

State of Maine
Department of Education

Gifted and Talented Educational Program
Initial Application
2015-16

3-18-16
#2 UPDATED
12:20 PM

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: Madawaska School Department

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

Gisele Dionne, Superintendent of Schools; Carlene Bouley, Gifted and Talented Teacher

Phone number:

207-728-3346; 207-728-3371

Email address:

gisele@madawaskaschools.org

caibouley@madawaskaschools.org

CERTIFICATION:

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

Gisele Dionne

Superintendent Name (printed)



Superintendent Signature

3-18-16

Date application submitted to Maine DOE for review:
September 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: *Patricia Drapeau*

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: *[Signature]*

Date of Approval: 3/21/16

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).

Gifted and talented programs in the Madawaska School Department are based on the following educational principles:

- Gifted and talented children need to move at their own rate, regardless of chronological age or grade placement; therefore, academic subjects, including fine arts, shall be taught to them in a manner that allows them to learn at their appropriate instructional level and at their own pace.
- Gifted and talented children need diversity in their educational experiences; therefore, diverse and appropriate learning experiences shall be offered through a variety of program models, instructional strategies and materials.
- Gifted and talented children need to be challenged to develop their abilities and potential; therefore, specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula shall be provided in lieu of the regular curricula.
- Gifted and talented children's needs vary as they progress through the elementary and secondary grades; therefore, instructional settings shall be appropriate to their changing needs.
- Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments or alternatives to their gifted and talented programs must be made.

Academic program philosophy:

The Gifted and Talented program's aim is to provide appropriate educational modifications for exceptional students in academics. In order to address the special needs of these students, the Gifted and Talented program shall continuously foster the growth of the Gifted and Talented students' abilities, needs and interests in academics.

Arts program philosophy:

The Gifted and Talented Performance and Visual program's aim is to provide appropriate educational modifications for exceptional students in the performing and visual arts. In order to address the special needs of these students, the Gifted and Talented program shall continuously foster the growth of the Gifted and Talented students' abilities, needs and interests in the performing and visual 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:

Grades 2-6 pull out services for identified math, ELA, Social Studies, and Science students. Grades 2-6 differentiation in proficiency-based classrooms for identified math and ELA students.

Grades 7-8 pull out services for identified math and ELA students. Grades 7-8 differentiation in proficiency-based classrooms for identified math students.

Grades 9-12 pull out services for identified math, ELA, Social Studies, and Science students.

Arts program abstract:

A comprehensive visual arts program does not exist prior to grades 9-12

Grades 4-6 pull out services and differentiation for identified music students with consultation from Gifted and Talented teacher.

Grades 7-8 pull out services and differentiation for identified music students with consultation from Gifted and Talented teacher.

Grades 9-12 pull out services and differentiation for identified music students with consultation from Gifted and Talented teacher.

Grades 9-12 pull out services and differentiation for identified visual arts students.

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

Academics:

Goals:

Students will be offered learning opportunities that allow them to foster: Creative and Productive Thinking, Problem Solving, Communication, Research, Personal Development

Objectives:

Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

Activities:

Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas. They will learn strategies for rational decision making and apply them to problems and issues in today's world. Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions. Students will use communication to construct knowledge through a variety of mediums. Students will make effective decisions about the identification, implementation, and presentation of ideas.

Arts:**Goals:**

Students in the performing arts will be provided the learning opportunity for enrichment and a deeper understanding of the performing arts.

Objectives:

To enhance and deepen the students' knowledge and talents in the performing arts.

Activities:

Students will be provided the opportunity for lessons with the music teacher as well as learning new instruments of their choosing. This will be done through pull out classes as well as differentiating within the classroom setting. Students at the Middle and High school will be provided the opportunity to compete for a place in All Aroostook.

Goals:

Students in the visual arts will be provided the learning opportunity for enrichment and a deeper understanding of the visual arts.

Objectives:

To enhance and deepen the students' knowledge and talents in the visual arts.

