

**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: AOS #77 - Perry Elementary

Name and title of person responsible for gifted and talented program:
Jeanne Schrumpf - GT Coordinator

Phone number: (207) 853-2622

Email address: jeanneschrumpf@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: 9/22/15

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: Patti Drapew

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: J. [Signature]

Date of Approval: 2/29/16

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:

Perry Elementary School believes that the needs of academically gifted students can be as profound as any segment of the school population. Their unique and unusual abilities require more than the regular classroom can sometimes provide. This may require more challenging and complete curricula than regularly received at their grade level. We have designed a diverse, individual program for gifted and talented students in lieu of regular instruction. It is believed that this program will benefit these students by providing specialized assignments and instruction. The program will help students learn at their own pace and maximize their abilities. We will meet on a regular basis to evaluate and modify the program to meet each student's changing needs.

Arts program philosophy:

Perry Elementary School believes that the needs of gifted students in the field of visual and performing arts are no less unique and vital as those of the academically gifted. Therefore, we will provide appropriate opportunities for students who need a differentiated, accelerated program that explores their talents in a deeper, more meaningful manner. We offer challenging, specialized curricula which reflects their high artistic standing. Our school recognizes and embraces its responsibility to our gifted and talented students, providing creativity, passion, and self-worth.

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:

Perry Elementary School provides specialized programming for students in grades preK-8, based upon their individual needs and achievement levels. Students are instructed individually or in small groups that are formed, based upon ability and individual strengths. Student levels are determined through a variety of methods: schoolwide testing, individual, cognitive testing, and teacher recommendation. We recognize that this population is not always identifiable from classroom performance, and look further for the gifted, who may be underachieving due to lack of challenge. When a student's needs are not met in the regular curriculum, individualized programming is developed with collaboration from the classroom teacher, administrator, parent, GT teacher, and sometimes the student. The school will offer differentiation, compacting, and individualized or small group study in lieu of the regular curriculum. The program will promote the acquisition of advanced knowledge, creativity, critical thinking, and problem solving.

Arts program abstract:

The Perry Elementary School Visual and Performing Arts Program provides opportunities for students who have exceptional abilities in music and/or art. Fourth through eighth graders are offered individual and small group lessons in voice and instrumentation from the music teacher. Students shown to excel are selected for a more in-depth study, including advanced and complex compositions, some of their own creation. Annual concerts provide opportunities to showcase their talents. The art teacher has a special class once weekly for identified students to explore new mediums and techniques at a deeper level. Though individual interests are an integral part of program selection, she may challenge them beyond their comfort zone. An annual art show demonstrates their works to the public.

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

Academics

Goals:

1. All students are engaged in useful, active learning at their appropriate achievement level.
2. Specialized programs developed for students will be integrated with regular classroom instruction and aligned to Common Core.
3. Individualized programs created for GT students will develop their ability to think critically and challenge their overall educational potential.

Objectives:

K-8 ELA: Students will take literature, identify central themes, do character analysis, and cause/effect relationships.

K-8 Math: Students will use higher order thinking to solve advanced problems with multi-steps.

K-8 Science: Students will take classroom curricula topics and go to the next level of understanding or complexity.

K-8 Social Studies: Students will identify central themes in history and relate their repetitive nature through the years, including their current relevance.

Activities

Examples:

K-8 ELA: Students will read books parallel to the regular classroom with a shared theme, but with greater complexity and critical thinking. More styles of writing will be developed.

K-8 Math: Students will be provided math problems that require application of concepts by designing and constructing an experiment or project.

K-8 Social Studies: Students will demonstrate how central themes have resonated throughout history by constructing a skit, movie, debate, or other means to prove their point.

Arts

Goals:

1. K-8 Visual Arts: Provide appropriate opportunities for gifted and talented students in the visual arts to create and communicate in a variety of mediums.
2. K-8 Performing Arts: Provide appropriate opportunities for gifted and talented students in the performing arts to develop a higher level of instrumentation and/or vocals.

Objectives:

K-4 Visual Arts: All students will be exposed to artistic expression and thinking.

K-4 Performing Arts: All students will be exposed to musical theory and performance.

