

**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 #23

Name and title of person responsible for gifted and talented program: Peter Berricelli
Tim O'Connor

Phone number: 934-4848 / ^(Peter) / ^(Tim)
934-5757

Email address: pberricelli@rsu23.org
toconnor@rsu23.org

CERTIFICATION:

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

Lloyd Cracker
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: 11/16/2015
12/21/2015

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
2015

DUE DATE: September 30,

Reviewed By: Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



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:

RSU 23 believes in providing instruction suited to each child's individual needs. We recognize some students possess unique abilities and demonstrate outstanding intellectual, academic, or artistic behavior. Gifted and Talented student shall mean the top 3-5% of students in grades 4-8. These students must be offered access to specialized instruction and curriculum that is differentiated in pace, depth, and scope. These "Gifted and Talented" students must receive an education that challenges them to perform at high levels. We are committed to setting high expectations and providing maximum opportunities for personal growth beyond what is provided in the regular classroom program. All "Gifted and Talented" instruction is in lieu of the regular classroom curriculum.

Arts program philosophy:

RSU # 23 believes in providing instruction suited to each child's individual needs. We recognize some students possess unique abilities and demonstrate outstanding intellectual, academic, or artistic behavior. Gifted and Talented student shall mean the top 3-5% of students in grades 3-12. These students must be offered access to specialized instruction and curriculum that is differentiated in pace, depth, and scope. These GATES students must receive an education that challenges them to perform at high levels. We are committed to setting high expectations and providing maximum opportunities for personal growth beyond what is provided in the regular classroom program.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

RSU 23's K-2 Gifted and Talented Program has both formal and informal identification process. The program is an academic model designed to involve students in weekly activities that enhance individual creative/critical-thinking skills, develop problem-solving abilities and/or artistic behavior. The individual needs are met through class differentiation, enrichment and/or acceleration. Our Gifted and Talented teachers provide our Gifted and Talented program for Math and ELA; consultation is provided to classroom teachers by our Literacy Teaching Specialists. In the area of Social Studies and Science, there is differentiated instruction; our

Gifted and Talented teachers provide consultation.

Arts program abstract:

Students in grades 3 – 8 are identified as advanced learners in accordance with the provisions of Chapter 104. Services are provided to students who show strong general academic, specific academic skills and/or specific artistic ability. Identified students needs are met through individual plans that incorporate services such as instruction within the classroom, acceleration, compacting the curriculum, and differentiation. Students explore concepts, problems and issues in lieu of the regular curriculum. In the Arts, students receive differentiated instruction from their arts teachers who are the experts in this field. Portland School of Art, provides outside programming options for secondary gifted and talented students when appropriate. At the high school level, students receive differentiated instruction from their arts teachers as well as the Regional Fine Arts Program, in Biddeford.

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

Academics:

Goals:

In our delivery of services, one of our goals is to offer enrichment activities so GATES students can probe deeper in a subject, in the process, or in its end products.

Objectives:

When challenging students with enrichment activities, the teacher(s) try to differentiate the goals to fit the needs of the class or individuals. These activities can be limited to one or include several academic areas.

Activities:

Students can work alone or in groups based on ability and interest. All of the activities provide students with challenges which will help them progress to high standards, both in the GATES classroom and regular education classroom.

Goals:

Accelerate students whenever possible. Our teachers recognize and challenge the GATES students by using acceleration to increase the pace and depth of learning.

Objectives:

The GATES program develops differentiated educational opportunities in the academics. Program development provides students with challenging academic curriculum and projects appropriate for their ability levels. Acceleration matches the student's level with instruction.

Activities:

Acceleration is used and designed to develop in participants a sense of responsibility toward society and nurture their capacities to become productive contributors. Program content is designed to meet the unique and special needs related to the exceptional abilities of our population.

Goals:

Coordinate comprehensive services for the GATES students within the RSU.

Objectives:

Providing services for students in the basic academics and fine arts, including those with special education needs.

Activities:

GATES students receive services developed by the GATES staff in conjunction with K-12 regular education and special education personnel, as well as local college and regional GT programs.

Arts:

Goal:

GATES art students expand their potential through multiyear plans and services.

Objectives:

Program development provides students with challenging curriculum and projects appropriate for their ability levels.

Activities:

Through curriculum scaffolding, students will move progressively towards a better understanding and improved abilities.

Goal:

GATES art students demonstrate progress in capability and critiquing.

