

**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 45, Washburn School District 2-2B

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

Laurie Molton WSEN Coordinator
Elizabeth Ervin Superintendent

Phone number: 1-207-455-4501

Email address: LMolton@MSAD45.net

CERTIFICATION:

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

Superintendent Name (printed)

Elizabeth W Ervin

Superintendent Signature

Elizabeth W Ervin

Date application submitted to Maine DOE for review:

12/16/2015

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
2015

DUE DATE: September 30,

Reviewed By: *Lee Worcester*

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

JCB

Date of Approval: *12/28/15*

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:

Washburn Students with Exceptional Needs(WSEN) is designed to serve gifted and talented students, grades K-12, with the belief that 3% to 5% of our student population has the innate ability to excel academically. These students require modification of the regular classroom curriculum including differentiated assignments, curriculum compacting, and parallel curriculums. WSEN believes that gifted and talented students need extensions for learning which afford the open avenues to further grow and develop their gifts. All program components are aligned with Maine Common Core (English, Mathematics, Science, and Social Studies) , MLR and, are offered in lieu of the regular curriculum . WSEN believes that gifted and talented students need time both in the regular classroom and with students of similar ability levels. Our program is designed to keep these students challenged academically, socially active, and personally responsible for refining and further developing their individual skills. In addition to the regular classroom activities, the students accepted into the WSEN program will meet daily, weekly, or biweekly with each other, and either the GT Director and/or the GT Coordinator for critical thinking, extension classes, future planning, and social interaction.

Arts program philosophy:

It is our belief that students that are gifted and talented in the fine arts (Visual, drama, dance and music) need both direct and indirect access to the arts through the areas of creation, performance, and study. WSEN students identified as gifted and talented in the fine arts need a variety of opportunities to increase observational, communication, production, and critical thinking skills within the arts. The WSEN program is designed to provide students K-12 with the opportunity to investigate and create in their choice of mediums so they learn to express, interpret, and discuss the arts in ways that other artists understand.

It is also our belief that our students need to be challenged by solving problems and thinking critically, expressing and interpreting information and ideas, and making connections between the arts and other disciplines. WSEN believes that gifted and talented students need time both in the regular classroom and with students of similar ability levels.

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:

The gifted program at MSAD 45, WSEN (Washburn Students with Exceptional Needs) is designed to serve students in grades K-12. WSEN identifies any students that have demonstrated higher intellectual abilities and academic achievement than the norm. (90th % or greater in one or more subject according to nationally normed exams, ie: Star 360, NECAP, PSAT, SAT) Students are identified in the areas of Reading, Language Arts, Mathematics, Social Studies, and Science. Once a student is identified, the WSEN program offers the following options by grade level:

While K-2 are not formally identified because of their age and level of development, file building for future reference and regular classroom use are taking place. Observation by both classroom teacher and GT Director as described in screening process take place. Classroom differentiation is supplied as needed.

3-8, Acceleration and differentiation in the regular classroom setting, a supplemental pullout program for identified Math, English, Social Studies, and Science students depending on the need of each individual student.

5-8, Acceleration and differentiation in the regular classroom setting. Supplemental enrichment, pullout program for identified students by subject matter. ARG (Aroostook Regional Gifted and Talented) provides supplemental opportunities as well, for students to meet with their intellectual peers in an intellectually stimulating environment.

9-12, WSEN provides pull out, differentiation and(or) acceleration opportunities at the High School level.

A GT Seminar is offered to academically gifted students which meets daily as a scheduled course. Students plan both long and short term (Quarterly) goals and work on independent projects related to their personal and talents and interests. Students also have access to online college level courses. ARG offers Meridian Stories (mini seminar over 6 months) for High School students as well.

All students K-12 may also be provided with acceleration, curriculum compacting, differentiated curriculum and enrichment as needed. Identified students also have access to guidance counselors and other staff members to make sure their social and emotional needs are being met. Independent study under the direct supervision of the GT teacher or the regular classroom teacher is also a viable option to meet individual student needs.

Arts program abstract:

The WSEN Visual and Performing Arts Program is designed to serve students in grades K-12. The program identifies students that have shown superior talent in the visual and performing arts. Programs of study are offered to students who have demonstrated proficiency and a high level of interest in the visual and(or) performing arts. All instruction is offered in lieu of the regular classroom instruction and assignments. Alignments are made with the National Standards for Art Education, and the Maine Learning Results to ensure the best educational opportunities and experiences possible for our students. Services are provided by a combination of small group instruction and differentiated instruction. Students will follow the art/music curriculum as aligned to the National Standards of Arts and MLR.

The Program is administered and implemented by one certified music instructor and two instructors certified in both GT and visual arts, one of which is also the program coordinator.
Grades K-2

Identification of young students is imprecise and is influenced by early environment. These students will be under direct observation for later formal identification and portfolio/file building will take place during these years. Children in grades K-2 will be provided with an opportunity to develop their skills and unique talents through a differentiated curriculum and enriched class experiences.

