

**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: RSU 67

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

Phone number: 207-794-6500 ext 150

Email address: gmcDonald@rsu67.org

CERTIFICATION:

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

Kemth Laser
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date application submitted to Maine DOE for review: 9/30/15, REVISED 12/16/2015, 01/29/2016, 02/03/2016,

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

RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: [Signature]

Date of Approval: 2/5/16

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:

RSU #67 believes that all learners have unique academic needs and commits to providing a highly engaging, challenging educational environment for gifted and talented learners. The gifted and talented program, therefore, is designed to identify learners who excel, or have the potential to excel, at a level above that of same age peers in general intellectual or specific academic ability, and who require differentiated educational experiences that are aligned with the Maine Learning Results in English/language arts, mathematics, science and social studies. Our purpose is to develop educational oppprtunities that allow learners to progress and excel at their own individual rate and in their own unique way while striving to eliminate the academic boundaries that may restrict learners identified through the gifted and talented program.

Arts program philosophy:

RSU 67 believes all learners have unique artistic interests and abilities and commits to providing a highly engaging, challenging educational environment for gifted and talented learners. The gifted and talented program, therefore, is designed to identify learners who excel, or have the potential to excel, at a level above that of same age peers in the visual and performing arts, and who require differentiated educational experiences that are aligned with the Maine Learning Results. Our purpose is to develop educational opportunities that allow learners to progress and excel at their own individual rate and in their own unique way while striving to eliminate boundaries that may restrict learners identified through the gifted and talented program.

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:

Whereas RSU 67 believes all learners should be provided a variety of educational experiences to meet their unique needs, the gifted and talented academic program will identify and provide services for students in grades K-12. The program is designed to foster academic growth through learning opportunities that are specialized, individualized, differentiated and accelerated to allow learners to excel at their appropriate level, regardless of chronological age or grade placement. RSU 67 understands developmentally, some learners may not be ready to access educational settings beyond their chronological age, however, alternative educational experiences that challenge the learner will be provided. Additionally, enrichment learning opportunities are provided for depth, breadth and intensity of the content or process, along with facilitating social developmental and self understanding.

Arts program abstract:

Whereas RSU 67 believes all learners should be provided a variety of educational experiences to meet their unique needs, the gifted and talented arts program will identify and provide services for students in grades K-12. The program is designed to foster growth in artistic ability through learning opportunities that are specialized, individualized, differentiated and accelerated to allow learners to excel at their appropriate level, regardless of chronological age or grade placement. RSU 67 understands developmentally, some learners may not be ready to access educational settings beyond their chronological age, however, alternative educational experiences that challenge the learner will be provided. Additionally, enrichment learning opportunities are provided for depth, breadth and intensity of the content or process, along with facilitating social developmental and self understanding.

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

Academics

Goals:

- To promote a school community where learners in all ethnic, socioeconomics and geographic groups can excel academically through gifted and talented education.
- To provide a variety of learning opportunities with the academic rigor to challenge learners through gifted and talented program, which will enhance each learner's unique interest and academic ability

Objectives:

- Communicate and collaborate with parents, learners, school staff, and community members to maximize educational opportunities for learners
- Provide staff development that will enable all educators to recognize and serve learners in need of gifted education
- Provide appropriate resources for the implementation of the gifted and talented program

Activities

- Differentiated instruction within classroom setting
- Off grade level instruction within school setting
- Virtual High School
- Online learning, high school and college level
- Author study
- Advanced placement
- Independent study

Arts

Goals:

- To promote a school community where learners in all ethnic, socioeconomics and geographic groups can excel in the arts through gifted and talented education.
- To provide a variety of learning opportunities with the rigor to challenge and advance learners through gifted and talented program, which will enhance each learner's unique interest and ability

Objectives:

- Communicate and collaborate with parents, learners, school staff, and community members to maximize educational opportunities for learners
- Provide staff development that will enable all educators to recognize and serve learners in need of gifted education
- Provide appropriate resources for the implementation of the gifted and talented program

Activities

- Differentiated instruction within classroom setting
- Off grade level instruction within school setting
- Virtual High School
- Online learning, high school and college level
- Independent study
- Collaboration sessions in person or via Skype for visual or performing arts instruction
- Exhibitions
- 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:**

Each school will annually conduct a screening in grades K-12 in reading and math using a school-wide screener, such as STAR or NWEA and an annual review of the K-12 population to ensure that all learners have an equal opportunity to be considered for selection and placement in the gifted and talented program. Additionally, learners are screened via nomination form and/or classroom performance. Upon annual screening, parents will be notified for consent if an individual evaluation is requested by the selection committee to gather further data on the student. For learners who meet or exceed the screening criteria, a teacher nomination form will be requested if one is not available.

Selection:

Selection will be determined by a team who will analyze the collected data along with the teacher nomination form to determine the need for gifted and talented services. If a learner meets or exceeds the criteria for any of the screening instruments, s/he will be considered by the RSU 67 selection committee and a gifted and talented placement meeting will be scheduled, which will include invitation to the parent(s) and student. The selection committee shall meet at least annually and include, but not be limited to: District GT Coordinator/Administrator, Level GT Coordinators, any other individual(s) who may be a school employee, who would aid the selection process, e.g., guidance counselor, classroom content area teacher

Placement:

Placement is determined by a team, including an administrator, gifted and talented level coordinator, at least one teacher, the parent and student, when applicable. Parent and student in grades 3-12 are invited to participate in the meeting. Should the team determine that the learner is in need of services through the gifted and talented program, the team will develop a personal learning plan outlining the learner's needs and services.

Academic Aptitude

Screening:

Each school will annually conduct a screening in grades K-12 in reading and math using a school-wide screener, such as STAR or NWEA. Additionally, learners are screened via teacher nomination, parent nomination, community member nomination, self-referral, and/or classroom performance. Other screening sources include performance on MEA, BAS, DRA, DIBELS, PSAT, SAT or other specific instruments designated by the gifted and talented committee. Upon annual screening, parents will be notified and an individual evaluation may be requested from the parent by the selection committee to gather further data on the student. For learners who meet or exceed the screening criteria, a teacher nomination form will be requested if one is not available. It is RSU 67's belief that the instruments be as non-discriminatory as possible in respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

Although learners are identified using three methods, information derived from any one of the selected screening methods may qualify a learner for further consideration. (Chapter 104)

Selection:

Selection will be determined by a team who will analyze the collected data along with the teacher nomination form to determine the need for gifted and talented services. If a learner meets or exceeds the criteria for any of the screening instruments, s/he will be considered by the RSU 67 selection committee and a gifted and talented placement meeting will be scheduled with the parents. The selection committee shall meet at least annually and include, but not be limited to, the following staff:

1. District Coordinator of the gifted and talented program/Administrator
2. Level Coordinators of the gifted and talented program
3. Any other individual(s) who may be a school employee, who would aid the selection process, e.g., guidance counselor, classroom content area teacher

Placement:

Placement is determined by a team, including an administrator, gifted and talented level coordinator, at least one teacher, the parent and student, when applicable. Parent(s) and student in grades 3-12 will be invited to participate in the meeting. Should the team determine that the learner is in need of services through the gifted and talented program, the team will develop a personal learning plan outlining the learner's needs and services.

Artistic Ability

Screening:

Each school will annually conduct a screening in grades K-12 in the areas of visual and performing arts via teacher nomination, parent nomination, community member nomination, self-referral, and/or classroom performance or other specific instruments designated by the GT committee. Upon annual screening, notification will be sent to parents and an individual assessment, such as a portfolio, audition, student interview may be requested from the parent and student by the selection committee to gather further data on the student. It is RSU 67's belief that the instruments be as non-discriminatory as possible in respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

Selection:

Selection will be determined by a team who will review the collected data and participate in the audition or student interview to determine the need for gifted and talented services. If a learner meets or exceeds the criteria for any of the screening instruments, s/he will be considered by the RSU 67 selection committee. The selection committee shall meet at least annually and include, but not be limited to: District GT Coordinator/Administrator, GT Level Coordinators; any other individual(s) who may be a school employee, who would aid the selection process, e.g., guidance counselor, artist, musician, arts or music teacher

Placement:

Placement is determined by a team, including an administrator, gifted and talented level coordinator, at least one teacher, the parent and student, when applicable. Parent(s) and student in grades 3-12 will be invited to participate in the meeting. Should the team determine that the learner is in need of services through the gifted and talented program, the team will develop a personal learning plan outlining the learner's needs and services.

Process for transfer students:

Learners who transfer to RSU 67 will participate in the annual screening and follow the same process as other learners of RSU 67. Should a learner transfer in with a personal learning plan through gifted and talented and meet local eligibility criteria, the placement team will meet and review the plan together, amending if necessary. For transfer students who have been identified, however, do not enter with a current personal learning plan, a gifted and talented meeting will be held to develop the personal learning. Parent(s) and students in grades 3-12 will be invited to participate in the meeting.

Exit Procedure:

Annual team meetings will be held to review each learner's personal learning plan, and student progress on classroom performance, school-wide screenings and any State assessments. Parent(s) and student in grades 3-12 will be invited to participate in the meeting. Should the team determine that the learner is no longer in need of services through the gifted and talented program and that his/her needs can be met through general education, the team shall dismiss the learner from the program. Formal notification to the parent will be provided. Any learner who graduates will be considered exited from the program.

Process for appeals:

All appeals will be processed by a gifted and talented program review board per school unit policy. Such a board will consist of a teacher, an administrator, and either the Superintendent of Schools or Director of Special Services. Personnel concerned and seeking an appeal shall submit their concern in writing to the Superintendent of Schools. Alternate assessments may be ordered by the board.

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

RSU 67 will provide staff development annually at faculty meetings in each of the three schools, as well as access to conferences and training via the Department of Education, MEGAT, coursework and/or webinars.

