

**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 52

Name and title of person responsible for gifted and talented program:
Thomas Ambrose, Assistant Superintendent

Phone number: 207-225-1005

Email address: thomas.ambrose@rsu52.us

CERTIFICATION:

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

Superintendent Name (printed)
Henry Allberti, Jr.

Superintendent Signature



Date application submitted to Maine DOE for review: 3/1/16

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

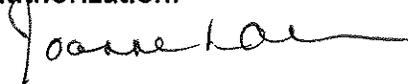
EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

3/16/16

Initial Application

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

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

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

Academic program philosophy:

The MSAD 52 Board of Directors establishes a program for gifted and talented students. That program operates with the belief that each student in our PreK-12 system is an individual with unique learning needs. Some of these students excel or have the potential to excel beyond their grade level peers. In accordance with state law, the top 3-5% of the student population will be identified for gifted and talented programming. The MSAD 52 program assists these students to recognize, develop, and expand their capabilities and talents, while at the same time addressing their affective needs.

The schools in MSAD 52 will work together to create a continuity of programming to provide the students with experiences that are practical, sequential, and challenging based on the standards set by the Maine Learning Results and Common Core Standards in English/Language Arts, Math, Science, and Social Studies. Instructors of the Gifted and Talented Program will work cooperatively with classroom teachers and other appropriate staff to develop challenging educational experiences that are appropriate for each student's unique needs and abilities. Differentiation of instruction will take place in the regular classroom to serve the needs of the gifted at the same time enriching the curriculum offerings for everyone.

Arts program philosophy:

The visual and performing arts program operates with the belief that each student of the arts in our PreK-12 system is an individual with unique learning needs. Some of these students in visual and performing arts excel or have the potential to excel beyond their grade level peers. In accordance with state law, the top 3-5% of the student population will be identified for gifted and talented programming. The MSAD 52 program assists these students to recognize, develop, and expand their capabilities and talents.

The schools in MSAD 52 will work together to create a continuity of programming to provide the visual and performing arts students with experiences that are practical, sequential, and challenging. Instructors of the Gifted and Talented Program will work cooperatively with visual and performing arts teachers and other appropriate staff to develop challenging educational experiences that are appropriate for each student's unique needs and abilities. Differentiation of instruction will take place in the visual and performing arts classrooms to serve the needs of the gifted at the same time enriching the curriculum offerings for everyone.

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 MSAD 52 Gifted and Talented Program serves students in grades K-12 in Greene, Leeds, and Turner and takes on many forms, being delivered in and out of the regular classroom setting. The program utilizes the services of a variety of district personnel, specialists, and

classroom teachers. From kindergarten through third grade, the focus is a consult model with regular education teachers differentiating, rather than on direct services. At the fourth through sixth grades, students receive direct services primarily during intervention through an enriching pullout program in Math and Language Arts with Social Studies and Science content integrated and some push-in services. This is in addition to classroom differentiation and teacher consultation. At the middle school level, students receive direct services through a supplementary enrichment program with a multidisciplinary approach, in addition to classroom differentiation and teacher consultation. And in the high school grades, identified students receive services through a consult model and Honors and AP classes from tenth through twelfth. Furthermore, some students may participate in the Androscoggin Valley Regional Program for Gifted and Talented, which provides a series of programs in the Creative Arts, Math/Science Applications, Contemporary Maine Issues, and Young Writers. These programs assist identified students in participating in challenging learning experiences with other high school students in the region beyond the many choices provided at the high school.

Arts program abstract:

The Arts program offers services to students primarily through differentiation within the classroom and consultation with the GT staff. Additionally, this year, the GT staff will collaborate with the arts team to determine the local assessments that will be used for future identification, refine rubrics for audition pieces, and develop activities for the students already identified at the secondary level. Our goal is to identify at the elementary and middle level by Spring.

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

Academics:

Goals

In order to recognize, develop, and expand the capabilities and talents of our gifted students, while at the same time engaging them and addressing their affective needs, program services will:

1. Develop curriculum that is responsive to students' individual strengths and needs,
2. Provide student learning experiences that are at the appropriate level of challenge,
3. Work cooperatively with classroom teachers and other appropriate staff to monitor and expand programming for gifted students in the regular classroom.

Objectives

1. Conduct a strength/needs assessment for each student, by consulting student records, data, guidance and/or parent(s), having students complete survey(s), and by using templates for planning curriculum.
2. Address students' affective needs through small group instruction, using selected topics related to the student strength assessment.
3. Communicate the goals for each student with the classroom teacher and principal. Provide consultation as needed.