Grades 3-8

All students will be screened which ensures an equal opportunity for all. A pool of candidates will be chosen on the basis of the screening process. The selection committee will convene to review student portfolios/files and other forms in order to identify those students that show exceptionalism. These students will be offered acceleration and differentiation in the regular classroom setting, and a supplemental pullout program for identified Fine Art students

depending on the need of each individual student. The pullout program offers small group instruction with other students with similar abilities. It is taught by a certified visual arts instructor and meets once a week.

In Grades 9-12 a GT Seminar is offered to Visual Art students and, grades 3-12 have access to specific GT programming provided by ARG(TAroostook Regional Gifted and Talented). These are specifically designed to target students gifted in Visual and Performing Arts.

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

Academics:

Goals:

1. Improve the development of critical thinking skills as applied to the student's everyday life and specific areas of interest.
2. To aid the student to acquire upper level knowledge in those academic studies and experiences deemed important by society(Common Core). (English, Math, Social Studies, etc.)
3. Assist the students to develop behaviors, skills, and increase motivation necessary to be lifelong learners, explore new ideas, and develop their sense of individual responsibility.
4. Help the students to expand their thinking capacities: creative, critical, logical reasoning, meta cognitive, and conceptual.
5. Assist students to be more aware of world reality and their own personal role in future society.

Objectives:

1. The students will gain more understanding of their own gifts & talents in order to apply learning to new situations, be able to evaluate their own progress, recognize growth in individual responsibility, improve self management and social ability.
2. The students will improve their ability to reason logically and use the critical thinking skills of observing, inferring, collecting data, classifying, analyzing, synthesizing, evaluating, and problem solving.
3. The students will demonstrate advanced levels of competency in communication skills which reflect appropriate modes of expressing the results of investigative and creative work and of managing diverse interests and challenges.
4. The students will show leadership skills and decision-making ability by assuming responsibilities related to their school work, to the activities of the other students, and to the school.
5. The students will demonstrate understanding of the various types of research and knowledge of the skills and products appropriate for each type.

Activities:

K-2, Observation by both classroom teacher and GT Director as described in screening process. Classroom differentiation and enrichment as needed.

3-8, Acceleration and differentiation in the regular classroom setting, a supplemental pullout program for identified Math, English, Social Studies and Science students depending on the need of each individual student.

5-8, Acceleration and differentiation in the regular classroom setting, a supplemental pullout program for identified Math, English, Social Studies and Science students depending on the need of each individual student. ARGТ (Aroostook Regional Gifted and Talented) provides the following supplemental opportunities;

- Grades 5 & 6 Guys & Goals or Girls & Gifts
- Grades 6-8 Battle of the Books
- Grades 7-8 Problem Solving

9-12, WSEN provides pull out, differentiation and(or) acceleration opportunities at the High School level.

A GT Seminar is offered to academically gifted students which meets daily as a scheduled course. Students plan both long and short term (Quarterly) goals and work on independent projects related to their personal gifts and talents. Students also have access to online college level courses.

ARGТ offers Meridian Stories (mini seminar over 6 months), centered around problem solving in several academic subject areas.

Arts:

Goals:

1. Improve the development of critical thinking skills as applied to the student's everyday life and specific areas of the arts.
2. To aid the student to acquire upper level knowledge in those artistic studies and experiences deemed important by society(National Arts Standards).
3. Assist the students to develop behaviors, skills and increased motivation necessary to be lifelong learners, explore new ideas, and develop their own sense of individual responsibility.
4. Help the students to expand their thinking capacities: creative, critical, logical reasoning, meta cognitive, and conceptual.
5. Assist students to be more aware of world reality and their own personal role in future society as well as the role of art and the artist.

Objectives:

1. The student will explore and expand areas of knowledge outside their area of comfort and experience the arts in ways that will further their abilities and reveal new outlets of communication and expression for them.
2. The student will development of critical thinking skills as applied to the student's everyday life and specific areas of the arts so the student can adapt to an ever changing society and world.
3. The student will acquire upper level knowledge in those artistic studies so they develop the ability to communicate effectively within and without of their chosen medium(s).
4. The student will be able to demonstrate the behaviors, skills and increased motivation necessary to be lifelong learners so they can explore new ideas, and develop their own sense of individual responsibility.
5. The student will realize their own personal role and the role of art and the artist in society on a local and global level.
6. The student will be able to recognize and produce quality performances and products, and to evaluate works of art in the context in which they were created(Historical, political, etc.).
7. The student will be able to use a variety of technologies effectively and ethically in the

artistic process.

Activities:

K-2, The students will have arts incorporated into the regular classroom as well as activities with the GT Director/Visual Arts teacher and Music teacher.

3-8, Students meet in small groups with GT instructor once a week in lieu of their regular classroom assignments. The students work on independent art projects, which will provide the opportunity to build skills, and learn styles and techniques in different mediums.

Students grades 3-8 will attend a Visual Arts Day arranged by ARGT(Aroostook Regional Gifted and Talented) that is designed for different age/ability levels.

