

**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: RSU10

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

Ann Bell

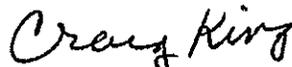
Phone number:
207-562-7254

Email address:
abell@rsu10.org

CERTIFICATION:

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

Superintendent Name (printed)
Craig King


Superintendent Signature

Date application submitted to Maine DOE for review:
Sept 30, 2015
Revised application submitted 11/16/2015

1-2-16

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:



- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



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.

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:

RSU #10 recognizes the value, the unique needs, and the potential academic ability of each student in the district. Therefore, the gifted and talented program is committed to providing services and opportunities for the gifted and talented students, the top 5% of the school population, to ensure that they attain their fullest academic and personal potential.

Arts program philosophy:

RSU #10 recognizes the value, the unique needs and the potential talents of each student in the district. Therefore, the gifted and talented program is committed to providing services and opportunities for the gifted and talented students, the top 5% of the school population, to ensure that they attain their fullest artistic, creative and personal potential.

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:

In accordance with Maine law, the district will provide gifted and talented (GT) programming in lieu of regular classroom instruction. The programs will focus on the areas of ELA, math, science, and social studies with attention to:

- ~More abstract, rigorous, and complex content
- ~Curricula that requires critical, creative, analytical thinking,
- ~Promote a self-motivated, self confident and independent learner.

In conclusion, the district will provide a quality, differentiated curriculum that accommodates the unique needs, passions and interests of our gifted and talented population.

Arts program abstract:

In accordance with Maine law, the district will provide gifted and talented (GT) programming in lieu of regular classroom instruction. The programs will focus on the areas of art and music with attention to:

- ~More abstract, rigorous, and complex content
- ~Curricula that requires critical, creative, analytical thinking,
- ~Promote a self-motivated, self confident and independent learner.
- ~A variety of opportunities in the visual and performing arts.

In conclusion, the district will provide a quality, differentiated curriculum that accommodates the unique needs, passions and interests of our gifted and talented population.

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

Academics:

Goals:

- 1) To stimulate the development of complex reasoning skills required to pursue personal interests in depth and will document lessons on complex reasoning skills in Empower, the district's Learning Management System.
- 2) Improve communication to parents and staff about GT services through our developing websites.
- 3) Provide an individualized learning plan for identified students.

Objectives:

- 1) To gain and apply knowledge across disciplines and learning contexts and to real-life situations with and without technology. Evaluate and synthesize information from multiple sources. Apply ideas across disciplines. Apply systems thinking to understand the interaction and influence of related parts on each other and on outcomes.
- 2) Share information and exemplars on the websites
- 3) Offers the opportunity to challenge his/her academic potential.

Activities:

- 1) Analyze information within data sets or texts
Analyze interrelationships among concepts, issues, problems
Analyze or interpret author's craft (literary devices, view point, or potential bias) to create or critique a text
Synthesize information across multiple sources or texts
Generate conjectures or hypotheses based on observations or experiences
Develop and present alternative solutions to a problem
- 2) Develop a website with information and examples of gifted and talented projects
- 3) Develop an individual learning plans for each identified student

Arts:

Goals:

- 1) To stimulate the development of visual and/or performing arts skills required to pursue personal interests in depth and will document lessons on creative thinking skills in Empower, the district's Learning Management System.
- 2) Improve communication to parents and staff about GT services through our developing websites.
- 3) Provide an individualized learning plan for identified students.

Objectives:

- 1) To provide opportunities and experiences to allow G/T students to develop their abilities in specific areas in the visual and/or performing arts (e.g., painting, sculpture, film, dance, theater, music).
- 2) To promote better communication that will provide parents and staff information about the gifted and talented student and programs.
- 3) Offers the opportunity to challenge his/her gifts and talents.

Activities:

1)~Provide opportunities and experiences to allow G/T students to develop their abilities in specific areas in the visual and/or performing arts (e.g., painting, sculpture, film, dance, theater, music).

