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: Glenburn School Department

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

Stephanie McLean Curriculum and Gifted and Talented Coordinator

Phone number: 207-947-8769

Email address: mcleans@glenburnschool.us

CERTIFICATION:

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

Doug Smith
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 9/30/2015

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

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

☒ Approval
☐ Approval with concerns
☐ Non-approval

Maine DOE Authorization: **Date of Approval:** 1/25/16

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:

The mission of the Glenburn Elementary School Academic Gifted and Talented Program is to provide identified students with instructional options beyond those provided by the regular curriculum in their schools and to allow these students to achieve a higher level of learning within the following content areas: English/Language Arts, mathematics, science, and social studies.

The Gifted and Talented Program is designed to serve the top 3-5% of identified students in grades Kindergarten through 8, who consistently exceed the standards of the Common Core Standards and/or Maine Learning Results or have the potential to exceed those standards and require extensions of the regular curriculum in their schools in one or more of the following areas: English/language arts, mathematics, science and social studies.

Arts program philosophy:

The mission of the Gifted and Talented Program for Visual and Performing Arts is to provide identified students with instructional options beyond those provided by the regular curriculum and allow them to achieve growth and a higher level of learning within the arts.

The Gifted and Talented Program for Visual and Performing Arts in the Glenburn Elementary Schools is designed to serve students in grades Kindergarten through 8, who demonstrate significant achievement or the potential for significant achievement beyond their age peers. These are students who consistently exceed the standards of the Maine Learning Results or have the potential to exceed these standards and require differentiated educational experiences in the Visual and/or 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:

Students who are selected for the gifted and talented program are formally identified and provided with programming at the elementary (grades 3-5), middle school (grades 6-8) levels. The overall goal is to ensure that students who are identified for the gifted and talented program receive instruction at an appropriate level through the use of various program models, instructional strategies, and resources.

Grades K-2: Informal identification of 3-5% of students and curriculum extensions within the regular content area classes.

Grades 3-5 and 6-8: Formal identification of 3-5% of students and services provided primarily through a classroom-based model that includes: differentiated instruction, curriculum extensions, and content acceleration.

Arts program abstract:

Students who are selected for the Gifted and Talented Program in Visual and/or Performing Arts are identified and provided with programming at the elementary and middle level. The overall goal is to ensure that students who are identified for the Gifted and Talented Program receive instruction at an appropriate level through various program models, instructional strategies and resources.

K-2: Informal identification (of 3-5%) of students and differentiated instruction within the regular art and/or music classes and integrated with other content areas.

3-5 and 6-8: Formal Identification of (3-5% of) students and services provided primarily through a classroom-based model of differentiated instruction as well as art appreciation opportunities, integrated curricular experiences, and exhibition opportunities.

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

Academics

Goals:

Develop a personal learning plan for each identified student which will include specific student goals and outcomes
Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies and resources.
Integrate the gifted and talented program with the regular classroom and develop cooperative relationships between classroom teachers and personnel assigned to the gifted and talented program.
Provide professional development and support to assist teachers in meeting the needs of advanced learners.
Align instruction in the gifted and talented program with the Common Core Standard and the Maine Learning Results.
Ensure that the identification and placement process and procedures are fair and equitable.
Develop a personal learning plan for each identified student.
Develop a process to review student progress, identify future goals/outcomes, as appropriate, and identify resources necessary to implement the plan.

Objectives:

Students will be given the opportunity to master basic content at a pace and depth appropriate to the capacity of able learners.
Students will be given the opportunity to promote their critical thinking and reasoning abilities
Students will be given the opportunity to develop research skills and methods
Students will be given the opportunity to develop self-understanding
Students will be given the opportunity to develop creative and divergent thinking skills
Students will be given the opportunity to develop problem-solving skills
Students will be given the opportunity to develop metacognitive skills that foster independent and self-directed learning

Activities

Classroom teacher will differentiate learning activities to meet the student need (with consult from gifted and talented coordinator) through:
- Acceleration
- Complexity
- Depth
- Challenge
- Creativity

Arts

Goals:

Develop a personal learning plan for each identified student which will include specific student goals and outcomes
Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies and resources.
Integrate the gifted and talented program with the regular classroom and develop cooperative relationships between specialist teacher and personnel assigned to the gifted and talented program.
Align instruction in the gifted and talented program with the Maine Learning Results.
Develop a process to review student progress, identify future goals/outcomes, as appropriate, and identify resources necessary to implement the plan.

