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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 35

Name and title of person responsible for gifted and talented program:
Dr. Carole Smith, Special Services Director

Phone number: 207-439-9197

Email address: carole.smith@rsu35.org

CERTIFICATION:

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

Mary Nash, PhD

Superintendent Name (printed)



Superintendent Signature

Date application submitted to Maine DOE for review: 9-14-15

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

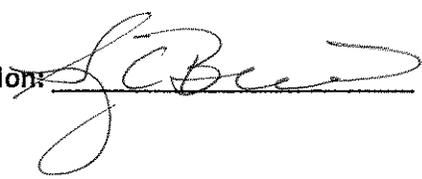
RETURN BY EMAIL TO:
GT.DOE@maine.gov

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: 

Date of Approval: 12/18/15

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:

Gifted and talented services in MSD 35, grades K-12, are based on Chapter 104 (Educational Programs for Gifted and Talented Children). The districts core beliefs and shared visions recognize the nature and needs of student with gifts and talents. These services are continuous, cohesive and multifaceted, supporting students throughout their school day.

Understanding that gifted education must be permeable, a hallmark of quality G.T. programming is differentiated instruction, aimed at providing students with a breadth and depth of knowledge commensurate with their educational and social-emotional needs. Reflecting a balance of content knowledge and the students' cognitive needs to explore, enrich, reason through and conceptualize information, gifted education includes opportunities for students to be educated holistically, in a manner that emphasizes personal growth as learners and as members of the school community.

Arts program philosophy:

Through school based and collaborative programming with community resources, the district delivers a full range of arts programs for grades K-12. Gifted and Talented Fine Arts students are supported to explore their artistic passions and creative expression through local opportunities as well as through extended opportunities to showcase their talents.

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:

In kindergarten through grade 2, students will be serviced by the classroom teacher with support from the GT specialist to help enrich the existing curriculum to meet the needs of students. No formal identification of students is used at this grade level. "Kingmore Observation inventory" is used to clarify the support needed.

The third grade Brainstretch is a pull-out, one day per week, beginning second semester. This supplements the existing curriculum and utilizes "Primary Education Thinking Skills" for supporting the diverse needs of gifted children. Students are selected for this screening through teacher identification and CPAA testing. This initial screening incorporates the Otis Lennon School Ability Test for official identification at the end of grade three.

In grades 4-8 students are clustered in academic classes throughout the school day. The GT specialist works collaboratively with staff to provide differentiated learning opportunities. Students also work directly with the GT specialist for math team offerings and additional enrichment pull out opportunities as needed. Students are screened for GT services in the spring of grade 6 and 8 using the identification process discussed in this application.

In grades 9-12 the GT specialist works collaboratively with staff to provide classroom support for identified students. Direct services are also provided daily. All identified students have a written plan for service. The GT specialist monitors students in AP4All courses, content replacement and/or independent studies.

Arts program abstract:

Students whose gifts and talents rest within the visual and performing arts will have the opportunity to participate in experiences that showcase these talents. Artistic gifts will be recognized and encouraged through experiences including opportunities to share their work in meaningful and purposeful ways. Students will have a voice in how their work will be shared, thus being active participants in the planning process.

Activities to support creative expression for our gifted artists may include:

Elementary: art club, mask parade, cartooning mentor, specialized chorus and individualized instrumental lessons and band, local exhibition and art.

Secondary: art club, jazz band, select choir, art fundamentals class, district one band and choral festivals, AP studio art, local exhibitions or art, and York County Regional Fine Arts Collaboration.

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

Academics:

Goals:

1. To develop, implement and effectively manage comprehensive services for students with gifts and talents.
2. To develop and implement support services for Chapter 104 students while creating safe learning environments to foster emotional well-being, positive social interaction, leadership and academic achievement.

Objectives:

1. To provide options and choices in collaboration with staff in our schools to deliver continuity of Chapter 104 services throughout all grade levels.
2. Explicit instruction in how to manage and deepen the learning experience will be part of the work to be accomplished with staff. Students with gifts and talents will benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

Activities:

1. Educators of the gifted and talented will collaborate and consult with general and special education to plan, develop and provide Chapter 104 services. Services will include clustering, differentiation, acceleration, (Gifted Education Program Standards: Standard 5, Programming 5.2 coordinated)
2. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.

