

**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: Dayton Consolidated School

Name and title of person responsible for gifted and talented program: Kim Sampietro, Principal

Phone number: 207-499-2283

Email address: ksampietro@daytonschooldept.org

CERTIFICATION:

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

JEREMY RAY

Superintendent Name (printed)
Jeremy Ray

[Signature]
Superintendent Signature

Date application submitted to Maine DOE for review: *10/26/15*

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:

[Signature]

Date of Approval:

Nov 5, 2015

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:

The Dayton Consolidated School (DCS) believes that all students have unique academic needs. We believe in having an equitable, transparent selection process that supports all of our students. DCS embraces the philosophy that students who have demonstrated significant achievement or have the potential to excel beyond their peers in the regular school program in all academics areas will benefit from differentiated and challenging instruction. Our program is intended to service the specific needs of students who are officially identified as Gifted and Talented (students who perform at the top 3-5% of our student population). Therefore, we are committed to 1) identifying these students and 2) designing programming and securing learning opportunities to meet their specific needs.

Arts program philosophy:

The Dayton Consolidated School (DCS) believes that the arts help children develop freedom of expression, skills in conceptualization, cognitive thinking, positive and accepting attitudes, teamwork and knowledge that can be applied and valued for a lifetime. DCS embraces the philosophy that students who have demonstrated significant artistic abilities or have the potential to excel beyond their peers in the Visual and Performing Arts will benefit from differentiated and challenging instruction. Our program is intended to meet the specific needs of students who are officially identified as Gifted and Talented (students who perform at the top 3-5% of our student population). Therefore, we are committed to 1) identifying these students and 2) exploring programming and securing learning opportunities to meet their specific 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:

Dayton is committed to providing the best available programming and environment for the total school population. The Gifted and Talented Program is designed to meet the specific needs of students who are formally identified as Gifted and Talented (those students who perform at the top 3 -5% of our student population). Program elements encompasses the district's philosophy in providing students experiences with inquiry-based learning that may include but not limited to exploratory classroom settings and social/emotional evaluation and discussion. The program is constructed in accordance with the guidelines of Maine State Gifted Education Mandates. Data is re-evaluated each year to meet the needs of our student population.

Kindergarten - 2nd grade:

Consult with classroom teachers as needed per individual student.

3rd - 5th grades:

Consults with classroom teachers for enrichment opportunities in the regular classroom setting.

Teaches concentrated pull out classes.

Literacy Activities may include but not limited to literature circles and bibliotherapy.

Math activities that may include but not limited to math team enrichment.

Integrated thematic units of study for general academic, ela, math, science, and/or social studies identified students.

Arts program abstract:

All students in Dayton regularly participate in art and music classes in grades K-5. All students have the opportunity to show their work in the annual K-5 art show.

Visual Arts 3-5: Teachers differentiate instruction and expose all students to new experiences, techniques and mediums to help them develop their ability, their creativity and keep them engaged and challenged. Talented and motivated students are encouraged and provided with opportunities to stretch and grow. Advanced programming, layered lessons and individual opportunities may be offered for extended learning as applicable.

Performing Arts 3-5: Talented and motivated students are encouraged and provided with experiences to stretch and grow within the regular classes. Opportunities may be arranged for talented students to practice and perform in special capacities are arranged.

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

Academics:

Goals:

To create and support a differentiated educational program which supports, challenges and provides Dayton's identified Gifted and Talented students with academic experiences intended to develop skills and broaden their educational experiences, talents, and interests.

To assist identified Gifted and Talented students in gaining a realistic understanding of their own potential and to develop an awareness of each person's uniqueness and value in a diverse population.

To create a support network and learning experiences which maximizes each student's talents by working closely with each individual student, all staff members, parents and other students.

To encourage Gifted and Talented students in their development of social, emotional, and self-esteem strategies to support peer and/or staff interactions and self-evaluation. The importance of including these program elements are vital to success and growth in the regular classroom and GT setting and beyond.

