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: Regional School Unit 13

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

Neal Guyer, Director of School Improvement

Phone number: 207-596-6620

Email address: nguyer@rsu13.org

CERTIFICATION:

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

John C. McDonald
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

October 26, 2015
Resubmitted December 23, 2015
Resubmitted January 6, 2016
Resubmitted January 25, 2016

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: 1/29/16

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.

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 13 provides a challenging curriculum and enriching educational program for identified gifted and talented students. The district strives to encourage, motivate, and challenge each student to develop his/her particular strengths and talents. Recognizing the student population includes individuals with exceptional academic abilities and an ability to acquire and apply knowledge at an accelerated rate beyond their peers; RSU 13 delivers educational services that meet their ability levels and learning characteristics. The district provides appropriately challenging curricula and instruction through Individual Learning Plans (ILP) for identified students that reflect each student's strengths, interests, and learning styles through the shared responsibility of GT staff, classroom teachers, administrators, counselors, parents, and learners themselves.

Arts program philosophy:
RSU 13 provides a challenging educational program for all students. The district encourages and motivates each student to develop his/her particular gifts and talents. Recognizing that the student population includes individuals with exceptional artistic abilities far beyond their peers who need educational services that are consistent with their ability levels and learning characteristics, the district provides appropriately challenging instruction through acceleration and enrichment activities as well as other programming options as needed which are outlined for each student in an ILP.

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:
RSU 13 recognizes the learning and developmental differences of students with academic gifts and talents and strives to provide programs and services that address their unique characteristics and needs. Through annually revised Individual Learning Plans, collaboratively developed by GT staff with students, their parents, and regular classroom teachers, identified students are encouraged to develop their academic abilities to their fullest potential. These plans will include appropriate programming options and address cognitive and affective needs of the student.

Arts program abstract:
RSU 13 recognizes the learning and developmental differences of students with artistic gifts and talents and strives to provide programs and services that address their unique characteristics and needs. Through annually revised Individual Learning Plans, collaboratively developed by GT staff with students, their parents, and regular classroom teachers, identified students are encouraged to develop their artistic abilities to their fullest potential. These plans will include appropriate programming options and address cognitive and affective needs of the student.

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

Academics:
Goal: To develop and implement comprehensive services for academically identified gifted and talented students in RSU 13.
Goal: To effectively manage and coordinate the services for academically identified gifted and talented students in RSU 13 including periodic review and revision as necessary by the district GT committee.

Objectives:
- To offer a variety of evidence-based programming options to enhance performance in cognitive and affective areas to GT identified students.
- To coordinate services of GT instruction, regular classroom instruction, and related professional services to enable GT identified students to demonstrate progress.
- To collaborate with GT identified students and their parents, school staff, and the wider community to plan, program and evaluate the services offered for gifted and talented students.
- To ensure that the services and programming offered is comprehensive and aligned to state and national standards.
- To set clear and consistent policies and procedures for participation in programs that will provide for the advanced learning needs of gifted and talented students.
- To offer guidance and assistance to gifted and talented students to identify future career goals and talent development pathways.

Activities K-2:
Differentiation within the classroom whenever possible
Cluster groups to address specific needs and interests
Acceleration if appropriate to address need(s)
Information for parents concerning extracurricular opportunities for their GT identified children

Activities 3-5:
Differentiation within the classroom whenever possible
Cluster groups to address specific needs and interests
Acceleration through pull-out groups and/or computer-based learning
Student-centered activities through project-based learning either individually or in pull-out groups
Information for parents concerning extracurricular opportunities for their GT identified children

Activities 6-8:
Differentiation within the classroom whenever possible
Acceleration through pull-out groups and/or computer-based learning
Student-centered activities through project-based learning either individually or in pull-out groups.
On-line courses
Information for parents concerning extracurricular opportunities for their GT identified children

Activities 9-12:
Acceleration
Honor and advanced placement courses
Internships/job shadowing in areas of interest
Independent study
College courses through University of Southern Maine Rockland
On-line courses
Specialized classes to receive diploma reflecting STEM endorsement
Information for parents concerning opportunities for their GT identified children

Arts:
Goal: To develop and implement comprehensive services for identified gifted and talented performing and visual arts students in RSU 13.
Goal: To effectively manage and coordinate the services for identified gifted and talented performing and visual arts students in RSU 13 including periodic review and revision as necessary by the district GT committee.

Objectives:
- To offer a variety of evidence-based programming options to develop the talents and strength in creative arts to GT identified students.
- To coordinate services of GT instruction, regular classroom instruction, and related professional services will enable GT identified students to demonstrate progress.
- To collaborate with GT identified students and their parents, school staff, and the wider community to plan, program and evaluate the services offered for gifted and talented students.
- To ensure that the services and programming offered is comprehensive and aligned to state and national standards.
- To set clear and consistent policies and procedures for participation in programs that will provide to the advanced learning needs of gifted and talented students.
- To offer guidance and assistance to gifted and talented students to identify future career goals and talent development pathways.

Activities K-2:
Differentiation within the classroom whenever possible
Cluster groups to address specific needs and interests
Information for parents concerning extracurricular opportunities for their GT identified children
School-based performances/exhibits

Activities 3-5:
Differentiation within the classroom whenever possible
Cluster groups to address specific needs and interests
Student-centered activities through project-based learning either individually or in pull-out groups.
Information for parents concerning extracurricular opportunities for their GT identified children
Individual lessons
School-based performances/exhibits

Activities 6-8:
Differentiation within the classroom whenever possible
Cluster groups to address specific needs and interests
Student-centered activities through project-based learning either individually or in pull-out groups.
Information for parents concerning extracurricular opportunities for their GT identified children
Individual lessons
School-based performances/exhibits
Opportunity to meet and work with some of the areas many professional artists, dancers, musicians, performers, and production experts

Activities 9-12:
Honor and advanced placement courses
Internships/job shadowing in areas of interest
College courses through University of Southern Maine Rockland
Individual lessons
School-based performances/exhibits
Portfolios/Repertoire
Opportunity to meet and work with some of the areas many professional artists, dancers, musicians, performers, and production experts

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:
RSU 13 formally identifies students annually at the third grade, the fifth grade in preparation for moving to the middle school, and the eighth grade in preparation for moving to the high school. This way the district has the opportunity to review which students demonstrate the need for GT services. Students with General Intellectual Ability will meet the initial identification in both verbal and quantitative areas.

1. To create the pool for third grade students who will undergo further testing and evaluation, second grade spring and third grade fall NWEA scores will be used. To be included, students must have a score at or above the 95th percentile. However, no student will be eliminated from the talent pool based on one test score.
2. To create the pool for fifth grade students who will undergo further testing and evaluation, third grade through fifth grade NWEA scores will be used. To be included, students must have a score at or above the 95th percentile. However, no student will be eliminated from the talent pool based on one test score.
3. To create the pool for eighth grade students who will undergo further testing and evaluation, sixth grade through eighth grade NWEA scores will be used. To be included, students must have a score at or above the 95th percentile. However, no student will be eliminated from the talent pool based on one test score.

Additional instruments used to support our screening efforts include: Teacher/Parent/Student checklists, SAT, and PSAT.

With parental permission the students then complete the CogAT administered by the GT staff.

Selection:
A district committee consisting of the GT and classroom teaching staff will review all available data presented in an anonymous format and identify students to receive services. Generally, in order to be identified for services, a student must be in the top five percent of the student population in the district.

Placement:
After a student is identified as requiring gifted services, the G/T teacher leads a collaborative process with the student, parents/guardians, and teachers to develop an Individualized Learning Plan (ILP). During these meetings student interests are explored. Each student's ILP includes an assessment of her/his strength(s), area(s) of focus for the coming year's learning, with specific measurable goals that are realistically attainable within the academic year. An interdisciplinary approach integrating multiple content areas may best meet student needs.

Academic Aptitude:
Screening:
RSU 13 formally identifies students annually at the third grade, the fifth grade in preparation for moving to the middle school, and the eighth grade in preparation for moving to the high school. If a student shows particular strength in the area of mathematics or English language arts during the screening for GT identification, the student will be identified for that specific academic aptitude. In order to identify for science or social studies the following parameters must be met:
Science
- NWEA reading and math scores above the 90th percentile
- A score of 95 percent or above on the Science Interest Rating Scale
- Teacher recommendation

Social Studies
- NWEA reading score above the 90th percentile
- A score of 95 percent or above on the Social Studies Interest Rating Scale
- Teacher recommendation

Selection:
A district committee consisting of the GT and classroom teaching staff will review all available data presented in an anonymous format and identify students to receive services. Generally, in order to be identified for services, a student must be in the top five percent of the student population in the district.

Placement:
After a student is identified as requiring gifted services, the G/T teacher leads a collaborative process with the student, parents/guardians, and teachers to develop an Individualized Learning Plan (ILP). During these meetings student interests are explored. Each student's ILP includes an assessment of her/his strength(s) and area(s) of focus for the coming year's learning with specific measurable goals that are realistically attainable within the academic year. An interdisciplinary approach integrating multiple content areas may best meet student needs.

Artistic Ability:
Screening:
To be included in the screening pool, a student must be nominated by a teacher, parent/guardian, peer, or self selection. Experts in the field under the guidance of the GT teacher will evaluate the student's Display of Work portfolio/repertoire using an approved scoring rubric. The Display of Work portfolio should represent the best work of the student and may include such things graphic art, photographs of three dimensional works, original designs, creative audio and video productions, or recorded presentations of musical or theatrical work.
To be identified as gifted in the visual or performing arts a student's work must meet or exceed a predetermined qualifying score on the Display of Work scoring rubric. As many as 5% of students may ultimately qualify as gifted and talented in the visual/performing arts.

