

**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: Falmouth Public Schools

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

Phone number: 207.781.3200

Email address: emazzeo@falmouthschools.org

**CERTIFICATION:**

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

Geoff Bruno



Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

4/11/2016

**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: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: 4/11/16

**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.

*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 Falmouth School Department believes that gifted/talented children are best served by a challenging and supportive environment that includes a continuum of services K-12 from teacher differentiation, to in-class support, to pull-out programming; identification and assessment that is early and ongoing; curriculum that is appropriately differentiated; teachers, administrators, and counselors who are trained and responsive to the needs of gifted learners; opportunities to interact and learn with their gifted peers; and support and education for parents.

**Arts program philosophy:**

The Falmouth School Department believes that every child has the basic right to an education that promotes the development of his or her potential artistic gifts and talents. Each child has a unique profile of strengths and abilities. We are committed to providing challenging learning experiences for all learners that build on their individual strengths and optimize their abilities. Children who are gifted and talented have the potential to achieve high levels of achievement. In order to meet their needs, and develop their abilities, these highly able learners need a differentiated curriculum that provides advanced learning opportunities

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:**

Students who are identified as gifted and talented in the academic area/s. A continuum of services are offered K-12 from teacher and course differentiation, to in-class support, to pull-out programming; identification and assessment that is early and ongoing; curriculum that is appropriately differentiated; teachers, administrators, and counselors who are trained and responsive to the needs of gifted learners; opportunities to interact and learn with their gifted peers; and support and education for parents.

**Arts program abstract:**

Arts program abstract: Students who are identified as gifted and talented in the visual and performing arts are given customized instruction within the context of heterogeneously grouped art and music classes and a wide variety of opportunities outside the classroom to expand their knowledge and skills.

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

**Academics:**

Goal 1: To identify 3% to 5% of intellectually gifted children who are potentially in need of accelerated or alternative programming.

Goal 2: To develop personalized learning plans with goals based on ability and interest.

## Objectives:

1. Standard: Recognizing the learning and developmental difference of very high ability students, the FPS gifted and talented educators promote ongoing self-understanding, encourage an awareness of their developing needs, and cognitive and affect of their students in school, home and community settings to ensure growth.
2. Standard: Assessments provide information about learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.
3. Standard: 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.

## Activities:

- 1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
- 1.2. Self-Understanding. Students with gifts and talents develop a age-appropriate understanding of how they learn and grow; they increasingly recognize the influences of their beliefs, traditions, and values on their learning and behavior.
- 1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
- 1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
- 1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.
- 1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
- 1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.
- 1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals.
- 2.1. Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments including formative and summative assessment.

3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

1.1:

Activity 1: Using interest inventories and learning inventories, teachers will identify interests, strengths, and gifts.

Activity 2: Teachers of G&T will support students in developing identities and achievement.

1.2:

Activity 1: Educators develop activities that match each student's developmental level and culture-based learning needs in content areas.

1.3:

Activity 1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths with support.

Activity 2: Educators will model respect for individuals with diverse learning abilities.

1.4:

Activity 1: Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.

Activity 2: Educators identify out-of-school learning opportunities that match students' abilities and interests.

1.5:

Activity 1: Educators collaborate with families in accessing resources to develop their child's talents.

1.6:

Activity 1: Often using student's interest inventory and learning inventory, educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.

1.7:

Activity 1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.

1.8:

Activity 1. Educators provide students with college and career guidance that is consistent with their strengths.

Activity 2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

2.1:

Activity 1: Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.

Activity 2: Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

Activity 3: Educators will students develop their set of criteria with which to judge their own results.

### 3.1

Activity 1: Educators use local, state, and national standards to align and expand curriculum and instructional plans.

Activity 2. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English Language Learners.

Activity 3. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents. keeping in mind their strengths and interests.

Activity 4) Educators adjust their plans to meet the G&T learners needs.

Activity 5) Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.

#### **Arts:**

Goal 1: To identify gifted and talented in the visual and performing arts for customized instruction within the context of heterogeneously grouped art and music classes.

Goal 2: To develop personalized learning plans with goals based on ability and interest in the arts.

