

**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: Northport School Department, Drinkwater School  
38 bayside Road, Northport, ME 04849

Name and title of person responsible for gifted and talented program:  
Christine S. Neville, Ed.D.  
Extended learning Program Resource Teacher

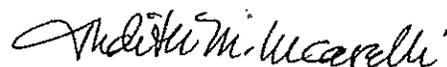
Phone number: 207-338-3430

Email address: cneville@drinkwaterschool.org

CERTIFICATION: In process

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

Superintendent Name (printed) Judith M. Lucarelli

  
Superintendent Signature

Date application submitted to Maine DOE for review: April 25, 2016

FOR INFORMATION CONTACT:  
Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

RETURN BY EMAIL TO:

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

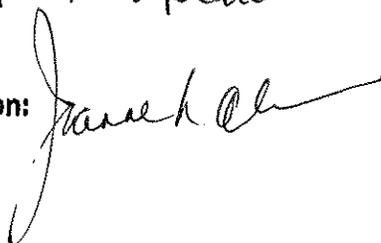
EF-S-206  
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

- Approval  
 Approval with concerns  
 Non-approval

Maine DOE Authorization:



Date of Approval:

4/28/16

### 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).

**Academic program philosophy:**

**Academic program philosophy:** Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different% from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally. (Columbus Group, 1991) These students will be supported in their areas of strength and needs, to provide them with appropriate experiences and skills for a lifetime of learning.

**Arts program philosophy:** Students who demonstrate the need for advanced instructional support in the areas of fine and performing arts will receive weekly opportunities to build on those strengths that add new content and skill 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 ELP Resource teacher will meet regularly with classroom teachers to support those teachers in meeting the needs of ELP students in the regular classroom. This may include such things as ALEKS math, and differentiated activities in language arts, social studies and science. The ELP students will also meet with the resource teacher a minimum of one hour per week for literature/vocabulary discussions, specific skill development and project work.

**Arts program abstract:** ELP Arts identified students will meet a minimum of one hour per week for support and development in their area of strength. For example: A music identified student will meet with the music teacher to receive lessons in voice and/or on an instrument of their choice (band and/or guitar.etc) accompanied with music theory.

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

**Academics:**

**Goals:**

1. Academic ELP students will participate in activities commensurate with their strengths and needs.
2. ELP students will participate learning activities in their regular classroom and meet with the ELP teacher once a week for discussions, fine tuning of skills and project support.
3. The ELP teacher will meet regularly with classroom teachers to support the design of appropriate learning activities of ELP student in the regular classroom.

4. The ELP selection committee will consider each referral as an individual case study.
5. An ELP Advisory Committee will be established to include community members, students and staff that reflect the cultural and socio-economic diversity of the community.
6. The ELP students will have the opportunity to meet with the Student Support teacher as needed.

**Objectives:**

**I. The ELP student will:**

- a. participate in math activities and her/his level and pace.
- b. read, write and respond to literature that is appropriate to his/her reading, writing and oral communication skills.
- c. learn and use important "learning how to learn" skills in preparation for a lifetime of learning.

**2. Drinkwater teachers of ELP students will:**

- a. provide differentiated activities appropriate to ELP student skills, interests and a mastery of common core standards at a rate and to a depth that meets student need.
- b. Participate in at least one staff development activity a year to support the effective teaching of ELP students.

**Activities:**

**1. ELP student will:**

- a. participate in the ALEKS math program with the addition of critical problem solving skills in Math Olympiad.
- b. Participate in reading and writing activities with the ERLP teacher that are coordinated with science and/or social studies content in their classroom.

**2. The ELP resource teacher will:**

- a. help plan differentiated activities to extend and enrich the curriculum in the regular classroom.
- b. research content topics to provides ideas, materials and designs for differentiated activities for ELP students.

**3. Teachers of ELP students will choose and attend at least one professional development activity that will support their work with gifted children.**

**Arts:**

**Goals:**

1. ELP Arts identified students will a weekly designated time to work with a professional to increase student knowledge and skills in their area of strength.
2. Following general instruction/tutoring, ELP arts students will choose a specific course to study, for example, a specific instrument in music.

**Objectives:** Each ELP Arts student will be assessed in his/her area of strength to determine the level of accomplishment and will participate in creating a plan for the instruction.

**Activities:** Example: An ELP music identified student will receive specific instruction in voice and/or interment of choice combined with appropriate music theory.

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:

1. Teacher, community member, student or parent completion of the referral form starts the process. Permission to assess is attached to the referral and is completed by the parent. Complete forms are processed by the ELP Resource teacher.
2. A Case Study form is activated by the ELP teacher to consolidate, observations, standardized test scores, observations, checklists and individual testing.
3. Gifted behavior Checklists (Gifted development Center Gifted Characteristics, Denver, CO) are completed by teachers and parents.
4. The WASI II (or SIT) is administered by the ELP Resource teacher.
5. All data are recorded on the Case Study form.

