

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: Forest Hills Consolidated School

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

Yvette N. Costello Special Education Teacher/Gifted Education Teacher

Phone number: (207) 668-5291

Email address: Yvette.Costello@sad12.com

CERTIFICATION:

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

Dr. William Crumley

Superintendent Name (printed)



Superintendent Signature

Date application submitted to Maine DOE for review: 4-12-16

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

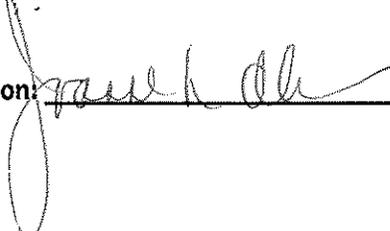
RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: 4/12/16

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. *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:

The mission of Forest Hills Consolidated School, in partnership with staff, students, family and community, is to educate, empower and challenge students to realize their full potential, as individuals and as citizens of the world, and to develop a life-long thirst for knowledge.

M.S.A.D. #12 is committed to addressing the needs of all its students and recognizes individual student differences. We recognize a responsibility to address the academic and emotional needs of talented and gifted students to help them maximize their potential. We are dedicated to provide a learning atmosphere and support system which will provided gifted students with the opportunity to achieve, to be self-directed, to accept responsibility, to develop creative and critical thinking skills, to pursue individual and alternative solutions, and to value inquiry and lifelong learning.

Arts program philosophy:

The mission of Forest Hills Consolidated School, in partnership with staff, students, family and community, is to educate, empower and challenge students to realize their full potential, as individuals and as citizens of the world, and to develop a life-long thirst for knowledge

M.S.A. D.#12 is committed to addressing the needs of all its identified Gifted and Talented Arts students and recognize individual student differences. We recognize a responsibility to address the artistic and musical needs of talented and gifted students to help them maximize their potential. We are dedicated to providing a learning atmosphere and support system which will provide gifted art students with the opportunity to express themselves creatively.

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:

Our program at the elementary and middle level provides a differentiated curriculum for identified students in academic areas. At the elementary and middle school level there is differentiation in the regular classroom, pull-out and consultation dependent on individual student need.

At the high school level, in English, mathematics, science and social studies, advanced placement classes are offered as well as independent study at advanced levels supervised by appropriate staff. When all course requirements have been met, students can enroll for college courses online and/or AP courses online.

Arts program abstract:

Our program will provide a differentiated curriculum for identified arts students. Program services will be provided in small groups as well as differentiation in the regular arts' classrooms. Student who have exhausted the resources available at the high school, may work with professional artists/musicians, a community mentor or online classes during the school day.

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

Academics

Goals:

to promote advanced thinking skills;
appropriate levels of challenge;
meeting individual student's learning pace

Objectives:

by differentiating instruction in the regular classroom
by compacting the curriculum
by acceleration

Activities

by demonstrating advanced comprehension levels (i.e. understanding stories for a social and cultural context, advanced writing metacognition)
by accelerating the rate of learning (i.e. Pre-algebra in the 5th grade)

Arts

Goals:

To incorporate music into the arts program. The *G/T* coordinator and music teacher will collaborate

To refine the visual arts program with *G/T* coordinator and art teacher collaborating.

Objectives :

By developing, creating and refining in music with skills checklist

By refining the visual arts skills checklists

Activities

Activities so that the music teacher can see what is happening with those students to be identified

Activities so that the art teacher can refine the skills checklist

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:

Teacher K-12 nominations are done in the fall for the three or four subjects.

Selection:

Cog AT7

STAR Reading

STAR Math

NWEA

Grades for science and social studies

Placement:

The *G/T* Committee will select from the qualifying scores the top 5% of the population. The *G/T* Committee will meet and review of the collected information.

Once *G/T* students are chosen the list will be given to the Superintendent.

Academic Aptitude

Screening for gifted and talented students will be done yearly in the fall and will include 100% of the population. A minimum of three assessment methods will be used to identify students; at least one objective and one subjective assessment shall be used. If a student meets the criteria in any one of the methods, s/he will be further considered for the program. Tools that may be used include: Standardized test scores: for the purposes of gifted and talented screening, any scores from a national test, such as S.A.T., P.S.A.T., Cog AT 7, STAR Reading, STAR Math, NWEA, Grades for science and social studies., and the Torrance Tests of Creative Thinking etc. may be used.

State testing: for the purposes of gifted and talented screening, any scores in the "meets" and "exceeds the standard" in any subject area on the MEA scores given in grades 4, 8 and 11, will be significant for screening purposes.

Comprehensive local assessment: any scores in the top category of tests given are significant for screening purposes.

