

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](mailto: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 40**

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

Kimberly Schroeter Director of Instruction  
Phone number: 207-785-2277  
Email address: [Kimberly\\_schroeter@msad40.org](mailto:Kimberly_schroeter@msad40.org)

CERTIFICATION:

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

Superintendent Name (printed)

Steve Nolan

Superintendent Signature



Date application submitted to Maine DOE for review: 12-9-2015

FOR INFORMATION CONTACT:

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: *Patti Drapeau*

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: *Dec 15, 2015*

## 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. Academic program philosophy:

The RSU 40 School district makes every effort to systematically identify, select, and support students with exceptional abilities or potential in the areas of advanced intellectual skills, specific ability and/or aptitude, such as Language Arts, Math, Social Studies, and Science, in accordance with Maine law. We believe that gifted and talented students often have unique academic and social needs, and as such our teachers, administrators and guidance counselors support a philosophy that acknowledges the needs of this particular population. We recognize that we must create a learning environment for our rural students that enables optimal growth and opportunities of their special skills, abilities, talents, and intellectual potential, no matter what their areas of giftedness.

### Arts program philosophy:

The RSU 40 School district makes every effort to systematically identify, select, and support students with exceptional abilities or potential in the areas of visual and performing arts, in accordance with Maine law. We believe that gifted and talented students often have unique academic and social needs, and as such our teachers, administrators and guidance counselors support a philosophy that acknowledges the needs of this particular population. We are committed to providing a Gifted and Talented Arts program for those students in grades 4-12 who exhibit artistic abilities in the visual and performing arts that go well beyond their age peers, and who require instruction beyond their regular arts programs.

### 2. Academic program abstract:

For grades K-3,RSU 40 provides observation and consultation services to classroom teachers to either differentiate classroom curriculum or advise acceleration of students based upon the individual need or level of achievement. Services for grades 4-6 consist of consultation, small group instruction within classrooms, weekly small group pull-out based on individual assessment results and classroom performance, and individualized digital instruction. The teacher also provides G&T curriculum as a push-in to help the regular classroom teacher provide consistent higher-level learning opportunities on an everyday basis.

Services for grade 7 consists of consultation with classroom teachers to differentiate curriculum, weekly pull-out based on individual assessment results and classroom performance. Grade 8 services include consultation, individualized programming, and opportunities for acceleration into high school standards based on assessments and classroom performance.

RSU 40 also provides programming for grades 9-12. The G&T teacher acts as an advocate and advisor, helps each G&T student develop a plan that seeks to maximize the student's potential in specific areas of interest, including access to all Honors, Dual Enrollment and AP courses. If a G&T student needs accelerated programming in one or more areas, the G&T teacher acts as advocate and advisor to help the student and parent choose the best path on which to proceed

#### Arts program abstract:

Art - RSU 40 provides specialized programming for identified visual arts students in grades 4-8 through dedicated small group instruction taught by a teacher certified in Art. Students create their own individualized learning plan based on their interest in a specific medium or skill. The curriculum offered extends beyond the regular classroom instruction. At the high school level, gifted art students are given differentiated curriculum, as well as courses designed to meet the needs of their advanced art abilities.

Music - In grades 7-12, services are provided by the classroom music teachers, and the gifted teacher advocates for the students and consults with the regular music teacher. Opportunities are given to gifted students to stretch and utilize their talents through festival participation, performance opportunities, acceleration, and course options.

#### 3.Academics:

##### Goals:

1. To help students develop a "growth mindset."
2. To help students become creative, divergent thinkers.
3. To ensure that students can pursue their passions, and to continue to achieve and perform at the highest levels of their potential.
4. To provide opportunities for students to have intellectual challenge through regular interaction with other like-ability students.

