

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: Brunswick School Department

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

Phone number: 207-319-1900

Email address: pmakin@brunswick.k12.me.us

CERTIFICATION:

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

Superintendent Name (printed)
Paul Perzanoski

Superintendent Signature
Paul Perzanoski

Date application submitted to Maine DOE for review:
10/30/15

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:

Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:

Jeanne Hal

Date of Approval:

3/14/16

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.

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

Academic program philosophy:

At BSD, we believe that students who demonstrate exceptional capabilities are likely to require exceptional approaches to meet their educational needs. We believe that "giftedness" is a dynamic condition, subject to multiple factors including the non-linear and individualized pace of childhood brain development and vastly diverse and complex environmental conditions. We believe that gifted learners possess certain qualities that may present themselves in both positive and negative ways, and that equitable opportunity to participate in Gifted & Talented programming must be provided to students who qualify for and demonstrate a need for these services.

Learners who demonstrate exceptional ACADEMIC aptitudes, capabilities, motivations, and talents have unique needs with respect to the level of challenge, the pace and methodology of content delivery, and/or specific social-emotional supports, in order for them to thrive and flourish in the public school setting. Students may demonstrate exceptional capacities in Literacy, Math, Science, Social Studies, or across any combination of content areas. We believe that individual learning plans for identified students should articulate the students' unique strengths and needs, and should provide for experiences and approaches that will foster their success.

Arts program philosophy:

At BSD, we believe that students who demonstrate exceptional capabilities are likely to require exceptional approaches to meet their educational needs. We believe that "giftedness" is a dynamic condition, subject to multiple factors including the non-linear and individualized pace of childhood brain development and vastly diverse and complex environmental conditions. We believe that gifted learners possess certain qualities that may present themselves in both positive and negative ways, and that equitable opportunity to participate in Gifted & Talented programming must be provided to students who qualify for and demonstrate a need for these services.

Learners who demonstrate exceptional aptitudes, capabilities, motivations and talents in the VISUAL or PERFORMING ARTS require meaningful opportunities and experiences that will enrich and nurture their advanced artistic aptitudes/skills. Students who excel or demonstrate the capacity to excel beyond their peers in the Arts may require differentiated instruction, individual opportunities for acceleration, authentic applications/venues for artistic expression, and/or additional social-emotional supports in order for them to thrive and flourish at school.

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:

Our Academic Talent Development Program serves students who are identified (being in the top 3-5% of their grade spans). Students with a variety of gifted/talented profiles will be selected for programming, to the extent they need and can benefit from TDP services. TDP is transitioning from a

"pull-out" model this year (in grades 3-6) to an inclusion model (already in place in grades 7 & 8) that utilizes Individual Learning Plans (ILPs) to identify the unique strengths and needs of students who excel beyond their peers in Math, Literacy, Social Studies, and/or Science and to target specific strategies, methodologies, experiences, structures, and services that will foster success for each of our identified students. The rationale for this transition includes: a move away from "1-size-fits-all" approaches toward customized learning pathways as our district moves toward standards-based education; the need to provide services to students across a spectrum of gifted/talented profiles; the need to broaden our GT services to provide for multiple content areas; and the need for less restrictive, more holistic experiences for our learners. **Because the "pull-out" model has been in place for 4 years now, and because our new programming model will present a significant change in service delivery for some of our children and families, we are using an abundance of caution to ensure that current TDP students experience a gentle transition into the new model. Therefore, the 2015-2016 program will involve a combination of pull-out programming and a phasing-in of ILPs. During this transition year, we are offering targeted professional development for all teachers in recognizing and meeting the needs of exceptional learners through differentiation of the depth and complexity of content and through strategies for differentiating the content, the process, and/or the products of instruction, individualizing opportunities for acceleration, cross-teaming, flexible grouping, enrichment, authentic application, and other "customized learning pathways".

Beginning in 2016-2017, all programming will be delivered through inclusion with differentiation and ILPs with case management, consultation, coordination, and direct instruction as needed from our TDP educators. TDP educators will be responsible for overseeing implementation of ILPs (which will reflect a continuum of individualized services - from in-class differentiation, to flex groupings/cross teaming, acceleration in 1 or more content areas, enrichment activities, and/or occasional pull-out groups or direct instruction with TDP educator). ILP team will consist of a parent/guardian, a regular classroom teacher, a TDP educator, and an administrator (or department head/instructional leader); plans will be developed after each triennial identification evaluation, and will be revised as needed. Students will remain in the TDP for the grade-span for which he/she was identified, unless the student or parent initiate the process for exiting the program.

