

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 73

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

Phone number: 897-6722

Email address: tcollins@rsu73.com

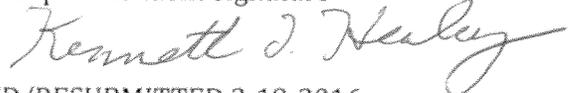
CERTIFICATION:

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

Superintendent Name (printed)

Kenneth Healey

Superintendent Signature



Date application submitted to Maine DOE for review: REVISED/RESUBMITTED 3-18-2016

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:

Jennifer Pooler

Date of Approval:

3/21/16

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:

Whereas some students have unique intellectual and/or creative abilities and social/emotional needs, the RSU 73 Academic Gifted and Talented program will:

Identify gifted and talented students by utilizing a variety of assessment data that is objective, valid and reliable. Student products and performances may also be examined. The identification process will also consider and value input from the student, parents, and educators. The program will monitor student progress and continued placement within the Gifted and Talented program on a regular basis.

Provide curriculum and instruction that is differentiated to each identified student's individual needs. Curriculum will be highly elaborate, in depth, and complex. Curriculum will allow for the application of thinking skills so that students can re-conceptualize existing knowledge or create new knowledge. The curriculum will foster the higher order thinking skills of synthesis, analysis, evaluation, and creativity while promoting the vertical and horizontal growth of students. When appropriate, students will be challenged by the use of above grade level materials, solving real world problems, and doing projects involving service learning. Instruction will utilize effective, proven, and up to date pedagogy and will integrate technology as much as possible.

Promote an atmosphere where gifted students are challenged to maximize their potential, while also providing for their unique social and emotional needs. In this climate, students will feel free to express themselves, take risks, and interact with peers and adults.

Arts program philosophy:

RSU #73 endeavors to identify and provide programming for students who are gifted and talented in the visual and performing arts. We recognize that some of our students possess skills in visual and performing arts that far exceed those of the average student. We believe that each and every gifted and talented student must be provided with the opportunity to develop according to his/her own unique gifts, talents, and learning styles/interests. RSU #73 responds to the educational needs of our GT students by utilizing program that provides both vertical and horizontal growth.

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 Spruce Mountain Academic Gifted and Talented program serves grades 3-12, as students are first identified in grade 3. The Gifted and Talented program serves grades 3-5 by providing consultation services to teachers, including assistance with the identification of students, help with techniques for classroom instruction, and consultation for placement in appropriate programs within the school. The needs of students are addressed through differentiated instruction in the regular classroom. In grades 6-8, the GT teacher/coordinator provides services to students in math, science, reading, and social studies. Service learning is an important aspect of the program. The 6-8 GT teacher/coordinator also provides technical support to regular classroom teachers. Grades 9-12 are served through a consultation model. Student needs in grades 9-12 are met through a variety of options including honors and AP High School Course offerings, online courses, mentoring, and college level courses.

Arts program abstract:

Identified GT visual arts students in grades 3-8 receive differentiated art instruction during their regular art classes. For GT music, identified students in this area in grades 3-5 receive differentiated instruction during their regularly scheduled music classes. These are the only grade levels in which all students receive regular instruction in VPA. In addition to differentiated instruction in VPA classes taken by all students, the following are examples of opportunities that exist for enriching the experiences of students in VPA:

- Middle School Elective Classes: 6-8 Band and Chorus
- High School Elective Classes: Band, Visual Arts, Studio Arts, Computer Arts, Drama, Tech Theatre, Band, Guitar, Piano, Music Theory, Rock History, Chorus.
- Extracurricular Drama Programs in Grades 3-12.
- Regional Music Opportunities and Festivals: i.e KV for grades 7-12, Districts for Grades 5-6, and All States for Grades 9-12.

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

Academic Goals:

1. To provide learning opportunities that support identified students in reaching their full academic potential.
2. To enhance the educational experiences of identified students through academic acceleration, challenging instructional practices, and provision of learning experiences that increase the depth and breadth of learning in grades 3-12.
3. To assist classroom teachers with development and implementation of programs that foster differentiation of instruction.

Academic Objectives:

1. Offer opportunities for enrichment and differentiation of instruction in grades 3-12.
2. Enhance higher order thinking skills in students through the use of programs that foster critical thinking, problem solving, inquiry, knowledge and skills, and service learning.

