

**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:

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

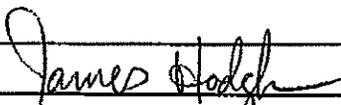
Phone number:

Email address:

CERTIFICATION:

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

Superintendent Name (printed)



Superintendent Signature

Date application submitted to Maine DOE for review:

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

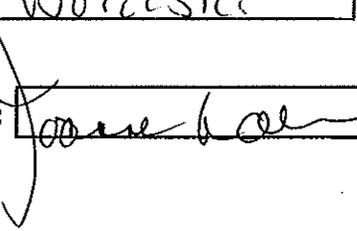
RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By:

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval:

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

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

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

Academic program philosophy:

Learning happens in different ways and timeframes...RSU4 Guiding Principles.

As stated in the RSU4 mission statement, "Reaching and Teaching All Children to Achieve Academic Excellence, the RSU holds high expectations for staff and students. The educational program will be implemented to give students the opportunity to acquire the values, attitudes, knowledge, and skills that are essential to becoming confident and productive adults who are lifelong learners, effective communicators, creative problem solvers, informed thinkers, collaborative and quality workers, and responsible citizens," the Gifted and Talented Program intends to follow Chapter 104: Educational Programs for Gifted and Talented Children to the letter of the law. We want to inspire all students to achieve future success. Keeping in mind our belief that learners achieve this in different ways and time frames, the Gifted & Talented Program is designed to meet the educational needs of learners who exhibit an ability to move at an accelerated pace in general intellectual ability, specific academic aptitude, and/or artistic ability. RSU4 is committed to expanding the horizon and opportunities of the children identified as academically and/or intellectually gifted, and with these goals in mind, our mission is to offer appropriate learning experiences for all students and to strive to develop effective collaboration between the regular education teachers and the gifted education teacher through staff development.

Arts program philosophy:

Keeping in mind the academic program philosophy stated above, the primary philosophy of the Gifted and Talented Arts Program is to supplement and build upon the skills and knowledge of the regular curriculum in order to meet the unique abilities of the gifted and talented students in the visual and performing arts. The students in this program will be provided with opportunities for diverse and appropriate learning experiences which will develop and challenge the students' learning potential and match their interests and needs.

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:

"Gifted and Talented Children" (as defined in Chapter 104) are those children in grades K-12 who excel, or have the potential to excel, beyond their age peers in a regular school program, and who can benefit from programs offered by the GT program. These students must have demonstrated exceptional ability, aptitude, skill, or creativity in one or more of the following categories: general intellectual,

specific academic aptitude, or artistic ability. These students usually comprise five percent of the school population. Children at the top two percent of the school population may be considered highly gifted.

For learners that exhibit the need for an accelerated pace, the GT Program provides differentiation. This can be accomplished utilizing proficiency based education in the following ways:

Once these learners are identified, a learning plan (LP) will be created targeting their specific academic/artistic needs.

The GT consultant will then meet with the teachers to develop a course of action to best meet these particular educational needs that could include the following: differentiated curricula utilizing cluster grouping, curriculum compacting, and independent research/projects. The classroom teacher will consult with the GT coordinator on delivery of the services.

Using the educational "scope and scales", mastery of standards will be recorded in semester reports. Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments or alternatives to their gifted and talented programs must be made (for example, we presently have four accelerated 8th grade math students taking Algebra II at the high school).

Arts program abstract:

As stated above, GT students in grades K-12 who excel, or who have the potential to excel, beyond their age peers in the visual and performing arts also need acceleration or enrichment. These students usually exhibit the following characteristics: craftsmanship (pride in performance, attention to detail, and excellence), perceptive facility (ease with which pattern design, space, or sound relationships are perceived), creative imagination, aesthetic intelligence (awareness, appreciation, or expression of beauty and grace in textures, colors, lines, shapes, spaces, balance, contrast, rhythm, movement and sound), aesthetic judgment (sensitivity in manipulating any or all of the variables listed in aesthetic intelligence), and compelled to perform/produce (creating original products or continued experimentation with preferred medium).

To address the needs of the approximately five percent of the school population that exhibit these characteristics, RSU4 provides programs in music, art, and drama that allow students:

1. to learn at their appropriate instructional level;
2. to engage in diverse learning experiences offered through a variety of program models (for example, we offer studio art and advanced band/chorus where students are bussed to the high school to participate in that program);
3. to access specialized curricula that are advanced, conceptually complex, and carefully differentiated from the regular curricula;
4. and to learn in instructional settings appropriate to their changing needs.

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

Academics:

Goal #1: The goal of the academic gifted and talented program in RSU #4 is to develop, implement, and manage services for the gifted student.

Goal #2: RSU4's gifted education curriculum complies with state standards mandated by the Maine State Board of Education using the following guidelines (see below).

Objectives: 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.