*(Gifted Education Program Standard 1.6, Evidenced based practice 1.6.1

Arts:

Goals:

1. To develop, implement and effectively manage collaborative support services for students with gifts and talents in the visual and performing arts.
2. To develop and implement support services for students with gifts and talents in visual and performing art that foster the development of a keen sense of spatial relationships and a strong sense of expression.

Objectives:

1. By providing options and choices in collaboration with art staff at all grade levels.
2. By providing options in multiple talent areas and across multiple dimensions.

Activities

1. GT educators and Visual and Performing Arts staff collaboratively plan programs and services in the arts
2. GT Educators and Visual and Performing Arts staff collaboratively develop local and regional partnerships in the arts.
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:

Screening is holistic in intent and practice. It includes: 1) Otis Lennon Ability Test—to learn more about student strengths, 2) gifted behavior rating scales based on the Renzulli Scale, 3) achievement test scores including state and local assessments and 4) subject assessment methods including referral, observation rating scales, interviews and student work.

Selection:

The pool of students for considerations formed and data is collected. The identification committee is comprised of administrator(s), guidance counselor(s), teachers(s) and GT specialist(s). The NWEA and OLSAT scores are analyzed along with all data collected within the teacher and parent nomination forms. The observational data collected by the GT specialist is also analyzed by the committee. the committee conducts a review of the information for each nominee to determine the final identification and level of need of gifted and talented students.

Placement:

Placement of students with gifts and talents will be carefully made with consideration of clustering students within given classes so as to provide like-learners within the classroom. In the Middle and High School levels, advanced class placements (such as Honors levels) will occur. Direct instruction will be provided to groups of students with gifts and talents in order to further foster well-rounded, self directed students with the abilities to set goals and develop a plan to how to meet the goals, demonstrating self-disciplined learning.

Academic Aptitude

Screening:

Screening for academic aptitude includes: 1) Otis-Lennon School Abilities Test, 2) a gifted behavior scale based on the Renzulli Scale, 3) achievement test scores including state and local assessments and 4) subjective assessment methods including referral, observation, rating scales, interviews and student work.

Selection:

The pool of students for consideration is formed and data is collected. The identification committee is comprised of administrator(s), guidance counselor(s), and GT specialist(s). It is the responsibility of this committee to review all data as described above to determine specific academic aptitude in math, reading, science and social studies.

Placement:

Placement of students with gifts and talents in a specific academic area will be carefully made with consideration of clustering students within the content class identified so as to provide like-learners within the classroom. In Middle and high school level, advanced class placements (such as honors levels) will occur. Direct instruction will be provided to groups of students with gifts and talents in order to further foster well-rounded, self-directed students with the abilities to set goals and develop a plan of how to meet the goals demonstrating self-disciplined learning.

Artistic Ability

Screening:

Distinct measures used during the screening process include: 1) auditions, portfolios, 2) teacher nomination form, 3) self-nomination form and 4) parent nomination form.

Selection:

This pool of students for consideration is formed and data is collected. The identification committee is comprised of gifted education teachers and teachers of visual and performing arts. It is the responsibility of this committee to review all data as described above to determine specific needs.

Placement:

Using the data collected, students will be identified for visual and performing arts opportunities.

Process for transfer students:

In the event a student transfers from a different district and was previously identified and serviced in that district, MSAD 35 will review the identification documentation and compare it to the local identification system. If the student does qualify for gifted and talented services in MSAD 35 under its local identification criteria, then the student will automatically be eligible for services. If the student was not identified in the previous district then the student is automatically screened in the sprint GT screening process. If the student qualifies, the student will be placed in the gifted and talented pool.

Exit Procedure:

No single criterion will be used to determine exit from gifted education services. Student performance and progress in the gifted program shall be monitored. If necessary, an intervention plan will be developed, reviewed and implemented to promote student success. If a teacher, student or parent request that a student be considered for removal, a review committee will meet before honoring the request. A student can be removed from the program if the committee determines it is in the best interest of the student. The decision will be based upon student performance, educational and emotional needs and other appropriate considerations.

Process for appeals:

In the event that a parent, teacher or (when appropriate) student disagrees with the findings of the committee, the appellant will be given the opportunity to offer his/her concerns in regard to student's needs. Input may be given to the gifted specialist, to the building administrator or to the Director of Special Services. The information collected during the identification process and any new information that results from new input offered by the appellant will be carefully considered by administrators and the gifted specialist. Once reconsideration occurs, and if there is continued disagreement with regard to the student's level of need, an appeal of that decision can be made to the Superintendent of school. The decision of the Superintendent of Schools will be final.

