

**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 78**

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

Heather Moody GT coordinator

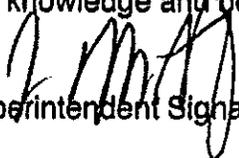
**Phone number:** 207-864-3311

**Email address:** hmoody@rangeleyschool.org

**CERTIFICATION:**

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

Jay McIntire  
Superintendent Name (printed)

  
Superintendent Signature

Date application submitted to Maine DOE for review: 12/15/15

**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: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval: 1/6/16

**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:**

Our program exists to meet the special needs of identified gifted and talented students. These students need a rigorous, individualized, challenging education provided through a variety of learning experiences. The program strives to provide an educational environment that will support students in the development of their abilities and enable them to realize their contributions to themselves and society. We believe that gifted students in a small, isolated school such as ours have unique needs related to this environment. There may be a lack of available enrichment opportunities, or a lack of intellectual stimulation among peer groups. Because of this geographic isolation, the identification and learning activities for our gifted and talented students must be flexible. The program needs to respond to the students.

**Arts program philosophy:**

All students should have access to programs which allow them to express themselves through the visual and performing arts. Identified students in the G/T arts program have possessed either an aptitude or demonstrated ability to perform at an exceptionally high level in visual arts or performing arts, should be supported and encouraged to seek additional time and programs to meet their needs. Those who demonstrated the potential for outstanding aesthetic production, accomplishment or creativity in visual and performing arts they should be provided with opportunities to promote them.

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 and talented program at RSU 78 is designed to serve students in grades 3-12 who have been identified to excel, or have the potential to excel, beyond their age peers in the regular program, to the extent that they need and can benefit from programs for the gifted and talented. These students may demonstrate this in one or more academic area. While cognitive growth is important, affective development is also necessary. Services for students will be provided by the GT staff through consultation with classroom teachers regarding differentiated instruction, acceleration, enrichment, regularly scheduled small group meetings for specialized instruction, independent study and guidance.

**Arts program abstract:**

RSU 78 will identify and provide programming for gifted and talented students in the visual and performing arts. These students possess either potential or demonstrate ability to perform at an exceptionally high level in the visual or performing arts and demonstrate the potential for outstanding aesthetic production, accomplishment, and creativity in visual art, music, or drama. Students will be given extra time with instruction as needed to accomplish creative pursuits. Enrichment opportunities will be made available as scheduling and resources allow.

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

**Academics: Within the student's area of giftedness....**

**Goals:**

To develop and establish multiple assessments that measure diverse abilities, talents and strengths.

To expand the student's ability within their domain of talent and/or area of interest.

To possess a developmentally appropriate understanding of how they learn and grow with respect to individual interests and strengths.

To establish and implement opportunities that support the student's social and emotional development.

**Objectives:**

The student will have equal access to a comprehensive assessment system during the school year.

The student will use school and community resources that support their interest(s) and/or talent(s).

The student will develop an understanding of their preferred approach to learning.

The student will value their own gifts and talents by demonstrating growth in personal competencies.

**Activities:**

Educators will establish and collect multiple types of assessment information including but not limited to local, state or national standards.

Educators will provide opportunities for student(s) to explore, develop or research their areas of interest and/or talent.

Educators will develop activities that match each student's developmental level and learning needs.

Educators will establish a safe and welcoming climate for addressing social issues and developing personal responsibility.

**Arts: Within the student's area of giftedness...**

**Goals:**

To develop in-depth opportunities that emphasize their creative expression.

To develop artistic opportunities that provide aesthetics and criticism to examine artworks for use of elements of art and principles of design.

To provide a continuum of services designed to address specific needs of the students within the arts.

To develop opportunities for students to respond, create and interpret the arts to their individual needs.

**Objectives:**

The student will develop a deeper understanding of their artistic expression.

The student will examine various forms of visual and/or performing art.

The student will have opportunity to select, perform, and/or create individual pieces of work.

The student will develop an understanding of their own needs and talents within the visual and performing arts.

