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 #44

Name and title of person responsible for gifted and talented program:
Paula S. Leavitt

Phone number: 207 824-2185

Email address: leavittp@sad44.org

CERTIFICATION:

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

Superintendent Name (printed)
David W. Murphy

Superintendent Signature

Date application submitted to Maine DOE for review:
30 September 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
September 30, 2015

DUE DATE:

Reviewed By: Lee Worcester

☒ **Approval**
☐ **Approval with concerns**

☐ **Non-approval**

Maine DOE Authorization:

Date of Approval: 3/16/15

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.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

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

Academic program philosophy:

The Gifted Program in MSAD#44 provides programs that recognize the value, needs, uniqueness, and academic strengths of each student in the district. It, therefore, is committed to servicing the continued progress and improvement of the advanced learners (approximately 3 to 5% of the MSAD population) so that that they achieve beyond their grade level peers and develop their fullest academic and personal potential.

The programs will focus in the areas of English Language Arts, Mathematics, Science, and Social Studies. They will provide classroom differentiated experiences with more abstract, rigorous and complex content, require critical, creative, and analytical thinking, and promote a self-motivated, self-confident and independent learner who has the skills to work collaboratively to succeed in the 21st Century.

Arts program philosophy:
The Gifted Program in MSAD#44 recognizes the creative gifts and talents of students in the visual and performing arts and is committed to facilitating the optimal development of each student's creative gifts and talents in music, art, and drama. Because gifted and talented students (3 to 5% of the MSAD population) generally demonstrate high performance or capacity beyond age/grade expectation, they need a quality differentiated program that is driven by their needs, passion, and interest. The program is designed to foster, self-direction, life long learning by encouraging exploration, inquiry, reflective thinking, exposure and in-depth study.

1. 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:
MSAD #44's gifted and talented academic program recognizes that giftedness is multi-faceted and students may demonstrate giftedness in general intellectual ability and specific academic aptitude. The District is committed to offering balanced opportunities for differentiation, acceleration, enrichment and guidance based on individual needs.

Identified students will participate in learning opportunities that will also

differ from regular programming in the pace of learning, and the depth of learning. Program options may include but not be limited to differentiated programming in the classroom or pull out with a consulting teacher, acceleration, mentoring, apprenticeships, distance learning, early college counseling, college courses and concurrent coursework, specific courses and/or challenges, Internet courses. In addition, school wide enrichment will be available K-12.

Arts program abstract:
Programming for this student population will be rooted in the Common Core State Standards and will be designed to foster creative thinking, exploration, reflection, as well as in-depth skill development and study. The program may be enrichment and/or accelerated in nature.

At the **all levels,** programs may focus on, but is not be limited to, in classroom differentiation units that incorporate both music and art, ensembles for beginning band and chorus, in classroom and cross grade enrichment activities, and cooperative learning.

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

Academics:
Goals, Objectives, Activities:
1) Goal - To plan, select, adapt, and create culturally relevant curriculum and use a repertoire of evidence-based instructional strategies to ensure specific student outcomes.
• Objective - By planning curriculum and using evidence-based instructional strategies students with gifts and talents will become independent investigators who will shown growth commensurate with the attitude during the school year.
• Activity - Educators will design differentiated curricula that is conceptually challenging, in-depth, and complex in nature for students with gifts and talents.
• Activity - Educators use critical-thinking, creative thinking, problem-solving model strategies to meet the needs of students with gifts and talents.

2) Goal - To develop, implement, and effectively manage comprehensive services for students with gifts and talents.
• Objective - Students with gifts and talents demonstrate progress as a result of the shared commitment and By providing coordinated services of gifted education,

general education, special education, as a result students with gifts and talents will demonstrate progress.
• Activity - Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.

Arts:
Goals:
1) Ensure that the identification process and procedures are fair and provide for nomination and selection of students from all populations of students.
2) Provide information and resources to parents, teachers, and students about the special needs of students gifted in the arts gifted students.
3) The Gifted & Talented Visual & Performing Arts program goal encourages enhanced educational programming by encouraging exploration of interests, acceleration and rich, in-depth study within the identified area of giftedness.