#### Objectives:

1. To assemble a wide variety of opportunities inside and outside the classroom to expand student's knowledge and skills.
2. To Provide individualized opportunities for students to demonstrate growth in their talents through performance and product.

#### Activities:

1. Growth in the arts is evident in what students produce and where they perform.

For example, students identified as gifted and talented in the visual arts in 2013-14 were given extended studio time to work on advanced projects, including school arts magazines; received access to more challenging materials and techniques; and headlined artists' showcases within the school. There is annual participation in a Lions Club Peace Poster contest as well as State and Regional competitions in Band, Jazz Band, Chorus, and Theater. We connect students with post secondary arts education programs to broaden their experiences in arts education prior to high school graduation. Students identified as gifted and talented in the performing arts auditioned, and were selected for, school groups (in grades 45, the Small Group Choir; in grades 68, the Treble Choir, Jazz Band, and Iron Twinkies; in grades 912, the Chamber Singers, Vocal Jazz Choir, Jazz Band, and Theatre Company) that perform locally and participate in statewide competitions. G& T identified students also auditioned, and were selected for, regional groups, including the District II Honors Band, Chorus, and Orchestra Festivals; the Band, Chorus, and Orchestra Allstate Festival; the Band and Chorus Jazz AllState Festival; the AllNew England Festival; the All Eastern Band and Chorus Festival; and the Eastern Division American Choral Director's Festival.

2. Educators design differentiated curricula in the arts that incorporate advanced, conceptually

challenging, in-depth, distinctive, and complex content for students with gifts and talents. Keeping in mind their strengths and interests.

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:

Screening occurs each year from grade 3 onward but entry into the program typically occurs at grade 3. Students in the k-2 grades are considered individually and are followed with regular consults from the GT teacher whether they stay in grade level or have other accommodations such as acceleration for a content area, full grade acceleration, compacted curriculum, acceleration with support digital program etc. This planning relies on regular family involvement.

A letter goes out to parents through the principal's notes to invite parents to nominate their children. The letter includes some of the characteristics of gifted students. Teachers are invited to nominate students. Characteristics of G&T are reviewed with grade level teachers. Applications from parents include a FES behavior scale, a letter explaining why they are nominating (for General Ability, or Specific Ability -Language Arts, Math, or Artistic/Creativity) and permission for testing. Recommendations that start from teachers include why they are nominating, which categories they are nominating for General Ability, or Specific Ability -Language Arts, Math, or Artistic/Creativity) and a Gifted Rating Scale. GT teacher gathers team, reviews records.

##### Selection:

The identification committee making this determination will include district and building administrators, a GT teacher, Instructional Strategist, classroom teacher(s), unified arts representative, school psychologist, and a school counselor. Parents and teachers will be notified if identification and program recommendations.

##### Placement:

**School response program options include: Pull-out program | Seminar to begin in September Individual mentoring by GT teacher**

#### **Academic Aptitude:**

##### Screening:

Screening occurs each year from grade 3 onward but entry into the program typically occurs at grade 3. Students in the k-2 grades are considered individually and are followed with regular consults from the GT teacher whether they stay in grade level or have other accommodations such as acceleration for a content area, full grade acceleration, compacted curriculum, acceleration with support digital program etc. This planning relies on regular family involvement.

A letter goes out to parents through the principal's notes to invite parents to nominate their children. The letter includes some of the characteristics of gifted students. Teachers are invited to nominate students. Characteristics of G&T are reviewed with grade level teachers. Applications from parents include a FES behavior scale, a letter explaining why they are nominating (for General Ability, or Specific Ability -Language Arts, Math, or Artistic/Creativity) and permission for testing. Recommendations that start from teachers include why they are nominating, which categories they are nominating for General Ability, or Specific Ability -Language Arts, Math, or Artistic/Creativity) and a Gifted Rating Scale. GT teacher gathers team, reviews records.

##### Selection:

The identification committee making this determination will include district and building administrators, a GT teacher, Instructional Strategist, classroom teacher(s), unified arts representative, school psychologist, and a

school counselor. Parents and teachers will be notified if identification and program recommendations.