Activities:

Art students will be provided with the opportunity to enrich and enhance their artistic abilities through pull out classes. They will also have the opportunity to participate in the high school art class and exhibit their creations throughout the year at events within the school district as well as at the local university.

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 will be screened at the end of third grade, fifth grade, and eighth grade using at least one subjective measure and two objective measures.

The gifted and talented teacher will:

- Review all achievement scores from the NWEA and any other available achievement test. (A national percentile score of 96 will be used as the cut line.)
- Solicit classroom teacher referrals for screening.
- Keep available peer, self, and parent nomination forms.
- Review the records of transfer students.
- Review past classroom performance. (Rank cards, assessments)
- Compile a list of all students meeting any one of these criteria for further identification.

Selection:

A team of at least three qualified professionals shall select children for placement in the gifted and talented program.

Grades K – 6

Administrator/ Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee)

Grades 7 – 8

Administrator/ Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee)

Grades 9 – 12

Administrator/Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee)

The responsibilities of the selection committee will include:

- Review the information collected who have met the screening criteria.
- Request additional information as needed when appropriate.
- Select children for placement in Gifted and Talented program based upon an in-depth assessment of the collected information.
- Assure the selection process is fair and equitable.

The following procedure will be used by the selection committee to identify three to five percent (3 – 5%) of the district’s population as academically gifted. The procedure analyzes the three areas of ability, achievement and classroom performance using objective and subjective measures. *Anyone of the*

selected methods may qualify a student for further consideration.

Part A - The first objective will be measure of achievement. This will be accomplished by reviewing the national percentile ranking of the most recent NWEA.

Score of 96 percentile or above

In addition to the NWEA will be a review of the most recent other standardized test available.

Score of Proficient with Distinction or 96 percentile or above

Part B - The second objective measure will be review of class scores. Scores of 95 or higher will be forwarded to selection committee.

Score of 95 or above in subject area

Part C – The third objective measure will be a measure of ability. This will be accomplished by administering and reviewing the Cognitive Abilities Test (CoGAT).

Score of 96 percentile or above in any battery

Part C – The subjective measure used will be any of the following recommendations.

Teacher, Parent, Peer, Self Nomination, Other as appropriate

Placement:

Selected children placed in the gifted and talented program shall be appropriately placed. Collaboration between the regular classroom teacher and the gifted and talented program staff is essential to the program's success. Collaboration shall be scheduled routinely during the implementation of a student's personal learning plan.

The gifted/talented coordinator shall inform the Superintendent of Schools of children selected for the program and a description of their programs. Parents shall annually be notified of their children's participation in the gifted and talented program. Parents shall be provided a written description of their child's program. Written permission shall be obtained annually from a parent to allow their child to participate in the gifted and talented program.

The Identification Team shall conduct an annual review of each child's program to evaluate appropriateness of the placement and instruction received.

Academic Aptitude:

Screening:

All students will be screened at the end of third grade, fifth grade, and eighth grade using at least one subjective measure and two objective measures.

The gifted and talented teacher will:

- Review all achievement scores from the NWEA and any other available achievement test. (A national percentile score of 96 will be used as the cut line.)
- Solicit classroom teacher referrals for screening.
- Keep available peer, self, and parent nomination forms.
- Review the records of transfer students.
- Review past classroom performance. (Rank cards, assessments)
- Compile a list of all students meeting any one of these criteria for further identification.

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Administrator/ Coordinator
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Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee)

Grades 7 – 8

Administrator/ Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee)

Grades 9 – 12

Administrator/Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee)

The responsibilities of the selection committee will include:

- Review the information collected who have met the screening criteria.
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Part A - The first objective will be measure of achievement. This will be accomplished by reviewing the national percentile ranking of the most recent NWEA.

Score of 96 percentile or above

In addition to the NWEA will be a review of the most recent other standardized test available.

Score of Proficient with Distinction or 96 percentile or above

Part B - The second objective measure will be review of class scores. Scores of 95 or higher will be forwarded to selection committee.

Score of 95 or above in subject area

Part C – The third objective measure will be a measure of ability. This will be accomplished by administering and reviewing the Cognitive Abilities Test (CoGAT).

