

**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 58

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

Laureen Olsen, Gifted and Talented Coordinator

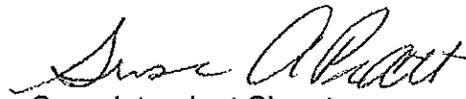
Phone number: 207-684-2864 X 2

Email address: lolsen@msad58.org

CERTIFICATION:

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

Susan A. Pratt
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: 9/30/15 revised 12/21/15

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015
2015

DUE DATE: September 30,

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval:

1/7/16

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:

This district believes that gifted, talented, and exceptionally creative children constitute a unique segment of our K–12 student population, and we should provide these children with a supportive educational environment where their gifts are respected, challenged, and encouraged. In order for gifted and talented children to more closely achieve their potentials for themselves and for the contributions they may make to their community, their state, and their nation, they require appropriate differentiated learning experiences that expand and enrich the school program and are aligned with the Common Core Standards for English language arts and math and the system of Maine's Learning Results in science, social studies, and visual arts. This District seeks to provide quality integrated and/or individualized educational experiences for those children who demonstrate special gifts.

Arts program philosophy:

This district believes that gifted, talented, and exceptionally creative children constitute a unique segment of our K–12 student population, and we should provide these children with a supportive educational environment where their gifts are respected, challenged, and encouraged. In order for gifted and talented children to more closely achieve their potentials for themselves and for the contributions they may make to their community, their state, and their nation, they require appropriate differentiated learning experiences that expand and enrich the school program and are aligned with the system of Maine's Learning Results in visual arts. This District seeks to provide quality integrated and/or individualized educational experiences for those children who demonstrate special gifts. The major purpose of a visual arts program is for artistically gifted and talented students is to bring students together with high interests and abilities in art in ways that will broaden and deepen their knowledge about art, sharpen their art skills, and offer them learning opportunities rarely found in a regular art classroom setting.

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:

MSAD #58 will target 5% of the total student population. The program for students in grades 4 through 8 will use a consultation model with the classroom teacher working closely with the gifted and talented coordinator and other GT endorsed staff. Services will be provided in a variety of settings including differentiation and compacting of curriculum in the regular classroom, pull out and/or acceleration/enrichment. Students who have been accelerated in a content area such as math may take a high school course (algebra, accelerated math class) while being enrolled as a middle school student.

Programming at the early primary level will be determined as a collaborative effort of the classroom teacher, the building principal, the GT coordinator and the parent(s) for those students whose academic development extends two or more years beyond their grade peers. Formal gifted and talented selection will occur at the end of grade three for programming to begin during the fall of grade four.

At the high school level, students will be provided with the opportunity to participate in advanced placement courses, university and online courses, and may participate in mentorships with experts in the community in their specific academic aptitude. Services will be provided in a variety of settings including differentiation and compacting of curriculum in the regular classroom, pull out and/or acceleration/enrichment. Students are also able to participate in independent study designed to address interests and supervised by the appropriate faculty.

Arts program abstract:

MSAD #58 will endeavor to provide programming for gifted and talented students in the visual arts. These students possess either potential or demonstrate ability to perform at an exceptionally high level in the visual arts and demonstrate the potential for outstanding aesthetic production, accomplishment, and creativity in visual art. Services for students in grades K - 8 will be provided through a differentiated curriculum and consultation with classroom teachers regarding differentiated instruction, regularly scheduled small group meetings for specialized instruction and independent study. The program delivery format and structure may vary from subject to subject.

At the high school level gifted and talented students may have specialized art classes designed to meet their unique needs and talents. At this level, GT students are given personalized plans based on their individual needs. A student with interest and aptitude in 3-d work will have a course of study designed for them. Using the extra time and resources of the specialized class, they move at their own pace on a curriculum designed jointly by them and the instructor. Art class, small group meetings for

specialized instruction, independent study, and/or portfolio art development will provide opportunities for students to develop their talent. Students are connected to professionals in the field. (i.e. gifted art students have been connected with a well known NY fashion designer and a professional illustrator in NY - colorist for Disney).

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

Academics:

Currently the Academic Gifted and Talented program for MSAD 58 is fully implemented in Science, Social Studies, Math, Writing, English and General Intellect.

