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: Regional School Unit #57

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

Nicole Poole, Assistant Director of Special Services

Phone number: 207-793-4100

Email address: nicolepoole@rsu57.org

CERTIFICATION:

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

Dr. John Davis

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 2/29/2016

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: Lee Worcester

☒ **Approval**
☐ **Approval with concerns**
☐ **Non-approval**

Maine DOE Authorization: _____ **Date of Approval:** 3/2/16

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. *If additional space is necessary, please include a separate sheet(s) at end of application.*

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

Academic program philosophy:

Our mission is to provide services to help meet the psychological, social, educational, and career needs of gifted potential students.

~ Help students become capable of intelligent choice, independent learning, problem solving, and self-initiated action.

~ Strengthen skills and abilities in problem solving, creative thinking, communication, independent study and research.

~ Reinforce individual interests and respect for individual diversity.

~ Bring capable and motivated students together for support and intellectual stimulation.

~ Maximize learning and individual development - while minimizing disengagement and increasing productivity.

~ Provide opportunities to maximize their contributions to self and society.

All students are a gift and we need to help all students realize their potential. Students with gifted potential are not more valued. They experience continuous in-depth learning differently.

Arts program philosophy:

Students that have exceptional creativity in Artistic Ability by demonstrating significant accomplishment above their age peers in the literary, performing, and/or visual arts shall receive specialized services. Our philosophy for the Arts services parallels our philosophy for the Academics, as both are essential.

Our mission is to provide services to help meet the psychological, social, educational, and career needs of creatively gifted potential students.

Based on the following attributes of creativity, (Fluency Flexibility Elaboration and Originality), our services aim to help students become capable of intelligent choice, independent learning, problem solving, and self-initiated action. This provides opportunities to maximize their contributions to self and society and helps all students realize their potential.

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:

Our process for screening the entire student population makes us aware of any K-5 students that are demonstrating high ability beyond their peers. Based on areas of intense student interest and a focused need-to-know, we work to consult and collaborate with their teachers in finding ways to engage and challenge student discovery and learning within their own classroom, yet may be pulled out for small group unit work.

Performance and Standards Based Learning have had a positive impact on student achievement in the STEM areas in particular. Our technology being 1:1 in grades 6 to 12 and select elementary schools has contributed greatly to the growth of our students. New knowledge is available at their fingertips through the use of educational apps providing resources for researching and creating projects and presentations in all areas. Students can easily collaborate on projects. Teachers and students are able to work on and share information real time with continuous improvement as an outcome.

Learning can be a very personal and authentic experience for GT Students. Students are demonstrating their learning in a variety of ways using many different technological avenues such as Explain Everything, iMovie, Book Creator, Showbie, etc. Having 1:1 iPads allows teachers to give their students a unique pathway to learning that enables them to be successful. Having 1:1 iPads also allows teachers the freedom to differentiate across grade levels and make their students' education a personal experience, leading them to shine in today's technological society.

Student learning experiences are deeper and more rigorous because of individual access to powerful learning tools and performance-based learning through our Empower Platform "software used for scoring, communication, data management, and creation of dynamic, multimedia activities". Students who excel have the ability to also work at that higher complex level. Technology allows students to adventure on in-depth journeys and personalize their learning experience with enthusiasm across grade levels. Innovative and rigorous curriculum is designed to engage students in challenging, real-world experiences that allow them to move their learning outside the classroom walls.

Dual enrollment continues to prove popular at the high school level with active student participation: Early College for ME, Virtual High School, AP4ALL, as well as new course offerings available onsite through our Massabesic Adult Education Program offer opportunities for broader curriculum and acceleration.

Arts program abstract:

Student 6th-12th, that are selected for any of these programs are achieving beyond a proficient level and receiving accelerated services in Visual and Performing Arts.

Examples of activities include participation in District 1 and All-State as well as selection into the Portland Youth Wind Ensemble, Boston Philharmonic Youth Orchestra, and Youth Philharmonic with the New England Conservatory, etc. Also, Evaluation Reports are completed annually on the select students accepted into the York County Regional Fine Arts Program. Students audition for selection to act in the annual One-Act Play Festival. Students who excelled in the arts are honored and recognized at the Underclassmen and Senior Awards nights at the end of the year.

