

**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.

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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.

RSU 19

School administrative unit name:

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

Norleen Fleming, Director/Mary Ramsdell, Teacher

207-368-4770

Phone number:

nflaming@rsu19.org, mramsdell@rsu19.org

Email address:

CERTIFICATION:

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

RAYMOND L. FREVE



Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

4-7-16

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

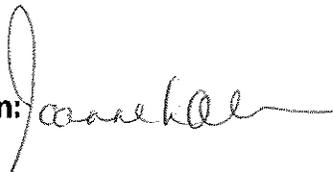
Approval with concerns

Approval Reviewed By:

Lee Worcester

Non-approval

Maine DOE Authorization:



Date of Approval:

4/11/16

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 philosophy of the RSU 19 Gifted/Talented Program is integrally connected to the District mission statement which declares that it is our intent to: Inspire every student, instill a motivation for learning, and insure contributing citizens . Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum.

RSU 19 commits itself to identification and programming for gifted and talented students in grades preK-12. Students may be identified as academically gifted in general or specific areas.

We feel that the benefits that accrue gifted and talented programs aid other students by as a catalyst for the enhancement of the regular curricular subjects.

Arts program philosophy:

The RSU 19 community believes that approximately five percent of Maine's students excel or have the potential to excel, beyond their age peers in the arts and require differentiated educational experiences that are aligned with the system of Maine's Learning Results/Common Core. The Gifted and Talented Program in RSU 19 is dedicated to providing those differentiated educational experiences to serve students Kindergarten through 12, in visual/performing arts.

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 in RSU 19 serves intellectually/academically gifted students in Pre K-12(generally 5% of the student population). The district Gifted and Talented Consulting teacher aids the classroom teachers in developing strategies and locating materials and resources for students whose needs cannot be met in the regular classroom curriculum.

The following approaches are employed to serve our students who are identified in academic areas: Grade acceleration
Subject acceleration
Content acceleration and enrichment
Concurrent enrollment (The student attends high school and takes college courses at the same time.) Advanced placement courses
Early admission to college
Differentiation
Curriculum compacting
Independent study and research
Mentors and mentorships
Academic competitions
Web based instruction
Enrichment activities

Arts program abstract:

The RSU 19 Gifted and Talented Program strives to identify 5% of the student population in the art music, drama, and dance.

Although art instruction is left to the discretion of individual teachers K-4, the Gifted and Talented program identifies students who are gifted in the arts through the use of teacher screening worksheets, teacher nomination, student nomination, and parent nomination. The delivery of instruction will vary according to the needs of each student.

Beginning at grade 5, all students receive instruction in all areas of the arts by licensed professionals. Opportunities for gifted students are provided in a variety of ways, such as individual lessons and projects, competitions, scheduled performances, and mentor ships.

The GT department also sponsors district wide art shows for elementary and high school students, and works are selected to be put on display at local businesses and public buildings. Students who are interested in the performing arts are offered opportunities for enrichment through various in school and after school activities provided by the teaching staff and volunteers.

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

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Academics:

Goal: To provide students with differentiated instruction that appropriately meets the needs and abilities of identified gifted learners.

Objectives: Assist teachers in planning differentiated instruction and enrichment activities relating to each learner's abilities and needs.

Activities:

The GT teacher works with individuals and groups of teachers to plan instructional activities and units that differentiate for gifted learners.

The GT teacher offers teacher workshops on various aspects of identifying and serving gifted learners.

Goal: To provide each learner with an individualized learning plan that meets his/her specific needs and abilities.

Objective: Work with the parties involved with each student to provide a plan that meets individual needs.

Activities: The GT teacher does a learning styles inventory and an interest inventory with each student, meets with the teachers, asks for parent input, and then meets with the Response to Intervention committee to form a plan for each student. Plans are adjusted during the school year as needed.

Arts:

Goal:

To develop a program that meets the needs and abilities of identified gifted students with differentiated arts instruction.

Objective:

To improve upon the process for identifying students who are gifted in the arts.

Activities:

The GT teacher is working with the arts curriculum committee to address all aspects of art instruction in the district.

Goal:

To provide enrichment activities beyond those offered in the regular school program.

Objective:

To increase the opportunities to experience activities in the visual and performing arts.

Activities:

The GT Program sponsors a district wide art show that travels from school to school each spring.

Program costs consist of salary and benefits, materials, online enrichment activities, tuition for advanced classes, and costs incurred to bus students to special activities.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

General Intellectual Ability:

Screening:

Students may be nominated for the RSU 19 gifted and talented program by students, teachers, or parents. Once a nomination is received, a variety of tools are employed in the screening process. They include student performance in or outside the school environment, academic testing results (using such tools as F&P reading levels, Aimsweb, NEWA Testing) , characteristics of gifted students, and identification forms. If needed, individualized testing by an outside professional may be offered.