The main objectives of this program are to supplement and build upon the skills and knowledge of the regular curriculum in order to meet the unique abilities of the gifted and talented students. The students in this program will be provided with opportunities for diverse and appropriate learning experiences which will develop and challenge the students' learning potential to match their interests and needs.

These services will be provided by coordination between the GT Coordinator, the regular classroom teacher, and any other educator who can effectively help accelerate or enrich the gifted students learning.

- Promote critical thinking and reasoning abilities
 - Develop and expand thinking skills
- Utilize differentiated strategies for learning
 - Build / extend cognitive language skills
 - Facilitate opportunities for learning

Activities:

Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.

Following is a listing of what the program offers at each grade level span:

K-2 At this level, provisions for academically talented students will usually be made by the regular classroom teachers using challenging materials, appropriate and varied teaching strategies, and will have the ongoing support of the GT program teacher/consultant. If needed, enrichment will be provided by the GT teacher as well.

3-8 At this level, a variety of learning environments, content modification, and enrichment will be utilized according to need. They include advanced content, cluster grouping, contracts, cross-grade subject grouping, curriculum compacting, differentiated instructional units, flexible grouping, grade acceleration, independent study, pull out resource, and subject grouping.

9-12 At this level, the following will be offered: advanced placement courses, consultative support, distance learning courses/telecommunications, early graduation, grade acceleration, honors courses, independent study, leadership development, mentor programs, pull-out resources, seminars, AVEC program, and subject advancement.

Gifted students receive instruction that is differentiated in content, process, product, learning environment and assessment.

Creative and Productive Thinking. Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

Problem Solving. Students will learn strategies for rational decision making and apply them to problems and issues in today's world.

Thinking Skills . Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions.

Communication . Students will use communication to construct knowledge through a variety

Research . Students will make effective decisions about the identification, implementation, and presentation of ideas.

Personal Development. Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

Arts:

Goal#1: To develop, implement, and provide for the opportunity so that all students identified as gifted in music receive individual or small group instruction; working with specific media to enrich their education.

Goal #2: To develop, implement, and provide for the opportunity so that all students identified as gifted in the visual arts receive individual or small group instruction, working with specific media to enrich their education.

Objectives: For both music and visual arts

Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in:

- Discipline Specific Literacy
- Creation, Performance, and Expression
- Creative Problem Solving
- Aesthetics and Criticism
- Visual and Performing Arts Connections

Activities:

As part of a program that includes the effective collaboration between the GT coordinator, general and special education programs educators will:

1. Regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
2. Regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special programs.
3. Regularly use multiple alternative approaches to accelerate learning.

For Example: Music...Creation, Performance, and Expression

PreK-2 Students gifted in vocal music and understanding of pitch relationships are provided the opportunity to further develop their vocal skills (Solfege and Curwen hand signs), either as individuals or in small groups.

3-5 Students gifted in recorder performance are provided the opportunity to perform as part of a small, Orff-based ensemble.

6-8 Students gifted in instrumental jazz performance and improvisation are provided the opportunity to perform in a small, select jazz ensemble. Have the opportunity to join high school musicians and receive accelerated instruction.

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: Our testing process begins with an examination of our total population using the NWEA and STAR360 and/or other state literacy and math assessments (usually at the end of grade two). Nomination forms are provided (GT criteria and descriptions are included in this form) to teachers. From this initial pool of students, the following steps are taken for the purpose of identification:

- Cognitive Abilities Test (CogAT)...95th-99th percentile (Objective)
- Iowa Test of Basic Skills (ITBS)...95th-99th percentile (Objective)
- Observational Data and Work Samples (Subjective)
- Behavior Checklist (Subjective)
- Students can also be referred by parents, peers, or member of the community, as well as self-referral.

Selection: A selection committee is composed of the following:

- Principal and/or Administrator
- Guidance Person
- General Academic Teacher(s) as appropriate to grade level or grade span
- Gifted/Talented Teacher/Consultant

The committee reviews each recommended student and his/her testing results along with other pertinent referral materials. Letters are sent to parents whose children are selected and meet the state's criteria for identification. They are informed of the committee's decision and are invited to discuss available opportunities for their children. Those students who are not chosen are treated as part of the general population.

Placement: Once students are identified, selected children are appropriately placed in the Gifted & Talented program. The superintendent and/or curriculum coordinator, under policies adopted by the school board, have established procedures to accomplish the following:

- Assure collaboration between the regular classroom teacher and the gifted and talented program staff to develop the program that will be provided for the identified student.
- Notify all RSU #4 administrators of the children selected for the program and provide them with a description of the program(s) that will be provided.
- Parents are informed as well regarding the nature of the program and/or services being offered. A learning plan (LP) will be developed for each identified student.
- Records are maintained on each child's performance in the Gifted and Talented Program.
- An annual review of each child's program is done to evaluate the appropriateness of the placement and instruction.