Score of 96 percentile or above in any battery

Part C – The subjective measure used will be any of the following recommendations.

Teacher, Parent, Peer, Self Nomination, Other as appropriate

Placement:

Selected children placed in the gifted and talented program shall be appropriately placed. Collaboration between the regular classroom teacher and the gifted and talented program staff is essential to the program's success. Collaboration shall be scheduled routinely during the implementation of a student's personal learning plan.

The gifted/talented coordinator shall inform the Superintendent of Schools of children selected for the program and a description of their programs. Parents shall annually be notified of their children's participation in the gifted and talented program. Parents shall be provided a written description of their child's program. Written permission shall be obtained annually from a parent to allow their child to participate in the gifted and talented program.

The Identification Team shall conduct an annual review of each child's program to evaluate appropriateness of the placement and instruction received.

Artistic Ability:

Screening:

For Artistic Ability, the screening procedure shall include three measures chosen from the following:

1. Pupil products, such as auditions, portfolios, works-in-progress, performance
2. Pupil interview
3. Teacher referral
4. Referrals by professional artist(s) based on analysis of pupil work
5. Self-referral
6. Referral by parents, peers, members of the community
7. In Performing Arts: There will be testing for 4 Different Areas
 - Musical Awareness and Discrimination
 - Awareness of Sound
 - Rhythmic Sense
 - Sense of Pitch
 - Creative Interpretation
 - Musical Performance and Behavior
 - Intensity

Selection:

A team of at least three qualified professionals shall select children for placement in the gifted and talented program.

Grades K – 6

Administrator/ Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee, artist)

Grades 7 – 8

Administrator/ Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee, artist)

Grades 9 – 12

Administrator/Coordinator
Gifted and Talented Teacher
Classroom Teacher
Guidance Counselor

Other As Appropriate (may be a school employee, artist)

The responsibilities of the selection committee will include:

- Review the information collected who have met the screening criteria.
- Request additional information as needed when appropriate.
- Select children for placement in Gifted and Talented program based upon an in-depth assessment of the collected information.
- Assure the selection process is fair and equitable.

Placement:

Selected children placed in the gifted and talented program shall be appropriately placed. Collaboration between the regular classroom teacher and the gifted and talented program staff is essential to the program's success. Collaboration shall be scheduled routinely during the implementation of a student's personal learning plan.

Process for transfer students:

Students who move into the Madawaska School Department from another school district will be screened for eligibility in the gifted/talented program. The previous school's eligibility documentation will be reviewed to determine if further evaluation is needed to meet the Madawaska School Department's GT program eligibility.

Exit Procedure:

Though students may qualify for gifted and talented programming, it is important that they take an interest in the program and responsibility for their own progress. Therefore, there are several ways in which a student may be excused from the program.

1. Students may leave the program at any time through the written request of the parent and/or student.
2. Students may be excused from the program if they fail to maintain the criteria required of the specific course.
3. Students may be excused from the program upon written request of the teacher(s) and with the agreement of the Selection Committee after fully considering the uniqueness of the gifted student and his/her individual progress. The decision to excuse a student from the gifted/talented program will be that of the Gifted/Talented Committee.

Process for appeals:

The gifted and talented teacher, administrator, and other as appropriate, classroom teachers, will conduct an annual review of the placement of students in the Gifted and Talented Program. They will reassess the appropriate placement and programming for each student based on the individual needs of each

student.

An appeal for an individual student not selected for the gifted/talented program or in danger of being excused from the program, may be requested at any time by parents, administrators, teachers, or other professionals directly involved with the student. The Gifted/Talent selection committee will conduct the review. As a result of the review the committee may decide to:

1. Include the student in the Gifted/Talented program.
2. Deny placement in the Gifted/Talented program.
3. Excuse the student from the Gifted/Talented program.
4. Revise the student's Gifted/Talented program.
5. Take other action deemed necessary or appropriate to meet the needs of the student.

