

**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: M.S.A.D. #59

Name and title of person responsible for gifted and talented program: Todd LeRoy, Superintendent

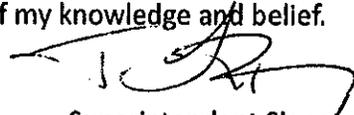
Phone number: (207) 696-3323

Email address: todd.leroy@msad59.org

CERTIFICATION:

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

Todd LeRoy
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: March 3, 2016

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

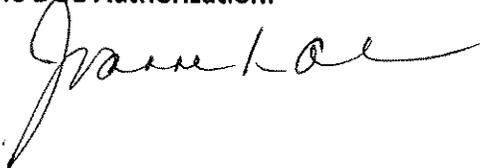
EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: *Patti Drapeau*

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval: *3/14/16*

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:

M.S.A.D. #59 recognizes that gifted students have unique cognitive, emotional, and social needs. Gifted students demonstrate exceptional learning ability and/or outstanding talents in one or more areas and

require educational opportunities beyond the standard curriculum to develop to their full potential. These students comprise the top 3-5% of the student population in general intellectual ability and specific academic aptitude, as well as the top 3-5% in artistic ability. Since it is our mission to provide an equitable and quality education for all learners:

We will provide students with programming that

- recognizes their diverse strengths, characteristics, and learning styles
- challenges them to achieve at their highest abilities and talents, and become life-long learners and engaged citizens
- offers resources for parents, teachers, and the community to better support their unique needs
- is mindful that gifted students come from a wide variety of backgrounds, and socioeconomic levels

M.S.A.D. #59 will systematically identify gifted students in English language arts, math, music, science, social studies, and the visual arts, and design learning experiences to nurture their development. M.S.A.D. #59 will also provide professional development to assist teachers in understanding and fostering the gifts and talents of our learners.

Arts program philosophy:

As part of the establishment of M.S.A.D. #59's gifted and talented programming, opportunities will be provided for high-achieving students in music and the visual arts. These students will be systematically identified for educational opportunities and enrichment in music and the visual arts that recognize their diverse strengths.

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:

During the 2015-2016 school year M.S.A.D. #59 will be developing the framework for our gifted and talented programming. Gifted and talented services will be designed to meet the educational needs of high achieving students in grades K-12 and students with potential to be high achievers. The program will identify these students as those who demonstrate exceptional learning ability and/or outstanding talents in one or more areas and who require educational opportunities beyond the standard curriculum to develop to their full potential.

M.S.A.D. #59 will target approximately 3-5% of students in English language arts, math, science, and social studies, and an additional 3-5% in music and the visual arts for gifted and talented programming. A Student Learning Plan (SLP) will be developed to support the student's identified area(s) of giftedness. SLPs will outline educational strategies for students and the methods that will be employed to document the student's participation in gifted and talented programming.

Programming options may take the form of enrichment and/or differentiation beyond the regular curriculum through consultation with classroom teachers, individual and small group instruction, as well as opportunities for accelerated classes and advanced placement.

Arts program abstract:

See Academic program abstract. The Arts program abstract is the same as the Academic program abstract for the 2015-2016 school year.

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

Academics:

Goals:

MSAD 59 is in the process of re-establishing its gifted and talented programming. In so doing we understand we will need to review and revise the previous district plan for gifted and talented programming efforts to create a new plan as deemed necessary by the steering committee. These are our goals to focus our efforts:

GOAL 1. Gifted and Talented Programming: Provide programming that addresses the diverse strengths, characteristics, and learning styles of students with gifts and talents.

GOAL 2. Student Identification: Identify students for gifted and talented programming by the beginning of 2016.

Objectives:

OBJECTIVES – GOAL 1

1. By developing policies and procedures that guide and sustain gifted and talented programming.
2. By raising teacher/parent/student awareness of the characteristics, challenges, and needs of the gifted learner.

OBJECTIVES – GOAL 2

1. By reviewing and/or revising gifted and talented programming procedures to ensure inclusiveness in the identification process.
2. By establishing student learning plans (SLPs) that address interventions for students based on their identified cognitive, artistic and/or affective needs.

Activities:

ACTIVITIES – GOAL 1

1. Establish a steering/advisory group with representatives from the elementary, middle, and high schools to navigate the revision process.
2. Provide professional development opportunities related to research-based strategies for teaching students with gifts and talents.
3. Create a Chapter 104 Resource Bank/Website accessible to teachers, parents, and students to provide information for teaching and learning strategies.