Our Empower Reporting Platform dashboard also includes the Visual and Performing Arts standards. Again, this allows students the opportunity to accelerate their learning in these areas.

Students develop electronic portfolios of their product and talent.

With no formal identification process at the elementary level, we act as a liaison for students to participate in after school extra-curricular visual/ performing art programs. Students who portray high performing art potentials are closely matched with music teachers that incorporate school musicals in their regular teaching day.

Due to budget constraints, our RSU57 Elementary Band Program, 6th Grade Music Class, and 7th Grade Art have been discontinued.

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

Academics

Goals:

1.To create a collaboration with classroom teachers on how to differentiate targets for gifted students and create the "4"s in proficiency based learning.

2.To develop curriculum which gives students a voice and choice with opportunities for challenge.

3.To integrate STEM building activities across the curriculum.

Objectives:

1. Sit in on grade level team meetings, the gifted and talented educator can be a resource as to how to extend academic learning to a "4".

2. Incorporate Guiding Principles/Habits of Mind in the K-12 level with extension activities.

3. Collaborate by providing materials and ideas with classroom teachers during PLC meetings and STAR blocks to encourage students to participate in relevant hands on activities and spontaneous problem solving.

Activities

1. During workshop days and PLC meetings, the gifted and talented educator can be a valued team member in the planning of units of study and rubrics to include learning at the higher Taxonomy level.

2. The gifted and talented staff members will provide a variety of activities, contests, and opportunities for the students in RSU #57 for extended learning.

3.The gifted and talented staff members will support classroom teachers, provide opportunities, and consult with regular ed teachers during STEM learning.

Arts

Goals:

Expand our students' artistic talents by empowering them to create and share many and varied products.

Extend student artistic potential in VPA through performance based/ interdisciplinary learning.

Objectives:

1. Encourage activities, time, space, and support for students who wish to work on independent studies and interdisciplinary units.

2. Provide programming and field-trips for students who are interested in pursuing the arts as a possible career.

3. Embrace technology and utilize apps in the study of the Arts.

Activities

1. Invite artists in Residence for week long student workshops.

2. Develop digital portfolios for evaluation as well as motivating the students to submit their work online for a variety of contests and competitions.

3. Recruit and enroll students in Regional Fine Arts program based on letters of recommendation and auditions for York County Honors Festival, All State Music Festival, and the One Act Play Festival.

4. Facilitate participation in programs offered for VPA extended, enriched, and interdisciplinary / learning.

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:

We begin formal GT identification at the 4th grade level, but provide services K-12. Students formally identified in 3 or more academic aptitudes are considered GIA. The criteria for identification for GT/BrainStretch services is based on a variety of sources.

National, State, and Local Standardized assessment scores
GT teacher conferring with staff who work directly with students
GT teacher observations
Classroom teacher observations
Intellectual aptitude
Academic achievement
Social and Emotional Needs
Student response to advanced materials
Portfolios
Teacher/Parent questionnaire
End product in performance/project-based learning

Selection:

Based on the combination of criteria above, a student may be recommended for GT/BrainStretch services.

If students are then formally recommended for identification or an additional content area, the following process applies. This process can take place on a revolving basis throughout the school year.

GT/BrainStretch Teacher, Classroom Teacher, and Parent each fill out a referral form and return it to the GT/BrainStretch teacher by the required due date.

Teacher/Admin/Guidance team collaborates on an annual basis to review all referral forms, as well as the criteria above. The team makes a final determination as to which students will be formally identified for GT/BrainStretch services.

A formal notification letter with the final determination of identified students will be signed by the Director of Special Services and sent to their parent/guardian and school principal. The letter will also be included in each student's permanent records.

No one source, on its own, can determine eligibility.
Students invited to visit with the GT/BrainStretch teacher does not assume identification.

Placement:

Since our formal screening is done in the Spring (end of May/June), students are serviced the following school year. We best service our student needs through...

