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 #29

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

Rae M. Bates, Curriculum Coordinator

Phone number: 532-6555 ext 2

Email address: rabates@rsu29.org

CERTIFICATION:

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

Ellen Schneider

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 27 April 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 May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

☒ Approval
☐ Approval with concerns
☐ Non-approval

Maine DOE Authorization: Joseph Lake

Date of Approval: 4/28/16

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. *If additional space is necessary, please include a separate sheet(s) at end of application.*

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

Academic program philosophy:

The guiding charactistic of the RSU #29 Gifted and Talented Program in the area of academics is to provide the gifted and talented students with extensions and/or alternatives for learning which afford them with open circuits for exploring, experiencing, and expressing. Exploring and enhancing the self as a learner and producer is the paramount concern. Activities and opportunities are thus structured to assist the student in assessing and capitializing upon the unique abilities, talents, interests, and needs which represent himself or herself.

Arts program philosophy:

The guiding characteristic of the RSU #29 Gifted and Talented in the area of the arts is to provide the gifted and talented students with extensions and/or alternatives for learning which afford them with the open circuits for exploring, experiencing, and expressing. Exploring and enhancing the self as a learner and producer is the paramount concern. Activies and opportunities are thus structured to assist the student in assessing and capitializing upon the unique abilities, talents, interests, and needs which represent himself or herself.

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 #29 Gifted and Talented Program in the academic program is a blend of enrichment and acceleration with consideration given to the development of social skills and self understanding. The program is essential to students who excel or have the potential to excel in acadmics in our schools. Through the work of our two teachers, one who focuses on ELA and social studies content areas while the other person focuses on the academic content areas of math and science, we work to provide students with both in-classroom differentiated support along with the occasional pull-out times to explore beyond the boundaries of the classroom. The primary focus is to keep students in the regular education classroom and to minimize pull-out time. The two teachers have schedules which allow them to support the teacher and students within the classroom as well as time to pull the student/s out of the classroom for extension and performance opportunities along with attending County wide student workshops. While we are somewhat limited by the constraints of the school master schedule, our teachers have time within the confines of the school day to provide interaction with students. For example, for our 6 -8 grade students who have an 80 minute per day Explore option for the first time this academic school year, we are examining how G/T teachers can reach out to provide program such as Junior Great Books. The G/T math teacher works within elementary classrooms with the teacher to provide problem solving strategies to all students with supplemental opportunities for G/T students. Students have learning plans that have been constructed with their parents.

As students move into high school, more accelerated courses are offered such as AP classes and college classes for dual credit.

Arts program abstract:

The RSU #29 Gifted and Talented Progrm in the arts arena of the curriculum is to provide time for students to work with the art and music teachers to enrich and at times accelerate their learning. At times an elementary student, for example, will be transported to the middle and high school to perform with older students in band instruction. Art students from the middle school may be permitted to have more than one rotation of an Explore period in order to further support his/her artistic opportunity which further support his/her talents. These art experiences are delivered by art and music teachers within the confines of their master schedules; these teachers are flexible in seeking ways to meet the needs of these students. Students have learning plans that have been constructed with their parents.

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

Academics

Goals:

To develop, implement, and effectively manage comprehensive services for gifted and talented students.

To develop the higher level thinking skills of knowledge, comprehension, synthesis, applications, analysis, and evaluation to solve problems.

Objectives:

By providing coordinated services of gifted education, special education, and related services.

By developing critical thinking skills in order to solve problems logically.

Activities

Educators in gifted, general, and special education programs, collaboratively plan, develop, and implement services.

Educators in gifted, general, and special educations programs implement the teaching of Marzano's Taxonomy across all curriculum areas.

Arts

Goals:

To develop, implement, and effectivley manage comprehensive services for gifted and talented students.

To demonstrate the ability to use creative problem solving strategies.

Objectives:

By providing coordinated services of gifted education, special education, and related services

By providing coordinated instruction of students in gifted, special, and general education programs in problem solving strategies.

Activities

Educators in gifed, general, and special education programs, collaboratively plan, develop, and implement services.

G/T students will create/perform original projects that reflect critical thinking skills that illustrate supplemental learning to the regular classroom curriculum.

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:
- Teacher referral
- Parent referrals
- interviews with student and teachers
- All staff are given nomination form in spring and fall to complete

Selection:
- Based on behaviors specific to gifted children
- Based on academic achievement scoringin specific academic discipline
- Based on teacher interviews

Placement:
When adequate data is collected, students who meet all the identification criteria are placed in the program with prior parental permission. Those students who meet two (2) of the three (3) criteria may require further assessment. The committee reviews all of the data to determine the final identification of gifted and talented students.

Academic Aptitude

Screening:

. The OLSAT is administered to all third graders in the spring. We also use it occasionally if we are seeking an assessment for a student has been nominated
. Students may self nominate
. Parents may also the option to nominated a student
. Screening tools: Stephen B. McGarvey Profile Sheet, Gifted and Talented Program Teacher/Parent Recommendation Form for RSU 29, Teacher Nomination Form for Academically gifted Students: these last two forms look at characteristics of giftedness.

Selection:

The scores are analyzed along with the teacher nomination forms. Students who meet all of the identification criteria are placed in the program. Those who meet two of the three criteria are reviewed more closely and may require further assessment. The committee conducts a blind review to determine the final indentificaion of gifted and talented students.

