

**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:

Pembroke Elementary School

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

Deborah Jamieson

Phone number:

(207) 726-5564

Email address:

dmj_04666@yahoo.com

CERTIFICATION:

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

Kenneth Johnson
Superintendent Name (printed)

Kenneth Johnson
Superintendent Signature

Date application submitted to Maine DOE for review:

01/05/16

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 Drapow

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

[Signature]

Date of Approval:

1/13/16

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. *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:

Pembroke Elementary School's philosophy for the Gifted and Talented Program in accordance with its educational philosophy and mission supports that the school unit will provide an educational environment designed to encourage each gifted student to acquire the necessary skills and perspectives needed for a meaningful life and career. The school will strive to encourage students to form desirable habits that are necessary to become responsible, informed citizens. Gifted students will have opportunities to achieve at levels commensurate with their abilities. Programming includes opportunities for gifted and talented students who need additional programming to meet their needs through differentiation, accelerated studies, specialized instruction, and enrichment opportunities. The school recognizes its responsibility to our gifted and talented students with an educational environment that facilitates learning of all students.

Arts program philosophy:

The Gifted and Talented Program for visual and performing arts in accordance with its educational philosophy and mission statement will provide opportunities for gifted and talented students who need differentiated, accelerated, enrichment opportunities to expand their learning within their identified area. Pembroke Elementary School, in order to achieve our goals, must offer students a broad educational foundation compatible with their interests, aptitudes and aims. The school recognizes its responsibility to our gifted and talented students with an educational environment that facilitates learning of all students.

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:

Pembroke Elementary School identifies up to 5% of students within kindergarten through grade eight who may qualify for the gifted and talented program. Students are identified with specific aptitude in Mathematics, English Language Arts, Science, and Social Studies. Program delivery varies from subject to subject guided by what best fits the gifted and talented student needs. Each differentiated program is developed to fit identified student interest and needs, and is aligned to the Maine Learning Results/Common Core. The programs offer a compacted curriculum, individualized study, and accelerated programming. Student instruction may occur both inside and outside the classroom and will be in place of the regular curriculum.

Students in K-2 are not formally identified but may receive support through differentiation within the classroom as deemed appropriate by the classroom teacher.

Students in grades 3-8 will have individual needs met through differentiation, accelerated programming, compacted curriculum, or individualized study.

Arts program abstract:

Pembroke Elementary School identifies up to 5% of students within kindergarten through grade eight who may qualify for the gifted and talented program. This 5% of students comprises students in the Visual and Performing Arts. Students may be dual identified in academic as well as the arts. The program delivery format may vary from subject to subject as well as from student to student in order to meet their individual needs. The school will offer a compacted curriculum, individualized study, and accelerated programming. Student instruction may occur both inside and outside the classroom and will be in place of the regular curriculum. All programs will be aligned to the Maine Learning Results/Common Core.

Students in K-2 are not formally identified but may receive support through differentiation within the classroom as deemed appropriate by the art or music teacher.

Students in grades 3-8 will have individual needs met through differentiation, accelerated programming, compacted curriculum, or individualized study as created by their art or music teacher.

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

Academics

Goals:

1. Identified students will be given opportunities to expand their knowledge within their identified area.
2. The identified program will enhance the student's learning needs.
3. The specialized program will be integrated into the regular education classroom as appropriate and will be aligned to the Maine Learning Results/Common Core.

Objectives:

1. The identified students will receive appropriate advanced instruction and materials that are measurable and attainable.
2. The identified students will have opportunities to go into the community for additional learning through field trips and mentorships.
3. Identified students will evaluate their learning through pre and post assessments as well as project based learning as assessed through rubrics.

Activities

1. Identified students will work within the classroom under the guidance of the classroom teacher to learn through compacted curriculum, receive instruction from an advanced grade teacher, and work with partners in the community.
2. Identified will have opportunities to participate in field trips that include meeting and making connections with other gifted and talented students.
3. Students will utilize technology to work on the ALEKS Math program at an advanced level.
4. Academic students identified as gifted and talented will meet daily with their teachers for support on individualized projects and programming.

Arts

Goals:

1. Identified students will be given the opportunity to learn more about their identified area.
2. The identified program will enhance the student's learning needs.
3. The specialized program will be aligned to the Maine Learning Results/Common Core.

Objectives:

1. Identified students will receive advanced and differentiated learning in art and music that is measurable and attainable.
2. Identified students will expand on their current abilities by selecting differentiated projects that are of high interest to the individual.
3. Students will learn to self-assess their work with the support and feedback of their teachers.

