

**State of Maine  
Department of Education**

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

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

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

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

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**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.

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**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.

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

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**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.

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**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.

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\*\*\*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:** RSU 64  
**Name and title of person responsible for gifted and talented program:**  
Riley Donovan, Director of Student Services  
Jennifer Tabor, Director of Curriculum

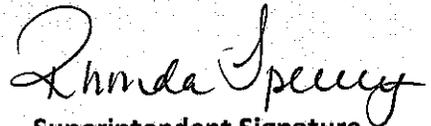
**Phone number:** 207-285-4341

**Email address:** [rdonovan@rsu64schools.org](mailto:rdonovan@rsu64schools.org)  
[jennifertabor@rsu64schools.org](mailto:jennifertabor@rsu64schools.org)

**CERTIFICATION:**

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

Rhonda Sperrey  
**Superintendent Name (printed)**

  
**Superintendent Signature**

Date application submitted to Maine DOE for review: 2/17/2016

**FOR INFORMATION CONTACT:**  
Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

EF-S-206  
Revised May 26, 2015

**RETURN BY EMAIL TO:**

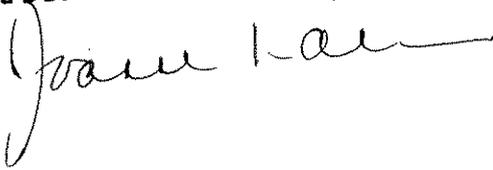
GT.DOE@maine.gov

**DUE DATE: September 30, 2015**

**Approval Reviewed By:** Lee Worcester  
 **Approval with concerns**  
 **Non-approval**

**Date of Approval:** 2/18/16

**Maine DOE Authorization:**



## **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:**

RSU #64 seeks to identify those students who have exhibited the characteristics of gifted and talented students in the area of academics and to provide learning opportunities that will allow them to go above, beyond, or into more depth than provided by the regular curriculum. This curriculum differentiation or modification always attempts to be congruent with the unique characteristics and needs of each student identified with giftedness.

### **Arts program philosophy:**

RSU #64 seeks to identify those students who have exhibited the characteristics of gifted and talented students in the area of visual and performing arts and to provide learning opportunities that will allow them to go above, beyond, or into more depth than provided by the regular curriculum. This curriculum differentiation or modification always attempts to be congruent with the unique characteristics and needs of each student identified with giftedness.

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:**

As a preface to the initiation of the process to identify its academically gifted and talented students, RSU #64 has assessed its total school population; set the criteria for eligibility in accordance with the statistical concept of giftedness adopted by the state of Maine; established a definition for gifted and talented; described the characteristics of the gifted and talented program; and explained the behaviors which these students exhibit when manifesting each characteristic in learning situations. From these steps, the District will then hold a District Level Team Meeting (DLT) for identified students to establish an Individual Learning Plan which will outline the curricular responses for the student. The academic program will serve students who meet the criteria for gifted and talented programming. Programming will include opportunities for accelerated learning, differentiation within the classroom, and extracurricular activities including mathematics and science club.

### **Arts program abstract:**

As a preface to the initiation of the process to identify its artistically gifted and talented students, RSU #64 has assessed its total school population; set the criteria for eligibility in accordance with the

statistical concept of giftedness adopted by the state of Maine; established a definition for gifted and talented; described the characteristics of the gifted and talented program; and explained the behaviors which these students exhibit when manifesting each characteristic in learning situations. From these steps, the District will then hold a District Level Team Meeting (DLT) for identified students to establish an Individual Learning Plan which will outline the curricular responses for the student. The arts program will serve students who meet the criteria for gifted and talented programming. Programming will include opportunities for accelerated programming or coursework, differentiated instruction within the classroom, and extracurricular activities including art club, district honors festivals, and opportunities for solo performances.

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

**Academics:**

**Goals:** To provide opportunities for differentiated or accelerated learning for gifted students within the classroom.

To encourage students to perform at high levels of achievement and further develop exceptional abilities.

**Objectives:** By helping students develop an understanding of their own unique needs and talents and by providing students with opportunities to expand their thinking ability.

