

**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: Eastport Schools

Name and title of person responsible for gifted and talented program:
Melissa S. Mitchell, English & Latin Teacher/Gifted and Talented Programming Coordinator

Phone number: 207-853-6254

Email address: mmitchell@shead.org

CERTIFICATION:

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

Kenneth Johnson
Superintendent Name (printed)

Kenneth Johnson
Superintendent Signature

Date application submitted to Maine DOE for review: 3/2/16 ~~3/22/16~~ 3/24/16

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: Janeha Date of Approval: 3/29/16

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. *If additional space is necessary, please include a separate sheet(s) at end of application.*

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

Academic program philosophy:

We recognize the unique skills and abilities of gifted and talented students. These students need to be given opportunities to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels. We at Eastport Schools will identify these students and provide specialized, challenging instruction through differentiation, acceleration, enrichment activities, and programming options. The programming philosophy complements each student's individual needs and potential. Students in the program will become independent learners and responsible community members. We believe in providing a level of enrichment and programming to children who show giftedness in the academic content areas.

Arts program philosophy:

We recognize the unique skills and abilities of gifted and talented students. These students need to be given opportunities to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels. We at Eastport Schools will identify these students and provide specialized, challenging instruction through differentiation, acceleration, enrichment activities, and programming options. The programming philosophy complements each student's individual needs and potential. Students in the program will become independent learners and responsible community members. We believe in providing a level of enrichment and programming to children who show giftedness in the visual and performing arts.

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 Gifted and Talented Academic program for the Eastport Schools will identify and provide services for students in grades K-12. This program will foster academic, social, and emotional growth. Specialized, differentiated, in-depth instruction will be provided for these students.

K-2: Early grade opportunities will change from year to year and may require identification.

3-8: Middle grade opportunities may include: acceleration, differentiation, enrichment, individual instruction, independent assignments, and/or mentorships.

9-12: These high school opportunities will involve expanded opportunities and/or coursework focused on specific academic areas for talented students, sponsored internships/apprenticeships, mentorships, Early College, Honors/Fine Arts diploma, specialty CTE programming, and directed independent studies.

Arts program abstract:

The Gifted and Talented Arts program in Eastport School Department will identify and provide services for students in grades K-12. This program will foster academic, social, and emotional growth in the arts. Specialized, differentiated, in-depth instruction will be provided for these students.

K-2: Early grade opportunities will change from year to year and may require identification.

3-8: Middle grade opportunities may include individual instruction, independent assignments, mentoring, and/or visiting artists/musicians. Each school may offer unique opportunities.

9-12: High school opportunities will involve expanded opportunities and/or coursework focused on specific art areas for students talented in the visual and performing arts. These opportunities include, but are not limited to apprenticeships, workshops, mentorships, independent studies, advanced courses, and Type I and II activities.

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

Academics

Goals:

NAGC Gifted Education Programming Standard 3: Curriculum Planning and Instruction
Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

NAGC Gifted Education Programming Standard 4: Learning Environments
Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Objectives:

NAGC Standard 3, Objective (Outcome) 3.1
Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

NAGC Standard 4, Objective (Outcome) 4.5
Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced bi-literacy or multi-literacy, and creative expression. They display fluency with technologies that support effective communication.

Activities

NAGC Standard 3, Evidence-Based Activities
Gifted and talented teachers will use local, state, and national standards to align and expand curriculum and instructional plans. Together with classroom teachers, the G/T teachers will design and use a comprehensive and continuous scope and sequence to develop differentiated plans for K-12 students with gifts and talents.

NAGC Standard 4, Evidence-Based Activities
Gifted and talented teachers will work together with classroom teachers to provide opportunities for students with gifts and talents to experience advanced development and maintenance of first and second languages. All educators will ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

Arts

Goals:

NAGC Gifted Education Programming Standard 5: Programming
Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

NAGC Gifted Education Programming Standard 3: Curriculum Planning and Instruction
Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using evidence-based instructional strategies to ensure specific student outcomes.

Objectives:

NAGC Standard 5, Objective (Outcome) 5.3

Collaboration. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.

NAGC Standard 3, Objective (Outcome) 3.2

Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

Activities

NAGC Standard 5, Evidence-Based Activities

The gifted and talented teachers, in collaboration with the visual and performing arts teachers, will regularly engage families and community members for planning, programming, evaluating, and advocating. The G/T teachers and the visual and performing arts teachers will work in conjunction with local visual and performing arts community members to offer apprenticeships, independent studies, Type I and II activities, and special classes.

NAGC Standard 3, Evidence-Based Activities

Gifted and talented teachers, in collaboration with the visual and performing arts teachers, will offer students with gifts and talents opportunities to explore, develop, and research their areas of artistic talent.

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:**

School assessments are regularly monitored for students whose achievement falls outside the level of instruction in their classroom placement. In addition, the gifted and talented teachers, with aid from the classroom teachers and others as necessary, will annually conduct screening of students in grades 3, 6, and 9.

Screening tools include, but are not limited to: Referral/nomination by classroom teachers; Self-referral; Parent referral; Standardized test scores, such as STAR and SBAC; Checklists such as a modified SRBCSS; Classroom grades and work samples

Selection:

Selection will be made by a team consisting of classroom teachers, an administrator, and the G/T instructor. This team will review the collected data and determine the needs of a particular student. The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.

Placement:

Placement will occur in collaboration between the G/T teacher and the classroom teachers. A program notification letter will be sent to parents and administrators. Written parental permission will be obtained. Records of participation will be maintained in each child's cumulative folder and an annual review of each child's program and progress will be conducted.

