

**State of Maine
Department of Education**

Gifted and Talented Educational Program
Revised ~~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: MSAD # 6

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

Jennifer J. Donlon

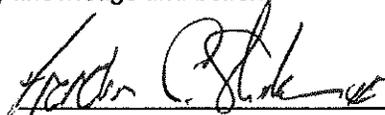
Phone number: (207)929-2314

Email address: jdonlon@bonnyeagle.org

CERTIFICATION:

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

Franklin C. Sherburne II
Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review:

12/8/15

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

DUE DATE: September 30, 2015

Reviewed By:

Lee Worcester

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

12/18/15

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:

MSAD #6 believes that the top three to five percent of its K-12 student population differs cognitively from the rest of their chronological peers to the extent that differentiated services are required to meet the academic and creative potential of these students. These differentiated services need to be offered on a regular and consistent basis and be designed to deepen and extend the unique talents and abilities of the students who are identified to receive these services. These services are offered in the areas of Language Arts, Math, Science and Social Studies and require identification in each area to establish student qualification for the differentiated services. MSAD #6 is committed to meeting the needs of gifted and talented students to help them feel comfortable in their roles as creative productive individuals both now and in the future.

Arts program philosophy:

MSAD #6 believes that the top three to five percent of its K-12 student population possesses unique and advanced talents in the visual and performing arts. These students need to be provided differentiated instruction and experiences in order to achieve their potential talents as creative and productive individuals. These students will be identified by specialists in their field of talent and provided advanced and differentiated instruction on a regular and consistent basis in the areas of visual arts, music, dance and drama.

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 program at the K-3 level will be on a consultation model with the elementary GATES teacher providing differentiated and challenging materials to the classroom teacher upon request. Formal identification of GATES students does not occur until the end of third grade. After identification occurs, the elementary GATES teacher will provide weekly pull out services for GATES students identified in ELA and Math. A differentiated curriculum will be provided twice a week for the academic year in ELA and Math. The consultation model will be used to provide GATES services to identified students in Science and Social Studies in grades 4 and 5. All students will be screened again for GATES ELA and Math at the end of grade 5.

In grades 6-8 ELA and Math are pull out programs in which students are scheduled in ELA and Math class 55 minutes daily direct instruction with a certified GT ELA and/or Math Teacher. In Science and Social Studies, eligible students are provided with differentiated instruction and participate in enrichment activities as well. Regular Education teachers consult closely with the GT specialists on students individual needs.

In Grade 9 ELA and Math students are in Honors classes with a team of regular education teachers and certified GT ELA and/or GT Math teacher. Grades 10-12 follow a consultation model. These students have access to either be enrolled in honors and/or AP ELA and/or Math classes. The certified GT ELA or Math teacher consults with both the students and the teachers to accommodate their academic and instructional needs respectively. These students may also take classes at either the University of Southern Maine or at St. Joseph's College.

Arts program abstract:

At the K-1 level Art, Music and Physical Education teachers will observe and informally identify students who demonstrate exceptional talents. They will provide enrichment and differentiation within the regular classroom setting and begin to document performances and collect products that may later be used to identify students at the end of grade three. During grade 2 and 3 a pull out setting will provide enrichment/differentiation for exceptionally talented students in art, music and physical education. Students will be formally identified for GATES Art and Music in grade 4 and receive weekly pull out differentiated services for grade 4 and 5. For grade 6 through 12, students will be provided differentiated opportunities in studio art, chorus, band, dance and theatre.

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

Academics

Goals:

K-3

The goal of the GATES program at the primary level is to informally identify students who demonstrate academic ability beyond their peers and provide consultation services to meet their academic needs.

4-12

The goal of the GATES program at this level is to formally identify the top 3 - 5% of students with academic gifts and talents and provide a differentiated curriculum that emphasizes advanced, conceptually challenging, in - depth, distinctive, and complex content within cognitive, affective, aesthetic, social and leadership domains.

Objectives:

K-12

1. Promote the ongoing development of self-understanding of students with gifts and talents with respect to their interests, strengths, identities and needs in socio-emotional development, and in intellectual, academic, creative, leadership, and artistic domains.
2. Assist students with gifts and talents to access community resources to support cognitive and affective needs
3. Provide meaningful and challenging learning activities which address their unique characteristics and needs.
4. Provide direction so that students with gifts and talents identify future career goals that match their talents, abilities, and resources.
5. Ensure that identified students represent diverse backgrounds and reflect the total student population of the district.

