

**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:

Hermon School Department

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

Brandy St. Pierre

Phone number:

2047-848-4000

Email address:

stpierreb@hermon.net

CERTIFICATION:

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

Patricia Duran

Superintendent Name (printed)

Patricia Duran

Superintendent Signature

Date application submitted to Maine DOE for review:

12-2-15

Revision Submitted 12/17/15 *YBSP*

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:

[Signature]

Date of Approval:

1/4/16

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:

Gifted students exhibit a wide variety of characteristics. Because of these characteristics, gifted and talented students need appropriate enrichment to ensure they are being challenged academically. Gifted curriculum will emphasize higher level thinking and creative problem solving, originality, inter-disciplinary learning, and opportunities for self evaluation and meta-cognitive assessment.

Arts program philosophy:

Students who are gifted in the arts exhibit a wide variety of characteristics. Because of these characteristics, gifted and talented students need appropriate enrichment and opportunities to demonstrate their unique gifts. Gifted curriculum will emphasize creativity and performance 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:

Identified gifted and talented students are usually clustered in a given class so they may work together on learning activities that differ from those of the general curriculum. They also interact with the class as a whole and in various other classroom groupings.

Other classroom modifications for gifted and talented students include: pre-assessing, more advanced complex texts and other resources; compacting; accelerated pace; double promotion in content area; activities and assignments that require greater breadth and depth; more challenging and sophisticated content, and additional or more refined skills; learning center or individual or small group projects; learning contracts; or individual learning plans.

Arts program abstract:

The students served by this program are in grades 3-12. They are identified through a process that looks at their skills and creativity in the visual and performing arts. Students are served through differentiating and extending the art's program through field trips and hands on experiences with local artists, during the school day.

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

Academics:

Goal #1: To provide gifted children with a variety of challenging activities and learning opportunities.

Objective #1: Gifted and talented students will be initially pre-assessed in their areas of strength, than assessed on a regular basis, in order for the curriculum content and pacing to be adjusted to meet their unique needs.

Activity #1:GT coordinator will meet with teachers on a regular basis to discuss how to pre-assess and then determine if enrichment is an option.

Goal #2: To support teachers in the area of educating gifted students

Objective #2: Provide ongoing professional development to regular education and gifted education staff regarding differentiation of instruction.

Activity #2: Have staff participate in the annual MEGAT conference

Goal #3: To educate and support parents of gifted children

Objective #3: Individualized Learning Plans will be mailed home annually; these ILPs will contain programming options, areas of interest and student aspirations.

Activity #3: During annual parent teacher conferences discuss ILPs and address any questions or concerns from parents.

Arts:

Goal #1: To support students who are gifted in visual and performing arts and to allow them to express themselves artistically in their areas of interest.

Objective #1: The GT coordinator and art teacher will meet with students three times annually to discuss areas of interest and how to access resources.

Activity #1: Provide a resource list so that students may explore areas of interest.

Goal #2: To expose students who are gifted in visual and performing arts to other forms of art they may not be accustomed to.

Objective #2: Provide opportunities for students to experiences different forms of art through field trips and participating in local artist's workshops during the school day.

Activity #3: Yearly field trips to University of Maine Museum of Art to tour museum and participate in a hands on art activity related to the exhibit.

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:

All students in grades three, five, and seven will be automatically referred through a system wide evaluation process. The process begins in the spring by gathering data from a variety of sources including teachers and parents. Parents and teachers complete a Gifted Characteristic Checklist as the first step in the screening process. The combined scores are averaged to obtain a final score. An eligible score allows the students to continue with future assessment, which includes IQ, reading and math standardized testing, as well as scores from local assessments such as NECAP. By using the pre-assessment process, the Hermon School Department ensures equal access to screening and further assessments for all students who demonstrate an educational need.

Selection:

To be eligible for services, students must qualify in Mental Ability and Achievement with a score of 95% or higher, or students can score 95% or higher in three out of the four test categories. In qualifying academically gifted students, one qualifying score must be in the area of Mental Ability or Achievement.

Placement:

A committee, which includes teachers, GT Coordinator, and administration, meets at the end of the screening and testing process and determines based on scores, and teacher and parent input, who will receive gifted and talented services. The committee will take the top 5% of the student population. A list of identified students and their services will be sent to the superintendent.

Academic Aptitude:

Screening:

All students in grades three, five, and seven will be automatically referred through a system wide evaluation process. The process begins in the spring by gathering data from a variety of sources including teachers and parents. Parents and teachers complete a Gifted Characteristic Checklist as the first step in the screening process. The combined scores are averaged to obtain a final score. An eligible score allows the students to continue with future assessment, which includes IQ, reading and math standardized testing, as well as scores from local assessments such as NECAP. By using the pre-assessment process, the Hermon School Department ensures equal access to screening and further assessments for all students who demonstrate an educational need.

Selection:

To be eligible for services, students must qualify in Mental Ability and Achievement with a score of 95% or higher, or students can score 95% or higher in three out of the four test categories. In qualifying academically gifted students, one qualifying score must be in the area of Mental Ability or Achievement.

