

**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](mailto: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: RSU 18**

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

**Cheryl Mercier, Director of Special Services**

**Phone number: 207-465-2435**

**Email address: [cmercier@rsu18.org](mailto:cmercier@rsu18.org)**

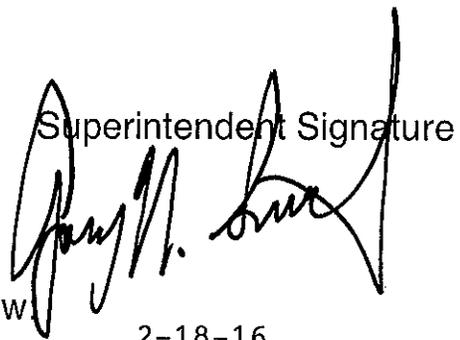
**CERTIFICATION:**

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

Superintendent Name (printed)

Gary Smith

Date application submitted to Maine DOE for review

Superintendent Signature  


2-18-16

**FOR INFORMATION CONTACT:**

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

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

EF-S-206  
Revised May 26, 2015  
2015

**DUE DATE: September 30,**

Reviewed By: *Lee Worcester*  Approval  
 Approval with concerns  
 Non-approval

Maine DOE Authorization: *[Signature]* Date of Approval: *2/19/16*

***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 18's philosophy is to provide the most appropriate education possible for all students. In the gifted and talented program that means providing an array of services from consulting at the K-2 level to enrichment and acceleration at the 3-12 level. We recognize that individual children need individual solutions and act accordingly, while striving to provide consistency across all five elementary buildings, as well as within two middle schools and the high school. In general,

we provide enrichment in language arts, science, and social studies, and either enrichment or acceleration in math based on individual needs.

This aligns with our district's philosophy:

All learners are prepared to succeed in society by demonstrating proficiency of a common set of rigorous standards. Parents, educators, business leaders, and community members are cooperative partners to help guide learning. All learners are creative problem solvers, critical thinkers, self-directed, effective communicators, collaborative workers, environmental stewards, and productive, healthy citizens. Learners have a voice in their education and share in the development of individual learning plans guided by a dedicated and passionate staff. All learners engage in creative and innovative learning strategies. They use technology and other tools to connect to the world outside of the classroom. All learners pursue multiple pathways inside and outside of the classroom to achieve their goals. Learning takes place without boundaries of time and space. All learners are successful leaders and contributors to their community, nation, and world.

### **Arts program philosophy:**

RSU #18's philosophy is to provide the most appropriate education possible for all students and to honor non-academic talents in the areas of visual and performing arts through differentiated instruction during classes, individual lessons, and providing opportunities that challenge and develop giftedness and passion outside of the classroom.

Overall programming may include, but is not limited to, advanced instruction in specific area of talent: skill development in technique, exploration of various related art forms, cultural and historical studies as it relates to the arts, opportunities to display school-created artwork in the community at large, opportunities for public performance, opportunities for audition/participation for district, state, and national festivals, and portfolio development through both teacher and student selected projects.

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 an effort to meet the individual needs of all students, RSU 18 offers a Gifted and Talented program to identified students. Students are referred for identification by parent, teacher, self or by the GT committee through a screening process. The district aims to identify 3-5 percent of the student population in the areas of Mathematics, English Language Arts, Science, and Social Studies. Identification decisions are made by the GT committee after a testing process.

Students in the kindergarten through second grade group are served for all disciplines through differentiation in the classroom by the classroom teacher. Support is offered by the gifted and talented teacher as requested by the classroom teacher.

Students in third through fifth grade who are identified in Math and English Language Arts are served primarily through an enrichment model with some acceleration occurring in math. Students are pulled once or twice per week from their identified subject for instructional activities which often lead to students meeting or exceeding standards.

As individual needs dictate, a replacement model may be offered.

Sixth through eighth graders, who are identified in English Language Arts, Science and Social Studies also are served through this pull out enrichment model with students meeting or exceeding standards. Those identified for Math take math classes at their appropriate level of challenge.

Grade nine through diploma students in all disciplines are offered appropriate leveled courses to meet their needs.