Activities

The GATES program at Bonny Eagle Middle school and High school uses a wide variety of activities and techniques to enhance and learning of their gifted students. Activities include, but are not limited to individual paced learning, problem based learning, collaborative learning with students of similar ability levels, participation in the RFA program, formative and summative assessments are aligned with the MSAD 6 graduation standards. At the K-5 level, identified GATES ELA students participate in Junior Great Books and the Letters about Literature contest. Identified k-5 GATES Math students participate in the Continental Math League Pythagorean division and the SMC 8.

Arts

Goals:

K-3

The goal of the GATES Visual and Performing Arts program at the primary level is to informally identify students with artistic, musical, dance, and drama gifts and talents that are beyond their peers and provide instructional services by the art, music and physical education teachers in consultation with the elementary GATES teacher.

4-12

The goal of the GATES Visual and Performing Arts program at the intermediate level and beyond is to formally identify the top 3-5% of students with artistic, musical, dance and drama gifts and talents and further enhance and develop these exceptional talents and abilities by providing appropriately differentiated instruction and opportunities so that these students might reach their full potential and be comfortable in their roles as

Objectives:

K-12

1. Promote the ongoing development of self-understanding of students with gifts and talents with respect to their interests, strengths, identities and needs in socio-emotional development and in creative and artistic domains.
2. Assist students with gifts and talents to access community resources to support their artistic and affective needs.
3. Provide meaningful and challenging learning activities which address their unique characteristics and needs.
4. Provide direction so that students with gifts and talents identify future career goals that match their talents, abilities, and resources.
5. Ensure that identified students represent diverse backgrounds and reflect the total student population of the district

Activities

Students will be implementing various artistic techniques and/or processes through individual work and collaboration. They will use and prepare artistic works for performance and/or presentation, and use disciplinary literacy to reflect, describe, analyze, interpret, and evaluate their own and other's artistic works.

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:**

ELA and Math

All students in grades 3 and 5 are screened in the spring for GATES services in General Intellectual Ability by using the NWEA and Cognitive Abilities Tests. Classroom teachers complete the Twelve Traits of Giftedness: A Non-Biased Profile Form to document the characteristics demonstrated by high ability learners. Parents may nominate a student by completing the Parent Nomination form due by March 31st. Teachers may also nominate students for GATES identification.

Selection:

Students who score at the 95% or above on the Cognitive Abilities Test have consistent scores at the 95% or above in reading and math on the NWEA's and exhibit 9 or more of the Twelve Traits of Giftedness are identified to receive services for the giftedness General Intellectual Ability. Students who meet all three criteria are formally identified as GIA.

CoGAT-Score of 95% or above

NWEA- Consistent scores at or above the 95% in both reading and math

Twelve Traits of Giftedness- Exhibit 9 or more of the 12 traits

Placement:

Identified students are placed in a GATES program where advanced and conceptually complex curricula and challenges are provided in ELA and Math on a regular weekly basis. Parents are notified by letter of their child's identification and grant permission for participation in the GATES program.

Science and Social Studies:

In the Spring of grades 3 and 5, classroom teachers are asked to nominate students for consideration for GATES identification for science and social studies. Classroom teachers complete the Characteristics and Behaviors of a Gifted Science student and the Characteristics and Behaviors of a Gifted Social Studies Student forms. Parents

Academic Aptitude

Screening:

ELA and Math

All students in grades 3 and 5 are screened in the spring for GATES services in General Intellectual Ability by using the NWEA and Cognitive Abilities Tests. Classroom teachers complete the Twelve Traits of Giftedness: A Non-Biased Profile Form to document the characteristics demonstrated by high ability learners. Parents may nominate a student by completing the Parent Nomination form due by March 31st. Teachers may also nominate students for GATES identification.

Selection:

Students who score at the 95% or above on the Verbal or Quantitative Batteries of the Cognitive Abilities Test, have consistent scores at the 95% or above on NWEA Reading and Math and exhibit 7 or more the the Twelve Traits of Giftedness are identified to receive GATES services for Academic Aptitude. Students who meet all three criteria are formally identified in the District.