Objective:

Provide an environment which fosters creative risk-taking.

Activities:

Art teacher(s) create a classroom environment that facilitates trust and collaboration among all learners.

1. 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.

2.

General Intellectual Ability:

Screening:

Screening includes the entire school population of students by grade level. In compliance with Chapter 104, at least three identification tools are used. Results of available standardized test scores are examined. Scores for the following sub test categories may be used: Reading Comprehension, Total Reading, Mathematics Concepts and Applications, Math Problem Solving, Total Math, Total Battery, Social Studies, and Science. Tests of cognitive ability may be used when available. RSU developed assessments also may be used. In addition there are teacher nominations. From this data an initial pool of candidates is established.

Selection:

The data are gathered using a matrix for each of the academic subjects. Points are assigned

for each of the test results and recorded. The numerical data are used to identify individual students who may have needs and to establish the district's local norms. The information with also be used in making decision about the levels of service required to accommodate a student's needs.

Placement:

The GATES selection committee will select students at each grade level. The committee is comprised of one or more building administrators, the guidance counselor, GATES personnel, and two or more classroom teachers, The committee meetings may vary to allow a review of the most current testing results. The job of the committee is to identify those advanced learners whose needs cannot be met in the regular classroom and are in need of differentiated learning opportunities.

Responsibilities of the selection committee may include:

- *Reviewing information collected on students in the pool established by the screening process
- *Collecting additional information if/when necessary

Academic Aptitude:

Screening:

The following may be used for screening for specific academic aptitude.

ELA: OLSAT, NWEA

Math: OLSAT, NWEA, AIMS Web

Science: OLSAT, NWEA

Social Studies: OLSAT, Achievement Tests

In addition there are teacher nominations.

Selection:

The data are gathered using a matrix for each of the academic subjects. Points are assigned for each of the test results and recorded. The numerical data are used to identify individual students who may have needs and to establish the district's local norms. The information with also be used in making decision about the levels of service required to accommodate a student's needs

Placement:

The GATES selection committee will select students at each grade level. The committee is comprised of one or more building administrators, the guidance counselor, GATES personnel, and two or more classroom teachers, The committee meetings may vary to allow a review of the most current testing results. The job of the committee is to identify those advanced learners whose needs cannot be met in the regular classroom and are in need of differentiated learning opportunities.

Responsibilities of the selection committee may include:

- *Reviewing information collected on students in the pool established by the screening process
- *Collecting additional information if/when necessary

Artistic Ability:

Screening:

- Portfolio Assessment of Student Art Work (rubric)
- Teacher Nomination
- Grades

To identify Performing Arts Giftedness the following instruments will be used:

- Each student will perform for an audience (rubric – screening)
- Teacher Nomination
- Grades

Selection:

Annually an identification team of at least two qualified professionals at each grade span shall select students for placement in the GATES program. In visual art, the team will consist of at least one art teacher, an administrator or guidance counselor, and a GATES teacher. In music, the team will consist of at least one music teacher (vocal or instrumental), an administrator or guidance counselor, and a GATES teacher.

Responsibilities of the identification team are to:

- Review information collected on students in the pool established by the screening process
- Collect additional information when appropriate
- Select students for placement based on consideration of information
- Oversee the annual review of the selection process
- Assure that the selection process is equitable

To select for Visual Arts Giftedness the following instruments will be used:

- Portfolio Assessment of Student Art Work (rubric)
- Recommendations from Visual Art Teacher(s)/Parents/Student
- Grades

Placement:

Identified students are serviced for the GATES Program when identified. The superintendent, under policies adopted by the school board, has established procedures to accomplish the following:

- Notify the superintendent of the children selected for the program
- Provide the superintendent with a description of the program(s) that will be offered.
- Notify parents of the eligibility of their child for participation in the program. Provide them with a description of the program and obtain written parental permission to place the child in the program.
- Maintain records on each student's participation in the GATES program.
- Conduct an annual review of each student's program to evaluate appropriateness of placement and instruction.
- Assure collaboration between the regular classroom teacher and the GATES teacher to develop instructional strategies that will be provided for selected children.

Process for transfer students:

The records of students who enter RSU 23 schools from other districts will be reviewed. If the student had been identified and participated in a program for advanced learners in the past,

then the GATES teacher/coordinator is notified. Identification in another district does not mean automatic acceptance for local program services. Based on the assessment of available information, the program coordinator may: consult with the GATES screening committee and grade level teachers to initiate immediate service; conduct further assessment; or wait and observe the student's needs after a period of adjustment.

