

**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: MSAD 11

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

Katie Joseph

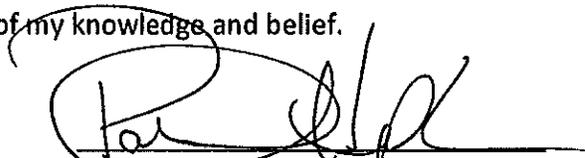
Phone number: (207) 582-5346

Email address: kjoseph@msad11.org

CERTIFICATION:

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

Patricia Hopkins
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: resubmission 01.29.16

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

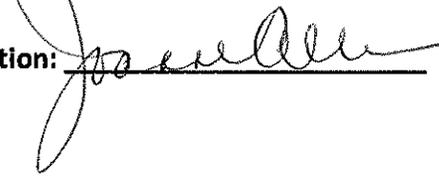
RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: 2/1/16

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:

The MSAD 11 school district acknowledges that each child has a variety of unique gifts, talents, and abilities. We believe that everyone benefits when we accommodate for individual differences. Each child should be able to use educational opportunities for students beyond the regular classroom who, like other students, need differentiated educational programming. Accommodations both within the classroom and beyond the classroom need to be created in order to help those students reach their full academic potential. The REACH (Raising Expectations and Aspirations for all Children) Program will use instructional settings appropriate to a student's developmental and intellectual needs. The development of personalized learning plans (PLPs) will guide discussions and decisions about each identified student's needs. A comprehensive programming model should provide services that accommodate both advanced academic progress in traditional curricular situations and various services specifically designed to promote creative productivity. The program will have a coordinator and program specialists so that the program impact is focused and a model is used as the program is imparted. The REACH program will be based on the following educational principles that gifted and talented children need: (Academic) Students need to move at their own rate, regardless of chronological age or grade placement; therefore, academic subjects shall be taught to them in a manner that allows them to learn at their appropriate instructional level at their own pace. Students need to experience learning opportunities in a diverse way. Students should have a variety of opportunities to learn with the use of varied instructional strategies and materials embedded in a flexible model of engagement. (continued under Arts philosophy below)

Arts program philosophy:

(philosophy continued here) Students need to be challenged to develop their abilities and potential; therefore, specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula must be made available. Sometimes the curricula will be provided in lieu of regular curricula. Students need instructional settings appropriate to their changing needs as they progress through elementary and secondary grade levels. Highly gifted and talented students may need further modifications to their educational programs. Therefore, appropriate adjustments or alternatives to their gifted and talented programs must be made. Students need to have the REACH program aligned with Common Core, Maine Learning Results, and Next Gen standards. Students need to have a staff trained to focus on concepts of differentiation and have regular support as needed. Students need to benefit from staff who have skills in the area of team teaching and integration of subject matter. Student need to be able to enter and exit advanced grouping as their needs and subject areas change. Finally, the MSAD #11 School District firmly understand the value of inclusion. Because gifts and talents surface in specific areas and at specific times, services and programming are provided on a flexible, case-by-case-bases. The REACH Coordinator and teachers will collaborate with classroom teachers to develop programming for the identified students. As above, see next note for artistic. The REACH program philosophy is similar to the academic. The REACH program will use instructional settings appropriate to a student's development in their artistic needs. The development of Personalized Learning Plans (PLPs) will guide discussions and decisions about each identified artistic student's needs. (Artistic) Students need to move at their own rate, regardless of chronological age or grade placement; Therefore, artistic (visual and performing arts) subjects shall be taught to them in a manner that allows them to learn at their appropriate instructional level.

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 REACH program services have been developed for the needs of students who exhibit qualities of above average ability, creativity, and/or task commitment. Our program has been developed to utilize the School Wide Enrichment Model. Students will be exposed to and participate in Type I exploratory activities, Type II training and skill building activities, and Type III independent investigations. Identified students will also benefit from curriculum compacting, enrichment clusters, differentiated instruction in the regular classroom, accelerated classes, District REACH Days (Grades 4 and 5), REACH Independent Study courses at the high school, participation in State and National contests, field trips, and consultation with classroom teachers in all content areas.

Arts program abstract:

The REACH program services have been developed for the needs of students who exhibit qualities of above average ability, creativity, and/or task commitment. Our program has been developed to utilize the School Wide Enrichment Model. Students will be exposed to and participate in Type I exploratory activities, Type II training and skill building activities, and Type III independent investigations. Students will also benefit from curriculum compacting, enrichment clusters, differentiated instruction in the regular classroom, accelerated classes, District REACH Days (Grades 4 and 5), REACH Independent Study courses at the high school, participation in State and National contests, field trips, and consultation with classroom teachers in all content areas.

