

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

School administrative unit name:

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](mailto: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:**

Realizing RSU 54/M.S.A.D. 54's philosophy of maximizing each student's potential, the Enrichment Resources (ER) program has the responsibility to ensure that differentiated educational services are provided for students identified as representing the top three to five percent of academically and/or intellectually talented students. The educational needs of identified students encompass intellectual and academic concerns, as well as a broad range of psychological, emotional, and social needs. Inherent within the implementation of differentiated curriculum, the promotion of higher cognitive skills and creative problem solving methodologies should be integral to the education of identified students and aligned with the Maine Learning Results (MLR) and standards developed by the National Association for Gifted Children (NAGC). It is extremely important to develop in these students a responsibility toward community, self, school, and others.

### **Arts program philosophy:**

Realizing RSU 54/M.S.A.D. 54's philosophy of maximizing each student's potential, the Enrichment Resources (ER) program has the responsibility to ensure that differentiated educational services are provided for students identified as representing the top three to five percent of artistically talented students, including visual art, music, and theater. The educational needs of identified students encompass artistic concerns, as well as a broad range of psychological, emotional, and social needs. Inherent within the implementation of differentiated curriculum, the promotion of higher cognitive skills and creative problem solving methodologies should be integral to the education of identified students and aligned with the Maine Learning Results (MLR) and standards developed by the National Association for Gifted Children (NAGC). It is extremely important to develop in these students a responsibility toward community, self, school, and others.

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:**

RSU 54/ MSAD #54 is comprised of: Mill Stream Elementary School, Norridgewock (grades K-6); Bloomfield Elementary School, Skowhegan (grades 1-3); North Elementary School, Skowhegan (grade K); Margaret Chase Smith School, Skowhegan (grades 4-5); Canaan Elementary School, Canaan (grades K-6); Skowhegan Area Middle School, Skowhegan (grades 6-8); Marti Steven Learning Center, Skowhegan (grades 9-12); and Skowhegan Area High School, Skowhegan (grades 9-12).

A detailed development of G/T planning and services outlines Enrichment Resources (ER) program goals/objectives (with reference to types of program services), grades K-2, 3-6, 7-8, and 9-12 will be available. Identifying and serving the top three to five percent of academically talented students, ER staff provide consultation and support at all grade levels, helping teachers in the design of differentiated curriculum options.

Annually, a team of at least three qualified professionals will select students for placement in the G/T program.

In K-2, ER staff utilize local assessment tools (reading and math), anecdotal evaluation/G/T behavioral scales, and other objective identification tools, in conjunction/consultation with classroom teachers and parents to determine if individualized, differentiated curriculum options are appropriate; at this level, the ER staff role is that of consultant. Although students can be identified at any point, in any grade (following regular assessment procedures) a comprehensive district-wide screening is held during the spring of grade two to identify the top three to five percent of academically talented students. Program procedures ensure ongoing assessment-identification of previously unidentified students during grades K-6/7-12. In addition to providing differentiated curricula support for classroom teachers, ER staff meet with identified students in small classes, providing differentiated curriculum options that target student needs and interests. In spring of grade six, a district-wide, comprehensive screening/assessment will identify students for grade seven ER services. Utilizing the results of the comprehensive grade six screening/assessment, as well as ongoing formal and informal evaluation tools and performance-based criteria, identified students in grades 7-8 will have the option to participate in differentiated curricula appropriate to their learning needs. In grade 7, the ER teacher offers a daily ER Language Arts class and weekly ER math tutorials. In grade 8, the ER teacher offers an ER Language Arts class and Algebra I.

Identified students grades 9-12 are monitored by ER staff to ensure their learning needs are being met. ER staff consults with the guidance department and high school staff to provide composite options for identified students; such offerings include Honors level classes; in-house and online Advanced Placement courses; dual enrollment courses; and accelerated on-line and ATM courses.

