

**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: Nobleboro Central School, AOS 93

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

Ann Hassett, Principal

Phone number: 207.563.3437

Email address: ahassett@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: 11/6/2015  
re-submittal

**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 Dreppa

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: JC B...

Date of Approval: DEC 08 2015

## **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:**

Nobleboro Central School is committed to meeting the needs of all learners. We are also committed to providing effective, learner-centered instruction. Our Gifted and Talented plan for academics serves students who excel or demonstrate the potential to excel beyond their peers in terms of a specific academic aptitude or general intellectual ability. When a student is identified, NCS staff meet to develop a personalized learning plan (PLP) that provides the student with challenging learning opportunities that are commensurate with their abilities and readiness. All NCS teachers are provided with regular, embedded professional development and training in differentiating instruction and alignment of curriculum to standards.

### **Arts program philosophy:**

Nobleboro Central School is committed to meeting the needs of all learners in the arts. Further, we are committed to providing effective, learner-centered instruction. Our Gifted and Talented plan for the arts serves students who excel or demonstrate the potential to excel beyond their peers in terms of artistic ability. When a student is identified, NCS staff meet to develop a personalized learning plan (PLP) for the area in which the student was identified. This PLP provides the student with challenging learning opportunities that are commensurate with their abilities. All NCS visual and performing arts teachers are provided with regular, embedded professional development and training in differentiating instruction and alignment of curriculum to standards.

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 core of our Gifted and Talented academic program is the learning and teaching that is happening in classrooms daily. Using the personalized learning plan (PLP) for students who have been identified, we provide appropriate instruction and learning opportunities aligned with rigorous Common Core State Standards and the Maine Learning Results. Each individual's ability and readiness are considered as the framework for developing daily and long term academic goals for learning.

Our plan includes the following as appropriate to each learner's needs: individualized instruction and learning opportunities, small group instruction, mentors, acceleration, technology support, and specialized instruction.

**Arts program abstract:**

The core of our Gifted and Talented arts program is the learning and teaching that is happening in our school's and our community's visual and performing arts programs. Using the personalized learning plan (PLP) for students who have been identified, we provide or recommend learning opportunities that are aligned with the Maine Learning Results. Our plan may include individualized learning opportunities, small group instruction, community and school mentors, and specialized instruction.

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

## **Academics**

### **Goals:**

1. To develop, implement, and effectively manage comprehensive services of gifted education, special education, and related services.
2. To provide each identified student with a rich and challenging curriculum with learning opportunities that are commensurate with his/her abilities. Students will make progress as measured by objective achievement data and anecdotal reports.

### **Objectives:**

1. Providing coordinated services of gifted education, special education, and related services.
2. Using each student's identification as the framework for a personalized learning plan (PLP) that includes the objectives for daily and long-term academic work. This may include placement in a learning group at a different grade level. Additional intervention is provided for students identified as requiring specialized instruction.

## **Activities**

1. Educators in gifted, general, and special education programs collaboratively plan, develop, and implement services.
2. Include small group instruction, differentiated instruction tailored to the student's abilities and readiness, specialized instruction, and the use of mentors or community resources.

## **Arts**

### **Goals:**

1. To develop, implement, and effectively manage comprehensive services of gifted education, special education, and related services.
2. to provide each identified student with a rich and challenging curriculum with learning opportunities that are commensurate with his/her abilities. Students will make progress as measured by agreed upon formative and summative assessments and anecdotal data.

**Objectives:**

1. Providing coordinated services of gifted education, special education, and related services.
2. Using each student's identification as the framework for a personalized learning plan (PLP) that includes the objectives for daily and long-term academic work. This may include placement in a learning group at a different grade level. Additional intervention is provided for students identified as requiring specialized instruction.

**Activities**

1. Educators in gifted, general, and special education programs collaboratively plan, develop, and implement services.
2. Include small group instruction, differentiated instruction tailored to the student's abilities and readiness, specialized instruction, and the use of mentors or community resources.