5-8 Visual Arts: Students will use principles of design and a conceptual understanding of art to create works.

5-8 Performing Arts: Students will listen and describe simple examples of the elements of music, including pitch, rhythm, tempo, meter, style, and harmony.

Activities

K-4 Visual and Performing Arts: Students who demonstrate artistic giftedness through teacher observation and performance will have their needs met informally through differentiation in the classroom.

5-8 Visual Arts: Students identified will receive individual or small group instruction to explore using different mediums and techniques to create an original art works.

5-8 Performing Arts: Students identified will be offered individual lessons with more complex musical compositions in a variety of styles, culminating in concert performance participation.

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 begins with the PII Team who examines data from schoolwide testing to consider any student whose level of achievement falls outside of the level of instruction in their classroom placement. These tests have included STAR, Smarter Balance, MEA's, NECAP's, and NWEA's. In addition, local assessments such as pre-tests, post-tests, placement tests, unit tests, Dibels, Developmental Reading Assessments, Developmental Writing Assessments, and grade level checklists provide other measures. Teachers, parents, and students may also refer a student.

Selection:

The selection consists of the G-T consultant/teacher, Principal, and the Classroom Teacher(s) of the child being considered. The team reviews all information collected (test data, classroom work, observations, etc.) on children who have shown exceptional ability. Any additional information collected by an outside agency may be considered, as long as it is valid and does not interfere with the equity of selection. The team may request additional assessments such as the WISC, Woodcock-Johnson IV, Key Math, or Kaufman. When all information has been considered, the team selects children who demonstrate a need for alternate programming because of exceptional general intellectual ability.

A list of identified students will be sent to the superintendent.

Placement:

Parents will be formally notified if their child is identified for services. The notification will include any pertinent data that was considered. The team reconvenes with the parent(s), outlining goals for the year and designing a program. Paperwork is signed by the parent and student (if appropriate) to grant permission for their child to be in the program. Parents will receive quarterly updates regarding their child's progress or goals. Records will be maintained and an annual review will evaluate the appropriateness of a child's placement and instruction.

Academic Aptitude

Screening:

Students scoring exceptionally high on schoolwide testing will be referred to the RTI team who will view other data collected, including local assessments, classroom assessments, and grade level checklists. Students referred by the RTI team will receive a CogAt by the GT teacher. Ranzull checklists will be implemented as a subjective measure of evaluation. In addition, any teacher, parent, or student may refer to the RTI team. These referrals will be handled in the same manner as those above.

Selection:

The selection consists of the GT Consultant/Teacher, Principal, and the Classroom Teacher(s) of the child being considered. The team reviews all information collected (test data, classroom work, observations, etc.) on children who have shown exceptional ability. Any additional information collected by an outside agency may be considered, as long as it is valid and does not interfere with the equity of selection. The team may request additional assessments such as the WISC, Woodcock-Johnson IV, Key Math, or Kaufman. When all information has been considered, the team selects children who demonstrate a need for alternate programming because of exceptional academic aptitude.

A list of identified students will be sent to the superintendent.

Placement:

Parents will be formally notified if their child is identified for services. The notification will include any pertinent data that was considered. The team reconvenes with the parent(s), outlining goals for the year and designing a program. Paperwork is signed by the parent(s) and student (if appropriate) to grant permission for their child to be in the program. Parents will receive quarterly updates regarding their child's progress on goals. Records will be maintained and an annual review will evaluate the appropriateness of a child's placement and instruction.

Artistic Ability

Screening:

The Art and Music teachers observe and take notes weekly, looking for students demonstrating that rare spark of talent beyond that of their peers. In addition to talent, they are looking for creativity and passion that extend beyond class. Other staff members and the student may also make a referral. Students in grades 5-6 collect art work in a portfolio. There is a menu listing types of products and mediums with rubrics that indicate what a superior quality piece includes. Portfolios with the highest rankings are submitted for evaluation by a team of three art teachers.

From the recorder in third grade, the music teacher determines which students show promise and should continue instrument lessons. Individualized or small group instructions and chorus are offered in succeeding grades.