Review of Student Identification

Parents and/or others may request that the gifted and talented review team reconsider the eligibility of a child to be selected for instruction in the gifted and talented program. The gifted and talented committee shall review the child pursuant to the gifted and talented plan.

Parents and/or others may also request a review of a child's program to ensure that it is adequate and for possible removal of the child from the program.

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

The Madawaska School Department provides the gifted and talented program teacher with ongoing professional development opportunities to include but not be limited to college level courses, workshops, staff development, mentoring, and conferences. Examples: The Aroostook Regional Gifted and Talented Program and MEGAT.

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

One full time teacher of the Gifted and Talented to coordinate program components with classroom teachers, to develop personal learning plans, and to provide direct instruction to identified students. Classroom teachers grades EC – 12 to differentiate curriculum based on student strengths and needs and to align with Maine's Learning Results/Common Core Standards. Persons who may be available under instructional or consulting services employed as independent contractors, eg. visiting artists.

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
Carlene Bouley	Yes	Teacher	K-12	Full time
Gisele Dionne	Yes	Administrator	K-12	Part-Time
Joshua Bosse	No	Teacher	K-12	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.

The evaluation process focuses on whether the goals, objectives, and strategies for gifted and talented students have been reached. The quantity, quality, and appropriateness of the programs and services provided for gifted and talented students are assessed.

The Madawaska School Department's Music Gifted and Talented program's evaluation includes:

1. Student progress measured by Music Teacher
2. All-Aroostook Scores
3. Portfolio of compositions
4. Student grades
5. Student and parent feedback

The Madawaska School Department's Art program's evaluation includes:

1. Student work/portfolio
2. Student grades
3. Student and parent feedback

The Madawaska School Department's Gifted and Talented academic program's evaluation includes:

1. Student work and objectives met from Personal Learning Plan
2. Student grades
3. Student scores in school-wide standardized tests
4. Student and parent feedback

8. Provide a description of the costs to be incurred to implement the program(s). Salaries and benefits of professional staff. Books and supplies for the Elementary, Middle School and High School pull out classes. Dues for staff membership in both MEGAT and ARGT (The Aroostook Regional Gifted and Talented Program). Tuition for staff continuing education (EDPA 516, Education of G/T ELA, Maine Education Consortium). Fees for student participation in ARGT activities and travel expenses to the activities located at UMPI. e.g.. Girls and Gifts, Guys and Goals, Problem-Solving Day, Visual Arts Day, Engineering Day, Performing Arts Day, Meridian Stories and Project Explore. New testing supplies.

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)
Carlene Bouley	\$42,712	\$18,584
Gisele Dionne	\$3,464	\$1740
Subtotal	\$46,176	\$20,324

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

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

Subtotal		
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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
SAGES test supplies	\$460	You Decide Guide	\$16
Technology related software	\$60	You Decide Student Book	\$26
Organizing Thinking 2-4 & 5-8	\$70		
Language Smarts Grade 2 & Grade 3	\$90		
Daily Mind Builders (LA, Sci, SS)	\$50		
Developing Critical Thinking through Science Book 1 and 2	\$50		
Critical Thinking Book 1 and Instruction/Answer Guide	\$40		
James Madison Critical Thinking Student Book and Answer Guide	\$40		
Subtotal	\$860	Subtotal	\$42

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Student Travel	\$1400	Student Travel	\$600
Staff Travel	\$1000	Staff Travel	\$2705
Subtotal	\$2400	Subtotal	\$3305

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
ARGT student activities	\$250	Project Explore and ARGT student activities	\$700
Project Explore	\$700		
Subtotal	\$950	Subtotal	\$700

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT dues	\$35		
ARGT dues	\$20	Staff tuition	\$925
Staff Dev., Registration/Travel	\$400	Staff Dev., Registration/Travel	\$400
Subtotal	\$455	Subtotal	\$1325

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$46,176	\$20,324
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$860	\$42
B. Other Allowable Costs	\$2400	\$3305
C. Student Tuition	\$950	\$700
D. Staff Tuition/PD	\$455	\$1325
Total	\$50,841	\$25,696