

**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: MSAD #32

Name and title of person responsible for gifted and talented program:
Susan L. Beaulier

Phone number: (207) 435-3481

Email address: sbeaulier@sad32.org

CERTIFICATION:

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

Gehrig T. Johnson
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: 2/11/2016 (Revision Date)

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

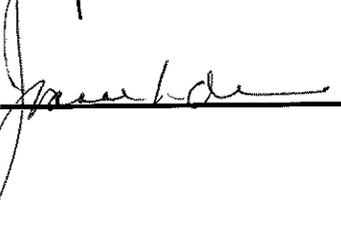
RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: 

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: 3/14/16

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 philosophy of MSAD #32 states that the two primary goals for our schools are to help all students realize their fullest potential (intellectual, physical, social, creative cultural, and ethical) and to encourage all students to become enlightened, involved, and responsible members of a global society. Essential to the attainment of these goals is the belief that the educational programs should provide for the differences in the ability, interests, needs, and maturity of all students. MSAD #32 recognizes that within the total school population there are academically gifted students who excel, or show the potential to excel, above the norm in one or more areas of the curriculum to the extent that they can benefit from specially planned educational services. These services are incorporated in a K-12 program that provides specialized instruction beyond that available in the regular school program. The Gifted/Talented program in MSAD #32 provides opportunities for students to learn at their appropriate instructional level and pace. Diverse educational experiences including differentiated curricula that is advanced and conceptually complex challenge students to "go beyond" the standards that define proficiency in our district in order to reach the students' true academic potential.

Arts program philosophy:

The philosophy of MSAD #32 states that the two primary goals for our schools are to help all students realize their fullest potential (intellectual, physical, social, creative cultural, and ethical) and to encourage all students to become enlightened, involved, and responsible members of a global society. Essential to the attainment of these goals is the belief that the educational programs should provide for the differences in the ability, the interests, the needs, and the maturity of all students. MSAD #32 recognizes that within the total school population there are gifted and talented students in the visual and performing arts who excel, or show the potential to excel, above the norm to the extent that they can benefit from specially planned educational services to meet their learning needs. It is our goal to provide all students with substantiated gifts and/or talents in the arts opportunities and experiences designed to enrich, sustain, challenge, and ensure continued growth. We strive to provide an atmosphere of learning that best supports these students to reach their potential.

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 program in MSAD #32 is designed to serve Ashland District School K-12 students. The program identifies students who have demonstrated superior intellectual capabilities and general academic achievement, and/or have demonstrated the potential for excellence in these areas. The GT committee is responsible for creating an Individual Learning Plan (ILP) for identified students. The ILP outlines services for students who have demonstrated proficiency or interest in specific academic areas of reading, language arts, math, social studies, and health. All GT instruction must be in lieu of instruction/assignments provided to the regular class population. The method for providing services includes consultation between the GT Program Coordinator and the regular classroom teacher in order to create a differentiated curriculum which remains aligned with the standards set forth in the MSAD #32 curriculum, the National Common Core, and the Maine Learning Results. When appropriate, an accelerated program is provided to students who exhibit achievement beyond the differentiated curriculum provided in their age/peer classroom.

K-2:

- Informal identification
- Consultation and supporting materials provided for the classroom teacher

3-5:- Formal identification

- Consultation and supporting materials for the classroom teacher(s)
- Differentiated curriculum via ILP
- Enrichment activities as available (ARGT, Renzulli Learning, etc.)
- Acceleration as necessitated

6-8:

- Differentiated curriculum via ILP
- Consultation and support materials for the classroom teacher and VPA Specialists
- Enrichment activities as available (ARGT, Renzulli Learning, etc.)
- Acceleration as necessitated

9-12:

- Independent Study
- Differentiated curriculum via ILP
- Enrichment activities as available (ARGT, etc.)
- Early College Experience

Arts program abstract:

K-2:

- Informal identification
- Consultation and supporting materials provided for the classroom teacher and VPA Specialists

3-5:

- Formal identification
- Consultation and supporting materials for the classroom teacher and VPA Specialists
- Differentiated curriculum
- Enrichment activities as available (ARGT)

6-8:

- Differentiated curriculum
- Consultation and support materials for the classroom teacher and VPA Specialists
- Enrichment activities as available (ARGT, Local, regional, and state VPA offerings)
- Competitive activities as available (All-Aroostook/All-State Music, juried art shows, etc.)

