

**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: Eastern Aroostook RSU # 39

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

Phone number: 207-493-4240

Email address: Balden@rsu39.org

CERTIFICATION:

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

Timothy Doak
Superintendent Name (printed)


Superintendent Signature

12-23-15

Date application submitted to Maine DOE for review:

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: Lee Worcester

- Approval
- Approval with concerns
- Non-approval


Maine DOE Authorization:

12 | 31 | 15
Date of Approval:

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:

The philosophy of education for the gifted and talented students in RSU #39 is the philosophy of all education, namely, to help each student meet his/her potential. The Gifted and Talented Program shall act as a support for differentiating regular programs and instruction to provide identified students with challenges that stimulate them to reach levels of achievement consistent with their abilities. Our approach to the education of Gifted and Talented students will be to offer a differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences in other settings that serve the student in their identified area(s).

Arts program philosophy:

The Eastern Aroostook RSU # 39 School Department is committed to providing the best educational experience for each student. Creating opportunities for each student to reach his or her maximum potential is the purpose of every program implemented in our schools. With this in mind, the district provides enriched curriculum that reinforces and extends the regular programming in the areas of visual and performing arts . We believe that each student should have a challenging opportunities to discover, develop and use his or her talents; thereby we offer differentiated options to enhance and strengthen the visual and performing arts 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 39 will identify and serve gifted and talented students whose skills, abilities, and learning characteristics are significantly advanced for their ages. The classroom teacher and GT Specialist will collaborate on ways to meet the strengths and unique learning needs of individual students. Instruction will often be in lieu of the regular classroom instruction, aligned with the academic standards and will be planned and organized as integrated differentiated learning experiences within the regular school day. Although program design may look different in each of our RSU #39 schools, content will focus on major issues, themes and concepts. The emphasis will be to build a sound base of knowledge and to allow the gifted student to engage in original in-depth research, with high expectations for products. The gifted and talented student will be expected to develop and apply critical and creative higher level

thinking skills.

Gifted and Talented Services include (but are not limited to):

- * Acceleration - advancing a student through the curriculum at a faster rate or grade level
- * Differentiated Curriculum - modifications made in the student's curriculum content, process or product
- * Independent or Individualized learning - individual student's work/research in-depth in an area(s) of special interest or aptitude
- * Enrichment - opportunities and activities to broaden a student's experience beyond the regular classroom
- * Cluster/Homogeneous Grouping - Students may be grouped by ability or need within the regular classroom or grade level or in pullout experiences.
- * Regional Programs or Short Term Courses - students may be involved in short-term in-depth courses in a particular area of interest or need for a particular period of time.
- * Guidance and Consultation - students may need services involving social or emotional issues or academic consultation

Adjustments to identified students' learning experiences may be made with the input from the student, teachers, parents, gifted and talented program personnel, content areas specialists and building administrators.

Arts program abstract:

RSU # 39 will provide a learning environment that nurtures the artistic development of gifted students. Program options enable gifted students to work together as a group, work with other students, and work independently during the school day. The program is based upon individual needs and may provide an array of appropriately challenging learning experiences. These modifications vary with each student and will be effected by the area and degree of giftedness, the emotional and social maturity of the student and feasibility factors, such as available personnel, scheduling and resources.

Services are developed using a combination of methods below, and regional program opportunities. Students will participate in the Eastern Aroostook RSU #39 school curriculum with modifications to meet the student's needs. The program is administered by one certified gifted and talented teacher/director, with instruction and support from music teachers and art teachers across the district.

The differentiated opportunities may include but are not limited to:

Acceleration - advancing a student to the curriculum at the at a faster rate or grade level

Differentiated Curriculum - modifications made in the student's curriculum content, process or product.

Independent Study - individual student work/research in-depth in the area(s) of special interest or aptitude.

Enrichment - opportunities and activities to broaden the student's experience beyond the regular school curriculum.

Cluster/Homogenous Grouping - students may be grouped by ability or need within the regular classroom or grade level or in pullout experiences.

Curriculum Compacting - eliminating or condensing a curricular material that a student has already mastered.

Regional Programs or Short-term Courses - students may be involved in short term in-depth courses in a particular area, interest or need for a limited time.

Guidance - students may need services involving social and emotional issues or academic scheduling.

Adjustments to identified students' learning experiences may be made with input from the student, teachers, parents, gifted and talented program personnel, content area specialists and building administrators.

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

Academics:

Goals:

To ensure that gifted students can develop the skills and knowledge commensurate with their abilities, which are necessary to be successful in the 21st century.

