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: Beech Hill School

Name and title of person responsible for gifted and talented program:
Mary Ann Parkes, Gifted and Talented Coordinator

Phone number: 207-537-2203

Email address: mparkes@beechhillschool.org

CERTIFICATION:

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

Joe Mattos

Joe Mattos

Superintendent Name (printed) Superintendent Signature

Date application submitted to Maine DOE for review: March 1, 2016

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 Drapeau

- ☒ **Approval**
- ☐ **Approval with concerns**
- ☐ **Non-approval**

Maine DOE Authorization:

Date of Approval: 3/9/16

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:
   The Gifted and Talented Program is designed to acknowledge the unique skills and talents of third through eighth grade students who have the ability to perform at exceptional levels in the academic areas of ELA, mathematics, social studies, and/or science. We recognize that students require differentiated educational opportunities and services beyond the regular school program to reach their full potential. We are committed to meeting the needs of these students in ways that foster academic, social and emotional growth. Since we recognize that the enrichment of the curriculum benefits all students, services will be extended in ways that promote the welfare of the entire school population.

   Arts Program Philosophy:
   The Gifted and Talented Program is designed to acknowledge the unique skills and talents of third through eighth grade students who have the ability to perform at exceptional levels in the arts. We recognize that students require differentiated educational opportunities and services beyond the regular school program to reach their full potential. We are committed to meeting the needs of these students in ways that foster academic, social and emotional growth. Since we recognize that the enrichment of the curriculum benefits all students, services will be extended in ways that promote the welfare of the entire school population.

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 Beech Hill School Gifted and Talented Program serves those students in grades three through eight with academic ability as shown by demonstration of or potential for exceptional achievement. An individualized learning plan (ILP) for each child is

developed by the Gifted and Talented Team including the academic teacher, the respective child, and parent(s). This plan includes differentiated instruction within the classroom, as well as independent study and advanced level work for middle school students.

Arts Program Abstract:
The Beech Hill School Gifted and Talented Visual and Performing Arts Program serves those students in grades three through eight with artistic and/or musical ability as shown by demonstration of or potential for exceptional achievement in the visual and/or performing arts. An individualized learning plan (ILP) for each child is developed by the Gifted and Talented Team including the academic teacher, the respective child, and parent(s). This plan includes differentiated instruction within the classroom, as well as independent study and advanced level work for middle school students.

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

Academics:
Goal: To foster the academic, social and emotional growth of gifted and talented students.
Objective: Provide coordinated services through a team of parents, students, and educators from gifted education, general education, and related social-emotional support.
Activity: Educators, parents and students will collaboratively plan, develop, and implement effective individualized learning plans.

Goal: To support teachers to meet the unique skills and needs of gifted and talented students.
Objective: Provide and support professional development in the areas of differentiation for advanced learners.
Activity: Teachers will be provided opportunities to attend workshops and research and explore resources as well as discuss the effectiveness of implementing specific strategies (during scheduled professional development and team meetings).

Arts:
Goal: To foster the artistic growth of gifted and talented students.
Objective: Provide coordinated services through a team of parents, students, visual and performing artists and educators, and related support.

Activity: Educators, artists, and parents and students will collaboratively plan, develop, and implement effective individualized learning plans.

Goal: To support teachers to meet the artistic skills and needs of gifted and talented students.
Objective: Provide and support professional development in the areas of differentiation and art-integrated teaching and learning for students with exceptional artistic talents.
Activity: Teachers will be provided opportunities to attend workshops and research and explore resources as well as discuss the effectiveness of art-integration in the curriculum (during scheduled professional development and team meetings).

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: In the spring, NWEA scores are used as a general screening for students in grades 3, 5, and 8. Teachers consider all students and fill out a nomination form and identification checklist for those they consider possible candidates for gifted and talented. Additionally, parent nominations, peer nominations, and self nominations may be reviewed.

Selection: Upon review of teacher nominations, at least three tools are gathered: two objective and one subjective. Additional information is collected from the student cumulative file including longitudinal grade level progress reports, Fountas & Pinnell reading benchmark scores, MEA/NECAP for reading and math, and NWEA (reading, math, science, and language usage). The subjective tools may include an ability/behavioral identification checklist, student products, and student interview.

*We are considering CoGAT as a cognitive ability assessment tool to be used during the selection process.

Placement: The Gifted and Talented Coordinator will schedule a meeting of the Gifted and Talented Team to consider all of the collected information. Five percent of the population may be identified in the academics. This may or may not be different from the 5% in the arts. The team will individually assess the student's performance and determine final eligibility into the Gifted and Talented Program.

Superintendent will be provided with a list of students identified for placement in the Gifted and Talented Program.

Academic Aptitude (3 tools - academic ability, ability reasoning):

Screening: In the spring, NWEA scores are used as a general screening for students in grades 3, 5, and 8. Teachers consider all students and fill out a nomination form and identification checklist for those they consider possible candidates for gifted and talented. Additionally, parent nominations, peer nominations, and self nominations may be reviewed.

Selection: Upon review of teacher nominations, at least three tools are gathered: two objective and one subjective. Additional information is collected from the student cumulative file including longitudinal grade level progress reports, Fountas & Pinnell reading benchmark scores, MEA/NECAP for reading and math, and NWEA (reading, math, science, and language usage). The subjective tools may include an ability/behavioral identification checklist, student products, and student interview.

*We are considering CoGAT as a cognitive ability assessment tool to be used during the selection process.