9-12, WSEN provides pull out, differentiation and(or) acceleration opportunities at the High School level.

A GT Seminar is offered to Visual Art gifted students which meets daily as a scheduled course. Students plan both long and short term (Quarterly) goals and work on independent projects related to their personal gifts and(or) talents. Students also have access to online college level courses.

ARGT offers several fine arts related supplemental activities grouped by ages.

Meridian Stories (mini seminar over 6 months) is screenwriting and all facets of film and drama.

3rd-5th grades Visual Arts Day.

6th-8th grade Visual Arts Day.

High School Visual Arts Day.

High School Performing Arts Day.

All activities will be aligned with MLR and National Visual Arts core standards

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:

Screening begins at the Kindergarten level! The GT Director will observe classroom activities once quarterly in each K, 1st and 2nd grade classroom. After each observation, the GT Director will document his/her observations of each student These observations will be placed in student files. Classroom teachers will alert the Director of a student they feel may be gifted and(or) talented before or after each observation. These observations will be recorded and placed in the student file. Screening at Washburn Elementary School will initially screen all students and thereafter at 3rd, 6th and 8th grade using at least 3 tools; at least 1 will be objective and at least one will be subjective. Tools may include STAR 360 or another standardized test, teacher and(or) parent referral and local assessment when applicable. Grades 3, 6 and 8, classroom observations will be done twice yearly, at the 1/2 year mark and the end of the year for consideration the following year. All students grades 3-8 scoring in the 90% or above are then given the Cognitive Abilities Test /CogAT. If they score in the 90% on the CogAT, they are given the Screening Assessment for Gifted Elementary/Middle School Students/SAGES-2 which confirms their identification as a gifted student. Other standardized testing at the High School level includes: NWEA(9), Star 360(Elem), PSAT(10,11) and SAT(11). Subjective methods of evaluation, teacher referrals and self-referrals will also be used in the screening process at the High School level, but at least one objective method (testing) must be included.

Selection:

If a student meets the criteria of any one of the screening tools, the student will be further considered by the selection committee. (GT coordinator, GT Director, building Principal at the Elementary level ; GT coordinator, GT Director, and Guidance Director at the High School level. The classroom teacher will also be invited to attend. The music teacher is included for music students.) The selection committee will meet annually to review student files to evaluate student files for inclusion in the WSEN Program.

The responsibilities of the selection committee are as follows:

Review the information collected on students that have met the screening criteria.

Collect additional information if needed.

Select students for placement according to the District guidelines.

The GT Coordinator and(or) Director will notify parents/guardians, and the administration of the students selected for the WSEN Program. They will also notify the parents/guardians of the students not selected at this time.

Students scoring 90th percentile or above in 3 or more subjects will be identified as Gifted in General Intellectual Ability.

Placement:

Students meeting the above criteria are included and receive gifted and talented services from WSEN. 3-8 students will be involved in acceleration, differentiation and(or) a pullout program depending on the needs of the student. Participation in enrichment programs as designed and offered through ARGTE is also offered 3-12. High School Students meeting the above criteria are automatically offered GT services in the form of a seminar, online college courses, and(or) other enrichment as needed in addition to upper level courses offered at the High School depending on the individual needs of the student.

Academic Aptitude:**Screening:**

Screening begins at the Kindergarten level The GT Director will observe classroom activities once quarterly in each K, 1st and 2nd grade classroom. After each observation, the GT Director will document his/her observations of each student These observations will be placed in student files. Classroom teachers will alert the Director of a student they feel may be gifted and(or) talented before or after each observation. These observations will be recorded and placed in the student file. Screening at Washburn Elementary School will initially screen all students and thereafter at 3rd, 6th and 8th grade using at least 3 tools; at least 1 will be objective and at least one will be subjective. Tools may include STAR 360 or another standardized test, teacher and(or) parent referral and local assessment when applicable. Grades 3, 6 and 8, classroom observations will be done twice yearly, at the 1/2 year mark and the end of the year for consideration the following year. All students grades 3-8 scoring in the 90% or above are then given the Cognitive Abilities Test /CogAT. If they score in the 90% on the CogAT, they are given the Screening Assessment for Gifted Elementary/Middle School Students/SAGES-2 which confirms their identification as a gifted student. Other standardized testing at the High School level includes: NWEA(9), Star 360(Elem), PSAT(10,11) and SAT(11). Subjective methods of evaluation, teacher referrals and self-referrals will also be used in the screening process at the High School level, but at least one objective method (testing) must be included.

Selection:

If a student meets the criteria of any one of the screening tools, the student will be further considered by the selection committee. (GT coordinator, GT Director, building Principal at the Elementary level ; GT coordinator, GT Director, and Guidance Director at the High School level. The classroom teacher will also be invited to attend. The music teacher is included for music students.) The selection committee will meet annually to review student files to evaluate student files for inclusion in the WSEN Program.

The responsibilities of the selection committee are as follows:

Review the information collected on students that have met the screening criteria.

Collect additional information if needed.