To provide opportunities for academic and intellectual growth through instruction and experiences.

- To stimulate and develop the intellectual potential of gifted students by encouraging a growth mindset.
- To address the social and emotional concerns of gifted students by providing opportunities for positive relationships and group experiences with intellectual peers.
- To offer a variety of opportunities for expression within a classroom environment that is flexible and encourages risk-taking and divergent thinking.

Objectives:

Students will develop and expand thinking and reasoning skills in the learning process.

Students will utilize thinking skills to discover, analyze and evaluate information to solve problems.

Students will demonstrate the ability to use creative problem solving skills.

Students will work effectively in group situations, both as a leader and as a member of the group.

Students will acquire the skills to retrieve and disseminate information using a variety of media.

Students will design and construct meaningful research.

Students will demonstrate the ability to pursue areas of interest through in-depth investigation.

Students will develop an understanding of themselves and their own unique interests and abilities that

will foster a feeling of belonging to society in order to assist them in reaching their intellectual potential.

Activities:

3-12: Provide differentiated instructional opportunities so that students apply more in-depth techniques to learning within the classroom.

3-8: Individual, small groups and differentiated lessons as appropriate to interests and abilities within the child's academic setting. Weekly sessions with the GT specialist and regional activities with other identified students at a central location. (Regional Programs)

9-12: Individual, small groups and differentiated lessons as appropriate within the classroom, advanced placement (AP) and honors classes as available. Participation in regional academic events.

Arts:

Goals:

To enhance and modify the curriculum in order to broaden the students' knowledge and further develop skills in visual and performing arts.

To provide direct instruction to meet the needs of identified students in their area(s) of expertise.

Objectives:

The learner will participate in a variety of differentiated arts and/or musical activities to meet the goals established in their Individual Learning Plan.

Activities:

3-12: Provide differentiated instructional opportunities so that students apply more in-depth techniques to art or music assignments within the classroom.

Art:

3-8: Individual, small groups and differentiated lessons as appropriate to interests and abilities.

Weekly art lessons with the GT specialist

9-12: Individual, small groups and differentiated lessons as appropriate and advanced classes as available, and participation opportunities in regional art events.

Music:

3-8: Participation in concerts, with solo parts as available. Differentiated parts and solos in band, orchestra, chorus and individual, group lessons as available.

9-12: Differentiated parts and solos in band, orchestra, chorus, as well as Individual, group lessons and advanced classes as available.

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 is defined as students who think critically within a subject or discipline, identify connections across disciplines, acquire knowledge, ask questions, problem solve and discuss issues. These students are able to perform at high levels as compared to their age level peers.

Screening:

The screening procedure shall consist of a minimum of three assessment methods providing both objective and subjective measures. Teacher referrals, which meet the Screening Criteria in multiple academic areas, will be considered for further testing. All pertinent data on the student will be gathered and used to assist in placement decisions by the Identification Committee.

The Gifted and Talented Director will screen system-wide administered achievement test scores as they become available. Achievement tests may include NWEA, Dibbles, Benchmarks and writing prompts. Social Studies and Science Interest and Aptitude Inventories are completed by students and used in conjunction with teacher checklists in these subject areas. In addition science and social studies grades as well as any other relevant test score is used to support the decision for further testing.

Selection:

After collecting and reviewing data from all available sources including teacher referrals and testing data and report card scores, the Gifted and Talented Director will compile a list of targeted students. The Gifted and Talented Director will then obtain parental permission to individually administer the Wechsler Abbreviated Scale of Intelligence(WASI II) to nominated students after receiving written parent permission.

The Identification Team, consisting of classroom teachers, special area teachers, building administrator and the GT Director will meet to assess the data collected and determine identification, including area(s) of identification.

Parents, staff and administration will be notified of the students acceptance status.

Placement:

Identified students will be placed in a coordinated program of formal and informal services that integrate with the student's regular education services. The GT program services will be multi-faceted and may offer different programming for different students. The goal is to nurture gifted and talented learners by enhancing their learning and academic achievement through a variety of pathways..

Academic Aptitude:

Screening:

The screening procedure shall consist of a minimum of three assessment methods providing both objective and subjective measures. Teacher referrals, which meet the Screening Criteria in any one area, will be considered for further testing. All pertinent data on the student will be gathered and used to assist in placement decisions by the Identification Committee. This may involve re-evaluation data, requesting further information, or obtaining test results to complete the profile.