Objectives:

To assist students in developing independent study skills, research methods, a repertoire of problem-solving strategies, and higher level thinking and articulation skills.

To support interactions between students of similar and differing abilities and provide them with high level academic learning programming.

To encourage the development of self-understanding and self-appraisal in order to emphasize the importance of becoming responsible life-long learners.

Activities:

GT enrichment curricula is provided in content academic areas. The programming is provided by the Gifted and Talented teacher and regular classroom teachers under the direction of the GT teacher as needed through pull-out and consultation, aligning with our district's vision and Common Core, NGSS, and NAGC standards. Program components include but are not limited to enrichment activities and interdisciplinary units.

Arts:

Goals:

To provide differentiated instruction and opportunities to artistic students of all abilities and to offer formally identified GT students the opportunities to be challenged in the regular classroom setting. Enrichment programming will be offered when appropriate and given budgetary and/or staffing resources.

Objectives:

To provide opportunities for leadership within the artistic classroom. To provide additional artistic opportunities outside the classroom whenever appropriate and to provide additional resources when appropriate.

Activities:

Talented and motivated students are encouraged and provided with opportunities to stretch and grow within regular classes K-5. Opportunities for talented students to practice and perform in special capacities may be arranged. The programming is serviced by regular classroom teachers under the direction of the GT teacher.

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:

End of Grade 2: Nonverbal COGAT administered to all 2nd graders. Students who score 70% or higher, and/or with teacher or parent recommendation are administered the Verbal and Quantitative COGAT tests. Standardized test scores are analyzed- STARS (district), To be Determined (MDOE).

Selection: All selected GT students are identified by the GT committee.

Students who score 90% or higher on Quantitative and/or Nonverbal subtests, 90% or higher on all Math standardized tests administered in a given year, and have a teacher recommending checklist in Math and/or Science.

Students who score 90% or higher on the Verbal and/or Nonverbal subtests, 90% or higher on all English Language Arts standardized tests administered in a given year, and have a teacher recommending checklist in Reading, Writing, and/or Social Studies

Students who are formally identified in 3 or more core academic areas given the above selection process are considered General Academic Gifted and Talented.

Placement:

Students who are identified as Gifted and Talented General Academic are placed in a gifted and talented program in accordance with policies adopted by the school board. Formally identified Gifted and Talented General Academic students are discussed with regular classroom teachers throughout the year in order to support collaboration between staff in order to allow for enrichment experiences in the regular classroom. Students who are identified Gifted and Talented General Academics are placed in a pull-out Integrated Studies class (covers interdisciplinary units covering topics in Science and/or Social Studies) that is taught by the Gifted and Talented teacher

The superintendent is notified of all students who are formally identified Gifted and Talented General Academic and given a description of the program(s) that will be provided. Parents of formally identified Gifted and Talented General Academic students are notified in writing and given a description of the program(s) that will be provided. Parents give written permission for their child to participate in the gifted and talented program.

The Gifted and Talented teacher and the GT Committee maintain and review records of formally identified Gifted and Talented General Academic students to evaluate the student's participation and progress in the GT program.

Academic Aptitude:**Screening:**

End of Grade 2: Nonverbal COGAT administered to all 2nd graders. Students who score 70% or higher, and/or with teacher or parent recommendation are administered the Verbal and Quantitative COGAT tests. Standardized test scores are analyzed- STARS (district), To be Determined (MDOE) teacher recommending checklists are collected.

Selection: All selected GT students are identified by the GT committee.

Math: Students who scored in the 90% or higher, on Quantitative COGAT, score in the 90% or higher and/or Distinguished (4/5) on at least one Math standardized test administered in a given year, and have a teacher recommending checklist in Math are identified Gifted and Talented keeping within the state mandated 3-5%.

ELA: Students who scored in the 90% or higher, on Verbal COGAT, score in the 90% or higher and/or Distinguished (4/5) on at least one ELA standardized test administered in a given year, and have a teacher recommending checklist in Reading and/or Writing are identified Gifted and Talented keeping within the state mandated 3-5%.