Select students for placement according to the District guidelines.

The GT Coordinator and(or) Director will notify parents/guardians, and the administration of the students selected for the WSEN Program. They will also notify the parents/guardians of the students not selected at this time.

Placement:

Students meeting the above criteria are included and receive gifted and talented services from WSEN. 3-8 students will be involved in acceleration, differentiation and(or) a pullout program depending on the needs of the student. Participation in enrichment programs as designed and offered through ARGV is also offered 3-12. High School Students meeting the above criteria are automatically offered GT services in the form of a seminar, online college courses, and(or) other enrichment as needed in addition to upper level courses offered at the High School depending on the individual needs of the student.

Artistic Ability:

Screening:

K-2: portfolio building with GT Director/Fine Arts Instructor and or Music Instructor. Monitoring of student progress. 3-8, Portfolio, requirements: 4 to 5 art works of excellent quality in any medium. Suggested content: grades 3-5, Individual art work done out of class time and(or) classroom assignments illustrating student's artistic abilities. 6-12, Drawing, Structure(interior or exterior), Landscape, Still-life (line drawing and shaded examples if possible). Also suggested but not required: mixed media and(or)3-D project(clay, wire, etc.) Also Clark's Drawing Test (Modified) administered to all applying students.

Students will be re-evaluated in the 9th grade. Portfolio of newer work, past work (may include past Clark's Drawing Test results from 3-8th grades) to show student progress, and samples of work produced in Elementary GT pullout program.(Digital examples are acceptable) New modified Clark's Drawing Test may be administered if more evidence is needed.

Grades 3-12, Parental, Teacher and(or) self-referrals that may include GT characteristic identification checklists, will also be used in the screening process as subjective methods of evaluation.

Selection:

The selection committee is made up of GT coordinator and(or) GT director, guidance director and a qualified professional in the student's selected field. They meet annually or as needed in order to evaluate new student placement. For Visual arts applicants, for instance, the portfolio, Clark's Drawing Test and nomination forms are reviewed by the GT Coordinator, GT Director, and Guidance Director (or Elementary Principal depending on the age of the student) and the art teacher. In the case of our current staff, both the Director and the Coordinator are certified and teaching visual arts so they are qualified to select students from the talent pool of applicants. This means no other arts teacher is necessary. In the case of a music student, the music teacher will be included and the portfolio will include recorded or live music performed (and possibly written) by the student applicant.

Upon the review by the committee, a student's application is accepted or declined. The GT Coordinator and(or) Director will notify parents/guardians, and the administration of the students selected for the WSEN Program. They will also notify the parents/guardians of the students not selected at this time.

Placement:

Students meeting the above criteria are included and receive gifted and talented services from WSEN. 3-8 students will be involved in acceleration, differentiation and(or) a pullout program depending on the needs of the student. Participation in enrichment programs as designed and offered through ARGTE is also offered 3-12. High School Students meeting the above criteria are automatically offered GT services in the form of a seminar, online college courses, and(or) other enrichment as needed in addition to upper level courses offered at the High School depending on the individual needs of the student.

Process for transfer students:

If a new student enters the district, the GT coordinator is notified and given a copy of his/her records in order to begin screening. If the records are not received in a timely manner, the GT Coordinator will contact the sending school for an oral confirmation of the student's involvement in the GT program until such time as the paperwork arrives. This allows for very little lapse in the student's services. Transfer students (whether or not previously identified as GT in a prior school) will be screened as soon as possible when they enter the District.

Exit Procedure:

While students may qualify for the WSEN Program, situations and(or) personal choices may determine that a student must exit from the WSEN Program. It is important that the students be responsible for their own progress and WSEN realizes that the students must be vested in the learning process to be successful in the program. Every attempt by the WSEN staff will be made to keep students involved and learning, but should the student fail to maintain grades and(or) continue learning effectively in the program, exiting procedures will commence. Students, parents, guidance directors, WSEN Director and or Coordinator may start the exit process anytime upon written request.

This process may be started if the student fails to maintain the criteria required for specific coursework (Honors, online, or advanced placement classes for instance) or if they are not making significant progress with in the WSEN Program for any reason (lack of adherence to the planned program or lack of production in the case of visual arts for instance).

Procedures:

Conference with student.

Notification of parent or guardian by phone and letter. This notification will include the reason(s) why this process of exiting the program has started.

Should parent/guardian or student wish to appeal, notification must be written.

Conference with student and(or) parents. At this time the student may be placed on a probationary status for a limited time period or until circumstances change. A behavior contract and notification of probationary status must be signed by all involved parties.

The student will either be reinstated or exit the program at the end of the contracted time. Written notice will be sent to parent/guardian stating which has occurred and why.

The GT Coordinator and(or) Director will keep all documentation pertaining to the exit procedure. The documentation will be stored in a secure location. Upon graduation, the documents will be destroyed and the Administration (Superintendent and Principal will be notified.)

Students do have the option to deny services at the time of identification. Denial of services requires both student and guardian to sign a form of "denial of services."