#### Selection:

1. The ELP Selection committee considers each referral as an individual Case Study to determine whether or not there is a need for ELP Services in General intellectual Ability.
2. Student who demonstrate a need for ELP services are selected.

#### Placement:

1. A letter goes home to the family of the selected student. A letter will also go home to a student who has been referred who was not selected.
2. The ELP teacher will meet with the family of ELP identified students to discuss the options that most closely meet the needs of their child.
3. A list of identified students will be sent to the Superintendent

#### Academic Aptitude:

##### Screening:

1. Teacher, community member, student or parent completion of the referral form starts the process. Permission to assess is attached to the referral and is completed by the parent. Complete forms are processed by the ELP Resource teacher.
2. A Case Study form is activated by the ELP teacher to consolidate, observations, standardized test scores, observations, checklists and individual testing.
3. Gifted behavior Checklists (Gifted development Center Gifted Characteristics, Denver, CO) are completed by teachers and parents. Renzulli Checklists may also be used to help gather data in specific subject areas.
4. The WASI II (or SIT) is administered by the ELP Resource teacher.
5. All data are recorded on the Case Study form.

##### Selection:

1. The ELP Selection committee considers each referral as an individual Case Study to determine whether or not there is a need for ELP Services in a specific subject area.
2. Students who need ELP services are selected.

##### Placement:

1. A letter goes home to the family of the selected student. A letter will also go home to a student who has been referred who was not selected.
2. The ELP teacher will meet with the family of ELP identified students to discuss the options that most closely meet the needs of their child.
3. A list of identified students will be sent to the Superintendent.

#### Artistic Ability:

##### Screening:

1. Referral forms are completed and submitted by parents, community members, students and teachers and submitted to the ELP teacher.
2. Observations, CDs, DVDs and portfolios are submitted to the ELP teacher.

3. Scales for Rating Behavioral Characteristics of Superior Students (Renzulli Scales) in the arts are completed by the appropriate people.
4. All data are recorded on the Case Study Form for the Visual and Performing Arts.

**Selection:**

1. The ELP Selection committee with addition of arts personell considers each referral as an individual Case Study to determine whether or not there is a need for ELP Services in a specific visual or performing arts area.
2. Students who need ELP services are selected.

**Placement:**

1. A letter goes home to the family of the selected student. A letter will also go home to a student who has been referred who was not selected.
2. The ELP teacher will meet with the family of ELP identified students to discuss the options that most closely meet the needs of their child.
3. A list of identified students will be sent to the Superintendent.

**Process for transfer students:**

The selection process is the same for a transfer student and begins as soon as a referral is received.

**Exit Procedure:**

Once at student has been identified for ELP, he/she remains in the program. A student will only exit the program by parent request.

**Process for appeals:** An appeal for not being selected for ELP will be honored by the selection committee if there is new data to be considered. The same testing cannot occur for one year.

5. Provide a description of the staff development that takes place in order to implement the program(s).
  - a. All classroom teachers are participating in a UMO course designed to help the teachers implement the Lucy Calkins reading and writing program. This works well for ELP students who demonstrate above grade level reading and rioting skills.
  - b. ALEKS math takes very little professional development to implement but it needs to be supplemented by a more conceptual math such as Jo Boaler's "Talking Math' and the addition of the problem solving skills of Math Olympiad.
  - c. The ELP teacher taught every course that was offered at the graduate level in gifted education at the University of Virginia Curry School of Education, so she is qualified to build on the strengths of classroom teachers by providing resources, methods and workshops that support the learning and social/emotional needs of gifted students.
6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

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
Christine S. Neville, Ed.D.	In Process	Teacher	K-6	Part time,1/2da/wk

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.

**SUMMATIVE ASSESSMENT:**

1. Surveys will be constructed and completed by students, parents and teachers based on the goals and objectives of the program. The Advisory Committee will be involved in the initial design of the surveys.
2. Survey data will be compiled and shared with the Advisory Committee to determine the successful and not so successful components of the program to help set new goals for the program for the next school year.
3. All data will be shared with ELP Parents, teachers, principal, Superintendent and the School Committee.

**FORMATIVE ASSESSMENT:**

Drinkwater ELP students, teachers, and parents will share information about the program to insure that adjustments can be made in the program as it is delivered.

8. Provide a description of the costs to be incurred to implement the program(s).
  1. Part time teacher salary.
  2. Program material;s: WASI II, ALEKS, Math Olympiad, National Geography Bee

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.**

There is no state subsidy for gifted education for the Northport School department.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Christine S. Neville, Ed.D.	X	NA
<b>Subtotal</b>		

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
NA		
<b>Subtotal</b>		

<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
<b>Subtotal</b>		

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
ALEKS Math	\$719.81		
Math Olympiad	\$109		
National Geography Bee	\$100		

<b>Subtotal</b>	928.81	<b>Subtotal</b>	

**B. Other allowable costs:**

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

**C. Student Tuition:**

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

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

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

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$209	
B. Other Allowable Costs		
C. Student Tuition	\$719.81	
D. Staff Tuition/PD		
<b>Total</b>	<b>\$928.81</b>	