Science: Students who scored in the 90% or higher, on Quantitative COGAT, score in the 90% or higher and/or Distinguished (4/5) on at least one Math standardized test administered in a given year, and have a teacher recommending checklist in Science are identified Gifted and Talented keeping within the state mandated 3-5%.

Social Studies: Students who scored in the 90% or higher, on Quantitative COGAT, score in the 90% or higher and/or Distinguished (4/5) on at least one ELA standardized test administered in a given year, and have a teacher recommending checklist in Social Studies are identified Gifted and Talented keeping within the state mandated 3-5%.

Placement:

Students who are identified as gifted and talented in one (or more) of the academic areas are placed in a gifted

and talented program in accordance with policies adopted by the school board. Formally identified Gifted and Talented students in one (or more) of the academic areas are discussed with regular classroom teachers in order to support collaboration between staff in order to allow for enrichment experiences in the regular classroom.

The superintendent is notified of all students who are formally identified gifted and talented in one (or more) of the academic areas and given a description of the program(s) that will be provided. Parents of formally identified Gifted and Talented students in one (or more) of the academic areas are notified in writing and given a description of the program(s) that will be provided. Parents give written permission for their child to participate in the gifted and talented program.

The Gifted and Talented teacher and GT Committee maintain and review records of formally identified Gifted and Talented students in one (or more) of the academic areas to evaluate the student's participation and progress in the GT program.

Math: Students formally identified Gifted and Talented Math are placed in a pull-out class that is taught by the Gifted and Talented teacher. Students who are identified in both Math and Science receive combined services in these two areas with multi-disciplinary units during their pull-out GT class.

Science: Students formally identified Gifted and Talented Science are placed in a pull-out interdisciplinary class that is taught by the Gifted and Talented teacher once a week. Students who are identified in both Math and/or Science receive combined services in these two areas with multi-disciplinary units during their pull-out GT class.

Social Studies: Students formally identified Gifted and Talented Social Studies are placed in a pull-out interdisciplinary class that is taught by the Gifted and Talented teacher once a week. Students who are identified in both Social Studies and/or ELA receive combined services in these two areas with multi-disciplinary units during their pull-out GT class.

ELA: Students formally identified Gifted and Talented ELA are placed in a pull-out class that is taught by the Gifted and Talented teacher once a week. Students who are identified in both Social Studies and ELA receive combined services in these two areas with multi-disciplinary units during their pull-out GT class.

Artistic Ability:

Screening:

3-5 Music: performance assessments, observations, student interest, and additional summative assessments (checklist) keeping with the state mandated 3-5% for combined VPA students.

3-5 Visual: portfolio of work, observations, student interest, and teacher checklists keeping with the state mandated 3-5% for combined VPA students.

Selection: All selected GT students are identified by the GT committee.

Students are scored based on the above screening tools and students who receive the highest overall scores are formally identified keeping with the state mandated 3-5% for combined VPA students.

Placement:

Students who are identified as gifted and talented in the Visual and Performing arts are placed in a gifted and talented program in accordance with policies adopted by the school board. Formally identified Gifted and Talented Visual and Performing Arts students are discussed with regular classroom teachers in order to support collaboration between staff in order to allow for experiences in the classroom.

The superintendent is notified of all students who are formally identified Gifted and Talented Visual and Performing Arts and given a description of the program(s) that will be provided. Parents of formally identified

Gifted and Talented Visual and Performing Arts students are notified in writing and given a description of the program(s) that will be provided. Parents give written permission for their child to participate in the gifted and talented program.

The Gifted and Talented teacher and GT Committee maintain and review records of formally identified Gifted and Talented Visual and Performing Arts students to evaluate the student's participation and progress in the GT program.

3-5: Provide opportunities for leadership within the regular classroom setting, additional opportunities outside of the classroom whenever appropriate, and provide additional resources as needed/requested by identified students and/or their families.