Academic Activities:

1. Grades 3-5: In grades 3-5, identified students are challenged through differentiated classroom instruction and individualized programming, such as ability based reading groups and individually paced math programs like the ALEKS online math program.

2. Grades 6-8: In grades 6-8, identified students are provided opportunities to accelerate through grade level standards and, when appropriate, are provided with opportunities to earn high school credit at Spruce Mountain Middle School. For example, students who demonstrate proficiency with Middle School math standards through individualized programs are provided with courses in High School Honors Algebra 1 and Geometry and students may earn credit in Freshman Earth/Physical Science at SMMS. Students are also challenged through activities that enrich learning, such as reading challenging above grade level texts and books. Students also participate in service learning programs, such as managing the school greenhouse.
3. Grades 9-12: Students are challenged by taking Honors Level and Advanced Placement course offerings, online courses, college classes, and other programs. The goal is to provide students with the opportunity to reach their potential academically and to graduate with the opportunity to move on to a post secondary program commensurate with their abilities and interests. Another goal is to provide students with the opportunity to earn college credit while in high school.

Arts Goals:

To broaden and improve the communication skills of students so they may become clear and highly effective communicators through the use of their identified visual/performing arts medium.

To enhance the experiences of identified visual and performing arts students by providing them with opportunities to deepen and enrich their artistic talents and abilities.

Arts Objectives:

To perform/create expressive works of art that communicate emotion, tone, information, symbolism, and patterns and publicly display/perform artwork.

To improve the instruction of students gifted in visual and performing arts by providing them with opportunities to explore and experiment with numerous forms of artistic and musical expression.

Arts Activities:

All identified gifted and talented VPA students will have opportunities to display/perform their craft in the schools, community, and/or at regional festivals/competitions.

Grades 3-8 Visual Arts: Identified students in grades 3-8 receive differentiated art instruction during their regular art classes. This instruction includes projects in which students create unique and original artwork involving various forms of media in theme based units, which convey narratives, are aesthetically pleasing, show creativity, illustrate ideas, celebrate culture, and convey emotions. Students create artwork from different genres, critique their own work and that of others, and choose and prepare their best work for public display.

Grade 3-5 Music: Identified students in music receive differentiated instruction during their regularly scheduled music classes. Students are exposed to additional terminology/concepts above and beyond the general classroom requirements. (e.g. $\frac{3}{4}$ and $\frac{5}{4}$ time and tempo, complex rhythm and lyric compositions, etc.) Students complete complex, above grade level public performances and perform and create music in numerous genres.

These are the only grade levels in which all students receive regular instruction in VPA. RSU 73 also provides extensive opportunities in VPA as described in the Arts Program Abstract.

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:

The same process is used to identify students with General Intellectual Ability and Academic Aptitude. Students identified through General Intellectual Ability must be identified in 3 out of the 4 following academic subject areas: ELA, Math, Science, and/or Social Studies.

Screening:

Each year, the GT Coordinator will review student assessment data on assessments given to all students. This data will include results from tests given throughout the district, state assessments, and national assessments taken by each student in a grade level. Data will also be gathered from teachers on all students through rating scales, checklists, and/or referral forms. Student products and/or performances may also be reviewed during screening, provided all students have the opportunity to provide a product or performance for review. This process may be done at each grade level each year to review student progress, however it must be done in grade 3 for initial identification, in grade 6, and in grade 8. Additionally, referrals from parents, students, and staff will be taken at any time. If a student meets any of the criteria established in the screening process, he or she will move on to the pool for the selection process.

Selection:

For students identified in the screening process, additional data may be gathered which may include ability testing results, achievement testing results, additional behavior/abilities rating scale results from the student, teachers and parents, and student products and or performances. Parents will be notified of additional testing and have the right to refuse such tests. Once data has been collected, it will be reviewed by a group consisting of the GT Coordinator, at least 1 content area or classroom teacher, and an administrator. This group will then select the students to be placed in the program and the services the student is eligible to receive.

