

**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.

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 #70/MSAD #70**

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

Phone number: 207-532-3015

Email address: scottrichardson@msad70.org

**CERTIFICATION:**

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

Scott Richardson

Superintendent Name (printed)

Scott Richardson

Superintendent Signature

*Scott Richardson*

Date application submitted to Maine DOE for review: 09-22-15

*Revised for second time 02-16-16*

**FOR INFORMATION CONTACT:**

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

**RETURN BY EMAIL TO:**

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By:

*Patti Drapeau*

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

*Janet Hal*

Date of Approval:

*2/22/16*

**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:**

The MSAD #70's Gifted and Talented Program is to acknowledge and meet the individual needs of identified G/T students by promoting a wide exploration of subject areas, to develop self-awareness and self-reliance, to nurture an excitement for learning and growing, and to develop healthy Habits of Mind. MSAD #70 offers opportunities for gifted/talented students so they can develop to their highest potential. Identified G/T Students work on special projects beyond the general curriculum to extend their abilities to use critical thinking and creativity in new ways. The student's gifts and talents, level of ability and interests are assessed and matched to create a differentiated curriculum. Individualized Learning Plans (ILP) are created for students and differ in content, process, product and learning environment.

**Arts program philosophy:**

The MSAD #70's Gifted and Talented Program is to acknowledge and meet the individual needs of identified G/T students by promoting a wide exploration of subject areas, to develop self-awareness and self-reliance, to nurture an excitement for learning and growing, and to develop healthy Habits of Mind. MSAD #70 offers opportunities for gifted/talented students so they can develop to their highest potential. Identified G/T students work on special projects beyond the general curriculum to extend their abilities to use critical thinking and creativity in new ways. The student's gifts and talents, level of ability and interests are assessed and matched to create a differentiated curriculum. Individualized Learning Plans (ILP) are created for students and differ in content, process, product and learning environment.

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 Gifted/Talented Program at MSAD #70 is designed to serve students in Pre-K through 12. We believe that approximately three to five percent of our students excel or have the potential to excel, beyond their same age peers in the regular school program, and therefore require differentiated educational experiences that are aligned with the system of Maine Learning Results in English Language Arts, Mathematics, Science and Social Studies. This differentiated curriculum will be advanced and conceptually complex and will follow the MSAD #70's general education curriculum which is aligned to the Maine Learning Results, and will be provided in lieu of regular curricula. Our programs include a continuum of services from pull out for academics to services in the regular classroom. The responsibility for the plan is with the Gifted/Talented Teacher who then works in conjunction with the regular education teacher to ensure that the ILP is carried out as written.

**Arts program abstract:**

The Gifted/Talented Program at MSAD #70 is designed to serve students in Pre-K through 12. We believe that approximately three to five percent of our students excel or have the potential to excel, beyond their same age peers in the regular school program, and therefore require differentiated

educational experiences that are aligned with the system of Maine Learning Results in the Visual/ Performing Arts. This differentiated curriculum will be advanced and conceptually complex and will follow the MSAD #70's general education curriculum which is aligned to the Maine Learning Results, and will be provided in lieu of regular curricula. Our programs include a continuum of services from pull out for visual/performing arts to services in the regular classroom. The responsibility for the plan is with the Gifted/Talented Teacher who then works in conjunction with the regular education teacher to ensure that the ILP is carried out as written.

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

### **Academics:**

#### **Goals:**

To challenge the Gifted/Talented student to reach his full potential at the highest level of complex reasoning in English Language Arts, Mathematics, Science and/or Social Studies.

To provide social/emotional support to meet the unique affective needs of students who are Gifted in academic content areas.

#### **Objectives:**

To stimulate the development of critical/creative thinking and advanced research skills.

To develop high level oral/written language skills.

To develop high level mathematics skills.

To align the program with the Maine Learning Results.

To ensure a fair/accurate identification process for all students.

To develop Personal Learning Plans for each identified student that meets their needs.

#### **Activities:**

##### **Grades Pre-K to 2:**

1) Provide small group enrichment in lieu of regular instruction, and acceleration classes in English Language Arts, Mathematics, Science, and Social Studies when acceleration in the regular classroom does not meet the needs of the students.

2) Provide small group classes and/or mentorships.

3) Follow students social and academic progress and intervene when/where necessary to ensure their needs are met.

##### **Grades 3-8:**

Includes the three activities above plus

4) Provide critical thinking skills class using differentiation and individualized projects.

##### **Grades 9-12:**

1) Ensure proper placement in accelerated and advanced placement classes in coordination with the Guidance Director

2) Ensure enrollment in college level courses as appropriate.

3) Provide specific Gifted/Talented Courses.