Specific Academic Aptitude:

CoGAT- Score of 95 percentile or above

NWEA - Consistent scores at or above the 95 percentile in reading and/or math

Twelve Traits of Giftedness- Exhibits 7 or more of the 12 traits

Placement:

Identified students are placed in a GATES program where advanced and conceptually complex curricula and challenges are provided in ELA and Math on a regular weekly basis. Parents are notified by letter of their child's identification and grant permission for participation in the GATES program.

Science and Social Studies:

In the Spring of grades 3 and 5, classroom teachers are asked to nominate students for consideration for GATES identification for science and social studies. Classroom teachers complete the Characteristics and Behaviors of a Gifted Science student and the Characteristics and Behaviors of a Gifted Social Studies Student forms. Parents are informed of their child's nomination, and asked to complete the Characteristics and Behaviors of a Gifted Science Student and Characteristics and Behaviors of a Gifted Social studies Student forms. Student nominees are asked to complete the Science Interests and Attitudes checklists. NWEA Math scores are obtained for GATES Social studies nominees. All this information is collected and reviewed by the GATES Selection Committee to

Artistic Ability

Screening:

In the spring of the year, all students in grades 3 and 5 will be screened for the visaul and performing arts. A nomination from either a teacher, parent or student will place the student in a pool of students eligible for consideration for identification in the visual and performing arts.

Selection:

In the visual arts, a portfolio will be presented for evaluation. In music; auditions will be held. Rubrics for judging the students products and performances will be used by a selection committee. The selection committee will compile the scoring for each student in consideration, and identify students who qualify to receive GATES services in the Visual and Performing Arts.

Placement:

Letters will be sent to the parents of the students identified for GATES services in the Visual and Performing Arts. Parents will grant permission for their children to participate in a GATES program for the Visual and Performing Arts. Students will be placed in weekly and/or daily pullout GATES classes with the Art or Music teacher.

Process for transfer students:

Classroom teachers will notify the GATES teacher of transfer student who show potential for the GATES program. The GATES teacher will obtain achievement scores from the transfer student's cum folder, and make note of any student who shows consistent scores at the 95% or above on achievement testing administered in the prior school district. The GATES teacher will also administer the Cognitive Abilities Test if it has not previously been administered. The Twelve Traits of Giftedness form will be completed by the classroom teacher. The same criteria for identification will be applied to the transfer student already identified from another school district. Their file will be reviewed by the GATES selection committee. The review will look at what assessments were utilized. If MSAD #6 feels more assessments are needed then the assessments will be conducted by a GT specialist and those results will be reviewed by the committee for GATES approval or denial. If the transfer student meets the GIA or Academic Aptitude criteria, they will be identified and placed in the GATES program. The parent of a transfer student may also nominate that student for consideration for the GATES identification. If a student has been identified in a prior district, that will be taken into consideration. The data and criteria used by the prior district will be determined and used toward identification in the current district if possible. Any gaps or missing data will be obtained to fairly assess the transfer student by the same criteria that are used to identify current GATES students. Each transfer student will be fairly and equitably considered, and every effort made to provide continuity of services. Parent notification will occur and permission obtained for placement in the GATES program. The transfer student will be appropriately placed in either GIA or Specific Academic Aptitude programs.

Exit Procedure:

Some possible situations might occur which necessitates exiting a student from a GATES program; inability to function in a group, attendance issues, disruptive behavior, low performance, refusal to participate, problems with missing regular classroom instruction, and teacher, student or parent request. Documentation of the student problem and reviews of student progress and performance will occur. Conferences will be held with the student, parents and other educators (administrators and classroom teacher). Written notification is sent to the parent (s) informing about the program exit plan. In the case that a parent disagrees with the exit plan, additional meetings will be held with all parties involved until a resolution can be achieved and a plan of action agreed upon with future progress checkpoints planned at regular intervals.

Process for appeals:

Parents may appeal decisions made by GATES Selection Committee. The parent completes a GATES Appeals Form including any new information to be considered by the Appeals Committee and gives the Appeals form to the building principal. The principal submits the form to the Director of Special Services who handles the appeal and determines if any additional data or testing is required. The Director of Special Services will notify the parent of the decision made on the appeal.

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

Gifted and Talented teachers are given opportunities to attend conferences and take classes. GATES Teachers meet with classroom teachers to provide additional programming and resources for mainstream teachers. Individual programs are developed and integrated into the general curriculum. Teachers are provided staff development on late start days as needed to provide an individual program for each GATES student.