Process for transfer students:

Students files are screened for Aptitude and standardized testing scores. If students do not have a current (within 4 years) Aptitude test score in their file, the appropriate level COGAT is administered.

The screening process for regular students is then followed. Transfer students who meet all identifying criteria are formally identified and placed accordingly with the state mandated 3-5%.

Exit Procedure:

Dayton Consolidated School Gifted and Talented identification process is done in the fall of each new school year. Students who no longer qualify given updated standardized test scores are verbally told they will be considered for identification in future years. Letters of those who are formally identified are sent home with students in the fall for parent signatures allowing or not allowing their students to receive offered services.

If a student is not demonstrating academic or emotional readiness set forth by the criteria and/or expectations at any given time with the school year of formal identification, a meeting with all stakeholders is held to determine the source of decline and next steps. Determination will be made to continue on a probationary status in the Gifted and Talented program or to discontinue GT programming for the student. Parents/guardians will be asked to sign a written description of all program changes and or exit from the program.

Additionally, a student and/or his or her parent/guardian may request that the student be allowed to exit the program. If parents do not give permission for the child to exit the program, a meeting between the Gifted and Talented teacher, regular classroom teacher, an administrator, the parent and the student will take place to determine appropriate action.

Process for appeals:

An appeal may be made to the Gifted and Talented teacher and/or building principal:

- Review the criteria for eligibility for service and review student data
- Reconsider the eligibility of a child for inclusion in the GT program
- Review the placement of a child already in the GT program
- Review the removal of a student from the program

As a result of the appeal the following actions will be taken:

1. Include the student in the GT program
2. Deny placement in the GT program
3. Exit the student from the GT program

- 4. Revise the student's educational program
- 5. Take other action deemed necessary or appropriate.

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

Gifted and Talented teachers will attend professional development at least once a year in the areas of gifted and talented and/or classroom differentiation. They may include but are not limited to State sponsored GT workshops and conferences, NEGAT and/or MEGAT conferences and workshops, graduate level courses, webinars, regular GT team meetings, RISC Standards Based Instruction (as per district-wide initiative).

If possible regular classroom teachers may attend the above staff development opportunities for the gifted and talented and/or classroom enrichment learning to further their classroom instruction to differentiate for the formally identified students in their classrooms and to further collaboration with the Gifted and Talented teacher.

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

Gifted and Talented programs are adequately staffed with qualified professionals who possess the appropriate certification. While the building principal often interacts on a regular basis with the GT instructor about logistics and issues concerning students, the assistant superintendent of schools has ultimate supervisory/hiring/firing responsibility for the instructor. The GT instructor meets with the assistant superintendent regularly throughout the year to collaborate on program planning, grant writing, etc. Beginning this year, commensurate with Maine's Teacher Evaluation Law, ancillary staff such as gifted and talented teachers will need to be evaluated using different data than "regular" classroom teachers. Current guidance from the Department of Education is scant, but the school department is sanguine that with the hiring of Mr. Lomonte in the DOE's Educator Effectiveness office, questions about how to fairly evaluate teachers who fall under a CBA (or statutory) definition of "teacher" but whose role is materially different, may be clarified. When a model is approved by the DOE, we will be able to provide an annual "summative effectiveness rating" for GT teachers, just as we do for regular instruction staff.

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 t 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 Gifted and Talented teacher will survey formally identified students at the end of each school year for program evaluation and student feedback for improvement(s). The student's standardized test scores are reviewed for growth from fall to spring and/or spring to spring growth in identified academic areas. Continuous student interest in the arts programming is evaluated year to year. Gifted and Talented teacher meets with academic and/or artistic classroom teachers as needed to discuss concerns of decreasing interest and/or lack of performance with formally identified students.

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

To cover to cost of the Gifted and Talented teacher Dayton Consolidated School shares a Gifted and Talented teacher with the Biddeford School Department (a pro rata share of her salary is paid to Biddeford by Dayton Consolidated School).

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)
Subtotal		

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