~Practice in making connections between talent area, sometimes leading to lack of attention to and academic disciplines; opportunity to academic priorities. display talent among chronological peers.

2) Post information and exemplars on websites.

3) Develop an individual learning plans for each identified student

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:**

Students are in the talent pool if they qualify on one of the following Subjective or one of the following Objective measures

~Subjective Data

1. Classroom teacher referral based on characteristics of GT students

2. Pupil referral (peer or self)

3. Parent/Community referral

4. Renzulli-Hartman Scale (Condensed List of Characteristics Most often Associated with GT Students)

~Objective Data

1. Reading proficiency beyond their peers as measured by the DRA2, New England Common Assessment Program, or NWEA.

2. Math Proficiency beyond their peers as measured by New England Common Assessment Program or NWEA.

Selection:

1.All students in the talent pool will be given the grade level appropriate Cognitive Abilities Test.

Cognitive Abilities. A letter will be sent to parents of the students in the talent pool requesting permission for further testing.

2. The selection team will review and assess collected information on students who have met criteria (subjective and objective data and generally the 8th or 9th stanine on COGAT). A matrix will be created for the review and discussion. Additional information such as anecdotal data will also be in the mix.

3. The selection team will select students for placement based on collected information. The top 5% of students are selected.

The selection team will comprise of gifted and talented teachers, a building principal, and a classroom teacher. They will meet annually to review district data and screen students formally at transition grades, end of grade 2, 5, and 8 at RES, DES, MES, MVMS, and DMS, and 3, 6, and 8 at HSES and BJSHS based on criteria listed above.

Placement:

Procedures will be in place to accomplish the following:

~Assure the collaboration between the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.

~Notify the Superintendent of the children selected for the program.

~Provide a description of the program to parents and students that will be provided.

~Notify parents of the eligibility of the child for participation in program.

- ~Maintain records on each child's participation in the GT Program.
- ~Conduct an annual review of each child's program to evaluate appropriateness of placement.

Academic Aptitude:

Screening:

Students are in the talent pool if they qualify on one of the following Subjective or one of the following Objective measures

~Subjective Data

1. Classroom teacher referral based on characteristics of GT students
2. Pupil referral (peer or self)
3. Parent/Community referral
4. Renzulli-Hartman Scale (Condensed List of Characteristics Most often Associated with GT Students)

~Objective Data

1. Reading proficiency beyond their peers as measured by the DRA2, New England Common Assessment Program, or NWEA.
2. Math Proficiency beyond their peers as measured by New England Common Assessment Program or NWEA.

Selection:

1. All students in the talent pool will be given the grade level appropriate Cognitive Abilities Test.
A letter will be sent to parents of the students in the talent pool requesting permission for further testing.
2. The selection team will review and assess collected information on students who have met criteria (subjective and objective data and generally the 8th or 9th stanine on COGAT). A matrix will be created for the review and discussion. Additional information such as anecdotal data will also be in the mix.
3. The selection team will select students for placement based on collected information. The top 5% of students are selected.
4. We currently do not screen for social studies and Science, but we have some that are identified using self referral, teacher referral, and parent referral. Many of these students are ELA identified. We plan on making this a goal to develop a screening this year for social studies and science.

The selection team will comprise of gifted and talented teachers, a building principal, and a classroom teacher. They will meet annually to review district data and screen students formally at transition grades, end of grade 2, 5, and 8 at RES, DES, MES, MVMS, and DMS, and 3, 6, and 8 at HSES and BJSHS based on criteria listed above.

Placement:

Procedures will be in place to accomplish the following:

- ~Assure the collaboration between the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.
- ~Notify the Superintendent of the children selected for the program.
- ~Provide a description of the program to parents and students that will be provided.
- ~Notify parents of the eligibility of the child for participation in program.
- ~Maintain records on each child's participation in the GT Program.
- ~Conduct an annual review of each child's program to evaluate appropriateness of placement.

