

**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:

Medway School Department

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

Jesse Page, GT Coordinator

Phone number:

(207) 746-3470

Email address:

jdpage@emmm.org

CERTIFICATION:

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

Dawn C. Pray
Superintendent Name (printed)

Dawn C. Pray
Superintendent Signature

Date application submitted to Maine DOE for review:

12/2/15

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:

JC Br...

Date of Approval:

12/15/15

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:

Medway Middle School's philosophy for the Gifted and Talented academic program is to provide accelerated services for those students are identified as gifted and or talented. We understand that a student may excel in one subject area or multiple subject areas. We strive to enrich the educational experience of the advanced learner at the middle level. We recognize that areas of improvement can be turned into strengths and differentiated learning is critical at this stage of development.

Arts program philosophy:

Medway Middle School's philosophy for the Gifted and Talented arts program is to provide accelerated services for those students are identified as gifted and or talented. We understand that a student may excel in one subject area or in multiple ways of creativity. We strive to enrich the educational experience of the advanced learner at the middle level. We recognize that areas of improvement can be turned into strengths and differentiated learning is critical at this stage of development.

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 5-8 program at Medway Middle School provides differentiated instruction for students identified in the area(s) of Reading/Writing (ELA), Math, Science, and Social Studies. We aim to identify 3-5% of our total population and strive to allow students to learn in many different ways. A gifted student may participate in an independent study, small cluster pull-outs, and/or online advanced course in lieu of the regular curriculum. Should a student require even more advanced training, we will consider high school level courses.

Arts program abstract:

Medway Middle School provides differentiated instruction for students identified in the area(s) of visual art and music. We aim to identify 3-5% of our total population and strive to allow students to learn in many different ways. A gifted student may participate in an independent study, small cluster pull-outs, and/or online advanced course in lieu of the regular curriculum. Should a student require even more advanced training, we will consider college level opportunities for instruction.

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

Academics

Goals:

To recognize the influences of their beliefs, traditions, and values on their learning and behavior.

Demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. (self-awareness, self-efficacy, confidence, motivation, independence, curiosity)

Participate in gifted education programming that is adequately funded to meet student needs and goals.

Objectives:

Educators develop activities that match each student's developmental level and culture-based learning needs.

Educators provide opportunities for self-exploration, development and pursuit of interests.

Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

Activities

Online Perennial Math Competitions
Regional Competitions
Mentor/Student studies

Educators in gifted, general and special education programs will collaboratively plan, develop and implement these services.

Arts

Goals:

Access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities.

Develop their abilities in their domain of talents and/or area of interest.

Objectives:

Educators provide role model for students with gifts and talents that match their abilities and interests.

Educators identify out-of-school learning opportunities that match students' abilities and interests.

Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

Activities

Create an art show with historic relevance and descriptions.

Perform advanced music in small chamber group.

Prepare challenging solos in a concert setting.

Educators in gifted, general and special education programs will collaboratively plan, develop and implement these services.

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:**

Screening tools are used to clearly identify any advanced students in a particular subject area. Some may require further assessment for determination into the program. Examples of screening tools used; NWEA scores, teacher nominations, parent nominations, self-nominations, peer nominations.

Selection:

Once a pool of students is selected in the Spring, students will take the CogAT as a final measure. The committee will meet to discuss screening results and nominate for final identification.

Placement:

The qualifying test scores are based on the top 5% of the population. The committee will meet to consider placement using ALL areas of screening and selection.

Academic Aptitude

Screening:

Screening tools are used to clearly identify any advanced students in a particular subject area. Some may require further assessment for determination into the program. Examples of screening tools used; NWEA scores, teacher nominations, parent nominations, self-nominations, peer nominations.

Selection:

Once a pool of students is selected in the Spring, students will take the CogAT as a final measure. The committee will meet to discuss screening results and nominate for final identification.

Placement:

The qualifying test scores are based on the top 5% of the population. The committee will meet to consider placement using ALL areas of screening and selection.

Artistic Ability

Screening:

Screening tools are used to clearly identify any advanced students in a particular subject area. Some may require further assessment for determination into the program. Examples of screening tools used; teacher nominations, parent nominations, self-nominations, peer nominations.