Academic Goals:

Goal: MSAD 58 Gifted and Talented program will use curriculum that complies with the State Standards (Common Core State Standards). Program components will provide gifted students with educational experiences that meet their specific needs to ensure they grow and learn, become confident risk takers, creative thinkers and problem solvers. Students will develop a love for learning to ensure they are able to participate successfully in society as productive and contributing members.

Goal: Educators will apply theory and research-based models of curriculum and instruction that relates to gifted and talented students and will respond to their needs by planning, selecting and adapting and creating relevant differentiated curriculum to ensure specific student outcomes.

Objectives:

MSAD 58 gifted and talented academic program will :

Provide gifted students with educational experiences that meet their individual and diverse needs.

Assist identified GT students to self identify their individual interests, strengths and gifts.

Provide challenging lessons and activities and differentiation of programs of study with opportunities for learning and growth.

Develop, implement and effectively provide and monitor the services and subsequent progress for students identified for GT services district wide.

Encourage and teach critical and creative thinking and reasoning skills.

Develop and expand thinking skills through problem solving, experiential learning, hands on activities, and advanced/ higher level questioning techniques.

Provide responsive, developmentally appropriate and flexible educational experiences that consider student choice, interest, and provide rigor, complexity and depth.

Utilize differentiated strategies for learning that provided for flexibility in delivery of content, the process of product development and the learning environment

Develop skills that include the use of available technology and online learning to extend learning and develop skills in these areas.

Provide differentiation within the classroom lessons and activities that address creativity and critical and creative thinking skills.

Activities:

Instructional staff in MSAD 58 will work together to plan, develop and implement strategies for identified gifted students that address academic, intellectual, social/emotional growth and critical and creative thinking development. Gifted and Talented meetings will be held to plan programming to include input from a variety of teachers, staff, parents and students to ensure a comprehensive and differentiated approach in developing programming that meets specific individual gifted and talented needs.

Visual Arts :

Currently the Visual Arts Gifted and Talented program for MSAD 58 is fully implemented.

Visual Arts Goals:

Goal: MSAD 58 will provide visual arts programming for gifted and talented students through the delivery programming that allows for their personal growth and enriches their experiences and guides their artistic growth and development.

Goal: MSAD 58 will provide art experiences and instruction for students identified as gifted in the arts, that responds to student needs by planning, selecting, adapting and differentiating the visual arts curriculum that ensures specific outcomes for gifted and talented students.

Objectives: MSAD 58 gifted and talented visual arts program will :

Provide services for gifted students through a differentiated curriculum and consultation regarding differentiated instruction, and/or through regularly scheduled small group meetings for specialized instruction and/or independent study.

Provide gifted and talented students specialized instruction designed to meet their unique needs and talents.

Provide Identified Arts students with a program that encourages them to pursue excellence in their artistic area of giftedness.

Provide a visual arts programming for artistically gifted and talented students that brings students together with high interests and abilities in art in ways that will broaden and deepen their knowledge about art, sharpen their art skills, and offer them learning opportunities rarely found in a regular art classroom setting.

Provide a variety of artistic experiences and instruction that utilizes a repertoire of strategies and materials that differentiates for student with gifts and talents in the arts.

Provide enriching art activities and experiences for students with gifts in the area of art.

Provide identified students with experiences that promote artistic growth and diversity of product and the process of product development.

Provide students with opportunities to grow creatively, through the provision of differentiated, challenging instruction in the arts based on individual needs.

Activities for Arts:

Teachers in MSAD 58 will plan, create, and implement services and differentiation of the arts curriculum that address the needs of students Identified as gifted in the area of visual arts. Annual meetings will be held to develop Individual learning plans for all identified visual arts students that determines and differentiates programming and brings students together to broaden and deepen their art knowledge and skills.

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:

Currently the Gifted and Talented program for MSAD 58 is fully implemented for students identified with General Intellect.

The tools utilized in the screening and selection process are as follows: NWEAs, MEA , Redi-step, Gifted and Talented teacher checklists and classroom performance nominations.

Screening: The student meeting general intellectual ability will meet one of more of the screening criteria in three or more of the following areas: ELA , Math, Science and/or Social Studies as shown below:

Writing: NWEA for Language 97%ile, MEA grades 5 and 8, Proficient with Distinction, score of 80% or higher on the teacher checklist for writing, classroom performance nominations.