**Placement:**

School response program options include: Pull-out program | Seminar to begin in September  
Individual mentoring by GT teacher  
Curriculum modification by classroom teacher  
Social/emotional support  
Subject/grade acceleration

**Artistic Ability:**

**Screening:**

Screening occurs each year from grade 3 onward but entry into the program typically occurs at grade 3. A letter goes out to parents through the principal's notes to invite parents to nominate their children. The letter includes some of the characteristics of gifted students. Teachers are invited to nominate students. Characteristics of G& T are reviewed with grade level teachers. Applications from parents include a FES behavior scale, a letter explaining why they are nominating (for General Ability, or Specific Ability - Language Arts, Math, or Artistic/Creativity) and permission for testing. Recommendations that start from teachers include why they are nominating, which categories they are nominating for General Ability, or Specific Ability - Language Arts, Math, or Artistic/Creativity) and a Gifted Rating Scale. GT teacher gathers team, reviews records.

**Selection:**

The identification committee making this determination will include district and building administrators, a GT teacher, Instructional Strategist, classroom teacher(s), unified arts representative, school psychologist, and a school counselor. Parents and teachers will be notified if identification and program recommendations.

The three standard measures are as follows: 1.) Art Teacher recommendation, 2.) Embedded assessment/s in Art/s class/es, 3.) Summative assessment/s/ Project assessment/s in Art/s class/es.

**Placement:**

School response program options include:

Customized instruction - including content acceleration - within the context of heterogeneously grouped art and music classes and a wide variety of opportunities outside the classroom to expand their knowledge and skills  
Individual mentoring by GT teacher  
Curriculum modification by classroom teacher  
Social/emotional support

**Process for transfer students:**

Students records are reviewed by the school counselor. S/he flags students with a prior identification and students who seem like student of interest due to evidence in their school records to be screened by the GT teacher. The GT teacher will request GT records from a sending school and review. Classroom teachers are advised of the students history and the student is observed for evidence. The GT teacher screens all NWEA and other summative assessments that as they become available. A formal screen on the student is begun when we observe enough evidence is observed in the school and from prior records or when a request comes from the parents/guardians.

**Exit Procedure:**

Students are followed closely by the GT teacher and concerns are brought to the committee. Students and their family may also seek a change in their their status to include no direct service or dismissal from the program. FSD tries to find the best match for the students educational and emotional needs. An exit procedure would be

facilitated with the support of school counselors and the input of relevant student support service providers. We estimate that over the past ~13 years we have had not more than 2 students exit the program.

**Process for appeals:**

Parents and guardians are asked to make formal appeals in writing. Review by identification committee of formal parent petition, including new information not previously considered. Should an appeals consideration arise, the matter would be handled thorough our standard consultation processes which are an assembly of relevant service providers and a student centered team model.

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

Staff development is multifaceted. Development opportunities are embedded in/include the following: Teacher engagement in student nomination and evaluation committees, Professional Learning Communities, Faculty/Staff/Leadership meetings, Student Centered Team (SCT) meetings, design and implementation support for extended learning opportunities, Differentiated instruction and assessment professional learning, etc.

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

Direct and consult services are provided by 2.0 FTE. GT Committees at each school review screening data, referrals, service check ins, etc. GT Teachers report to their evaluators, building administration. GT teachers are equal members of school-based committees and participate in meetings where matters related to GT require their expertise. The office of the Director of Curriculum oversees the GT 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 |
|----------------|------------------------|--------------------------|-------------|---------------------------------------|
| Mary MacKinnon | Yes                    | Teacher                  | K-5         | Full-time                             |
| Jilda Izzo     | Yes                    | Teacher                  | 6-12        | Full-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 |
|---------------|------|------------------------|-------------|---------------------------------|---------------------------------------|
|               |      |                        |             |                                 |                                       |

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

The G& T program is evaluated/informed through check ins with G& T faculty and G& T meetings throughout the year. Performance of growth is assessed up against data on student performance. An area where we feel we can make improvement is in further diversification of offerings to support VPA identified services recipients.