Activities

1. Construct learning plans for students in the fourth through sixth grades, based on a strength/needs assessment, and create differentiated units and challenging activities in seventh and eighth grade, based on a strength/needs assessment.

2. Students in grades 4-8 will participate in small group instruction outside of the classroom to work on units of study that are engaging, more conceptually complex, multidisciplinary, or go to greater depths in content. Self-directed students will also complete independent studies, participate in learning centers, online education, or compete in contests that align with curriculum and strengths.

3. Affective needs will be addressed by either bibliotherapy or discussion about common traits gifted students might share, as reflected by research. In addition, students will participate in units that teach leadership skills.

Visual and Performing Arts:

Goals:

In order to recognize, develop, and expand the capabilities and talents of our gifted visual and performing arts students, while at the same time addressing their affective needs, program services will:

1. Develop curriculum that is responsive to students' individual strengths and needs,
2. Provide student learning experiences that are at the appropriate level of challenge,
3. Work cooperatively with gifted and talented teachers and other appropriate staff to monitor and expand programming for gifted students in the regular classroom.

Objectives:

Ensure student engagement by completing the following objectives:

1. Address students' needs through differentiated instruction, using selected topics related to the student strengths and needs.
2. Monitor the program goals for each student with the arts teachers and provide consultation as needed.

Activities

The following list reflects the activities we are developing and/or piloting in 2015-16:

1. Create differentiated centers and/or challenging activities based on student strength and need within the arts classrooms.
2. Students in the visual and performing arts will have their artwork displayed in public, perform in advanced ensembles, and be given solos or parts in a small group performance.
3. At the elementary level, GT staff will monitor, observe, or conference with students in visual and performing arts classes periodically in order to assess growth and support differentiation in the curriculum.
4. At the secondary level, GT staff will consult with the Visual and Performing Arts Coordinator to ensure that students are provided the appropriate services.

General Intellectual Ability:

Screening

The identification process takes place in the spring of grade three after the results of the standardized ability and achievement tests are received. The records of all third and sixth grade students are reviewed. Third and sixth grade teachers are also asked to refer students who demonstrate established gifted and talented characteristics or behaviors as they review the names of all students on their class lists. These student names are presented to the building selection committee for possible identification.

Selection

The records of all third and sixth grade students are reviewed to determine which students are scoring at the following:

1. Level 4 on the MEA math and reading provided that the scores are available at the time of screening.
2. Minimum of 95% on NWEA reading and math.
3. Minimum of 55 points each on the CogAT verbal, quantitative, and nonverbal sections.
4. Referred by their teacher as exhibiting high levels of gifted characteristics which document task commitment and creativity. There are ten data points each receiving a point a piece. By the end of grade three, the District Screening Committee will review the data and identify the top 3-5% of the students for the gifted and talented program.

Placement

Programming for identified gifted and talented students begins in fourth grade. The top 3-5% of students who meet these requirements are placed on a list for services for monitoring, and further analysis is completed to determine what pullout or push-in services are needed for each student based on academic aptitude and achievement scores. Students who have been identified as GT will participate in the program with parent permission until the next screening year. At the conclusion of screening students may or may not continue to qualify.

Academic Aptitude:

Screening

The G/T department compiles data for the selection committee from the NWEA content test for a district-wide screening of third and sixth grade students. Additionally, each 3rd grade and 6th grade classroom teacher receives a referral form in the spring which not only contains a checklist of G/T attributes, but also requests specific academic areas for which the student is being referred, whether it be English/Language Arts, Math, Social Studies, or Science. Students referred for consideration by the classroom teacher will be administered the nationally normed Cognitive Abilities Test (CogAT).

Selection

The selection committee further analyzes the data and checklists of each student to refine the academic areas that require services.

Placement

By the end of grade three, the District Screening Committee will review the data and identify the top 3-5% of the students for the gifted and talented program. Programming for identified gifted and talented students begins in fourth grade. Parents/guardian of students identified as eligible for gifted and talented programming will be notified. Written parental permission will be required prior to participation. Students will only be permitted to exit the program with written parental permission. Additionally, parents/guardians may elect not to allow their child to participate in the G/T Program. A list of gifted and talented program participants, including their grade placements and identified areas of strength, will be provided to the Superintendent of Schools on an annual basis. Copies of letters and signed permission slips will be placed in the child's cumulative file.

Artistic Ability:

Screening

The VPA committee is studying our current method of identification to be sure we are using best practices as outlined by NAGC and plan to make recommendations for the next identification cycle in the spring. Currently, all fourth grade and sixth grade students will be screened using a Universal Screening Checklist for art and music. In addition, students will be able to refer themselves for the program.