Objectives:

The major purpose of a visual and performing arts gifted and talented program is to bring students together with high interests and abilities in art/music in ways that will broaden and deepen their knowledge about art/music, and offer them learning opportunities rarely found in a regular art/music classroom setting.

Activities

Students who are identified will have opportunitiy to participate in: Independent study, tiered assignments, cooperative learning opportunities, grouping by ability, special performances and workshops with trained professionals.

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:

Phase 1 Screening: Students in grades 3 and 6 will be screened using at least three assessment tools one subjective (i.e. teacher checklist), one objective (i.e. – Standardized Test, Pre Assessment), and one either subjective or objective. The criteria for each of the assessment tools will be established annually based on the annual review by the Chapter 104 Selection Committee.To qualify for consideration for inclusion in the Chapter 104 Program, at least one of the following criteria must be met:1 Criterion: Achievement (Objective criteria)Grade 3 A score of (95%) or higher subject area standardized test, or data from a comparable achievement test If test data is unavailable Term 1 course grades of "Outstanding" or A/A+ in the subject area Other content area assessment data including Fountas & Pinell, Writing Prompt Scores, Math assessment

Grade 6: A score of (95%) or higher Standardized Test subject area test, or a score of 574 or higher on the MEA. If test data is unavailable: 1st Term Grades ≥ 95%. 2. Criterion: Characteristics Checklist (subjective criteria)

Score of 75% or higher A content specific Checklist will be completed by classroom teachers in grades 2 and 5 in June and by grades 3 and 6 in the fall.

Selection:

Phase 2 - Talent Pool Screening & Selection:

If a student meets at least one of the three initial screening criteria, then the student qualifies for Phase II consideration by the Glenburn School Chapter 104 Selection Committees (grades 3 & 6). The committee will identify students for placement into the Chapter 104 Program on the basis of the data from the screening.

The Chapter 104 Selection Committee for grades 3 and 6 will be composed of: at least one administrator, guidance counselor, two-three classroom teachers (with a fair representation of grade levels and content areas, and Chapter 104 staff (non-voting).

Placement:

Parents of the students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification.

In collaboration with the student's classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop a Personal Learning Plan for each selected student. The Chapter 104 Coordinator will be responsible for obtaining written permission documentation.

The superintendent or Chapter 104 administrator will be notified of the students selected for the program. A description of the Personal Learning Plans will also be shared with the superintendent or Chapter 104 administrator

Chapter 104 program staff will maintain records of each student's participation in the program.

Academic Aptitude

Screening: Phase 1- Screening: Students in grades 3 and 6 will be screened using at least three assessment tools: one subjective (i.e. teacher checklist), two objective (i.e. Standardized Test, Beginning of The Year Assessments: Reading, Writing, Science, Social Studies Test). The criteria for each of the assessment tools will be established annually based on the annual review by the Chapter 104 Selection Committee. To qualify for consideration for inclusion in the Chapter 104 Program, at least one of the following criteria must be met:1. Criterion: Achievement (Objective criteria)Grade 3: A score of (95%) or higher subject area standardized test, or data from a comparable achievement test. If test data is unavailable: Term 1 course grades of "Outstanding" or A/A+ in the subject area. Other content area assessment data including: Fountas & Pinell, Writing Prompt Scores, Math assessment. Grade 6: A score of (95%) or higher Standardized Test subject area test, or a score of 574 or higher on the MEA. If test data is unavailable: 1st Term Grades ≥ 95%. 2. Criterion: Characteristics Checklist (subjective criteria) Score of 75% or higher. A content-specific Checklist will be completed by classroom teachers in grades 2 and 5 in June and by grades 3 and 6 in the fall.

Selection:

Phase 2 - Talent Pool Screening & Selection:
If a student meets at least one of the three initial screening criteria, then the student qualifies for Phase II consideration by the Glenburn School Chapter 104 Selection Committees (grades 3 & 6). The committee will identify students for placement into the Chapter 104 Program on the basis of the data from the screening.

The Chapter 104 Selection Committee for grades 3 and 6 will be composed of: at least one administrator, guidance counselor, two-three classroom teachers (with a fair representation of grade levels and content areas, and Chapter 104 staff (non-voting).

Placement:

Parents of the students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification.

In collaboration with the studentô classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop a Personal Learning Plan for each selected student. The Chapter 104 Coordinator will be responsible for obtaining written permission documentation.