Activities

1. Identified students will meet weekly with their art or music teacher outside of the regular instructional time to work on specialized projects.
2. Identified students will have the opportunity to go on field trips to the local art center, college, and select trips that may bring other gifted students together.
3. Identified music students will have the opportunity to play with professional adult community members such as those associated with the Passamaquoddy Bay Symphony.

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:

Teacher referrals, parent referrals, teacher assessments, local assessments, STAR assessments, MEA, NECAP, or other State-wide test, Smarter Balanced, ALEKS Math.

Selection:

RTI process, Classroom observations, Student Notebook/portfolio, exceeding standards on a state assessment. A list of identified students and their services are sent to the Superintendent on an annual basis. Alternative tests have not been prearranged as cases have not been appealed. Additional information includes samples of student work.

Placement:

As the school does not currently have a certified GT teacher, all referrals will come through the Principal, the GT coordinator. The RTI team will make recommendations based on the results of the screening tools. The Principal is a member of the RTI team that identifies students for the GT program.

Academic Aptitude

Screening:

Teacher referrals, parent referrals, teacher assessments, local assessments, STAR assessments, MEA, NECAP, or other State-wide test, Smarter Balance, ALEKS Math.

Selection:

RTI process, Classroom observations, Student Notebook/portfolio, exceeding standards on state assessment. Identified students and their services are sent to the Superintendent on an annual basis. Alternative tests have not been prearranged as cases have not been appealed. Additional information includes samples of student work.

Placement:

As the school does not currently have a certified GT teacher, all referrals will come through the Principal, the GT coordinator. The RTI team will make recommendations based on the results of the screening tools. The Principal is a member of the RTI team that identifies students for the GT program.

Artistic Ability

Screening:

Teacher referrals, parent referrals, students with grades exceeding standards on their report cards.

Selection:

RTI process, portfolios presented to the certified gifted and talented Art teacher, music evaluation by the Music teacher including vocal and instrumental.

Placement:

Art teacher, Music teacher, Principal

Process for transfer students:

Transfer students will be placed once eligibility has been confirmed/validated through the screening and placement process.

Exit Procedure:

A student may exit the gifted and talented program by parent, student, or teacher requesting written removal from the program. The request will be evaluated by the teacher and Principal. A student-teacher-parent meeting may be required.

Process for appeals:

Appeals may be made by a parent or teacher. Appeals will be reviewed by the Principal and RTI team. A meeting with the parent will include a review of the screening, selection, and placement process.

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

School staff are encouraged to attend local GT teacher meetings and look into certification requirements. One staff member is encouraged to attend the MEGAT conference. All teachers are expected to differentiate lessons and activities per the Focus School Initiative. The Art teacher is a representative on the GT county committee and will report back to staff about learning opportunities.

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

The Principal collects referrals from the RTI team. The Principal reviews student data at the state level as well as local assessments such as STAR and discusses the data with the classroom teacher both current and previous year teacher to determine consistency in data. The classroom teacher provides differentiated instruction and activities to meet student needs.

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
Deborah Jamieson	no	Administrator	K-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.

The Pembroke GT program will be evaluated by STAR and Statewide assessment results, teacher feedback, and student self-assessment.

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

Costs include stipend for GT coordinator, an independent contractor, teacher supplies for GT programs that are different from regular education supplies, access to technology sites such as ALEKS Math, transportation and entrance fees for GT field trips and professional development for school faculty. Helen Swallow provides weekly clarinet lessons to qualifying GT music students. Costs associated with busing is for GT students only. All field trips under the GT grant are for GT students only. All GT art supplies are higher end and higher quality than the teacher would spend on regular class, because the students are able to appreciate and use them to good effect.

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)
Deborah Jamieson	\$750.00	
Subtotal		

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Helen Swallow	\$400	
Subtotal	\$400	

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
ALEKS Math subscription	\$40 x 2		
Supplies for Art			
Blick Art Materials	\$120.00		
Classroom Direct	\$36.00		
Subtotal	\$236.00	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Other-transportation for field trips and entrance fees			
UMM - Art for transportation costs	\$100		
Down East Institute for transportation costs	\$100		
Ft. O'Brien History Tour - for transportation costs/fees	\$150		
Subtotal	\$350	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	\$750	
Auxiliary Staff		
Independent Contractors	\$400	
A. Materials & Supplies	\$236	
B. Other Allowable Costs	\$350	
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$1736	