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

Program costs are primarily associated with the 2.0FTE salaried positions. Secondary and minor costs are associated with supplies and professional learning/association.

| Item  | Cost            |
|---|-----------------|
| Practice Voyage: Student Workbook               | 132.00          |
| Practice Voyage: Teacher Manual                 | 11.00           |
| Vol 1: Student Workbook                         | 176.00          |
| Practice Vol 2: Student Workbook                | 247.50          |
| The Hound of Baskervilles                       | 184.80          |
| Shadow Trilogy: Set with the Teacher Manual     | 44.00           |
| Alice in Wonderland: A Language Illustrated C   | 115.50          |
| Alice, Peter, and Mole: Set with Teacher Manual | 44.00           |
| The Vocabulary of Words                         | 22.00           |
| Word Vol2 Student Edition                       | 237.60          |
| Classroom Supplies                              | 379.89          |
| <b>Total expenditure to date</b>                | <b>1,594.29</b> |

1. The remaining expenditures will be report-able as purchasing is completed. The following are the anticipated items to be their anticipated expenses:

| Anticipated Item  | Anticipated Cost |
|---|------------------|
| Elementary:Iowa Acceleration Scale (3rd Edition, Set of 10 IAS Forms)                             | 180.00           |
| Elementary:GRS School Age Record Forms 0158130537   | 130.00           |
| Elementary: Educational materials /supplies/ WB Mason   | 579.00           |
| Elementary: Self-Assess Your P-12 Practice or Program Using the NAGC Gifted Programming Standards | 25.00            |

|   |        |  |
|---|--------|--|
| Elementary: Self Regulation and the Underachieving Gifted Learner       | 30.00  |  |
| Elementary: 10 Myths About Gifted Education                             | 10.00  |  |
| Elementary: Modern Curriculum for Gifted & Advanced Academic Students   | 100.00 |  |
| Elementary: Algebra Antics  | 52.00  |  |
| Elementary: More Perplexors: Set of 6                                   | 200.00 |  |
| Elementary: So You Want to Be an Inventor? Student Book Bundle          | 400.00 |  |
| Secondary: Human Geography: Landscapes of Human Activities 12th Edition | 600.00 |  |

**Total anticipated expenditure: 2,306**

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<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|-------------------------|--------------------------------------|-------------------------------------|
| Mary MacKinnon          | 87,008                               |                                     |
| Jilda Izzo              | 86,248                               | 9,170                               |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
| Subtotal                |                                      |                                     |

| Auxiliary Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
| Subtotal             |                                      |                                     |

| Independent Contractor Name | Elementary<br>(contract amount) | Secondary<br>(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       |
|----------------------------------|--------------|----------------------------------|------------|
| Books and supplemental materials | 3,300        | Books and supplemental materials | 600        |
|                                  |              |                                  |            |
|                                  |              |                                  |            |
|                                  |              |                                  |            |
|                                  |              |                                  |            |
|                                  |              |                                  |            |
|                                  |              |                                  |            |
| <b>Subtotal</b>                  | <b>3,300</b> | <b>Subtotal</b>                  | <b>600</b> |

**B. Other allowable costs:**

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------|------|----------------------|------|
|                       |      |                      |      |
|                       |      |                      |      |
|                       |      |                      |      |
|                       |      |                      |      |
|                       |      |                      |      |
|                       |      |                      |      |
|                       |      |                      |      |
| <b>Subtotal</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 |
|-------------------|------|------------------|------|
| NAGC Membership   | 200  |                  |      |
|                   |      |                  |      |
|                   |      |                  |      |

|          |     |          |  |
|----------|-----|----------|--|
|          |     |          |  |
|          |     |          |  |
| Subtotal | 200 | Subtotal |  |

**Totals**

| Subtotals from above     | Elementary Costs: | Secondary Costs: |
|--------------------------|-------------------|------------------|
| Professional Staff       | 173,256           | 9,170            |
| Auxiliary Staff          |                   |                  |
| Independent Contractors  |                   |                  |
| A. Materials & Supplies  | 3,300             | 600              |
| B. Other Allowable Costs |                   |                  |
| C. Student Tuition       |                   |                  |
| D. Staff Tuition/PD      | 200               |                  |
| <b>Total</b>             | 176,756           | 9,770            |