9-12:

- Independent Study
- Differentiated curriculum
- Enrichment activities as available (ARGT, Local, regional, and state VPA offerings)
- Competitive activities as available (All-Aroostook/All-State Music, juried art shows, etc.)

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

Academics

Goals:

The goals of the G/T program in MSAD #32 are :

- to strengthen creative thought processes
- to develop problem-solving potential,
- to integrate higher-order thinking skills into the existing curricula.
- to foster an environment where students develop their skills at their own pace, in a fashion complementary to their preferred learning styles, through content that interests and inspires them to fully explore it.
- to provide conceptually complex and rigorous learning activities that challenge GT learners to become responsible, creative, independent learners, thinkers, and high achievers.

Objectives:

- Ensure that differentiation occurs across the curriculum and across grade spans.
- Provide challenging and authentic learning experiences; real life tasks, or simulated tasks that provide the learner with opportunities to connect directly with the real world.
- Allow for schedule flexibility to accommodate student movement, pace, and learning goal

Activities

K-5: The Gifted Talented Program Coordinator works as a consulting teacher in grades K-2. Working directly with each classroom, the GTPC works collaboratively with the regular classroom teacher and informally observes students as they experience learning activities designed to provide practical skill development in critical and creative thinking. The GTPC provides materials and activities that encourage higher level and creative problem solving from a variety of curriculum areas.

3-5: In addition to the instruction above, those students identified as GT in grades 3-5 participate in specialized learning activities as addressed in their ILP. This includes differentiation within their own classroom, but also acceleration if specific aptitude merits. Students in grades 3-5 also attend enrichment activities offered through ARG.T.

6-8: those students identified as GT in grades 6-8 participate in specialized learning activities as addressed in their ILP. This includes differentiation within their own classroom, but also acceleration if specific aptitude merits. Students in grades 6-8 also attend enrichment activities offered through ARG.T.

9-12: Students in grades 9-12 participate in specialized learning activities as addressed in their ILP. Often that includes Independent Study under the supervision of a teacher or mentor. Students in grades 9-12 also attend enrichment activities offered through ARG.T.

Arts

Goals:

The goals of the MSAD #32 GT VPA program are:

- to recognize and develop the diverse abilities and talents of our identified VPA students.
- to foster an environment where students develop their skills at their own pace, in a fashion complementary to their preferred learning styles, through theme and media that interests and inspires them to fully explore it.
- to allow opportunity for student choice

Objectives:

- Provide time, space, and specialized materials to accommodate student choice
- Provide presentation and performance opportunities
- Provide viewing opportunities.

Activities

K-2: All students meet weekly with both the VA and Music teacher. During those sessions, the arts specialists informally assess the products and performances of all students. If, during these observations, it is noted that a student demonstrates talent beyond his/her peers, it will be noted for future consideration. Consultation and support from the GTPC is provided to instructors as needed.

3-5: All students meet weekly with both the VA and Music teacher. During those sessions, the arts specialists informally assess the products and performances of all students. Instrumental music does not begin at MSAD #32 until 5th grade, so formal identification in that area may not be possible unless the student has had other musical experience outside the regular school music program. Identified students will be served in ways similar to the academic population... differentiation, compacting, independent projects, tiered assignments, and enrichment activities through ARG.T.

6-8: Identified students will be served in ways similar to the academic population... differentiation, compacting, independent projects, tiered assignments, as well as enrichment activities through ARG.T, UMPI Music, All-Aroostook, All-State, local, regional, state exhibitions etc.