### **Arts program abstract:**

A concerted effort is made to meet the individual learning needs and interests of all students attending RSU #18, which offers a Gifted and Talented program to identified students in grades 3-12. In the area of Visual and Performing Arts, RSU

#18 strives to identify, accelerate learning, and provide enrichment opportunities for students who excel in these fields. Students are referred for identification by teacher, parent, self or by the GT Committee through a screening process. The district aims to identify 3-5 percent of the student population in the area of music (instrumental and choral) and visual arts. Identification decisions are made by the Visual and Performing Arts Committee.

Once identified, students in grades 3-5 receive in-class differentiated instruction with the elementary music teacher. As schedules allow, elementary teachers may involve identified GT students in other projects. In grades 6-12, students are given multiple opportunities to advance their talents and explore their passions at higher levels during the school day with multiple groups, individualized lessons (private and small group), after school opportunities, and at music festivals and competitions at the district/local and state levels (many of which require auditions).

Identified instrumental music and vocal students in grades 6-12 have opportunities to hone their craft with individualized lessons, special groups, after school opportunities, and musical festivals and competitions at the district/local, state and national levels.

The talents of our visual artists are supported in various ways. At grades 3-5, students may work on projects during a GT Art block. One art teacher also offers a "Sketch Club" during the school day in which many GT Art students are involved, along with the general population. During this time, small group lessons and individual feedback are provided. The teacher also hosts an after school Art Club, which again, involves many GT Art students.

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

### **Academics:**

#### **Goals:**

1. Students with gifts and talents participate in a variety of evidence based programming options that enhance performance in cognitive and affective areas.
2. Educators use local, state, and national standards to align and expand curriculum and instructional plans.

#### **Objectives:**

1. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
2. Educators provide opportunities for students to work through our district's learning targets (which reference Common Core) at their own pace, which is typically ahead of their same-age peers. They have opportunities not only to demonstrate proficiency, but to exceed the standards.

#### **Activities:**

1. Educators provide pull-out enrichment, in-class differentiated instruction, and opportunities to participate in activities such as Math Olympiad, Odyssey of the Mind or the Meridian Story Competition. Educators address affective needs as they arise through discussion, Habits of Mind learning, and bibliotherapy.
2. Educators help students develop rubrics to differentiate between proficiency at level 3 and exceeding the standard at level 4 as defined by our district standards.

## **Arts:**

### **Goals:**

1. To explore, develop, and research opportunities in areas of interest and/or talent for artistically identified students.
2. To maintain high expectations for all artistically identified students as evidenced by meaningful and challenging activities.

### **Objectives:**

1. To provide access to and training/coaching for participation in various opportunities for gifted and talented students of the Arts.
2. To provide individual instruction, specialized courses, and opportunities outside of the classroom/curriculum that are meaningful and challenging to each student with gifts and talents in the Arts.

### **Activities:**

1. GT and art educators collaboratively plan, develop, and support services and opportunities that benefit the continued learning and development of the talents and gifts of the artistically identified Gifted and Talented students.
2. Educators of the gifted and of the Arts collaboratively identify and match students' talents, skills and interests to opportunities outside of the regular classroom setting that create enriching experiences that enhance talents and challenge students to further develop their artistic talents.
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:**

Students with three or more identifications are considered to have general intellectual ability. Students must qualify for each of the three identifications according to our academic aptitude process.

## **Academic Aptitude:**

### Screening:

#### RSU 18 Screening, Selection and Placement

English/Language Arts and Math: We use NWEA scores in reading and math beginning in third grade to provide a district wide screen of every child. We are looking for students above the 90th percentile for further testing.

For students who may be from low SES/ELL families we look at scores at the 85th percentile and above. We ask those families for permission to release free and reduced lunch qualification data to determine if they are low SES.

Science and Social Studies: Beginning in third grade, teachers are asked to complete a behavior rating scale for students who exhibit gifted characteristics in those subjects, with a score of 122 and above qualifying for testing. The MEA science test (or any successor) also will be used with students following fifth and eighth grades.

### Selection:

**English/Language Arts:** The GT committee identifies students who score as follows:

- 90th percentile and above NWEA scores or 85th percentile and above for low SES individuals.
- We are evaluating different tools for reading and writing, and are currently using the Wechsler Individual Achievement Test with qualifying scores at the 90th% and above.
- Historically we used NECAP scores of proficient with distinction; we will use any successor in a similar manner.
- Kaufman Brief IQ scores of 127 and above have historically been used to identify students. We are evaluating other measures.
- A score of 186 or above on a behavior rating scale.