Placement:

Students identified in the top 3-5% will be identified for placement in the GT program. Once a student is placed in the GT Program, the GT Coordinator will notify the student and parents and the student will receive services.:

Academic Aptitude:

The same process is used to identify students with General Intellectual Ability and Academic Aptitude

Screening:

Each year, the GT Coordinator will review student assessment data on assessments given to all students. This data will include results from tests given throughout the district, state assessments, and national assessments taken by each student in a grade level. Data will also be gathered from teachers on all students through rating scales, checklists, and/or referral forms. Student products and/or performances may also be reviewed during screening, provided all students have the opportunity to provide a product or performance for review. This process may be done at each grade level each year to review student progress, however it must be done in grade 3 for initial identification, in grade 6, and in grade 8. Additionally, referrals from parents, students, and staff will be taken at any time. If a student meets any of the criteria established in the screening process, he or she will move on to the pool for the selection process.

Selection:

For students identified in the screening process, additional data may be gathered which may include ability testing results, achievement testing results, additional behavior/abilities rating scale results from the student, teachers and parents, and student products and or performances. Parents will be notified of additional testing and have the right to refuse such tests. Once data has been collected, it will be reviewed by a group consisting of the GT Coordinator, at least 1 content area or classroom teacher, and an administrator. This group will then select the students to be placed in the program and the services the student is eligible to receive.

Placement:

Students identified in the top 3-5% will be identified for placement in the GT program. Once a student is placed in the GT Program, the GT Coordinator will notify the student and parents and the student will receive services.

Artistic Ability:

Screening: Students screening will occur in Grades 2, 5, and 8. Sample student work will be saved throughout the year (either physically or electronically) and evaluated to determine entrance into the selection pool. The following tools will be used.

Visual arts grades K-8: teacher rating scale, grades, and portfolio.

Music grades K-5: teacher rating scale, grades. Teachers will score performances required of all students.

Selection: All students who move from the general population into the selection pool will receive the following:

Visual arts grades K-8: student interest inventory, observational notes, and portfolio assessment

Music grades K-5: student interest inventory, observational notes, and a performance audition.

A Visual and Performing Arts Selection Team will review the above data and determine student placement. The team will consist of no less than 3 individuals, who may include teachers, an administrator, and other school staff (i.e. guidance counselor, GT coordinator, etc.).

Placement: Students identified in the top 3-5% will be identified and will receive differentiated instruction in their art/music class(es). VPA teachers will notify parents of the student's placement and describe how the student's work will be differentiated.

Process for transfer students:

Academic Program

When students transfer into a district school, upon receipt all student files are reviewed by the school's guidance counselor. After reviewing a file, the guidance counselor will notify the GT Coordinator of any students showing abilities that are well above average or any exceptional characteristics or test scores. The GT Coordinator will then utilize the above screening and selection process to determine if the student is to be identified for the GT program. The GT Coordinator also reviews all standardized test scores each year, ensuring that transfer students that perform well on assessments will be screened.

Visual and Performing Arts

When a student transfers into the district, the student's art and/or music teacher will initiate the above Screening, Selection, and Placement processes as needed.

Students identified in a prior district will be considered for the GT program and will be identified provided they meet the criteria in the RSU 73 GT Identification Process.

Exit Procedure:

Exiting of students from the GT program is based on an examination of multiple criteria, including student performance in the program and continued subjective and objective measures of ability. The final decision for a student to exit the GT program must be made by the GT coordinator, a teacher, and an administrator, and the process must include consultation with the parent/guardian and student.

A student may exit the GT program temporarily or permanently for the following reasons:

- Parent request
- Student request with parent approval
- Personal/Family situations
- Medical concerns
- Behavioral issues

Process for appeals:

If a decision is made to either not place a student in the GT program or to discontinue GT services, the student, a parent/guardian, a teacher, or administrator may appeal the decision. The individual must submit in writing the reasons he/she has for disagreeing with the placement decision. The appeal will be reviewed by the VPA GT Selection Team and any other additional educators, who may be helpful in determining eligibility. If needed, additional data may be collected.

The VPA GT Selection Team will then respond with their final decision. A letter including the reasoning for the decision will be sent from the GT Coordinator to the appellant. If the initiator of the appeal is still unsatisfied with this decision, he/she may appeal the decision to the superintendent, who will meet with all parties involved and gather information. The superintendent will make a final decision regarding student placement and will respond directly in writing to the initiator.

