

**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](mailto: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: East Machias Municipal School District**

Name and title of person responsible for gifted and talented program: Lisa Bartlett, G&T Coordinator

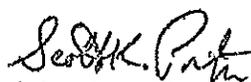
Phone number: 207-255-8692

Email address: lbartlett3@roadrunner.com

**CERTIFICATION:**

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

Superintendent Name (printed) Mr. Scott Porter

  
Superintendent Signature

Date application submitted to Maine DOE for review:

Oct. 29, 2015

**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: Lee Worcester

- Approval  
 Approval with concerns  
 Non-approval

Maine DOE Authorization:



Date of Approval: 11/10/2015

**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:** Elm Street School recognizes that each child has a variety of unique gifts, talents and abilities. We understand that everyone benefits when we accommodate individual differences. The Elm Street Gifted and Talented program will provide appropriate gifted educational opportunities for students who need a differentiated educational program. In Elm Street School a differentiated educational program will involve treating each child individually to address both strengths and weaknesses. This process will allow gifted and talented students to progress at their own educational rate, regardless of chronological age or grade placement. Elm Street School is committed to providing an educational environment that facilitates learning, encourages self worth, self discipline and respect for others.

**Arts program philosophy:** Elm Street School recognizes that each child has a variety of unique gifts, talents and abilities. We understand that everyone benefits when we accommodate individual differences and provide opportunities for a differentiated, enriched or accelerated visual or performing arts program that reflects their high artistic standing. In Elm Street School a differentiated program will involve treating each child individually to address both strengths and weaknesses. This process will allow gifted and talented students to progress at their own rate, regardless of chronological age or grade placement. Elm Street School is committed to providing an educational environment that facilitates learning, encourages self worth, self discipline and respect for others.

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:** A differentiated educational program and services needs to be created in order to assist these students in attaining their full academic and personal potential by allowing them to learn at their appropriate instructional level and at their own rate. Differentiation may occur through acceleration or modification of: content, process, product or learning environment or any combination of these areas. Students will be identified as gifted and talented who have exceptional abilities in the areas of general intellectual ability or specific academic aptitude in English, Mathematics, Science and Social Studies.

**Arts program abstract: A differentiated educational program and services needs to be created in order to assist these students in attaining their full visual and performing arts potential. Their personal program will allow them to learn at their appropriate instructional level and at their own rate. Differentiation may occur through acceleration or modification of: content, process, product or learning environment or any combination of these areas. Students will be identified as gifted and talented in the visual and performing arts who have exceptional abilities in visual art, music and drama.**

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

**Academics:**

**Goals: To provide a continuum of services, in grades K-8, that assures appropriately differentiated instruction for gifted students. To support mastery of core areas of learning at a pace and depth appropriated to gifted learners. To develop independent learning skills.**

**Objectives: Each student will develop critical and creative thinking, problem solving and decision making skills. Each student will develop an understanding of the concepts, themes and issues which are fundamental to the discipline/s they receive services for and an appreciation for the interrelationships among the disciplines. For each student to accept the responsibility to develop their aptitudes.**

**Activities: Differentiation in the classroom, acceleration for identified subjects, and enrichment both in and out of the classroom. Mentoring relationships and field trips may be part of an individual student's program depending on subject and needs.**

**Arts:**

**Goals: To identify students with creative and visual arts, music or drama skills and/or potential. to create a stimulating program that will provide both structure and freedom that will encourage the student's artistic ability to express themselves. to encourage and motivate students to challenge their abilities.**

**Objectives: Each student will produce a portfolio/body of work of two or three dimensional art works or individual music accomplishments. Each student will establish a mentoring relationship with an emphasis on arts careers or their chosen specialization. Student will research and present on a specific artist or musician, style or period which includes personal responses to subject.**

**Activities: Differentiation in the classroom, pullout instruction and workshop time and arrangements for mentoring experiences and field trips.**

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:** We screen all students from K-8 in the fall. Screening assessment tools are teacher and parent nominations, grades and, where appropriate, standardized testing scores.

**Selection:** We use three assessment tools for selection in GIA (language arts, math and social studies). One objective, one subjective and one additional tool, either objective or subjective. Our objective tool is the CogAT cognitive abilities test, the subjective tool, a parent or teacher referral, and the additional tool may be either objective or subjective, such as a student referral, student product, a record of past student performance, or a classroom observation.

**Placement:** Parents and teachers of referred students will be notified of the selection team's recommendations. G&T coordinator will meet with parents, teacher, and G&T committee to develop a formalized plan for each qualifying student clearly indicating needs/goals, all programs and interventions for language arts, math and social studies. These will be fully aligned with the Common Core, and include assessments and who is responsible for each part of the student's program.

### **Academic Aptitude:**

**Screening:** We screen all students from K-8. Screening assessment tools are teacher and parent nominations, grades and, where appropriate, standardized testing scores.

**Selection:** We use three assessment tools for selection, one objective, one subjective and one additional tool, either objective or subjective. Our objective tool is the CogAT cognitive abilities test, the subjective tool, a parent or teacher referral, and the additional tool may be either objective or subjective, such as a student referral, student product, a record of past student performance, or a classroom observation.

**Placement:** Parents and teachers of referred students will be notified of the selection team's recommendations. G&T coordinator will meet with parents, teacher, and G&T committee to develop a formalized plan for each qualifying student clearly indicating needs/goals, all programs and interventions that are fully aligned with the Common Core, assessments and who is responsible for each part of the student's program.

### **Artistic Ability:**

**Screening:** We screen all students from K-8. Screening assessment tools are visual and performing arts teacher observations and parent/guardian recommendations.