#### **Arts program abstract:**

RSU 54/ MSAD #54 is comprised of: Mill Stream Elementary School, Norridgewock (grades K-6); Bloomfield Elementary School, Skowhegan (grades 1-3); North Elementary School, Skowhegan (grade K); Margaret Chase Smith School, Skowhegan (grades 4-5); Canaan Elementary School, Canaan (grades K-6); Skowhegan Area Middle School, Skowhegan (grades 6-8); Marti Steven Learning Center, Skowhegan (grades 9-12); and Skowhegan Area High School, Skowhegan (grades 9-12).

The district offers visual arts districtwide in grades K-6 and 8-12 (visual art is not offered in grade 7); music districtwide in grades K-12; and theater arts in grades 9-12.

K-12 support/coordination of ER arts curricula and activities is the responsibility of ER staff, within their assigned school domains, in conjunction with classroom teachers, arts teachers, and community members with interest and expertise in the arts.

A detailed development of G/T planning and services outlines ER arts goals/objectives (with reference to types of program services), grades K-2, 3-6, 7-8, and 9-12 will be available. Identifying and serving the top three to five percent of talented students in the visual and performing arts, ER staff provide consultation and support at all grade levels, helping teachers in the design of differentiated curriculum-activity options.

Annually, a team of at least three qualified professionals will evaluate students for identification as gifted in the arts.

In K-2, ER staff function as consultants and support teachers relative to identification of/activities in the arts, offering informal identification of students and providing activity models and resources as needed. Although students can be identified at any point, in any grade (following regular assessment procedures), a comprehensive district-wide screening is held during the spring of grade two to identify the top three to five percent of talented students in the arts. Screening outlines student strengths weaknesses/needs/goals.

ER visual and performing arts program procedures ensure ongoing evaluation-identification of previously unidentified students during grades K-6/8-12, in addition to providing differentiated curricula/activity support for classroom teachers. Although visual arts are not offered in a classroom setting in grade 7, identified students in that grade have opportunities to enhance their skills via school art clubs and arts classes offered outside of school. Additionally, the grade 8 visual arts teacher is available to mentor identified grade 7 G/T visual arts students.

Utilizing the identification procedures outlined in RSU 54/MSAD #54's G/T Plan, identified high school students have the option to participate in an advanced arts classes and independent study, focusing upon portfolio development and performance opportunities. In addition, ER staff work with the guidance department and high school staff to provide composite options for identified students. Such offerings include Advanced Placement classes; accelerated on-line and ATM courses; school visual and performing arts clubs; classes outside of school; and performance opportunities with college arts programs and area theaters and musical groups.

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

#### **Academics:**

##### **Goals:**

1. Provide gifted/talented students academic opportunities that support their needs and strengths, are developmentally appropriate, and promote application of learning across content areas.

(NAGC Standard 5, Programming: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.)

2. Provide gifted/talented students with curricula supported by best practices, is appropriately differentiated, and is relevant to students' learning needs.

(NAGC Standard 3, Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.)

Objectives:

NAGC Standard 5, Student Outcome 5.1: Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.

NAGC Standard 5, Student Outcome 5.5: Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.

NAGC Standard 3, Student Outcome 3.1: Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

NAGC Standard 3, Student Outcome 3.4: Instructional Strategies. Students with gifts and talents become independent investigators.

NAGC Standard 3, Student Outcome 3.6: Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

Activities:

K-12: Independent study, project-based education, and service learning projects.

K-6: Differentiation of grade level material in the regular classroom for ELA, math, science, and social studies.

K-6: Teacher support for student interest and student-selected projects in ELA, math, science, and social studies.

3-6: Enrichment classes, taught by ER staff, for G/T students. Classes meet twice a week and cover ELA, math, science, and social studies.

3-6: Curriculum compacting for G/T students in ELA, math, science social studies, when appropriate.

7: Differentiation of grade level material in the regular classroom for math, science, and social studies.

7: Daily enrichment ELA classes, taught by ER staff, for G/T students.

7: Enrichment math classes, taught by ER staff, for G/T students. Classes meet twice a week.

8: Differentiation of grade level material in the regular classroom for science, and social studies.

8: Daily enrichment ELA and Algebra I classes, taught by ER staff, for G/T students.

9-12: Honors, Advanced Placement, online, and college courses in ELA, math, science, and social studies.

