

**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: **RSU14**

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

Phone number: 207-892-1800 X2013

Email address: Chesler@rsu14.org

CERTIFICATION:

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



Superintendent Name (printed)
Sanford Prince

Superintendent Signature

Date application submitted to Maine DOE for review: 9/30/15

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

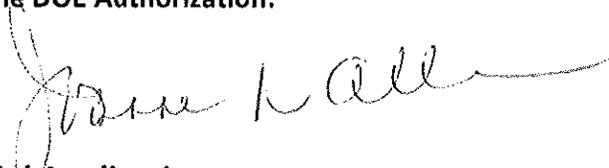
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

Revised
1/28/16

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:

We believe that students identified as academically gifted and talented deserve targeted services which allow them to develop to their fullest potential. Therefore, we provide these students with specialized instruction and social/emotional support which allows them to progress at their own pace through a carefully-coordinated curriculum aligned with state and national standards.

To accommodate individual needs, we provide diverse, differentiated, and developmentally-appropriate learning experiences through a variety of program models featuring a variety of strategies and materials. We believe that some services are best integrated into the regular classroom, and others are best provided in a pull-out setting. But in all cases, curriculum designed for identified students is advanced, complex, compact, and differentiated from the regular curriculum.

Arts program philosophy:

Students with gifts and talents in the visual and performing arts require a variety of opportunities to grow. Our job as gifted educators is to teach, direct, watch, model, coach, and guide these students as they develop their craft. Opportunities to integrate their art in the "regular" curriculum are important, as are occasions to perform and display work.

We believe that creating a robust community of artists (both inside and outside of the RSU) is an important part of the K-12 arts curriculum. Through arts festivals, theatrical and musical performances, partnerships with museums and colleges, travel opportunities, and state and regional competitions, our performers and artists connect with other adult and student artists.

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).
- Grades K-3
- Identified students receive specialized instruction and enrichment in math, science, reading, and writing throughout the year. The gifted teacher works closely with professional learning communities throughout the school to adapt instruction to meet the needs of high-achieving students.
- Grades 4-5
- Identified students receive differentiated instruction in core content areas and the arts. Specialized instruction in ELA and mathematics are delivered in a daily pull-out class.

- 6.
7. Grades 6-8
8. Eligible students are provided with differentiated instruction in core content areas and fine arts, and have the opportunity to participate in enrichment activities as well. In addition, identified students attend daily pull-out classes in math and ELA.
9. Grades 9-12
10. Identified students are provided with advanced instruction in content areas, including the opportunity to enroll in advanced placement courses, study at USM and Saint Joseph's College, take advanced courses through Virtual High School, and pursue self-directed independent study designed to address interests and supported by qualified faculty.

Arts program abstract:

Grades K-3

All students in grades K-3 receive weekly art classes, and art is integrated into the classroom curricula. The art teachers will make differentiated opportunities available to capable and interested students.

Grades 4-5

Students with an interest and aptitude in visual art have regular specialized classes with the art teacher. Their work is displayed in the annual district-wide art show. In addition, talented student musicians are selected to participate in district festivals and an RSU 14 Orff Festival.

Grades 6-8

Differentiated instruction in the arts is incorporated into the art classes for eligible students. Opportunities to display work and perform at the district and regional level are also available. In addition, students have the opportunity to audition for lead and ensemble roles in annual musical productions.

Grades 9-12

Advanced classes in the visual arts and opportunities to study at the post-secondary level through USM and the Maine College of Art in Portland are available. Student work is displayed at the Portland Museum of Art and in the annual district art show. Musicians and performing artists have multiple opportunities to perform and compete at the district, regional, and state level. Of special note is the Windham Chamber Singers, an award-winning, audition-only mixed choir of 40 students. WHS also produces a Broadway-style musical each fall, a One-Act Play in the winter, and a student-led performance in the spring. All of these shows are cast through competitive auditions.

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

Academics:

Goals:

1. To identify students who show signs of giftedness and talent early in their formal school experience.
2. To nurture and develop those gifts and talents so that students develop to their fullest potential.

Objective:

1. By working with regular ed teachers and parents to identify gifted students.

2. By collaborating with regular ed teachers and parents to provide a variety of extended and enriched learning experiences for identified students.

Activities:

1. Gifted educators solicit nominations for students to be screened from regular ed teachers and parents and conduct a through selection process.
2. Gifted educators provide direct instruction and extended/enriched learning opportunities for all identified students.