Process for appeals:

The following are the appeals processes by subject area. Any further appeal in any of these areas will be designated to the Superintendent of Schools.

Visual Arts:

An appeal for an individual student may be requested at any time by parents, teachers, administrators, or other professional directly involved with the student. The Selection Committee will:

Request an appeal in writing;

Review information and meet with parents;

Compare selection criteria (or WSEN student expectations in the case of an exit procedures.) to students portfolio with the parents;

Invite the student to submit a new portfolio of artwork and(or) reapply again in the future.

Music:

An appeal for an individual student may be requested at any time by parents, teachers, administrators, or other professional directly involved with the student. The Selection Committee will:

Request an appeal in writing;

Review information and meet with parents;

Compare selection criteria (or WSEN student expectations in the case of an exit procedures.) to students performance with the parents;

Invite the student to tryout and(or) reapply again in the future.

Academic:

An appeal for an individual student may be requested at any time by parents, teachers, administrators, or other professional directly involved with the student. The Selection Committee will:

Request an appeal in writing;

Review information and meet with parents;

Compare selection criteria (or WSEN student expectations in the case of an exit procedures.) to students data with the parents.

Invite the student to tryout and(or) reapply again in the future.

Parents may request a final appeal by the Superintendent of MSAD 45 who will review the case with the parents in the same manner as that listed here and render a final decision.

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

The GT Coordinator will attend the training session offered by the State on at least a biannual basis to stay current on the application process and other topics covered during that training. The Coordinator and(or) Director will attend all the meetings offered by ARG. The Coordinator and(or) Director will also try to attend the State Gifted and Talented Convention on an annual basis. Information gleaned at meetings will be shared between the Coordinator and the Director on an ongoing basis as well as with

the selection committee members as deemed pertinent.

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

The staffing of the WSEN program included a Coordinator and a Director, and a certified music teacher. Both the Coordinator and Director are GT and Fine Arts Certified. The Coordinator is also FCS, BHP and SafetyCare trained. Other staffing are occasionally involved including, the Guidance Director who provides scheduling, counseling and sits on the High School Selection Committee and the Elementary Principal who sits on the Selection Committee for grades 3-8.

The duties of the Coordinator include:

Scheduling meetings including selection committee, parent and(or) student meetings
Providing information to faculty, parents, students and administration including notification letters, meeting results, etc.

Overseeing the processes and paperwork involved in running the WSEN Program

Working directly(teaching) at the High School level

Assisting to select students for inclusion into the WSEN program.

Working as an integral part of ARGV in the planning and implementation of programs designed especially for Aroostook County's gifted students.

Assure that the selection process is fair and equitable for all students

Attending and(or) presenting workshops and training sessions pertinent to GT and the WSEN Program, presented locally, regionally, or by the District. (This would include attending sessions in the teacher's field of expertise as well.)

The duties of the Director include:

Gathering evidence of gifted and talented student abilities.

Maintain student files & portfolios for K-8th grades

Working directly(teaching) at the K-8 levels

Attend selection committee meetings

Providing information to faculty, parents, students and administration including notification letters, meeting results, etc. as it pertains to K-8 students.

Keep the Coordinator informed of anything related to the WSEN Program including new training.

Attending and(or) presenting workshops and training sessions pertinent to GT and the WSEN Program, presented locally, regionally, or by the District. (This would include attending sessions in the teacher's field of expertise as well.)

The duties of the music teacher include:

Attending and providing professional evaluation of student abilities in the application and selection process as needed.

Delivering enrichment, compact curriculum to students gifted in music and referring students to the coordinator or Director for screening as needed.

Attend and assist in the ARGV Performing Arts day as requested.

Attending and(or) presenting workshops and training sessions pertinent to GT and the WSEN Program, presented locally, regionally, or by the District. (This would include attending sessions in the teacher's field of expertise as well.)

Guidance Director and(or) Principal:

Attend selection committee meetings.

Providing information to faculty, parents, students, administration including notification letters, meeting results, if requested.

Provide any relevant information the selection committee might need to assist in the selection of students. (Test results, etc.)

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
Laurie Molton	Yes	Teacher/WSEN Coordinator	9-12 with students	PT
Beth Walker	yes	Teacher/WSEN Director	K-8	PT

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
NA					

1. 7. Provide a description of the annual program self-evaluation process.
- 2.
3. On an annual basis, the selection committee will meet to discuss the identification procedures. The cases of students that were denied entrance into the program will be reviewed case by case to ensure that the selection process and procedures are fair and equitable. If new technology or procedures become available, (for example, a standardized test for artistic ability) the coordinator and(or) director will research the technology or procedure and present it to the committee for consideration.
4. Also to be discussed will be the functionality of the program in general and any other issues that arose during the year. Functionality of the WSEN Program will be assessed by

any measurable increase in student production and(or) test scores, and comments, complaints, etc., made about the program and(or) its fairness to all students. Any changes made to the identification process or program must be unanimous and the Superintendent and Principals must be notified of the changes made.

