and Talented Program Coordinator will be responsible for obtaining a consent documentation .
Each selected student will have an Individualized Learning Plan that will be drafted by the Gifted and

Talented Coordinator with input from the building level principal, guidance counselor, parent, teachers and student, as appropriate.
Gifted and Talented Staff will maintain records of each student's participation in the program.
Process for transfer students:
In the event a student transfers from a different school district and was previously identified and serviced

Process for transfer students:
In the event a student transfers from a different school district and was previously identified and serviced in that district, School Union 93 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in Union 93 under our local identification criteria, parents will be notified, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, parents will be notified, and the student should be reviewed in School Union 93 within 45 days of the record review. If the student meets the local criteria then he/'she will be recommended for placement in the gifted and talented program.

Exit Procedure:
Possible exiting situations: Emotional trauma Frustration
Attendance issues Teacher request Sample exiting procedures :
Student request Parent/Guardian request
Students participating in the K-5 program will be reevaluated going into grade 6. In the event the student no longer qualifies for services, this will not be considered exiting the program. The gifted and talented services may be defined in duration in terms of grades K-5 and 6-8.
Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the program from the gifted and talented program coordinator, the parent/guardian, counselors or administrators.
Exiting of students from gifted and talented services is based upon multiple criteria including student performance in the program, psychological or personal reasons, and is finalized by a consultation with parents and teachers .

Prior to formal exit from the program, the following steps will be followed:
Document and review student progress
Conference with student, parent, and other appropriate professional educators.
Formal notification from parents

Process for appeals:
The parents, guardians, or teacher of any student denied inclusion into the gifted and talented program may appeal the identification committee's decision. A sample of an appeal process is as follows :
a. A parent, guardian, or teacher expresses concern regarding the exclusion of the student into the program. The gifted and talented program coordinator will review results of testing and information collected with the concerned person.
The concerned person initiates an appeal in writing to the gifted and talented program coordinator.
The gifted and talented program coordinator may conduct an alternate test. If an achievement test score was low, an alternative achievement test will be administered. If an ability test score was low, an alternative ability test will be administered.
The gifted and talented advisory board or identification committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products.
The gifted and talented program coordinator may notify the parent, guardian, and teacher of the decision made by the advisory or identification committee .

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

School Union 93 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth in educational differentiation. This will include courses, conferences, workshops, and webinars as well as associated costs.
Training in Differentiated Instruction as well as Complex Reasoning Training has been provided for regular staff.

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

The Curriculum Coordinator of School Union 93 will coordinate the Gifted and Talented Programs. Responsibilities will include:
-coordinating the student screening/selection process and maintaining data.
-developing a Personal Learning Plan for each selected student.
-maintaining student records for Gifted and Talented Program programming
-providing instructional resources to students in collaboration with classroom teachers.
-ordering supplies and materials needed for the Gifted and Talented Program programming.
-evaluating student programming (twice yearly)
-planning staff development for teachers (in conjunction with the Curriculum Coordinator).
-providing learning plan and program evaluation.
-completing the annual program application budget (state form) .

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**
Dawn M. Robbins	No	Administrator	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**
N/A					

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

The following procedure will be used to evaluate the program and student progress:
-Distribute a teacher survey each fall and spring
-Distribute a student survey each fall and spring
-Distribute a parent survey each fall and spring

-Review all survey· data as well as program evaluation to inform the future direction of the programming
-Review of student data to measure student outcomes.

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

5% of the Curriculum Coordinator 's job description and times is devoted to the over seeing and implementation of the Gifted and Talented Program.
Materials, books, and supplies are ordered by the Curriculum Coordinator for the program also, as the program determines, whether it be more advanced math books for students, art supplies, or specific sheet music.

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)**
Dawn M. Robbins	5%=$3,500	N/A
Subtotal	$3,500.00	

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

Independent Contractor Name	**Elementary (contract amount)**	**Secondary (contract amount)**
N/A		

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
Books and Supplies (These materials are in the budget on an as needed basis. A large group of our GT students meet with a volunteer weekly, this money is for any supplies and books they need. An example is a book on Complex Reasoning Strategies with sample activities and graphic organizers. Other students in GT have access to this money if they are working on a differentiated project with mentor. Another example would be for Art Supplies necessary to attend a pop-up book making event as one of our Union activities this year.	$200.00		
Subtotal	**$200.00**	**Subtotal**	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
N/A			
Subtotal		**Subtotal**	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A			

Subtotal		**Subtotal**	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
N/A			
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	**$3,500.00**	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	$200.00	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	$3,700.00	