

**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 68

**Name and title of person responsible for gifted and talented program: Julie Kimball,
Principal**

Phone number: 207-564-6535

Email address: jkimball@sedomocha.org

CERTIFICATION:

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

Robert Lucy
Superintendent Name (printed)

Robert Lucy
Superintendent Signature

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

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015
2015

DUE DATE: September 30,

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

Maine DOE Authorization:  Date of Approval: 1/11/16

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:

As part of RSU 68's commitment to the education of each individual, we recognize that there must be a procedure to specifically meet the needs of our gifted students. These students have unique academic and socio-emotional needs that shall be met within and/or outside of the regular classroom setting. Programming designed for students identified as gifted shall be in lieu of regular instruction/student outcome. Content areas for which programming could be designed include math, science, social studies, and English Language Arts, as well as the visual/performing arts. A variety of programming options will be considered including classroom differentiation, grade acceleration and mentoring. All instruction is aligned with the Maine Learning Results, Next Gen Science Standards, and the Common Core State Standards and is in lieu of the regular curriculum.

Arts program philosophy:

As part of RSU 68's commitment to the education of each individual, we recognize that

there must be a procedure to specifically meet the needs of our gifted students in the arts. These students have unique academic and socio-emotional needs that shall be met within and/or outside of the regular classroom setting. Programming designed for students identified as gifted shall be in lieu of regular instruction/student outcome. A variety of programming options will be considered including classroom differentiation, grade acceleration and mentoring. All instruction is aligned with the Maine Learning Results and the Common Core State Standards and is in lieu of the regular curriculum.

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:

For students in grades K-4, differentiation within the regular education classroom will be in place to meet the needs of students. The goal will be to further our gifted students' deeper understanding of concepts rather than to accelerate their learning. We do have the ability to move students within other grade levels to best meet their content needs. For example, we have had identified kindergarten students who are reading at a first grade reading level, join a first grade guided reading group.

For students in grades 5-8, students are identified for both a top ELA and top mathematics group through the use of NWEA data, classroom assessment data, and teacher referral. This placement is yearlong.

Grade 5-8 students identified within science and social studies will receive differentiated instruction within the regular education classroom.

Arts program abstract:

K-4 students identified will receive differentiated instruction within their weekly music classes.

For students in grades 3 and 4, the elementary art teacher provides a visual arts assessment to determine entry within art enrichment. Art enrichment takes place once time per week during the school day.

Grade 5-6 students identified will receive differentiated instruction within their weekly general music classes.

The band and choral teachers will meet the needs of grade 5-8 identified students

during sectional rehearsals and sessions before and after school.

For students in grades 5-8, the middle school art teacher provides a visual arts assessment to determine entry within art enrichment. Art enrichment takes place two times per week during the school day.

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

Academics:

Goals:

To challenge students to perform at a high level of achievement.

To deepen students' understanding surrounding their content knowledge.

To develop behaviors and skills necessary for lifelong learning, for exploration of new ideas, and for individual responsibility.

Objectives:

The students will develop an understanding of their own needs and talents in order to select and to apply learning to new situations, to pace learning experiences, to evaluate their progress, and to show growth in individual responsibility, self management, and social ability.

The students will develop behaviors and skills necessary for lifelong learning, for exploration of new ideas, and for individual responsibility.

Activities:

Students' identified academic needs will be met through enrichment opportunities through differentiation by way of collaboration with regular education, special education, and gifted education.

Students will have access to higher-level thinking skills, strategies, and challenging curriculum appropriate to their intellectual needs.

Arts:

Goals:

To expand the thinking capacities of students: creative, critical, logical reasoning, meta cognitive, and conceptual.

To develop skills and behaviors for self-selected and lifelong learning.

Objectives:

The students will develop an understanding of their own needs and talents in order to select and to apply learning to new situations, to pace learning experiences, to evaluate their progress, and to show growth in individual responsibility, self management, and social ability.

The students will demonstrate advanced levels of competency in communication skills which reflect appropriate modes of expressing the creative work and of managing diverse interests and challenges.

Activities:

Students' identified artistic needs will be met through enrichment opportunities through differentiation by way of collaboration with regular education, special education, and gifted education.

Students will have access to higher-level thinking skills, strategies, and challenging curriculum appropriate to their intellectual needs.

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:

K-8 teachers will complete a whole class screening checklist.

Students scoring 10-15 points on the screening checklist will be considered for further screening.

Further screening entails teachers completing the Teacher Checklist of Creative and Cognitive Characteristics for those students that have been identified with a score of 10-15.

Selection:

A student assistance team will meet to look at all data and determine students needing further assessment using the GATES assessment.

Placement:

Depending on the grade level, teachers will be given support with differentiating instruction or alternate methods of the delivery of instruction will be considered. (i.e. course acceleration, grade acceleration)

Upon completion and acceptance into the the program, students will receive a personal learning plan.

Academic Aptitude:

Screening:

Step 1:

For grades 3-8, students performing in the 95% or higher range within their NWEA English Language Arts and Mathematics testing will be considered for further screening.

Students scoring within the proficient with distinction range on their state assessment will be considered for further screening.

Students scoring with a 97 average or higher within each content area (ELA, Mathematics, Science, and Social Studies) will be considered for further screening.

Teacher nomination

Parent nomination

Step 2:

Teachers will complete the Teacher Checklist of Creative and Cognitive Characteristics for students who qualify with a minimum of two of the above criteria.