Selection:

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

- a. Portfolio/Audition with rubric
- b. Interview
- c. Creativity testing

Placement:

The qualifying results are based on the top 5% of the population. The committee will meet to consider placement using ALL areas of screening and selection.

Process for transfer students:

In the event a student transfers from another district where they were previously identified, the committee will review transferred documentation to see if it aligns with their standards. In the event that it does align, the student will be automatically identified in the program. If not, that student will be reevaluated in the next screening process with the general population to determine growth and possible identification at that time.

Exit Procedure:

Possible exiting reasons: Attendance issues, behavioral issues, low performance, low motivation, experienced trauma, student request, teacher request, parent request.

Prior to formal exit from the program, the following steps will be followed:

- a. Document and review student progress
- b. Conference with committee and then student/parent/committee meeting
- c. Formal notification to parent

Process for appeals:

A parent, guardian, or teacher expresses concern regarding the exclusion of the student into the program. The teacher of the gifted and talented will review results of testing and information collected with the concerned person. The teacher of the gifted and talented will compare results and let the concerned person know why the decision was made according to the criteria of the program. The committee will collect updated test scores and other information from the teacher to include in appeals process. 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. If a parent is not satisfied with the decision of the GT committee, they may appeal to the school's administration for a final decision.

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

Medway Middle School will support professional development and training for gifted and talented certification and instruction. This will include coursework, workshops, trainings, and webinars specific to gifted education as well as associated costs.

The GT coordinator will pass out a list of possible identification characteristics with the nomination forms that are due in the Spring. Teachers should familiarize themselves with these possible characteristics when completing the nomination forms.

GT teachers and administrators are welcome to attend any mentoring workshops or set up mentoring workshops with area school districts to share ideas and program topics from their school.

A list of the year's GT courses will be sent out to all staff to consider for the fall, spring, and summer semesters.

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

Teacher : Collects nominations in the spring, creates scheduling and programs for identified students, participates in meetings and creating ILP's, serves on screening committee, reports to GT Coordinator

GT Coordinator: Collects nominations, assists teachers in scheduling and programming, provides instructional resources for teachers, completes annual DOE forms, serves on screening committee, reports to building administrator

Administrator: serves on screening committee, participates in creating ILP's, oversees functions of the entire GT program, coordinates professional development for teachers, reports to school board.

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
Dawn Pray		Administrator	5-8	PT
Jesse Page	YES	Teacher	5-8	PT
Rosemary Pooler	Yes - Conditiona	Teacher	5-8	PT

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.

We are working on creating a self-evaluation form for the students and parents to fill out at the end of each year. This will help the committee and coordinator identify the strengths and weaknesses of the programs. This helps guide the staff with planning activities, ordering materials, etc for the identified students and their interests. We will include our Student Learning Objectives and other student performance data in our self-evaluation.

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

Perennial Math competitions for grades 5-8. Cost would include registration fee and testing for the year.

Pearson's Connections Virtual Program for any student looking at taking an online course in lieu of the regular curriculum.

Salary Reimbursement for certified GT teachers and administration.

Prufrock Press Books for GT students on social-emotional issues of being "gifted and talented."

Art Supplies/Materials specific to only GT students for project-based work for the year.

Transportation costs to bus middle school students to the high school for advanced art time.

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)
Dawn Pray	\$3,144.30	
Jesse Page	\$7,220.47	
Rosemary Pooler	\$2,500.29	
Subtotal	\$12,865.06	

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
Print Ink	\$100.00		
Screen Print Frames	\$60.00		
Tee Shirts	\$60.00		
Printing Paper	\$30.00		
Subtotal	250.00	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Transportation to High School	\$538.40		
Subtotal	\$538.40	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Perennial Math	\$60		
Subtotal	\$60	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Portion of EDF 524	\$297.50		
Shared with E. Millinocket Schools			
Subtotal	\$297.50	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$12,865.06	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$250.00	
B. Other Allowable Costs	\$538.40	
C. Student Tuition	\$60.00	
D. Staff Tuition/PD	\$297.50	
Total	\$14,010.96	