ACTIVITIES – GOAL 2

1. The steering committee will review and/or rewrite our past and proposed identification processes.
2. The Gifted and Talented Programming staff will consult with teachers in creating appropriately challenging learning opportunities for identified students, and
3. Engage students in learning about themselves as learners.

Arts:

See Academics. The Goals/Objectives/Activities for the Arts are the same as those for Academics for the

2015-2016 school year.

Goals:

Objectives:

Activities:

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:

Screening of the student population for gifted and talented programming will be done in grades 2, 4, and 8. Students may be nominated in any grade. 3-5% of the student population may be identified with exceptional intellectual and/or academic abilities, and an additional 3-5% may be identified with exceptional artistic/musical ability. Nominations can be made at any time during the year by teachers and/or other educational staff, parents, community members, students (self-nomination), or peers. Upon nomination parents will be notified and permission will be requested to collect additional data.

Selection:

Students will be identified using a combination of at least three methods and may include, but not limited to state and local assessments, a standardized cognitive ability measure (Cognitive Abilities Test, CogAT, or alternate cognitive ability measure), and subjective measures which may include learning characteristic/behavioral checklists, portfolios, auditions, and/or interviews.

1. Nominated students will be given the CogAT (Cognitive Abilities Test) or alternate cognitive ability measure.
2. Music and Visual Arts students will meet with the appropriate (art/music) teacher to gather work samples and complete an evaluation packet.
3. Scores from state and local achievement assessments (NWEAs, MEAs, NECAP) and
4. Subjective information including Learning Characteristics/Behavioral Checklists will be gathered for the student data packet.

All information will be submitted to the Identification Committee composed of an administrator, a GT teacher, and at least one classroom teacher and/or educational specialist.

Placement:

The top 3-5% of students in the categories of General Intellectual Ability and Specific Academic Aptitude, and the top 3-5% of students in the Artistic Ability category will be recommended to the Identification Committee for Chapter 104 Gifted and Talented services.

Once a student has been identified for gifted and talented programming a meeting will be convened to obtain parent permission and to develop a Student Learning Plan (SLP) for the student. This plan will be developed collaboratively by those in attendance including, but not limited to the GT teacher(s), classroom teacher(s), administrator, parents, and student (when appropriate). SLPs will outline educational strategies for identified students and the methods that will be employed to document the student's participation in gifted and talented programming.

The superintendent will be notified of students selected for gifted and talented programming, and will be given a description of programming that will be provided.

Academic Aptitude:

Screening:

Screening of the student population for gifted and talented programming will be done in grades 2, 4, and 8. Students may be nominated in any grade. 3-5% of the student population may be identified with exceptional intellectual and/or academic abilities, and an additional 3-5% may be identified with exceptional artistic/musical ability. Nominations can be made at any time during the year by teachers and/or other educational staff, parents, community members, students (self-nomination), or peers. Upon nomination parents will be notified and permission will be requested to collect additional data.

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All information will be submitted to the Identification Committee composed of an administrator, a GT teacher, and at least one classroom teacher and/or educational specialist.

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The superintendent will be notified of students selected for gifted and talented programming, and will be given a description of programming that will be provided.

Artistic Ability:**Screening:**

Screening of the student population for gifted and talented programming will be done in grades 2, 4, and 8. Students may be nominated in any grade. 3-5% of the student population may be identified with exceptional intellectual and/or academic abilities, and an additional 3-5% may be identified with exceptional artistic/musical ability. Nominations can be made at any time during the year by teachers and/or other educational staff, parents, community members, students (self-nomination), or peers. Upon nomination parents will be notified and permission will be requested to collect additional data.

Selection:

Students will be identified using a combination of at least three methods and may include, but not limited to state and local assessments, a standardized cognitive ability measure (Cognitive Abilities Test, CogAT, or alternate cognitive ability measure), and subjective measures which may include learning characteristic/behavioral checklists, portfolios, auditions, and/or interviews.

1. Nominated students will be given the CogAT (Cognitive Abilities Test) or alternate cognitive ability measure.
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All information will be submitted to the Identification Committee composed of an administrator, a GT teacher, and at least one classroom teacher and/or educational specialist.

Placement:

The top 3-5% of students in the categories of General Intellectual Ability and Specific Academic Aptitude, and the top 3-5% of students in the Artistic Ability category will be recommended to the Identification Committee for Chapter 104 Gifted and Talented services.