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

Academics

Goals:

K-2 The goal is to continue to manage the gifted and talented Consulting model with differentiation in the regular classroom.

3-12 The goal of the REACH program is to identify students and provide services to students who exhibit academic ability beyond their peers.

Objectives:

K-2 Provide differentiation opportunities and materials to students who show above level academic thinking and behaviors.

3-12 Provide coordinated services of all educational (regular, special, and gifted ed) areas to meet identified students needs.

Activities

K-2 The REACH program provides materials for Sunshine Math, Reader's Theater, advanced writing, math, and reading groups.

3-12 The REACH Coordinator, REACH teachers , and academic teachers facilitate activities through personalized learning plans (PLPs)for identified academic students which may include a specified unit of study, independent projects, literature studies, specialized math groups, acceleration of materials or classes, competitions, contents, integrated content lessons/ units, small group pull out, consultation, and social/emotional needs lessons.

Arts

Goals:

K-2 The goal is to manage the gifted and talented Consulting model with differentiation in the artistic classes.

3-12 The goal of the REACH program is to identify students and provide services to students who exhibit artistic ability beyond their peers.

Objectives:

K-2 To provide differentiation opportunities and materials to students exhibiting advanced visual and performing arts thinking and behaviors.

K- 12 Provide coordinated services between artistic teachers, academic, and REACH teachers to monitor artistic growth of students

Activities

K-2 Consulting and providing materials beyond the regular MSAD 11 arts curriculum.

3-12 The REACH Coordinator, REACH teachers , and Arts teachers facilitate activities through personalized learning plans (PLPs)for identified arts students which may include a specified unit of study in art, independent projects, participation in district-wide performances (including concert band solos, select chorus, jazz band), drama performances, art shows (district and local), and social/emotional needs lessons.

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:**

The screening procedure shall include objective and subjective assessment methods selected from the following:
Objective: Individual intelligence, achievement, or aptitude tests; Group intelligence, achievement, or aptitude tests
Subjective:Teacher referral based on appropriate screening checklist; Referral by parents, peers, or members of the community; Self-referral; Pupil products, performance, or record of past performance

Selection:

Twice a year a team of administrators and K-12 academic and VPA teachers shall select students for placement in the REACH program. The REACH Selection Committee is responsible for: 1. Reviewing the information collected on students who have been referred, 2. Collecting additional information when appropriate and needed, 3. Selecting students for placement in the REACH program bases upon an in-depth assessment of the collected information. The REACH Coordinator oversees the annual review of the selection process and all identified students. The REACH Coordinator also assures that the selection process is equitable. Selection is based solely on student data and redacted anecdotal.

Placement:

Placement is determined by the individual student's strengths and areas of needs. Once a student has been identified, the teacher, the REACH Coordinator and/or REACH teacher shall meet to develop a plan to meet the student's needs (PLP).Parents are notified of the eligibility of their students for participations in the program. Parents are provided a description of the program, and written parental permission is obtained to place the student in the program. The Coordinator maintains records of each student's participation in the REACH program. An annual review is conducted of each student's programming to elevated appropriateness of placement and instruction.

Academic Aptitude

Screening:

Screening follows the same protocol as the General Academic Identification, with the exception that the REACH Selection Committee determines if a student shows exceptional or above peer ability in one of the five content areas; math, reading, writing, science, and/or social studies.

Selection:

Selection follows the same protocol as the General Academic selection. Visual and Arts teachers review the portfolio and performance pieces.

Placement:

Placement follows the same protocol with placement is determined by the individual student's strengths and areas of need(s) in the five content areas. The PLP is adjusted for that one content area and the student receives services based on that academic aptitude that was targeted.

Artistic Ability

Screening:

PK-2 Pre-screening includes, gifted characteristics checklists, gifted artistic checklists, data collection from music and arts classes, and anecdotes from VPA and classroom teachers. 3-12 Screening includes a number of objective and subjective pieces. Objective: Individual intelligence, achievement, or aptitude tests; Group intelligence, achievement, or aptitude tests. The objective tools are given during the screening process to help determine if a student could be duly identified as academic and artistic, the verbal and non-verbal scores are also used to help write the PLP for students areas of strengths and needs. Arts assessments: Teacher referral based on appropriate screening gifted artistic checklist; Referral forms by parents, peers, or members of the community Self-referral forms; Pupil products, portfolios, performance, or record of past performance in VPA programs.

