

**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: Jefferson Village School

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

Phone number: 549-7491

Email address: pgallace@aos93.org

**CERTIFICATION:**

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

Steven W. Bailey  
Superintendent Name (printed)

Steven W. Bailey  
Superintendent Signature

Date application submitted to Maine DOE for review: 3/6/2016

**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: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: [Signature]

Date of Approval: 3/9/16

## **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 philosophy of the academic gifted and talented program is consistent with the vision of Jefferson Village School and reads, "We will provide in partnership with families, a quality education where all are able to reach their full potential within a caring, secure environment."

### **Arts program philosophy:**

The philosophy of the gifted and talented arts program is consistent with the academic program philosophy, but also recognizes that art students need to be given the opportunity to realize their potential and are able to utilize their talents in productive ways. We will provide challenging instruction through accelerated and enrichment activities.

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:**

The academic program for our students at the K-8 level is to provide differentiated instruction for students in the areas of reading, writing, science, and social studies. We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format may differ between subjects. Students will be able to enter the program at various points throughout the year.

**Arts program abstract:**

The arts program for our students at the K-8 level is to provide differentiated instruction for students in the areas of art, music, drama, and dance. We will target approximately 5% of the total population and provide services in a variety of settings. The program delivery format may differ between subjects. Students will be able to enter the program at various points throughout the year.

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

## Academics

### Goals:

The academic program will provide differentiated instruction and independent studies in all academic areas. Students will be challenged academically, socially, and emotionally to achieve their greatest potential and develop a sense of responsibility for self, school, community, and society.

### Objectives:

- The students will be empowered to perform at high academic levels.
- The students will apply basic skills to advanced learning activities.
- The students will develop the behaviors and skills necessary for self-directed exploration of new ideas.
- The students will expand their thinking capacities in the areas of creativity, logic, and metacognition.
- The students will broaden perspectives of world reality.

### Activities

Self-evaluations  
Self-directed research of various topics

## Arts

### Goals:

The arts program will provide differentiated instruction and independent studies in the arts. Students will be challenged artistically, socially, and emotionally to achieve their greatest potential and develop a sense of responsibility for self, school, community, and society.

**Objectives:**

- The students will be empowered to perform at high artistic levels.
- The students will apply advanced artistic skills in their activities.
- The students will develop the behaviors and skills necessary for self-directed exploration of new ideas.
- The students will expand their artistic capacities.
- The students will broaden perspectives of world reality.

**Activities**

Self-evaluations  
Self-directed research of various topics

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:**

The purpose of the screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who clearly need the program. All tools used in the screening process target the students' achievements.

Tools: teacher nominations; self-nominations; parent nominations

**Selection:**

Once a pool of students is identified in the screening pool, each student will be assessed using one of the following components:

Report cards, NWEA, MEA, Fountas and Pinell Benchmark Assessment

**Placement:**

The committee will meet and consider the collected data. Only 5% will be identified. A list of identified students will be provided to the superintendent.

## Academic Aptitude

### Screening:

The purpose of the screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who clearly need the program. All tools used in the screening process target the students' achievements.

Tools: teacher nominations,; self-nominations; parent nominations

### Selection:

Once a pool of students is identified in the screening pool, each student will be assessed using one of the following components:

Report cards, NWEA, MEA, and Fountas and Pinell Benchmark Assessment

### Placement:

The committee will meet and consider the collected data. Only 5% will be identified. A list of identified students will be provided to the superintendent.

## Artistic Ability

### Screening:

The purpose of the screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who clearly need the program. All tools used in the screening process target the students' achievements.

Tools: teacher nominations,; self-nominations; parent nominations

**Selection:**

Once a pool of students is identified in the screening pool, each student will be assessed using one of the following components:

Portfolio assessment with rubric  
Interviews  
Informal tests

**Placement:**

The committee will meet and consider the collected data. Only 5% will be identified. A list of identified students will be provided to the superintendent.

**Process for transfer students:**

In the event a student transfers from a different district and was previously identified and serviced in that district, Jefferson Village School will review the identification documentation and compare it to the local identification system. If the student does qualify for services at JVS under its local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically reviewed in his/her new district within 45 days of the record review. If the student meets the local criteria then he/she is placed immediately in the gifted and talented program.

**Exit Procedure:**

Possible exiting situations:

Inability to function in a group, Emotional readiness, Emotional trauma, Attendance issues, Disruptive to others, Unwilling to participate, Low performance, Missing work, Teacher request, Student request, Parent/guardian request

Sample exiting procedures:

1. Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the program from the teacher of the gifted and talented, the parent/guardian, counselors or administrators.
2. Exiting of students from gifted and talented services is based upon multiple criteria including student performance in the program, psychological or personal reasons, and is finalized by a consultation with parents and teachers.
3. Prior to formal exit from the program, the following steps will be followed:
  - a. Document and review student progress
  - b. Conference with student, parent, and other appropriate professional educators
  - c. Formal notification of parent

**Process for appeals:**

The parents, guardians, or teacher of any student denied inclusion into the gifted and talented program may appeal the identification committee's decision. A sample of an appeal process is as follows:

- a. A parent, guardian, or teacher expresses concern regarding the exclusion of the student into the program. The gifted and talented committee will review results of testing and information collected with the concerned person and let the concerned person know why the decision was made according to the criteria of the program.
- b. The concerned person initiates an appeal in writing to the gifted and talented committee. The gifted and talented committee may conduct an alternate test. If an achievement test score was low, an alternate achievement test may be administered. If an ability test score was low, an alternate ability test may be administered.
- c. The gifted and talented identification committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products.
- d. The gifted and talented committee may notify the parent, guardian, and teacher of the decision made by the advisory or identification committee.
- e. In the event the student does not qualify for services, the student may be reevaluated in a year at the request of the parent, guardian, and/or teacher.

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

Jefferson Village School will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth. This will include courses, conferences, workshops, and webinars specific to gifted education as well as associated costs.

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

The administrator may collect test scores and create a matrix for the committee members to review and compare scores.

The administrator may schedule the identification committee meeting.

The administrator may create a schedule to meet with students each fall.

The administrator may create a schedule to meet with classroom teachers each fall.

The teachers of Jefferson Village School will develop appropriate programs for the identified students.

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
None				

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
None					

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

Each spring a team consisting of an administrator and at least two others such as classroom teachers, and the arts teacher will review the identification process. The team will determine if the criteria is too strict or too lax. Adjustments to the criteria will be made if warranted. Individual student programs, scheduling conflicts and student growth will all be a part of this review.

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

None \$0

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	0	0

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	0	0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal	0	0

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
<b>Subtotal</b>	0	<b>Subtotal</b>	0

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>	0	<b>Subtotal</b>	0

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>	0	<b>Subtotal</b>	0

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
<b>Subtotal</b>	0	<b>Subtotal</b>	0

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>		
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>		
<b>B. Other Allowable Costs</b>		
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>		
<b>Total</b>	0	0