

State of Maine
Department of Education

Gifted and Talented Educational Program
Initial Application
2015-16

Revision
Emailed 1/12/16
@ 8:00 AM
1/19/16
@ 10:30 AM
* Note - some blocked
letters, pgs 3 & 4,
unable to remove.

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: Fayette Central School

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

Deane K. Buuck, GT Teacher

Phone number: 207-685-9988

Email address: deane.buuck97@gmail.com

CERTIFICATION:

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

Michael Cormier
Superintendent Name (printed)

Michael R. Cormier
Superintendent Signature

Date application submitted to Maine DOE for review: 1/12/16

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: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: Joanne A. Date of Approval: 1/20/16

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 believe at Fayette School that academically gifted students have academic needs that are different from age level peers and as such require different learning activities. We also believe that the gifted student may have social and emotional needs that differ from age level peers. It is our duty as a community of teachers to assess the gifted students abilities and needs in all realms. It is then our duty to provide a learning environment that meets both the academic and social/emotional needs of the gifted student. We further believe that while the level of challenge for the gifted student may differ from that of peers, it should not differ vastly by topic. Therefore, as much as possible, gifted curriculum is designed to mesh with regular classroom topics.

Arts program philosophy:

At Fayette School it is our belief that students who demonstrate talents above and beyond age level peers require guidance and challenge to develop their gifts. We believe talented students thrive with teachers who are attuned to the ability of the student, who set high standards for excellence and who are sensitive to students' emotional needs. Effective teaching of basic skills, modeling of new and advanced techniques, encouragement and constructive criticism enable talented students to rise to their potential.

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:

For grades 1-3, pull out program for math and reading; enrichment combined with grade level acceleration or replacement depending on the needs of the student. GT teacher meets 1-2 times a week with student for direct instruction. The student then works on his/her enriched, accelerated or differentiated activities with in the regular ed. classroom.

For grades 4-5

pull out services for identified ELA students; replaces regular instruction

pull out services for identified math students; enrichment or acceleration depending on needs of student

pull out services for identified social studies students; enrichment

differentiation for identified science students

GT teacher meets 1-2 times a week with students for direct instruction. The student then works on his/her enriched, accelerated or differentiated activities with in the regular ed. classroom.

Arts program abstract:

Music grades 1-3, differentiation in music class

Music grades 4-5, differentiation in music class, small group instruction (acceleration)

Visits with guest artists and musicians when available (enrichment)

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

Academics

Goals:

1. Our first goal is to enable students to develop mastery in basic skills while providing the content and methods that will allow them to develop their unique abilities and special interests.
2. It is our goal to encourage students to become self directed, focused, socially adjusted learners who apply their skills and unique abilities to explore their world, think critically, and express ideas clearly and creatively.

Objectives:

1. To these ends we will develop, implement, update, maintain and deliver effective services for identified GT students in grades 1-5.
2. To these ends we will provide appropriate content, processes and product guidance that inspire and support gifted learners.

Activities

Effective gifted programming will be established and maintained through:

- Continual communication between GT, special education, and classroom teachers, parents and administrators
- Collaborative planning for student curriculum (especially between classroom and GT teacher)
- Collaborative implementation of services (especially between classroom and GT teacher),
- Continual evaluation of GT services, use of teacher, student and parent surveys and direct conversation

Continual review and selection of updated and appropriate content, processes and product ideas for GT students with accompanying training when needed.

Arts

Goals:

Our goal for students in the arts are:

1. to produce competent artists and musicians who have the confidence, skill, and self determination to produce finished pieces worthy of presentation.
2. to inspire students to develop the special gifts and talents of the individual.

Objectives:

1. Develop basic music and fine art skills

Widen students' range of genres and techniques

Encourage self, peer, and teacher critiques which move student work forward

Establish protocols and practices for effective and artful presentations of work

2. Enhance individual talents

Activities

1. Regular class instruction

Instruction in varied genres and techniques from class room teacher and guest artists

Guided critique; use of rubrics, teacher student conference, peer conference

School wide presentations of fine art and music (plays, musicals, concerts)

In order to establish these objectives we will continually assess student performance, review information and collaborate to develop and adjust GT programming for gifted performers and artists.

Regular trimester meetings for GT programming with GT, music and art teachers.

2. Individualized or small group instruction

Determine specific student need and plan student curriculum with teacher/specialist teams

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 survey checklist are filled out for each student in each grade level

All third graders are given the Naglieri Non-verbal Abilities Test

NWEA, state proficiency tests are reviewed at all levels

Selection:

Students scoring in the 9th stanine on the Naglieri are given top consideration

Students scoring in the top 95PR in ELA, math, science NWEA are strong candidates

Students who present characteristics consistent with GT identification as reported by teachers

Students who consistently earn high marks on class reports are given consideration

Students who show ability above age level peers (two to three grade levels) in three or more subjects are considered for placement in general intellectual ability.

Placement:

Students who demonstrate three measures as indicated above (at least one objective) and who demonstrate a need for differentiated programming, who demonstrate a willingness to work above grade level expectations are placed as permitted by parent. A determination is made with a review and conference with GT, classroom teacher (previous year and current year) and administrator. Parents are consulted and informed of determination. Parents approve or deny final determination for GT placement.