9-12: Identified students will be served in ways similar to the academic population... differentiation, compacting, independent projects, tiered assignments, as well as enrichment activities through ARG T, UMPI Music, All-Aroostook, All-State, local, regional, state exhibitions etc.

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:

All MSAD #32 students are screened for potential GT identification at the end of second, fifth, and seventh grades. At least one subjective measure and two objective measures are used for this purpose. Any additional data that is garnered during this process is considered. The GT Coordinator administers and reviews all cognitive scores from the InView test, the Terra Nova achievement test, and solicits peer/self/parent nomination, and teacher referrals for screening. All students who meet the criteria for further identification become part of the "pool" to be further assessed for identification.

Selection:

The GT Program Coordinator compiles all data and presents that information to the selection committee for review and discussion. Typically, a score of 130 or above on the CSI from the InView ability test indicates further review. The second objective score is gained from the Terra Nova. A score of 92 or above is optimal. The subjective measure is a high recommendation from the classroom teacher(s). Though not official selection criteria, the remaining peer/self/parent nomination option can be considered if the information provided is considered relevant by the committee.

Placement:

If the GT selection committee deems that a student meets the criteria for identification as Gifted/Talented, the GT Program Coordinator notifies parents of the findings and schedules a meeting of GT stakeholders; Parents, student, classroom teacher(s), GT Program coordinator, administration, and any out of district personnel who may have input that affects the planning for student learning (i.e. school psychological examiner). This group will work together to create an Individualized Learning Plan for the student that seeks to serve the individual needs of that learner in the specific curricular area of strength or in the areas of general intellectual ability.

Academic Aptitude

Screening:

All MSAD #32 students are screened for potential GT identification at the end of second, fifth, and seventh grades. At least one subjective measure and two objective measures are used for this purpose. The GT Coordinator administers and reviews all cognitive scores from the InView test, reviews all achievement scores from the Terra Nova achievement test, and solicits peer/self/parent nomination, and teacher referrals for screening. If available and applicable, scores from other objectives measures (MEA, NWEA, NECAP, etc.) may be used for reference. All students who meet the criteria for further identification become part of the "pool" to be further assessed for identification.

Selection:

The GT Program Coordinator compiles all data and presents that information to the selection committee for review and discussion. Typically, a score of 130 or above on the CSI from the InView ability test indicates further review. The second objective score is gained from the Terra Nova. A score of 92 or above is optimal. The subjective measure is a high recommendation from the classroom teacher(s). Though not official selection criteria, the remaining peer/self/parent nomination option can be considered if the information provided is considered relevant by the committee.

Placement:

If the GT selection committee deems that a student meets the criteria for identification as Gifted/Talented, the GT Program Coordinator notifies parents of the findings and schedules a meeting of GT stakeholders; Parents, student, classroom teacher(s), GT Program coordinator, administration, and any out of district personnel who may have input that affects the planning for student learning (i.e. school psychological examiner). This group will work together to create an Individualized Learning Plan for the student that seeks to serve the individual needs of that learner in the specific curricular area of strength or in the areas of general intellectual ability.

Artistic Ability

Screening:

Whole-school screening in the VPA is an annual and on-going process conducted by both the arts specialists and classroom teachers. Additionally, existing data is examined to identify a pool of students who perform or show potential for performing at high levels of accomplishment in the VPA. Referrals are accepted from parents teachers, community members, qualified professionals, and students.

Visual Art: The screening process involves a "display of work" portfolio which includes 5 examples of student work. A rubric outlining the standards for selection is provided to the student performer prior to their presentation. Inclusion of an artist statement regarding each example is encouraged, but is not imperative for selection.

Performing Arts: The screening process for music/dance/theater involves either a live audition or submission of a recording of no less than 3 performances. A rubric outlining the standards for selection is provided to the student performer prior to their performance. Inclusion of an artist statement (either written or narrated) regarding each example is encouraged, but is not imperative for selection.

