

**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: AOS #47 - Dedham Elementary School

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

Carlin Curry, Pupil Services Director, AOS #47

Phone number:

207-825-3397

Email address:

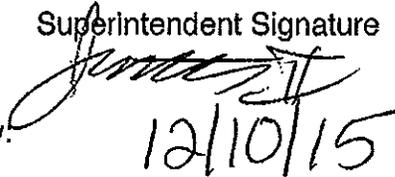
c.curry@cdsedu.org

CERTIFICATION:

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

James Stoneton
Superintendent Name (printed)

Superintendent Signature



Date application submitted to Maine DOE for review:

12/10/15

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

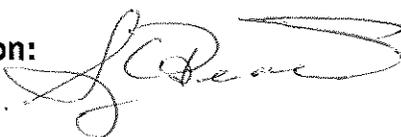
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015
2015

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval:
12/15/15

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:

It is incumbent on public schools to provide learning opportunities for all students. Dedham Elementary School staff and administrators continue to explore innovative, child-centered ways to meet the needs of all learners. The RTI program will support those students who experience difficulties with literacy and numeracy. The Dedham School also will provide learning opportunities for students who excel in academics through a program for gifted and talented students.

Students will be challenged to aspire to their highest potential, in an environment which supports their academic, physical, and psychological growth. The district will provide gifted students with individual learning programs, resources, and experiences that foster critical-thinking, leadership, creativity, and academic skills, and that capitalize on students inherent and developed talents.

Arts program philosophy:

It is incumbent on public schools to provide learning opportunities for all students. Dedham Elementary School staff and administrators continue to explore innovative, child-centered ways to meet the needs of all learners. The Dedham School also provide learning opportunities for students who excel in visual and performing arts through a program for gifted and talented students.

Students will be challenged to aspire to their highest potential, in an environment which supports their individual growth. The district will provide gifted students in the visual and performing arts with individual learning programs, resources and experiences that foster critical-thinking, leadership, creativity, and musical or artistic skills, and that capitalize on students inherent and developed talents.

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 Dedham School Department's approach to the education of gifted and talented students will be to offer a differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences in other settings that serve the student in lieu of regular classroom instruction.

Arts program abstract:

The Dedham School Department's approach to the education of gifted and talented students in the visual and performing arts will be to offer a differentiated curriculum within the music/art classroom and enriched or independent experiences in other settings.

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

Academics:

Goals: The Dedham School Department is committed to an educational program which recognizes the unique value, needs, and talents of the individual student. A program for academically excellent students is the integral part of this commitment. Dedham School Department's G/T program is for students who are capable and ready to learn at high levels of depth and complexity in the academic curriculum. Its guiding characteristic is the provision of differentiated and independent studies which meet the cognitive and affective needs of students.

Objectives:

Students will develop an understanding of their own needs and talents. Students will use this understanding to apply their learning to new situations, and to evaluate progress.
Students will show individual responsibility and self-management.

Activities:

Instruction will be in the regular classroom, aligned with the Common Core Standards, and will be planned and organized as integrated differentiated learning experiences within the regular school day. these services include (but are not limited to):

- Consultation
- Curriculum and instructional differentiation
- Compacting
- Cluster Grouping

Arts:

Goals: The Dedham School Department is committed to an educational program which recognizes the unique value, needs, and talents of the individual student. A program for musically or artistically gifted and talented students is an integral part of this commitment. Dedham School Department's G/T program is for students who are capable and ready to learn at high levels of depth and complexity in the visual and performing arts. Its guiding characteristic is the provision of differentiated and independent studies which meet the cognitive and affective needs of students.

Objectives:

To assure that each student has the opportunity to reach his/her potential in visual arts or in music.

To provide individual learning programs to meet student needs.

To provide resources to meet student needs.

Activities:

Consulting with the G/T Coordinator, the Dedham School Department Art teacher will provide differentiated instruction during art class and during independent study. Differentiation may include art theory, use of materials, individual projects, and extended time.

Consulting with the G/T Coordinator, the Dedham School Department Music teacher will provide differentiated instruction during music classes, as well as during sectionals, chorus, and band. Differentiation may include composition, conducting, performance, competition, and individual projects depending on student need.

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:

The Identification Pool is reviewed annually. Identification pool criteria consist of:

- parent nomination
- teacher nomination
- NWEA scores in math/reading 90th percentile and above

Parent and teacher nominations are submitted to Gifted & Talented Coordinator. The Coordinator also reviews NWEA and other standardized testing in the fall and in the spring, subject to data reporting schedules.

Students in the identification pool will take the on-line version (Grades 3-8) of the Otis-Lennon Scholastic Aptitude Test. Parental permission is required for this test.

Selection:

Students are identified as academically gifted based on 3 of the following criteria: (3 criteria, of which at least 2 are objective criteria ; one may be subjective).

1. Score of 95th percentile or above in NWEA or other Maine-authenticated, nationally-normed standardized testing in Math and Reading.
2. Score of 130 or 95th percentile or above in Otis-Lennon Scholastic Aptitude Test (OLSAT).
3. WISC, Stanford, or other measurement tests with score of 95th percentile or above. Data will be provided by parent or academic record.
4. Parent or teacher nomination

Placement: Once eligibility is determined, the G/T coordinator will convene a team meeting to make a G/T plan for the student. The team must include the G/T coordinator, parent/guardian of the student, written parental consent.

The Superintendent of AOS#47 is provided with an annual list of identified students and their programming.