**Activities:**

Educators will provide opportunities for enrichment options to extend and deepen learning within and outside the school setting.

Educators will provide multiple opportunities to examine various art forms can be but not limited to field trips, museums, reference materials, and theatre.

Educators will regularly use multiple alternative approaches to accelerate learning. These may be in the forms of but not limited to: works in progress, portfolios, solos, independent learning, and AP courses.

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:**

RSU 78 will conduct an annual screening of the 2-12 population to ensure that all children have opportunity to be considered for selection and placement in the GT program. Any student that has an outstanding performance on the NWEA and/or CogATs in one or more areas will be considered for selection. Students in grades 2, 5, and 8 will be screened using the CogAT assessment. At least three methods of assessment will be used, one will subjective. These may include but not limited to teacher referral, classroom performance, parent recommendation and self/peer referral. Any student who meets the criteria on any of these will be moved to the pool to be considered for identification. Instruments and procedures used in the identification process shall be as non-discriminatory as possible.

#### **Selection:**

Once a pool of students has been screened and identified as potential candidates for GT services, a team of at least three qualified professionals will annually review the information collected. They may collect any additional information when appropriate, select children for placement in the GT program based upon their individual needs, as well as oversee the annual review of the selection process. The team will assure the selection is equitable.

#### **Placement:**

Selected children shall be appropriately placed in a GT program. The GT staff and classroom teacher will develop a program for the student. The superintendent will be notified of selected children and will be provided with a description of the program(s) provided. Parents/Guardians will be notified 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 their child in the program. Records on each child's participation in the program will be maintained. An annual review of each child's program will be evaluated.

### **Academic Aptitude:**

#### **Screening:**

Any student that is identified with their outstanding performance on the NWEA and/or CogATs in one or more areas (math, ELA, science, social studies) will have two or more methods of assessment, one being objective. These may include but not limited to teacher referral, classroom performance and product, self/peer referral and parent recommendation. Teacher created rubrics and evaluated portfolios may be used.

#### **Selection:**

Once a pool of students has been screened and identified as candidates for GT services, a

team of three qualified professionals will meet to identify specific students for specific GT services. This team may be comprised of but not limited to: GT staff member, administrator, a teacher and any individual who works with the student. This team meets annually to review program services for students. All public information and correspondence/feedback from parents and teacher will be reviewed to determine if adjustments to the identification process should be made.

**Placement:**

After the team has determined the academic areas for which each student is identified, and in conjunction with parents/guardians, student and teachers, will develop a plan of action for the student if appropriate. The plan will outline how programming options will be implemented in order to address the strengths and needs of the student. The superintendent will be notified of children selected for the program and a description of the program will be provided. Parents will be notified of the eligibility of their child for participation in the program and be provided with a description of the program. Written permission will be obtained to place child in the program. Records on each child's participation in the program will be maintained.

**Artistic Ability:**

**Screening:**

Identification of students for the visual and performing arts will be based on a combination of at least three measures but not limited to: pupil product, such as auditions, portfolios, works-in-progress or performances, teacher referral, referral by a professional artist(s) based on student's work, self referral and/or a referral by a parent, peer, or community member.

**Selection:**

Annually, a team of at least three qualified professionals shall select children for placement in the GT arts program. This team will include, but not limited to an administrator, a teacher, and another who may be a school employee or another person who would aid in the selection procedure(e.g. an artist for selection of students with artistic ability; guidance counselor). This team will review the information collected on students who have met the screening criteria, collect additional information as appropriate, select students for placement in GT program. Annual review of selection process will be conducted to assure the selection process is equitable.

**Placement:**

Selected children shall be appropriately placed, the superintendent will be notified of the students selected and be provided with a description of the their program. Collaboration between the regular classroom teacher and GT program staff will take place to develop a program that will be provided for selected students. Parents will be notified of the child's eligibility for GT programming and will be provided with a description of the program. An annual review of each student's program will be held to evaluate appropriateness of placement and instruction. Records will be maintained for each student participating in the program.

