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: RSU 20

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

Phone number: (cell) 207-691-4133 or SDHS/MS 207-548-2311

Email address: amcclellan@rsu20.org

CERTIFICATION:

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

Superintendent Name (printed) Chris Downing Superintendent Signature

Date application submitted to Maine DOE for review: 5/12/2016

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised: 5/12/2016

DUE DATE:

Reviewed By: Lee Worcester

☒ **Approval**
☐ **Approval with concerns**
☐ **Non-approval**

Maine DOE Authorization:

Date of Approval: 5/20/16

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. 1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

The RSU#20 Extended Learning Program for gifted and talented learners envisions the need to encourage and challenge all learners, and should provide each learner opportunities to discover and develop a positive self image, reach his/her full potential towards performance and become a contributing member of society.

ELP reflects educational principles for gifted and talented children (Ch. 104.04) and takes into account:

- appropriate learning rate and instructional level
- program models, instructional strategies and materials
- advanced, conceptually complex and differentiated curricula
- appropriate accommodations and settings for changing needs of gifted students

Arts program philosophy:

RSU#20 ELP recognizes that children learn in variety of styles. The district is comprised of students from across the learning spectrum, economic strata and cultural backgrounds. The Visual and Performing Arts services of the Extended Learning Program is dedicated to serve a diverse population of learners by offering dynamic visual and performing arts enrichment. Programming advocates components of the "5 E" Instructional Model: engage, explore, explain, elaborate, evaluate. In addition, in keeping with alignment with National Core Arts Standards, ELP promotes historical and cultural awareness and engagement in community and regional visual and performing art events and programming.

1. 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 RSU#20 *Extended Learning Program* (*ELP*) is district program designed to provide educational services to those students in grades K-12 who excel or have the potential to excel beyond their age peers in the regular classroom to the extent that they may require specialized programming. These students may move at a significantly faster pace than their classmates in specific or all academic subject areas and may require a compacted or differentiated curriculum to meet their needs. ELP provides equitable direct and indirect services to identified students in academic subjects in all schools, and meets the requirements of Maine's DOE gifted and talented mandate.

At SDHS (high school), honors challenges are in core subjects: math, english, social studies, science. "Honors Challenge" may include alternative assessments, seminars, independent research and/or exhibitions that go above and beyond the typical course requirements. All students are eligible for the honors designation having completing the Honors Challenge and earning a "meets" or higher by quarter's end in the regular coursework. "Honors Challenge" is then designated on their transcript.

SDHS juniors/seniors may select a "Multiple Pathway experience", an elective experience additional to public school coursework or developed from Multiple Pathways - career and technical education, online learning, alternative programs,

adult education, internships, dual enrollment courses - the student will demonstrate competency meeting the standard of the chosen content area.

At SDMS (middle school) students are offered "exceeds" curriculum content options in core subject areas: math, english, social studies and science. Participation in extracurricular programming such as Robotics Team, Math Team and writing groups is encouraged.

At SES (elementary) students meet with an ELP staff for weekly 30 minute study sessions in focus areas: English or math, with projects/discussions that incorporate science, social studies and/or geography related concepts. 5th grade identified students attend middle school Math team meetings to prepare for participation in at least 1 Math team competition.

Arts program abstract:

The Extended Learning Program is a district-wide program intended to meet the requirements for visual and performing arts gifted and talented education. This program is designed to provide visual and performing arts educational services (direct and/or indirect) to those students in grades K-12 who excel or have the potential to excel beyond their age peers in the regular school program to the extent that they may require some specialized and more challenging programming than is currently offered in their visual and/or performing arts classroom. Students nominated for consideration for this program must meet specific criteria to qualify for extra services. Students qualifying for services show exceptional ability in the areas of visual and/or performing arts (VPA), including music.

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

Academics:

Goals:

1. To support PBL plans for students when possible in conjunction with RSU#20 classroom curriculum.
2. To provide enrichment instruction and supplemental learning materials to teachers that promote creative and critical thinking, problem solving and inquiry-based models by gifted students in keeping with Gifted Programming Standard 3: Curriculum Planning and Instruction.