The Gifted and Talented Director will screen system-wide administered achievement test scores as they become available. Achievement tests may include NWEA, Dibbles, Benchmarks and writing prompts. Social Studies and Science Interest and Aptitude Inventories are completed by students and used in conjunction with teacher checklists in these subject areas. In addition science and social studies grades as well as any other relevant test score is used to support the decision for further testing.

Selection:

After collecting and reviewing data from all available sources including teacher referrals and testing data and report card scores, the Gifted and Talented Director will compile a list of targeted students. The Gifted and Talented Director will then obtain parental permission to individually administer the Wechsler Abbreviated Scale of Intelligence(WASI II) to nominated students after receiving written parent permission.

The Identification Team, consisting of classroom teachers, special area teachers, building administrator and the GT Director will meet to assess the data collected and determine identification, including

area(s) of identification. (Language Arts, Math, Science, Social Studies or all Academic areas)
Parents, staff and administration will be notified of the students acceptance status.

Placement:

Identified students will be placed in a coordinated program of formal and informal services that integrate with the student's regular education services. The GT program services will be multi-faceted and may offer different programming for different students. The goal is to nurture gifted and talented learners by enhancing their learning and academic achievement through a variety of pathways..

Artistic Ability:

Screening:

Art and Music Teachers will conduct a whole school screening at the Elementary Level in the fall of the year. This will be an ongoing process conducted by the classroom teacher and the art and music specialists. Referrals will be made to the Director of Gifted and Talented. Parents, teachers, community members, peers and students themselves they make referrals for potential gifted students. After the referral is submitted, permission will be obtained from the students parents to screen the student.

Candidates for the program will be screened for identification in visual and or performing arts by submitting one or more of the following:

Portfolio of Art Work

Musical Compositions

Classroom teacher referral

Art or music teacher referral

Self referral

Parents referral

Peer referral

Selection:

A Selection Committee composed of Visual Arts Teachers, Music Teachers, GT Director, the Building Administrator and other special area instructors (as needed) will evaluate all relevant products and information to determine placement into the Visual and Performing Arts Program. The following maybe included:

Evaluation of portfolio by rating scale

Audition results

Student interview results

Placement:

The Selection Committee will determine student placement. A determination based on student interests and abilities will be made as to what programming will be developed to meet the student's needs. Parents will be notified of their child's eligibility to participate in the program. After receiving sign parent permission a student may begin his or her programming..

Process for transfer students:

Students transferring into the district will undergo a record review to determine prior eligibility. If the student was in a program at another school the Director of Gifted and Talented will review their work in determining continued placement as appropriate.

Upon records review, students who were in Gifted and Talented Programming in their prior school will be placed in the same or similar programming in RSU #39 if they meet the district's criteria. Students will be monitored and programming will be adjusted accordingly. Transfer students are accepted on an ongoing basis.

High Achieving students who were home schooled or came from a school that did not have gifted and talented programs, thus desiring consideration for participation into the program will follow the screening procedures as outlined above.

Exit Procedure:

Occasionally, a student will need to withdraw from the GT Program for a period of time due to illness or other unforeseen circumstances. The student continues to be eligible when he/she is able.

A parent may remove a child or the student may remove her/himself from the program or be removed from the program if the program is not meeting the student needs or if the student does not meet the minimal performance expectations of the program. The GT Director will provide the reasons for this request to parents, classroom teachers and administrators. The appeals process is available for reconsideration at a later date.

Process for appeals:

An appeal for an individual student may be requested at any time by parents, teachers, administrators or other professional directly involved with this student. The Selection Committee, after receiving a request in writing may decide to:

Gather additional information that would help to make an informed decision. This could include prior test results, teacher evaluations, or additional testing.

Review information and meet with the parents

Discussed placement with classroom teachers

Reconsider this student for programming options

Any further appeal is designated to the Assistant Superintendent of Schools.

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 that help to meet the needs of our Identified GT students is accomplished primarily through individual contact with those teachers who are affected. The GT Director serves as a resource consultant to classroom teachers in terms of resources materials, methods and strategies in helping to meet the needs of our gifted and talented students. The Gifted and Talented Director attends workshops and in-service activities pertaining to both the academic and artistic gifted and talented student and in turn brings knowledge and information to the regular education classroom teachers. The Gifted and Talented Director serves as a member of the Aroostook Regional Gifted and Talented (ARGT) program and is also a member of the Maine Educators of Gifted and Talented (MEGAT). She regularly participates in GT in-service and conferences offered throughout New England. The GT director will oversee art and music services by working closely with the art and music instructors and regular classroom teachers as well as any contracted individuals who might provide GT services to our students.

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

There is one educational professional that oversees and implements the Gifted and Talented program.