9-12: Enrollment in multiple math and science courses.

9-12: Enrollment in career preparation courses, including pre-engineering, through the Somerset Career and Technical Center.

**Arts:**

**Goals:**

1. Provide artistically gifted/talented students with opportunities students that support their needs and strengths, are developmentally appropriate given students' needs, and promote application of learning across content areas.

(NAGC Standard 1, Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.)

2. Provide artistically gifted/talented students with opportunities that foster understanding and application of learning in the arts; are developmentally appropriate given students' needs, and that foster collaboration between/among arts domains.

(NAGC Standard 3, Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.)

(NAGC Standard 5, Programming: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.)

**Objectives:**

NAGC Standard 1, Student Outcome 1.1, Self-Understanding: Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.

NAGC Standard 1, Student Outcome 1.6, Cognitive and Affective Growth: Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

NAGC Standard 1, Student Outcome 1.7, Cognitive and Affective Growth: Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire

NAGC Standard 3, Student Outcome 3.2, Talent Development: Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

NAGC Standard 3, Student Outcome 3.3, Talent Development: Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

NAGC Standard 5, Student Outcome 5.3, Collaboration: Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.

Activities:

K-12: School-based performances via concerts and plays.

K-12: School-based opportunities to display visual arts projects via art exhibits and electronic portfolios.

K-12: Differentiation of grade level material in the visual arts and music classrooms.

K-12: Opportunities for collaboration across artistic disciplines (e.g., musical plays, visual arts students create scenery for plays and show choir performances).

K-12: Opportunities for collaboration between/among arts and academic disciplines (e.g., students research an historical period in theater/music/visual art; students write analyses of plays/concerts/art exhibits; students study folk tales and retell them; students apply mathematical skills to build sets and create original musical compositions).

K-12: Teacher support for student interest in the arts.

K-12: Provide independent study opportunities.

K-12: Encouragement for students to take arts lessons outside of school.

K-12: In-school opportunities for students to participate in clinics and residencies with professional guest teaching artists.

4-12: Individualized instruction in musical instruments.

6-12: Opportunities to audition for Honors music festivals (e.g., All-State band and chorus, Kennebec Valley Music Educators Association Festival, John Philip Sousa Honors Band Festival, All New England Band Festival).

7-12: Support performance opportunities outside of school through involvement with community, college, and professional theater and musical groups.

9-12: Honors, Advanced Placement, online, and college courses in music.

9-12: Enrollment in multiple music courses, including music technology and music theory.

9-12: Differentiation of grade level material in the theater classroom.

9-12: Opportunities for visual arts students to attend advanced studio arts programs outside the school (e.g., Haystack Mountain Student Craft Institute).

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

#### **General Intellectual Ability:**

##### **Screening:**

Students who demonstrate general high intellectual ability as shown by demonstrated significant accomplishment above their age peers in all academic areas will be screened for eligibility for Enrichment services and the need for appropriate differentiated services in the regular classroom. Teachers, parents, and/or other relevant parties may nominate students for screening. Students may self-nominate. A person making a nomination will complete a nomination form and submit it to ER staff. Screening tools may include but are not limited to the Slosson Intelligence Test; the Test of Cognitive Skills (TCS); the Cognitive Abilities Test (CogAt); the Test of Mathematical Abilities for Gifted Students (TOMAGS); the Stanford Achievement Test; Renzulli Learning Behaviors Checklists; the Northwest Evaluation Association (NWEA); the PSAT/NMSQT; the SAT; and anecdotal information provided by relevant parties.

##### **Selection:**

A selection team of at least three qualified professionals will review the screening data; collect additional information; select the top three to five percent of highly achieving students for placement in the G/T program, and oversee an annual review of the selection process.

Identified students will be understood to mean those students in grades K-12 who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programming for the gifted.

##### **Placement:**

ER staff will work to share/integrate ER curricula activities with the regular classroom, developing a cooperative relationship with classroom teachers grades K-12.