Academic Aptitude

Screening:

Students who score in the 95PR or above in NWEA or state testing are given consideration in math and reading
Students who consistently present skills and/or knowledge in math, ELA, science, or social studies are given consideration
Students who score high on behavioral checklist for given subjects are given consideration
Teachers will fill out a screening form for all students
Students who consistently earn high marks on class reports in various subjects are given consideration

Selection:

Students scoring in the top 95PR on NWEA for given subjects are strong candidates
Students earning Proficient level on state assessment are strong candidates
Students who score high on behavioral check lists for selected subjects are strong candidates
Students who consistently earn high marks on classroom tasks are strong candidates

Placement:

Students who demonstrate superiority in at least three measures as listed above (one objective and two subjective) and who demonstrate emotional balance, self motivation, and a willingness to go beyond regular classroom instruction may be placed. An interview with the student takes place to determine student interest and willingness to participate GT programming. A determination is made with a review and conference with GT, classroom teacher (previous year and current year) and administrator. Parents are consulted and informed of determination. Parents approve or deny final determination for GT placement.

Artistic Ability

Screening:

Nominations by students, teachers, and parents are given consideration
Students who demonstrate class room performance over and above that of age level peers are considered
Teacher survey form filled out for all students

Selection:

Portfolio review
Evaluation of the student using an approved behavioral checklist or rubric
Evaluation of the student on a performance evaluation using an approved scoring rubric
Review of teacher survey

Placement:

Students who scoring high on behavioral checklist, consistently demonstrate advanced ability, submit superior portfolio work or performance, and who demonstrate a willingness to work above grade level expectations may be placed. A committee of GT and classroom teachers, administrator will make a review of data and make a determination. Student and parent interviews will take place before final placement.

Process for transfer students:

For students transferring into district we do the following:
review permanent record and consider prior placement
review standardized testing
administer Naglieri Abilities test
monitor student progress and fill out survey form for GT characteristics
contact teachers/administrators at student's previous school for information and opinions

students who qualify as for the procedures listed above may then be considered for placement

Parents of students who qualify for GT programming receive written and direct communication. A conference with GT teacher, principal, parents and students will follow.

Exit Procedure:

Students who are not performing to GT curriculum standards or who are exhibiting stress or diminished performance in other areas as a result of GT programming may be removed from programming. We use the following procedure:

1. conference with student
2. conference with classroom teacher and parent to discuss concerns
3. action plan developed for improvement
4. review of student performance over time
5. consultation with principal, teachers, and parents to discuss exit
6. parent signs form saying they are or are not in agreement with removal

Process for appeals:

1. parent, GT and regular classroom teachers, and principal in conference
2. additional testing may be ordered in collaboration with sister district (with certified testing services)
3. superintendent conference with individual making appeal
4. administrative board may review appeals of teacher, parent, or principal

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

Regular dissemination of literature and web based information to all classroom teachers on best practices for GT identification, meeting the social and emotional needs of gifted and differentiating instruction

Periodic school wide seminars and workshops on differentiation

GT teacher continuous review of new literature, studies, and recommendations from professional organizations (National Association for Gifted Children, Hoagies Gifted Page, on-line resource repository, MaineDOE GT site.)

GT teacher attendance at state and national GT conventions (MEGAT conference, New England Conference for Development of Gifted Education are possible events)

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

GT teacher renders direct weekly service to children on a contractual basis. GT teacher confers with teachers and principals, maintains student records, communicates with other school districts for transfer students, researches testing, develops curriculum for GT classes, reviews student progress, selects student learning material for purchase, administers ability tests, fills out annual state application, attends conferences and shares developments on best practice with staff. The GT teacher reports directly to the school principal in all matters regarding GT planning, purchases, and appeals.

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
Deane K. Buuck	Yes	teacher	K-12	PT

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.

At Fayette School, at the end of the academic year, we give an evaluation form to the GT student, the parents of the student, and to the corresponding classroom teachers. In this evaluation, we look for perspectives on the pacing, level of difficulty, and degree of interest in GT content. We also ask for perspective on the student, teacher, and parental experience as a result GT programming. Further direct consultation with parents and students takes place to clarify survey remarks. The results of this survey are discussed with administrators and regular education teachers in order to adjust programming, content, or delivery methods for gifted curriculum.

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

Salary for contractual services: \$3,000.

Text Books: \$300.

math challenge level materials grades 2, 4, 5; problem solving and computaion

vocabulary development materials for grades 2, 4, 5

reading challenge (usually classics) from various trade books, grades 2, 4, 5

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)
Deane K. BUuck	3,000./year	
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
Saxon Math			
Chall. Math Prim/Elem, Prufrock			
Art of Problem Solving, AoPS Inc.			
Math. in the Real World, Prufrock			
ative Act. for GT Readers, Good Y			
ocabulary from Classical Roots, EF			
ks classics varied vendors, Abe Bo			
Subtotal	\$300	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	\$3,000	
A. Materials & Supplies	\$300	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$3,300.	