4) Provide career counseling consistent with their unique strengths in coordination with the Guidance

Director.

5) Provide independent Study Projects in the area of giftedness.

6) Follow students social and academic progress and intervene when/where necessary to ensure their needs are met.

### **Arts:**

#### Goals:

To challenge the Gifted/Talented student to reach his full potential at the highest level of complex reasoning in Visual/Performing Arts.

To provide social/emotional support to meet the unique affective needs of students who are Gifted in visual/performing arts content. .

#### Objectives:

To stimulate the development of critical/creative thinking and advanced research skills.

To develop high level oral/written language skills.

To develop high level visual/performing arts skills.

To align the program with the Maine Learning Results.

To ensure a fair/accurate identification process for all students.

To develop Personal Learning Plans for each identified student that meets their needs

#### Activities:

##### Grades Pre-K to 2:

1) Provide small group enrichment in lieu of regular instruction, and acceleration classes in Visual/Performing Arts when acceleration in the regular classroom does not meet the needs of the students.

2) Provide small group classes and/or mentorships.

3) Follow students social and academic progress and intervene when/where necessary to ensure their needs are met.

##### Grades 3-8:

Includes the three activities above plus

4) Provide critical thinking skills class using differentiation and individualized projects.

##### Grades 9-12:

1) Ensure proper placement in accelerated and advanced placement classes in coordination with the Guidance Director

2) Ensure enrollment in college level courses as appropriate.

3) Provide specific Gifted/Talented Courses.

4) Provide career counseling consistent with their unique strengths in coordination with the Guidance Director.

5) Provide independent Study Projects in the area of giftedness. (This is especially important in the areas of Visual/Performing Arts where there are more limited local opportunities)

6) Follow students social and academic progress and intervene when/where necessary to ensure their needs are met.

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:**

Screening procedures for general intellectual ability will be developmentally appropriate to the age of the elementary and secondary students. Annual screening will include:

- 1) Review of all student standardized test scores and grades.
- 2) All teachers will fill out a behavior rating scale which assesses giftedness on any student that excels or that feel have the potential to excel beyond their same age peers.
- 3) Parent nomination questionnaires will be provided to all parents.
- 4) Intelligence Tests such as Kaufman Brief Intelligence Test (K-BIT) or Woodcock-Johnson-IV (WJ-IV)
- 5) Parent, Teacher and Student Interviews.
- 6) Student Work Samples and Observations.

### **Selection:**

A rigorous analysis of a student's general intellectual ability and perceived potential using the above items is conducted by a committee composed of the Gifted Talented Coordinator, Gifted Talented Teacher and three Classroom Teachers.

The responsibilities of this selection team are as follows:

- 1) Review the information collected on students who have met the selection criteria.
- 2) Collect additional information when needed.
- 3) Select students for placement in the gifted/talented program based upon an in-depth assessment of the collected information.
- 4) Oversee the annual review of the selection process.
- 5) Assure the selection process is equitable and as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex or handicapping condition.

In addition, the student's past and present classroom teachers will provide input as needed. Letters are sent to parents to inform them of the screening results and to grant permission for services.

### **Placement:**

Once students have been identified as gifted according to Section 104.06, individualized programming needs will be assessed. The Superintendent of Schools, under the policies adopted by the School Board has established the following placement procedures:

- 1) The building principals will assure collaboration between the regular classroom teacher and the gifted/talented teacher to develop the program that will be provided for selected students.
- 2) The building principals will notify the Superintendent of Schools of the students identified for the program.
- 3) The Gifted/Talented Coordinator will provide the Superintendent of Schools a description of the the program(s) that will be provided.
- 4) The Gifted/Talented Coordinator will notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written permission to place the child in the program.
- 5) The Gifted/Talented Coordinator will maintain records on each student's participation in the gifted/talented program.
- 6) The Gifted/Talented Committee will conduct an annual review of students who have been previously identified to evaluate the appropriateness of placement and instruction, and change if needed, their individual learning plan. These students will be included in the annual total school screening procedures as described in Sections 104.07 and 104.08.

**Academic Aptitude:****Screening:**

Screening procedures for academic achievement will be developmentally appropriate to the age of the elementary and secondary students. Annual screening will include:

- 1) Review of all student standardized test scores and grades.
- 2) All teachers will fill out a behavior rating scale which assesses giftedness on any student that excels or that feel have the potential to excel beyond their same age peers.
- 3) Parent nomination questionnaires will be provided to all parents.
- 4) Educational achievement tests such as NWEAs, MEA, DRA, WJ-IV.
- 5) Parent, Teacher and Student Interviews.
- 6) Student Work Samples and Observations.