As part of the ER programming services, students identified as having general intellectual ability grades 3-8 will have regular opportunities to participate in specifically designed curriculum activities with like-intellectual peers, to ensure appropriate depth and enrichment of academic content. Identified students in grades 9-12 will have opportunities to participate in high-level curricular offerings to ensure appropriate depth of academic content. Such offerings will include but will not be limited to Honors classes, Advanced Placement courses, online and ATM courses, and college courses.

ER staff will work with classroom teachers and guidance staff to ensure the coordinated, vertical development of appropriate differentiated curriculum options for identified students.

Intellectually gifted at-risk students who are documented as underachievers must be provided with guidance and counseling to help them reach their potential.

#### **Academic Aptitude:**

##### **Screening:**

Students who demonstrate specific academic aptitude as shown by demonstrated significant accomplishment or potential for significant accomplishment above their age peers in one or more academic areas will be screened for eligibility for Enrichment services and the need for appropriate differentiated services in the regular classroom. Students with specific academic aptitudes may be identified by outstanding performance in the classroom and/or on an achievement test or aptitude test in one area such as language arts or mathematics. Teachers, parents, and/or other relevant parties may nominate students for screening. Students may self-nominate. A person making a nomination will complete a nomination form and submit it to ER staff. Screening

tools may include but are not limited to the Slosson Intelligence Test; the Test of Cognitive Skills (TCS); the Cognitive Abilities Test (CogAt); the Test of Mathematical Abilities for Gifted Students (TOMAGS); the Stanford Achievement Test; Renzulli Learning Behaviors Checklists; the Northwest Evaluation Association (NWEA); the PSAT/NMSQT; the SAT; and anecdotal information provided by relevant parties.

**Selection:**

A selection team of at least three qualified professionals will review the screening data; collect additional information; select the top three to five percent of highly achieving students in the targeted academic area(s) for placement in the G/T program, and oversee an annual review of the selection process.

Students identified as having academic aptitude in one or more areas will be understood to mean those students in grades K-12 who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted.

**Placement:**

ER staff will work to share/integrate ER curricula activities with the regular classroom, developing a cooperative relationship with classroom teachers grades K-12.

As part of the ER programming services, students identified as having academic aptitude in one or more areas grades 3-8 will have regular opportunities to participate in specifically designed curriculum activities with like-ability peers, to ensure appropriate depth and enrichment of academic content. Identified students in grades 9-12 will have opportunities to participate in high-level curricular offerings specific to the student's demonstrated academic aptitude. Such offerings will include but will not be limited to Honors classes, Advanced Placement courses, online and ATM courses, and college courses.

ER staff will work with classroom teachers to ensure the coordinated, vertical development of appropriate differentiated curriculum options for identified students.

Students with academic aptitudes in one or more areas who are at-risk and are documented as underachievers must be provided with guidance and counseling to help them reach their potential.

**Artistic Ability:**

**Screening:**

Students are screened for giftedness in the visual arts, in music, and in theater arts. Working in conjunction with ER staff, arts teachers nominate students who display exceptional skills, interest, and achievement in the arts classroom. Additionally, parents may nominate students for consideration, students may nominate themselves, and arts professionals may nominate students. Arts teachers complete characteristics and behaviors checklists on each nominee. ER staff also collect anecdotal information provided by those who nominate students, by arts teachers, and by teaching artists/professional artists who have knowledge of a students' artistic ability.

**Selection:**

A selection team of at least three qualified professionals will review the screening data; collect additional information; select the top three to five percent of highly achieving students in the targeted arts area(s) for identification in the arts, and oversee an annual review of the selection process.

**Placement:**

Classroom and arts teachers will be notified of which students have been identified as gifted in the arts. Teachers will differentiate classroom curricula and instruction to meet the needs of students identified as gifted in the arts. Identified students will be provided with opportunities to enrich their arts experiences, both in and out of school (see "Activities" listed in the arts).

**Process for transfer students:**

When a student transfers to the district, ER staff review the student's cumulative file to ascertain if the student previously received G/T services. ER staff will determine if test scores, grades, and/or other information in the cumulative file indicate that the student should be screened for Enrichment services. If the student previously received G/T services; if information in the cumulative file indicates the student is of intellectual/academic/artistic ability beyond age peers; or if a classroom teacher, parent, or other relevant party refers the student for G/T screening, ER staff will utilize RSU 54/MSAD 54's G/T testing procedures to determine the student's eligibility to receive Enrichment services.