**Process for transfer students:**

Records of all transferred student will be screened by a GT staff member, an administrator and a classroom teacher. Those students whose record indicates consideration for a GT program will be evaluated and placed by the selection team as soon as it is practical, and/or until RSU 78's screening information is gathered. Transfer students must meet the GT identification

criteria of RSU 78.

**Exit Procedure:**

Every two years the selection team will review identified students to see if the program is still viable. If it is required that a student exit the program, a meeting will be held with the classroom teacher, parents/guardians, GT coordinator and all other professionals servicing the student. Prior to a formal exit, an analysis of the documented reasons for the exit will be examined and a plan for continued education will be developed. A written request can be submitted for a student to exit the program at any time by a parent/guardian, teacher, counselor or administrator. A formal notification will be provided.

**Process for Appeals:**

An appeal may be requested by a student, parent, teacher, school administrator or counselor by submitting a written GT appeal to the superintendent. The superintendent will review the GT appeal with the GT staff and make recommendations for his/her action plan. Parents have the right to have outside testing, done at their expense and that information can be brought to the selection team. The superintendent will determine the outcome and may request alternative testing but the decision is final.

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

Educators who teach GT students in RSU 78 will be encouraged to continue in their professional development and training in giftedness. Staff will be supported in terms of financial and release time in order to encourage the teacher's professional growth. This will include but not limited to conferences, workshops and webinars specific to gifted and talented populations as well as any associated costs. Teachers in the GT program may also provide support and ongoing professional development to teachers within their building.

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

The building principal will be responsible for overseeing and supervising the GT program and staff. The GT program's policies and procedures will be reviewed yearly to ensure they are in compliance with the state rules and regulations, that the identification procedures are fair and provide for the nomination and selection of students from all populations of students. Identified students in grades K-8 will be serviced by an

auxiliary staff member. Students in grade 9-12 will be serviced by the GT coordinator. The GT coordinator who holds a 690 certificate will oversee the GT auxiliary staff member.

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 |
|---------------|------------------------|--------------------------|-------------|---------------------------------------|
| Heather Moody | Yes                    | Teacher                  | 9-12        | part-time                             |
|               |                        |                          |             |                                       |
|               |                        |                          |             |                                       |
|               |                        |                          |             |                                       |
|               |                        |                          |             |                                       |
|               |                        |                          |             |                                       |

Indicate the Auxiliary Staff: Educational Technician

| Name of Staff   | Role        | 690 Endorsement Yes/No | Grade level | Name and position of supervisor | Indicate Full-Time or Part-Time in GT |
|-----------------|-------------|------------------------|-------------|---------------------------------|---------------------------------------|
| Patricia Rodway | Ed-Tech III | No                     | K-8         | Heather Moody                   | Full-Time                             |
|                 |             |                        |             |                                 |                                       |
|                 |             |                        |             |                                 |                                       |
|                 |             |                        |             |                                 |                                       |
|                 |             |                        |             |                                 |                                       |

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

The program is evaluated each spring by GT staff and administration using a variety of information that may include teacher surveys and/or reflections, GT staff reflections, student achievement information, review of the identification process and review of progress towards program goals. Information will be used to set annual program goals, to revisit the GT program philosophy, clarify and update it as appropriate to reflect the district's commitment to meeting the needs of all students.

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

The costs incurred by the GT program are but not limited to; staff training, conferences, workshops and travel to and from, external professional course work. Students in HS dual

enrollment courses should be provided with instructional textbooks. Curriculum textbooks specific to GT programming.