Objectives:
1) o bring together and deliver a broad range of differentiated visual & performing arts experiences
2) to promote a personal connection to visual & performing arts from diverse cultures
3) to develop and present basic analysis of dramatic visual & performing arts works

Activities:
1) To create a personal learning plan for students targeted in the visual & performing arts
2) Student will have access to more advanced aspects of the visual & performing arts
3) Student will work on differentiated assignments within the visual & performing arts

1. 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:
Students are in the talent pool if they qualify on one of the following:

Objective data will consist of a minimum of 1 of the following assessments.

1. IQ Test (CogAT) administered to all students in grades 3 and 6.

2. Reading proficiency beyond their peers as measured by the DRA, MEA, NWEA, Aimsweb

3. Math proficiency beyond their peers as measured by MEA, Aimsweb, or NWEA

Selection:
1. All students in the talent pool will be given the grade level appropriate test of Cognitive Abilities. A letter will be sent to parents of the students in the talent pool requesting permission for further testing.

2. The selection team will review and assess collected information on students who have met criteria. A matrix will be created for the review and discussion. Additional information such as anecdotal data will also be in the mix.

3. The selection team will select students for placement based on collected information

Placement:
Procedures will be in place to accomplish the following:

1. Assure the collaboration between the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.

2. Notify the superintendent or designee of the children selected for the program.

3. Provide a description of the programs that will be provided.

4. Notify parents of the eligibility of the child for participation in program.

5. Maintain records on each child's participation in the GT program.

6. Conduct an annual review of each child's program to evaluate appropriateness of placement.

Academic Aptitude:
Screening:
Subjective data

1. Classroom Teacher Referral based on characteristics of gifted and talented students and Reading proficiency beyond their peers as

measured by the DRA, MEA, NWEA, Aimsweb, Math proficiency beyond their peers as measured by MEA, Aimsweb, or NWEA

2. Pupil referral (peer or self)

3. Parent/community referral

Selection:
1) The selection team will review and assess collected information on students who have met criteria. A matrix will be created for the review and discussion. Additional information such as anecdotal data will also be in the mix.

3. The selection team will select students for placement based on collected information

Placement:
Procedures will be in place to accomplish the following:

1. Assure the collaboration between the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.

2. Notify the superintendent of the children selected for the program.

3. Provide a description of the programs that will be provided.

4. Notify parents of the eligibility of the child for participation in program.

5. Maintain records on each child's participation in the GT program.

6. Conduct an annual review of each child's program to evaluate appropriateness of placement.

Artistic Ability:
Screening:
Students are in the talent pool if they qualify on one of the following:

1. 1. Teacher checklist
2. 2. Pupil referral (peer or self)
3. 3. Parent /community referral
4. 4. Visual and performing arts teachers may ask for pupil products or auditions with appropriate rubrics.

Selection:

1. The selection team will

- review and assess collected information on students who have met criteria

-collect additional information with the parent's consent when appropriate (student products)

-select students for placement based on collected information

- assure that the selection process is equitable

- oversee annual review of selection process

Selection—Parent Notification Parents will be notified in writing of the Team's decision. Non-identified students' letter to parents will include that although their child did not meet the criteria for program inclusion, his/her teacher(s) is/are aware of the child's abilities and will provide differentiated programming when it is appropriate.

Process for transfer students:
Students who come into the system with an existing plan will be identified to the GT staff and administrator. He/she will be placed in the system until the next review. Students who come into the system without plans may be referred to the GT/VPA selection committee at any time via a written referral to the building principal.

Exit Procedure:
Students may exit the program with parental approval, as their interests/ needs change. This must be done in writing to the building principal if it occurs mid-year. Typically this might occur at an annual review.

In the case where a student is not showing adequate growth, is unable, or unwilling to complete the work, she/he will be exited from the program. Should the student want to be re-considered for admission, the process is the same as the original identification.

Process for appeals:
An appeal to the decisions of the GT committee must be made, in writing, to the building principal. The principal will convene the GT VPA selection committee within 10 days and they shall review the appeal. If unresolved the second appeal goes to the Director of GT services for a final decision.