**Exit Procedure:**

A parent/guardian may remove his/her child from the ER program by submitting a written request to the ER coordinator. A student desiring to exit the program may submit a request with written parental permission. ER staff will complete a program exit form, which will be placed on file.

If the school feels the student should be removed from the program, the ER teacher and/or the ER coordinator will schedule a conference. The conference will include a committee comprised of the ER teacher, the ER coordinator, the regular classroom teacher, an administrator, and the parent/guardian. The student may attend at the parent's/guardian's request. Concerns will be discussed, and the committee will make one of the following determinations: The student will remain in the ER program; the student will remain in the ER program with specified modifications; the student will exit the ER program; or the student will be granted a furlough from the ER program until a specified date, not to exceed one semester. ER staff will complete a program exit form, which will be placed on file.

After having exited the program for any reason, a student may be considered for re-entry into the ER program. Consideration and re-entry, as well as the processes involved, will be determined on a case-by-case basis, taking into account the student's circumstances and available testing information. The parent/guardian may be required to complete a new student nomination form; the classroom teacher may be required to complete a new teacher referral form; and the student may be required to undergo re-testing, regardless of previous testing results. Any student who has been out of the program for one academic year or longer will be required to undergo re-testing.

Considering a student for re-entry into the program does not guarantee the student will be determined eligible for district G/T services.

**Process for appeals:**

A parent/guardian, student, teacher, or school administrator may appeal an ER program placement determination. An appeal must be submitted in writing to the ER coordinator. The ER coordinator, ER staff, and an administrator will review the appeal with the ER identification committee. If the committee thinks it is necessary, additional information will be gathered, or additional student testing will be completed. The committee will make a determination based upon the reasons cited in the appeal and based on the student's testing results. The appealing party will be notified in writing of the final determination. Filing an appeal does not guarantee that the student will be determined eligible for or offered G/T services.

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

G/T teachers are provided support through attendance at conferences that address gifted and talented education topics (ex: the annual MEGAT conference); opportunities to enroll in G/T-specific coursework (the district reimburses a teacher for up to nine credits per calendar year); and independent research and curricula projects generated through the district Independent Technology Lab.

G/T teachers provide support/consultation services to classroom teachers and share G/T-related information, research, and articles. Topics include student identification, differentiation, the unique social/emotional needs of gifted students, leadership characteristics, supporting parents/guardians of gifted students, and curriculum compacting. Related educational literature is provided for building staff.

The district finds it beneficial to involve all stakeholders in discussions that help to foster program implementation. Twice yearly, the ER department hosts parent/community evenings, with ER staff facilitating discussions on topics related to G/T and answering questions about the ER program. These events occasionally feature guest speakers who are leaders in the G/T field.

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

G/T teachers hold Maine endorsement 690 (K-12 Gifted and Talented) or are pursuing course work toward obtaining the 690 endorsement.

The Enrichment Resources (ER) program is budgeted under Special Education; however, ER is staffed and managed separately from Special Education and is its own district-wide department.

Assistant Superintendent Bill Pullen oversees the ER staff and the ER program, including curricula, budget, and policies.

Maura Smith, ER Program Coordinator and ER teacher, coordinates teacher scheduling; student screening, testing, identification, and placement; ER curriculum; department workshop and in-service work; biannual ER parent/community evenings; and program evaluation. She processes budget requests and purchases; corresponds/communicates with parents/guardians, staff, other district stakeholders, and G/T specialists; collects and presents data (qualitative and quantitative); conducts G/T-related research; observes ER teachers; documents ER program needs and developments; updates program forms and reports; and manages the ER department web page. She teaches grades 3-6 ER classes district-wide and consults district-wide with classroom teachers, including at the high school.

Carla Burnham, teacher at Skowhegan Area Middle School, teaches grades 7 and 8 G/T English Language Arts and mathematics classes. She consults with middle school teachers and high school mathematics teachers.