Selection

In addition to the universal screening, other measures will be used, such as checklists, teacher referral, and student referral to determine selection and placement. Additionally, portfolios and auditions may be used to refine the process of identification. Parents/guardian of students identified as eligible for gifted and talented programming will be notified. Written parental permission will be required prior to participation, and students will only be permitted to exit the program with written parental permission. Additionally, parents/guardians may elect not to allow their child to participate in the G/T Program. A list of gifted and talented program participants, including their grade placements and identified areas of strength, will be provided to the Superintendent of Schools on an annual basis. Copies of letters and signed permission slips will be placed in the student's cumulative file.

Placement: A committee comprised of a minimum of one administrator, teacher of the arts, and the certified Gifted and Talented teacher will review the benchmarks to determine placement of the top 3-5%.

Process for transfer students: Students moving into MSAD 52 after grade three will be assessed based on comparable data from their previous school, and a referral from their parent/guardian or their MSAD 52 classroom teacher.

Exit Procedure:

If at the sixth grade screening, a student no longer qualifies, the parents will be notified in writing. If the student chooses to no longer participate in the programming, a letter from the student or parent who wishes to discontinue services will be placed in the student's file.

Process for appeals:

Parents/guardians may appeal eligibility decisions in writing to the District Screening Committee. The committee will review the data, confer with the classroom teacher, review current samples of assessments to seek additional information. The committee will report the findings back to the parent in writing. The decision of the District Screening Committee on an appeal is final.

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

VPA and GT staff met during the early release and professional development day and will continue to meet and discuss the GT process and receive training when needed. In addition, we have requested the help of a consultant to help us refine the VPA screening process and procedures.

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

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
Ruth Cote	Yes (in process)	Teacher	K-12	Full time
Thomas Ambrose	No	Admin	PK-12	Part-time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
Kara Getty	GT Ed Tech III	Yes	K-12	Thomas Ambrose Asst. Superintendent	Full time

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

Annually, GT staff will evaluate program effectiveness using analysis of student achievement data and projected growth goals. Additionally, we will survey classroom teachers who collaborated to provide services to ensure communication.

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

Subtotal	44,798.82	6,839.55
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Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Kara Getty	38,736.27	
Subtotal	38,736.27	

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

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

The following materials and units were purchased through Prufrock Press:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Invitation to Invent: A Physical Science Unit for High-Ability Learners (Grades 3-4), Action Research for Kids: Units That Help Kids Create Change in Their Community, CSI Expert!: Forensic Science for Kids, Hands-On Physical Science: 75 Real-Life	169.95	Changing Tomorrow 2: Leadership Curriculum for High-Ability Middle School Students, I, Me, You, We: Individuality Versus Conformity: ELA Lessons for Gifted and Advanced Learners in Grades 6-8, A Teen's Guide to Getting Published: Publishing	

Activities for Kids, Changing Tomorrow 1: Leadership Curriculum for High-Ability Elementary Students, Vocabulary Ladders: 75 Reproducible Advanced Vocabulary-Building Games, Puzzles, and Activities, On-the-Job Math Mysteries: Real-Life Math From Exciting Careers		for Profit, Recognition, and Academic Success (2nd ed.), Mystery at Golden Ridge Farm: An Interdisciplinary Problem-Based Learning Unit, Ancient Roots and Ruins: A Guide to Understanding the Romans, Their World, and Their Language, Moving Through Dimensions: A Mathematics Unit for High Ability Learners (Grades 6-8), Reel Classroom, The: An Introduction to Film Studies and Filmmaking, Modern Music: Middle School, Teach Like Socrates: Guiding Socratic Dialogues and Discussions in the Classroom	250.55
Subtotal	169.65	Subtotal	250.55

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Arts Field Trip Transportation	400.00	Consultant Travel (Mileage Reimbursement)	50.00
CogAT Testing	908.25		
Rube Goldberg Machine materials (Engineering Unit: pulleys, ramps, wheels, axles, hardware attachments)	50.00		
Staff Travel (Mileage Reimbursement between locations)	100.00		
Art Materials to extend field trip content with	30.00		

photography supplies			
Subtotal	\$1,488.25	Subtotal	50.00

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	0.00	Subtotal	0.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT Membership and Conference	121.00		
Tuition Reimbursement	5491.00		
MEGAT dues/fees	100.00		
Subtotal	5,712.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	44,798.82	6,839.55
Auxiliary Staff	38,736.27	0.00
Independent Contractors	0.00	0.00

A. Materials & Supplies	169.65	250.55
B. Other Allowable Costs	1,488.25	50.00
C. Student Tuition	0.00	0.00
D. Staff Tuition/PD	5712.00	0.00
Total	90,904.99	7,140.10