Selection:

A team of three art teachers review portfolios with the highest rubric scores to select students demonstrating exceptional ability. Students showing potential on the recorder, instrumentation and in chorus are allowed and encourage to audition for solo and duet performances at the concerts, as well as being offered more complex and challenging pieces to perform. Selection will be made by:

1. Teacher, parent, or self-referral
2. Classroom observation
3. Behavior Rating Scales

A list of identified students will be sent to the superintendent.

Placement:

The RtI team will include the art and/or music teachers when specific students are being considered for placement. The team will discuss how the needs of the individualized students would best be accomplished, designing a program with goals. This has included contracting with musicians or artists to provide a superior level of instruction. Parents will be formally notified if their child is identified for services, including any pertinent data that was considered. The team reconvenes with the parent(s), outlining goals for the year and designing a program. Paperwork is signed by parent(s) and student (if appropriate) to grant permission for their child to be in the program. Parents will receive quarterly updates regarding their child's progress on goals. Records will be maintained and an annual review will evaluate the appropriateness of a child's instruction.

Process for transfer students:

The records of every transfer student are examined. They must meet the same criteria as all existing students. The information from their records, along with current information collected, will be considered by the RtI team. If the team determines the child's needs would best be met with GT programming, the necessary steps will be taken to ensure a suitable program is designed and administered.

Exit Procedure:

The RtI team is continually evaluating the program and needs of each individual student placed in GT. Progress toward goals is reported quarterly and evaluated annually. The team will meet at this time to discuss whether current programming should be maintained or if differentiation in the classroom would work to meet the student's needs. Possible considerations for exiting would be unwilling to participate, low performance, anxiety, or request by the teacher, parent, or student.

Process for appeals:

A written appeals petition will be reviewed by the committee which includes the principal, the GT Coordinator, and the student's classroom, art, or music teacher(s). Additional work or testing may be requested. Other personnel may be asked to provide added information. If the results of this meeting are unsatisfactory, the petitioner may meet with the superintendent for a final assessment.

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

The coordinator/teacher of the GT program attends annual conferences and regional meetings to keep up-to-date on current topics regarding gifted and talented education. A monthly GT newsletter is received via e-mail with a variety of interesting articles. The coordinator provides consultation for school staff regarding current news in the field of GT, methods and ideas to implement differentiation in the classroom, ways to identify a possible underachieving GT student or an over-achieving non-GT student. In-service trainings, early release days, and RTI meetings are places in which this training can occur.

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

Perry Elementary School has a certified GT Coordinator/Teacher who receives a stipend to perform this job. All the management of the program is conducted through her. Students identified in GT for academic or aptitude abilities are taught by the GT teacher or are managed through her by differentiation in the regular classrooms. Students identified in the visual or performing arts are managed through her and taught by the art and music teachers, unless contracted services are provided.

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
Jeannie Schrumpl	yes	teacher	prK-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 Teacher of Gifted and talented students will assess each individual student's progress quarterly as part of the school progress reports. She will meet with students and parents twice annually as part of the school's parent teacher conferences. The RtI Team will meet at least once annually to consider student needs and appropriate planning for the next school year and to evaluate the overall progress of the program toward meeting goals.

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

Costs included in the budget include a stipend for the GT Coordinator/Teacher, state conference expenses, MEGAT dues, assessments, individualized programming, specialized art materials and equipment, online individualized curriculum, competition registrations and expenses (Meridian Stories, e-Cybermission, Geography Bee, etc), regional activities with other GT students, and field trips specific to the GT programs.

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)
Jeanne Schrumof	2400	
Subtotal	2400	

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
Meridian Stories/ video camera	450		
ALEKS subscriptions	150		
Geography Bee	100		
Student Treasures published	100		
portfolios, sketch pads, charcoal	100		
clay and use of kiln	100		
music stands, sheet music, folders	150		
e-Cyber materials	100		
Subtotal	1250	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
CogAt test, Renzulli checklists	200		
Regional programs	500		
Transportation to music & art trips	300		
Subtotal	1000	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
GT Conference(w/ room & transp.)	300		
Regional meeting transportation	200		
Subtotal	500	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	2400	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	1250	
B. Other Allowable Costs	1000	
C. Student Tuition		
D. Staff Tuition/PD	500	
Total	5150	