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

There are currently no formal staff development initiatives in RSU 73 relating to implementing the GT Program, due to other staff development needs, including the simultaneous implementation of a new evaluation system, a revised curriculum, and a first ever accreditation of our consolidated high school. Past initiatives implemented to support staff in serving GT students include training of staff in differentiation of instruction, technical support with online programs, and assistance with implementation of service learning programs.

The GT coordinator consults regularly with staff to determine needs and provide staff development and technical support as needed. RSU 73 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth. This will include courses, conferences, workshops, and webinars specific to gifted education.

The GT Coordinator also serves as the building administrator for the ALEKS online math program at Spruce Mountain Middle School, where all students use ALEKS. The ALEKS program individualizes instruction for

students and provides opportunity for GT students to advance multiple grade levels in a year. The GT Coordinator provides staff development and technical support to all Middle School teachers, as ALEKS is used to individualize student learning during school wide math intervention periods overseen by all staff. The GT Coordinator also serves as the ALEKS administrator for grades 3-5, where only GT students have access to ALEKS, and the Coordinator provides professional development to grade 3-5 math teachers.

More than 90% of the GT Coordinator's time is allocated to working with identified students. There are occasions when a non-identified, high ability student may participate in a targeted activity provided by the GT coordinator, but not at the exclusion of any identified GT students.

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

The Gifted and Talented Program for RSU 73 is staffed by a 4/5th time Gifted and Talented Coordinator. The coordinator is responsible for overseeing the identification of GT students, managing GT student data, and providing direct services to Academic GT students in grades 6-8, as well as consulting with academic area teachers in grades 3-5 and 9-12 and VPA teachers to promote the delivery of effective services to GT students. The GT Coordinator reports to building principals for programmatic topics within each building and to the special services director for district wide programmatic topics.

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
Robert Taylor	YES	Teacher	Grades 6-8 direct/ Grades 3-12 consultation	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

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

A GT Advisory Committee (GTAC) consisting of at least the GT coordinator, an administrator, a parent, a VPA teacher, and a teacher from each school in RSU 73 will meet and review pertinent information, such as aggregated GT student data, program offerings, survey data, and opportunities for students. The committee will then evaluate the program and develop proposals for plans to modify and improve the program as needed. Each year the GTAC will create report of its findings, including an evaluation of the program.

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

Costs to implement the RSU 73 GT Program for 2015-16 include the cost of a GT Coordinator, whose job is to coordinate the program in the RSU and offer direct services to GT students in grades 6-8. Also included are costs for Educational Materials and Supplies. This includes \$1240 for books, which includes above grade level math test books for students who have completed the 6-8 math standards and are working on standards in high school algebra and geometry, above grade level reading books for students requiring challenging reading options, and science books for meeting the standards in Freshman Science I and II. There is also \$1200 in software to provide GT students access to online programs that individualize instruction (i.e. ALEKS Math in grades 3-5). Finally, there is \$1100 in Staff Tuition/Professional Development earmarked for courses and workshops to support the professional development of the GT Coordinator and other staff.

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)
Robert Taylor	\$57,436	\$5,259
Subtotal	\$57,436	\$5,259

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal	0	0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
N/A		
Subtotal	0	0

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
<i>Books: Holt Geometry Textbooks for MS GT students earning HS math credit</i>	\$1240	<i>Supplies: Paris Farmer's Union: service learning greenhouse program for GT students</i>	\$200
<i>Software : * Discovery Ed High School Science / (NGSS online program) for GT students</i>	\$285	<i>Dues and Fees: anticipated Robotics track meet spring 2016 for GT students</i>	\$200

<i>* ALEKS online Math program GT students grades 3-5</i>	\$915		
Subtotal	\$2,440	Subtotal	\$400

A. B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
N/A			
Subtotal	0	Subtotal	0

A. C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A			
Subtotal	0	Subtotal	0

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Courses/Workshops: * GT courses/workshops for GT coordinator (To be determined based on available offerings within the state)	\$1100		
Subtotal	\$1100	Subtotal	0

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$57,436	\$5259
Auxiliary Staff		
Independent Contractors		
A. A. Materials & Supplies	\$2440	\$400
A. B. Other Allowable Costs		
A. C. Student Tuition		
A. D. Staff Tuition/PD	\$1100	
Total	\$60,976	\$5,659