Selection:

Once data is collected, the Student Intervention Team and the gifted and talented teacher will meet and decide upon any action taken. If the student is identified as having general intellectual ability, a learning plan will be created. Plans will be monitored by the GT team (at the elementary level this is the Student Intervention Team),

Placement:

Elementary students either remain in the regular classroom with differentiated instruction, or are placed in a higher level classroom that appropriately meets their needs. Other options such as curriculum compacting, independent study and research, mentors and mentor ships, academic competitions, web based instruction, and enrichment activities may also be offered.

Middle school and high school students may remain in a regular class with differentiated instruction, or participate in accelerated classes. Other options may include Concurrent enrollment (The student attends high school and takes college courses at the same time.) advanced placement courses, and early admission to college.

Academic Aptitude:

Screening:

Students may be nominated for the RSU 19 gifted and talented program by students, teachers, or parents. Once a nomination is received, a variety of tools are employed in the screening process. They include student performance in or outside the school environment, academic testing results, characteristics of gifted students, and identification forms. If needed, individualized testing by an outside professional may be offered.

(same screening as intellectual ability, except for the identification forms, which will be specific to the academic area being addressed.)

Selection:

Once data is collected, the Student Intervention Team and the gifted and talented teacher will meet and decide upon any action taken. If the student is identified as having a specific academic aptitude, a learning plan will be created to address that student's specific needs. Plans will be monitored by the GT teacher and the Student Intervention Team, and may be revisited at any time. Plans will be updated at the beginning of each new school year.

Placement:

At the elementary level a student may go to a higher level classroom that addresses the identified academic aptitude or remain in the regular classroom with differentiated instruction. Other options such as curriculum compacting, independent study and research, mentors and mentor ships, academic competitions, web based instruction, and enrichment activities may also be offered.

Middle school and high school students may remain in a regular class with differentiated instruction, or participate in accelerated classes. Other options may include Concurrent enrollment, advanced placement courses, early admission to college, independent study and research, mentors and mentor ships, academic competitions, web based instruction, or enrichment activities.

Artistic Ability:**Screening:**

Elementary:

A student questionnaire is given to determine if a student demonstrates strong interest and ability in the visual arts. A Parent/Guardian Nominating Form from the student's parent/guardian, or from another person approved by the parent, may be used, and a Teacher Referral Form (school based), completed by the Art teacher or other teacher, will be reviewed.

Middle and High school:

Nominations for giftedness in Artistic ability may come from a parent, student, or teacher. Once the nomination has been received the student will be evaluated by a checklist of the characteristics of artistically gifted students, and then there will be an evaluation of the student's Display of Work Portfolio using a scoring rubric. (At least one district arts teacher will participate in these evaluations.)

Selection:

At the elementary level the SIT team and the gifted and talented teacher will meet to discuss the nominations and the recommendations of the art teacher. Students will be identified based upon the evidence presented to the committee. The high school program uses a gifted advisory team rather than the SIT team.

Placement:

RSU 19 students who are identified as gifted in Visual Arts may participate in a variety of activities including studio art classes, independent research and projects, the K- 12 art shows, individualized instruction, and mentor-ships

Process for transfer students:

A student who has verification of being an identified gifted/talented student from another school district will be placed in the appropriate gifted/talented environment in RSU 19 and will be reviewed annually to ensure proper placement.

All incoming transfer students go through a file review to determine placement in the academic community. If testing scores or samples of student work indicate the possibility of giftedness, nomination papers are completed and the student is screened through the Response to Intervention teams and appropriately placed.

G/T students withdrawing from RSU 19 will have a letter forwarded, upon request, to the receiving school district verifying identification and participation in the G/T program, including a copy of the student profile.

Exit Procedure:

At any time if a parent, teacher, or the school principal has evidence that a gifted/talented student is not profiting fully from their educational program, a conference will be scheduled with the student, teacher, building principal, and the parent/guardian. If the student is to be exited from the gifted/talented program, the Response to Intervention team will meet to review the student's progress and act accordingly.

At the k-8 level the Student Intervention Team will, at any time upon request from parent/guardian or student, determine the amount of time for a furlough from the gifted/talented program. Furloughs will be granted at the team's discretion.

