

**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:

Lake Region #61

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

Patricia Hayden, Assistant Superintendent

Phone number:

647-3048

Email address:

pat.hayden@lakeregionschools.org

CERTIFICATION:

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

Alan R. Smith

Superintendent Name (printed)


Superintendent Signature

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

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

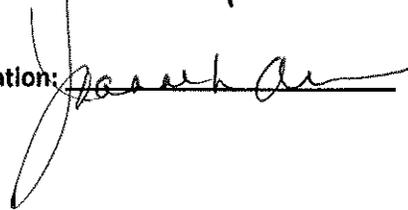
DUE DATE: September 30, 2015

Reviewed By:

Patti Drapeau

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

3/18/16

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:

The Lake Region School District recognizes gifted and talented students have unique academic and affective needs. The District supports a philosophy that acknowledges the need for and provision of a highly engaging and challenging academic learning environment for every gifted and talented student. Our philosophy promotes individual academic growth through the use of rigorous curriculum and opportunities to practice higher level thinking skills.

Arts program philosophy:

The Lake Region School District recognizes gifted and talented students have unique academic and affective needs. The District promotes a philosophy of a self-directed visual and performing arts education in which identified students are encouraged through exploration, analysis, and passion to reach the full potential of their singular talents and abilities. Our philosophy supports individual exploration of creativity and prompts students to continually challenge themselves and strive for excellence.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

The Extended Studies Program for Lake Region #61 follows the District curriculum guidelines. The academic curriculum is extended for students whose needs are not being met in the classroom by eliminating repetition of previously mastered material, upgrading the challenge level of the grade-level curriculum, and providing the opportunity for appropriate enrichment and acceleration activities as well as ensuring mastery of basic skills. The program also focuses on the social and emotional needs of gifted and talented students and helps them in relating to and functioning successfully with both age and intellectual peers. In addition, the Extended Studies Program provides classroom teachers with the resources and understanding necessary to provide learning experiences for gifted students in the regular classroom in grades K-12.

At the K-3 level, children are identified for pre-extended services through testing and classroom observation. They are served through a consultation model and they also receive direct services with the gifted and talented teacher thirty (30) minutes a week. In grades K-2, the direct service sessions combine math and ELA; in grade 3, there are separate math and ELA sessions.

At the end of grade 3, students are formally identified for the Extended Services Program in grades 4 and 5. The gifted and talented teacher meets with these students weekly to provide direct supplemental services in math and ELA. In-class services are also occasionally provided, such as for class projects. Science and social studies services are provided through a consultation model.

Arts program abstract:

The Extended Studies Program for Lake Region #61 follows the District curriculum guidelines. The fine arts curriculum is extended for students who excel in the visual and performing arts. It provides students with experiences to deepen and broaden their musical and artistic expression through the use of varying instruments and mediums, performance-based projects and challenging enrichment activities. The program also focuses on the social and emotional needs of gifted and talented students, and helps them in relating to and functioning successfully with both age and fine arts peers.

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

Academics

Goals:

- 1) To provide consultation services for classroom teachers in grades K-12 to differentiate in their classrooms through instruction, materials, and resources
- 2) To provide a program in grades 4-12 that identifies and provides appropriate depth of services to students with exceptional academic ability

Objectives:

- 1) To support differentiated academic experiences that create a challenging and rigorous learning environment in which students can extend their critical thinking, reading and writing abilities
- 2) To ensure that students have multiple opportunities to achieve academic growth that is appropriate to their abilities

Activities

- 1) In K-5, the gifted and talented teachers meet once to twice a week with small groups of students to supplement their academic experiences, such as with Hands-On Math Equations and STEM projects. Some activities are pull out and others are push in.
- 2) In K-8, the gifted and talented teacher conducts interdisciplinary units in math and language arts pull out classes. Co-taught units are conducted in other academic areas and consultation is routinely provided.
- 3) In 9-12, students are provided a range of AP class options, independent studies on self-chosen topics, access to early college programs for dual enrollment, and on-line courses.

Arts

Goals:

- 1) To manage an effective identification process and delivery of services for fine arts gifted education
- 2) To implement a program with a continuum that will enhance each identified student's innate artistry and passion

Objectives:

- 1) to ensure students have multiple opportunities to achieve artistic growth that is appropriate to their abilities
- 2) to guide students to become self-directed and set personal artistic goals
- 3) to support students in embracing artistic ideas, skills and styles beyond their "comfort zone"

Activities

- 1) differentiated classroom instruction through individual, small group, advanced ensembles/classes under the guidance of one of our art teachers who holds a gifted and talented endorsement
- 2) participation in Youth Art Month at the Portland Museum of Art and Gallery 302 in Bridgton
- 3) opportunities to work with local professional artists, musicians and dancers
- 4) participation in workshops at Maine College of Art, and dance programs with Bates College and Portland Ballet

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:**

Local assessments, state assessments, report cards, and Scantron data (computer adaptive nationally normed assessment similar to NWEA) are tools that are used in the annual initial screening process to identify potential candidates in grades 4, 6, and 9. The next level of screening includes additional assessments such as the SAGES-2 and TOMAG, teacher observations, and student interviews to narrow the list of candidates. All students in grades K-3 are serviced through a consultation model.

Selection:

The Extended Studies team of teachers and the Assistant Superintendent meet annually to make identification decisions based upon a review of the collected data and locally established GT criteria. Additional personnel are consulted as needed, such as building administration, guidance counselors, regular education teachers and special education teachers.

Placement:

Parental permission is required to participate in the Extended Studies program, and a Personalized Learning Plan is developed for each student. In grades 4 & 5, students receive supplemental services through a pull out and/or push in model. In grades 6-8, students participate in separate math and ELA classes; other academic areas deliver services through a differentiation model. In grades 9-12, students receive services through advanced courses, online courses, dual early college enrollment, differentiated instruction and inquiry-based independent studies.