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

2. Annually the district will incorporate training to educated gifted and talented students into the districts staff development plans. All school staff will be made aware of the nature and needs of gifted students.

3. All school staff will be provided training in methods of providing differentiated instruction to better meet the individual needs of students. –Differentiation for GT students will be included in the menu of strategies for Tier 1 students in Response to Intervention.

4. Arts and music teachers who service g/t students will attend at least one professional development activity a year designed specifically for teaching gifted learners.

5.

6.

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

1.

The GT staff will

2.

-maintain records on each child in the GT program.

3.

-notify parents of the eligibility of their child for participation in the program

4.

-provide a description of the program

1.

-obtain written parental permission to place the child in the program

2.

-notify the GT program administrator of students selected for

the program.

1.

GT program administrator will

2.

-advise building administrators regarding state and local policies regarding gifted education

3.

-serve as liaison between the schools and Board regarding budget and program

4.

-work with gifted and talented staff on annual review and coordinate the external review

5.

-work with gifted and talented staff on Application for Gifted and Talented Education Arts Program Approval and Approval of Program Cost for State Subsidy and Annual Program Updated

6.

The G/T staff reports to the Assistant Superintendent who also services as the Director of G/T. The Assistant Superintendent reports to the Superintendent of Schools.

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
Paula S Leavitt	n	Administration	K-12	part time in GT

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
Deb Piccirillo	tutor	n	K-12	Paula S Leavitt Assistant superintendent	Part time in GT

1. 7. Provide a description of the annual program self-evaluation process.
2. Survey of regular classroom teachers who have targeted students in their classes regarding differentiated curriculum and support from GT auxiliary staff.
3.
   - Review of communication regarding GT - including reviewing handbooks and web sites to ensure all concerned have information regarding GT.
   -
   - Screen GT identification paperwork to ensure there is a documentation system for 100% of identified students.
   -
   - Review student performance data
   -

1. 8. Provide a description of the costs to be incurred to implement the program(s).
2. 1) Funding for a portion of the Assistant Superintendent's salary
3. 2) Funding for auxiliary staff's salary and benefits
4. 3) Elementary & secondary GT supplies
5. 4) Funding for staff development opportunities

1. 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)
Paula S. Leavitt	2,500.	1,000.

Subtotal	2,500	1,000

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Deb Piccirillo	7,460.	1,080.
Subtotal	7,460.	1,080.

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. A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
book, materials, consumables	400.	book, materials, consumables	400.
Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use (1 copy for each school)	70.00	Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use (1 copy for each school)	70.00

Project-Based Learning for Gifted Students: A Handbook for the 21st-Century Classroom (1 copy for each school)	70.00	*Project-Based Learning for Gifted Students: A Handbook for the 21st-Century Classroom* (1 copy for each school)	70.00
Differentiated Projects for Gifted Students: 150 Ready-to-Use Independent Studies (1 copy for each school)	70.00	*Differentiated Projects for Gifted Students: 150 Ready-to-Use Independent Studies* (1 copy for each school)	70.00
math manipulatives to support extensions	190.00	Mock Trail membership	190.00
Subtotal		**Subtotal**	

A. B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
travel	800.	travel	500.
travel from school to school within district		travel from school to school within district	
Subtotal	**800.**	**Subtotal**	**500.**

A. C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		**Subtotal**	

A. D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
partial payment of summer	650.00	partial payment of	750.00

class to be offered by UMaine		summer class to be offered my UMaine	
SED 662 Productive Thinking and the Gifted Learner	Summer		
Subtotal		Subtotal	

Totals

Subtotals from above	**Elementary Costs:**	**Secondary Costs:**
Professional Staff	**2,500.**	**1,000.**
Auxiliary Staff	**7,460**	**1,080**
Independent Contractors		
A. A. Materials & Supplies	400.	400.
A. B. Other Allowable Costs	800.	500.
A. C. Student Tuition	0	
A. D. Staff Tuition/PD	650.	750.
Total	11,810	3,730