

**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: KITTERY SCHOOL DISTRICT

Name and title of person responsible for gifted and talented program:
MARILYN P. WOODSIDE

Phone number: 207 475-1335

Email address: mwoodside@kitteryschools.com

CERTIFICATION:

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

Allyn W. Hutton
Superintendent Name (printed)

Allyn W. Hutton
Superintendent Signature

Date application submitted to Maine DOE for review: 6-1-16

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: [Signature]

Date of Approval: 6/2/16

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 Kittery School District strives to meet the needs of each individual student. Students are encouraged to develop their strengths and talents to the best of their abilities and are guided to become independent, life-long learners. The Gates teacher designs and provides opportunities that address both academic and social-emotional needs through acceleration, enrichment, and guidance. We provide direct and consultative services to address the unique learning needs of students that have been identified, while building capacity for teachers to differentiate instruction to meet the needs of all students. Students are provided with appropriate educational placements based on their social, emotional, creative and intellectual needs which sustain challenge and ensure continued growth. Curriculum offerings reflect individual abilities, with appropriately matched levels of content, as well as pacing and processing skills which are geared to the gifted learner.

Arts program philosophy:

Kittery School District recognizes the unique talents and potential of gifted and talented visual and performing arts students who can benefit from additional opportunities to realize their potential and utilize their talents. We recognize that there are students who excel beyond their peers, and who have the ability to perform at advanced levels in the arts. We are committed to identifying these students and to providing specialized, challenging opportunities.

Through school based and collaborative programming with community and state resources, we offer a full range of arts programs for grades K-12. Our students are supported and encouraged to explore their artistic passions and creative expression through local opportunities and through extended opportunities to showcase their talents.

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:

Primary Level (K-2) We do not formally identify students at the primary level. Instead, the GATES teacher collaborates with classroom teachers to differentiate within the regular classroom, adapting or constructing instructional activities to meet the individual needs of students who demonstrate significantly advanced abilities in their classroom work. Emphasis is given to special concerns for both academic and social/emotional development throughout the primary years. The teacher acts as a consulting teacher for classroom teachers to access appropriate resources for meeting individual student needs and to coordinate possible small interest group activities among students.

Grade 3 The GATES teacher coordinates the program and the provision of services to classroom teachers, students and their parents. Faculty is supported through direct consultation to enrich and accelerate curriculum and provide resources that challenge students' thinking and to provide for individual needs. Co-teaching units enrich the curricula as well.

Grades 4-8 The GATES teacher coordinates the program and the provision of services to classroom teachers, students and their parents. Faculty is supported through direct consultation to enrich and accelerate curriculum and provide resources that challenge students' thinking and to provide for individual's needs. The teacher also provides consultation on how to address social, emotional, and organizational needs of the gifted students. The GATES teacher meets weekly with identified students. Enrichment seminars are provided to allow the students to work together on interdisciplinary research of interest to them and engage in creative problem solving. Co-teaching classes also enrich students' curricula.

Grades 9-12 Identified students are guided to personalized opportunities offered within and without the school. Independent study opportunities as appropriate to student needs are offered, as well as advanced coursework through AP, Virtual High School, and nearby 4-year and community colleges.

Arts program abstract:

Students whose gifts and talents rest within the visual and performing arts will have the opportunity to participate in experiences that showcase these talents. Artistic gifts will be recognized and encouraged through experiences including opportunities to share their work in meaningful and purposeful ways. Student will have a voice in how their work will be shared, thus being active participants in the learning process.

Activities to support creative expression for gifted visual and performing artists include:

Elementary and Middle: Artists in residence; individualized instrumental lessons and band; local exhibition and art; mentors within the community; chorus and solos within chorus; field trips; competitions; advanced study in the visual arts and performing arts areas (middle school).

Secondary: Jazz band; solos within chorus; district one band and choral festivals; AP studio art; local exhibitions or art; York County Regional Fine Arts Collaboration; one-act plays and musicals; advanced study in the visual and performing arts areas; field trips and competitions.

Informal services consist of consultation to teachers in grade K-12 regarding giftedness of students and how to best differentiate instruction to meet accelerated learning needs.

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

Academics

Goals:

1. To develop, implement, review and effectively manage appropriate services for students with gifts and talents.
2. To develop and implement support services for students with gifts and talents while creating a safe learning environments to foster emotional well-being, positive social interaction, leadership and academic/intellectual achievement.