**Selection:**

A rigorous analysis of a student's academic achievement and perceived potential using the above items is conducted by a committee composed of the Gifted Talented Coordinator, Gifted Talented Teacher and three Classroom Teachers.

The responsibilities of this selection team are as follows:

- 1) Review the information collected on students who have met the selection criteria.
- 2) Collect additional information when needed.
- 3) Select students for placement in the gifted/talented program based upon an in-depth assessment of the collected information.
- 4) Oversee the annual review of the selection process.
- 5) Assure the selection process is equitable and as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex or handicapping condition.

In addition, the student's past and present classroom teachers will provide input as needed. Letters are sent to parents to inform them of the screening results and to grant permission for services.

**Placement:**

Once students have been identified as gifted according to Section 104.06, individualized programming needs will be assessed. The Superintendent of Schools, under the policies adopted by the School Board has established the following placement procedures:

- 1) The building principals will assure collaboration between the regular classroom teacher and the gifted/talented teacher to develop the program that will be provided for selected students.
- 2) The building principals will notify the Superintendent of Schools of the students identified for the program.
- 3) The Gifted/Talented Coordinator will provide the Superintendent of Schools a description of the program(s) that will be provided.
- 4) The Gifted/Talented Coordinator will notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written permission to place the child in the program.
- 5) The Gifted/Talented Coordinator will maintain records on each student's participation in the gifted/talented program.
- 6) The Gifted/Talented Committee will conduct an annual review of students who have been previously identified to evaluate the appropriateness of placement and instruction, and change if needed, their individual learning plan. These students will be included in the annual total school screening procedures as described in Sections 104.07 and 104.08.

**Artistic Ability:**

#### Screening:

Screening procedures for visual and performing arts will be developmentally appropriate to the age of of the elementary and secondary students. Annual screening will include:

- 1) Review of all student standardized test scores and grades.
- 2) All teachers will fill out a behavior rating scale which assesses giftedness on any student that excels or that they feel have the potential to excel beyond their same age peers.
- 3) Parent nomination questionnaires will be provided to all parents.
- 4) Student art portfolios for visual arts: student auditions for performing arts.
- 5) Parent, Teacher and Student Interviews.
- 6) Student Work Samples and Observations.

#### Selection:

A rigorous analysis of a student's visual and performing arts and perceived potential using the above items is conducted by a committee composed of the Gifted Talented Coordinator, Gifted Talented Teacher and three Classroom Teachers.

The responsibilities of this selection team are as follows:

- 1) Review the information collected on students who have met the selection criteria.
- 2) Collect additional information when needed.
- 3) Select students for placement in the gifted/talented program based upon an in-depth assessment of the collected information.
- 4) Oversee the annual review of the selection process.
- 5) Assure the selection process is equitable and as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex or handicapping condition.
- 6) The Art and/or Music Teachers will be included in the selection of students.

In addition, the student's past and present classroom teachers will provide input as needed. Letters are sent to parents to inform them of the screening results and to grant permission for services.

#### Placement:

Once students have been identified as gifted according to Section 104.06, individualized programming needs will be assessed. The Superintendent of Schools, under the policies adopted by the School Board has established the following placement procedures:

- 1) The building principals will assure collaboration between the appropriate visual and performing arts teacher and the gifted/talented teacher to develop the program that will be provided for selected students.
- 2) The building principals will notify the Superintendent of Schools of the students identified for the program.
- 3) The Gifted/Talented Coordinator will provide the Superintendent of Schools a description of the the program(s) that will be provided.
- 4) The Gifted/Talented Coordinator will notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written permission to place the child in the program.
- 5) The Gifted/Talented Coordinator will maintain records on each student's participation in the gifted/talented program.
- 6) The Gifted/Talented Committee will conduct an annual review of students who have been previously identified to evaluate the appropriateness of placement and instruction, and change if needed, their individual learning plan. These students will be included in the annual total school screening procedures as described in Sections 104.07 and 104.08.

#### **Process for transfer students:**

All students are screened for Gifted/Talented identification upon transfer to MSAD #70. The screening looks for

previous identification from the previous school as well as evidence of information that would require a referral to the district program. If evidence is found, the transfer student would go through the same process of identification as all students in MSAD #70 to see if they meet the local criteria.

**Exit Procedure:**

Once identified, an appropriate Individualized Learning Plan that will benefit the student is implemented. When a student no longer needs curricular modifications because their needs are met in the regular classroom, this is not seen as a loss or failure.

The following is a list of situations which might warrant exiting from the program:

- 1) When frustration or disinterest in the program occurs.
- 2) When program work is not completed.
- 3) Anxiety regarding regular classroom work or other related issues.
- 4) When other needs take precedence.
- 5) When grades in the regular classroom are failing.
- 6) When the child or parent requests exit.