Academic Aptitude:

Screening: For Specific Academic Aptitude, the screening procedure includes the following objective and subjective assessment methods (usually at the end of grade two):

- Iowa Tests of Basic Skills (ITBS) 95th-99th percentile (Objective)
- Cognitive Abilities Tests (CogAT) 95th-99th percentile (Objective)
- Northwest Evaluation Association (NWEA) or STAR360 95th-99th percentile (Objective)
- Teacher referral based on an appropriate screening checklist (Subjective)
- Referral by parents, peers, or members of the community (Subjective)
- Self-referral (Subjective)

--Pupil products, performance, or records of past performance (Subjective)

Selection: A selection committee is composed of the following:

- Principal and/or Administrator
- Guidance Person
- General Academic Teacher(s) as appropriate to grade level or grade span
- Gifted/Talented Teacher/Consultant

The committee reviews each recommended student and his/her testing results along with other pertinent referral materials. Letters are sent to parents whose children are selected and meet the state's criteria for identification. They are informed of the committee's decision and are invited to discuss available opportunities for their children. Those students who are not chosen are treated as part of the general population.

Placement: Once students are identified, selected children are appropriately placed in the Gifted & Talented program. The superintendent and/or curriculum coordinator, under policies adopted by the school board, have established procedures to accomplish the following:

- Assure collaboration between the regular classroom teacher and the gifted and talented program staff to develop the program that will be provided for the program.
- Notify all RSU #4 administrators of the children selected for the program and provide them with a description of the program(s) that will be provided.
- Parents are informed as well regarding the nature of the program and/or services being offered. A learning plan (LP) will be developed for each identified student.
- Records are maintained on each child's performance in the Gifted and Talented Program.
- An annual review of each child's program is done to evaluate the appropriateness of the placement and instruction.

Artistic Ability:

Screening: For Artistic Ability, the screening procedure includes the following (usually at the end of grade two):

- Pupil products, such as auditions, portfolios, works-in-progress, performance
- Pupil interview
- Parent, teacher, peer, community member, or self-referral.
- Scales for Rating the Behavioral Characteristics of Superior Students

Selection: A selection committee is composed of the following:

- Principal and/or Administrator
- Guidance Person
- General Academic Teacher(s) as appropriate to grade level or grade span
- Gifted/Talented Teacher/Consultant

The committee reviews each recommended student and his/her testing results along with other pertinent referral materials. Letters are sent to parents whose children are selected and meet the state's criteria for identification. They are informed of the committee's decision and are invited to discuss available opportunities for their children. Those students who are not chosen are treated as part of the general population.

Placement: Once students are identified, selected children are appropriately placed in the Gifted & Talented program. The superintendent and/or curriculum coordinator, under policies adopted by the school board, have established procedures to accomplish the following:

- Assure collaboration between the regular arts program teacher(s) and the gifted and talented program staff to develop the program that will be provided for the program.

- Notify all RSU #4 administrators of the children selected for the program and provide them with a description of the program(s) that will be provided.
- Parents are informed as well regarding the nature of the program and/or services being offered. A learning plan (LP) will be developed for each identified student.
- Records are maintained on each child's performance in the Gifted and Talented Program.
- An annual review of each child's program is done to evaluate the appropriateness of the placement and instruction.

Process for transfer students: Permanent school records of students transferring into RSU #4 are screened when received by designated special education teachers. Any data in the record that indicates that the student may be eligible for GT services (to include prior inclusion in a program, test scores or portfolio information) will be referred to the GT teacher in the building for further assessment. Parents will be notified of this determination. The identification committee will convene to determine eligibility and placement as previously mentioned.

Exit Procedure:

- Students may choose not to participate in the Gifted and Talented Program. The student is placed back into the general population with possible consideration during the next screening process.
- A teacher may ask that a student be removed from the program if his/her work is not meeting requirements.
- The program is not meeting the needs of the student.
- Student may have been misidentified.
- Re-testing and re-evaluation will occur at the natural exit points (grades 5 and 8).
- Parents will be notified of any change in status regarding eligibility for GT service.

Process for appeals:

For students not selected, an appeal in writing is possible.

- Parent can request (in writing) for an explanation of the selection decision.
- If the explanation does not resolve the conflict, then the parent can elect to pursue outside testing with information sent to the school for further consideration.
- The GT selection committee will review new information for placement consideration.
- An orientation meeting with an administrator, the guidance counselor, newly selected GT students, their parents, and the GT staff is held to discuss the program, the meaning of GT, why this group was selected, and what will or can be expected of both the staff and the student.
- If a student elects not to participate, they will re-enter the general population.
- If a student chooses to participate, a LP (learning plan) will be initiated.
- If a student is exited from the program by the school, upon notification of this exit by the school the parent should submit in writing a request for review. The GT selection committee will review the request and issue a decision. Should the parent disagree with the decision of the GT Selection committee the parent may appeal to the Superintendent of Schools. The Superintendent's decision will be final. (Language from policy IKE regarding Acceleration)

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

All staff, on an annual basis, are made aware of the needs and nature of gifted students. The Gifted and Talented teacher(s), along with other teaching staff, have access to regular training through workshops, seminars, classes, and conferences such as the MeGAT Conference (held within the RSU and other outside facilities/educational institutions).