3. Objectives:

1. ELP goal objectives are in keeping with PBL objectives which may include:

- personal and social responsibility
- planning, critical thinking, reasoning, and creativity
- strong communication skills, both for interpersonal and presentation needs
- cross-cultural understanding
- visualizing and decision making
- knowing how and when to use technology and choosing the most appropriate tool for the task
- to promote student understanding of their relationship to the people, places, regions, and environments of the world.

Activities:

Individual Learning Plans are created that state student Project Based Learning (PBL) goals. ELP staff meets with students on monthly basis to support student focus and record work on individual projects/learning experience. This may include arrangement of internships, mentors, interviews with professionals, support for enrollment in content area study experience.

Specific examples of Multiple Pathway experiences include: Internships, college courses, Aspirations (UMaine), PLATO, Academ-e (UMaine early college distance education program), Senior Experience, Brigham Young University Independent Study Program.

ELP will provide direct enrichment instruction and learning opportunities to engage identified gifted learners in grades 3~12 by offering, for example field trips, experiential learning, Socratic discussion, workshops with career professionals.

Arts:

Goals:

1. To further establish collaborative relationships with regional artists and organizations to provide enrichment workshops
2. To collaborate with ELP, district performing arts teachers to further develop, refine and implement an identification process and services
3. Support enrollment for digital media visual arts coursework for high school students

Objectives:

1. To further develop awareness of VPA forms of creative expression, including digital art forms and VPA career connections
2. To provide unique opportunities for performing arts students to demonstrate skills in area of giftedness

Activities:

1. Direct instruction/workshops with VPA professionals to teach students career connections (including digital arts media)
2. VPA program meetings to expand performing arts screening process to include live and/or recorded performance submissions
3. Schedule district/regional exhibition/performance opportunities for VPA identified students

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 following information is reviewed to determine eligibility for academic services.:

- School records including past report cards and writing samples.
- Standardized achievement test scores such as NECAPs, NWEA, DRA, other.
- Teacher recommendation and classroom observations.
- Teachers are requested to review student performance and provide completed ELP referrals to ELP staff at least twice a year (November/May). Comments and test (NWEA/MEA/PSAT) performance data is then brought to biannual screenings (January/June).

Selection:

Students may be referred to be screened for the RSU #20 *Extended Learning Program (ELP).* As part of the screening process, academic data including test scores, classroom performance, detailed referrals, and in some cases samples of student work are reviewed. The committee is comprised of ELP staff, teachers and an administrator. One piece of data does not include or exclude a student for or from ELP programming. The committee reviews the collective data. While we seek to serve students who score in the 95th percentile and above, sometimes compelling evidence is provided that the child warrants inclusion in the ELP regardless of their percentile on a nationally normed assessment.

The screening committee identifies a child as qualifying for ELP services in the following content areas (one or more may be circled):

Math Science Social Studies English/Language Arts

OCA (Overall Cognitive Ability – all areas)

Child's nationally normed test results are also shared with parents/guardian(s):

CoGAT Scores: Verbal _____ Quantitative _____ Non Verbal_____

Placement:

Elementary, middle and high school students receive in classroom academic instruction that may provide "exceeds" options for grades K-8, and "honors" options for 9-12.

Grades 7-8 student placement for literacy and numeracy sessions is cluster grouping based on standardized test scores.

Academic Aptitude:

Screening:

The following information are reviewed to determine eligibility for academic services.:

- School records including past report cards and writing samples.
- Standardized achievement test scores such as NECAPs, NWEA, DRA, other.
- Teacher recommendation and classroom observations.
- Referral forms that specifically identify/rate learner behavior characteristics to be completed by referring person.
- In addition, the *Cognitive Ability Test* (aptitude test) will be administered to all referred students by ELP staff. This test will take approximately 1.5 hours and may be given over a 2-day period.

In some cases, the *SAGES* (Screening Assessment for Gifted Elementary & Middle School Students) assessment will be administered, which will take approximately 1.5 hours.

Selection:

The screening committee makes selections for Extended Learning Program support based on screening data and shared comments. Meetings are held twice a year, midwinter to account for Fall observations and late spring to account for Spring observations. Parents are notified of identification within two weeks of screening determination.