Academic Aptitude:

Screening: The identification pool is reviewed annually. The criteria consist of: parent nomination, teacher nomination, NWEA scores in math/reading 90th percentile and above

Parent and teacher nominations are submitted to Gifted & Talented Coordinator. The Coordinator also reviews NWEA and other standardized testing in the fall and in the spring, subject to data reporting schedules. Students in the identification pool will take the on-line version (Grades 3-8) of the Otis-Lennon Scholastic Aptitude Test. Parental permission is required for this test.

Selection:

The G-T Identification team meets as needed to identify students. Students are identified as academically gifted based on 3 of the following criteria: (3 criteria, of which at least 2 are objective criteria ; one may be subjective).

1. Score of 95%ile or above in NWEA or other Maine-authenticated, nationally-normed standardized testing in Math and Reading.
2. Score of 130 or 95%ile or above in Otis-Lennon Scholastic Aptitude Test (OLSAT).
3. WISC, Stanford, or other measurement tests with score of 95th percentile or above. Data will be provided by parent or academic record.
4. Parent or teacher nomination

Placement: Once eligibility is determined, the G/T coordinator will convene a team meeting to make a G/T plan for the student. The team must include the G/T coordinator, parent/guardian of the student, classroom teacher, and appropriate specialists/mentors. The team will determine final placement with written parental consent.

The Superintendent of AOS#47 is provided with an annual list of identified students and their programming.

Artistic Ability:

Screening: Music and art teachers are observed by specialist teachers throughout the academic year. Those with exceptional ability are noted by Art and Music teachers. Exceptional students are assessed using a screening tool. Screening may include: pupil products, teacher or parent referral, performance in music competition, or juried art exhibits.

Selection: If a student achieves an average of a 4 on the art or music rubric the student is eligible for the G/T program.

Placement: Once eligibility is determined, the G/T coordinator will convene a team meeting to make a G/T plan for the student. The team must include the G/T coordinator, parent/guardian of the student, classroom teacher, and appropriate specialists/mentors. The team will determine final placement with parental consent.

The Superintendent of AOS#47 is provided with an annual list of identified students and their programming.

Process for transfer students:

Records of transfer students are reviewed by the G/T coordinator. Students who have been identified in another district and who meet the Dedham School criteria are eligible for services.

Exit Procedure:

A student may withdraw from the program with parental permission. If the student no longer meets the criteria of the program, the student may be removed from the program.

Withdrawal:

Occasionally, a student will need to withdraw from the G&T Program for a period of time due to illness or other unforeseen circumstances. The student continues to be eligible for participation when she/he is able.

Removal

The parent may remove a child, or the student may remove herself/himself from the program, or be removed from the program if the program is not meeting the student's needs, or if the student does not meet the minimal performance expectations of the program. The G&T Coordinator will provide the reasons for this request in writing to the parents, classroom teacher and administrator. The appeals process is available for reconsideration at a later date.

Process for appeals:

When a parent or guardian disagrees with a decision within the identification process he/she may appeal the decision and/or request a meeting to review the student's folder. If the decision has been appealed by the parents:

1. The parent must notify the administrator in writing to initiate the appeal process.
2. The G/T team, upon parent request, will reconsider any student who was presented but was not identified. Screening results may be resubmitted with additional assessment and supporting documents provided by the parent. The school will provide the parents with a list of evaluators in the area upon request. The decision of the G/T team will be final.
3. The team, upon parent request, will consider any student who was not originally presented to the team.

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

The Dedham School Department's G/T program provides ongoing professional development for teachers. This assists teachers in identifying characteristics of gifted learners and providing curriculum options for identified students within the classroom environment. These activities include (but are not limited to): faculty meetings, in-service days, and support for professional conferences.

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

G/T Coordinator: The G/T coordinator will be appropriately certified (690 G/T Teacher) per chapter 104 regulations to fill the role.

Responsibilities of the G/T Coordinator:

- *Completion of state reports (application and program evaluation)
- *Oversee the annual student screening and identification process
- *Maintain student screening materials within the school and allow for review by parents

and appropriate school personnel at any time.

- *Screen nominated students using appropriate screening tools
- *Facilitate team meetings to determine eligibility of the nominated students'
- *Maintain all student records in the G/T 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

7. Provide a description of the annual program self-evaluation process. Annually, the G/T coordinators will review and evaluate the screening and identification procedures and propose revisions as necessary. This activity will take place at the last meeting in each school year. Any recommendations will then be reviewed at the school level (administrator/school board) and/or at the school department level (director of pupil services).

8. Provide a description of the costs to be incurred to implement the program(s). To purchase online subscriptions for teachers to use for enrichment activities. Math K-7 and Math 8-12 are the subscriptions/courses we are looking at. These would be used for our students in K-7 that are working significantly above their peers but the option of moving up a grade for math instruction does not fit into their schedule, and the 8-12 courses for those students who are working beyond an Algebra 1 level and therefore beyond what any of our instructors are highly qualified to teach.

Some of the funds would also be used to pay for professional development and membership opportunities.

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)
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
2 subscriptions to stanford G/T online course offerings (https://giftedandtalented.com/courses#!/page/1/subject/Mathematics/grade/K-7th%20Grade)	120.00		
ALEKS Geometry Math Program (1 student @ 45)	45.00		
Subtotal	165.00	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Maine Educators for G/T membership	35.00		
National Association G/T membership	99.00		
Subtotal	134.00	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
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	165.00	
B. Other Allowable Costs	134.00	
C. Student Tuition		
D. Staff Tuition/PD		
Total	299.00	