**Activities:** Teachers will be provided background information on students' specific academic strengths in order to effectively differentiate instruction and therefore challenge gifted learners. Opportunities for accelerated programming or coursework will also be considered to meet individual students' needs. In addition, extra-curricular activities including mathematics team and science club.

**Arts:**

**Goals:** To provide opportunities for differentiated or accelerated learning for gifted art/music students within the classroom.

To encourage students to perform at high levels of achievement and further develop exceptional abilities.

**Objectives:** By helping students develop an understanding of their own unique needs and talents and by providing students with opportunities to expand their thinking ability.

**Activities:** Teachers will be provided background information on students' specific academic strengths in order to effectively differentiate instruction and therefore challenge gifted learners. Opportunities for accelerated programming or coursework will also be considered to meet individual students' needs. In addition, extra-curricular activities including art club, district honors festivals, and opportunities for solo performances.

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:**

The screening process is the first step in implementing this identification process. All students K-12 in the District will be screened annually to determine those students who have needs that might qualify them for a differentiated program for the gifted and talented in RSU #64. This screening will ensure equal opportunity for students to be considered for the program and will be (Chapter 104.06) as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. All information gathered concerning any student throughout the identification process will be handled in accordance with the District's policies regarding privacy and access to information. (Policy 15125)

Screening will be conducted by a **building administrator** (chairperson), **guidance counselor** and/or the **classroom teacher(s)** and will involve the use of specific criteria. Information from any one of the screening instruments may qualify a student for further consideration. Teachers of Grades K-3 will examine the characteristics of gifted students (listed on a screening form) and make referrals for consideration by the Selection Committee. If screening leads to referral, individual intelligence and achievement testing will be completed. By the end of Grade 4 the Screening Committee will consider any student who has a stanine of 9 on the Spring Iowa Test Basic Skills (ITBS) and an exceeds the standard in an area of the Grade 3 and 4 on the State assessment. By Grade 5 the Screening Committee will consider the Fall Cognitive Ability Tests and the Grade 4 ITBS and State assessment. Beginning in Grade 6 the State assessment will become the main referral agent.

##### **Selection:**

##### **Objective Criteria**

1. score a minimum of 125 on two of the three WISC-V Cognitive Ability Tests (Verbal Comprehension, Working Memory, and Processing Speed) or a comparable score on a comparable test of cognitive ability, and
2. score a minimum of 125 on at least 2 WJ-IV subtests in two or more areas of achievement (Reading, Writing, or Math) or a score of 125 on two of the subtests in one of these areas along with a score of 125 on one of the Science, Social Studies, or Humanities subtests. If the WJ-IV is not available, another nationally normed individually administered achievement test may be substituted or exceeding scores on a common assessment in 3 subject areas may be used.

NOTE: Any student with a 130 on 2 of 3 cognitive ability tests and a composite score in the ninth stanine total on ITBS or GAI of 130 on WISC-V composite and comparable scores of achievement, or another nationally normed achievement test, will be identified as highly gifted and a meeting immediately scheduled.

##### **Subjective Criteria**

3. be nominated by a professional involved with that student
4. have overall exemplary past academic performance.

##### **Placement:**

Information gathered in the screening and selection processes will be conveyed to the placement committee for consideration. Placement matrices have been formulated to place each student recorded on the Composite Screening Form within the Yes, Maybe, or No categories for consideration within the placement process.

The placement committee will be a team of at least three professionals including: the **coordinator of gifted and talented services** (chairperson), **a school guidance counselor or evaluator, a classroom teacher, and/or a building administrator**. Its responsibilities will be:

1. to review information collected on each student through the screening process.
2. to collect additional information when appropriate.
3. to select children, K-12, for placement in the gifted and talented program based upon an in-depth assessment for the information collected.
4. to administer exit procedures.

Those students who are in the **yes** and **maybe** categories of the placement matrix will be placed into rank order according to their levels of qualification.

Students who meet the screening criteria for the **yes** group on the placement matrix will be selected for placement in a suitable program without the need for further assessment by the selection committee following a review of the screening results.

Students who are in the **maybe** category of the placement matrix will be assessed according to the criteria of the selection process to determine if these students will benefit from a differentiated program. Parental permission will be required for individualized testing procedures.

