

**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:** Hope Elementary School

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

Phone number: (207) 785-4081

Email address: danielle.fagonde@fivetowns.net

**CERTIFICATION:**

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

DIANNE HELPRIN  
Superintendent Name (printed)

  
Superintendent Signature

Date application submitted to Maine DOE for review: 2-1-16

**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

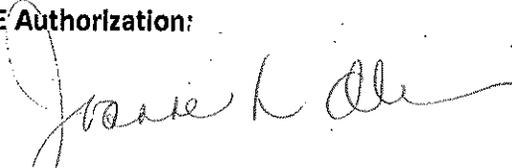
**DUE DATE: September 30, 2015**

Reviewed By:

Lee Worcester

- Approval  
 Approval with concerns  
 Non-approval

Maine DOE Authorization:



Date of Approval:

2/3/16

**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. 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 all students' needs should be met, including students who are achieving higher than their peers. Students should continuously be challenged and be given opportunities to grow.

**Arts program philosophy:** We believe students should be given the opportunity for enrichment through differentiation within the classroom and occasional opportunities outside the classroom.

1. 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:** Grade 3-5 consultation model and differentiation in the regular classroom for identified ELA, Math, science and social studies students. Grade 6-8 differentiation in the regular classroom for identified ELA, social studies and science students. Grade 6-8 Pull out services for identified math students.

**Arts program abstract:** Grade 3-8 Pull out services, differentiation in the regular classroom, and consultation model for identified arts students.

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

#### **Academics:**

##### **Goals:**

1. To provide engaging activities, which are relevant.
2. To provide learning goals, which are integrated with our standards based curriculum and the Five Town Graduation Standards document.
3. To provide a program that stimulates and increases growth in all academic areas.

##### **Objectives:**

1. The program would provide opportunity and mobility through use of project based learning to go beyond what is taught within the scope of the class.
2. Make sense of problems and persevere in solving them.

##### **Activities:**

1. Students are placed in math groups that allow for opportunities to solve higher-level problems and think critically.
2. Students have the opportunity to research areas of interest in present to a greater audience.

**Arts:****Goals:**

1. To provide opportunities that promote artistic potential.
2. To provide individualized programming, which is integrated with regular classroom programs and is aligned to the Maine Learning Results.

**Objectives:**

1. Students are given mobility to extend, explore and refine projects.
2. K-5 General Music – Provide activities that go beyond the regular classroom instruction and stimulate the musical development of gifted and talented students.
3. 6<sup>th</sup>-8<sup>th</sup> Band and Chorus students are encouraged to audition for District III Honors Band and Chorus.

**Activities:**

1. Students are given an assignment Art and Geometry unit. They are shown various examples with different levels of complexity and different mediums. Students have autonomy in what they choose to create.
  2. Provide differentiated activities at individual student's levels that encourage individual students to achieve their musical potential.
  3. Utilize gifted and talented students to engage and support their peers.
1. 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: Teachers look at beginning of the year data and select students who are 95% or better on NWEA for ELA and math. For science, students must score Proficient with Distinction on 5th grade MEA or 95% or higher on NWEA or teacher recommendation..

Selection: G/T Committee will look at students' scoring 95% or higher in more ELA and math and/or other areas in consecutive years to determine eligibility for G/T (at least three subject areas or both ELA and math).

Placement: G/T committee will consult with teachers to determine students' needs are being met within the classroom. If not, alternative programming will be determined.

**Academic Aptitude:**

Screening: Teachers look at beginning of the year data and select students who are 95% or better on NWEA for ELA or math. For science, students must score Proficient with Distinction on 5th grade MEA or 95% or higher on NWEA or teacher recommendation.

Selection: Students must achieve a 95% or better on a nationally normed achievement test for two consecutive years and/or be considered consistently exceeding the grade level expectations as determined by his/her teacher.

Placement: G/T committee will consult with teachers to determine students' needs are being met within the classroom. If not, alternative programming will be determined.

**Artistic Ability:**

Screening: Students, who are motivated to go beyond what is expected of their peer group (receives a score of 4), and thinks of ideas on their own are referred to the G/T committee.

Selection: G/T committee will consider teachers' recommendations. A survey, which is filled out by the teacher

is used to determine selection. Teachers need to include characteristics and examples. Sometimes examples of work is requested of the teacher by the G/T Committee.

Placement: G/T committee will consult with teachers to determine students' needs are being met within the classroom. If not, alternative programming will be determined.

**Process for transfer students:** All student records are evaluated. If students meet the criteria for Hope's G/T program, the G/T Committee along with the classroom teachers will consult to best meet the student's needs. Parents are notified of the process and a document is placed in the child's folder.

**Exit Procedure:** Once students qualify for G/T, they are monitored to assure they are continuing to make growth. Students may be exit the program per parent request. A parent request must be in writing. If students are no longer eligible for G/T once they have been identified, a student is referred to SAT. Parents are notified of the process and a document is placed in the child's folder.

**Process for appeals:** Parents have the right to appeal the committee's decision to withhold a student from G/T. The Superintendent would have final say after reviewing all evidence and listening to both the committee and the parent's stand. The process is as follows:

1. Parent meets with the child's teacher(s). If an agreement is not made between teacher and parent whether or not the student's need are being met then,
  2. The parent and teacher(s) meet with the G/T Committee. Alternative documentation, such as national norm testing may be used to determine eligibility. If an agreement is not made between committee and parent whether or not the student's need are being met then,
  3. A meeting between the Superintendent and parent would take place.
1. 5. Provide a description of the staff development that takes place in order to implement the program(s). Currently we are advertising for a G/T endorsed teacher. We will offer to reimburse for course work and necessary trainings. In the mean time, the G/T Committee consults with other G/T endorsed teachers out of house. Related readings and articles are shared.
1. 6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.
- We currently do not have a G/T endorsed teacher. However, we are advertising for one. The administrator currently oversees the G/T program. Classroom teachers differentiate in their regular classrooms and additional programming is added to meet the needs of all of our learners.

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
Danielle Fagonde	No	Administrator	K-8	part-time
Shelly Burcalow	No	Teacher	K-8	part-time
Jackie Cooper	No	Teacher	K-8	part-time
Barb Williams	No	Teacher	6-8	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
Linda Moran	Ed. Tech. III	No	K-8	Danielle Fagonde, Principal	part-time

1. 7. Provide a description of the annual program self-evaluation process. We evaluate student data to make sure our G/T students are showing adequate growth.
  
1. 8. Provide a description of the costs to be incurred to implement the program(s). There are costs associated with programming offered to enrich students who are identified for G/T. Honors Music students and math team students are provided enriching opportunities. The participation fee is a registration fee. We use ALEKS and Continental Math League to provide challenging math enrichment beyond the regular curriculum.
  
1. 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)
Danielle Fagonde	\$4,766	
Subtotal	\$4,766	

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. A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Continental Math League	\$540		
<b>Subtotal</b>	<b>\$540</b>	<b>Subtotal</b>	

**A. B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Central Maine Middle School Math League Participation	\$120		
D III 7 <sup>th</sup> & 8 <sup>th</sup> Participation Fee	\$105		
D III Elementary Festival	\$48		
D III 7 <sup>th</sup> & 8 <sup>th</sup> Audition fee	\$120		
D III 6 <sup>th</sup> Festival Participation	\$150		
ALEKS (license fee)	\$245		
<b>Subtotal</b>	<b>\$788</b>	<b>Subtotal</b>	

**A. C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost