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

Currently, there are three gifted and talented coordinators. One district coordinator who is responsible for overseeing the program and completion of the application and budget, and two level coordinators, K-6 and 7-12 who are responsible for reviewing school-wide data and collaborating with school staff in regards to each learner's personal learning plan. Building level coordinators report to the district level coordinator, who in turns reports to the Superintendent of Schools. All three members are part of the GT Committee, which also includes the Director of Curriculum and Assessment, PK-8/Elementary Assistant Principal and 9-12/High School Assistant Principal.

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 |
|---------------|------------------------|--------------------------|-------------|---------------------------------------|
| Beth Eyles | Yes | Coordinator | K-6 | Part-Time |
| Gay McDonald | No | 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 |
|---------------|------|------------------------|-------------|---------------------------------|---------------------------------------|
| N/A | | | | | |
| | | | | | |
| | | | | | |

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

Annually, the gifted and talented committee meets to complete a self-evaluation of the process. This committee includes the district level coordinator, K-6 level coordinator, 7-12 level coordinator, Director of Curriculum and Assessment, PK-8/Elementary Assistant Principal, and 9-12/High School Assistant Principal. The process includes reviewing the current Gifted and Talented Policy (IGBB), gifted and talented budget, educational opportunities/ course offerings, learner growth data on school-wide screening and classroom performance, and best practices in gifted education.

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

#9: Coordinator stipends (see table below). Beth Eyles is the elementary coordinator to assist teachers with differentiation of instruction and resources for learners. Gay McDonald is the district administrator who oversees the gifted and talented program.

#9A: Supplies for visual and/or performing arts or academic instruction. Learners identified require materials that are not standard within the classroom, thus we have ordered or are anticipating the need to order art supplies from Nasco or Dick Blick; sheet music and/or recordings from JW Pepper Co or Amazon; literary texts and math supplies from Amazon to enhance instruction within the classroom for learners to have access to level 4 mastery on learning targets. Funds will also be used to purchase supplies that tie directly to the UMaine field trip for further instructional projects.

#9B: Funds for collaboration sessions for performing arts. These professionals will provide collaboration sessions through Facetime/Skype with the teacher and student to enhance their musical instruction and skill. Funds for students identified as gifted learners to participate in a field trip to the University of Maine at Orono.

#9C: Student tuition for 5 VHS classes for 5 students: Art History, World Religion, Engineering Sustainable Energy, Journalism in Digital Age, French Language.

#9D: Professional development: coursework and/or conference fees. Courses will be approved by the DOE for GT teacher endorsement, such as EDE 525 Curriculum & Instruction for the GT Learner, EDE 527 Educating Gifted & Talented Learners and EDE 524 Critical and Creative Thinking and/or be courses focused on enhancing gifted instruction for our learners.

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Beth Eyles | 1532.00 | 0.00 |
| Gay McDonald | 1032.00 | 1042.67 |
| | | |
| | | |
| Subtotal | 2564.00 | 1042.67 |

| Auxiliary Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
| N/A | 0.00 | 0.00 |
| | | |
| | | |
| Subtotal | 0.00 | 0.00 |

| Independent Contractor Name | Elementary (contract amount) | Secondary (contract amount) |
|-----------------------------|---------------------------------|--------------------------------|
| N/A | 0.00 | 0.00 |
| | | |
| | | |
| Subtotal | 0.00 | 0.00 |

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 |
|----------------------------------|--------|---------------------------------|--------|
| Amazon (see 2 below) | 110.45 | Amazon (see 1 below) | 20.00 |
| -Differentiated Classroom | | - The Parallel Curriculum | |
| - School-wide Enrichment Model | | J W Pepper | 130.00 |
| | | Dick Blick Art Supplies | 198.00 |
| Walmart: Field trip project | 300.00 | Sax and Crafts Art Supplies | 335.00 |
| | | | |
| | | | |
| | | | |
| Subtotal | 410.45 | Subtotal | 683.00 |

B. Other allowable costs:

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|----------------------------|--------|----------------------------------|---------|
| Field trip to UMaine Orono | 350.00 | I. Marsit, J. Burt, Dr Silver TB | 1000.00 |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | 350.00 | Subtotal | 1000.00 |

C. Student Tuition:

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|--------------------------|--------|-------------------------|---------|
| Aleks: Math | 405.00 | Virtual High School | 3200.00 |
| | | | |
| | | | |
| | | | |
| Subtotal | 405.00 | Subtotal | 3200.00 |

D. Staff Tuition/Professional Development:

| Elementary: Title | Cost | Secondary: Title | Cost |
|--------------------------|---------|-------------------------|---------|
| MEGAT Conf. & GT Courses | 3500.00 | MEGAT Conf & GT Courses | 3200.00 |
| (see #8) | | (see #8) | |
| | | | |
| | | | |
| Subtotal | 3500.00 | Subtotal | 3200.00 |

Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|------------------------------------|--------------------------|-------------------------|
| Professional Staff | 2564 | 1042.67 |
| Auxiliary Staff | 0 | 0 |
| Independent Contractors | 0 | 0 |
| A. Materials & Supplies | 410.45 | 683 |
| B. Other Allowable Costs | 350 | 1000 |
| C. Student Tuition | 405 | 3200 |
| D. Staff Tuition/PD | 3500 | 3200 |
| Total | 7229.45 | 9125.67 |