

**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:

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

Phone number:

Email address:

CERTIFICATION:

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

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

Reviewed By Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization [Signature]

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:

The gifted and talented program in RSU 16 will provide opportunities that celebrate and cultivate the individual needs of the gifted and talented learner. Services will be based on a variety of instructional strategies. Individual needs will be met through flexible, challenging, and creative learning opportunities. The program will engage identified students in services designed to support their unique academic, social and emotional needs. Students will be encouraged to develop their ability to fullest level possible and develop a strong and healthy self esteem that will further their success in life.

Arts program philosophy:

Gifted & Talented Music: The GaTE Music Program acknowledges, values, and nurtures the diverse musical talents of highly motivated students. We are committed to broadening and deepening the understanding of musical concepts and genres through correspondence in a music journal. The journal accommodates students on an individual level using guiding questions that expand upon their interests, personal reflections, and correspondence between teacher and student. Gifted & Talented Art: The GaTE Visual Arts program identifies and supports the learning of students who demonstrate exceptional abilities or potential in the Visual Arts. Students receive high quality programming which allows them to both succeed and to reach their highest 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:

The Gifted and Talented Program consists of intellectual, social, and emotional development through the four main components: differentiated learning plans, small group instruction, acceleration, consultation. The four components function to address the needs of gifted and talented students. All GaTE instruction is in lieu of regular curriculum and is aligned with the Common Core State Standards. The components work together to integrate activities/services with the regular education program. The priority is to provide quality services to identified students. Each component is critical to the cohesion of the program, both within a school and throughout the RSU curriculum. Components are described below.

- A Differentiated Learning Plan will be written for each identified student to delineate his/her specific needs and how those needs will be met within the program
- Small group instruction is planned by GaTE teacher to provide educational experiences for gifted and talented students. it can connect with or be an extension of regular curriculum, or it can be a program that is an in-depth, student-designed research project that utilizes a variety of resources, including those outside of school.
- Acceleration is when a student is moved on a case-by-case basis to a course that is at a higher level of material. if a student tops out the program, he/she may receive instruction from the GaTE consultant or a mentor, or may go to a different building to receive the higher level.
- Consultation involves collaboration with the GaTE teacher and school staff. The consulting teacher will meet with other faculty to assist with cluster grouping, honors challenge projects, differentiation in the classroom, and other activities that will help meet the needs of identified students.

Grade-Level Services Description: Grades K-3: Students in grades kindergarten through third grade may be referred for the GaTE program, but with rare exception, will not be formally identified. Students may be placed in GaTE enrichment.

Grades 4-8: Students in grades 4-8 are identified through the RSU 16 GaTE identification process. Services include the following:

- Individual Learning Plan (ILP) will be made for each student to delineate services appropriate to each student's needs
- Small Group Instruction: gifted and talented students may be grouped for the purpose of intellectual peer grouping and meeting the needs of different learning styles through differentiated instruction. Groups may be flexible and change depending on the course, the material being studied, and the students' strengths and needs
- Acceleration: Acceleration may occur in any or all of the context areas.
- Consultation: The consulting teacher will work with the regular classroom teachers to assist in differentiation curricula appropriately.
- Social and Emotional Needs: Social and emotion needs are addressed in informal meetings of identified students to touch base, discuss challenges, needs, etc. of social-emotional aspects of giftedness. These meetings are led by the consulting teacher and may involve the guidance counselor and appropriate guests.

Grades 9-12: Students in grades 9-12 are identified through the RSU 16 GaTE identification process.

Services include the following:

- Advanced Placement Program
- Honors-Level courses
- Consultation: The consulting teacher will work with the regular classroom teachers to assist in differentiation curricula appropriately.
- Independent Study: The consulting teacher will work to assist eligible students with instruction and resources related to an independent study program or project.

Arts program abstract:

Gifted & Talented Music: The GaTE Music Program serves students who show exceptional abilities in music and are highly self motivated. The program offers students the opportunity to develop a richer musical identity through exploration of many musical genres and concepts as well as reflection on their own practices. Differentiation for musically gifted students happens in the classroom setting, with the music teacher assisting the student to focus on interest and skill areas of music performance and reflection on performance and ability. Communication with music teacher can also occur through correspondence through a music reflection journal, which each GaTE Music student will be expected to complete during their involvement with GaTE Music. The journal will form a means of communication with music teacher between

class sessions, allowing the student to record self-reflections and independent study of music pieces, instruments, and the involvement of music through history. Students will share music journal with teachers and will receive feedback and direction in addition to classroom instruction. Gifted & Talented Visual Arts: The GaTE Visual Arts program is a collaborate effort between the GaTE and Visual Arts teachers of the district. Together, these staff design and deliver individualized programming tailored to meet the unique academic and affective needs of its students. This programming is both highly engaging and academically challenging. GaTE programming is offered to all students, regardless of income, race, gender or ethnicity, who have been identified and selected for GaTE services. The programming supplements the differentiated learning that takes place in the general education setting. Students are briefly pulled-out of their regular classroom in order to receive individual and small group instruction in the Visual Arts. Programming provides students with an accelerated pace of learning, greater depth of exploration, increased choice in what they learn and an opportunity to interact with other gifted peers. Visual journals and sketch books also play a significant part of the GaTE Visual Arts programming and allow students to both apply their learning, to generate personal artistic expressions and to reflect on their art and learning. GaTE students are also provided with opportunities to both exhibit their art work and to demonstrate their learning.

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

<p>Academics</p>
<p>Goals:</p> <p>The goal of the GaTE program K-3 is to consult with classroom teachers and administrators to provide assistance and resources for students who would benefit from differentiated instruction (acceleration/enrichment). Students are not identified for the GT program at this stage.</p> <p>The goal of the GaTE program 4-8 is to identify 3% of the total student population to receive appropriate differentiated instruction (acceleration/enrichment opportunities) in pull-out or push-in environments</p> <p>The goal of the GaTE program 9-12 is to serve identified students in a consultant model, providing enrichment/enrichment opportunities through online courses, virtual high school, community service, etc.</p>
<p>Objectives:</p> <p>1) To implement an annual screening and identification process that is thorough and equitable. Students will be re-assessed at grades 6 and 8.</p> <p>2) To provide opportunities for academic accomplishments beyond the regular educational setting.</p>

3) To provide enrichment opportunities, resources, and services throughout the school community.

Activities:

Gifted & Talented educators will collaborate, plan, develop, and implement services using individual learning plans, small student instruction groups, acceleration strategies, and consultation.

Arts/Music

Goals:

- 1) To implement an annual screening and identification process that is thorough and equitable
- 2) To provide enrichment opportunities, resources, and services throughout the school community.

Objectives:

- 1) To continually assess tools in our screening process
- 2) To develop the strengths in students identified as gifted performers. This will be accomplished with program offerings that emphasize content and complexity in process and product-oriented activities and performances. Students will use higher-level thinking skills, problem solving, and self-evaluation to explore content.

Activities:

Educators in GaTE Music/Art will collaborate, plan, develop, and implement services.

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 NWEA will be used as a general screening tool for all students. Teachers will be provided GaTE nomination forms and asked to consider their whole population. Teachers will also be provided referral forms to complete for those students they believe to qualify for the GaTE program. GaTE teachers will collect forms and create a "talent pool" from which to proceed to the selection process.

Science/Social Studies Screening:

In conjunction with the GaTE screening process, additional tools will be utilized to screen for students with strengths in social studies and science.

- 1) Teacher recommendations in science and social studies classes
- 2) Student rating scales – using a science and/or social studies aligned rubric
- 3) Student-produced materials

Selection:

Students in the talent pool will be assessed using the InView assessment or the SAGES-2 assessment. A GaTE Identification Committee consisting of at least three qualified professionals, including an administrator, a teacher, and a gifted and talented endorsed faculty member. The selection team will review the measures for students who have met the screening criteria and collect additional information when appropriate (Chapter 104.08). Selection will result when a combination of high achievement and/or ability test scores, strong referrals, and (when relevant) exceptional student work are present. The screening process will be a blind process, in that names will be taken off and only screening data will be reviewed. In less-common circumstances, in which the data does not support placement but professional referrals and/or samples of work are compelling evidence of giftedness, names may be revealed in the process. Inconsistent student performance for one of the measures will not prevent a student from being considered for identification as gifted and talented. The GaTE identification teams will review the selection process annually to assure that it is equitable and appropriate. Parents and will be notified of their child's eligibility and they must provide written permission for placement of their child in the program. The district superintendent will also be informed of student eligibility.

Placement:

Specific areas of need will be identified and addressed for each identified student and an ILP (individualized learning plan) will be developed based on individual strengths, needs, and interests. The ILP may involve input from teachers, superintendent, parents, and the student, and an ILP Acknowledgment Form will be signed by each of the student's teachers. It is not assumed that any student will be designated as gifted in all areas. Student identification for the program will be reviewed in the spring of third and sixth grade.

Academic Aptitude:

Screening:

The NWEA will be used as a general screening tool for all students. Teachers will be provided GaTE nomination forms and asked to consider their whole population. Teachers will also be provided referral forms to complete for those students they believe to qualify for the GaTE program. GaTE teachers will collect forms and create a "talent pool" from which to proceed to the selection process.

Selection:

Students in the talent pool will be assessed using the InView assessment or the SAGES-2 assessment. A GaTE Identification Committee consisting of at least three qualified professionals, including an administrator, a teacher, and a gifted and talented endorsed faculty member. The selection team will review the measures for students who have met the screening criteria and collect additional information when appropriate (Chapter 104.08). Selection will result when a combination of high achievement and/or ability test scores, strong referrals, and (when relevant) exceptional student work are present. The screening process will be a blind process, in that names will be taken off and only screening data will be reviewed. In less-common circumstances, in which the data does not support placement but professional referrals and/or samples of work are compelling evidence of giftedness, names may be revealed in the process. Inconsistent student performance for one of the measures will not prevent a student from being considered for identification as gifted and talented. The GaTE identification teams will review the selection process annually to assure that it is equitable and appropriate. Parents will be notified of their child's eligibility and they must provide written permission for placement of their child in the program. District superintendent will also be notified of student GaTE eligibility.

Placement:

Specific areas of need will be identified and addressed for each identified student and an ILP (individualized learning plan) will be developed based on individual strengths, needs, and interests. The ILP may involve input from teachers, parents, and the student, and an ILP Acknowledgment Form will be signed by each of the student's teachers. It is not assumed that any student will be designated as gifted in all areas. Student identification for the program will be reviewed in the spring of third and sixth grade.

Artistic Ability:

Screening:

Gifted & Talented Music: Music teachers will consider all students of the school population when completing GaTE Music nomination forms. Those students who perform at a level of ability and interest far above that of their peers, they will be referred for GaTE Music services. Those nominated will form the "talented pool" from which GaTE Music teachers will consider for GaTE Music eligibility. **Gifted & Talented Visual Arts:** Visual Arts teachers will consider all students of the school population when completing GaTE Art nomination forms. Those students who perform at a level of ability and interest far above that of their peers, they will be referred for GaTE Art services. Those nominated will form the "talented pool" from which GaTE Art teachers will consider for GaTE Art eligibility.

Selection:

A GaTE Music/Art identification committee consisting of at least three qualified professionals, including an administrator, a visual arts teacher/music teacher, and a gifted and talented endorsed faculty member will meet to consider those students referred for GaTE Music/Art services. Student work ethic, artistic ability, and student products, or performance will all be considered during the selection process. The student, parent/guardian, building administrators will be notified once a student has been identified as eligible for inclusion in the GaTE Music/Arts program. Students may also nominate themselves using the GaTE Visual Music/Arts self-nomination form. Student nominations will be considered during the referral review period in the spring/fall. Student self-nomination forms will carry the same weight as teacher-nomination forms and each will be accepted for consideration.

Placement:

Specific areas of interest and ability will be identified and addressed for each student receiving GaTE Music/Art services. Student progress will be monitored by the music/visual arts teacher providing instruction. Student identification for the program will be reviewed at the end of each academic year.

Process for transfer students:

Students new to the district will be reviewed on arrival (preliminary testing, review of data from last school & include in spring InView testing if there are other indicators). If a transfer student had been identified eligible for gifted services in a prior district, information will be reviewed using local screening/selection/placement tools before student is eligible for GaTE services in RSU 16. If the student was not identified in his/her prior district, information will be reviewed and student's progress will be monitored by regular classroom teacher. Student eligibility will be checked during the next GaTE screening process in the spring/fall.

Exit Procedure:

Qualified students are eligible to continue in the GaTE program from one year to another unless there is a written request for a student to exit the program from the GaTE teacher, the parent/guardian, counselors, or administrators. With parental permission, a student may exit the program at any time. The student or his/her parents may request that he/she be permitted to exit. Parents must submit a written request to the GaTE teacher with rationale for exiting the program. The GaTE teacher will notify administration and the appropriate teachers of the request. A GaTE teacher may request, in rare circumstances, that a student's inclusion in the program be reconsidered. The student's classroom teacher(s), the GaTE teacher, parents/guardian, the student, superintendent (if necessary) and a building administrator (when appropriate) will meet to determine whether the student will exit the program. Prior to formal exit from the program, the following steps will be followed:-document and review student progress-conference with student, parent, teachers-formal notification of parent

Process for appeals:

If a student, parent, teacher, or administrator who has a relationship with said student wishes to appeal decisions made by the selection committee, they may do so by completing the RSU 16 GaTE Appeal Form. The district Appeals Committee (consisting of at least three qualified professionals, including an administrator, a teacher, and a gifted and talented endorsed faculty member) will review data gathered as a result of the appeal. Data will include GaTE nomination forms, documents completed during the appeals process, and any new standardized test results, and any new examples of student work. After consideration of the appeal, the decision of the team is final for that school year. The student may be reconsidered the following year under the standard screening process. If deemed necessary, the following information may be collected:-previous teachers may be interviewed in order to obtain further information regarding indicators of giftedness-current teachers will be asked to complete Student Information Form for Appeals-further testing may be provided, as necessary, to determine the nature of giftedness of the student. Following review of data, all relevant information will be brought to a meeting of the member of the Appeals Committee and the parent/guardian. At this meeting, the information will be reviewed and explained. Efforts will be made to develop a plan to meet the student's needs and support his/her growth and development whether or not the student is deemed eligible for the GaTE program. In the event of an appeal, the district superintendent will be informed of all steps taken.

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

Workshop for Educators of the Gifted and Talented
Maine Department of Education; Augusta, Maine
September 24, 2015

The Gifted and Talented Student in Today's Classroom: Infusing Critical and Creative Thinking Across the Common Core State Standards
2015 Annual Fall Conference
Maine Educators of the Gifted and Talented; Lewiston, Maine
October 30, 2015

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

RSU 16 consists of five schools for which gifted and talented instruction is divided as such between gifted & talented teachers:

Poland Community School – Ell Fanus

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Whittier Middle School – Ell Fanus

Elm Street School – Michael Giampetruzzi

Minot Consolidated School – Michael Giampetruzzi

Poland Regional High School – GT Teacher serves using consultation model

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
Ell Fanus	YES	Teacher	K-12	Full-Time
Michael Giampetruzzi	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

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

The goals of RSU 16's GaTE program evaluation are:

1) Assist in identification of the program's strengths and weaknesses and determine actions to improve the program as necessary

- 2) Evaluate the feasibility of implementation of the program as currently described including logistics, funding, scheduling, space, and staffing
- 3) Report to the Maine Department of Education in the annual application how RSU 16 is addressing the needs of its gifted population.

Methods of Evaluation:

- **Compilation of Data:** The following data will be compiled:
 - questionnaires completed by GaTE students, parents/guardians, and school personnel
 - written report from GaTE staff regarding program goals and implementation
 - annual student progress reports that evaluate each student's progress toward his/her goals
- **Reflection on Data:** There will be an annual analysis of the program by GaTE staff
- **Recommendations:** There will be an annual meeting of GaTE staff and administrators to review and discuss recommendations for the upcoming year
- **Presentation:** Central Office administration will provide an annual report for the RSU 16 school committee

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

- Maine Educators of the Gifted & Talented Conference
- GaTE Art visual journals - these journals will be used as a means to measure progress and ability for use with GaTE-identified students only
- GaTE Music reflection journals – these reflection journals will be used as a means to measure independent student reflection of ability and independent research.
- Student portfolios to be used to house each GaTE student's Individualized Learning Plan
- InView assessment
- Field trips:
 - Poland Spring for an arts project/presentation – to occur during regular school hours, with participation from only GaTE-identified students.
 - A Christmas Carol in Lewiston, Maine – to occur during regular school hours, with participation from only GaTE-identified students.
- Community area expert/mentoring program instruction materials for use with only GaTE-identified students.
- Aleks Math – independently-paced mathematics program for gifted students, \$35/8 student licenses for GaTE student use only
- GaTE novels:

The Mysterious Benedict Society, The Third Eye: Tara Trilogy, The Elements of Style, Animal Farm, Mrs. Frisby and the Rats of Nimh, Bridge to Terabithia, Walk Two Moons, The Hobbit, The Lightning Thief, Romeo and Juliet

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)
Ell Fanus	\$56,792	
Michael Giampetruzzi	\$41,433	
Subtotal	\$98,225	

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal	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
GaTE Art Visual Journals	\$223.68		
GaTE Music Reflection Journals	\$100.00		
InView Assessment Scoring	\$264.00		
GaTE Student ILP Portfolios	\$73.82		
Aleks Math	\$540		
Community Expert/Mentor materials	\$86.92		
GaTE Novels	\$111.58		
Subtotal	\$1,400	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trips	\$500.00		
Subtotal	\$500.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	\$0	Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
SED 662: Productive Thinking and the Gifted Learner	\$1,140.00		
MEGAT Conference (2 teachers)	\$200.00		

Subtotal	\$1,340.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$98,225.00	
Auxiliary Staff	\$0.00	
Independent Contractors	\$0.00	
A. Materials & Supplies	\$1,400.00	
B. Other Allowable Costs	\$500.00	
C. Student Tuition	\$0.00	
D. Staff Tuition/PD	\$1,340.00	
Total	\$101,465.00	