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 include nationally normed assessments as an objective score, state, and local summative assessment results, formative assessment results, and informal, anecdotal data. Teams of teachers meet in PLC groups with the school principal to discuss. Parents are included. In the case of general intellectual ability, consultation with a GT specialist in another district school may occur.

**Selection:**

Selection for personalized learning plans is done by PLC groups including the school principal with input from families. In the case of general intellectual ability, consultation and further testing with a GT specialist in another district school may occur.

**Placement:**

Placement in individualized or small group instructional settings or specialized instruction is based on the results of the screening and selection meetings. A list of identified students and services is given to the superintendent.

## Academic Aptitude

### Screening:

Screening tools include nationally normed assessments as an objective score, state, and local summative assessment results, formative assessment results, and informal, anecdotal data. Teams of teachers meet in PLC groups with the school principal to discuss. Parents are included. In the case of general intellectual ability, consultation with a GT specialist in another district school may occur.

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### Selection:

Selection for personalized learning plans is done by PLC groups including the school principal with input from families. In the case of general intellectual ability, consultation and further testing with a GT specialist in another district school may occur.

### Placement:

Placement in individualized or small group instructional settings or specialized instruction is based on the results of the screening and selection meetings. A list of identified students and services is given to the superintendent.

## Artistic Ability

### Screening:

Screening for artistic ability is based on a review of the student's work, a written recommendation by a teacher, family member, or mentor. Students may also self-refer.

**Selection:**

Selection for a personalized learning plan (PLP) is based on a team review of the screening tools as well as the review of at least one measure utilizing an objective score.

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**Placement:**

Placement in individualized or different learning opportunities is based on the results of the screening and selection process.

**Process for transfer students:**

When a student transfers to NCS, there is a regular process for file review that is conducted by the classroom teacher, principal, guidance counselor, and special education staff. As soon as possible, students are given the regular screening assessments, and the results are immediately reviewed.

**Exit Procedure:**

Each trimester a student's progress in the personalized learning plan is reviewed. A meeting to adjust or discontinue the plan is held at any time as needed.

Consideration of exiting or revising GT services may be considered for the following reasons: parent or student request, lack of success with the personalized learning plan as measured by objective data, teacher recommendation.

Parents have the right and are encouraged to be part of a decision or to appeal a decision to the principal or the superintendent, who will conduct a review.

An alternative assessment may be given to help determine the effectiveness of the PLP.

**Process for appeals:**

Parents have the right and are encouraged to be part of a decision or to appeal a decision to the principal or the superintendent, who will conduct a review. Parents submit a request to the principal. Appeals include a review that includes all parties and includes a review of both objective and anecdotal data.

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

All NCS instructional staff are provided with regular, embedded professional development in the areas of differentiated instruction, use of technology to enhance instruction, proficiency-based education, alignment of curriculum to standards, goal setting, and instructional improvement.

In addition, staff are required to complete professional reading from sources including the following websites accessed via the Maine DOE website

<http://www.maine.gov/doe/gifted/resources/websites/>:

Apple in Education. Students can access lectures and videos from major universities around the world through Apple.

The Association for the Gifted. Offers a number of resources to parents.

Cogito. Sponsored by Johns Hopkins University, this site connects students who are advanced in math and science from around the world. It includes interviews of professionals from a variety of backgrounds in math and science.

Council for Exceptional Children. Professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities and/or the gifted.

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

N/A

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
N/A				

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
N/A					

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

The annual self-evaluation process is completed using student achievement data. This data includes both objective formative and summative assessment data and anecdotal reports from staff and families.

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

There are no costs specific to our gifted and talented plan. All differentiated and specialized instruction is done within our regular education budget.

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)
N/A		
Subtotal		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
N/A		
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
N/A			
Subtotal		Subtotal	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
N/A			
Subtotal		Subtotal	

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A			
Subtotal		Subtotal	

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

Elementary: Title	Cost	Secondary: Title	Cost
N/A			
Subtotal		Subtotal	

**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>	<b>0</b>	<b>N/A</b>