Placement:

A Student Learning Plan is developed with input from teachers, parents, and the student. This plan identifies the goals, procedures, and evaluation of the plan.

Artistic Ability

Screening:

We rely primarily on teacher recommendation from the art and music teachers. While the music program exists beginning with students in kindergarten, the art teacher does not have students until they enter Grade 6. In order to compensate for her lack of experience with students K - 5, we are exploring ways for her to take middle and/or high school students to the K - 5 buildings to interact with those students with art in order to make her more cognizant of potentially identified students.

Process for appeals:

The concerned person initiates an appeal in writing to the teacher of the gifted and talented. The teacher of the gifted and talented may conduct an alternate test. If an achievement test score was low, an alternate achievement test may be administered. If an ability test score was low, an alternate ability test may be administered. The gifted and talented advisory committtee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products. Parent/s will be notified in writing of the decision of the advisory committee.

Should the parent disagree with the finding, he/she may submit a written appeal to the superintendent within thirty (30) calendar days.

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

RSU #29 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth. This training and development opportunity will include courses, conferences, workshops, and webinars specific to gifted education as well as associated costs.

RSU #29 uses the services of the teachers of Gifted and Talented students to periodically review staff development information to all of the teachers and educational technicians as part of in-service days and/or via our Professional Learning Groups which are held on Early Release Tuesdays.

The district provides in-house professional training via our G/T staff to our teachers and administrators. Administrators are also encouraged to attend PD in the Maine relative to G/T education. Teachers who wish to attend are also supported in that endeavor. While the district makes an effort to provide G/T training, we are not as thorough as we would like to be as we have little PD time and the focus is more often than not related to State general education mandates and LD 1422.

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

. The teachers of the gifted and talented work under the overall direction of RSU #29's Curriculum Coordinator and the building principal (s) from which he/she works.
. The teachers of the gifed and talented may collect nominations each spring.
. The teacher of the gifted and talented may schedule testing for students in the screening pool each spring.
. The teacher of the gifted and talented may write letters and ask parents' permission to individually test students each spring.

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
Ted Warren	yes	teacher	3 - 9	full time
Jennifer Carr	no	teacher	3 - 12	full time
Rae Bates	no	administrator	K - 12	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

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

Evaluation of the G/T Program will consider the following:

- Did the students achieve as a result of being involved in the program?
- Is the evaluation of the program identifying its strengths and weaknesses?
- Are program realities connected to program philisophy?
- Are the RIGHT students being identified and supported?
- Are the RIGHT opportunities being consistently provided?
- What is the best way to evaluate this program?
- Are we providing staff development opportunities that extend staff skills working with mixed abilities in the classroom?
- Did we take a retrospective look at the program (back to forward)?

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

Costs for the program involve course reimbursement for teachers of the program. Books are purchased for students who participate in the Meridian Program at the County level. We also have a rather large number of students who have exhausted the high school course offerings in Honors as well as AP programs so are moved into college courses so costs for tuition and textbooks are incurred.

We also include the costs of regional, state, and New England G/T workshops and institutes for our two professional staff.
Book Titles from budget line: Rules for Writers (2), Writer's Presence (2), [Eng. 121-0009] 6 copies of the following: Brighton Rock, Edgar Allen Poe: Complete Tales & Poems, Picture of Dorian Gray, Sherlock Holmes: Complete Novels, Vol 1, Talking About Detective Fiction [from 1st semester]. Heart of Darkness, Lost City of Z, M. Butterfly, On the Road, Mosquito Coast, and Into the Wild (6 copies each for Eng. 129-0400). My Math Lab access code for Inferential Statistics 232-04000.
BATTLE OF THE BOOKS for grades 5 - 8: (6 copies each): Skeleton Key, Life as We Knew It, Al Capone Does All My Shirts, The Sea of Trolls, The Secret Live of Bees, My Thirteenth Winter: A Memoir

#9, Prof. Staff below: Kathryn Wright is a certified GT teacher who provides extended learning opportunities in science with 6 - 8 grade GT students during an "extend/Explore time." Erica Tweedie, also GT certified and our guidance counselor at 6 - 9 has regular student meetings to respond to social and emotional needs of GT students.

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)
Ted Warren	$62,147.54	$10,357.92
Hae Bates	$4,410.39	$4,410.39
Kathryn Wright	$6,842.40	
Erica Tweedie	$7,205.96	
SUBTOTAL	$80,606.39	$14,778.31

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
		APEX seats	$600
Robotics Supplies		Books/Amazon	$1,500
oundation for Inspiration & Lego Ed	$800	Please see #8	
Books/Amazon	$500		
Other	$900		
Subtotal	$2,200	Subtotal	$2,100.

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip Wages	$300	AHGT dues	$30
MEGAT Membership	$200		
Travel	$100	Travel	$100
Subtotal	$500	Subtotal	$130

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		University of Maine system	@2,500
		Other colleges	$2,000
Subtotal		Subtotal	$2 4,500

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
1 college course	$1,000	1 college course	$1,000
Brains on Fire: Rekindling . . .		Course to be taken in summer	
Subtotal	$1,000	Subtotal	$1,000

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	$80,606.39	$14,978.31
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	$2,200	$2,100
B. Other Allowable Costs	$500	$130
C. Student Tuition	N/A	$4,600
D. Staff Tuition/PD	$1,000	$1,000
Total	$84,306.39	$22,608.31