Placement:

A committee, which includes teachers, GT Coordinator, and administration, meets at the end of the screening and testing process and determines based on scores, and teacher and parent input, who will receive gifted and talented services. The committee will take the top 5% of the student population. A list of identified students and their services will be sent to the superintendent.

Artistic Ability:**Screening:**

Referrals to the GT Identification Team for either art or music can be made by parents, teachers, or students themselves. An Artistic Characteristics Nomination Form and/or a Musical Characteristics Nomination Form, which includes both a rubric or rating scale, will be completed by teachers and parents beginning in grade 3 and every other year after that (3, 5, 7, 9, 11). The nomination forms will begin the screening process. Student grades in art and music classes, student portfolios, demonstration information, student auditions, and the nomination forms will be collected and/ or demonstrated, and will then be reviewed by the GT Identification Team. By using this screening process Hermon School Department ensures equal access to screening and further assessments for all students who demonstrate an educational need in the area of visual and performing arts.

Selection:

A team of staff members including the Gifted and Talented Teacher/Coordinator, music or art teacher, and an administrator will review the screening information and the top 5% or less of students will be selected for the Gifted and Talented Arts Program.

Placement:

A committee, which includes teachers, GT Coordinator, and administration, meets at the end of the screening and evaluation process and determines based on nomination rubrics, grades, portfolio and/or auditions, who will receive gifted and talented services. The committee will take the top 5% of the student population. A list of identified students and their services will be sent to the superintendent.

Process for transfer students:

At the request of the parents, the Hermon School Department will assess within 30 days of transfer any student from out of state in the grades being tested (3,5,7). High school students will meet with their assigned guidance counselor and the Gifted and Talented Teacher/Coordinator to determine academic needs. Parents shall put in writing the request for gifted evaluation. Students transferring within the state of Maine will be eligible to participate in the Hermon School Department Gifted and Talented Program upon receipt of eligible scores from the sending school and their review by the Gifted and Talented Teacher/Coordinator.

Exit Procedure:

In the event that a student fails to meet continuation criteria, the Gifted and Talented Teacher/Coordinator shall implement appropriate administrative procedures including:

1. Notification of parents
2. Developing a plan for improvement, placing the student on probation for one quarter, trimester, or semester
3. Having student continue to participate in gifted assignments and activities during the probationary periods
4. Setting a review date to assess progress at the end of the probationary period
5. Discontinuing services a minimum of one quarter, trimester, or semester if continuation criteria are not met
6. Resuming services without additional testing at the beginning of the quarter, trimester, or semester when continuation criteria are met

If at any time, a student wishes to withdraw from the Gifted and Talented Program or services, the request must be in writing by the parents or guardians and submitted to the Gifted and Talented Teacher/Coordinator. Once the request is received, a meeting will be initiated, and upon final agreement of withdrawal, notification will be put in writing.

Process for appeals:

1. The GT Coordinator along with the principal and Director of Special Services will determine, if a score is in question, whether an alternative test would be appropriate.
2. If a resolution cannot be reached, complaints will be filed in writing to the Hermon School Department, Director of Special Services:
Mrs. Brandy St. Pierre
PO Box 6360
Hermon, Me 04402-6360
3. These concerns will be addressed with the Superintendent of Schools.
4. The Superintendent will schedule a meeting with the complainant, and any pertinent personnel she chooses, to address the specific concerns and reason for the appeal. All parties will work together to find a solution based on date and educational needs.
5. If the complainant is not satisfied with the results, he/she may forward his/her concerns to the Maine Department of Education for other options and guidance.
6. The complainant has the right to legal representation throughout this process.

5. Provide a description of the staff development that takes place in order to implement the program(s).
Conferences with teachers who have gifted students and provide them with information and resources.
Assisting in differentiating the curriculum to use in the regular classroom.

Provide opportunities for the Gifted and Talented Teacher/Coordinator to take university level classes, and attend workshops and conferences.

Allow membership in state and national organizations for gifted and talented instruction.

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

There is one Gifted and Talented Teacher/Coordinator who serves the district. The Gifted and Talented Teacher/Coordinator works with teachers in a consultation model to ensure that Gifted and Talented students' needs are met. This teacher plans units with teachers and works on executing strategies that will most benefit gifted students. This teacher may also suggest acceleration to higher grade levels depending on need.

The Gifted and Talented Teacher/Coordinator consults with high school level students to match the appropriate courses to each student. This may require enrolling students in college level classes or classes that are taken virtually.

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
Nicole Griffin	Yes* Waiver granted	Teacher	K-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

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

The Director of Special Services as well as the Gifted and Talented Teacher/Coordinator will review student data every Spring to ensure that the program is being utilized in the most effective way, and to evaluate student growth.

Annual goals will be developed based on data and student needs/growth.

Parents and teachers will also be consulted for effectiveness of program and any current or future identifiable needs.

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

Costs for the Gifted and Talented Program include the Gifted and Talented Teacher/Coordinator salary and benefits, as well as costs for professional development opportunities such as graduate level course work, and the MEGAT professional conference.