Selection:
The final selection will be made by a committee consisting of but not limited to the GT teachers and arts educators representing each of the performing/visual arts.

Placement:
After a student is identified as requiring gifted services, the G/T teacher leads a collaborative process with the student, parents/guardians, and teachers to develop an Individualized Learning Plan (ILP). During these meetings student interests are explored. Each student's ILP includes an assessment of her/his strength(s) and area(s) of focus for the coming year's learning with specific measurable goals that are realistically attainable within the academic year.

Process for transfer students:
Students moving into RSU 13 who were previously identified as G/T in their previous school will be rescreened for identification using RSU 13 criteria. In addition, G/T staff will review the records of newly enrolled students to screen for possible identification based on RSU 13's eligibility requirements.

Exit Procedure:
Possible exiting situations:
- Emotional trauma
- Attendance issues
- Frustration
- Teacher request
- Student request (with parental permission)
- Parent/guardian request

Exiting procedures:
If at any point school/teacher information indicates that student needs are not being met through gifted and talented services, a meeting of the identification team will be convened, and based on the available evidence, GT services may be discontinued.

- Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the program from the program coordinator, the parent/guardian, counselors or other appropriate administrators.

- Exiting of students from gifted and talented services is based upon multiple criteria including student performance in the program and in their general education classes, psychological or personal reasons, and is finalized by a consultation with parents and teachers.

- Prior to formal exit from the program, the following steps will be followed:
  a. Document and review student progress
  b. Conference with student, parent, and other appropriate professional educators
  c. Formal notification of parent

Process for appeals:
Parents appealing the discontinuation of GT services may request a review meeting via the Director of School Improvement. The request should be made in writing and should state the basis for requested reconsideration. A review meeting will include the Director of School Improvement, the GT teacher of the level involved, and the parents. The purpose of the meeting will be for the team to discuss the student's profile, and why the recommendation for program exit was initiated. At this time a determination will be made whether or not the exit procedure should be finalized. In the absence of a consensus decision, the parent may appeal to the RSU 13 Superintendent of School. The decision of the RSU 13 Superintendent of Schools will be final in any parent appeal.

Parents of students who are not qualified may appeal and request a review meeting via the Director of School Improvement. The request should be made in writing and should state the basis for requested reconsideration. A review meeting will include the Director of School Improvement, the child's classroom teacher, the GT teacher of the level involved, and the parents. The purpose of the meeting will be for the team to discuss the student's profile, and why the recommendation for non-qualified status was reached. At this time a determination will be made whether or not qualification will be confirmed. In the absence of a **consensus decision, the parent may** appeal to the RSU 13 Superintendent of School. The decision of the RSU 13 Superintendent of Schools will be final in any parent appeal.

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

The district's two GT teachers are certified by the Maine Department of Education in the field of gifted education. These teachers maintain regular contact with colleagues in the field within the state and regularly attend GT conferences and workshops. The teachers will also maintain membership in professional organizations associated with gifted education.

Through ongoing consultation efforts, the GT teachers will inform the teaching staff about how to address the needs of the gifted learner through differentiation, compacting curriculum, and/or acceleration. GT teachers encourage teachers and administrators to pursue distance learning options in GT. The district supports professional training and development in terms of financial support and release time in order to encourage teachers' professional growth via conferences, workshops, and college courses. Periodically GT staff will make presentations concerning the GT plan and its components. In addition, RSU 13 provides ongoing training to classroom teachers regarding differentiated instruction GT students.

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

Director of School Improvement:
The Director of School Improvement is responsible for overseeing and supervising GT services and staff. The Director is required to provide an annual report to the School Board's Curriculum Committee with an in-depth review every 3 years to ensure that the program is being carried out as intended and in fidelity with RSU 13 Policy IHBB - and that needs of students are being met.

GT District Coordinator/Lead Teacher:
The G/T Coordinator/Lead teacher assists in consulting with and supervising G/T Coordinators at each grade span. This teacher also assists in coordinating services for implementing GT services within the visual and performing arts and assisting with program planning and reporting. This teacher may also be a teacher at one of the grade spans.

GT Coordinators/Teachers:
Each of the district's grade spans has a GT coordinator. These coordinators receive peer supervision through monthly consultation with the Coordinator/Lead GT teacher. They collaboratively oversee the identification procedures and facilitate programming for identified students through the development and monitoring of each student's Individual Learning Plan (ILP). They also coach classroom teachers in differentiation strategies, help plan and guide content extension opportunities, provide direct instruction to GT students, and present professional development opportunities to staff related to the nature and needs of gifted students.
In addition, as part of an ongoing effort to ensure that students are engaged in course work that supports their goals, and are aware of extracurricular and enrichment opportunities that may be appropriate, GT coordinators

at the middle and high school levels communicate regularly with guidance counselors, teachers, parents, and identified students.