##### Objectives:

1. To facilitate students' recognition of their strengths and needs, to encourage them to take risks, and to help students to develop individual responsibility for their learning, self-management, and social skills.
2. To provide students with opportunities to develop logical reasoning, critical thinking skills, analytical thought, and problem-solving.
3. To provide individualized learning opportunities tailored to student needs and interests through consultation, differentiation, pullout services, acceleration, and enrichment opportunities
4. To implement cluster-grouping, flexible grouping, and acceleration opportunities in strength areas to assure students are grouped with others who have similar strengths.

##### Activities:

1. GT Teachers help students establish learning goals through self-assessment and using

assessment data. These goals are used to develop an Individual Learning Plan. Students will determine how those goals will be met and will articulate how those goals are connected to personal learning. Periodic self-reflection through the year will determine progress on goals or if goals need to be readjusted.

2. Students can work on thinking skills through collaborative grouping opportunities, coding, computer programming and robotics in elementary school; MathCounts, Science Olympiad, project based learning, independent studies, and coding at the middle school; and Math Team, Debate Club, and robotics at the high school level.
3. Offered at the elementary and middle school level: Advanced pullout reading and math groups with focus on accelerated content and problem solving, independent study, 8th grade Honors English and Algebra I at the high school for advanced 8th grade math students, and consultation and differentiation for regular classroom content. At the high school level, AP and Dual-Enrollment courses are available, along with AP4All, Virtual High School, Aspirations, independent studies and acceleration opportunities.
4. Students are regularly pulled out in flexible groupings, based on strengths and interests. Cluster-grouping is practiced to assure that students will be with like-ability students in the regular classroom. Based on student individual need, acceleration is also utilized to assure a student is being challenged and has the opportunity to learn with intellectual peers.

Arts:

Goals:

1. To support mastery of core areas of learning at a pace, complexity, abstractness, and depth appropriate for gifted and talented artists and musicians.
2. To help students become clear and effective communicators through use of their visual and performing arts mediums.

Objectives:

1. To guide students to show literacy in their disciplines through understanding and demonstrating concepts, skills, terminology, and processes, and be able to approach artistic problem solving using multiple solutions and the creative process.
2. Students create, perform, and express through their art discipline, and are able to analyze and interpret their own art (visual and performing arts) as well as the work of others.

Activities:

1. Grades 4-8 gifted art students develop Personal Learning Plans with the GT Art Teacher that allows students to go deeper into mediums or skills they wish to explore during gifted art seminars. The G&T Art Teacher conducts an end of year report and portfolio review with students to set goals for

following year. Grades 9-12 gifted art students have the opportunity to pursue Studio Art, Advance Photographer, and Independent Study, which gives gifted art students who want to pursue art as a profession the opportunity to build a portfolio for college applications. In grades 7-8, gifted music students receive individualized instruction, help with preparing for District III auditions, and opportunities for acceleration to high school bands based on individual need. At the high school level, students are given performance opportunities, help with preparation for District III and All-State auditions, Independent Studies, and mentoring for AP Music Theory.

2. Gifted art work will be on display on a regular basis in individual schools. Middle school gifted art students have work displayed at the Waldoboro Public Library once a year. Gifted music students have opportunities to perform in multiple concerts throughout the year, and participate in the annual high school musical. Gifted music students who are accepted into District III and All-State are given support preparing music for the festivals. In the Spring, both gifted art and gifted music students will be part of an arts review in which art will be on display during a night of music performances by the identified gifted musicians.

#### 4 General Intellectual Ability:

##### Screening:

A pool group is formed during grade 3 based on at least one of the following: 120+ on Otis-Lennon School Ability Test (OLSAT) given to all third grade students during the 2nd Trimester and/or 90th percentile or higher on NWEA in reading or math. Teacher input is also attained using a Teacher Screening Checklist, at which time teacher's are asked for further recommendations if a student they would recommend based on class observation is not in the original pool group. The students in the finalized pool group are given the Kaufman Brief Intelligence Test 2 (KBIT-2).