Exit Procedure:

There are a number of situations that may warrant a student exits GATES services. Students may exit from the program under the following circumstances:

- *The student does not benefit from participation and demonstrates low performance or stress
- *The student has persistently low performance in the regular classroom
- *The student no longer wishes to participate in the program
- *Personal changes such as medical or emotional, etc.
- *Parent's request

Parents or teacher may initiate an exit by sending a written request for a meeting. It may include specific reasons for the exit procedure. If the exit is initiated by the GATES teacher, a conference with the parents will be held and may include additional staff and administrators. The process for reentry will be explained. The student's teacher's will be notified of the decision to exit. In some circumstances, a temporary leave of absence or "time-out" from the program may be preferable to a formal exit.

Process for appeals:

Requests for an appeal will be directed to the Gifted/Talented Program Director. He/she and an administrative appointee will conduct the appeal. The Superintendent of Schools will be part of the Appeals Committee. When an appeal is made in the arts, a teacher in the field will join the administrators in deciding the appeal. Requests can be made for the following reasons:

1. To reconsider the eligibility of a student to be selected for inclusion in the Gifted and Talented program
2. To review the appropriate placement of a student within the program
3. Removal of a student from the program

On request, appropriate information will be collected, reviewed and considered. Teacher and parents will be consulted. The Appeals Committee will convene to review new data, the data gathered previously, and will then make the decision about the child's needs for services and program participation. The Appeals Committee's decision is final.

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

RSU 23 provides professional training and development activities that meet the standards outlined in Chapter 125, section 8.08. Our professional development activities focus on aligning our curriculum with the Common Core. This professional development ensures that

students are receiving best practices. The staff has participated in implementing differentiated curriculum for their students. The staff is also encouraged to attend regional and statewide appropriate workshops and conferences. The focus of all professional development activities has been on raising the academic performance of our students.

1. 6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.
- 2.
3. One fully certified teacher with 690 endorsement at 60% or three days a week.
4. One certified ed technician III for 40% or two days a week to work under the direction of the
5. GATES teacher.

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
Peter Barricelli	Yes	Teacher	K-12	60% Part 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
Derek Moore	Ed. Tech III	No	3-8	Peter Barricelli	40% Part Time

1. 7. Provide a description of the annual program self-evaluation process.
We feel that evidence of student progress demonstrates the success of the program in each academic area. In math and ELA student progress is one of the criteria of an effective program. For grades 4-8, students receive individual assistance in writing as part of their work in language arts. Students participate in the publication of a writing magazine.

In grades 6-8, math GATES students receive grades each quarter. In grades 4 & 5, students receive a narrative, checklist, and a grade in trimesters.

The program evaluation will be conducted annually to determine the effectiveness of the GT program as measured by student academic progress within the GT instruction and progress toward the program goals. The primary goal of our evaluation is to ensure that the program

fulfills the state guidelines, meets our local goals and nurtures and develop unique talents of RSU 23's GATES or G/T population.

The Program is also guided by the NAGC: Aiming for Excellence: Pre-K–Grade 12 Gifted Program Standards. The standards, which represent professional consensus on essential practice in gifted education, provide a blueprint to encourage and guide schools in developing and evaluating high-quality programming.

1. 8. Provide a description of the costs to be incurred to implement the program(s).
2. In the current year, 2015-16, there are minimal costs beyond tuition at the Regional Fine Arts
3. and staffing. There will be no textbook or field trips budgeted.

1. 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)
Peter Barricelli	\$59,557.59	
Subtotal	\$59,557.59	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Derek Moore	\$16,197	
Subtotal	\$16,197	

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. A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Subtotal		Subtotal	

A. B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
	Subtotal		Subtotal

A. C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		Regional Fine Arts	\$
		Educational Services	3
		Agency	6
			0
			.
			0
			0

Subtotal		Subtotal	\$
			3
			6
			0
			0
			.
			0
			0

A. D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT Dues & Fees	\$70.00		
Subtotal	\$70.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$59,557.59	
Auxiliary Staff	\$16,197	
Independent Contractors		
A. A. Materials & Supplies		
A. B. Other Allowable Costs		
A. C. Student Tuition		\$360.00
A. D. Staff Tuition/PD	\$70.00	
Total	\$75,824.59	\$360.00