Brunswick High School's Talent Development Program continues to monitor identified students, and addresses their needs through a combination of leveled and specialized courses and content specific acceleration. As our high school team identifies graduation standards, performance indicators, and learning targets this year (per our Proficiency Based work), our exceptional learners who achieve mastery of standards ahead of peers will be offered individualized opportunities to engage in enrichment, independent study, and/or authentic community-based experiences.

Arts program abstract:

Students in grades 3-5 who demonstrate exceptional aptitudes, talents, and skills in Art and/or Music will be identified by the GTArt evaluation team (teachers and specialists), and will be offered differentiated instruction and experiences.

Students in grades 6-12 may be referred (or may apply) for inclusion in the GT Visual Arts Program. Applications require a portfolio of artwork and a written artist's statement. Applications are scored based on a rubric. Both the application and rubric are available on the Art Department website.

Students selected for the program are offered differentiated instruction and enrichment opportunities for exploring advanced techniques and concepts.

The Music program, 6-12, evaluates and identifies gifted and talented music students each fall in their General Music and performance-based classes (Band and Chorus). Identified students are offered differentiated education and individualized opportunities for enrichment - including solo, featured, and small group performance opportunities throughout the year.

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

Academics:

Goals:

1. To develop an equitable system for identifying and developing students' exceptional academic capabilities.
2. To Develop, implement, and effectively manage comprehensive services for gifted and talented students.

Objectives: -

1. Ensure equity of opportunity for students with exceptional abilities and needs to receive and benefit from supportive services.
2. Coordinate Services of Special Education, Gifted Education, Related Services, and the Regular Education Program, to ensure a meaningful and challenging educational experience for all learners.

Activities:

- Provide Individual Learning Plans for students identified for the Academic Talent Development Program
- Engage TDP teachers as case managers and instructors who guide and support the development and implementation of ILPs that reflect a coordinated effort involving gifted, general, and special education programming.
- Educate and support all teachers in the processes, concepts, and skills for effective differentiation of instruction within the regular classrooms.
- Educate and support all teachers in recognizing the diverse profiles of gifted learners.
- Provide training in differentiated instruction for all teachers

Arts:

Goals:

1. To develop, implement, and effectively manage a system of individualized learning supports for students who are identified for our Visual and Performing Arts Talent Development Program.
2. To ensure equity of opportunity for diverse students who demonstrate artistic giftedness.

Objectives:

1. Coordinate the identification of and differentiated programming for students who show exceptional ability in the Arts.
2. Ensure equity of opportunity for students with exceptional capabilities to engage in and benefit from GT Arts programming

Activities:

1. Arts educators will provide differentiated instruction, enrichment opportunities, and individualized programming as needed for identified students.
2. Identification process will be modified to eliminate barriers for underrepresented students to be identified.

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 students will be monitored each year, and exceptionalities will be identified. In grades 2 and 5, all students will be evaluated using the CogAT 7 Screener; most recent academic achievement scores and teacher-scored behavior rating scales will be used as additional screening measures.

Selection: A "blind" analysis of scores from the 3 screening tools will be conducted. Students scoring in the top 5% per grade level in the CogAT, standardized achievement testing, or both will be considered for identification. Students in the top 5% for both cognitive ability and academic achievement, who also receive a teacher behavior rating score that indicates that the student is under-challenged or is failing to thrive in the general education setting will be identified. Students scoring in the top 5% for cognitive ability, but with academic achievement scores that fall below the 5 percentile, will be identified (a large disparity would merit further examination, and could also indicate a special education need); Students with a teacher behavior rating score in the top 5-10 percentile, indicating exceptional learning potential (elevated affects associated with gifted learners), and with cognitive ability scores and academic achievement scores falling in the top 10% will be considered for selection, based on program capacity. The top 3-5% overall scores will be identified, based on the criteria above, and those students will be considered for placement.

Placement: The identification team, including an administrator, a TDP staff member, and a regular classroom teacher will further evaluate identified students based on the blind analysis of scores from the two objective and one subjective (teacher rating scale) measures, additional data may be included in final placement determinations. Students with scores in the top 3-5% will be offered programming.

Identified students will receive individual learning plans and case management by a Talent Development Teacher to augment their placement within the regular classroom. Individual plans may guide a variety of placement options, spanning such options as in-class differentiation to content-specific or whole grade level acceleration.