Students who are in the **no** category of the placement matrix will not be appropriately served by the program and will not be included by the placement committee.

### **Specific Academic Aptitude:**

#### Screening:

The screening process is the first step in implementing this identification process. All students K-12 in the District will be screened annually to determine those students who have needs that might qualify them for a differentiated program for the gifted and talented in RSU #64. This screening will ensure equal opportunity for students to be considered for the program and will be (Chapter 104.06) as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. All information gathered concerning any student throughout the identification process will be handled in accordance with the District's policies regarding privacy and access to information. (Policy 15125)

Screening will be conducted by a **building administrator** (chairperson), **guidance counselor** and/or the **classroom teacher(s)** and will involve the use of specific criteria. Information from any one of the screening instruments may qualify a student for further consideration. Teachers of Grades K-3 will examine the characteristics of gifted students (listed on a screening form) and make referrals for consideration by the Selection Committee. If screening leads to referral, individual intelligence and achievement testing will be completed. By the end of Grade 4 the Screening Committee will consider any student who has a stanine of 9 on the Spring Iowa Test Basic Skills (ITBS) and an exceeds the standard in an area of the Grade 3 and 4 on the State assessment. By Grade 5 the Screening Committee will consider the Fall Cognitive Ability Tests and the Grade 4 ITBS and State assessment. Beginning in Grade 6 the State assessment will become the main referral agent. Teacher's common assessments will be considered in social studies and science as a screening tool for specific academic ability.

Selection:

Objective Criteria

1. score a minimum of 125 on one of the three subtest totals of the WISC-IV or a comparable score on a comparable test of cognitive ability, and
2. score a minimum of 125 on at least two of the WJ-IV subtests (Reading, Writing, or Math) in the same academic area or 120 on the Academic Skills subtest or a comparable score on a comparable test. If the WJ-IV or similar is not available, exceeding scores on 3 common assessment in a subject area may be used.

NOTE: Any student with a 130 on either the Verbal Comprehension Index or the Perceptual Reasoning Index of the WISC-IV or the Full-Scale IQ of the WISC-IV and within 9 ITBS in comparable subject area or GAI of 130 on WISC-IV and a composite score in that range in a comparable subject area will be identified and a meeting scheduled.

Subjective Criteria

3. be nominated by a professional who is involved with the student in the specific academic realm being considered, or
4. demonstrate significant achievement or potential for accomplishment in one area as demonstrated by past performance.

Placement:

Information gathered in the screening and selection processes will be conveyed to the placement committee for consideration. Placement matrices have been formulated to place each student recorded on the Composite Screening Form within the Yes, Maybe, or No categories for consideration within the placement process.

The placement committee will be a team of at least three professionals including: the **coordinator of gifted and talented services** (chairperson), a **school guidance counselor or evaluator**, a **classroom teacher**, and/or a **building administrator**. Its responsibilities will be:

5. to review information collected on each student through the selection process.
6. to collect additional information when appropriate.
7. to select children, K-12, for placement in the gifted and talented program based upon an in-depth assessment for the information collected.
8. to administer exit procedures.

Those students who are in the **yes** and **maybe** categories of the placement matrix will be placed into rank order according to their levels of qualification.

Students who meet the screening criteria for the **yes** group on the placement matrix will be selected for placement in a suitable program without the need for further assessment by the selection committee following a review of the screening results.

Students who are in the **maybe** category of the placement matrix will be assessed according to the criteria of the selection process to determine if these students will benefit from a differentiated program. Parental permission will be required for individualized testing procedures.

Students who are in the **no** category of the placement matrix will not be appropriately served by the program and will not be included by the placement committee.

### **Artistic Ability:**

#### Screening:

The screening process is the first step in implementing this identification process. All students K-12 in the District will be screened annually for musical giftedness to determine those students who have needs that might qualify them for a differentiated program for the gifted and talented in RSU #64. Screening for art will begin in grade 6 as the district does not offer art to students in grades K-5. This screening will ensure equal opportunity for students to be considered for the program and will be (Chapter 104.06) as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. All information gathered concerning any student throughout the identification process will be handled in accordance with the District's policies regarding privacy and access to information. (Policy 15125)

The screening for artistic ability shall include any *one* of the following measures:

1. Pupil products, such as auditions, portfolios, works in progress, performance;
2. Pupil interview;
3. Teacher referral;
4. Referral by professional artist(s) based on analysis of pupil work.