Arts:

Goal:

1. To identify students who show giftedness in the arts.
2. To provide opportunities for identified students to achieve their highest potential of artistic excellence.

Objective:

1. By working with all teachers of the arts to establish and support performances and demonstrations of artistic ability.
2. By providing differentiated instruction to identified students through the general arts curriculum, and providing opportunities for students to exhibit their work, perform, and participate in competitions when available.

Activities:

1. Conduct auditions and juried arts events to identify students gifted in the arts.
 2. Facilitate participation in district and state arts festivals, theatrical events, and an annual art show.
-
1. 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:

All parents and teachers in the RSU are invited to nominate students for selection. This process is particularly targeted at students at the end of third grade (with all third-grade parents receiving a letter explaining the process and soliciting nominations), but we accept nominations at any time. Parents and teachers are provided with an overview of the program and process, a chart which distinguishes between “smart” children and “gifted children,” and a screening checklist which becomes a data point for the formal selection process.

Selection:

We measure general intellectual ability through the use of the COGAT. We use the verbal, quantitative, and nonverbal batteries, and we have found them invaluable. We are now in our third year of including the COGAT in our selection, and we are convinced that it has improved both the efficiency and accuracy of our process. In addition, we rely heavily on a parent and teacher checklist (based on the work of Joseph Renzulli). We invite parents and teachers to not only rate the student’s ability, but also to give us specific evidence of intellect. All selection decisions are made by a selection committee, comprised of teachers, administrators, student services personnel, and other specialists, as required by Maine state rules.

Placement:

Eligible students are placed in our pull-out classes for math and/or ELA and are provided with differentiated opportunities in other core classes.

In accordance with Chapter 104, A list of identified students and their services will be provided to the superintendent.

Academic Aptitude:

Screening:

All parents and teachers in the RSU are invited to nominate students for selection. This process is particularly targeted at students at the end of third grade (with all third-grade parents receiving a letter explaining the process and soliciting nominations), but we accept nominations at any time. Parents and teachers are provided with an overview of the program and process, a chart which distinguishes between “smart” children and “gifted children,” and a screening checklist which becomes a data point for the formal selection process.

Selection:

We base our academic aptitude selection process on several pieces of data, as follows:

the parent and teacher checklist described above;
a writing prompt, scored by three certified gifted teachers;
the Test of Mathematical Ability in Gifted Students (TOMAG);
NWEA test score history (beginning in grade 2)
classroom assessments and writing samples when appropriate;
state test results when appropriate.

All selection decisions are made by a selection committee, comprised of teachers, administrators, student services personnel, and other specialists, as required by Maine state rules.

Placement:

Eligible students are placed in our pull-out classes for math and/or ELA and are provided with differentiated opportunities in other core classes. In grades 4-5, we also offer a separate math class for students who might not qualify for gifted services, but who would benefit from accelerated instruction. A list of identified students and their services will be provided to the superintendent.

Artistic Ability:

Screening:

K-12

Students will be evaluated for artistic aptitude based on four sources of evidence:

- student portfolio of work (video, print, digital media)
- teacher or parent recommendation
- student interview/audition

Selection:

Evidence will be evaluated based on two main categories of criteria for identification in the arts:

BEHAVIORAL TRAITS

- Accelerated artistic development beyond peer group/age
- Self-directed motivation
- Extended concentration on tasks
- Fluency of ideas and expression

- Clear articulation of artistic choices
- High interest level

CHARACTERISTICS OF WORK/PERFORMANCE

- Advanced use of techniques
- Complexity and elaboration
- Innovation and creativity
- Exploration and risk-taking
- Mastery of media or skill
- Attention to detail and quality

Placement:

K-3

Identified students will be provided with differentiated opportunities in their regular arts classes

4-5

Identified students with an interested and aptitude will be placed regular specialized classes with their visual art teacher.

6-12

Identified students will be provided with differentiated opportunities in their regular arts classes, as well as opportunities to advance their abilities through performance, exhibition, and competition.

A list of identified students and their services will be provided to the superintendent.

Process for transfer students:

When a student enrolls in RSU 14, we check the student's cumulative file for notification that the student was eligible for gifted services in the sending district. Students transferring to RSU 14 must meet our local criteria to receive services. After a review of test scores, classroom grades, and sending teacher remarks (if any), and a consultation with the parent, we enroll the student in the appropriate gifted class immediately and notify the child's regular teacher.