Once a student has been identified for gifted and talented programming a meeting will be convened to obtain parent permission and to develop a Student Learning Plan (SLP) for the student. This plan will be developed collaboratively by those in attendance including, but not limited to the GT teacher(s), classroom teacher(s), administrator, parents, and student (when appropriate). SLPs will outline educational strategies for identified students and the methods that will be employed to document the student's participation in gifted and talented programming.

The superintendent will be notified of students selected for gifted and talented programming, and will be given a description of programming that will be provided.

Process for transfer students:

The records of students who transfer into M.S.A.D. #59 will be screened for gifted and talented services as they arrive. If a student has been identified for gifted and talented programming in another district in the State of Maine or in a school district out of state, the student data will be reviewed. The student must meet district criteria for the student to receive M.S.A.D. #59 gifted and talented programming.

Exit Procedure:

Efforts will be undertaken to support students before removal from services, including meeting with parents, teachers, and guidance counselors to assess and propose interventions. The SLP will be reviewed to determine whether curriculum and/or enrichment strategies are appropriate to the student. Adjustments may be made to the SLP at this time. The steering committee will establish a review team to oversee exiting procedures prior to the end of the 2015-2016 school year.

Parents and students may request – in writing – removal from services at any time.

Process for appeals:

Any parent, teacher, and/or student who would like to appeal a decision not to recommend a student for services can file an Appeals Form with the Superintendent of M.S.A.D. #59. The Identification Committee will meet to review the appeal, student data, and any new information. Additional assessments or alternate assessments or work samples may be requested by the committee. The Identification Committee will make recommendations to the Superintendent. The Superintendent of M.S.A.D. #59 will make all final determinations regarding student placement.

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

M.S.A.D. #59 recognizes that continuous professional development is essential to student achievement. Release time will be offered for out-of-district gifted and talented conferences and workshops (e.g.

Maine Educators of the Gifted and Talented annual fall conference.) In-district professional development – including workshops and group readings – will be offered on such topics as gifted and talented student needs and characteristics, as well as differentiation strategies and enrichment opportunities. At this time M.S.A.D. #59 is in the process of developing a library of gifted and talented resources and planning professional development activities for staff.

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

M.S.A.D. #59’s Gifted and Talented Team currently consists of the Superintendent, and two part-time (30% and 20%) gifted and talented endorsed teachers. During the 2015-16 school year MSAD #59 will work to add members to our team and steering committee, including building administrators, classroom teachers, and educational specialists. We will also work to find interested parents to join the committee.

Responsibilities include, but are not limited to:

- Screen students for gifted and talented programming
- Maintaining student records
- Design gifted and talented services, including writing SLPs
- Collaborate with teachers and guidance counselors
- Collect and manage data for program review and State DOE reporting
- Complete State Department of Education required forms and evaluations
- Communicate with parents and guardians
- Plan, participate in, and deliver gifted and talented professional development

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
Todd LeRoy	No	Administrator		
Lisa Ingraham	Yes	Teacher	K-4	Part-Time (20%)
Linda LeRose	Yes	Teacher	K-12	Part-Time (30%)

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.

M.S.A.D #59 will conduct annual reviews to assess and improve gifted and talented services. Surveys of parents, teachers and students, as well as administrators will be used to evaluate program identification and implementation effectiveness.

For the 2015-16 school year M.S.A.D. #59 will use forms provided on the State of Maine Department of Education website in reviewing the gifted and talented program: <http://www.maine.gov/doe/gifted/programcomponents/programevaluations/index.html>. The steering committee will download the samples of questions for students, and parents, and the evaluation chart for administrators and teachers and adapt them to the needs of our gifted and talented programming. Student achievement data, such as NWEA, MEA, work samples, and report cards may be reviewed to determine student performance/growth and effectiveness of programming. Results will be used formatively to determine the direction programming will take for the 2016-2017 school year.

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

In addition to teaching staff (50%), 2015-2016 Gifted and Talented Programming costs are predominantly related to professional development in the form of conferences, workshops, and resource books. The CogAt answer sheets will be needed for the administration of the Gognitive Abilities Test to nominated students.