Academic Aptitude

Screening:

Local assessments, state assessments, report cards, and Scantron data (computer adaptive nationally normed assessment similar to NWEA) are tools that are used in the annual initial screening process to identify potential candidates in grades 4, 6, and 9. The next level of screening includes additional assessments such as the SAGES-2 and TOMAG, teacher observations, and student interviews to narrow the list of candidates. All students in grades K-3 are serviced through a consultation model.

Selection:

The Extended Studies team of teachers and the Assistant Superintendent meet annually to make identification decisions based upon a review of the collected data and locally established GT criteria. Additional personnel are consulted as needed, such as building administration, guidance counselors, regular education teachers and special education teachers.

Placement:

Parental permission is required to participate in the Extended Studies program, and a Personalized Learning Plan is developed for each student. In grades 4 & 5, students receive supplemental services through a pull out and/or push in model. In grades 6-8, students participate in separate math and ELA classes; other academic areas deliver services through a differentiation model. In grades 9-12, students receive services through advanced courses, online courses, dual early college enrollment, differentiated instruction and inquiry-based independent studies.

Artistic Ability

Screening:

Initial screening tools for potential fine arts candidates are local performance assessments, classwork and teacher observations/checklists. The next level of screening includes student interviews, auditions and portfolios with a committee composed of K-12 fine arts teachers, guided by one of the arts teachers who holds a gifted and talented endorsement.

Selection:

An Extended Studies team including fine arts teachers, one gifted and talented teacher, and the Assistant Superintendent meet annually to make identification decisions based upon a review of the collected data and locally established GT criteria. Additional personnel are consulted as needed, such as building administration, guidance counselors, regular education teachers and special education teachers.

Placement:

Parental permission is required to participate in the Extended Studies program, and a Personalized Learning Plan is developed for each student. Delivery of services may include differentiation in fine arts classes, advanced classes, opportunities to work with local art professionals, fine arts workshops and exhibits at local venues, opportunities for solo performances in district plays and concerts, and participation in regional/state fine arts festivals.

Process for transfer students:

For each transfer student, a records review and teacher observation/checklist is conducted to check for gifted identification. If the data indicates that a student is a potential candidate, he or she will be screened according to district procedure. If a student enters the district with a gifted and talented identification from another district, he or she is eligible to receive services.

Exit Procedure:

A student may exit the Extended Studies Program at any time with written parental permission. In addition, identified students are re-evaluated annually by the Extended Studies Team; if a student does not continue to meet the locally established GT criteria, that student may be exited from the program with written notification.

Process for appeals:

Any identification decision may be appealed to the Assistant Superintendent who oversees the Extended Studies Program. The Assistant Superintendent convenes the Appeals Committee, which includes the Assistant Superintendent, an Extended Studies Teacher, and an administrator at the student's school. The Appeals Committee will render a decision that best meets the needs of the student based on a review of data and consideration of information from the student, his/her parents, and the student's teacher(s). The decision of the Appeals Committee is final.

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

District-wide, staff development is focused on tuning curriculum, instruction and assessment with proficiency-based learning targets. The Extended Studies teachers meet periodically throughout the year with classroom teachers to discuss gifted and talented characteristics, identification, and learning extensions. The elementary extended staff meet weekly to coordinate their instruction, and the three extended studies teachers meet monthly with the Assistant Superintendent to discuss best practices, transitions between grade levels and schools and program planning. The team is new this year, with two of the teachers and the Assistant Superintendent experiencing their first year in the Extended Studies Program, and one teacher being in the second year yet in a different school and grade span. It is expected that next year the teachers will participate in state and regional meetings.

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

The Extended Studies Academic Program at the K-5 level is staffed and managed by two full time GT teachers. The Extended Studies Academic Program at the grades 6-8 level is staffed and managed by one full time teacher. The Extended Studies Academic Program in grades 9-12 is managed by the Guidance Department through the offering of AP classes and by classroom teachers through differentiated instruction and assessment.

The K-12 Extended Studies Fine Arts Program is managed by the art and music teachers through differentiated instruction, experiences and assessment. In addition, one of the art teachers holds a GT certification and is a resource to the other fine arts teachers. There is also a K-12 Fine Arts Coordinator who assists in the management of the Extended Studies program.

In addition, the Assistant Superintendent meets monthly with the Extended Studies teachers and the Fine Arts Coordinator to oversee the screening, implementation and delivery of services to identified students.

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
Laura Gurley-Mozie	transitional	teacher	K-5	full-time
Joseph Gasbarro	yes	teacher	K-5	full-time
Linda Dutil	yes	teacher	6-8	full-time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
None					

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

In June of each school year, the performance levels of all identified students are reviewed. This review includes report card grades, Scantron scores (similar to NWEA), performance tasks and state assessments. All students are expected to demonstrate high achievement. The annual self-evaluation process includes evaluating student progress, revising program components as needed, and assessing whether the program design is still appropriate for each student. In addition, referral forms and qualifying rubrics are re-visited to ensure that they are fair, thorough and accurately reflect district goals and state guidelines.

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

The major costs to implement this program are the salaries and benefits of three full-time teachers. Additional costs on an annual basis may include instructional supplies, professional development, testing materials and staff travel.

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)
Laura Gurley-Mozie	\$81,757.00	
Joseph Gasbarro	\$54,883.00	
Linda Dutil	\$73,737.00	
Subtotal	\$210,377.00	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
None		
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
Not Applicable in 2015-16			
Subtotal		Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Not Applicable in 2015-16			
Subtotal		Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Not Applicable in 2015-16			
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Not Applicable in 2015-16			
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$210,377.00	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies		
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$210,377.00	