Objectives:

1. To provide options and choices in collaboration with staff in our schools to deliver continuity of Chapter 104 services.
2. To provide consultation in how to manage and deepen the learning experience will be part of the work to be accomplished with staff. Students with gifts and talents will benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

Activities

1. Our GATES teacher will collaborate and consult with general education teachers and guidance counselors to plan, develop and provide Chapter 104 services. Services will include clustering, differentiation, acceleration, enrichment, compacting curricula, consultation and co-teaching.
2. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. Program offerings will emphasize high level content and complexity in process and product-oriented activities; students will use high level thinking skills, problem solving inquiry, and creative productivity to explore content.

Arts

Goals:

1. To develop, implement and effectively manage collaborative support services for students with gifts and talents in the visual and performing arts.
2. To enhance the educational experience of students that are identified as gifted and talented in the arts by providing various accelerated learning opportunities in various methods and techniques and techniques of artistic and musical expression.

Objectives:

1. To provide options and choices in collaboration with visual and performing art staff.
2. To provide options in multiple talent areas and across multiple dimensions.

Activities

1. The GATES teacher, administrators and Visual and Performing Arts staff collaboratively plan programs and services in the arts.
2. The GATES teacher, administrators and Visual and Performing Arts staff collaboratively develop local and regional partnerships and opportunities in the arts.

Opportunities will include collaboration with community based artists and musicians, artists in residence, collaboration with businesses on design and artistic projects, and classroom activities that actively engage and inspire young artists and musicians to express themselves at an accelerated rate utilizing various methods of artistic expression.

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:**

Students are screened for eligibility in the GATES programming on a yearly basis beginning in Grade 3. At each building level, a screening committee reviews data and identifies students for placement in GATES. The screening is holistic in intent and practice. It includes: 1) the CogAt, 2) gifted behavior rating scales based on the Renzulli Scale and/or teacher checklists, 3) student and parent questionnaires, 4) achievement test scores including state and local assessments and 5) subject assessment methods including referral, observation rating scales and student work.

Selection:

The pool of students for consideration is formed and data is collected. The identification committee (administrator, Director, GATES teacher, guidance counselor, appropriate faculty) reviews the data to determine final determination and the level of need of those identified. Students are considered holistically, and identified as having general intellectual ability if they meet eligibility criteria in three out of four academic areas as evidenced by the data which includes all data noted above (subjective, observational, objective).

Placement:

Placement of students with gifts and talents are made with consideration of clustering students within given classes so as to provide like-learners within the classroom. Weekly pull out enrichment and consultation (in collaboration with the classroom teacher) is provided to groups of students in order to further foster challenging experiences and well-rounded, self-directed students. Advanced book groups, Honors level classes, on-line learning experiences, and AP classes are also offered.

Academic Aptitude

Screening:

Screen for academic aptitude includes: 1) CogAt, 2) a gifted behavior scale based on the Renzulli Scale or other appropriate checklist, 3) achievement test scores including state and local assessments, and 4) subjective assessment methods including referral, observation, rating scales, interviews, student work, and parent and student questionnaires. Screening begins early in the 3rd grade year and continues annually.

Selection:

The pool of students for consideration is formed and data is collected. The identification committee's responsibility is to review all data as described above and determine specific academic aptitude in math, reading science, and social studies.

Placement:

If a student meets eligibility criteria for GATES, the screening committee will make placement recommendations, which take into consideration the variety of curriculum program delivery options. Once identification is made, appropriate services are determined and reviewed on an annual basis. Placement of identified students in specific academic areas will be carefully made with consideration of clustering students within the content class identified so as to provide like-learners within the classroom. Middle and high school advanced class placements (such as honors, AP and/or acceleration) will occur. Weekly consultation and enrichment groups will meet to further enhance the learning experience and to foster well-rounded, self-directed students with the ability to set goals and develop a plan of how to meet those goals.

Artistic Ability

Screening:

District measures used during the screening process will include: 1) auditions and portfolios, 2) teacher nomination forms, 3) self-nomination form/application and 4) parent nomination form. Screen begins early in the third grade year and continues annually.

Selection:

The pool of students is formed and data is collected. The identification committee will be comprised of the GATES teacher, an administrator, and teachers of the visual and performing arts. It is the responsibility of the committee to review all data as described above to determine specific needs.

Placement:

Using the data collected, students will be identified for visual and performing arts opportunities.