Reading: NWEA for Reading in the 97%ile, MEA Reading in grades 3, 6 or 9, Proficient with Distinction, score of 80% or higher on the teacher checklist for reading, classroom performance nomination.

Math: NWEA for Math 97%ile, Math MEA/Redi-step grades 3, 6 and 9, Proficient with Distinction, score of 80% or higher on the teacher checklist for math, classroom performance nominations.

Science: NWEA for Reading 97%ile, with a score of "high" in non-fiction /information text MEA for Science in grade 5 and 8 is proficient with distinction, score of 80% or higher on the teacher checklist for writing, classroom performance nominations.

Social Studies: NWEA for Reading 97%ile, with a score of "high" in non-fiction / information text for grades 3, 6 and 9. score of 80% or higher on the teacher checklist for social studies, classroom performance nominations.

Selection: Annually, a team of at least three qualified professionals shall select students for placement in the gifted and talented program. The team will include, but not be limited to, a district administrator, a teacher, and another individual who may be a school employee or another person who would aid in the selection procedure (e.g., an artist for selection of students with artistic ability; a guidance counselor). This team will review the information collected on children who have met the screening criteria, collect additional information when appropriate, select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information, oversee the annual review of the selection process, and assure the selection process is equitable.

Program services for K-8 students are determined on an individual basis through the collaboration of the classroom teacher, parent, and student. Students in grades 9 -12 will have a G/T advisor who will help them in the development of an appropriate and challenging academic plan. This advisor will also assess student progress toward completion of their goals and work with the classroom teachers to ensure the student's program is appropriate and meets his/her needs.

An annual review will be conducted to evaluate the appropriateness of the placement and instruction. This review will also consider the continued eligibility of the student in the gifted and talented program.

Selection Criteria for Intellectual Ability will require meeting the selection criteria in three of more of the following areas : (Writing, Reading, Math, Science and/or Social Studies)

Selection Criteria for Writing : NWEA for Writing in the 97%ile , MEA for writing 5th and 8th grade proficient with distinction , common district assessments rated "high", teacher checklist for writing in the 80%ile, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, (2 of the tools must be objective) to be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Reading: NWEA for Reading in the 97%ile , MEA/Redi-step for Reading 3rd, 6th and 9th grade proficient with distinction , common district assessments fall in the "high"range, teacher checklist for reading in the 80th%ile, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures (2 of the tools must be objective) will be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Math: NWEA for Math in the 97%ile , MEA/Redi-Step for Math for 3rd, 6th and 9th grade proficient with distinction , common district assessments, teacher checklist for reading, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, (2 of the tools must be objective) will be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Science : NWEA for Reading in the 97%ile with a score of "high"

in non-fiction /information text , MEA for Science in grade 5 and 8 is proficient with distinction, common district assessments rated "high", teacher checklist for Science, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, 2 of the tools must be objective will be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Social Studies : NWEA for Reading in the 97%ile with a score of "high" in non-fiction /information text , common district assessments, teacher checklist for Social Studies, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, (1 of the tools must be objective) will be placed in appropriate gifted programming to begin the the Fall.

Placement (for intellectual ability) : Children selected for G/T programing shall be appropriately placed. Parents will be notified of their child's eligibility for G/T programing and will be provided with a description of the program. Parents will give written permission for their child's participation. Parents will also participate in a three-way conference with their child and teacher to review the child's ILP. Records will be maintained for each student participating in the program.

Academic Aptitude:

Currently the Academic Gifted and Talented program for MSAD 58 is fully implemented in Science, Social Studies, Math, Writing, English.

The tools utilized in the screening and selection process are as follows: NWEAs, MEA , Redi-step, Gifted and Talented teacher checklists, and classroom performance nominations.

Screening: The student meeting academic aptitude will meet the screening criteria in one or more of the following areas: ELA , Math, Science and/or Social Studies as follows :

Writing: NWEA for Language 97%ile, MEA grades 5 and 8, Proficient with Distinction, score of 80% or higher on the teacher checklist for writing, classroom performance nominations.