The superintendent or Chapter 104 administrator will be notified of the students selected for the program. A description of the Personal Learning Plans will also be shared with the superintendent or Chapter 104 administrator.

Artistic Ability

Phase 1- Screening
Students in grades 3 and 6 will be screened using at least three assessment tools: Written Assessment (Art/Music), Student Interest Survey (Art/Music), and Portfolio/Audition. The criteria for each of the assessment tools will be established annually based on the annual review by the Chapter 104 Selection Committee.

To qualify for consideration for inclusion in the Chapter 104 Program, at least one of the following criteria must be met:
1. Criterion: Written Assessment (Objective criteria)
Grade 3 A score of (95%) or higher on the achievement test.
Grade 6 A score of (95%) or higher on the achievement test.
2. Criterion: Interest Survey (subjective criteria) Score of 75% or higher.

Selection:

Students who meet the criteria for selection will have their screening profiles reviewed by a team of teachers in Glenburn and the specialist will make recommendations for student placement into the Gifted and Talented Program visual and performing arts program.

Placement:

Parents of the students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification.

In collaboration with the studentê classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop a Personal Learning Plan for each selected student. The Chapter 104 Coordinator will be responsible for obtaining written permission documentation.

Process for transfer students:

STUDENTS WITH PRIOR GIFTED IDENTIFICATION
The Guidance office will review cumulative files of new/transferring students for evidence of prior Gifted/Talentedé identification, current achievement, aptitude, and/or checklist measures and will notify the Chapter 104 Coordinator.

If a student transfers into Glenburn Elementary School and there is documented evidence that he or she was identified in a Gifted & Talented program in his or her former school, then the student will be evaluated for placement in the Glenburn Elementary School Chapter 104 Program within 6 weeks of enrollment. The Chapter 104 Coordinator will facilitate a meeting between the parents, classroom teacher, principal, and guidance counselor to determine whether the student is eligible for the program, based on Glenburn Elementary School screening criteria. If the student is eligible, a Chapter 104 Learning Plan will be developed, based upon the studentê strengths. The student will be re-screened during the regular screening cycle (grades 3 and 6).

Exit Procedure:

REVIEW OF IDENTIFICATION:
Possible reasons to review identification of a student for the Chapter 104 program include:
To reconsider the eligibility of a student to be selected for inclusion in the program
To review the appropriate placement of a student within the program
For removal of a student from the program

A parent, teacher, Chapter 104 coordinator or principal may request a review of a studentê identification for any of the above reasons by requesting a meeting with the subcommittee of the Chapter 104 Selection Committee to discuss the review. The subcommittee will be composed of a quorum of the participants in the original Selection Committee that made the determination.

If Chapter 104 program services are determined to be no longer appropriate for a student, a child may be removed from the program. Before being removed, certain program modifications might be made. Prior to removing a child from the Chapter 104 program, a meeting involving parents must be held to discuss the childê performance in the program.

Process for appeals:

If a parent or student would like to appeal the decision of the Chapter 104 Selection Committee, pertaining to the studentâ eligibility for or removal from the program, the following steps may be taken:

Write to the school principal indicating dissatisfaction with the results of the identification or exit process and the reasons for dissatisfaction.
The written appeal will be given to the Glenburn Elementary School Selection Committee.
Further evidence/documentation of student achievement may be presented by the person appealing the decision and/or members of the Committee.
The Selection Committee may request additional evidence, if available, and state their final decision in writing.
If a consensus is still not reached, the person(s) making the appeal may then make a written appeal for further review by the Superintendent. All documentation involved in the identification or exit procedures, plus the written appeal, will be made available to be reviewed.
The decision of the Superintendent will be stated in writing and is final.

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

Classroom teachers/specialist teachers providing programming for Chapter 104 students will be provided professional development on the following topics:
Needs/characteristics of gifted students
Differentiated Instruction
Curriculum Compacting

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

The Chapter 104 Program Administrator will be the Curriculum Coordinator

The Chapter 104 Program Coordinator/Teacher will

- coordinate the student screening/selection process for both academic and visual and performing arts (K-8)
- develop individual student academic learning plans for grades K-8, and visual and performing arts learning plans (K-8)
- provide enrichment/extension resource materials to academic classroom teachers and visual & performing arts teachers (K-8)
- maintain student records for the Chapter 104 Academic Program and the Visual and Performing Arts Program (K-8)
- provide support to classroom teachers through the use of collaborative planning, discussion of individual student performance and learning needs
- evaluate progress toward visual and performing arts Personal Learning Plan goals through teacher progress reports (2 x year)
- order supplies and materials needed for Chapter 104 programming
provide staff development for teachers
- complete an annual program evaluation
- compile and submit the annual program application (state report) and yearly budget
- facilitate Chapter 104 Steering Committee meetings

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
Stephanie McLean	Yes	Teacher/Administrat	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.