Selection:

Twice a year a team of administrators and K-12 academic and VPA teachers shall select students for placement in the REACH program. The REACH Selection Committee is responsible for: 1. Reviewing the information collected on students who have been referred, 2. Collect additional information when appropriate, 3. Select students for placement in the REACH program bases upon an in-depth assessment of the collected information. The REACH Coordinator oversees the annual review of the selection process and all identified students. The REACH Coordinator also assures that the selection process is equitable. Selection is based solely on student data and redacted anecdotal.

Placement:

Placement is determined by the individual student's strengths and areas of needs. Once a student has been identified the teacher, REACH Coordinator and/or REACH teacher shall meet to develop a PLP with the VPA teachers to meet the student's needs. Parents are notified of the eligibility of their students for participations in the program. Parents are provided a description of the program, and written parental permission is obtained to place the student in the program. The Coordinator maintains records of each student's participation in the REACH program. An annual review is conducted of each student's programming to elevated appropriateness of placement and instruction.

Process for transfer students:

The REACH Coordinator reviews the accumulative file from the sending school at the time fo the student's arriva. The Coordinator will also consult with the sending districts G/T Coordinator when appropriate and applicable for data on the student. The REACH Coordinator will check to see if the student was receiving services or in the process of being referred . If needed the REACH Coordinator gathers further subjective and objective screening data. The transfer student's information is compared to that of REACH students identified within the district. The transfer student is placed appropriately (academically or artistically) and their data is included in the following selection meeting for further review and appropriate placing. If the student is found not eligible at that time for services, further data is collected and brought for review to the REACH Selection Committee during the yearly review process.

Exit Procedure:

The REACH program has both an exit procedure and a furlough procedure dependent on academic/artistic needs, social/emotional needs, parent and/or student requests. Once a student is identified as gifted and talented, their files are reviewed yearly to ensure the student is recieving the appropriate services. The PLP (Personalized Learning Plan) guides the services for each identified student and is reviewed by the Coordinator with input from the REACH teachers and classroom teachers. In the event that the school, teacher, parent, or student does not think the student should continue with the REACH program, the current teacher of record, building administrator will consult with the REACH Coordinator and REACH teachers. The PLP is reviewed and any necessary changes made to the student's plan which may include making modifications in the classroom, a furlough for a year, or exiting the program. If a parent requests a student be withdrawn and the student is in agreement, a meeting is documented with the REACH Coordinator, lead academic or artistic teacher, and an administrator. Parents and students are invited to participate and their requests are honored.

Process for appeals:

Parents and/or students can request a meeting with the REACH Coordinator to review data and results from selection. Further appeal may be made to the Superintendent or Curriculum Coordinator for the following purposes:

1. To reconsider the eligibility of a student to be selected for inclusion in the REACH program.
2. To review the appropriate placement of a student within the program.
3. For removal of a student from the program.

Parents can choose to submit testing from an alternative source outside the REACH program/school/district. The testing will be added to the student's portfolio and brought forth to the REACH Selection Committee for review.

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

The Curriculum Coordinator (REACH program administrator), the REACH Coordinator, and the REACH teachers meet once a month to discuss and reflect best practices for teaching high ability and gifted students, discuss programming needs, check budget lines, and problem solve for students' needs. The REACH teaching staff meets weekly to focus on strategies, teaching techniques, curriculum materials, and social/emotional needs of students. The REACH staff also presents information and tools to teachers, facilitate teacher trainings, and book studies concerning gifted and talented student characteristics, learning needs, underachieving gifted students. REACH teachers facilitate book studies using resource materials like "Empowering Underachievers" and "Bright Minds, Poor Grades" and "Teaching Gifted Kids in the Regular Classroom." The REACH rooms at the middle school and high school have resource libraries available for parents and teachers to check out books/materials as needed. Elementary teachers and parents may make an appointment to stop in to check out materials or email the REACH Coordinator who will deliver materials to them. The REACH staff also participates in district goals and initiatives. The REACH teaching staff also attends the yearly MEGAT Fall Conference and when applicable Confratute at UConn.

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

The REACH staff consists of the following: Katie Joseph, the Curriculum Coordinator who is the program administrator. Raye Anne DeSoto who is the REACH Coordinator. The REACH teachers are Raye Anne DeSoto, Sue Williamson, and Marla Morgan. The REACH Coordinator is responsible for overseeing the G/T programming K-12. She is responsible for overseeing the screening and testing of all students in the academics and arts. This includes facilitating the Selection Committee meetings for identification of both academic and artistic students. She facilitates the weekly meetings of the REACH teachers. The Coordinator is responsible for preparing the annual Subsity Report to the Department of Education which included student achievement growth data, budget data, and anecdotal writings and reflections. The REACH Coordinator is also responsible for working with building administrators for consultation concerning identified REACH students and/or referrals and to facilitate services in their buildings. Responsibilities also include writing and overseeing the yearly REACH program budget, ordering supplies and materials, facilitating field trips, transportation, and special events. She is responsible for publishing the REACH District calendar, attending School Board, Curriculum Committee, High School Department, and School staff meetings when applicable. The REACH Coordinator oversees the REACH Ed Tech III and develops the curriculum for identified students in grades 3-12. Raye Anne DeSoto, 590 endorsed, is the REACH Coordinator, K-2 Consultant, and 9-12 REACH Teachers; Sue Williamson, 590 endorsed, is the REACH teacher for grades 4-8; Marla Morgan, Ed Tech III, delivers curriculum to grades 3-5