This individual works directly with students as well as coordinating programming options, screening, evaluating and placing students. She also serves as a consultant to classroom teachers and families of identified students. Music and art educators work together with the GT Director to offer services to students who are identified in the Visual and Performing Arts programs. The GT Director is supervised by the Assistant Superintendent who supports and oversees the programming and personnel.

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
Beth Alden	Yes	Teacher and Administrator	Grades 2 - 12	Fulltime

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.

Annually the GT committee will review and evaluate the schools programming procedures and make revisions to them as necessary. The purpose of the program evaluation is to reflect on the strengths and areas of need found within the program as well as critical issues that might

influence changes in program services. Additionally student performance data will be reviewed to assist in the evaluation process. A program evaluation report will reflect results and encourage programming changes as necessary.

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

Teachers will have regular opportunities to share input and make recommendations with the GT Director on an ongoing basis to help to provide optimal services for identified students. Provide a description of the costs to be incurred to implement the program(s).

The costs incurred for the Gifted and Talented program are used to supplement the regular education program for identified gifted and talented students and the salary and training for the staff that serves them. Costs also include classroom supports, special programs such as writers workshops, STEM related field trips, supplementary materials for academic, visual arts and performing arts pull-out programs and Regional Programs that provide a wealth of opportunities with other gifted students from around Aroostook County.

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)
Beth Alden	\$55,063.70	\$23,857.30

Subtotal	\$55,063.70	\$23,857.30.
----------	-------------	--------------

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
-----------------------------	--	---

none

Subtotal

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Heather Nunez	\$200	
Tom Cote		\$250
Josh Alves	\$350	
Zach Umperovitch Rube Goldberg machines	\$500	
Subtotal	\$1050.00	\$250.00

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
Books for Battle of the Books, Shared reading, Guest Author titles from Amazon and Scholastic (Secret Life of Bees, Life as we Knew It, Al Capone Does My Shirts, My Thirteenth Winter, Sea of Trolls and Skeleton Key.	\$300	Books for SAT study, Art, Current events from College Board and Amazon.	\$200
Tech Supplies for filming and editing videos and coding projects to include the purchase of apps from the App Store and Amazon.	\$100	Science supplies and study materials for Brain Bee	\$200

Rube Goldberg supplies to construct machines at Local Hardware store \$100

Engineering and Bridge making Kit from Amazon \$100

Lego Robot and kit from Lego Educational \$230.23

Art supplies for book making, clay, specialty papers, paint, from Amazon and Dick Blick \$200

Subtotal \$1030.23

Art Materials to include clay, specialty papers, paint and canvases. \$150

Materials for Peckacha Speaking event, props. Local purchases. \$111.33

Subtotal \$661.33

B. Other allowable costs:

Aroostook Regional Programs to include: Guys and Goals, Girls and Gifts, Problem Solving Day, Arts programs, Battle of the Books and Seminar Days.

Aroostook Regional programs to include Meridian Stories, Brain Bee, Arts Programs

Dues and Fees \$150.00

\$175.00

Elementary: Item name Cost

Secondary: Item name Cost

For field trips that support STEM Curriculum: Math Team, Engineering, Robotics

For field trips that support STEM curriculum: Engineering, Math, robotics

Student travel and Bus Drivers \$2565.00

Student travel and bus drivers for \$855.00

Subtotal \$2715.00

Subtotal \$1030.00

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Aroostook Regional Programs (ARGT): Guys and Goals, Girls and Gifts, Problem Solving, Seminar Days, Art Programs, and Battle of the Books	\$1000.00	Aroostook Regional Programs to include Seminar Days, Meridian Stories, and Art Workshops.	\$600.00
MLTI Conference	\$250.00	Brain Bee	\$150.00
Schoodic Educational Adventure to enhance Science Curriculum	\$500		
Subtotal	\$1750.00	Subtotal	\$750.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Training and Development for GT: to include Workshops, meetings, STEM curriculum and related conferences	650.00	Professional Development to support High School students in the areas of College Prep, STEM Curriculum and presentation development	350.00
Maine Gifted and Talented Conference			
New England Gifted and Talented Conference			
Subtotal	\$650.00	Subtotal	\$350.00

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$55,063.70	\$23,857.30
Auxiliary Staff	00	00
Independent Contractors	\$1050.00	\$250

A. Materials & Supplies	\$1030.23	\$661.33
B. Other Allowable Costs	\$2715.00	\$1,030.00
C. Student Tuition	\$1,750	\$750
D. Staff Tuition/PD	\$650.00	\$350.00
Total	\$62,258.93	\$26,898.63