Mary Pono teaches grades 3-6 ER classes district-wide and consults with elementary classroom teachers K-6.

Melanie Crouse teaches grades 3-6 ER classes district-wide and consults with elementary classroom teachers K-6 (Her position is currently half-time.) Melanie Crouse: G/T Targeted Needs status; needs six credits for certification. She will take those credits this winter/spring. She completed the following G/T courses through Brigham Young University, Provo, UT:

- Ed Psy 518, The Education of Gifted and Talented (2 credits)
- ELDR 537, Gifted and Talented: Creativity (2 credits)
- ELDR 532, Gifted and Talented: Programming (2 credits)

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
Maura Smith	Yes	Teacher/Coord.	K-12	Full-Time
Carla Burnham	Yes	Teacher	7-8	Full-Time
Mary Pono	Yes	Teacher	K-6	Full-Time
Melanie Crouse	Targeted Needs	Teacher	K-6	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
NONE					

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

District ER staff and administrators will annually evaluate the ER program. Information used to evaluate the program will be varied and may include feedback and reflections from ER staff; classroom teachers; students; parents; administrators; and guidance counselors; as well as student achievement information, curricular goals, and review of identification processes and program goals.

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

The program has the expense for 3 1/2 teachers in the program. Books and materials needed for individualized small group instruction include topic specific books for literacy (e.g. Oliver Twist, Travels with Charley and The Scarlet Pimpernel), math, pre-algebra and geometry). Social Studies and Science require supplies for tie-ins for

history e.g. mapping materials and experimental materials and project materials for Science. Assessment/testing materials (CogAt books) are necessary to access specific student needs for enrichment (GT) instruction. Technology needs include costs for ink and other items for GT students.

In-district GT travel is an expense that allows best utilization our GT personnel to provide more instruction to more students with fewer staff. University coursework is an expense to the GT program and is required for GT certification purposes. Dues and conference expenses are incurred to keep staff current in GT trends and best practices.

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)
Maura Smith	\$39,408	\$39,408
Carla Burnham	\$83,204	
Mary Pono	\$61,065	
Melanie Crouse	\$29,241	
Subtotal	\$212,918	\$39,408

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NONE		
Subtotal	00	00

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
NONE		
Subtotal	00	00

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

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
Test Materials (CogAt level 8 booklets used with selected students)	\$692	Supplemental ELA (booklets for selected G/T students)	\$75
Math (batteries)	\$150	Supplemental Math (batteries)	\$75
Social Studies (crafting supplies for history for selected G/T students)	\$200	Supplemental Science (batteries & supplies for selected G/T students)	\$50
Science Supplies (batteries & supplies for experiments for selected G/T students)	\$150	Supplemental Social Studies (crafting supplies for history tie-in for selected G/T students)	\$50
Gr. 4-8 New Books (Oliver Twist, Travels with Charley, The Scarlet Pimpernel for use in small groups of G/T students)	\$830		
Technology (ink for printer, Promethean bulbs, pen drives, USB drives for selected G/T students)	\$550		
<b>Subtotal</b>	<b>\$2572</b>	<b>Subtotal</b>	<b>\$250</b>

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Travel (G/T in-district)	\$1000	Travel (G/T in-district)	\$50
Dues & Fees (GT organizations-MEGAT membership)	\$150		
<b>Subtotal</b>	<b>\$1,150</b>	<b>Subtotal</b>	<b>\$50</b>

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
NONE			
<b>Subtotal</b>	<b>0</b>	<b>Subtotal</b>	<b>0</b>

**D. Staff Tuition/Professional Development:**

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
University Tuition GT Course	\$1,276	University Tuition GT Course	\$851
GT Conference	\$200		

<b>Subtotal</b>	<b>\$1,476</b>	<b>Subtotal</b>	<b>\$851</b>

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$212,918	\$39,408
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials & Supplies	\$2,572	\$250
B. Other Allowable Costs	\$1,150	\$50
C. Student Tuition	0	0
D. Staff Tuition/PD	\$1,476	\$851
<b>Total</b>	<b>\$218,116</b>	<b>\$40,559</b>