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

Currently there is one full time GT teacher at the elementary level grades 3-5 and two full time staff members grades 6-12. They create schedules with their building administrators and see students on a regular basis. The Visual and Performing Arts staff see students 3-5 and grades 6-8. Students in grades 9-12 attend the Regional Fine Arts Program.

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
Jill Anderson	Yes	Teacher	K-5	Full
Michael Drouin	Yes	Teacher	6-12	Full
Adam Harnik	Yes	Teacher	6-12	Full

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.

Currently we have 3 different evaluation forms we use. There is an Administration and Teacher program evaluation form which is completed at the end of the year. There is a student questionnaire (evaluation) that is given to students during the last 6 weeks of school. There is a parent questionnaire (evaluation) that is offered to parents at conferences. MSAD #6 has a District GT committee that addresses topics unique to the GT program. There are representatives from all levels on the committee. The committee reviews the data collected through the evaluation process and uses that information to drive program changes and improvements.

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

Costs include: Teaching staff, Regional Fine Arts tuition, materials for specialized programs.

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)
Jill Anderson	71,882.72	
Adam Harnik	25,956.32	25,956.32
Michael Drouin	38,782.25	38,782.25
Subtotal	136621.29	64738.57

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
Continental Mathematics League	175.00		
MAA	80.00		
Subtotal	255.00	Subtotal	

B. Other allowable costs:

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

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		Regional Fine Arts	2800.00
Subtotal		Subtotal	2800.00

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Adam Harnik	1,710.00	Adam Harnik	1,710.00
Michael Drouin	1,140.00	Michael Drouin	1140.00
PD Mike Drouin	284.92	PD Mike Drouin	284.92
Subtotal	3134.92	Subtotal	3134.92

MSAD 6 Gifted and Talented Revised Application Staff Course Completion Attachment to be added to page 12

Adam Harnik courses:

Differentiation of Instruction- Practical Strategies (\$1140)

Models of Gifted Education – (\$1140)

Inquiry in Education (\$1140)

Mike Drouin Courses :

Differentiation of Instruction – Practice Strategies (\$1140)

Models of Gifted Education – (\$1140)

Professional Development Workshop: Beyond IQ for G.T. Embracing Differences
(\$284)

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	136621.29	64738.57
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	255	
B. Other Allowable Costs		
C. Student Tuition		2800
D. Staff Tuition/PD	3124.92	3124.92
Total	140001.21	70663.49

EDUCATIONAL PROGRAMS FOR LONG-TERM TREATMENT FACILITIES
 DAY ONE HARROD CENTER, BAR MILLS, MAINE 04004
 Itemized Budget for School Year: 2016-2017

1000-2350-1000-51010-990 TEACHER SALARES 183 school year days+- 35 summer school days **\$103,689**

Teacher #1	44,672
Teacher #2	44,672
Supervision (079)	1,500
Teacher #1 (Summer School)	7,172.50
Teacher #2 (Summer School)	7,172.50

1000-2350-1000-52010-990 BENEFITS ----- **24,886**

<u>Teacher #1</u>		<u>Teacher #2</u>	
BC/BS	0	BC/BS	18,372
Dental	0	Dental	0
WC	155	WC	155
Medicare	648	Medicare	648
Unemployment	60	Unemployment	60
Retirement	1,742	Retirements	1742
Total	2605	Total	22,281

1000-2350-1000-53000-990 CONTRACTED SERVICES----- **3,000**
 (Assessments , specialized instruction, Ropes course trainer)

1000-2350-1000-56100-990 INSTRUCTIONAL SUPPLIES----- **27,357**

Classroom Equipment	11,500
Instructional	5,000
Teaching Supplies	5,000
Technology Software	5,357

1000-2350-1000-58100-990 OTHER EXPENSES-- ----- **7,500**

Mise Expenses (Internet, Field Trips, *\$3,000 for internet*
 Mileage, Experiential Learning, etc.)
 Expeditionary Learning
 Staff Development (Course Reimbursement)
 Ed tecj,/tutor support

16/17 New Budget	\$177,432
15/14 Salaries Carry-Over	\$ 0

Total Budget School Year 15/16 \$177,432

School System: M.S.A.D. #6/RSU #6

Maine State Department of Education

FOR OFFICE USE ONLY

___ Not Approved

Approved in the amount of \$ _____


 Frank Sherburne

10/21/14
 Date