#### Selection:

The selection for artistic ability shall include *at least three* of the following measures:

1. Pupil products, such as auditions, portfolios, works in progress, performance;
2. Pupil interview;
3. Teacher referral;
4. Referral by professional artist(s) based on analysis of pupil work.

#### Placement:

Information gathered in the screening and selection processes will be conveyed to the placement committee for consideration. Placement matrices have been formulated to place each student recorded on the Composite Screening Form within the Yes, Maybe, or No categories for consideration within the placement process.

The placement committee will be a team of at least three professionals including: the **coordinator of gifted and talented services** (chairperson), **a school guidance counselor or evaluator**, **a classroom teacher**, **a building administrator**, and/or **an artistic professional**. Its responsibilities will be:

1. to review information collected on each student through the selection process.
2. to collect additional information when appropriate.
3. to select children, K-12, for placement in the gifted and talented program based upon an in-depth assessment for the information collected.

4. to administer exit procedures.

Those students who are in the **yes** and **maybe** categories of the placement matrix will be placed into rank order according to their levels of qualification.

Students who meet the screening criteria for the **yes** group on the placement matrix will be selected for placement in a suitable program without the need for further assessment by the selection committee following a review of the screening results.

Students who are in the **maybe** category of the placement matrix will be assessed according to the criteria of the selection process to determine if these students will benefit from a differentiated program. Parental permission will be required for individualized testing procedures.

Students who are in the **no** category of the placement matrix will not be appropriately served by the program and will not be included by the placement committee.

**Process for transfer students:**

For a transfer student who was determined eligible for gifted and talented programming by another school district, a DLT Meeting will be held to review the student's plan from the sending district. The plan will be revised as needed to reflect the services the District is able to offer. For a transfer student who has not been identified as a student eligible for gifted and talented programming, the student may be identified using the regular screening process or through teacher referral to the District Level Team for consideration of further assessment. For a student identified as meeting criteria for gifted and talented programming in another district but does not meet the criteria for similar programming in RSU 64, services will not be provided. Parents/guardians will be notified of any change in programming.

**Exit Procedure:**

If it is determined that a student no longer will be appropriately served by the program, then exit procedures will be initiated by referral to the selection committee. Exit procedures will be used to exit a student from the program either temporarily or permanently, as appropriate. All procedures will be documented using the Exit Procedure Form and placed in the student's cumulative record, and the parent/guardian will be notified.

**Process for appeals:**

When the family and school disagree with the decision of the selection committee, an appeal may be requested by submitting a written statement of appeal to the coordinator of gifted and talented services. The coordinator of gifted and talented services will review the appeal with the placement committee, and make a recommendation to the Superintendent of Schools for his/her action. Any appeal made in respect to actions of the Superintendent may be directed to the School Board for further review and/or action. Please note that an appeal can be made by a student, parent, teacher, school administrator, or counselor. The parent/guardian will be notified in writing of the superintendent's decision.

5. Provide a description of the staff development that takes place in order to implement the program(s). As appropriate, staff development will take place to support the implementation of gifted and talented programming: Staff development offerings would include differentiation in the classroom and accelerated learning

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

There is no staff identified for the gifted and talented program. The Director of Student Services meets with identified students annually to review their programming and make appropriate changes. Special Education staff conduct assessments as necessary.

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

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.

At least once annually, a review of the identification of students for the gifted and talented program will be conducted. Students not currently being served will be reconsidered for inclusion in the program. Programs for students currently being served will be reviewed to determine if they continue to meet the needs of the individual. Anticipated growth of students currently being served will be evaluated to determine if the program continues to meet individual needs. Parent(s) will be notified when program changes need to occur to allow for the discussion of these changes and to receive parental permission for the changes.

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

There is no cost to the program as teachers differentiate in their classrooms or students are accelerated to the next grade level. After school clubs are funded through the local budget.

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)
Subtotal		

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



Total		
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