Process for transfer students:

Students who have transferred to the Kittery School District from another district will have their student records reviewed to determine eligibility for G/T screening. Students who are selected for screening are added into our annual screening process that is based on the data indicated in previous sections, which would include data from their previous district. If the student was identified in a previous district we pay close attention to their needs as we go through Kittery's identification process. Families are formally notified of the screening and identification processes.

Exit Procedure:

No single criterion will be used to determine exit from gifted education services. Student performance and progress in the gifted program shall be monitored. Reasons for exiting the program may include parental choice, readiness for the next level of challenge, or failure to master pre-requisite concepts (in math, for example). In addition, a student may be removed from the program if the screening committee determines it is in the best interest of the student. The decision will be based on student performance, education and emotional needs, and other appropriate considerations. Students who choose not to participate in GATES programming retain their identification and will have their level of program services reviewed and recommended annually. Parents will be formally notified if students are exited from the G/T program.

Process for appeals:

All parents of students who are candidates for the program are notified of the team's decision regarding their child. Written parent consent is required for participation in the program. Parents of students not identified may appeal the decision to the Director of Curriculum, Instruction and Technology, who oversees the G/T program. All appeals are reviewed by the screening committee. The building principal and the Director will determine if additional information before making a decision. The outcome may be appealed to the Superintendent of Schools within 14 calendar days. The decision of the Superintendent of Schools is final.

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

Professional development for the GATES teacher and the faculty are ongoing and happen in a variety of ways. All staff participate in staff development and training activities designed to provide continuous improvement of teaching that focuses on best practices specific to teaching and learning, including differentiation in the classroom. Components of staff development, which include workshop opportunities in differentiated instruction, curriculum development, and hands on and performance-based experiences will continue to be provided to teachers in the district. In addition, teachers and parents receive information/training on characteristics and traits that are unique to gifted students. Outside of the district professional development opportunities include coursework, conferences, collaboration with other districts, and school observations. Recent opportunities included attendance at the MEGAT Conference; coursework at the University of Connecticut; attendance by nine faculty (including the GATES teacher) at the Learning & the Brain Conference, etc.

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

Gifted education is supervised on the building level by principals and also falls under the supervision of the Director of Curriculum, Instruction and Technology. In collaboration with building administrators, the GATES teacher and other faculty, program screening tools and service delivery models are reviewed annually. Our GATES teacher acts as the identified student's case manager and works closely with all teachers, guidance counselors, administration and parents. The annual screening team includes a building administrator, our GATES teacher, a guidance counselor, faculty members, and the Director; opportunities are consistent with individual student need. The Director manages all budgetary aspects of the program including approval of all educational materials and supply purchases and conference/course attendance.

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
BLAYNE MATTY	No-target need	Teacher	3-8	PT
			(K-2 consult)	

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.

The GATES teacher and the associated faculty member(s) monitor and maintain evidence of the student's learning accomplishments throughout the year. Individual achievement and performance data is reviewed each spring to determine the student's level of recommended GATES programming for the following year. (Ongoing communication between the GATES teacher and associated faculty member(s) and data review also occur throughout the school year to review offerings and make supplemental enrichment suggestions). Student input is given through group discussion with the GATES teacher and through questionnaires. Parent input is received throughout the year and through the screening and notification process, special presentations, and through building open houses.

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

Costs to be incurred to implement this program include staff (teacher) salary and benefits, staff (teacher) professional development, and educational materials and supplies.

Note on #9: All courses were graduate classes taken through the University of Iowa's Belin-Blank Center for Gifted Education and Talent Development.

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)
Blayne Matty	\$24,430.00	
Subtotal	\$24,430.00	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal	0	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
None		
Subtotal	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
Book:Ms. Frisby & the Rats of Nimf	45		
Book: D'Aulaire's Greek Myths	85		
Gregor the Overlander Series	105		
puppet-making supplies	50		
Supplies- indep. projects	120		
PD book: Challenging Units	65		
Educational games: (Games for Thinkers)	80		
Subtotal	\$550.00	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
Personalized Learning Plans	468		
Edu. Gifted Stu. in Middle Sch.	936		
rit.for High Abil.&Real Wid Pro Solv	936		
Academic Acceleration	1404		
Subtotal	3744	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$24,430.00	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	550.00	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	3744.00	
Total	\$28,724.00	\$0.00

