

**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 84/MSAD 14

Name and title of person responsible for gifted and talented program: Dawn Matthews, Gifted and

**Talented Coordinator**

**Phone number: 1-207-448-2260**

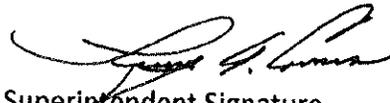
**Email address: dmatthews@eastgrandschool.org**

**CERTIFICATION:**

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

Terry Comeau

Superintendent Name (printed)

  
Superintendent Signature

Date application submitted to Maine DOE for review: 10/26/15 Resubmitted 1/4/16, 2/4/16

**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

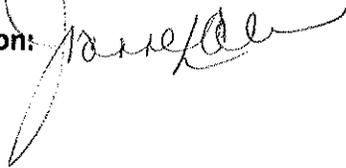
**DUE DATE: September 30, 2015**

Reviewed By:



- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval:

3/3/16

**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:**

Utilizing shared decision-making processes, RSU#84/MSAD#14 forms an educational partnership with parents, business people, educators, students, public officials, and citizens.

We identify children as the center of learning and recognize them as unique individuals with their own learning pace and styles.

RSU#84/MSAD#14 will:

- empower students to be accountable for learning based upon explicit educational goals
- provide a learning environment which uses new and existing technology in a physical setting which is conducive to life-long learning
- promote and reinforce positive social interaction and values by making a variety of cultural experiences available
- provide varied opportunities for students to become involved in community- and school-related activities and to practice positive citizenship skills.

To assure that the needs of gifted and talented students are being met, RSU#84/MSAD#14 shall offer differentiation within the regular classroom, and enriched, accelerated, and/or independent experiences outside of the regular classroom as determined by the individual learners.

**Arts program philosophy:**

Utilizing shared decision-making processes, RSU#84/MSAD#14 forms an educational partnership with parents, business people, educators, students, public officials, and citizens.

We identify children as the center of learning and recognize them as unique individuals with their own learning pace and styles.

RSU#84/MSAD#14 will:

- empower students to be accountable for learning based upon explicit educational goals
- provide a learning environment which uses new and existing technology in a physical setting which is conducive to life-long learning
- promote and reinforce positive social interaction and values by making a variety of cultural experiences available
- provide varied opportunities for students to become involved in community- and school-related activities and to practice positive citizenship skills.

To assure that the needs of gifted and talented art students are being met, RSU#84/MSAD#14 shall offer differentiation within the regular classroom, and enriched, accelerated, and/or independent experiences outside of the regular classroom as determined by the individual learners.

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:**

RSU#84/MSAD#14 is responsible for supporting a learning environment that identifies children who have exceptional ability, aptitude, skill, or creativity in general intellect, specific academics, and visual and performing arts.

RSU#84/MSAD#14 will provide a K-12 half time Gifted and Talented (GT) teacher, or purchase services as needed. All GT students will be scheduled with a regular classroom teacher for ELA, math, social studies and science. The classroom teacher will differentiate the curriculum for identified GT students, who will comprise approximately 5% of the total population of the school. The GT teacher's duties will include not only working alongside classroom teachers to help enrich GT students' learning experiences, but also to assist all GT students' teachers with ideas of how to differentiate instruction in their classrooms. In addition, the GT teacher will be available to enter into the classroom, or to pull students out of their regular classrooms for small group instruction. This is called a push-in/ pull-out approach: the GT teacher "pushes into" the classroom to work with small groups of GT students, or "pulls out" GT students when classroom teachers deem it appropriate, such as for curriculum compacting, enrichment, virtual classes, acceleration, field trips, or for students to interact with special guests. The students will have an opportunity to go beyond the regular course content in scope and complexity. Students who exhaust the courses at East Grand School will be encouraged to take online college courses in addition to independent study course work, supervised by appropriate faculty members.

#### **Arts program abstract:**

Our goal is to provide gifted and talented visual and performing art students with specialized instruction beyond that found in the regular classroom, so that they are challenged at a level consistent with their abilities.