Testing books and answer sheets are needed to conduct the yearly testing required for gifted and talented.

We are also requesting resources for above grade level vocabulary development, books for reading groups for gifted students that have higher lexile ranges, and math enrichment projects for 5th grade math. These math enrichment projects allow gifted students to go more in depth in certain math strands. Areas that enrichment projects cover: subjects include multi-digit multiplication, decimals, fractions, graphing & data, perimeter & area, elapsed time.

Teachers books are needed to help individualize instruction for small groups of gifted students.

Noetic learning is a math website that gives students who are gifted in math and need more challenging math problems every week. This is a 10 week course in the fall and spring.

Texts for reading and writing will also be used by teachers to develop reading and writing skills in small groups with gifted students. These skills will then be applied to reading and writing about books that have been requested for reading groups. These books will also be given to gifted students for individual reading in different content areas.

Math ebooks are needed for 4th grade math students for acceleration.

The Hermon Scholar Diploma Program, at the high school, requires books to complete book studies, and books to help with standardized test taking strategies for those students. Honors Diploma Students will participate in field trips, during the school day, to UMO to participate in discussions with professors in relation to topics in the book study.

As part of the gifted and talented visual and performing arts plan, we are seeking funds for field trips to art museums as well as theatre performances for gifted visual and performing arts that will occur during the school day. We will also pay local artists to come during the school day and give hands on art lessons to our visual arts students.

Funds for Aleks are for a middle school student to take a virtual high school geometry class that this student cannot access through the middle school. Also, funds for AP4ALL and Husson College are for students who do not have access to the courses at the high school, because courses are not available, or do not fit within their schedule.

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)
Nicole Griffin	45255.59	30169.06
Subtotal		

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

Independent Contractor Name	Elementary (contract amount)	Secondary (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
Teacher Books: <i>A Writer's Coach the Complete Guide to Writing Strategies that Work</i> <i>Finding the Heart of Nonfiction</i> by Heard	100		
Testing books and answer sheets	520	Hermon Scholar Diploma book study books- <i>Brave Girl Eating</i> by Harriet Brown; <i>The Immortal Life of Henrietta Lacks</i>	960
Wordly Wise vocabulary resources for 4 th through 8 th grade	260	Books for standardized test taking strategies Kaplan and the College Board	315
Texts for reading and writing: <i>A Pig Parade is a Terrible Idea</i> by Michael Black <i>Bat Loves the Night</i> by Nicola Davies <i>The Secrets of the Sphinx</i> by Giblin <i>The Situation and the Story the Art of Personal Narratives</i> by Gornick <i>This Moment</i> by Heard <i>The Man Who Made Time Travel</i> by Lasky <i>The Case of the Vanishing Golden Frogs: A Scientific Mystery</i> by Markle <i>We Are The Ship</i> by Nelson <i>Eleanor, Quiet No More</i> by Rapaport <i>Whales</i> by Simon <i>Titanic</i> by Steward <i>The Best Town in the World</i> by Baylor <i>My Brother Dan's Delicious</i> by Layne <i>Earrings!</i> By Viorst <i>A Beam of Light</i> by Berne <i>Papa is a poet: A story about Robert Frost</i> by Bober <i>Odd Boy Out</i> by Brown <i>Life Time: Amazing Numbers in Animals</i> <i>Telephone</i> by Schaefer <i>The Book with No Pictures</i> by Novak <i>Awaking the Heart</i> by G. Heard	400		
Books for reading groups- <i>Counting by 7</i> <i>Waking Up Missing</i> by Messner <i>Hold Fast</i> by Balliett	300		
Math Enrichment Projects- by Teaching with a Mountain View: multi-digit	100		

multiplication, decimals, fractions, graphing & data, perimeter & area, elapsed time.			
McGraw Hill math ebooks	100		
Noetic Learning- 4 th grade math	200		
Subtotal	1980	Subtotal	1275

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Visual and Performing Arts Workshops by local artists	280	Visual and Performing Arts Workshops by local artists	160
Theatre Tickets to Penobscot Theatre for Gifted and Talented Performing Arts	220	Theatre Tickets to Penobscot Theatre for Gifted and Talented Performing Arts	80
Visual and Performing Arts Field Trips to UMMA and Glass Blowing Shop for gifted students	340	Field Trip Transportation to UMMA and Colby Museum for gifted students	500
Staff Travel to Conferences	60	Staff Travel to Conferences	40
		Transportation to UMO for book study field trip for Honors Diploma Students	150
Subtotal	900	Subtotal	930

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Aleks Virtual Geometry Course	128	AP4ALL- Calculus and World History Fees	90
		Husson College Psychology	100
Subtotal	128	Subtotal	190

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT Conference Fees	180	MEGAT Conference Fees	120

Gifted and Talented Graduate Classes	6023	Gifted and Talented Graduate Classes	4015
Subtotal	6203	Subtotal	4135

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	45255.59	30169.06
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	1980	1275
B. Other Allowable Costs	900	930
C. Student Tuition	128	190
D. Staff Tuition/PD	6203	4135
Total	54466.59	36699.06