Academic Aptitude

Screening:

School assessments are regularly monitored for students whose achievement falls outside the level of instruction in their classroom placement. In addition, the gifted and talented teachers, with aid from the classroom teachers and others as necessary, will annually conduct screening of students in grades 3, 6, and 9 in the areas of: ELA (Teacher, parent, or self nomination; state wide assessments (MEA, SBAC); classroom assessments and work samples; standardized assessments (STAR); and behavior checklists such as the SRBCSS); Math (Teacher, parent, or self nomination; state wide assessments (MEA, SBAC); classroom assessments and work samples; standardized assessments (STAR); and behavior checklists such as the SRBCSS); Science (Teacher, parent, or self nomination; state wide assessments (MEA, SBAC); classroom assessments and work samples; standardized assessments (STAR); and behavior checklists such as the SRBCSS); and Social Studies (Teacher, parent, or self nomination; state wide assessments (MEA, SBAC); classroom assessments and work samples; and behavior checklists such as the SRBCSS).

Selection:

Selection will be made by a team consisting of classroom teachers, an administrator, and the G/T instructor. This team will review the collected data and determine the needs of a particular student. The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information.

Placement:

Placement will occur in collaboration between the G/T teacher and the classroom teachers. A program notification letter will be sent to parents and administrators. Written parental permission will be obtained. Records of participation will be maintained in each child's cumulative folder and an annual review of each child's program and progress will be conducted.

Artistic Ability

Screening:

School assessments are regularly monitored for students whose achievement falls outside the level of instruction in their classroom placement. In addition, the gifted and talented teachers, with aid from the classroom teachers and others as necessary, will annually conduct screening of students in grades 3, 6, and 9. Screening tools include, but are not limited to: Referral/nomination by classroom teachers; Self-referral; Parent referral; Checklists such as a modified SRBCSS; Portfolios of student work

Selection:

Selection will be made by a team consisting of classroom teachers, an administrator, and a G/T instructor. This team will review the collected data and determine the needs of a particular student. To be identified the students must receive scores within the highest range on the screening tool.

Placement:

Placement will occur in collaboration between the G/T teacher and the classroom teachers. A program notification letter will be sent to parents and administrators. Written parental permission will be obtained. Records of participation will be maintained in each child's cumulative folder and an annual review of each child's program and progress will be conducted.

Process for transfer students:

As students arrive new to the schools, records will be reviewed (within 30 days of their arrival) by the local G/T committee or a delegate using the school's criteria. If a student was identified as G/T in their prior school system, the student's records will be reviewed by the identification committee to determine if they will be identified for participation in the program. If the student was not identified as G/T in their prior school system, but their records indicate that they meet or exceed the criteria for identification at the Eastport Schools, the records will be reviewed by the identification committee to determine if they will be identified for participation in the program.

Exit Procedure:

Possible exiting situations: Inability to function in a group; Emotional readiness; Emotional trauma; Attendance issues; Disruptive to others; Unwilling to participate; Low performance; Missing work; Anxiety regarding regular classroom work; Teacher request; Student request Parent/guardian request

After the annual review of identified students' progress and appropriateness of placement, the exiting request by a student, parent, teacher, or administrator will be considered by the G/T committee. If it is determined the student should exit the program, an appropriate form will be filled out and filed in the student's permanent record.

Process for appeals:

A request to review the decision made by the committee or program staff may be made for the following reasons:

1. To reconsider the eligibility of a student for the gifted and talented program.
2. To review the appropriate placement of a student within the program.
3. To exit a student from the program.

Any request to appeal will first be submitted to the building principal who will meet with the G/T coordinator and the parents to review the decision. The G/T Coordinator will send the parents a letter detailing the results of that meeting. If the parents wish to appeal that decision, a request must be made in writing to the superintendent who will make the final decision, after having received details of the case from the G/T Coordinator, the Building Administrator, and the parents.

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

Eastport Schools' teachers of the Gifted and Talented carry (or, in the case of one teacher, will carry after a final course is completed) a G/T endorsement. They will continue to avail themselves of professional development opportunities such as classroom visitations, book talks, workshops, coursework, and regional networks. All school district teachers are encouraged to receive professional development appropriate to the defined responsibilities in the area of G/T. The teachers of the Gifted and Talented students provide regular education teachers information on characteristics of gifted children, differentiated instruction, and other topics relevant to the education of gifted pupils during staff meetings and professional development days.

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

Eastport Schools have two teachers of the Gifted and Talented. One teacher (who also serves as the schools' G/T Coordinator) devotes 15% of her time to teaching and administering the program. The other teacher devotes 10% of their time to teaching and administering the program for Gifted and Talented students. The Gifted and Talented teachers will report to the principal and the program is overseen by the schools' principal and superintendent.

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
Melissa S. Mitchell	YES	Teacher	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
na					

7. Provide a description of the annual program self-evaluation process.

The teacher of Gifted and Talented students assess individual students' progress four times a year as part of the school progress report. The teacher of Gifted and Talented students meets with parents and students twice annually as part of the school's student, parent, teacher conferences.

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

The bulk of the cost of the program is to provide 15% of the salary for the teacher of Gifted and Talented students. There may also be additional costs of individualized programming and additional assessments. Other costs incurred include, but are not limited to specialized supplies for art students, specialized sheet music, transportation to regional GT activities, or online individualized curriculum.

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)
Melissa S. Mitchell	na	7211.81
Subtotal		

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
na		
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
Online Curricular Materials (IXL)	\$400		
Subtotal	\$400	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		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		
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$5677.15 \$400.00	7211.81