Because we have no performing arts program at our school, students will be provided with the opportunity to work with professional artists, community mentors, online mentors, or attend virtual tours.

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

#### **Academics:**

Goals:

1. To develop comprehensive services for gifted and talented students.
2. To implement and effectively manage comprehensive services for gifted and talented students.

Objectives:

1. To provide coordinated services of gifted education, special education, and regular education.
2. To coordinate gifted and talented education with other related resources.

Activities:

1. Educators in gifted, general, and special education programs plan collaboratively.
2. Educators in gifted, general, and special education programs develop, and implement services collaboratively.

**Arts:**

## Goals:

1. To develop comprehensive services for gifted and talented students.
2. To implement and effectively manage comprehensive services for gifted and talented students.

## Objectives:

1. To provide coordinated services of gifted education, special education, and regular education.
2. To coordinate gifted and talented education with other related resources.

## Activities:

1. Educators in gifted, general, and special education programs plan collaboratively.
2. Educators in gifted, general, and special education programs develop, and implement services collaboratively.

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:

Gifted and Talented students will be identified through an annual screening process, including the following indicators at all grades for general intellectual ability and academic aptitude:

- Teacher referral
- Parent referral
- Student self-referral

and

- CogAT – Cognitive Abilities Test - administered to grades 3 and 6 only

## Selection:

Once a pool of students is identified through the above screening, then each student is assessed using at least one of the following components:

## K-2 Academics

- DRA – Developmental Reading Assessment
- AIMSWeb

## 3-8 Academics

- NWEA
- State Testing

## 9-12

## Academics

- NWEA
- PSAT
- SAT
- State Testing

**Placement:**

At least annually a team of three or more qualified professionals shall select children for placement in the gifted and talented program. The team must consist of an administrator and at least two others such as a building administrator, classroom teacher, teacher of the gifted and talented, director of special services, arts teacher, etc. The team will also review identification criteria to determine if any adjustments need to be made. A list of identified students will be submitted to the superintendent.

**Academic Aptitude:**

Screening: Same as above

Selection: Same as above

Placement: Same as above

**Artistic Ability:**

Screening:

The screening procedure shall include student products, student interview, and teacher referral.

Selection:

A panel (art teachers, GT teachers, Assistant Superintendent, local artisans, or local art patrons) will review the information collected on students who have met the screening criteria. Student portfolios are scored against a district visual arts rubric.

Placement:

Students with a score of 20 or above on the rubric for the portfolio, interview, and teacher recommendation are placed in the GT Visual Arts program. A list of identified students will be submitted to the superintendent.

**Process for transfer students:**

In the event a student transfers from a different district and was previously identified and serviced in that district, RSU 84/MSAD 14 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in RSU 84/MSAD 14 under their local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically reviewed in his/her new district within 45 days of the record review. If the student meets the local criteria then he/she is placed immediately in the gifted and talented program. If not, additional testing may be necessary in order to determine eligibility.

**Exit Procedure:**

1. Students participating in the K-5 program will be reevaluated going into grade 6. In the event the student no longer qualifies for services, this will not be considered exiting the program. The gifted and talented services may be defined in duration in terms of grades K-5 6-8 and 9-12.
2. Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the program from the teacher of the gifted and talented, the parent/guardian, counselors or administrators.
3. Exiting of students from gifted and talented services is based upon multiple criteria, including student performance in the program, psychological, or personal reasons, and is finalized by a consultation with

parents and teachers.