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
Katie Joseph	No	Administrator	PK-12	Part Time
RayeAnne DeSoto	Yes	Coordinator/Teache	PK-12	Full Time
Susanne Williamson	Yes	Teacher	Grades 4-8	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
Marla Morgan	Ed Tech III	No	3-5	RayeAnne DeSoto, REACH Coord	Full Time

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

The REACH Coordinator reviews each identified student's data yearly including the Personalized Learning Plan, classroom work, independent work, standardized testing, grades, and social emotional needs. From the data, determination for the following year's programming is made based on reflection of the student's progress in the areas of success and the areas of needs for each student for the following school year.

Student perception surveys are done yearly in grades 3-12 are conducted yearly and student input is used to help with programming and services for the following year. Anecdotal information is collected by the REACH Coordinator from classroom teachers, VPA teachers, building administrators and is analyzed and reflected on yearly.

Formal stakeholder surveys are given every three years. Stakeholders include the following; School Board, Superintendent, Curriculum Coordinator, building administrators, academica and VPA teachers, parents and most importantly students. t

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

The costs of the program incurred include the salaries and benefits for the three staff members for the REACH program and an administrator who oversees the program. REACH students in grades 3 through 8 choose independent projects to study over the course of the year. The projects are outside the classroom curriculum and students are required to create a presentation and a model for the annual REACH Showcase. The budget covers the cost of materials and research books not found in the school library or supplies. For our VPA students the costs include items such as The Mystery Build Contest which is a national arts contest, advanced recording software for musicians, and air brush equipment. Senior Engineering is a class of senior REACH students who are learning the engineering process, finding a problem, designing, and building a solution. In the past the students have built a greenhouse and hydroponics lab. Costs include materials and books not included in the regular high school curriculum. Costs in the budget also include testing materials for the Kaufman Brief Intelligence Test. The field trips that REACH will take this year are to the Portland Science Museum to the Body Works exhibition, Challenger Center in Bangor, and Portland or Farnsworth Art Museums. Costs also include higher level or high interest books for literature groups beyond the classroom curriculum. Software costs include accelerated curriculum for ELA and Math and/or interest based Renzulli software for identified students. The REACH Coordinator also purchases books to help students, teachers, and parents with social and emotional needs of gifted students like "The Gifted Teen Survival Guide" and "Emotional Intensity in Gifted Students."

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)
Katie Joseph	5079.56	2501.88
RayeAnne DeSoto	38,533.13	18979.00
Susan Williamson	81,575.88	
Subtotal	125,188.57	21,480.88

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Marla Morgan	34,399.87	
Subtotal	34,399.87	

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
K-Bit Rating Scale	258.00	K-Bit Rating Scale	127.00
Postage	67.00	Postage	33.00
Materials and Supplies	1469.00	Materials and Supplies	731.00
REACH Showcase		;, screws, bolts, luan, fan blades	
Books, Accelerated Reading Groups-A		ent Studies, Learn to speak Ital	
Supplementary books for science, s			
Subtotal	1794.00	Subtotal	891.00

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
ation/Portland Arts Mueseum Admis	667.00	ance and Art. Admission-the:	333.00
MEGAT Membership	47.00	MEGAT Membership	23.00
akers Amy Bai (Author) Jay Piscop	667.00	Guest Speakers	333.00
Mileage	938.00	Mileage	462.00
Subtotal	2319.00	Subtotal	1151.00

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Advanced Learners in the English/Lan	469.00	ooks/Common Core Different	231.00
;" Author: Van Tassel-Baska, Joyce	675.00	ndards with Gifted and Advvar	325.00
MEGAT Conference	260.00	MEGAT Conference	130.00
Subtotal	1404.00	Subtotal	686.00

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	125,188.57	21,480.88
Auxiliary Staff	34,399.87	
Independent Contractors		
A. Materials & Supplies	1794.00	891.00
B. Other Allowable Costs	2319.00	1151.00
C. Student Tuition		
D. Staff Tuition/PD	1404.00	686.00
Total	165,105.44	24,208.88