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

The costs to be incurred by the WSEN Program include the Coordinator and Directors salaries only for the time they are working directly with or for the Program and(or) the gifted students. There is also an administrative stipend paid to the Coordinator above the scheduled salary due to the extra administrative duties assigned with the position. The costs of the program include the training and professional membership fees for these educators including but not limited to workshops and conferences. The Elementary Gifted Program has an approved curriculum requiring items that are essential to teach the curriculum provided to the GT students. The High School program is based on individual student gifts and exploring their individual interests so the specific supply lists are subject to change each year/semester. Justifications for the items listed in A. Educational Materials and Supplies are as follows:

Elementary Costs:

1. Bookmaking specialty papers, glues, tools bindings an extension project related to ARGT "Battle of the Books" with cross-curriculum connections in Visual Arts, History, Social Studies, Science, Literature, etc.
2. Papermaking & Drawing tools, some of the papers made here will be incorporated into the bookmaking(Illustration) and collage units. These supplies include specialty graphite and charcoal pencils, tortillons, papers, etc. Cross-curriculum connections include Visual Arts, History, Social Studies, Science, Literature, etc. An extension of ARGT "Battle of the Books".
3. Wood projects. Mind-puzzles for students to create & solve that directly involve the gifted student in problem solving and logic. Some of the wood pieces are for the building of sculptures as gifted students explore form and space. The sculptures can then be used with the students to improve spatial ability thinking by drawing what they think the sculptures look like from the top or another view and then checking to see if they are correct. Preparation for ARGT Problem Solving Day.
4. Problem Solving games and books provide the stimulation and cross-curriculum learning opportunities needed by gifted and talented individuals in order to keep them involved and invested in the learning process. Preparation for ARGT Problem Solving Day.
5. Literature trade books. The titles listed in #9 will be used in ARGT's Battle of the Books designed specifically to challenge the gifted students in Aroostook County.
6. 3-D Building & Clay. Improves spacial ability (see #3, Wood projects). These supplies offer the exploration of new and different building materials with historic and cultural connections such as the Chinese or Native American clay building traditions. (Social Studies, History, Visual Arts)
7. Fused glass and glass soldering. Extension for Visual Arts GT(ARGT Visual Arts

Day). Historic context of stained glass windows, glass artists like Tiffany or Josh Simpson, new and(or) unusual art mediums, exploration of shape and color, Science of the soldering technique and glass production for cross-curriculum topics and problem-solving techniques. (Visual Arts, History, Social Studies.)

8. Specialty paints and canvases. Extensions for students identified as gifted in the Visual Arts and for the final presentations/projects of other students in GT.

Secondary

1. Advanced Drawing equipment & supplemental materials, texts, etc. listed in Section 9, Secondary #1 below, will be used by the GT visual arts students to create a body of work(Portfolio building) with mediums they are not familiar with and, as an extension of and preparation for ARGV Visual Arts Days.

2. Acrylic/oils are very advanced Visual Arts mediums of Historical pertinence, This in-depth area of study is specific to the gifted visual artist with cross-curriculum connections and critical thinking skills related to Science, Math, & History. Current connection to Social Studies through modern art, messages/propaganda/advertisement. GT students will have a better understanding of how to interpret the social and artistic world they live in.

3. Chinese watercolor, polymer clays & sculpture supplies as listed in this section improve spatial ability, promote culture exploration with Science and History components and are used at the High School level in Technology (Science and Performing Arts) in video production, stop motion clay or object animation. Meridian Stories (ARGV) is one direct application with student competition on the local and State levels. as well as ARGV Visual and Performing Arts Days.

4. Calligraphy and other specialty writing/design/illustration and extension resources. English, History and Art connections. Illuminated letters and writing techniques as they developed over time. Extension exercise in bookmaking, symbolism usage, History, Social Studies. ARGV: Meridian Stories, Performing Arts and
Visual Arts Days applications.

5. Specialty Tools and Equipment: Robotics, Science and Math. These tools and equipment assist in in-depth science & engineering exploration by providing problem solving situations. These are the tools that these students will be using in science and math related occupations as well as in their leisure time. They provide the stimulation/ motivation and cross-curriculum learning opportunities needed by gifted and talented individuals in order to keep them involved and invested in the learning process. Ties to technology, math, science. Students will be challenged with competitions on a local and regional level as these become available.

6. Content area GT topic books and periodicals, art, math, social studies, etc. These topic publications contain past & current research and information, and are to be used as reference in research and current events, or study topics in particular fields. (ARGV: Brain Bee, Meridian Stories)

7. Cutting & Design Layout, Embossing, Printmaking, silk screening supplies. Cultural exploration, science and history components of in-depth extension exercises. These supplies are also used at the High School GT level in technology (science and performing arts) in video production, stop motion clay or object animation. Meridian Stories: (ARGV) is one direct application with student competition on the local and State levels, other applications are Visual Arts Day, Performing Arts Day: ARGV.