The following actions might need to be taken. These are not necessarily in sequential order nor do all actions need to occur. The plan of action for each procedure will depend upon the individual student situation.

- 1) Meet with the student and review the program rules, expectations, etc.
- 2) Review child's records.
- 3) Confer with classroom teachers and/or other staff.
- 4) Call parents to confer or schedule a parent/teacher meeting.
- 5) Make referrals to other services such as School Nurse, Guidance, Social Worker, etc.
- 6) Modify program.
- 7) Student sabbatical from the program.
- 8) Team meets to review Individual Learning Plan.

**Process for appeals:**

Appeals may be made to the Superintendent of Schools, under policies adopted by the School Committee, to review the identification of students for the Gifted/Talented Program. Requests for such review may be made to the Superintendent of Schools for these purposes:

- 1) To reconsider the eligibility of a child to be selected for inclusion in the Gifted/Talented Program.
- 2) To review the appropriate placement of a student within the program.
- 3) To review removal of a student from the program.

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

All staff are encouraged to attend workshops on Gifted Education. An annual in-house professional development session will be conducted addressing the Gifted/Talented Plan for MSAD #70. Current professional development of the school district is focused on proficiency based standards and the utilization of complex reasoning skills to enhance student's achievement of a four score which exceeds the standards. Gifted and Talented Teachers and Staff are encouraged to attend any appropriate workshops or to take college courses to enhance their delivery of a quality program

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

The Elementary Principal is the designated certified administrator for the Gifted/Talented Program. All Professional Staff in the Gifted/Talented Program are certified in their assigned areas and hold an endorsement in Gifted/Talented Education K-12 (690).

The current Program has one full time Teacher PK -12.

We sometimes have a part-time teacher at the High School level when possible.

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
Lee-Rae Jordan-Oliver	Yes - Waiver Is Approved	Teacher	K-12	Full-Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

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

The MSAD #70 Gifted/Talented program will be evaluated annually.

- 1) A survey will be completed by all school staff, all gifted/talented students and parents. The results will be reviewed by the Gifted/Talented Coordinator, Gifted/Talented Teacher, and all members of the Gifted/Talented Committee to determine strengths and needs. The results will be reported to the School Administration.
- 2) Data will be collected to ensure progress is being made toward the program goals. This data will provide valid and reliable evidence of the value and impact of services provided.
- 3) Student data will be compiled and evaluated to determine if gifted/talented instruction is making a difference. This will include school records, local assessments, test scores, and portfolios to ensure that students are making educational progress.

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

The costs to the program include salary and benefits for one full time teacher. It also includes the two courses required to continue a conditional certification waiver for the new teacher We budget for



<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
Science Supplies: to supplement G/T student independent projects: Building Bionic Machines Kit Solar Power Kit I Have/Who Has Science Game Chemistry Kit ECube Kit Electricity/Magnetism Kit World's Simplest Motor Simple Machine Kit Water Cycle Model Action Set	1,000	College/VHS Textbooks for G/T Students	500
ELA Supplies: to supplement standard textbooks for G/T Students: Children's Thesaurus Science of Life Book Set Key Discoveries in Science Book Set Science Alliance Book Set Life Science Book Set Earth's Cycles in Action Books Challenging Units for Gifted Learners Writing Like Writers Student's Bound /Printed Books American Revolution/Civil War/WWI/WWII Books	700		
Art Supplies: Specialized materials for art projects beyond regular ed requirements: Artist's Sketchbook Low Odor Dry Erase Markers Easel Pad Borders Praise Word Stickers	300		
<b>Subtotal</b>	<b>2,000</b>	<b>Sub Total</b>	<b>500</b>

**A. B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Field Trips for GT Students:	400		

Gaddis Flower Farm, Dairy Farm, Nickerson Lake, Gardiner Nursing Home, and World Cup Biathlon			
<b>Subtotal</b>	<b>400</b>	<b>Subtotal</b>	

**A. C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
		College Courses 4 students/2 courses each (Identified G/T Students)	5,500
<b>Subtotal</b>		<b>Subtotal</b>	<b>5,500</b>

**A. D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
College Courses – 2 Education the G/T Learner and Teaching Math to the G/T Student (3 Graduate Credits Each)	3,000		
Dues G/T Association	100		
<b>Subtotal</b>	<b>3,100</b>	<b>Subtotal</b>	

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	45,832	4,085
Auxiliary Staff		
Independent Contractors		
A. A. Materials & Supplies	2,000	500
A. B. Other Allowable Costs	400	
A. C. Student Tuition		
A. D. Staff Tuition/ PD	3,100	3,500
<b>Total</b>	<b>51,332</b>	<b>10,085</b>