4. Prior to formal exit from the program, the following steps will be followed:
  - a. Document and review student progress
  - b. Conference with student, parent, and other appropriate professional educators
  - c. Notify parent(s) formally

**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 expresses concern regarding the exclusion of the student into the program. The teacher of the gifted and talented will review results of testing and information collected with the concerned person. The teacher of the gifted and talented will compare results and let the concerned person know why the decision was made according to the criteria of the program.
- b. The concerned person initiates an appeal in writing to the teacher of the gifted and talented. The teacher of the gifted and talented may conduct an alternate test. If an achievement test score was low, an alternate achievement test may be administered. If an ability test score was low, an alternate ability test may be administered.
- c. The gifted and talented advisory board or identification committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products.
- d. The teacher of the gifted and talented may notify the parent, guardian, and teacher of the decision made by the advisory or identification committee.
- e. In the event the student does not qualify for services, the student may be reevaluated in a year at the request of the parent, guardian, and/or teacher.

5. Provide a description of the staff development that takes place in order to implement the program(s). In order to implement a successful Gifted and Talented program, teachers and support staff will receive training throughout the year in the following formats:

- Staff meetings
- In-service days
- State and local conferences

Topics of special interest pertaining to Gifted and Talented learners are as follows:

- Differentiation
- Personal learning plans
- Learning styles and interest inventories
- Curriculum compacting

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below. The teacher of the gifted and talented may collect nominations each spring.

The teacher of the gifted and talented may schedule testing for students in the screening pool each fall.

The teacher of the gifted and talented may write letters and ask parents' permission to individually test students each fall.

The administrator may collect test scores and create a matrix for the committee members to review and compare scores.

The administrator may schedule the identification committee meetings.

The administrator may chair GT committee meetings.

The teacher of the gifted and talented may create a schedule to meet with students each fall.

The teacher of the gifted and talented may create a schedule to meet with classroom teachers each fall.

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

<b>Name of Staff</b>	<b>690 Endorsement Yes/No</b>	<b>Teacher or Administrator</b>	<b>Grade level</b>	<b>Indicate Full-Time or Part-Time in GT</b>	
Dawn Matthews	No	Administrator	K-12	PT	
Louise Latvis	No	Administrator	K-12		PT

Indicate the Auxiliary Staff: Educational Technician

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

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

Teacher, parent and student input regarding the Gifted and Talented program is always welcome. Every spring, the RSU#84/MSAD#14 Gifted and Talented Committee shall review and evaluate the program to determine its effectiveness. Teachers, parents and students will be asked to evaluate the program to determine its strengths and weaknesses, and the committee will make revisions to the program as

necessary based on the evaluation survey results.

- a. Distribute a teacher survey each fall
- b. Distribute a student survey each fall
- c. Distribute a parent survey each fall
- d. Receive input from the GT Identification Committee
- e. Review student performance on targeted assessments
- f. Review data used to inform the future direction of the programming

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

Salaries and Benefits

Professional Development for staff

Travel for GT students/chaperones: Mathematical Association of America test(s) in Orono for challenge/enrichment

Instructional Supplies: Drone kit for GT students only

Books: College level for 8th grade student during school day

Dues and Fees: Aroostook GT membership

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 (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Dawn Matthews	\$805	\$805

Subtotal	\$805	\$805
----------	-------	-------

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
-----------------------------	--	---

Subtotal

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

Subtotal

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

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
ALEKS	\$125	ALEKS	\$40
Drone kit	\$185	Math Text Books	\$150
		PSAT	\$25

**Subtotal \$310**

**Subtotal \$215**

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Travel	\$200	Travel	\$200
Dues and Fees Aroostook GT	\$150	Dues and Fees Aroostook GT	\$150
Mathematical Association of America travel to Bangor and meals for GT student and teacher	\$225		

**Subtotal \$575**

**Subtotal \$350**

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
Visual Arts Day	\$250	Tuition	\$250
Problem Solving Day			

Subtotal \$250  
Subtotal \$250

Subtotal \$250  
Subtotal \$250

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

Elementary: Title	Cost	Secondary: Title	Cost
-------------------	------	------------------	------

Subtotal 0

Subtotal 0

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$805	\$805
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials & Supplies	\$310	\$215
B. Other Allowable Costs	\$575	\$350
C. Student Tuition	\$250	\$250
D. Staff Tuition/PD	0	0
Total	\$1,940	\$1,620