Artistic Ability:

Screening:

Screening: K-6

Subjective:

~Subjective Data

- Classroom teacher referral based on characteristics of GT students
- Pupil referral (peer or self)
- Parent/Community referral
- Objective Data

~Worksheet for Identifying Children with Artistic Talent or Worksheet for Identifying Children with Musical Talent

Screening: 9-12

~Subjective Data

- Classroom teacher referral based on characteristics of GT students
- Pupil referral (peer or self)
- Parent/Community referral

~Objective Data

- Worksheet for Identifying Children with Artistic Talent or Worksheet for Identifying Children with Musical Talent

Selection:

Selection: K-12

Scales for Rating the Behavioral Characteristics of Superior Students: Musical Characteristics or Scales for Rating the Behavioral Characteristics of Superior Students Art Characteristics Or Scales for Rating the Behavioral Characteristics of Superior Students Drama Characteristics (Adapted from the SRBCSS)

The selection team will comprise of gifted and talented teachers, a building principal, and a classroom teacher. They will meet annually to review district data and screen students formally at transition grades, end of grade 2, 5, and 8 at RES, DES, MES, MVMS, and DMS, and 3, 6, and 8 at HSES and BJSHS based on criteria listed above.

Placement:

Procedures will be in place to accomplish the following:

- ~Assure the collaboration between the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.
- ~Notify the Superintendent of the children selected for the program.
- ~Provide a description of the program to parents and students that will be provided.
- ~Notify parents of the eligibility of the child for participation in program.
- ~Maintain records on each child's participation in the GT Program.
- ~Conduct an annual review of each child's program to evaluate appropriateness of placement.

Process for transfer students:

Students who come into the system with an existing plan will be identified to the GT teacher. He/she will be placed in the system until the next review if their ILPs match the RSU10 plans. Also, students ILPs will be honored within the RSU10 system even if they transfer schools. Students who come into the system without plans may be referred to the GT Committee at any time via a written referral to the building principal.

Exit Procedure:

Students may exit the program with parental approval, as their interests/needs change. This must be done in writing to the building principal if it occurs mid-year. Typically this might occur at an annual review.

Process for appeals:

An appeal to the decisions of the selection committee must be made, in writing, to the building principal. The principal will convene the GT VPA selection committee within 10 days and they shall review the appeal. If

unresolved the second appeal goes to the director of GT services.

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

GT youngsters are entitled to be served by highly qualified professionals who have specialized preparation in gifted education; expertise in curriculum differentiation for gifted and talented; practice appropriate instructional methods to implement the differentiated curriculum; engage in on-going professional development.

The district will incorporate training on how to educate gifted and talented students into the district's staff development plans.

~All school staff will be made aware of the nature and needs of gifted students through staff meetings or grade level meetings or on an individual teachers

~All school staff will be provided training in methods of providing differentiated instruction to better meet the individual needs of students. Differentiation may be one option for meeting the needs to GT students in Tier One of and RTI system

~GT endorsed teachers will attend at least one professional development activity per year designed specifically for teaching gifted learners. Specifically, GT Teachers have been asked to attend the Regional GT Conference, the State MeGAT Conference, Maine Writers Professional Association Workshops and Arts Conferences.

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

Four certified and endorsed Gifted and Talented teachers provide direct service as well as consultation in each of our 10 schools (3 high schools of which one is 7-12, 2 middle schools, and 4 elementary schools). Administrative oversight and coordination for GT is provided by the the Assistant Superintendent of Schools. Tasks for GT teachers and Assistant Superintendent include:

~Coordinating and implementing procedures for referral, identification, placement, appeals, and annual review of the academic and arts program.

~Serve as advisor/mentor for students who are identified as gifted and talented.

~Provide resources and materials to facilitate the learning of identified students.

~Serve as the liaison between parents of identified students and the school.

~Collaborate with classroom teachers to plan and implement differentiated curriculum and instruction for GT students.

