

Revised
1/4/16

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:

MSAD #13/ RSU 83

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

Virginia Rebar – Superintendent

Phone number:

207-672-5502

Email address:

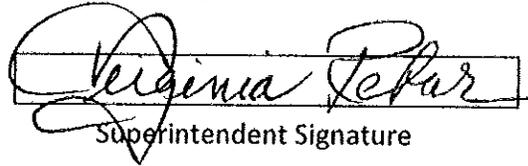
Virginia.rebar@sad13.org

CERTIFICATION:

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

Virginia Rebar

Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review:

9/30/2015

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

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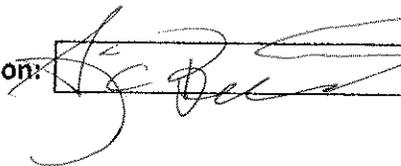
DUE DATE: September 30, 2015

Reviewed By:

Lee Worcester

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization:



Date of Approval:

1/7/16

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:

As part of MSAD #13's commitment to provide each student the necessary skills to become a successful, responsible adult and life-long learner, we recognize there must be a procedure to specifically meet the needs of our gifted students. MSAD #13's LAUNCH (Learning, Aspiring, and Understanding New and Challenging Horizons) Program provides extensions for learning that help each student capitalize upon his/her unique needs, abilities, talents, and interests. A variety of programming options will be considered; including classroom differentiation and mentoring. All instruction is aligned with the current Maine Learning Results.

Arts program philosophy:

As part of MSAD #13's commitment to provide each student the necessary skills to become a successful, responsible adult and life-long learner, we recognize there must be a procedure to specifically meet the needs of our visual and performing arts gifted students. MSAD #13's LAUNCH (Learning, Aspiring, and Understanding New and Challenging Horizons) Program provides extensions for learning that help each student capitalize upon his/her unique needs, abilities, talents, and interests. A variety of programming options will be considered; including classroom differentiation and mentoring. All instruction is aligned with the current Maine Learning Results.

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 MSAD #13 / RSU 83 LAUNCH program for the 2015-2016 school year is designed to meet the needs of students who exhibit qualities of above average ability, creativity, and/or task commitment (highest 5%). Students will be given the opportunity to experience exploratory activities, skill building and independent investigations through the development of personalized learning plans in order to reach

their full intellectual potential based on interests, learning styles, and learning experiences to date. Students will also benefit from curriculum compacting, enrichment clusters, differentiated instruction in the regular classroom, accelerated classes, participation in State and National Contests, as well as field trips. Each school will have their own Gifted and Talented Coordinator to enable effective record keeping and monitoring of student progress regularly. The Coordinators work in conjunction with the Data Team to provide effective PLC planning and implementation of individual student's personalized learning plans. An annual review process is provided for the identification of students.

Arts program abstract:

The 2015-2016 MSAD #13 / RSU 83 gifted and talented arts program is designed to meet the needs of students who demonstrate a high degree (highest 5%) of performance ability in the arts as identified by teacher observation, through auditions, portfolio collections, and audio/video documentation. An annual review process is provided for the identification of students. This program is structured to develop differentiated visual and performing arts education opportunities aligned with the current Maine Learning Results. This is done through a sophisticated process known as the Personalized Learning Plan. Students will be given the opportunity to experience exploratory activities, skill building and independent investigations through the development of personalized learning plans in order to reach their full artistic potential based on interests, learning styles, and learning experiences to date. A team of individuals look at student data including test data, interest inventories, learning styles identification, teacher recommendation, portfolios, performances, and audition assessments. Each school will have their own Gifted and Talented Coordinator to enable effective record keeping and monitoring of student progress regularly. The Coordinators work in conjunction with the Data Team to provide effective PLC planning and implementation of individual students' personalized learning plans.

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

Academics:

Goal 1: To develop and implement comprehensive services for academically gifted students.

Objective 1: provide interdisciplinary coordinated services of gifted education, special education, and related services

Activity 1: Educators in gifted, general, and special education programs collaboratively plan, develop, and implement services designed to meet the needs of our academically gifted students.

Goal 2: To effectively manage comprehensive services for academically gifted students.

Objective 2: To provide for building level GT Coordinators to manage comprehensive services.

Activity 2: Building level GT Coordinators will communicate with parents, students, and staff and engineer the implementation of comprehensive services.

Arts:

Goal 1: To develop and implement comprehensive services for students talented in the visual and performing arts.

Objective 1: Provide interdisciplinary coordinated services of gifted education, special education, and related services student talented in the visual and performing arts.

Activity 1: Educators in gifted, general, and special education programs collaboratively plan, develop, and implement services designed to meet the needs of our students talented in the visual and performing arts.

Goal 2: To effectively manage comprehensive services for student talented in the visual and performing arts.

Objective 2: To provide for building level GT Coordinators to manage comprehensive services student talented in the visual and performing arts.

Activity 2: Building level GT Coordinators will communicate with parents, students, and staff and engineer the implementation of comprehensive services for student talented in the visual and performing arts.

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: All students in all grades, K-12 are screened. This includes teacher, parent, or self-nomination, data analysis from NWEA, Smarter Balanced, PSAT, and MEA. We also administer the Kaufman Brief Intelligence test. Students must score in the top 5% on these measures.

Selection & Placement: Placement: Those students who meet the identification criteria, top 5 %, are placed in the program with parental permission. The program provided is differentiated instruction as determined by a team of individuals at a personalized learning plan session.