Reading: NWEA for Reading in the 97%ile, MEA Reading in grades 3, 6 or 9, Proficient with Distinction, score of 80% or higher on the teacher checklist for reading, classroom

performance nomination.

Math: NWEA for Math 97%ile, Math MEA/Redi-step grades 3, 6 and 9, Proficient with Distinction, score of 80% or higher on the teacher checklist for math, classroom performance nominations.

Science: NWEA for Reading 97%ile, with a score of "high" in non-fiction /information text MEA for Science in grade 5 and 8 is proficient with distinction, score of 80% or higher on the teacher checklist for writing, classroom performance nominations.

Social Studies: NWEA for Reading 97%ile, with a score of "high" in non-fiction / information text for grades 3, 6 and 9. score of 80% or higher on the teacher checklist for social studies, classroom performance nominations.

Selection: Annually, a team of at least three qualified professionals shall select students for placement in the gifted and talented program. The team will include, but not be limited to, a district administrator, a teacher, and another individual who may be a school employee or another person who would aid in the selection procedure (e.g., an artist for selection of students with artistic ability; a guidance counselor). This team will review the information collected on children who have met the screening criteria, collect additional information when appropriate, select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information, oversee the annual review of the selection process, and assure the selection process is equitable.

Program services for K-8 students are determined on an individual basis through the collaboration of the classroom teacher, parent, and student. Students in grades 9-12 will have a G/T advisor who will help them in the development of an appropriate and challenging academic plan. This advisor will also assess student progress toward completion of their goals and work with the classroom teachers to ensure the student's program is appropriate and meets his/her needs.

An annual review will be conducted to evaluate the appropriateness of the placement and instruction. This review will also consider the continued eligibility of the student in the gifted and talented program.

Selection Criteria for Writing : NWEA for Writing in the 97%ile , MEA for writing 5th and 8th grade proficient with distinction , common district assessments rated "high", teacher checklist for writing in the 80%ile, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, (2 of the tools must be objective) to be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Reading: NWEA for Reading in the 97%ile , MEA/Redi-step for Reading 3rd, 6th and 9th grade proficient with distinction , common district

assessments fall in the "high" range, teacher checklist for reading in the 80th%ile, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures (2 of the tools must be objective) will be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Math: NWEA for Math in the 97%ile , MEA/Redi-Step for Math for 3rd, 6th and 9th grade proficient with distinction , common district assessments, teacher checklist for reading, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, (2 of the tools must be objective) will be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Science : NWEA for Reading in the 97%ile with a score of "high" in non-fiction /information text , MEA for Science in grade 5 and 8 is proficient with distinction, common district assessments rated "high", teacher checklist for Science, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, 2 of the tools must be objective will be placed in appropriate gifted programming to begin the the Fall.

Selection Criteria for Social Studies : NWEA for Reading in the 97%ile with a score of "high" in non-fiction /information text , common district assessments, teacher checklist for Social Studies, student classroom performance nominations, by parent and/or student. A selection committee consisting of a district administrator, a GT certified teacher, and/or the GT coordinator will meet to review all collected data for students in grades, 3, 6 and 9. Selected students who meet the highest criteria on a minimum of 3 measures, (1 of the tools must be objective) will be placed in appropriate gifted programming to begin the the Fall.

Placement (for all academic areas) : Children selected for G/T programing shall be appropriately placed. Parents will be notified of their child's eligibility for G/T programing and will be provided with a description of the program. Parents will give written permission for their child's participation. Parents will also participate in a three-way conference with their child and teacher to review the child's ILP. Records will be maintained for each student participating in the program.

Artistic Ability:

Currently the Visual Arts program in MSAD 58 is fully implemented in accordance with our Visual Arts plan. We do not currently provide performing arts curriculum to all student across the district, therefore, gifted and talented services are not provided in this area.

Screening: Screening of students for the visual and performing arts is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need need a program or students who need further assessment in order to determine if there is a need for services.

A minimum of three tools will be used as part of the screening process. All tools used in the screening process target the student's achievements in the arts. Visual arts screening and selection process will be based on a combination of pupil product, portfolio development, Visual arts rubric (measuring creativity, esthetics and body of work) (with a score in the 95% or greater) as scored by the student's current art teacher, teacher referral, teacher checklist at 80% or higher, referral by a professional artist(s) based on the students' work, self-referral and/or a referral by a parent, peer, or community member. All tools used in the screening process will target the student's artistic qualities.