**Selection:** We use two assessment tools for selection, one objective, one subjective and observational. Our objective tool is the Torrance Creativity Test. Our subjective tool is arts teacher assessments and observations. The visual arts teacher's assessment is based on observing drawing and design skills above that of same age peers, ability to make creative leaps of thought in design and composition, and the interest in and commitment to visual arts projects. The music teacher's assessment is based on observation of, above same age peers, music aptitude and skills. Parent/guardian recommendations must include tangible observations of a student's interest and skills in the visual arts.

**Placement:** Parents and teachers of referred students will be notified of the selection team's recommendations. G&T coordinator will meet with parents, teacher, and G&T committee to develop a formalized plan for each qualifying student clearly indicating needs/goals, all programs and interventions that are fully aligned with the Common Core for Visual and Performing arts, assessments and who is responsible for each part of the student's program.

### **Process for transfer students:**

All Gifted and Talented transfer students will have paperwork reviewed and a decision made within 30 days. All transfer students will be screened whether identified or not in prior district.

**Exit Procedure:** A student, teacher or parent/guardian may initiate exit procedures. A written request for removal must be made and will be assessed by the G&T committee. A meeting will be scheduled with the student, parent/guardian, committee and appropriate staff. Allowances for extenuating circumstances will be given, but written contracts and a timeline may be required.

**Process for appeals:** We are a small school and if faced with a situation where someone wished to be identified who was not, we would be willing to do more testing, try out enrichments or otherwise find ways to provide data and services that will help any student or parent feel that needs are being met. If this is unsatisfactory, a written petition can be submitted to the superintendent and the school board for a final assessment.

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

**Staff development in gifted and talented education is necessary for a successful program. The offerings may be part of Elm Street in-service training programs, workshops, or conferences. Elm Street is committed to staff development in differentiated instruction in order to utilize flexible and diverse best instructional practices within our classrooms to meet the needs of all students.**

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

**The Gifted and Talented committee will be a team of a least three educational professionals. The team shall include, but not be limited to, the following staff: an administrator, one or more classroom teachers and the gifted and talented coordinator. They shall select children for placement in the program and oversee the delivery of services. All or most of the programming will be delivered in regular classroom settings by regular education teachers. The GT coordinator reports to the principal, but is under the direction of Special Education.**

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
Lisa Bartlett	yes	Coordinator/VA g&t teacher	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

7. Provide a description of the annual program self-evaluation process. **Identification and selection procedures will be reviewed annually by the G&T committee. The coordinator will conduct an annual review of the Gifted and Talented program components, including the review of data collected on progress toward meeting program goals and the direction and effectiveness of the Program. This will allow the program to be continually reassessed and revised to ensure that the needs of gifted and talented students are being met. Grades, test results, products, interviews and questionnaires will be used to make assessments for each student and their individual plan. The program assessments will include parent/guardian input and administrative evaluations.**

8. Provide a description of the costs to be incurred to implement the program(s). **Costs are limited to the salary and benefits of the coordinator, professional development, and supplies to implement the program.**  
**\*Some of the supplies for implementation of the art program include: 24+ pounds white Sculpey, Rebound 25 Silicone Rubber, Rub-R-Mold-quart, Rubber Latex-gal., 50 pounds low fire clay, kiln fees, 10 tubes of Daniel Smith PrimaTek watercolors, 20 22x30 inch sheets of Lanaquarelle hot pressed watercolor sheets, 3-50 color, Pental oil pastel sets, Jacquard Products marbling supplies-paints, marbling mediums and 30 sheets Italian marbling paper. We order primarily from DickBlick Art Supplies, Daniel Smith, Nasco, and Triarco.**

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.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Lisa Bartlett	\$7,596.76	
<b>Subtotal</b>	<b>\$7,596.76</b>	

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
<b>Subtotal</b>		

<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
Jeri Burman, sculpture mentor	\$500.00	
<b>Subtotal</b>	<b>\$500.00</b>	

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>

Supplies: Books For books: We order almost exclusively from Amazon, although we order used books when appropriate or possible. Some of this year's titles are <u>Multiples of The Bronze Bow, The Midwife's Apprentice, and Chengli</u> . Some of the single copies ordered are: <u>Winterdance, When I was Your Age, The Dragon's Son, Tracey Beaker Trilogy, My Life, Waiting for Anya, Winger, The Astonishing Life Of Octavian Nothing, Volumes 1 and 2, The Art of Memoir-Mary Karr, Guys Write, The Edge of Nowhere and The House on Mango Street</u> . There are many more fiction and non-fiction titles that have been ordered, and more that will be ordered as the year progresses, based on student interest and need.	\$1,000.00		
art supplies, general art supplies (paint, oil pastels, specialist paper), clay, kiln fees, and sculpture mediums * see #8	\$1000.00		
<b>Subtotal</b>	<b>\$2,000.00</b>		<b>Subtotal</b>

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Field trips, Farnsworth, Owl's Head Museum, Beaverbrook Museum	\$750.00		
Mentor fees (additional mentor fees for single day experiences for students to take place later in school year)	\$500		
<b>Subtotal</b>	<b>\$1250.00</b>		<b>Subtotal</b>

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
Professional Development	\$2,000.00		
Haystack workshop/			
Differentiation workshops for teachers			
Differentiation workshop for coordinator			
<b>Subtotal</b>	<b>\$2,000.00</b>	<b>Subtotal</b>	

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$7,596.76	
Auxiliary Staff		
Independent Contractors	\$500.00	
A. Materials & Supplies	\$2000.00	
B. Other Allowable Costs	\$1250.00	
C. Student Tuition		
D. Staff Tuition/PD	\$2,000.00	
<b>Total</b>	<b>13,346.76</b>	