Occasional Pull-Outs - Highly gifted potential students will be seen independently or small groups as the need arises to work.

Occasional Push-In - GT teachers help facilitate higher order level thinking within the regular classroom and take student thinking/work to the 4 level.

Individual Learning Plans - Some students will be involved in individual learning extensions through on-line assignments and will track progress online within the Educate/Empower program.

Independent Study

BrainStretch in Residence - BrainStretch service will be available for longer periods of time in a row at a particular school, with the length of time based on student population and needs.

Curriculum Consult - Assisting teachers in extending the curriculum and implementing creative/critical thinking.

We continually take into consideration the reality of having one GT Specialist at every level with high student population.

Academic Aptitude

Screening:

We follow the same protocol as General Intellectual Ability, although, we use specific subject checklists, NWEA scores, IOWA scores, and the Torrance Test of Creative Thinking.

Selection:

Same as protocol for General Intellectual Ability

Placement:

Same as protocol for General Intellectual Ability

Artistic Ability

Screening:

For our formal assessment to show growth in visual and performing arts, we use audition sheets from District 1 and All-State as well as selection into the Portland Youth Wind Ensemble, Boston Philharmonic Youth Orchestra, and Youth Philharmonic with the New England Conservatory, etc. Also, Evaluation Reports are completed annually on the select students accepted into the York County Regional Fine Arts Program. RFA addresses and fulfills the state mandate to provide challenging programming in the Visual and Performing Arts. Students audition for selection to act in the annual One-Act Play Festival.

Selection:

Students that are selected for any of these programs are achieving beyond a proficient level and receiving accelerated services in Visual and Performing Arts through many and varied programs. RSU57 uses the criteria of the program for which the student auditions.

Placement:

With no formal identification process at the elementary level, we act as a liaison for students to participate in after school extra-curricular visual/ performing art programs. Students who portray high performing art potentials are closely matched with music teachers that incorporate school musicals in their regular teaching day.

Due to budget cuts, our RSU57 Elementary Band Program has been discontinued.

For the middle school, Empower's student dashboard also includes the Visual and Performing Arts standards. Again, this allows students the opportunity to accelerate their learning in these areas.

At the High School, high performing students may apply for the York County Regional Fine Arts Program. Students are placed in their appropriate fine arts.

Process for transfer students:

All identified and non identified transfer students will go through same screening and identification process.

Guidance and secretarial staff give notification when transfer students from other districts come in with documentation of past Gifted and Talented services. These transfer students are invited to participate in the Gifted and Talented offerings in our district as a guest while undergoing the same screening and identification process as other nominated students.

A formal notification letter with the final determination of identified students will be signed by the Director of Special Services and sent to their parent/guardian and school principal. The letter will also be included in each student's permanent records.

Exit Procedure:

Students are monitored in collaboration with Response to Intervention Teams, and also evaluated at transition years (Elementary to Middle, Middle to High) to review needed services. Should a student's performance decline, a team of stakeholders (teachers, guidance counselors, GT personnel, parents, etc.) will assemble in order to determine and communicate future level of services.

A formal notification letter with the final determination of identified students will be signed by the Director of Special Services and sent to their parent/guardian and school principal. The letter will also be included in each studentê permanent records.

Process for appeals:

Each year, the RSU #57 GT/BrainStretch Committee meets to consider students who have been nominated for the district's Gifted and Talented services. Classroom teachers, BrainStretch staff, Parents, Administrators and/or high performance on standardized tests all may nominate students. The GT/BrainStretch Committee is generally comprised of BrainStretch staff, Special Services administrator, guidance counselor, classroom teacher, visual and performing arts teacher, and building administrator. The GT/BrainStretch Committee is charged with the formal identification of students as being "gifted" in Specific Academic areas (Math, Reading, Science & Social Studies) or in the area of General Intellectual ability (3 or more content areas) and/or in Artistic ability. A formal notification letter with the final determination of the nominated students will be signed by the Director of Special Services and sent to their parent/guardian and school principal. The letter will also be included in each studentê permanent records.