Parent, Teacher, and Student (self) referrals may be made if a student was not selected based on the blind data analysis. Referrals must include evidence (including either cognitive ability scores or academic achievement scores) to support eligibility for TDP. The TDP evaluation team for that student's grade level will make final decisions regarding placement.

A list of all identified students and their services will be given to the superintendent.

Academic Aptitude:

Screening: FOR SPECIFIC ACADEMIC APTITUDE in a PARTICULAR CONTENT AREA: At end of 2nd and 5th grades, all students will be evaluated using the CogAT 7 Screener; most recent academic achievement test scores (previously NWEA, but moving toward Aimsweb and Star); and teacher-scored behavior rating scales. Teacher ratings with respect to student engagement, skill, or intense interest within the content-specific areas (Math, Literacy, SS, Sci) will receive special consideration.

Selection: Students with cognitive ability scores or content-specific standardized test scores in the top 5%, who also receive a teacher behavior rating score in the top 5 percentile within one or more specific content areas will

be identified for TDP services within identified content area (s).

Placement: Selected students will be reviewed by GT and general ed teachers, and additional data may be used in determining placement. Students will be served in the regular classroom, augmented by ILPs that target specific content areas for academic TDP. ILPs will offer content area-specific Differentiation, Acceleration, and TDP staff support. Parent, Teacher, and Student (self) referrals may be made if a student was not selected based on the blind data analysis. Referrals must include evidence (including either cognitive ability scores or academic achievement scores) to support eligibility for TDP. The TDP evaluation team for that student's grade level will make final decisions regarding placement.

A list of all identified students and their services will be given to the superintendent.

Artistic Ability:

Screening: The Visual and Performing Arts teams will identify students who show great promise or who excel beyond peers in their creativity, skill, passion, and/or aptitude for artistic expression. Visual Arts students will be encouraged to apply to the TDP program, requiring a portfolio of artwork and an artist's statement. Students in Performing arts will be evaluated based on performance within the general or specialized classroom setting, and will be offered opportunities based on audition/performance. Screening tools used to identify musical giftedness include:

1. Intermediate Measures of Music Audition Tonal Test
2. Intermediate Measures of Music Audition Rhythm
3. Teacher observation / recommendation

Selection: Visual Arts program inclusion is based on a rubric for scoring the portfolio and artist statement. Music selection is based on tonal, rhythm, and performance scores in the top 3-5%.

Placement: All identified Arts students will receive differentiated instruction and opportunities for extension, authentic application, and enrichment. Additional programming / services, opportunities for extension, and enrichment in Art include placement of artwork in public displays, assistance with development of individual portfolios, and keeping students/parents informed of community-based opportunities. Opportunities for enrichment for musically gifted students include: participation in school band, district solo and ensemble concerts, Participation in the school musical and/or school chorus.

A list of all identified students and their services will be given to the superintendent.

Process for transfer students:

Transfer students must demonstrate eligibility based on our criteria for all students. In the absence of evidence from preexisting cognitive or academic scores, the school may offer testing, or parents may choose to obtain private assessments.

Exit Procedure: Identification for TDP is determined for a 3-year grade span. Between triennial screenings, students may continue from one year to the next in the program unless there is a written request from the teacher, student, parent, administrator, or counselor, for a student to exit the program. Written requests for exit from the program would include supporting evidence in the form of student progress and experience. A meeting with TDP teacher and the parents will be required, and a written notice will be sent to the parent informing them of the change.

Process for appeals:

Teachers, Parents, and/or Students may appeal the decision of the selection team. Appeals must be submitted in writing and must provide evidence to demonstrate that the student meets the same criteria that is used for initial selection. Parents may opt to obtain outside testing in order to provide such evidence.

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

This year, we will be offering all teachers a variety of trainings in differentiated instruction and in identifying, challenging, and supporting exceptional learners. To incentivize participation in these options, we will be offering (for the first time) "summer curriculum pay" to teachers who are willing to develop plans for differentiating existing/approved units. In order to qualify for the summer curriculum pay, teachers must avail themselves of 3 out of 5 professional development experiences (in differentiation) that will be offered to all staff.

We are also changing the format of the UBD units that are developed by teaching teams and presented to the board for approval - so that, going forward, all UBD units will include sample activities and strategies for differentiating the instruction for that unit (for both sides of the bell curve).