Within the parameters of an on-going approved GT program for the district, RSU 13 intends to phase out GT Coordinators and replace these positions with a third, full-time GT Teacher in FY 17.

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
Guyer, Neal	No (010)	Administrator		
Nielson, Bonnie	Yes	Teacher	K-4	Full-time
Pietroski, Anne	Yes	Teacher	5-7	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
Steenstra, Marcia	HS Coord.	No		Anne Pietroski	Part-time

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

As part of a continuous improvement process and ongoing program review, the RSU 13 GT program will be evaluated annually by the GT staff, building administrators and superintendent using multiple instruments that may include a review of Individual Learning Plans, teacher, parent and student interviews and questionnaires, and student achievement information. Additionally, an annual review will be conducted as a formal report of program performance to the RSU 13 School Board Curriculum and Technology Committee.

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

Professional Staff:

- Two teachers of gifted and talented with 690 endorsements.
- Teachers serving as 'head teacher' with 690 endorsement and stipend for high school coordinator – supervised by head teacher.

Independent Contractors:

- Mentors, tutors, visiting artists - under the direct supervision of an endorsed teacher of the gifted and talented or a certified administrator. RSU 13 is currently in the process of identifying students within

visual & performing arts, and possibly science, for which mentoring or internships might be appropriate in meeting unique educational needs. The district expects to identify between five to ten students for whom this may be appropriate and will submit names of mentors or visiting artist when assignments are known.

Educational Supplies:

- Books and supplemental materials for both the academic and visual and performing arts programs used to implement gifted and talented services for identified students.

Field Trips & Dues & Fees:

- Trips that are unique in meeting the needs of the identified gifted and talented students or are necessary for participation in GT special events or competitions.

Student Tuition (where curriculum-based options are not available)

- Computer programs/online courses for identified students such as Virtual High School, Renzulli, ALEKS,etc. which are a critical component of a student's ILP.
- Early college or university courses that are a critical component of the student's ILP.

Staff Tuition – Professional Development

- The tuition of certified teachers or administrators to university level courses in gifted and talented education.
- Staff development costs for gifted and talented professional learning opportunities.
- Registration fees for state, regional, or national Gifted and Talented conferences are allowable costs.

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)**
Pietroski, Anne	$72,821	
Pietroski, Anne		GT Lead Teacher $3,264
Nielson, Bonnie	$58,832	
Subtotal	**$131,653**	**$3,264**

Auxiliary Staff Name	**Elementary (salary with benefits)**	**Secondary (salary with benefits)**
Steenstra, Marcia, GT Coordinator		$3,264
Subtotal		**$3,264**

Independent Contractor Name	**Elementary (contract amount)**	**Secondary (contract amount)**
Arts/VPA Consulting & Mentoring	$1,500	$3,000
(see section #8)		
Subtotal	**$1,500**	**$3,000**

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
Lego Supplies/Sets (10)	400	Stretchers	200
Robotic Kits	1,250	Canvases for acrylic painting	500
CMP Math Extensions/Pearson	850	Stretchers	224
Books A Million – 18 topics/titles	323	Mediums (full set acrylics)	600
L-I-T Guides (literacy – Bright Ideas)	600	Brushes	158
Young Scientist (STEM) Club Kits	728	Oils (water soluble)	900
Consumables (paper, markers, etc.)	380	Watercolors	300
		Canvas Paper (pads)	300
		Photography Paper	300
Subtotal	**$4,531**	**Subtotal**	**$ 3,482**

B. Other allowable costs Dues & Fees:

Elementary: Item name	Cost	Secondary: Item name	Cost
Meridian Stories	$ 300	Math Olympiad	525
Math Olympiad	525	ALEKS	1,050
ALEKS	1,050	Renzulli	5,000
Renzulli	5,000		
Subtotal	**$ 6,875**	**Subtotal**	**$ 6,575**

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		Advanced Course Offerings	$ 2,800
Subtotal			**$ 2,800**

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Tuition Reimbursement /teachers	$ 1,400		
PD Conferences & Workshops	875		
PD Travel	260		
Subtotal	**$ 2,535**		

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	$ 131,653	$ 3,264
Auxiliary Staff		$ 3,264
Independent Contractors	$ 1,500	$ 3,000
A. Materials & Supplies	$ 4,531	$ 3,482
B. Other Allowable Costs	$ 6,875	$ 6,575
C. Student Tuition		$ 2,800
D. Staff Tuition/PD	$ 2,535	
Total	**$ 147,094**	**$ 22,385**