For grades 4-8, regular screening of NWEA and/or state assessments is conducted to look for those previously non-identified students who are scoring in the 90th percentile or higher, or scoring with distinction. Students can also be recommended by a teacher or parent for consideration. Nominated students are given the KBIT-2, if they were not previously given the test during 3rd grade screening. Teacher input is also requested through the Teacher Screening Checklist. If consideration is a parent request, evidence from parent showing child's potential is also requested.

##### Selection:

All information, including data gathered during screening and any state assessment scores, is collected and charted for review by the District Identification and Selection Committee at their twice yearly meetings. Student information is shared blindly. The Identification and Selection Committee reviews all information about each candidate and makes a final decision regarding placement.

##### Placement:

Up to 3-5% district-wide is recommended for placement. Determination of placement is made by the committee. The Identification and Selection Committee may request further evaluation in borderline cases or where there appears to be discrepancies in test results. The committee may also request to review student work further. Students placed on the monitor list are brought up for consideration at later committee meetings. The superintendent will be provided a list of identified students and their services.

#### Academic Aptitude:

##### Screening:

Academic aptitude in Math and ELA uses the same screening process as general intellectual ability for grades 3-8.

For Social Studies and Science, Parents and/or teachers may recommend grades 6-11 students for consideration. Parents and teachers are asked to complete a content checklist and asked for a narrative of evidence that supports the students gifted ability in the content area. NWEA, MEA Science, and KBIT-2 scores are also attained.

##### Selection:

Academic aptitude in Math and ELA uses the same selection process as general intellectual ability for grades 3-8

For Science and Social Studies, the identification committee considers all information gathered regarding nominated students. NWEA, MEA Science, and KBIT-2 are part of the consideration, but not the total sum of a student's content aptitude. Heavy reliance is placed on parent and teacher checklists, and any evidence given of student's passion for and knowledge of the content area.

##### Placement:

Up to 3-5% district-wide is recommended for placement. The Identification and Selection Committee may request further evaluation in borderline cases or where they feel they do not have enough evidence. The committee may also request to review student work further. Students placed on the monitor list are brought up for consideration at later committee meetings. The superintendent will be provided a list of all students selected for all GT academic programs.

#### Artistic Ability:

##### Screening:

An art assessment is given to the entire 3rd grade, 6th grade, and 8th grade in April. A nomination pool is formed using assessment rubric scores. A checklist is given to Classroom teachers for input regarding those in the nomination pool. Teachers may also fill out a checklist for any student not in the pool whose art focus is exceptional in the classroom. Art teachers fill out the Art Checklist for pooled students and exceptions. Art teachers collect at least one example of work for the pooled students to present to the Art Identification Committee.

For grades 6-11, students can be nominated by a music teacher, parent, private instructor or self by the completion of the Gifted Music Nomination Form. The Gifted Music Nomination Form includes a checklist relevant to identifying musical giftedness. Those students nominated will make a recording of their school level District 3 audition piece, facilitated by a member of the G&T music committee. That audition piece will be judged by a performance rubric, which will determine whether students move on to the final selection process.

##### Selection:

Gifted Art Committee reviews teacher checklists, general art assessment, and sample work to determine identification.

Based on the initial screening, any student selected to continue will perform live for the G&T Music Committee using a piece chosen by the student. The committee consists of a G&T Teacher, high school music instructor, and middle school music instructor. A second Nomination Form will also be completed by a music teacher, parent, or private instructor, depending on was the initial nominee. Nominations will be considered twice a year.

#### Placement:

The Gifted Art Committee, which includes art teachers representing elementary and middle school, selects the top 3-5% of district-wide art students per identification grade level. The committee can also place students on a monitor list to be reconsidered at future identification committee meetings. The superintendent will be provided a list of all students selected for the GT art program.

The G&T Music Committee will determine identification based on a 3-5% criteria using information from the two Gifted Music Nomination Forms, the Performance Rubric data from the initial recorded District 3 audition piece, and the Performance Rubric data from the live audition. The superintendent will be provided a list of identified students and their services.