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.

| <b>Professional Staff Name</b> | <b>Elementary<br/>(salary with benefits)</b> | <b>Secondary<br/>(salary with benefits)</b> |
|--------------------------------|--|---|
| Heather Moody                  | 1,600.00                                     | 400.00                                      |
|                                |  |   |
|                                |  |   |
|                                |  |   |
|                                |  |   |
|                                |  |   |
| <b>Subtotal</b>                |  |   |

| <b>Auxiliary Staff Name</b> | <b>Elementary<br/>(salary with benefits)</b> | <b>Secondary<br/>(salary with benefits)</b> |
|-----------------------------|--|---|
| Patricia Rodway             | 21,415.68                                    | 5,695.00                                    |
|                             |  |   |
|                             |  |   |
|                             |  |   |
|                             |  |   |
| <b>Subtotal</b>             |  |   |

| <b>Independent Contractor<br/>Name</b> | <b>Elementary<br/>(contract amount)</b> | <b>Secondary<br/>(contract amount)</b> |
|--|---|--|
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |

|                 |  |  |
|-----------------|--|--|
|                 |  |  |
| <b>Subtotal</b> |  |  |

Please list individual product names and costs associated with the district's gifted and talented program(s). Dual enrollment-College course books:

Statistics 500  
 English 200  
 Psychology 500

**A. Educational Materials and Supplies:**

| <b>Elementary: Material/Supply name</b>                    | <b>Cost</b>   | <b>Secondary: Material/Supply name</b> | <b>Cost</b>     |
|--|---------------|--|-----------------|
|  |               | Elementary Statistics                  | 500.00          |
| Books: Advancing Differentiation                           | 45.00         | Pre Calculus                           | 400.00          |
| Teaching gifted kids in today classroom                    | 45.00         | College Algebra                        | 300.00          |
| Challenging Units for Gifted Learners                      | 22.50         |  |                 |
| Challenging Minds Thinking Skills and Enrichment Activites | 15.00         |  |                 |
|  |               |  |                 |
|  |               |  |                 |
| <b>Subtotal</b>  | <b>127.50</b> | <b>Subtotal</b>                        | <b>1,200.00</b> |

**B. Other allowable costs:**

| <b>Elementary: Item name</b> | <b>Cost</b> | <b>Secondary: Item name</b> | <b>Cost</b> |
|------------------------------|-------------|-----------------------------|-------------|
|                              |             |                             |             |
|                              |             |                             |             |
|                              |             |                             |             |
|                              |             |                             |             |
|                              |             |                             |             |
|                              |             |                             |             |
| <b>Subtotal</b>              |             | <b>Subtotal</b>             |             |

**C. Student Tuition:**

| <b>Elementary: Program name</b> | <b>Cost</b> | <b>Secondary: Program name</b> | <b>Cost</b> |
|---------------------------------|-------------|--------------------------------|-------------|
|                                 |             |                                |             |
|                                 |             |                                |             |
|                                 |             |                                |             |
|                                 |             |                                |             |
|                                 |             |                                |             |

|                 |  |                 |  |
|-----------------|--|-----------------|--|
| <b>Subtotal</b> |  | <b>Subtotal</b> |  |
|-----------------|--|-----------------|--|

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

| <b>Elementary: Title</b>       | <b>Cost</b> | <b>Secondary: Title</b> | <b>Cost</b> |
|--------------------------------|-------------|-------------------------|-------------|
| MeGAT conference plus travel   | 221.90      |                         |             |
| GT Mentorship Travel reimburse | 46.17       |                         |             |
| UMF course SED 533             | 1,137.00    |                         |             |
|                                |             |                         |             |
| Subtotal                       | 1,405.07    | Subtotal                |             |

**Totals**

| <b>Subtotals from above</b>        | <b>Elementary Costs:</b> | <b>Secondary Costs:</b> |
|------------------------------------|--------------------------|-------------------------|
| <b>Professional Staff</b>          | <b>1,600.00</b>          | <b>400.00</b>           |
| <b>Auxiliary Staff</b>             | <b>21,415.68</b>         | <b>5,695.86</b>         |
| <b>Independent Contractors</b>     |                          |                         |
| <b>A. Materials &amp; Supplies</b> | 127.50                   | 1,200                   |
| <b>B. Other Allowable Costs</b>    |                          |                         |
| <b>C. Student Tuition</b>          |                          |                         |
| <b>D. Staff Tuition/PD</b>         | 1,405.07                 |                         |
| <b>Total</b>                       | <b>24,548.25</b>         | <b>7,295.86</b>         |