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)
Lisa Ingraham	12,222.05 (20%)	
Linda LaRose	12,061.10 (15%)	12,061.10 (15%)
Subtotal	24,283.15	12,061.10

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
Guitar Pro 6: Tablature Editor Software	63.87		
CogAT Answer Sheets	23.97	CogAT Answer Sheets	47.93
Subtotal	87.84	Subtotal	47.93

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost

Subtotal		Subtotal	
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D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGaT Fall Conference L. Ingraham	100.00	MEGaT Fall Conference L. LaRose	100.00
G&T Library for Staff Development	791.97	G&T Library for Staff Development	1208.91

<p>Teaching Young Gifted Children in the Regular Classroom/Smutny et al. (1 for 39.99)</p> <p>Survival Guide for Teachers of Gifted Kids/Delisle (1 for 27.99)</p> <p>Sparking Student Creativity/Drapeau (2 for 39.90)</p> <p>Making Differentiation a Habit/Heacox (1 for 39.99)</p> <p>Differentiation for Gifted Learners/Heacox (1 for 39.99)</p> <p>Advancing Differentiation/Cash (1 for 39.99)</p> <p>The Cluster Grouping Handbook/Winebrenner (1 for 39.99)</p> <p>Using CCSS for ELA w/Gifted & Advanced Learners/VanTassel (1 for 19.95)</p> <p>Using SSCC for Math w/Gifted & Advanced Learners/Johnson (1 for 19.95)</p> <p>Emotional Intensity in Gifted Students/Fonseca (1 for 19.95)</p> <p>Artistically & Musically Talented Students/Zimmerman (1 for 33.95)</p> <p>Teaching Gifted Kids in Today's Classroom/Winebrenner (3 for 119.97)</p> <p>Expert Approaches to Support Gifted Learners/Gosfield (2 for 59.90)</p> <p>Able, Gifted and Talented Underachievers/Montgomery (1 for 44.15)</p> <p>You're Smarter Than You Think/Armstrong (2 for 31.98)</p> <p>Bright Not Broken/Kennedy (3 for 52.68)</p> <p>Social-Emotional Curriculum w/Gifted & Talented Students/VanTassel (3 for 56.79)</p> <p>When Gifted Kids Don't Have All the Answers/Galbraith (1 for 23.99)</p> <p>The Survival Guide for Gifted Kids 10 & Under/Galbraith (1 for 13.99)</p> <p>The Gifted Teen Survival Guide/Galbraith (1 for 15.99)</p> <p>If I'm So Smart, Why Aren't the Answers Easy?/Schultz (1 for 10.89)</p>		<p>Teaching Young Gifted Children in the Regular Classroom/Smutny et al. (2 for 79.98)</p> <p>Survival Guide for Teachers of Gifted Kids/Delisle (2 for 55.98)</p> <p>Sparking Student Creativity/Drapeau (2 for 39.90)</p> <p>Making Differentiation a Habit/Heacox (2 for 79.98)</p> <p>Differentiation for Gifted Learners/Heacox (2 for 79.98)</p> <p>Advancing Differentiation/Cash (2 for 79.98)</p> <p>The Cluster Grouping Handbook/Winebrenner (2 for 79.98)</p> <p>Using CCSS for ELA w/Gifted & Advanced Learners/Van Tassel (2 for 39.90)</p> <p>Using CCSS for Math w/Gifted & Advanced Learners/Johnson (2 for 39.90)</p> <p>Emotional Intensity in Gifted Students/Fonseca (2 for 39.90)</p> <p>Artistically & Musically Talented Students/Zimmerman (2 for 67.90)</p> <p>Teaching Gifted Kids in Today's Classroom/Winebrenner (3 for 119.97)</p> <p>Expert Approaches to Support Gifted Learners/Gosfield (2 for 59.90)</p> <p>Able, Gifted, and Talented Underachievers/Montgomery (2 for 88.30)</p> <p>You're Smarter Than You Think/Armstrong (2 for 31.98)</p> <p>Bright Not Broken/Kennedy (3 for 52.68)</p> <p>Social-Emotional Curriculum w/Gifted & Talented Students/VanTassel (3 for 56.79)</p> <p>When Gifted Kids Don't Have All the Answers/Galbraith (2 for 47.98)</p> <p>The Survival Guide for Gifted Kids 10 & Under/Galbraith (1 for 13.99)</p> <p>The Gifted Teen Survival Guide/Galbraith (2 for 31.98)</p> <p>If I'm so Smart, Why Aren't the Answers Easy?/Schultz (2 for 21.96)</p>	
Subtotal	891.97	Subtotal	1308.91

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	24,283.15	12,061.10
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	87.84	47.93
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	891.97	1308.91
Total	25,262.96	13,417.94