Exit Procedure:

When students we have identified as gifted/talented leave our district, we include in their cum folder a description of the services they received in our district, along with evidence of the standards which the student has mastered. We also consult by phone with the receiving school if necessary.

Over the past ten years, we can count on one hand the number of times a student has opted out of our program while remaining in the district. However, we do have a procedure in place that asks parents to explain in writing why they feel that it is not in their child's best interest to continue, and we also conduct an exit interview. Assuming that the child is in good standing academically, we make it clear to the family that the child will be welcomed back into the program at any time.

Process for appeals:

Our appeals process is communicated to parents who question the selection committee's decision to find a student ineligible for gifted services. We ask the parent to communicate in writing their reasons for appealing the decision, and we also ask them to include any evidence establishing their child's giftedness that might not have been considered or available during the original selection process. If necessary, we reconvene the original selection committee to consider new evidence. The final decision rests with the superintendent. Appeals are resolved in one of four ways:

Additional evidence and consideration establishes a child's eligibility and they begin to receive gifted services immediately;

We place the child on an informal "watch" list and agree to reconvene to a date in the future to reconsider the child's needs;

We work with the regular teacher to develop a plan to meet the child's needs in the regular classroom through differentiated strategies and opportunities, or

There is not sufficient additional evidence to warrant a gifted placement and the child remains with the regular class.

1. 5. Provide a description of the staff development that takes place in order to implement the program(s).
- 2.
3. Our gifted teachers in grades K-12 meet every other week after school to plan curriculum, adapt the Common Core targets to the gifted classroom, brainstorm creative approaches to meeting the needs of our students, discuss individual student progress as they progress through the grades, and problem-solve classroom and school-wide challenges.
- 4.
5. The gifted teachers also meet to plan how to articulate and adapt new programs in the gifted classroom. For example, the teachers met recently to plan the implementation of the Lucy Calkins writing program in the gifted classroom K-8.
- 6.
7. In addition, the teachers stay abreast of current G/T research and best practices through reading the literature and attending state and New England MEGAT conferences.

1. 6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.
2. The staff in RSU14, servicing our identified Gifted and Talented students, is listed on the table below. These staff members meet at least three times a year to review the screening process, alignment of services, and a general over view of the program. They also meet with the Director of Curriculum and Director of Special Education to review data of the cohort of students.

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
Chris Newcomb	Yes	Teacher	K-8	Full - Time
Jennifer Breton	Yes	Teacher	4-5	Full - Time
Kim McBride	Yes	Teacher	6-8	Full - Time
Linda Berry	Yes	Enrichment Teacher	K-3	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
N/A					

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

Our self-evaluation rests on three legs:

Conversations/observations -- Through conversations with students, parents, and other teachers, we gather information every day about what works and what doesn't in our programs. We use this information to make both small adjustments and larger shifts in focus depending on the needs of our students.

Professional learning group -- our gifted/talented teachers meet after school once every two weeks to discuss and review all aspects of student achievement and program development, including the evaluation of what works.

Assessments -- We carefully review our students' scores on standardized tests and report cards to determine if our programs are meeting the needs of gifted students. We also use questionnaires and fall meetings to gather information from parents and teachers. This input has resulted in several adjustments in how we identify and serve gifted and talented students.

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

The cost of the program includes the salaries of the staff and materials to support the program.

These materials include classroom novels, vocabulary materials, and professional development books for staff. We use our general fund budget to send staff to conferences to enhance staff knowledge and instructional practices.

Costs of materials would include the purchase of Units of Study Writing Kits as our GT teachers need to have the higher level writing kits to use with students.

Wordly Wise vocabulary books are also purchased to meet the needs of the students who are ready for and upper level grade challenge.

1. 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)
Chris Newcomb	69,122	
Jennifer Breton	58,398	
Kim McBride	74,310	
Linda Berry	20,087	
Subtotal	221,917	

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. A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Units of Study Writing Kits	800.00	Units of Study Writing Kits	1,500.00
Wordly Wise Vocabulary Books	500.00	Wordly Wise vocabulary books	200.00
Subtotal	1,300.00	Subtotal	1,700.00

A. B. Other allowable costs:

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

A. C. Student Tuition:

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

A. D. Staff Tuition/Professional Development:

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

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	221,917	
Auxiliary Staff		
Independent Contractors		
A. A. Materials & Supplies	1,300	1,700
A. B. Other Allowable Costs		
A. C. Student Tuition		
A. D. Staff Tuition/PD		
Total	223,217	1,700