8. GT Challenge games & puzzles/programs & site licenses as required for GT student access include the I.Q. games, puzzles and brainteasers which increase logic thinking and problem-solving ability.

All Gifted students may use any of the budgeted items available for their GT seminar presentations, or extension learning activities.

In addition to the above, all of the activities planned by ARGT provide the gifted student with the much needed opportunity to interface, learn from and make friends with their ability-level counterparts. This service is invaluable to gifted students who often have a difficult time making friends and conversing with their age-mates. Fees for involvement in these programs as well as student tuitions are listed in Section C below.

ARGT programs are specifically designed for gifted students, and tuitions to online courses or workshops are those deemed necessary by the District or GT Committee for the GT students and staff. Student online courses are almost always college level, result in college credit due to the advanced ability of the Gifted Student in general, and are also for acceleration purposes when students are no longer sufficiently challenged by the current High School offerings. This budget year there should be a college level creative writing, an advanced college level math, an advanced business accounting and(or) an upper level Spanish course for identified GT students. These are available online through the University of Maine system at a highly reduced rate or, if need be, through other special programs offered to upper-level High School students.

Other allowable expenses include the cost for 10 gifted students to attend an ARGV sponsored 3 day Boston trip. This trip includes many activities and educational experiences that the students in Aroostook County do not otherwise have access to and that ARGV team has recommended as an beneficial component to the gifted students curriculum and development. The students will attend a professional Performing Arts event (Blue man group), The Museum of Science, the Planetarium, an Imax Theater production, the Museum of Fine Arts and the JFK Library & Museum, as well as tour by land and water the historic parts of the city of Boston. Many of our gifted students have never left Northern Maine and have never been exposed to the history, art and science found in larger cities and museums, that their other ability level peers have. While traveling there and back, they have an opportunity to communicate and learn with their ability peers. The gifted teachers attending the trip will also have multiple opportunities to present learning activities and teachable moments along the way.

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)
Laurie Molton		29,596.98
Beth Walker	21,223.86	
Laurie Molton (coordinator stipend)		5,000.00

Subtotal	21,223.86	34,596.98
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Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NA	0	0
Subtotal	0	0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
NA	0	0
Subtotal	0	0

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
1. Bookmaking (specialty papers, glues, tools bindings) Shizen Book Binding Kits, Lineco Bees wax, Bone paper folder and scorer, Books By Hand: Waxed Linen Thread, Awls, "Covers by me" binding kit, Polyvinal Acetate, Linen Binding Tape, Specialty Book Cloth and binding needles. Hygloss Holographic self-adhesive paper. Martha Stewart scoring board Kit, 18 X 24 Blick Drawing Paper 60b, (Dick Blick & Sax/School Specialty)	200.00	1. Advanced Drawing equipment & supplemental materials, texts, etc. "Drawing Realistic Textures in Pencil", graphite and charcoal pencils, tortillions, non-traditional surfaces(copper, tin, pastel pads, Graftix Duralar matt sheets, Muslin, 16 by 24 parchment & Plastisciene sheets, etching pens, Intaglio: Etching plates, tool kits, solution, Press and wipes. (Dick Blick)	1 7 9 . 0 0
2. Papermaking & Drawing. Arnold Grummer: Botanical value set, Dip hand molds, Papermill: station for groups, pour hand molds, Blick: Garden Casting and Specialty pulps. Alvin Heritage Drawing tool set. Prismacolor Scholar Graphite Drawing Pencils, Tortillions. Derwin	200.00	2. Acrylic/oils :Student Oil Color sets, Sax oil pigment sticks, Oil Paint Winsor & Newton: Artists Painting, Blending, Glazing & Drying mediums, oil painting solvents, Alkyds. Blick Artists Acrylic sets and Blick Acrylic medium. Blick: Gesso, Gloss	1 4 5 . 0 0