Placement: The Gifted and Talented Coordinator will schedule a meeting of the Gifted and Talented Team to consider all of the collected information. Five percent of the population may be identified in the academics. This may or may not be different from the 5% in the arts. The team will individually assess the student's performance and determine final eligibility into the Gifted and Talented Program. Superintendent will be provided with a list of students identified for placement in the Gifted and Talented Program.

Artistic Ability:

Screening: In the spring, teachers consider all students and fill out a nomination form and identification checklist for those they consider possible candidates for gifted and talented. Additionally, parent nominations, peer nominations, and self nominations will also be accepted.

Selection: Upon review of teacher nominations, at least three tools are gathered: two objective and one subjective. Information is collected from the student cumulative file including longitudinal grade level progress reports in the arts and previously

scored work and/or performances. The subjective tools may include an art identification/behavioral checklist, student products, and student interview.

*We are considering standardized tests such as Clark's Drawing Abilities Test (CDAT) and Primary/Intermediate Measures of Music Audiation as arts assessment tools to be used during the selection process. However, we believe that art aptitude tests should not be used as the sole determination of artistic talent, since they do not necessarily measure performance or creative capabilities in the arts.

Placement: The Gifted and Talented Coordinator will schedule a meeting of the Gifted and Talented Team to consider all of the collected information. Five percent of the population may be identified in the arts. This may or may not be different from the 5% in the academics. The team will individually assess the student's performance and determine final eligibility into the Gifted and Talented Program. Superintendent will be provided with a list of students identified for placement in the Gifted and Talented Program.

Process for Transfer Students:

In the event that a student transfers from another school district in which they were previously identified and received services, the Beech Hill Gifted and Talented Team will review the identification documentation and compare it to the local identification system. If the student does qualify for gifted and talented academic services at Beech Hill School under its local identification criteria, the student will automatically be eligible for services. If the student was not identified in the previous district, the student is automatically screened within 45 days of his/her school entry record review. If the student qualifies, the student will be placed in the Gifted and Talented Program immediately.

Exit Procedure:

It is the intent of this procedure to provide a dignified exit from the Program by any primary participant who, for a variety of reasons, finds it mutually appropriate to leave the Program.

Student/Parent Initiative

Any student who wishes to exit the program will advise the teacher and the Gifted and Talented Coordinator who will arrange for a conference with the student and the parent. The purpose of the conference will be to determine reasons for withdrawal. Steps will be taken to retain student's membership, should it be in the best interest of the student.

If the parent and student still wish for the student to be withdrawn from the program after the conference, the parent will submit a written request for withdrawal to the Beech Hill Gifted and Talented Team. The request explains the reason for withdrawal from the program.

Teacher/Principal Initiative

Any professional staff member who believes it is in the student's best interest to exit the program will complete the first section of EXIT PROCEDURE (attached) and forward it to the coordinator. To ensure appropriate performance in the program, the Gifted and Talented Coordinator will review and consult with the staff, the parent, and the student to determine:

1. If immediate exit is desirable.
2. If there is a short term procedure to be established to remove the concerns expressed by the staff member.

If and when an exit appears to be the solution, the Gifted and Talented Coordinator will complete the second portion of the form, have the parent write a letter to be attached, and forward the form to the committee for action. If it is been determined that the student will exit the program, they will be eligible for reconsideration during the next screening process.

Process for appeals:

The appeals process provides an opportunity for students and/or parents to appeal a decision of the Gifted and Talented Team. Parents continue to have the right and responsibility of appeal, to be made in writing, to the Superintendent of Schools concerning any decision made by the professional staff.

The Superintendent shall establish an appeals process. A request to review the decision made by the Gifted and Talented Team may be made for the following reasons:

1. To reconsider eligibility of a student for the gifted and talented program
2. To review the appropriate placement of a student within the program
3. To exit a student from the program

An appeals process may include alternate testing and reconsideration of eligibility in terms of new test results, additional data, and/or student products.

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

   Otis School Department will support professional training and development in terms of financial support and release time in order to encourage teachers' professional growth. This will include on-site collaborative time, courses, conferences, workshops, and webinars as well as associated costs.

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

   The Gifted and Talented Program will be staffed by the Beech Hill classroom teachers and managed by the Gifted and Talented Coordinator. Based upon the needs of eligible students, outside resources may be utilized.

   The Gifted and Talented Coordinator may collect nominations in the second trimester of the academic year.

   The Gifted and Talented Coordinator may write letters and ask parents' permission to individually assess students.

   The Gifted and Talented Coordinator may collect assessments and create a matrix for the Gifted and Talented Team members to review and compare scores.

   The Gifted and Talented Coordinator may schedule the identification committee meeting.

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
Mary Ann Parkes	No	Teacher	K-8	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 Gifted and Talented Program is reviewed on an on-going basis and student individual learning plans are revised as necessary. The procedures and services will be reviewed in the spring of each academic year. The Gifted and Talented Coordinator will review the Gifted and Talented Academic Plan and make suggested amendments to the Beech Hill Gifted and Talented Team. Feedback from conferences with students and parents, teacher meetings, and parent surveys will help to measure programming effectiveness.

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

   Our local budget for SY 2015-16 includes personnel costs as well as instructional supplies and memberships and dues for our Gifted and Talented Program.

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)
Mary Ann Parkes	$0	

Subtotal	$0	

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

Subtotal		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
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies		
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total		