Selection:

Visual Art: A team of no less than 3 members will examine the display of work portfolio (VA). The team will be comprised of, but not limited to the GT Program Coordinator, visual arts teacher and/or visual arts instructors from neighboring school districts, or other trained professionals experienced in visual art. A rubric outlining the standards essential to selection will be provided to the student artist prior to their compilation of their portfolio.

Performing Arts: Instructors (or other trained professionals) experienced in vocal or instrumental music, dance, or theater will evaluate the student's three performances.

Placement:

To be placed in the GT program in the VPA, a student must receive a qualifying score in the superior range on the display of work rubric used by the committee to assess the student's presentation of work or performance. Each school year, a list of identified students ,their area of identification, and a description of the services that will be provided for them will be given to the superintendent of schools.

Process for transfer students:

Students who move into MSAD #32 from another school district will be screened for eligibility in the GT program. The GT Program Coordinator will review all documentation found in the student's file and determine if any/all of the data corresponds to the screening, identification, and placement process for our district. If possible, contact will be made with the sending school to garner any pertinent information that may not be reflected in the student's file. If a student is referred for screening but has no comparable assessment data, the CAT will be administered and further evaluation will occur if needed to determine MSAD #32 GT program eligibility.

Exit Procedure:

A student may be removed from the program if requested by the parent, student, teacher, or other member(s) of the GT committee if it is determined to be in the best interest of the student. If such a request is made, a conference between the student, teacher(s), and GT Program Coordinator is initiated. If, in the case of academic or artistic decline, there is no improvement within a month, a meeting of the GT committee will be held to hear concerns and address possible problem solutions. If satisfactory solutions can not be reached, formal withdrawal from the program can occur with parent signature of a cessation of services form. Reentry into the program during the next school year will be considered upon the request of the student and/or parent. Those students who qualify but do not desire to participate in the GT program at the time of identification may request to participate at a later date. This request will precipitate a complete review of student data including evidence of aptitude, achievement, and potential for success in inclusion in the program.

Process for appeals:

If there is a disagreement about the identification, placement, programming, or removal of a student in the GT program, an appeals process may be initiated. A parent, teacher, or administrator, may begin the appeals process by notifying the GT Program Coordinator in writing, identifying the specific reason(s) for the appeal. The appellant will then meet with the GT committee to review data relative to the decision. During the appeal process, the appellant and members of the committee may introduce new information, clarify inaccuracies or misinterpretations, review decisions, and determine a future course of action. If, in the event, that the appellant is still not satisfied with the decision of the GT committee, a written appeal that includes any further information may be made to the district's Special Education Director, building administrator(s), and the Superintendent of Schools to review the process and the decision of the Appeals committee. The appellant may request a review of the decision by the Board of Education by requesting such in writing to the Superintendent.

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

The professional development of the personnel in the district relative to instructional methods and techniques to best meet the needs of our G/T population is accomplished primarily through individual contact with those teachers who are affected. The GT Program Coordinator serves as a resource consultant to the classroom teachers in terms of resources, supplies/materials, methods and strategies. The GT Program Coordinator attends workshops and in-service activities pertaining to both the academic and artistic Gifted and Talented population. The regional GT group (ARGT) also provides an avenue for learning about new strategies and opportunities for GT students. In turn, that information is shared with regular classroom teachers. With the implementation of Proficiency Based Education, all faculty have had training in differentiating content within their domain to provide accommodations for and challenge students and allow them to learn at their individual pace. Early release days are regularly scheduled in MSAD #32 so that teachers can collaborate on teaching strategies and creative approaches to scheduling so that students may move throughout the system in order to receive services at a level and pace which serves their learning needs. The GT Program Coordinator meets with those teachers who are responsible for providing differentiated GT services at that time to provide support and guidance. The PBE work done by the district, has proved valuable in offering teachers opportunities to learn about various learning styles pace of a variety of learners including GT. The staff has engaged in group book talks which have included Inevitable , The Art and Science of Teaching, Mind Set, and A Whole New Mind .