Annually the Chapter 104 Steering Committee will review the Chapter 104 Program selection process and programming. They will recommend any needed changes or modifications to the Chapter 104 coordinator. The Steering Committee will consist of the building principals, special services director, guidance counselors, a school committee member, a parent representative, and 2-3 classroom teachers. The committee will convene at least twice a year. The committee is responsible for assuring that the selection process is equitable.

Student Progress:
Each studentê program will be reviewed at least twice during the school year to evaluate progress toward the goals of the Personal Learning Plan. This review will involve Chapter 104 program staff and the studentê classroom teacher(s) (Principal, guidance counselor, parents, and student Öif appropriate).

Program Evaluation:
The evaluation of the Chapter 104 Program will be based on the program goals, as outlined in the plan.
Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies and resources
Integrate the Chapter 104 program with the regular classroom and develop cooperative relationships between classroom teachers and personnel assigned to the Chapter 104 program
Design the Chapter 104 program to ensure continuity as students progress through the program
Provide professional development and support to assist teachers in meeting the needs of gifted learners
Align instruction in the Chapter 104 program with Common Core Standards and the Maine Learning Results
Ensure that the identification and placement process and procedures are fair and equitable
Develop a personal learning plan for each identified student
Develop a process to review student progress, identify future goals/outcomes, as appropriate, and identify resources necessary to implement the plan
Ensure that the Chapter 104 Program receives resources consistent with the program goals

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

-Hogan Marquis will be the instructor for a STEM club for gifted and talented students to be part of which meets daily during an academic block during the school day. Brian Nadeau: Music instructor who comes in to provide services.
-Books: Maniac Maggee, Tuck Everlasting , Explores Resource Box, Weather Book Library, Force and Motion Book Library, Landforms and Mapping Lit Library, Native Americas Resource Box, Earth and Space Leveled Text
-STEM Supplies: Kidde FA110 Multi Purpose Fire Extinguisher, DYMO Labeling Tape, Ω "x 23', Black Print on White Tape (45013) D1 Label Cassette , DYMO LabelManager 160 Hand Held Label Maker, Utility Vinyl Electrical Tape, NSi EWG Easy-Wrap General Purpose, Electrical Tape, -7 to 80 Degree C, 60' Length x 3/4" Width, Rainbow , Trademark Tools 75-6037 Hand Tool Set , Scotch Multi Use Duct Tape, Loctite Professional Super Glue, Pitsco Heavy Density Balsa Wood Strips
Curriculum Extensions: Reading for the Gifted Student Grade 1,Reading for the Gifted Student Grade 3,The Common Core Grammar Toolkit: Using Mentor Texts to Teach the Language Standards in Grades 6-8, Differentiated Activities for Teaching Key Comprehension Skills: Grades 2-3: 40+ Ready-to-Go Reproducibles That Help Students at Different Skill Levels All Meet the Same Standards, Differentiated Activities for Teaching Key Comprehension Skills, Teaching Reading Through Differentiated Instruction With Leveled Graphic Organizers
50 Stem Labs - Science Experiments for Kids, Differentiated Projects for Gifted Students: 150 Ready-to-Use Independent Studies, Challenging Units for Gifted Learners: Language Arts:Teaching the Way Gifted Student

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)**
Stephanie McLean	35,000	
Subtotal	35,000	

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

Independent Contractor Name	**Elementary (contract amount)**	**Secondary (contract amount)**
Brain Nadeau	600	
Hogan Marquis	400	
Subtotal	1000	

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
Studio Media Pods	200		
Sheet Music	300		
Books: See Description	600		
Science Activity: See STEM DESC	400		
Curriculum Extension: See Desc.	500		
Subtotal	2000	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Entrance Fee Competition	300		
Robotic Club Fee	300		
Subtotal	600	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS	250.00		
Reading A-Z	100.00		
Moby Max	100.00		
Subtotal	450.00	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	35000	
Auxiliary Staff		
Independent Contractors	1000	
A. Materials & Supplies	2000	
B. Other Allowable Costs	1050	
C. Student Tuition		
D. Staff Tuition/PD		
Total	39050	