### **Math:**

- 90th percentile and up NWEA scores or 85th percentile and above for low SES individuals.

- Test of Mathematical Abilities for Gifted Students at 90th percentile and above on the gifted scale.
- Historically we used NECAP scores of proficient with distinction; we will likely use any successor in a similar manner.
- We have historically used Kaufman Brief IQ scores of 127 and above to identify students. We are evaluating other measures.
- A score of 135 or above on a behavior rating scale.

**Science and Social Studies:** Students are identified with the following scores:

- Screening Assessment for Gifted Students-2 (SAGES-2): Score of 95th percentile and above on the normal scale for either science or social studies.
- We have historically used Kaufman Brief IQ scores of 127 and above to identify students. We are evaluating other measures.
- A score of 13 or above on a rubric-scored interview.

Placement:

English/Language Arts: We provide enrichment for students in grades three through 8. In high school, students have access to AP and classes at local colleges.

Math: We provide enrichment for grades 3-4. In grade 5 we may accelerate math. In middle school and up students take classes at an appropriate level. In high school students have access to AP, online classes, and classes at local colleges.

Social Studies and Science: We provide enrichment for students in grades 3-8. In high school, students can choose accelerated coursework such as AP classes or to explore many areas of social studies or science through advanced courses at the high school, online or through local colleges.

### **Artistic Ability:**

Screening:

The Screening process commences with a referral from either a teacher, student or parent. The person making the referral completes a questionnaire/point rating scale (modified from the Scales for Rating the Behavioral Characteristics of

Superior Students: Creative Learning Press Inc. Mansfield, CT 888-518-8004) to assist in determining skill, talent, creativity and perspective/attitude beyond grade level peers. Prospective students share self-selected works and/or live performance with the appropriate Arts teacher and GT teacher and participate in an interview/dialog of their work and desire to participate in the GT program.

#### Selection:

Visual Arts and Performing Arts students qualify at the following levels:

- Scored referral: 55 and above
- Art Portfolio score: 21 and above
- Interview: 10 and up qualifies
- Music performance tasks: 29 and above
- Interview: 10 and above

All of the scored components are collected and shared with the Arts teachers of the district for discussion and blind vote.

#### Placement:

3-5 Visual Arts and Music: Students receive in-class differentiation and additional instruction as schedules allow.

6-8 Visual Arts: In addition to in-class differentiation, students participate in a weekly GT seminar which allows them to explore various media and artists in greater depth. Performing Arts: Students receive individual and small group lessons at an appropriate level and participate in bands and vocal groups.

9-12 Students choose classes that match their interests and receive in-class differentiation. They may participate in juried art shows and display their works in public venues.

Performing arts students take individual and small-group lessons, participate in concerts, audition for various regional and state-wide bands and vocal groups, and perform for various audiences.

#### **Process for transfer students:**

Students are screened upon entering the district using objective data from their

old district as well as new data used in our district, such as NWEA scores. Parents can refer their child for evaluation upon registering, but students need to qualify using our district's identification process.

### **Exit Procedure:**

Any parent, legal guardian or educational professional may request a student's status within the gifted and talented program be changed to inactive without removing the child from the program. Further, any of the above persons may request the termination of the student's participation in the enrichment program at any time or request a modification to the type of services being provided. To change a student's status, terminate, or redefine services, the following steps need to be taken:

1. Initial Meeting with the Gifted and Talented Program Coordinator, parents/guardians, enrichment educator, classroom teacher, and building principal to establish what change in service is requested and consider alternatives. Identify and determine the effectiveness of a possible remediation plan. An
  
2. Follow Up Meeting: Further analysis of remediation and determination of the student's status.

If a child exits the program, he/she will return to the general population pool. If, in the future, the child is interested in returning to the gifted program, he/she must go through the identification and selection process again.

### **Process for appeals:**

Parents may appeal a committee decision regarding the selection for the gifted and talented program by submitting a letter of appeal to the Gifted and Talented Coordinator. Upon receipt of the appeals letter, the student's profile shall be reviewed by the screening and identification committee.