Selection:

Students meeting the above criteria, will be selected to take part within the GATES assessment.

Upon completion and acceptance into the the program, students will receive a personal learning plan.

Placement:

Depending on the grade level, teachers will be given support with differentiating instruction or alternate methods of the delivery of instruction will be considered. (i.e. course acceleration, grade acceleration)

Artistic Ability:

Screening:

Visual Arts:

Students will be screened using the Artistic Characteristics checklist. Students in grades 3-8 take part in a screening activity.

Teacher nomination

Parent nomination

Interviews

Performing Arts:

For performing arts, students will be screened using the Musical Characteristics Checklist.

Auditions

Interviews

Selection:

A student assistance team will meet to look at all data and determine students needing further assessment using the GATES assessment.

Upon completion and acceptance into the the program, students will receive a personal learning plan.

Placement:

Students selected to participate within the gifted and talented program in the visual arts, will take part in weekly art enrichment sessions. For performing arts, students will participate within weekly sectionals. Students will have differentiated band and choral lessons.

Process for transfer students:

1) When a student identified as gifted by a previous school district transfers into the district, the student's records shall be reviewed by the principal to determine appropriate placement. It is important to note: If a student is identified as G/T in

another state, they must qualify for G/T based upon the criteria in their current district.
2) If the child is transferring from a similar program and has met the criteria for G/T for the current district, the child will be provided program services on a temporary basis (for one school year or the remainder of the school year in which the student enrolls).

3) Transfer students will then be required to go through the district's identification process at the beginning of the next school year with all other students and qualify according to district criteria for continued placement in the program.

Exit Procedure:

1) A student placed in the program may be exited by the Student Assistance Team when it is determined that it would be in the best interest of the student and/or program to discontinue the student's participation.

2) A student may be exited from the program based upon parent/guardian request without the consensus of school personnel.

3) A student may be exited from the program based on G/T Coordinator request only after the procedures detailed below:

(a) upon indication of a student having difficulty with instruction, the G/T Coordinator initiates a conference with the student's parent/guardian, and optionally, the appropriate administrator and/or student; and

(b) if the conference described in #3a is not effective, the following steps will be taken:

1. The G/T Coordinator initiates a conference with the student's parent/guardian and the Student Assistance Team.

2. The Student Assistance Team will determine whether the student should remain in the program, be placed on probation, or be exited from the program.

3. Forms verifying that these conferences were held with acknowledgment of action taken must be signed by those in attendance and a copy must be placed in the student's file. The G/T Coordinator should also retain a copy.

4) Students who are unable to maintain satisfactory performance within the structure of the program may be placed on probation by the Student Assistance Team or at the request of the student and/or parent.

5) A student may be placed on probation for a period of time deemed appropriate by the Student Assistance Team. At the end of the probation, the student's progress shall be reassessed and the student may re-enter the program, be removed from the program, or be placed on another probation.

Process for appeals:

Any person may present a concern about student referral and/or identification to the attention of the Building Principal in writing. The principal may convene a Student

Assistance Team meeting in order to discuss the concerns presented. The team may request further evaluation for the student, if necessary. If the person who brought forth the concern is not satisfied with the decision of the Student Assistance Team concerning the identification of the student, the concern may be brought to the attention of the Superintendent of Schools for further consideration.

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

The building principal, assistant principal, and teachers will receive annual professional development on identification procedures and the characteristics of gifted learners, curriculum modifications and instructional strategies (i.e. differentiation, enrichment, and acceleration), and on the social and emotional aspects of gifted learners. This professional development will include receiving the text, The Differentiated Classroom. We will be using the text as a whole staff to further support students within the classroom.

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

Classroom teachers will provide the instruction to extend, accelerate, and enrich learning opportunities as specified by the student's personalized learning plan.

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
Julie Kimball	No	Administrator	PreK-8	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. Annually, the Building Principal shall present the Superintendent, an evaluative report of the gifted program, to include the number of students referred to the program, the number and grade levels of students identified as eligible for the program, a summary of the nature of the programming afforded identified students, and recommendations for any revisions to the program. Student progress and progress toward program goals will be measured.
8. Provide a description of the costs to be incurred to implement the program(s).

Coordinator's salary and benefits: \$2,143.00

Gates-2 Assessment Materials: \$400.00

-This funding would support our ability to learn more about our identified students. This is not going to be used within the selection process, but will be used once students have been identified.

The Differentiated Classroom by Carol Tomlinson: 50 books for a total of \$1,242.00

-The books will assist regular education teachers with strategies to better assist our G/T students.

Glaze for art enrichment: \$1,034.30

-This will be used with both elementary and middle school students during art enrichment.

New music for music enrichment: \$400.00

-One example will be The Library of Piano Classics.

-This will be used to find specific music tailored toward our identified 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)
Julie Kimball	\$2,143.00	
Subtotal	\$2,143.00	

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
Art Enrichment Supplies	\$1,034.30		
Music Enrichment Supplies	\$400.00		
See notes in #8			
Subtotal	\$1,434.30	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Gates-2 Assessment	\$270.00		
Gates-2 Response forms	\$130.00		
Subtotal	\$400.00	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost

Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
The Differentiated Classroom-Book	50 @ 24.84= \$1,242.00		
Subtotal	\$1,242.00	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$2,143.00	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$1,434.30	
B. Other Allowable Costs	\$400.00	
C. Student Tuition		
D. Staff Tuition/PD	\$1,242.00	
Total	\$5,219.30	