The RSU #4 program is consistent with the GT program standards set by the National Association for Gifted Children, local philosophy, and state requirements.

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

Assistant Superintendent/Curriculum Coordinator is responsible for overseeing the implementation of the program.

The GT teacher(s) is certified (K-12):

- Coordinates student identification at each school
- Disseminates gifted information
- Provides some direct instruction/services for identified GT students when appropriate and/or requested
- Provides demonstration lessons in regular classrooms
- Works with regular education teachers to develop appropriate differentiation of curriculum and instruction for GT students
- Coordinates testing at various levels
- Communicates with parents and community regarding GT services
- Responds to parent concerns
- Serves as contact person for special events/programs/contests

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
Lucille Rioux	Yes	Teacher	K-12	Full-Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement	Grade level	Name and position of supervisor	Indicate Full-Time or Part-

		Yes/No			Time in GT

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

RSU #4 will establish an oversight committee that includes the following:

- Director of C.A.I.
- Principal and/or Administrator
- Guidance Person
- General Academic Teacher
- Gifted/Talented Teacher/Consultant

The oversight committee will be responsible for evaluating the program on the following:

1. Development of clear program descriptions and goals utilizing multiple data sources
2. The program is provided adequate funding and time for evaluations while preparing staff for conducting and analyzing the results of the evaluation.
3. The program has clearly identified all audiences who have an interest in or need for evaluation results and involve them in the evaluation process.
4. The program has developed or selected assessment tools that address that properly identify gifted students.
5. Students have been identified according to the processes laid forth in the procedures listed in the GT Plan.
6. Initiation and completion of appropriate learning plans for students who have been identified and elected to participate.

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

RSU #4 has identified monies in the following as part of the regular budget to implement the GT Program:

- Salary and Benefits for the GT Coordinator
- Professional Development
- Travel Reimbursement
- Supplies
- Books and Periodicals
- Dues and Fee-Memberships
- Purchased Services
- Tuition to other Schools

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)
Lucille Rioux	75,801.00	
Subtotal	\$75,801.00	

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

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. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Supplies-Books and Periodicals	1850.00	Supplies: Books and	\$1500.00

<p>This includes for both Elementary and Secondary: Teachers Discovery: Imagineering Energy, Bill Nye Motion, Active History Ancient Egypt, World Civilizations and Cultures Activity Book, Green and Roman Civilizations Activity Book, Mysteries in History 3 Book Set. Prufrock Press: Geography for All Seasons, Hands on Physical Science, Real Life Science Mysteries, Primarily Problem Solving, Primarily Thinking, Independent Study Kit, Letting go of Perfect. Pieces of Learning: Demystifying Differentiation Elementary and Secondary, Aerodynamics, Civil War, Any Country, Historical Documents Unit, Fossil Fuels Unit, Rev. War, WW1, WW2, Vietnam War Unit, Diff. Curriculum for the Gifted, Challenging Puzzles, Simple Story, Primary Science Readers, Jr. Social Studies Investigator, Was It Possible. Amazon Purchases throughout year to differentiate curriculum K-12. Mindware: Professor Noggins Set of 6 Social Studies, American Trivia, 50 Amazing things about science, Mysteries of the Universe.</p>		<p>Periodicals</p>	
Subtotal	\$1850.00	Subtotal	\$1500.00

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Reimbursement for GT Coordinator to travel throughout district.	100.00		

Travel for Professional Development for GT Coordinator.	\$150.00		
Subtotal	\$250.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		AVEC Program	\$7500.00
		Tuition for students beyond the regular program such as college courses and workshops. These include things such as tuition to CMMC for Math/Science/ELA/Electives beyond our regular curriculum (same for USMLA).	\$3500.00
Subtotal		Subtotal	\$11,000.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Employee Training and Development	\$485.00		
This is for the MEAGT Conference and another professional development opportunity for our GT Coordinator that is decided upon during the school year that meets the requirement that the training be in GT and may not be in a content area.			
Subtotal	\$485.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
-----------------------------	--------------------------	-------------------------

Professional Staff	\$75,801.00	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$1850.00	\$1500.00
B. Other Allowable Costs	\$250.00	
C. Student Tuition	\$485.00	\$11,000
D. Staff Tuition/PD		
Total	\$78,386.00	\$12,500.00