~Work directly with identified students and up to 10% of time with other students

~Provide data to Coordinator for annual plan

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
Linda Andrews	Yes	Teacher	K-12	Full Time
Doug Barber	Yes	Teacher	K-12	Full Time
Susan Boyce-Cormier	Yes	Teacher	K-12	Full Time
Lia Paliocha	Yes	Teacher	K-12	Full 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					

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

Internal and external program evaluation will occur on a regular basis. Data from the Application of Gifted and Talented Education Program Approval and Approval of Program Cost for State Subsidy and Annual Program Update are made available for external review.

Internal annual evaluation will look at strengths and weaknesses, the match between goals and evidence, program rigor and support, whether the right students are being identified and supported and whether the right opportunities are being consistently provided.

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

GT Budget 2015-16

Elementary

Training 380

Travel 200

Supplies 2166.07

Books 637.5

Technology 311

Total 3694.57

Secondary	
Assessment	36
Training	200
Travel	1100
Supplies	1180
Books	325
Technology	700
	3541
Total	7235.57

Costs cover the staffing required to implement GT programs for identified students.

Besides staffing; materials, books, travel, tuition, and supplies for enrichment and extended learning are provided in the GT budget. Books and supplies include, for example, Pieces of Learning, LEGO software, a poetry anthology, and Jacob's Ladder Reading Program, which extend reading, writing, math problems solving for identified students.

Aleks, Mindware, and Virtual High School subscriptions are used for identified GT students in lieu of regular classes.

Science and social studies are integrated with ELA and math with materials such as IZZIT.org., which provides current events at advanced levels.

Music and art supplies are for identified GT students to provide experiences not available in the regular classroom such as paper mache and specialized paint and advanced brush skills.

Training costs allow the teachers of Gifted and Talented to attend MEGAT conferences and/or similar conferences and workshops. Training costs also allow one GT teacher to extend her learning about history inquiry, which she uses to coach GT students for the National History Day competition.

Travel costs allow GT students to attend the National History Day competitions at the state level and, if chosen, to attend at the national level. These competitions provide an opportunity for extended learning about history inquiry and the opportunity to meet with other students from around the state and nation with advanced understanding of history inquiry.

Freshmen PSATs are given to GT freshmen to compare like data (PSAT to SAT) in an effort to use data to make instructional decisions

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)
Linda Andrews	36,427	36,427
Doug Barber	53,547	13,387
Susan Boyce-Cormier	70,543	3,413
Lia Palliate	60,417	20,139
Subtotal	220,934	73,366

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A	N/A	N/A
Subtotal	0	0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
N/A	N/A	N/A
Subtotal	0	0

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
Writing supplies (Mason) These are special writing supplies that are not supplied to all students. Journals and publication paper.	145.07	3 D art supplies (papermache', knives, clay, etc)	150.00
3 D art supplies (papermache', knives, clay, etc)	401.00	Lego kits & Supplies	405.00
Lego Kits	405.00	Music Sheets (JW Pepper)	300.00
Music sheets(JW Pepper)	300.00	Art Supplies (Dick Blink)	300.00
Art Supplies(Dick Blik)	300.00	Thrift Books	75.00
Books (Thrift)	175.00	Books (replacement)	250.00

Books (Replacement)	287.50	Mindware	25.00
Books (Jacob's Reading Series)	250.00		
Subtotal	2263.57	Subtotal	1505.00

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel National History Day	200.00	Travel National History Day	1100.00
Lego Registration	400.00	PSAT (Assessment)	36.00
Mindware	140.00		
Subtotal	740.00	Subtotal	1136.00

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS	350.00	Virtual High School	700.00
ALEKS	30.00		
Subtotal	380.00	Subtotal	700.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MeGAT Conference	350.00	MeGAT	150.00
Gifted & Talented & Social Studies Conference	30.00	Gifted & Talented & Social Studies Conference	50.00
Subtotal	380.00	Subtotal	200.00

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	220934	73366
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials & Supplies	2263.57	1505
B. Other Allowable Costs	740	1136
C. Student Tuition	380	700
D. Staff Tuition/PD	380	200
Total	224697.57	76907