Process for appeals:

All reasonable inquiries concerning possible errors in the identification of gifted/talented students will be addressed in order to secure the most reliable and valid information on individual students. All grievances concerning identification of students for the program will be made and submitted in written form to the school administrator. Notification of grievances will be made to the RTI team. The team will arrange a conference with the person submitting the grievance. If a consensus cannot be reached, a written appeal may be made to the district coordinator for the gifted/talented program

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

All district teachers are currently participating in the TIF4/Maine Schools for excellence program. Extensive work is being done to adapt curriculum and instruction to meet the needs of ALL students.

All teachers in the district are participating in the National Board Certification Program.

Professional Learning Communities are being formed throughout the district. Some of the books being read are: A Guide to Common Core Workshops by Lucy Calkins; Choice Words by Peter A. Johnston; Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use, by Susan Winebrenner, Culture Built to Last (Systemic PLC's at Work) by Richard Doufour and Michael Fullan; and Student Centered Coaching by Diane Sweeney.+

Presentations and discussions about differentiation have taken place in faculty meetings.

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

The K-8 portion of the RSU 19 GT program is managed by a full time licensed Gifted and Talented instructor. The 9-12 portion of the program is managed by a certified GT teacher as a stipend position beyond her regular classroom responsibilities, and the Special Services Director is the administrator for the RSU 19 gifted and talented program.

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
Mary Ransdell	yes	teacher	K-8	full
Karen McGrady	yes	teacher	9-12	part

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.

DISTRICT EVALUATION:

The district carries out a community survey/evaluation regularly, which looks at its programs and services, including the Gifted and Talented program.

PROGRAM EVALUATION:

The end goal of the evaluation process is to generate a student-centered framework for instruction and progress based on student needs and performance. Staff is asked to complete a questionnaire each spring on the Gifted and Talented Program as it impacts students in their classroom. The form notes program components as they impact grade levels. Staff s asked for comments regarding the appropriateness for the program components. The forms also have room for questions or requests from the program and a place to write comments.

STUDENT EVALUATION:

The gifted and talented program provides a general student evaluation form each spring. The form notes enrichment components and their intended impact on the individual and asks if and how these programs affected their learning.

Each student's Individual Learning Plan is written in terms of meeting with specific Common Core Standards. The plans are monitored regularly by the GT Teacher and the Student Intervention Teams and are reformulated as needed. Progress towards meeting the Common Core Standards are noted before the next plan is written. (We administer the NWEA 2-3 times each school year, so progress is monitored closely. We are also beginning to administer student data binders so that studeents may monitor their own progress.)

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

The RSU 19 Gifted and Talented Program is implemented by two licensed professionals. Mary Ramsdell works with the K-8 students and Karen McGrady is in charge of the high school programs.

At the K-8 Level student needs are met by a variety of approaches. Mary works extensively with teachers to assist with differentiation and the fulfillment of the individual learning plans. Students are also offered services through online activities and courses, small enrichment groups, Lego robotics, and academic and art programs such as academic fairs and the district art show. The bussing costs are incurred when we put like minded students from various schools together for instruction and enrichment.

At the 9-12 level student accommodations include accelerated classes, online academic programs (such as Rosetta Stone), academic competitions, and the district art show. Some students take college courses and we provide their college level tuition and texts.

The testing costs occur when we offer individualized testing for identified students in order to create an appropriate instructional plan.

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)
Mary Ramsdell	70, 90816	
Karen McGrady		2500
Subtotal	70, 90816	2500

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

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
Brainology	1500.00		
Raz Kids (classroom access)	99.00		
Science A-Z (classroom access)	100.00		
ALEKS (classroom access)	200.00		
Philosophy for Teens (Set 20)	499.00		
The Examined Life (Set 20)	599.00		
Philosophy for Kids (Set 15)	449.25		
Multiage Differentiated Curriculum Kit	199.00		
Subtotal	3645.25	Subtotal	

C. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Annual MEGAT Conference	100.00	Annual MRGAT Conference	100.00
		Foam core display boards	200.00
Testing (additional diagnostic testing for identified students)	1500.00	Mounting tape (20@5.00)	100.00
Bussing (for field trips/district events)	1500.00	Bussing (for field trips/district events)	1500.00
1 gallon fireproof paint	100.00.00		
Foam core display boards	200.00		
Subtotal	3400.00	Subtotal	1900.00

B. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		College Courses	1200.00
Subtotal		Subtotal	1200.00

C. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	70,908.16	2500.00
Auxiliary Staff		
Independent Contractors		
Materials and supplies	3645.25	
A. Other Allowable Costs	3400.00	1900.00
B. Student Tuition		1200
C. Staff Tuition/PD		
Total	77953.41	5600.00