Also, all staff will be provided with information about the diversity of GT learners, the variety of ways that students demonstrate their gifts, the different profiles that gifted learners may present (including both positive and negative classroom affects that can alert us to a student in need of GT programming), and the importance of considering a diverse student demographic for programming.

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

Two full- and one Half-time TDP teachers will support cohorts of learners (and their teachers). The two full-time TDP teachers will each provide case management for identified students in the 3-5 and 6-8 grade spans. Responsibilities will include: coordinating and participating in the selection process; participating in development of the ILPs; assisting classroom teachers, guidance staff, and building administrators with understanding the special learning needs and the ILP requirements for each student; coordinating and implementing flexible groupings, cross-teaming, enrichment activities, and other special programming for students as needed. The half-time TDP teacher will provide small group and individualized programming as needed, coordinate the flow of information across grade levels, lead coordination of the selection process and communicate program information to families and the community.

The assistant superintendent serves as program coordinator and will oversee the ongoing development, evaluation, and improvement of programming district-wide and will partner with building administrators in the supervision/evaluation of TDP staff members.

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
Peter Stevens	Yes	Teacher	3-8 (eventually 6-8, as we are in transition this year)	Full Time
Andrew Kosak	YES	TEACHER	3-8 (eventually 3-5, as we are in transition this year).	FULL TIME
Sharon McCormack	Yes	Teacher	2-12	HALF TIME
Pender Makin	No	Administrator	k-12	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.

We will use the following tools to measure our effectiveness as a program:

Fall and Spring Surveys for Parents, Students, and Classroom Teachers to measure their satisfaction with the program and to gather any concerns and/or questions that are not answered during the course of the year.

Quarterly teacher observations of student growth, engagement, creativity, motivation.

Pre- and Post staff surveys regarding their knowledge and skill levels with respect to differentiation and

meeting the needs of all students (to see if our professional development plan is working).

Surveys will be conducted using anonymous Google Forms surveys. Raw data will be collated and organized into themes, which will be reported to the BSD community during the May school board meeting. The administrative council will review all data and will recommend ongoing improvements to the programming.

Individual student growth data will be used to tweak / improve individual learning plans.

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

We have two full time and one half-time GT teachers, who will be supporting identified students in a variety of ways, ranging from development of ILPs, case-managing, consulting, modeling, coordinating programming, and providing direct services in skills groupings. There is also a stipend for the program coordination.

This year, we will be engaging all staff in a variety of professional development activities in order to prepare them for high quality differentiation, as our transition to serving student needs in the general education classroom will take place then. The cost for providing the professional development includes consulting costs, materials (books), and some staff curriculum pay for differentiating lessons and units.

We are budgeting for instructional supplies, books and periodicals, and for the cost of Professional Educational Consulting services. We are also budgeting for professional development to support the expertise of our GT teaching staff.

Our GT Art program engages in field trips each quarter during the school day to take identified GT Art student out into the community to visit museums and art studios, the associated costs are included in our budget.

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)
Peter Stevens 1.0 FTE		\$84,528.58
Andrew Kosak 1.0 FTE	\$85,557.92	
Sharon McCormack .5	\$25,258.59*	\$25, 258.58*
John Paige / Pender Makin (25% and 75%)	\$2487	\$2487
	*indicates .25 of staff member's salary, (she is half-time GT and half-time regular ed ... so 50% of her total time and salary will be included in our GT budget.	*indicates .25 of staff member's salary, (she is half-time GT and half-time regular ed ... so 50% of her total time and salary will be included in our GT budget.
Subtotal:	\$113,303.51	\$112,274.16

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
k-12 PD in Differentiation (Patti Drapeau)	\$1250	\$1250
Subtotal	1250	1250

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
		Art Portfolios for Identified GT Art students	900
Subtotal		Subtotal	900

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Dream box Math Program	\$2000		
Art Field trips	\$2000	Art Field Trips	\$1500
Differentiation Making it Work (books for staff development)	1250	Differentiation Making it Work (books for staff development)	\$1250
Subtotal	\$5250	Subtotal	\$2750

C. Student Tuition:

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

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
TDP Staff Development (confratute)	\$3000	TDP Staff Development (confratute)	\$3000
Subtotal \$3000		Subtotal \$3000	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	113303.51	112274.16
Auxiliary Staff		
Independent Contractors	1250	1250
A. Materials & Supplies		900.00
B. Other Allowable Costs	\$5250	\$2750
C. Student Tuition		
D. Staff Tuition/PD	\$3000	\$3000
Total	\$122,803.51	\$120,174.16