As part of the appeals process the committee members are asked:

- To review any additional academic information provided by the teacher,

parents, and/or outside consultants.

- Review original data used in the screening and identification process.
- Make a recommendation based on additional information gathered from other sources.

The appeal will be forwarded to the Director of Special Services and/or the Superintendent for further consideration. An official notification will be sent to the parents upon reaching a final decision.

**Information Sources to be reviewed:**

**The student profile reflects scores from the following Initial Screening and Identification Measurements:**

\_\_\_\_\_ Teacher Checklist

\_\_\_\_\_ Maine Educational Assessment (MEA)/New England Common Assessment Program or their successors.

\_\_\_\_\_ NWEA scores

\_\_\_\_\_ Test of Mathematical Ability for Gifted Students (TOMAGS)

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

We attend the annual MEGAT conference, regional MEGAT meetings, and, when possible, the New England Conference on Gifted Education and Talent Development.

We provide training at building and district in-services about creating units that integrate complex reasoning skills and designing units/projects where students can go above and beyond proficiency on our district's standards.

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

including completing the staffing tables below.

RSU 18 has two full-time GT teachers. One works with grades 3-5 at Williams Elementary, James H. Bean, and Belgrade Central Schools. That person currently is responsible for consulting at Messalonskee High School to provide support to students there.

The other GT teacher works with grades 3-8 at China Primary and China Middle Schools, as well as grades 6-8 at Messalonskee Middle School.

Both teachers report to the Director of Special Services. A six-member GT committee makes identification decisions and helps design the identification process. That committee includes both GT teachers, the Director of Special Services, a principal, an instructional coach, and the district psychological tester.

Indicate the professional staff for the K-12 Gifted and Talented Program.

<b>Name of Staff</b>	<b>690 Endorsement Yes/No</b>	<b>Teacher or Administrator</b>	<b>Grade level</b>	<b>Indicate Full-Time or Part-Time in GT</b>
Julia Hanauer-Milne	Yes	Teacher	3-5 and high school	full-time
Tamiko Paquette	Yes	teacher	3-8	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

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

We evaluate the programs by looking at objective and subjective data as well as measures of whether students received appropriate differentiation and enjoyed the work. Our evaluation process includes a parent survey, student and GT teacher and committee reflections. We monitor NWEA scores closely.

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

We purchased Math Olympiad to provide higher level problem solving for GT students. We also included money for professional development, such as the MEGAT conference. We plan to buy a new identification tool, but understand that may not be an allowable cost. We have not determined which identification tool we will purchase. It will be used for identification and not screening.

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)
Julia Hanauer-Milne	\$63,120.95	\$7,013.44
Tamiko Paquette	\$75,395.52	

<b>Subtotal:</b>	<b>\$138,516.47</b>	<b>\$7,013.44</b>

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
<b>Subtotal</b>		

<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
<b>Subtotal</b>		

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
Math Olympiad (\$110) testing materials (OLSAT \$769-it has since been returned and we are researching alternatives for an identification tool)	\$1,200		
Literature group sets of books such as The Hobbit, The Mysterious Howling, Goodnight iPad for literature projects	\$200		
<b>Subtotal</b>	<b>\$1,400</b>	<b>Subtotal</b>	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel - mileage reimbursement for travel within and outside of the district.	\$540		

<ul style="list-style-type: none"> <li>• This includes travel to the MEGAT conference (47.2 miles x 2 from Oakland to Lewiston at .44/ mile.</li> <li>• It also includes mileage between our buildings. For example it is 9.7 miles from Belgrade to Oakland, 7.8 miles from Sidney to Oakland, and 15.7 miles from Oakland to China.</li> <li>• Mileage varies depending on our need for travel</li> </ul>			
<b>Subtotal</b>	<b>\$540</b>	<b>Subtotal</b>	

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
<b>Subtotal</b>		<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>

MEGAT conference and membership, New England GT conference, NAGC membership	\$910		
<b>Subtotal</b>	<b>\$910</b>	<b>Subtotal</b>	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	\$138,516.47	\$7,013.44
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>	\$1,400	
<b>B. Other Allowable Costs</b>	\$540	
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/ PD</b>	\$910	
<b>Total</b>	<b>\$141,366.47</b>	<b>\$7,013.44</b>