Placement:
Placement for services and academic/extracurricular programming is determined in screening meetings. Changes may also be established during ELP student/parent/staff meetings to establish Individual Learning Plans. All students receive classroom instruction. Service options:

- small group pull out services or 1-1 with ELP staff or content area tutors for differentiation/
- Grades 6-12 accelerated studies~placement in next higher grade in specified content area or college level course enrollment as needed for high school students
- Grades 7-8 student placement in literacy/numeracy is based on performance indicators such as standardized tests
- acceleration to next grade for content area classroom instruction

Artistic Ability:
Screening:
The following information may be reviewed to determine eligibility for Visual and Performing Arts services:

- Pupil products, performances, or record of past performances
- CD/DVD of a performance may be submitted, but not required
- School records including past report cards
- Art, Music, or Drama teacher recommendation and classroom observations.
- Information in teacher, parent, peer, self, or community member referral form.

- *Renzulli's Behavior Characteristics Scales* in the area/s being assessed (visual arts, music, drama, creativity) completed by appropriate VPA teacher and/or classroom teacher
- Gifted Evaluation Scale Second Edition (GES/2) for grades 6-12 if applicable
- If available, regional and state audition and exhibit rating forms
- 3 pieces of original artwork
- Grade level assessment drawing administered by ELP staff

Please remember that not all students who enter the screening process will qualify for the ELP program. Parents will be notified of the outcome of the selection process and a summary of these results may be shared upon request.

Selection:
Twice a year (December/May), a committee review of all data and a consensus vote determines student identification. At least one certified content area teacher and administrator are represented during the selection process, and three members make a quorum.
A letter of qualification(or not) is sent home within a week following screening meetings.

Placement:
Elementary/middle school students receive scheduled VPA classroom instruction with differentiation. Additional 1-1 or small group instruction with ELP staff (if certified in content area) for enrichment lesson quarterly sessions during school year. Suggested involvement in extracurricular or student workshop VPA programming (ELP financial support as budget/needs basis).

Process for transfer students:
Students who transfer into RSU#20 meet with guidance staff. Cumulative records are reviewed by guidance staff and if previously identified, ELP staff are notified. ELP staff contacts student parent(s)/guardian(s) directly to gain consent to meet with student. If there are no current (previous Spring/Fall assessments indicating

reading, language use, mathematics ability), student will be tested in all areas unless specifically pre-identified in area. A letter of consent to assess is provided to parent and upon receipt of signed copy, testing (CoGAT, AIMS Web, NWEA or possibly Sages) is scheduled for student in grades 3-8. Student in grade 9-12 take scheduled PSAT or SAT (not administered by ELP staff) and scores will be recorded.

LETTER: "Consent to Evaluate"

Extended Learning Program **Academic** Referral and Evaluation Information

Dear Parents and Guardians,

The *Extended Learning Program* (*ELP*) is a region-wide program meeting the requirements for gifted and talented education in Maine. This program is designed to provide educational services (direct and/or indirect) to those students in grades 3-12 who excel or have the potential to excel beyond their age peers in the regular school program to the extent that they may require some specialized and more challenging academic programming than is currently offered in the regular classroom. Students nominated for consideration for this program must meet specific criteria to qualify for services.

Your child, _____ , has been referred to be evaluated for the *Extended Learning Program* to determine his/her eligibility for academic services.

The following information may be reviewed to determine eligibility for services.:

- School records including past report cards and writing samples.
- Standardized achievement test scores such as NECAPs, NWEA, DRA, other.
- Teacher recommendation and classroom observations.
- In addition, the *Cognitive Ability Test* (aptitude test) will be administered to all referred students. This test will take approximately 2.5 hours and may be given over a 2-day period.
- In some cases, the *SAGES* (Screening Assessment for Gifted Elementary &Middle School Students) assessment will be administered, which will take approximately 1.5 hours.

Please remember that not all students who enter the screening process will qualify for the ELP program. Parents will be notified of the outcome of the selection process and a summary of these results may be shared with you upon request.

Please complete the attached *Consent to Evaluate* form and return it as outlined on the bottom. If you have any questions about the screening process or the *Extended Learning Program,* please contact any of us.