Onyx Pencils. (Dick Blick & Sax/School Specialty)		medium, Blick Economy 18 X 24 & 10 x 12 canvas. video: Advanced Oil Painting Technique. (Dick Blick, Sax/school Specialty)	
3. Wood and Wire projects (sculpture, Jacob's Ladder, Wands) Fishhook wire, Chicken wire, Sandpaper, fine & extra fine, Mohogany & white blocks, asst sizes, Fiskars Draft Drill, Wooden Dowels, 1/4 & 3/4 width round. Aleene's 1/4 in red tacky tape, 10 watt fused mini glue gun and sticks, Xacto knife(swivel), (School Specialty Marketplace, Dick Blick)	200.00	3. Chinese watercolor, polymer clays & sculpture sup. 9x12 rice paper, 12x 18 rice papers, Yasutomo Authentic Chinese Watercolor Set, Chinese Brush Painting book, Chinese inks, Yasutomo Laquered Handle Hake Brush, Tomboy Dual Brush pens, Bamboo Sumi Brushes, Sumi ink and painting kits, Sumi Paper 12 X 18. (United Art & Education, Dick Blick)	1 8 9 .0 0
4. Problem Solving games and books, Quirkle, Keva Contraptions: 200 plank set, Q-BA-Maze Stunt set, PICWicks, Perplexors set of 6, ToySmith mini wooden puzzle set, Book: Of Course by Zach Guido, 399 Games, puzzles, by Nancy Linde. Cardinal Industries solid wood brainteasers. (Mindware, Amazon)	300.00	4. Calligraphy and other specialty writing/design/illustration and extension resources. Calligraphy pen sets, Rice paper 50 sheet pads, 10x12 and 16 x20, Bristol tiles, Bamboo brush set, Visual Deck Set: Calligraphy, Speedball texts. Pilot Parallel Calligraphy pen sets. Parchment paper pads. Ink refills, colored ink and Practice paper & calligraphy rulers. (Sax & Enasco)	7 8 .0 0
5. Literature trade books (Amazon) Sea of Trolls – Nancy Farmer ; Skeleton Key – Anthony Horowitz; The Secret Life of Bees – Sue Monk Kidd; Al Capone Does My Shirts – Gennifer Choldenko; Life As We Knew It – Susan Pfeffer ; The Catalyst – Cloggan	300.00	5. Specialty tools and equipment, (robotics and associated tools.) ETA hand2mind 9388 GeoReflector Mirror Set, Parallax-28832 Programmable Boe-Bot Robot Kit - USB Version (non-solder), Parallax 570-28015 PING))) Mounting Bracket Kit, needle nose pliers, variety of small screw drivers. (Amazon)	1 6 2 .0 0
6. 3-D Building, Clay. Double-sided tape, Activa plus air dry non-toxic: Natural & Terra Cotta. Royal Brush Specialty Clay Tool Set, Mayco clay impresses: Contemporary flower, Seaside, Continuous Native American & Native American, Amaco Craft Clay Machine. (Sax/School Specialty)	200.00	6. Content area GT topic books, art, math, social studies, etc. "Applied Robotics" (Book & CD-ROM), "The Brain Book", "An Introduction to Electrophoresis", "From Genes to Genomes: Concepts and Applications of DNA Technology.", "Fundamentals of Mathematical Physics", "Cultural Anthropology: A Toolkit for a	3 2 0 .0 0

		Global Age", "Book of Peoples of the World: A Guide to Cultures, Cultures and Organizations" "Software of the Mind" (Amazon & Enasco)	
7. Fused glass and glass soldering. System 96 fuse box 20, Fused glass Bracelet kit-96COE. Canfield Lead-free Pewter finish Solder-1lb. Diamond file set. Bullseye Rainbow Transparent Glass Pack-90. (Delphi Glass)	400.00	7. Cutting & design, layout, embossing, printmaking. Embossing Tools - Texturity Set, Embossing spindals, Metal embossing strips, Embossing foils (18 x 22 and smaller: copper and multi-colored) Fiskars: rotary cutter, cutting mats, 12 inch titanium paper trimmer, scissors. Paragon Crafts rotary cutter and decorative blades, xacto knife (Amazon & Dick Blick)	2 8 9 . 0 0
8. Specialty paints and canvases. Sax: Paper, xl 12x18 300g-140 watercolor, Paint: Watercolor mixed pan set8, connector box set 24. Blick: Studio Acrylic set, Academic Canvas 2 pk 12x12. (Sax/School Specialty)	200.00	8. GT Challenge games & puzzles/programs & site licenses as required for GT student access. Ball-shaped Number Magic Cube Sphere Puzzle Brain Teaser- MC302, RARE MAGIC SQUARE CUBE 1, BRAIN TEASER PUZZLE TOY MC403, Brain Teaser 60-Wedge Rubik's Twist Transformable Snake Hammer Puzzle (Red), MindWare Perplexors: Level A, Safecracker 40 wood brain teaser puzzle - math & logic puzzle - unique made USA, MindWare Logic Links Puzzle Box. KAILIMENG Brain Teaser Metal IQ Puzzle, MindWare Analogy Challenges: Level A(Amazon & Enasco, Mindware)	5 8 2 . 0 0
Subtotal	2,000.00	Subtotal	1 , 9 4 4 . 0 0

A. B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
*Costs for trips for Elem students are included in student tuition for ARGT with the exception of the	0	*Costs for trips for Sec GT students are included in student tuition for ARGT with	0

Elementary: Title	Cost	Secondary: Title	Cost
ARGT dues	30.00	ARGT dues	3 0 . 0 0
MEGAT	350.00	MEGAT	3 5 0 . 0 0
		State Training/travel	1 0 0 . 0 0
Subtotal	380.00	Subtotal	4 8 0 . 0 0

Totals

	Elementary Costs:	Secondary Costs:
Subtotals from above		
Professional Staff	21,223.86	34,596.98
Auxiliary Staff	0	0
Independent Contractors	0	0
A. A. Materials & Supplies	2,000.00	1,944.00
A. B. Other Allowable Costs	0	4800.00
A. C. Student Tuition	900.00	935.00
A. D. Staff Tuition/PD	380.00	480.00
Total	24,503.86	42,755.98