Teacher Characteristics questionnaire: these will be passed out to all classroom teachers and collected by the gifted and talented identification committee during the second quarter of the school year. These will be completed by the classroom teacher on all students. Any student who meets the preset criteria will be referred to the next level of the process.

Parents, students and/or community members may request a form to refer a student to the gifted and talented committee for consideration. Students may submit work/presentations for consideration during the screening process.

Student files: all information from the screening and information gathering steps will be kept in a file on the student being screened.

A Teacher K-12 Nomination is done in the fall of three or four subjects

Selection: The selection of students will be reviewed by the gifted and talented identification committee which will consist of: the gifted and talented coordinator, administrator and one representative from each of the three different grade levels. The identification committee will:

1. review the records and information file on all students screened for the program,
2. Collect additional information when appropriate.
3. Select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information.
4. Oversee the annual review of the selection process.
5. Assure that the selection process is equitable.

Placement:

Students that place in the top 5% will be identified to receive services of the gifted and talented program. Once a student has been identified an individual learning plan will be developed in collaboration with the classroom teacher. The parents will be notified of the eligibility of their child for participation in the program, providing them with a description of the program and written parental permission obtained to place the child in the program. The superintendent will be notified of the children selected for the program and provided with a description of the program(s) that will be provided.

The district will maintain records on each child's participation in the gifted and talented program and conduct an annual review of each child's program to evaluate appropriateness of placement and instruction.

The *G/T* Committee will select from the qualifying scores the top 5% of the population. The *G/T* Committee will meet and review of the collected information.

Once *G/T* students are chosen the list will be given to the Superintendent.

Artistic Ability

Screening:

Teacher nomination(s)

Selection:

Student interview
auditions w/ rubric criteria
portfolio review/grades/project reviews

Placement:

The G/T Committee will meet and consider all collected information.
Once G/T students are chosen the list will be given to the Superintendent.

Process for transfer students:

If a transfer student has been identified in a prior district, that student data will be reviewed to determine if the student meets our district's qualifying criterion.

If a transfer student is not identified in a prior district, we will look at transfer students for possible G/T identification.

Parents will be notified of the process.

Exit Procedure:

Exiting of students from GT services is based up on student lack of performance in the program psychological or personal reasons and is finalized by a consultation with parents and teachers. The following steps will be taken: 1. Document and review student's lack of progress. 2. Conference with student, parent and appropriate professional educators. 3. Formal notification to parent.

Process for appeals:

The parents, guardians, or teacher of any student denied inclusion into the gifted and talented program may appeal the identification committee's decision. A sample of an appeal process is as follows:

- a. A parent, guardian, or teacher can appeal the exclusion of the student into the program in writing.
- b. The written appeal will be sent to the teacher of the gifted and talented. The request will be reviewed by the teacher of gifted and talented, visual arts teacher, performing arts teacher and principal.
- c. A meeting will be scheduled with the parent/guardian so that the selection criteria can be shown and discussed.
- d. The identification committee may meet to reconsider eligibility in terms of new test results, additional data and/or student product(s).
- e. The teacher of the gifted and talented may notify the parent/guardian and teacher of the decision made by the identification committee
- f. The parent always have the right to appeal to the superintendent. The super has the final decision.
- g. In the event the student does not qualify for services, the student may be re-evaluated in a year at the request of the parent, Guardian and/or teacher
- h. The parents will be notified throughout the process.

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

Differentiation training will be encouraged for classroom teachers so that they may better meet the needs of the G/T students. This will include courses, conferences, workshops and webinar specific to gifted education. G/T consultant provides support to teachers to benefit g/t students.

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

G/T coordinator collects student nominations, schedules testing, conducts testing, write letters for permission to test, collate test scores, present information to G/T committee, parent notification of selection, list of G/T students to superintendent. Identified students are monitored by the G/T teacher to ensure their individual needs are met. Individual Learning Plan meetings are held annual to look at the programming needs of the student.

The G/T coordinator works directly under the principal/assistant superintendent.

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
Yvette N. Costello	Yes	Teacher	k-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

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

The self-evaluation will consist of:

-student survey, parent survey, teacher input, review of student achievement data to determine progress

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

Our Gifted and Talented has been implemented since 2004. Academic and visual arts program have been in place for some time. This year Music has been initiated. The costs for sheet music for identified students is about \$100.

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)
Yvette N. Costello	\$19,142.55	\$19,142.55
Subtotal	\$19,142.55	\$19,142.55

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Patti Drapeau	\$75.00	\$1624.88
Subtotal	\$75.00	\$1624.88

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$19,142.55	\$19,142.55
Auxiliary Staff		
Independent Contractors	\$75.00	\$1624.88
A. Materials & Supplies		\$221.88
B. Other Allowable Costs	\$35.00	
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$19,252.55	\$20,989.31