Information about the RSU #57 Screening and Identification Process may be obtained from our website. Parents whose children have been considered for inclusion in BrainStretch services but have not been formally identified can appeal in a letter. Parents need to present information not previously considered by the screening committee. Their information is seen first by the committee for reconsideration. If they are still not satisfied, they can appeal to the superintendent.

Given continued disagreement, the action is viewed as an administrative decision that can be appealed to the next level of school hierarchy.

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

1 GT PLC time. Every other week to discuss curriculum and continuity.
2. Early Release Days: Staff Development within our own building ..to keep current with new innovative teaching practice
3. District Wide Staff Development
4 Sate MeGAT conference
5. Regional MeGAT meetings in Portland
6. Actem/ Leverage Institute Conferences
7. New England NECGT Conference
8. District Wide Literature: Mindset and Classroom Instruction that Works
9. Developed our own GT website at all levels to provide resources to the school community.
10. ELO Workshop

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

RSU 57 has one mobile teacher serving K-5 elementary, one teacher serving grades 6-8 middle school, and one teacher serving grades 9-12 high school. The program is overseen by school administration and the assistant special education director.

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
Dorothy Haws	Yes	Teacher	9-12	Full
Monica Wardwell	Yes	Teacher	6-8	Full
Claire Ledue	Yes	Teacher	K-5	Full

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

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

~ Collaboratively assess program compliance with national program standards.

~ Goal setting based on identified program strengths and weaknesses.

~ Review policies and procedures to guide all components of the program, including assessment (COGAT, NWEA, MEA), identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.

~ Ensure GT teachers are in compliance with the districts Teacher Evaluation Protocol. (SMART goals)

~ Meet with Regional MeGAT team to keep current with state initiatives and best practices in GT.

~ Parent, Teacher, Student surveys.

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

Substitutes for GT services when GT personnel are out for a GT conference, GT meeting, or long term absence.
General Supplies
Apps
Periodicals
Technology
Dues and Fees
Travel Expenses / Field trips (may include virtual field trips)
CoGAT testing for students being serviced, but not for screening purposes.
Books:
Elementary and Middle School
Jean Fritz series, PEAK by Roland Smith , Star Girl by Jerry Spinelli, Too Much Trash by Fay Robinson, Where does the Garbage Go by Randy Chewning, A New Coat For Anna by H. Ziefert, Millions to Measure by David Scwartz, Becoming a Problem-Solving Genius, Ed Zaccaro books, Real World Algebra, Challenge Math for Upper Elementary, Challenge Math for Elementary & Middle, Primary Grade Challenge Math

High School: NYT Upfront , the WEEK, 100 IDEAS for Secondary Teachers, Gifted and Talented

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)**
Claire Ledue	66,236	
Monica Wardwell	88,052	
Dorothy Haws		77,484
Subtotal	154,288	77,484

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	1,350	Supplies & Books	700
Multi-disciplinary project materials		Multi-disciplinary project materia	
Math Unit: Metric vs. US Cust.			
Scholastic: Jr. Scholastic Mag.		Scholastic NYTimes Upfront	
ELA Survival Unit: PEAK		The Week	
Social Studies Unit: Jean Fritz			
Lego-Robotics Kit			
CoGAT testing & scoring	500		
Subtotal	1,850	**Subtotal**	700

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
GT Staff Travel between buildings	450	Transportation to Regional	300
Field Trips:	2,100	Fine Arts	
fieldtrip with Maine Historical			
Society, Portland, Maine			
(https://www.mainehistory.org/)			
Longfellow House Walking Tour			
Subtotal	2,550	**Subtotal**	300

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		GT Regional Fine Arts Prog.	3,000
Subtotal	0	**Subtotal**	3,000

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Professional Development	1,800	Professional Development	1,000
MeGAT conference		MeGAT conference	
NECGT conference		NECGT conference	
Subtotal	1,800	**Subtotal**	1,000

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	154,288	77,484
Auxiliary Staff	0	0
Independent Contractors	0	
A. Materials & Supplies	1,850	700
B. Other Allowable Costs	2,550	300
C. Student Tuition	0	3,000
D. Staff Tuition/PD	1,800	1,000
Total	160,488	82,484