Sincerely,

FORM: "CONSENT TO EVALUATE FORM"

PLEASE RETURN TO: _____

DATE: _____

IDENTIFICATION AREA: _____

Extended Learning Program

Consent or Refusal Form

Student Evaluation

_____I give my consent for my child

_____ to be evaluated for the *Extended Learning Program* as outlined in the enclosed letter. I understand that this will

include the administration of the Cognitive Ability Test to my child during the regular school day.

_____ I **do not** wish my child _____ to be evaluated for the *Extended Learning Program* at this time.

_____ I request a meeting with the *ELP* Case Manager prior to the evaluation process.

Parent's/Guardian's Name

_____

_____

_____

Signature of Parent for Consent to Test and Evaluate Date

Your email address _____ Phone

_____

Child's teacher's name

_____

School _____

Grade _____

Please return completed form ASAP to your child's school in an envelope addressed to your school's Extended Learning Program Case Manager

Exit Procedure:
Students are screened in the 5th and 8th grade, transition years into middle and high school. Data (test scores, teacher comments) is reviewed by the screening

committee that determines a change (or not) in status to "monitor" or "no longer qualifies" for previously identified students. Screenings are held twice a year, shift to monitor for winter might result in no longer qualifies by spring, based on testing indicators, teacher comments.

Academic Testing ScheduleSite-based testing schedule set between ELP case manager and principal (and tech team with NWEAs). Notify parents/teachers/students of schedule in advance.

Exiting (potentially) 5th and 8th graders:1. CogAT: (Student may take this only once in a school year) - 3rd grade students may take test beginning in November so they have 2 months of school to prepare. - 4-8 grade students may take test anytime as scheduled by ELP staff. - As all directions are the same for different level tests, students may test in multi-grade groupings. Plan testing dates with teachers and principals.2. Sages: An alternative to CogAT 2 Tests: Language Arts and Social Studies paired; Math and Science paired.

A student may at any time "decline" services if choosing not to receive ELP services. Parent/guardian signed copy of a "declining services" letter is required so parents are informed that students are choosing this option.

Student file is retained for current academic year then discarded unless requested.

Process for appeals:

Parent, student or teacher can request student be re-screened for ELP identification. Current/prior data and comments are presented to screening committee by ELP case manager. For VPA, new student artwork or performance materials (video/recording) may be resubmitted for review in the next screening session. As stated in the letter, parents may contact the principal or ELP staff directly to discuss determination or desire to request another opportunity to have their child rescreened. Letter of determination of qualification (or not) is sent within one week post meeting.

LETTER: "No Longer Qualifies"

Dear Parent or Guardian:

Your child, _____, was recently re-screened to determine if he/she should continue in the RSU #20 *Extended Learning Program (ELP)*. As part of the screening process, academic data including test scores, teacher recommendations, classroom performance, and samples of student work were reviewed. The committee is comprised of ELP teachers and administrators. Please note that one piece of data does not include or exclude your child for or from continuing in the ELP programming.

Below and included are some of your child's nationally normed test results.

CoGAT Scores: Verbal _____ Quantitative _____ Non Verbal_____

As a result of the review of your child's data, the screening committee determined that your child's needs may be met through regular classroom programming during the next school year and that he/she no longer requires ELP services. It is the goal of RSU #20 teachers to challenge every child to reach his/her personal best regardless of whether the child falls within the parameters for particular programs such as the *Extended Learning Program*. Please note, upon your request, the ELP case manager may continue to monitor your child's growth and can bring your child's data to the next scheduled screening meeting if you choose to appeal this determination.

Please feel free to contact your child's principal, guidance counselor, or his/her ELP case manager if you have any questions or concerns regarding this process or if you would like to set up a meeting to discuss how your child's classroom teacher will ensure that his/her needs are met.

Sincerely,

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

- testing training with regional gifted and talented representative/staff

- funding for workshops for professional skills training in subject areas
- funding for regional conferences attendance (i.e., MEGAT)
- dedicated time during "in service" days for classroom teacher/ELP staff collaboration to offer regular staff review of: gifted and talented student characteristics, multimedia options for lesson projects (Prezi, iMovie), differentiated education options such as:

  - compacting
  - independent study
  - flexible grouping
  - tiered assignments
  - lesson extensions

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

The gifted and talented program at RSU#20 or the "Extended Learning Program" currently offers services with one staff member, acting as program coordinator and case manager. This staff member is also a teacher on an "as needed" basis for students 3-12. During the 15-16 school year, the ELP staff member works directly with identified elementary and middle school students teaching math, English,and visual art. Also, enrichment instruction is offered for 9th grade Social Studies students, and an independent study of Structural Engineering for 8th grade student.