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

MSAD 35 staff participates in staff development and training activities designed to provide continuous improvement of teaching that focuses on best practices specific to teaching and learning. These activities align with the goals in the district's comprehensive educational plan for integrating individual development with building and district goals. our gifted specialists are active participants in these staff development opportunities. Components of staff development, which include workshop opportunities in differentiated instruction and curriculum development will continue to be provided to teachers in the district. Teachers can also access workshops and university classes for further training and development. By doing so, all teachers are able to better provide teacher that accommodates student learning, including the classroom opportunities for students with gifts and talents. Teachers also access conferences, workshops and university level classes.

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

Gifted education is supervised on the building level by principals and also falls under the supervision of the Director of Special Services. Teachers of studenta with gifts and talents work closely with all teachers, guidance counselors, administration and parents. opportunities are consistent with individual student need. Each teacher for students with gifts and talents holds 690 Teacher of Students with Gifts and Talents teacher endorsement.

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 |
|-----------------|------------------------|--------------------------|-------------|---------------------------------------|
| Grace Jacobs | yes | teacher | grades K-5 | full time |
| Lisa Greenblatt | yes | teacher | grades 6-12 | full 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 |
|---------------|------|------------------------|-------------|---------------------------------|---------------------------------------|
| none | | | | | |
| | | | | | |
| | | | | | |

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

Twice per year, the Director of Special Services and the gifted and talented specialists will formally meet to review strengths and needs of the program in terms of compliance with state/local policies. with feedback solicited from stakeholders (for example principals, teachers, students and parents) the annual review will include a discussion of strengths and challenges and the development of a strategic plan to ensure consistent and effective programming.

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

Costs will include:

1. Salaries and benefits of gifted education specialists
2. In district travel-gifted specialists work in more than one building
3. Staff development for gifted education specialists; attendance at state and regional conferences
4. Student tuition for participation in regional programs for student with gifts and talents as follows:
Project Search (Univ. of NH), Model United Nations, York County Regional Arts Program
5. Materials and supplies required for implementation including: Primary Education Thinking Skills, Science Units for High Ability Learners to align with NGSS--Budding Botanist and Dig It, Engineering is Elementary support materials for STEM, Professional library materials such as Cluster Grouping Handbook, Gifted 101, Bright not Broken.

Suppliers include: Prufrock Press, Pieces of Learning, Museum of Science-Engineering is Elementary

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Grace Jacobs | 94,952.60 | |
| Lisa Greenblatt | 36,072.83 | 36,072.83 |
| | | |
| Subtotal | 131,025.43 | 36,072.83 |

| Auxiliary Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
| none | | |
| | | |
| Subtotal | | |

| Independent Contractor Name | Elementary (contract amount) | Secondary (contract amount) |
|-----------------------------|---------------------------------|--------------------------------|
| none | | |
| | | |
| 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 |
|--------------------------------------|------|--------------------------------------|------|
| As noted in #8 books and periodicals | 847 | as noted in #8 books and periodicals | 847 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | 847 | Subtotal | 847 |

B. Other allowable costs:

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------------|------|----------------------|------|
| Travel | 300 | Travel | 300 |
| <i>* As explained in #8</i> | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | 300 | Subtotal | 300 |

C. Student Tuition:

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|-------------------------------|------|-------------------------|------|
| Model United Nations Projects | 765 | York County Fine Arts | 2700 |
| | | Project Search UNH | 1250 |
| | | | |
| | | | |
| Subtotal | 765 | Subtotal | 3950 |

D. Staff Tuition/Professional Development:

| Elementary: Title | Cost | Secondary: Title | Cost |
|-------------------------|------|-------------------------|------------|
| MEGAT/state conferences | 400 | MEGAT/state conferences | 400 |
| | | | |
| | | | |
| Subtotal | 400 | Subtotal | <i>400</i> |

Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|-----------------------------|--------------------------|-------------------------|
| Professional Staff | 131,025.43 | 36,072.83 |
| Auxiliary Staff | 0 | 0 |
| Independent Contractors | 0 | 0 |
| A. Materials & Supplies | 847 | 847 |
| B. Other Allowable Costs | 300 | 100 |
| C. Student Tuition | 765 | 3,950 |
| D. Staff Tuition/PD | 400 | 400 |
| Total | 133,337.43 | 41,369.83 |