

**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: Bristol Consolidated School

Name and title of person responsible for gifted and talented program:
Jennifer Ribeiro, Principal

Phone number: 677-2678

Email address: jribeiro@aos93.org

CERTIFICATION:

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

Superintendent Name (printed)

Steven W. Barley

Superintendent Signature

Steven W. Barley
12/15/2015

Date application submitted to Maine DOE for review:

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
2015

DUE DATE: September 30,

Reviewed By: Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:

JCR

Date of Approval:

12/17/15

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

At Bristol Consolidated School we are committed to meeting the needs of all learners. We are also committed to providing effective, learner-centered instruction. Our G/T plan for academics serves students who excel or demonstrate proficiency beyond grade level standards in specific academic content areas or general intellectual ability. We provide differentiated programming in all of our classrooms. We utilized small group centers to help meet the needs of our gifted population. We strive to provide options to all students who require gifted/enrichment instruction. We provide intervention plans to students who require specific differentiated programming at both ends of the academic achievement spectrum. These are provided in the areas of math and reading for grades K-8 and in other content areas for grades 6-8 (science, social studies, etc...).

Arts program philosophy:

At Bristol Consolidated School we are committed to meeting the needs of all learners in the arts. We are also committed to providing effective, learner-centered instruction. Our G/T plan for the arts serves students who excel or demonstrate proficiency beyond grade level standards in art and music. We provide differentiated programming in our art and music classrooms. In art we use a workshop model so students who are eligible can be working at an appropriate level of challenge. In music we provide additional opportunities outside the regular classroom time to allow students to work to their potential.

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 core of our G/T academic program is the learning and teaching that is happening in classrooms daily through differentiated instruction. Our Professional Learning Community meetings have a monthly agenda that includes monitoring the needs of students who are exceeding standards or who are gifted in some way. Our PLC teams develop intervention plans that include the special programming that will be provided to these students. Our plan may include individualized learning opportunities, small group instruction, mentors, and specialized instruction.

Arts program abstract:

The core of our G/T arts program is the learning and teaching that is happening in the weekly art and music classes offered at Bristol Consolidated School. Our visual and performing arts teachers meet with the PLC groups to ensure that students who are identified as needed enrichment/G/T services in the arts have intervention plans in place to accommodate their strengths. Our plan may include individualized learning opportunities, small group instruction, mentors, and specialized instruction.

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

Academics:

Goals:

1. To develop, implement and effectively manage services of gifted education.
2. To provide each identified student with a rich and challenging curriculum with learning opportunities that are commensurate with his/her abilities. Students will make progress as measured by objective achievement data and anecdotal reports.

Objectives:

1. Providing coordinated services of gifted education, special education and related services.
2. Using each student's identification as the framework for a personalized intervention plan that includes the objectives for daily and long-term work. This may include additional intervention for students identified as requiring specialized instruction.

Activities:

1. Educators in gifted, general, and special education programs collaboratively plan, develop, and implement services.
2. Include placement in an advanced course, small group instruction, on-line learning opportunities, special projects, etc.... Classroom teachers, the intervention teacher, educational technicians and mentors oversee and instruct these opportunities.

Arts:

Goals:

1. To develop, implement and effectively manage services of gifted arts education.
2. To provide each identified student with a rich and challenging curriculum with learning opportunities that are commensurate with his/her abilities. Students will make progress as measured by objective achievement data and anecdotal reports.

Objectives:

1. Providing coordinated services of gifted education, special education and related services.
2. Using each student's identification as the framework for a personalized intervention plan that includes the objectives for daily and long-term work. This may include additional intervention for students identified as requiring specialized instruction in the visual or performing arts.

Activities:

1. Educators in gifted, general, and special education programs collaboratively plan, develop, and implement services.
2. Include placement in an advanced course, small group instruction, on-line learning opportunities, special projects, etc... We have advanced groups for students in both our art and music programs.

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.

****PLC groups at Bristol Consolidated School consist of classroom teachers, specialists and the principal. Educational technician participate as needed.****

General Intellectual Ability:

Screening: Screening tools include nationally normed, state, and local summative assessment results, formative assessment results, and informal, anecdotal data. Teams of educators meet in PLC groups to discuss. Parents are informed of our identification and give input about the programming offered.

Selection: Selection for personalized intervention plans is done by PLC groups with input from families.

Placement: Placement in individualized or small group instructional settings or specialized instruction is based on the results of the screening and selection meetings. The superintendent receives a list of identified students and their services.

Academic Aptitude:

Screening: Screening tools include nationally normed, state, and local summative assessment results, formative assessment results, and informal, anecdotal data. Teams of teachers meet in PLC groups to discuss. Parents are informed of our identification and give input about the programming offered.

Selection: Selection for personalized intervention plans is done by PLC groups with input from families.

Placement: Placement in individualized or small group instructional settings or specialized instruction is based on the results of the screening and selection meetings. The superintendent receives a list of identified students and their services.

Artistic Ability:

Screening: Screening for artistic ability is based on the student's work, a written recommendation by a teacher, family member, or mentor. Students may also self-refer to be considered.

Selection: Selection for a personalized intervention plan is based on a team review of the screening tools.

Placement: Placement in specialized learning opportunities is based on the results of the screening and selection process. The superintendent receives a list of identified students and their services.

Process for transfer students: When a student transfers to BCS, there is a regular process for file review that is conducted by the classroom teacher, principal, guidance counselor, and special education staff. As soon as possible, students are given the regular screening assessments, and the results are immediately reviewed. Students who come with a G/T identification continue to be identified as long as their data supports their placement in GT programming at BCS.

Exit Procedure: Each trimester a student's progress in the personalized intervention plan is reviewed. A meeting of the PLC team and the student's parents to adjust or discontinue the plan is held at any time as needed.

Process for appeals: Any individual may request a review of staff decisions at any time. Parents have the right and are encouraged to be part of a decision or to appeal a decision to the principal or the superintendent, who will conduct a review. Parents submit a request to the principal. Appeals include a review that includes all parties and includes a review of both objective and anecdotal data.

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

All BCS instructional staff are provided with regular, embedded professional development in the areas of differentiated instruction, use of technology to enhance instruction, proficiency-based education, alignment of curriculum to standards, goals setting, and instructional improvement. The staff consult with the GT teacher at the other school in our district, AOS 93. The AOS hosts district-wide staff development days approximately 4 times per year, during these days GT topics are offered. In addition, staff are required to complete professional readings from sources including the following websites accessed via the Maine DOE site: <http://www.maine.gov.doe/gifted/resources/websites/>

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

N/A There are no GT staff employed at Bristol School. The school principal manages the 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

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