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

The GT Committee includes, but is not limited to, the GT Program Coordinator, Building Principal(s), Classroom Teacher(s), and any other personnel who may have data relevant to student identification/placement. This might include a professional tester or professional artist, etc. It is the responsibility of the team to identify those students eligible for inclusion into the program, to develop the ILP, and to assure that the selection process is equitable.

The GT Program Coordinator holds the GT Endorsement, and is the sole consultant to regular classroom teachers in the district (K-12). The GT Program Coordinator serves on the ARGT Board of Directors and also helps coordinate the services offered through that regional 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
Susan L. Beaulier	Yes	Coordinator of GT Program/District Program Consultant	K-12	Full

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.

The annual program self-evaluation is used to identify components of the GT program that need improvement, and to provide useful information regarding future program decisions. Data is gathered from a variety of sources including students, parents, teachers, and independent contractors (ARGT staff). The GT Program Coordinator compiles all data, and presents the findings to the GT Committee for review.

Annual Evaluation Process:

1. Staff completes a year end survey of different components of GT program including curriculum, professional development, identification, organization, satisfaction
2. Parents and students complete a survey which includes satisfaction with curriculum/rigor, course offerings, instruction, assessment, affective component
3. GT Program Coordinator compiles all data and presents findings to GT Committee
4. GT Committee reviews findings and makes recommendations for the following year.

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

The costs incurred to implement the MSAD #32 GT program consist of those amounts spent to staff the program, serve the GT population within their own classrooms, provide GT resources to teachers, and provide staff services, materials, and professional development. Employee travel costs are those spent for the director to travel to monthly ARGT meetings, workshops, conferences, etc. College preparation/support is money targeted to assist student travel to campuses and events that guide and inform their academic post-secondary experience.

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)
Susan L. Beaulier	33,763.96	33,763.96
Subtotal	33,763.96	33,763.96

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
Rice paper and molds for Gyotaku	\$125		
Gelli Printing Plates	\$150	3 -Doodle Pen and accessories	\$150
"Battle of the Books" Reading selections	\$300	Calligraphic Nibs	\$25
Prufrock Press, Pieces of Learning, Mindware Books, games, resources for regular ed teachers	\$300	Clay (no clay program in regular art)	\$100
Rice paper and molds for Gyotaku (art and science)	\$125	Fusing Glass and glass tools (cutter, grinder, etc.)	\$250
		Specialized Music Scores	\$100
		Prufrock Press, Pieces of Learning, Mindware Books, games, resources for regular ed teachers	\$375
Subtotal	\$1000	Subtotal	\$1000

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Substitute Salary	\$500		\$500
Employee Travel	\$500		\$500
Technology related supplies/subscriptions	\$500	Photoshop, online classes, virtual	\$500
Renzulli or Online Sites i.e. (Khan Academy, virtual tours, on-line groups)		Tours, on-line groups	
Subtotal	\$1500	Subtotal	\$1500

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Meridian Stories (7-8)	\$200	Meridian Stories	\$200
Battle of the Books (7-8) VA Days (3-5), (6-8)	\$300/ \$100, \$100	VA Day, PA Day	\$100, \$100
Guys and Goals (5-6), Girls and Goals (5-6)	\$300	College Prep Support (see #8)	\$400
Problem Solving Days (5-6), (7-8)	\$300	Brain Bee Seminar, Body Worlds Exhibit	\$500
Subtotal	\$1300	Subtotal	\$1300

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MAEA Fall Conference	\$425 (reg.,travel)		
MEGAT Fall Conference	\$325 (reg., rm., travel)	EDE 524 CRITICAL AND CREATIVE THINKING	\$750
Subtotal	\$750	Subtotal	\$750

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	33,763.96	33,763.96
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	1,000.00	1,000.00
B. Other Allowable Costs	1,500.00	1,500.00
C. Student Tuition	1,300.00	1,300.00
D. Staff Tuition/PD	750.00	750.00
Total	38,313.96	38,313.96