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**
Ann McClellan	Yes	Teacher	k-12	P/T (3/5)
Chris Downing	No	Administrator	k-12	F/T administrator
				principal/superintendent

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

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

1) Bi-annual meetings (mid/end of year) of administrator and gifted and talented staff

2) Program advisory committee: meets once a year to discuss program goals and objectives, equipment/materials needs, staying up to date on gifted and talented programming, budget review, and of course/workshop/training recommendations

3) Student growth data is reviewed to determine increase/decrease or maintained status as reflected in test scores, grades and teacher comments.

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

Programing costs, as detailed in the following chart, reflect the scale of the district and the current approach to serving gifted and talented population. A single ELP staff member offers direct enrichment instruction at the elementary and middle school levels: weekly classes in visual art, English, math and science. Exceeds options are offered by elementary/middle regular classroom teachers. Honors options are provided by regular classroom teachers at the high school level.
Enrichment programming for gifted students includes literacy and visual art workshops for grades 6-12. GeoBee materials and event is available for grades 4-8.
Financial support is offered for enrollment in workshops and college courses.
In summary, funding is applied to a staff salary, learning materials, workshop facilitators and program/course participation.
*Currently art classes for gifted students are not taught in the art room for middle and high school, so supplies have not been shared. Budget for "regular" art class materials will be discussed for 2017/18 to discuss potential for shared material and equipment, i.e. paper, scissors, brushes, printing brayers/plates.

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)**
Ann McClellan/Coordinator & Case Manager/Teacher	$19,738	$19,738
Subtotal	**19,738.00**	**19,738.00**

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

Independent Contractor Name	**Elementary (contract amount)**	**Secondary (contract amount)**
Liza Walsh/author	125.00	
Billy Sims/editor		150.00

Subtotal	**125.00**	**150.00**

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. **A. Educational Materials and Supplies:**

Elementary: Material/Supply name	**Cost**	**Secondary: Material/Supply name**	**Cost**
Classroom/Blick Supplies: ~Heavy body acrylics ~gel mediums ~Canvas boards ~Dura Lar Poly sheets & paints for sculpture	675.00	Classroom/Blick Supplies: ~Painting: ~Modelling paste ~Matte Medium ~Canvases ~Heavy body acrylics ~Charcoal	200.00
Books/Amazon	300.00	Books/Amazon/ DBQ Project	500.00
Titles: ~Trumpet of The Swan ~Walk Two Moons ~Calder Game ~Miraculous Journey of Edward Tulane ~Journey of a Thousand Miles: Lang Lang ~City of Beasts ~Hana's Suitcase ~The Book Thief ~In Between Shades of Grey		Titles: ~A Tree Grows in Brooklyn ~The World Is Flat ~The Circle ~A Brief History of Time ~DBQ's in American History TeacherResource	

Subtotal	**975.00**	**Subtotal**	**700.00**

A. **B. Other allowable costs:**

Elementary: Item name	**Cost**	**Secondary: Item name**	**Cost**
Travel costs/gas	50.00	Travel cost/gas	50.00
Subtotal	**50.00**	**Subtotal**	50.00

A. **C. Student Tuition:**

Elementary: Program name	**Cost**	**Secondary: Program name**	**Cost**
		(1)Post secondary courses: UMaine: Hutchinson/*Psychology*	100.00
Subtotal		**Subtotal**	**100.00**

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

Elementary: Title	**Cost**	**Secondary: Title**	**Cost**
G&T conference	100.00		

Subtotal	**100.00**	**Subtotal**	

Totals

Subtotals from above	**Elementary Costs:**	**Secondary Costs:**
Professional Staff	$19,738	$19,738
Auxiliary Staff		
Independent Contractors	125.00	150.00
A. **A. Materials & Supplies**	975.00	700.00
A. **B. Other Allowable Costs**	50.00	50.00
A. **C. Student Tuition**		100.00
A. **D. Staff Tuition/PD**	100.00	
Total	**20,988.00**	**20,738.00**