#### Process for transfer students:

Students who transfer in who were identified in another state or another town in Maine are considered invited guest's of the program and then are officially screened with our identification process at either our Winter or Spring Identification meeting. The committee will take in all consideration the previous identification and weigh that with our identification guidelines.

#### Exit Procedure:

As a rule, the programs philosophy is not to call a student who has been previously identified as suddenly "non-gifted." Sometimes the situation arises where a student struggles to fully participate in the programming made available to meet the student's academic needs. In such a case, the following exit procedure is carried out:

- 1) The G&T Teacher who works with the student has a conversation with both the student and parents regarding his/her concerns. A warning is issued, and the student is given the option to either exit or remain in the program. If the student wishes to remain, a plan is created and agreed upon to facilitate the student's continued participation.
- 2) If the student chooses to remain, but does not follow the plan, then the student will be asked to exit the program. Whether the student chooses to exit or is asked to exit, the student will be placed on an Inactive List for direct services.
- 3) Although "inactive," the G&T teacher continues to monitor the student and consult with teachers with the possibility that a student could be "reactivated" in the future.

#### Process for appeals:

A parent, teacher, guardian or student may appeal to the corresponding Identification Committee to review the decision to not identify a student for G&T services. In order to do so, the party requesting the appeal must submit the Appeal Form to the Teacher of Gifted and Talented Services.

Upon receiving this form, the teacher will schedule a time to meet with the person submitting the form to review the reasons that the student should be reconsidered. The person should be prepared to explain the reasons for the appeal and bring additional evidence of the child's needs for G&T services.

Once additional information is attained, the Identification Committee will meet to consider the appeal based on the new evidence.

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

The G&T staff attend the annual MeGAT Conference for their staff development.

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

Linda Hoffman provides the K-6 staffing for the five elementary schools in the district. She also will be doing a push-in Computer Science course into a 7th grade classroom, which includes identified gifted science students.

Jennifer Goode provides the 7-12 staffing at the middle school and high school. She also manages the program by organizing academic and music Identification Committee meetings, accumulating identification data, sending identification letters home for identified arts and academic gifted, maintaining gifted records, and being the 3-12 contact person for appeals.

The classroom Art teachers for grades 4-12 provide gifted art services to identified gifted students.

The music teachers for grades 7-12 provide gifted music services to identified gifted students.

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
Jennifer Goode	yes	teacher	7-12	Full-time
Linda Hoffman	yes	teacher	K-6	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

7. Provide a description of the annual program self-evaluation process. Kimberly Schroeter the Director of Instruction, meets regularly with the two GT teachers and teachers of the arts to discuss their programs. The main purpose is to ensure their programs are meeting the needs of their students. These meetings have sometime included principals and general education teachers. As a result we have started new academic offerings this year at the middle level, which include honors English for eight grade GT students and Exploring Computer Science.

This past year, Kim also met with the art teachers to evaluate both our selection process and program offerings in the arts. As a result, a clearer selection process to the elements of art was developed, along with program offerings.

We also review academic data (both local and state assessments) to evaluate how well we are providing opportunities for student growth. As a result we are able to evaluate which students are growing and which ones are not and ask why. A challenge with small rural schools is the limited number of identified students in each school. We are constantly seeking ways to group and regroup students to meet their academic and creative needs, along with ensuring growth to their fullest potential.

8. Provide a description of the costs to be incurred to implement the program(s). Salary cost for the two GT teachers for this year is \$95,162 for elementary and \$27,713 for secondary.

Staff development: attend the annual 2015 GT State Conference for the two GT teachers and Director of Instruction \$300

Materials for our Robotics offering will cost \$349.99.

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)
Jennifer Goode	\$27,713	\$27,713
Linda Hoffman	\$67,449	
<b>Subtotal</b>	<b>\$95,162</b>	<b>\$27,713</b>

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