Selection: Students identified through the screening process will be assessed using interviews and the following component for Visual arts: portfolio assessment to include a blind scoring with the use of the Visual Arts rubric measuring creativity, esthetics, and body of work and this will be scored by a a team of Art teachers with the criteria of 95% or higher. This portfolio will includes a minimum of three pieces of work as part of the selection process. All tools used in the selection process will target the student's artistic qualities. Visual arts screening and selection process will be based on a combination of pupil product, portfolio development, Visual arts rubric (measuring creativity, esthetics and body of work) teacher referral, teacher checklist at 8)5 or higher, referral by a professional artist(s) based on the students' work, self-referral and/or a referral by a parent, peer, or community member.

Placement: The committee will meet and consider all of the collected information. 5% of the student population may be identified in the visual and performing arts. A minimum of three tools will be used as part of the selection process. All tools used in the screening process target the student's artistic qualities, achievements, creativity and art products. A minimum of one objective tool (for example the rubric) will be used as part of the selection process.

Process for transfer students: If a student was identified GT in another district then MSAD 58 will review their records as they enter. The transfer student will be provided programming if the student meets the criteria established by MSAD #58. Parents will be appropriately notified throughout the transfer process. If the student was not previously identified GT they will follow MSAD 58 screening procedures in grades 3, 6, and 9.

Exit Procedure: Though students may qualify for gifted programming, it is important that they take an interest in the program and responsibility for their own progress. A student will meet with the GT teacher to determine why exiting the program may be advisable.

- a. Students may exit the program at any time through the written request to the Gifted and Talented Coordinator by the parent and student.
- b. Students may exit the program if they fail to maintain the written criteria required of specific coursework, such as Honors classes or Advanced Placement classes.
- c. Students may exit the program with request of the teacher and with the agreement of the selection committee after fully considering the gifted students individual progress.
- d. Students may exit the program if there are extenuating circumstances such as stress, illness, or family issues.

Exiting from Gifted and Talented services will be discussed through a meeting. A meeting will be held to consider any possible reasons for a proposed change in identification in the Gifted and Talented program in MSAD 58. Parents will be involved in and appropriately notified throughout any exiting discussions and procedures.

Process for appeals:

An appeal may be requested in writing to the Gifted and Talented Coordinator by parents, administrators, teachers or other professionals directly involved with the student after a meeting with the GT teacher/coordinator to pinpoint the problem/issue or concern. Parents will be appropriately notified throughout any appeals procedures.

The selection committee will then meet and review the appeal. Then the appeal may be taken to the Superintendent for these purposes:

- a. To reconsider the eligibility of a child to be selected for inclusion in the gifted and talented program.
- b. To review the appropriate placement of a child within the program.
- c. For removal of a child from the program.

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

Gifted & talented endorsed educators are encouraged to attend the yearly Maine Educators of the Gifted and Talented (MEGAT) conference and the New England Conference which meets in Maine every five years. PLCs are supported and district-wide and building based meetings are held regularly so that endorsed teachers can improve and stay current on best practices. Teachers and administrators K12 are

working on curriculum development for alignment with CCSS/MLRs. Staff development includes work on differentiation and technology integration for gifted learners. Teachers are encouraged to expand their knowledge of gifted and talented students by attending workshops, taking courses, or obtaining a G/T endorsement from the Maine Department of Education.

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

The overall administrative responsibility for the G/T program is the district Superintendent, with support from principals, gifted & talented coordinator, gifted and talented teachers and regular and special education teachers. The regular or special education teachers will advise gifted & talented teachers of a potential gifted student in his/her classroom. The gifted & talented endorsed teacher will inform the gifted & talented coordinator and principal to begin the referral process.

The Gifted and Talented staff listed below report to the building Principal and the Gifted and Talented Coordinator monitors their work with Gifted and Talented students.

All regular education staff working with GT identified students report to the building Principal and the Gifted and Talented Coordinator monitors their work with gifted students.

The Gifted and Talented Coordinator and the building Principals report to the Superintendent of Schools.