Academic Aptitude:

Screening & Selection: All students in all grades, K-12 are screened. This includes teacher, parent, or self-nomination, data analysis from NWEA, Smarter Balanced, PSAT, and MEA. These students are reviewed relative to achievement tests such as the NWEA, Smarter Balanced, PSAT, and MEA. Students must score in the top 5% on these measures.

Placement: Those students who meet the identification criteria, top 5 %, are placed in the program with parental permission. The program provided is differentiated instruction as determined by a team of individuals at a personalized learning plan session.

Artistic Ability:

Screening & Selection: All students are screened (K-12). Teachers of the Visual and Performing Arts have instruction aligned with the Maine Parameters of Essential learning. They have developed rubrics for each of the rubrics of instruction aimed at helping students master these standards. Those students who excel demonstrate the performance skills, creativity skills, and general artistic knowledge necessary to be considered gifted and/or talented. Teachers use taped auditions, portfolio work, videos, and other artifacts to depict levels of

accomplishment in the arts. They also use Joseph S. Renzulli's Scale for rating the Behavioral Characteristics of Superior Students.

Placement: This committee reviews taped auditions, portfolio work, videos, and other artifacts that depict student talent in visual and performing arts. Those students who meet the identification criteria, top 5 %, are placed in the program with parental permission. The program consists of differentiated and supplemental instruction such as attendance at visual and performing arts camps, workshops, museums, competitions and the like. A personalized learning plan is developed by teachers, parents and students.

Process for transfer students:

All new students who enroll are reviewed for educational needs. If a student was in an approved gifted and talented program prior to entry into our District, we consult with the sending District as to some specifics regarding learning pursuits. If a student was not enrolled in such a program, we ask the receiving teacher(s) to nominate or not for our existing program within 45 days of the record review.

Exit Procedure:

Students who qualify are eligible to proceed in the gifted and talented program from one year to another unless a written request for a student to exit the program from the student's classroom teacher, parent/guardian, counselors, or administrator. A formal letter will be written for the parent/guardian and student file outlining reasons the student was exited from the program.

Exiting from the gifted and talented program is based upon a wide variety of criteria including student engagement, psychological or personal reasons, and the exit is done with consultation with both parents and teachers. Prior to exiting the team looks at documentation and review of student progress, conducts a conference with all concerned and a formal notification is conveyed to the parents.

Process for appeals:

The concerned person initiates an appeal in writing to the teacher of the gifted and talented. That teacher may conduct an alternate test. If an achievement test score was low, an alternate achievement test may be administered. The gifted and talented committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products. If the person who brought forth the concern is not satisfied with the decision of the Gifted and Talented Committee concerning identification of the student, the concern may be brought to the attention of the Superintendent of Schools for further consideration.

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

Virginia Rebar, Superintendent, designed and developed the gifted and talented programs in MSAD #11, MSAD #4 and MSAD #13. She has offered workshops for staff on the unique characteristics of gifted and talented students, program models, goals, process steps, identification procedures, and program evaluation. MSAD #13 also supports professional training development in terms of financial support and release time in order to encourage teachers' professional growth. This includes all forms of professional development opportunities.

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

In light of the fact that MSAD #13 does not have a curriculum coordinator or assistant principal our superintendent, Virginia Rebar, oversees the gifted and talented program. In addition, our team including a Gifted and Talented Coordinator from each school, our data manager, and the superintendent contribute to the management of the program.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Virginia Rebar	No	administrator	PK-12	Part time
Wendy Belanger	No	teacher	K-4	Part time
Kattie Sweet	No	teacher	9-12	Part time
Jena Harvey	No	teacher	5-8	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
n/a					

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

We review the student data on all of our assessments both internal and external: DIBELS, AIMSweb, NWEA, Smarter Balanced, MEA, PSAT, and SAT. We have had three students published in a variety of mechanisms. We examine the coordination of the program in terms of productivity at each building and make leadership modifications as necessary. For example, instead of one District Coordinator, we now have one at each building for the 2015-2016 school year. Teachers have recognized that our gifted and talented students can be among the most underserved unless we make concerted efforts to meet their unique needs. We know we need to do more work connecting student identification criteria with personalized learning plan actualization efforts and student work product review. This will be among the top priorities for building coordinators this year.

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

Costs to be incurred to implement this include:

Superintendent's Salary \$3468.00

Professional Development-

Materials and Supplies- PLP Presentation Materials (ie: tri-fold display materials, markers, photographic paper), coding software for computer programming, \$1200

Student Tuition-

Other allowable costs - \$105

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)
Virginia Rebar	\$1734	\$1734
Wendy Belanger		
Jena Harvey		
Kattie Sweet-Shibles		
Subtotal	\$1734	\$1734

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
n/a		
Subtotal		

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

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Instructional Supplies	\$660	Instructional Supplies	\$330
Technology Related Supplies	\$140	Technology Related Supplies	\$70
Subtotal	\$800	Subtotal	\$400

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Mileage for travel to attend GT workshops.	\$70	Mileage for travel to attend GT workshops.	\$35
Subtotal	\$70	Subtotal	\$35

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$1734	\$1734
Auxiliary Staff	n/a	n/a
Independent Contractors	n/a	n/a
A. Materials & Supplies	\$800	\$400
B. Other Allowable Costs	\$70	\$35
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$2604	\$2169