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
Margaret Nerney	yes	teacher	5-8	part-time
Amanda Bowen	yes	teacher	5-8	part-time
Lori Littlefield	yes	teacher	9-12	part-time
James Danala	yes	teacher	9-12	part-time
Shellen Raley-Masterman	yes	teacher	9-12	part-time
Laureen Olsen	no	certified administrator	k-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
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7. Provide a description of the annual program self-evaluation process.

A description of the annual gifted and talented academic program evaluation process in each academic area includes tools and/or criteria to evaluate program effectiveness, and addresses the following points: • Targeted goals and student progress on assessments, and the MLRs/CCS • Organizational structure • Staffing. The G/T team will meet three times throughout the year to assess the program. The team will review available student assessment data, teacher surveys indicating successful compacting and differentiation strategies being used and areas of need, and staff and parent questionnaires identifying their satisfactions and concerns. One of the G/T team's three meetings will be an annual meeting to measure progress toward the program goals listed in the abstract and set new goals for improvement based on program evaluation. The annual program self-evaluation process will include the following components: a. Distribute an annual screening form each spring b. Distribute a survey each spring c. Receive input from the GT Identification Committee d. Review individual GT student performance on targeted assessments e. Teachers and administrators review data used to inform the future direction of the G/T program. f. Create ILP and meet with parents.

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

Costs incurred in MSAD 58's program will include a portion of the certified GT teachers that are scheduled to work with students during part of their scheduled school day. The cost will also include a portion of the Gifted and Talented Coordinator's salary and benefits to oversee student programming, hold GT meetings, meet with GT teachers, and conduct GT district meetings.

The educational products for Science and Art will be materials that the regular ed classes are not utilizing and will be used for gifted and talented students only to extend their learning. The provision of higher level fiction and non-fiction books will be of high interest to GT students and provide a expanded variety of genres for identified GT students to access through guidance and consultation from the certified GT teachers and GT/certified district librarian in MSAD 58.

The provision of college class tuition will be for students that have exhausted all of the AP and/or higher level classes available to them at Mt. Abram high school and will enable them to extend their learning. Attendance at the Haystack Arts and Crafts Institute will be for GT Students to extend their learning in the area of art through out of district learning experiences and/or opportunities.

The staff tuition/professional development funds will be utilized to enable GT teachers and the GT coordinator to extend their knowledge through coursework and or professional development opportunities in the area of 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)
Margaret Nerney	1088.18	0
Amanda Bowen	2294.85	0
Lori Littlefield	0	6838.63
James Danala	0	258.39
Shellen Raley-Masterman	0	498.40
Laureen Olsen	10,129.00	10,129.00
Subtotal	13,512.03	17,724.42

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NONE		
Subtotal		0

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

Subtotal

0

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
Science supplies/materials for experiments to include motor parts, robotic parts, legos and batteries.	50.00	non-fiction books for 5 students@ 20.00 each to include fiction titles such as "What's Left of Us," and non-fiction titles such as "Reflections on Society" by Malcom Gladwell.	100.00
higher level fiction/non-fiction student selected by GT students w/GT teacher guidance (12 books x15.00) to include titles such as Navigating Early (historical fiction), Themes will include Fiction books by Patrick Ness, advanced level historical fiction titles and Advanced level modern Fairy Tales by Donna Jo Napoli.	280.00	Glass material for bead making	75.00
colored clay for animation	50.00	silk screen supplies	60.00
soft graphite pencils	25.00	equipment for texture impressions	120.00
sketch books (5x10.00)	50.00	steel for structure	45.00
Subtotal 455.00		Subtotal 400.00	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
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Subtotal

Subtotal

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		2 student to attend Student Craft Institute at Haystack	300.00
		College class tuition for 2 students that have exhausted all the AP higher level course at Mt. Abram	1800.00
Subtotal		Subtotal	2100.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
GT course/training for teachers	2400.00	GT course/trainings for teachers	400.00
GT course/trainings for coordinator	600.00	GT course/trainings for coordinator	600.00
Subtotal	3000.00	Subtotal	1000.00

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	13,512.03	17,724.42
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials & Supplies	455.00	400.00
B. Other Allowable Costs	0	0
C. Student Tuition	0	2100.00
D. Staff Tuition/PD	3000.00	1000

Total : 16,967.03

21,224.42
