

**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 24/RSU 88

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

Phone number: 207.868.2746

Email address: Cbelanger1745@gmail.com

CERTIFICATION:

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

Clayton Belanger
Superintendent Name (printed)

Clayton Belanger
Superintendent Signature

Date application submitted to Maine DOE for review: March 10, 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: [Signature]

Date of Approval: 3/14/16

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:

We believe that some of our students have the natural cognitive capacity to excel in their academic learning beyond what is typically expected of the general student population. We believe it is our responsibility as educators to appropriately challenge these high-performing students. As they progress through their educational program we will ensure these students have access to learning experiences that are engaging, stimulating, and rewarding. It is our belief that these learning experiences must ensure that our GT students are functioning at and beyond their innate learning capacities.

Arts program philosophy:

Very early on in their educational program some of our students demonstrate unusual adroitness in the arts. We believe that these artistic precocities must be appropriately challenged so that these students can further grow in their skills achievement and demonstrated talents. To that end, we strive to develop and implement programming that goes beyond the regular arts curriculum and highly encourage all identified artistically gifted students to take advantage of these unique learning opportunities.

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 identified academically gifted students have access to learning opportunities that go beyond those provided in our regular curriculum. Specifically, at the high school level we have develop and offer math and science courses that target the unique needs of our academically gifted students. The middle school has access to similar learning opportunities in a pull-out reading program taught by a certified GT teacher. They also have opportunities to participate in advanced-level coursework in mathematics taught by certified GT teachers. The needs of academically gifted students in grades 3 to 6 are met through a differentiation model developed by GT-certified teachers in the regular classroom. Grades 3 to 12 students may also participate in the Aroostook Regional Gifted and Talented Program (ARGT) which offers a wide variety of off-campus learning experiences sponsored by the University of Maine at Presque Isle.

Arts program abstract:

Students who have been identified as gifted in the arts are appropriately challenged through engaging learning experiences that are beyond the regular curriculum. For example, identified artistically gifted students receive art instruction from a certified GT teacher in an on-campus pull-out program that requires students to function beyond their existing skills and talents in order to stretch their potential to new heights. They also have the opportunity to participate in an off-campus pull-out program (ARGT) sponsored by the University of Maine at Presque Isle which includes arts-related activities.

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

Academics:

Goal 1: To develop, implement and effectively manage comprehensive services for academically gifted and talented students.

Objective: By designing and implementing coordinated services for academically gifted students.

Activities: Educators who work with academically gifted students collaboratively plan, develop and implement services for these students.

Goal 2: To ensure that program developers take into consideration the unique needs of gifted learners such as the need for self-understanding and that program developers also attend to the cognitive and affective growth needs of these students.

Objective: By designing and implementing services that support gifted learners as they grow in self-knowledge regarding their interests, strengths, identities, and socio emotional development.

Activities: Educators who work with academically gifted student will have a strong foundation of formal knowledge regarding the unique needs and characteristics of academically gifted learners.

Arts:

Goal 1: To develop, implement and effectively manage comprehensive services for artistically gifted and talented students.

Objective: By designing and implementing coordinated services for artistically gifted students that are responsive to their unique needs as learners.

Activities: Educators will apply the theory and research-based models of curriculum, instruction and assessment that respond to the unique needs of artistically gifted students by planning, selecting, adapting, and creating culturally relevant curriculum and using a variety of evidence-based strategies to ensure specific student outcomes.

Goal 2: To ensure that the learning environments of artistically gifted students are designed to be responsive to their unique needs.

Objective: By create learning environments which support the development of personal and social responsibility in artistically gifted students.

Activity: Educators will develop learning opportunities that support growth in personal and social competence and dispositions including self-awareness, self advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

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:

MSAD 24 accepts nominations for GT education services in general intellectual ability academic aptitude and artistic ability from parents, teachers, community members and, in the case of our 9-12 students, self and peers. In addition, standardized assessment results from sources such as NWEA may also be considered.

Selection:

Once a nomination reaches the GT Program Coordinator the GT Selection Committee is assembled to consider the nomination. Additional evidence of giftedness such as classroom performance, actual student products/artifacts/performances, and other available assessment data may be considered in making a determination for inclusion in the GT program. If selected, a letter is sent to the student's parent/guardian informing them that their child qualifies for GT services, what specific services are available to their child, and inviting them to approve the child's participation in the GT program.

Placement:

After receiving parent/guardian approval for participation in the GT program the student's program is amended to enable participation.

Academic Aptitude:

Screening:

MSAD 24 accepts nominations from parents, teachers, community members and, in the case of our 9-12 students, self and peers. In addition, standardized assessment results from sources such as NWEA may also be considered.

Selection:

Once a nomination reaches the GT Program Coordinator the GT Selection Committee is assembled to consider the nomination. Additional evidence of giftedness such as classroom performance, actual student products/artifacts/performances, and other available assessment data may be considered in making a determination for inclusion in the GT program. If selected, a letter is sent to the student's parent/guardian informing them that their child qualifies for GT services, what specific services are available to their child, and inviting them to approve the child's participation in the GT program.

Placement:

After receiving parent/guardian approval for participation in the GT program the student's program is amended to enable participation.

Artistic Ability:

Screening:

MSAD 24 accepts nominations from parents, teachers, community members and, in the case of our 9-12 students, self and peers.

Selection:

Once a nomination reaches the GT Program Coordinator the GT Selection Committee is assembled to consider the nomination. Additional evidence of giftedness such as classroom performance, actual student products/artifacts/performances, and other available assessment data may be considered in making a determination for inclusion in the GT program. If selected, a letter is sent to the student's parent/guardian informing them that their child qualifies for GT services, what specific services are available to their child, and inviting them to approve the child's participation in the GT program.

Placement:

After receiving parent/guardian approval for participation in the GT program the student's program is amended to enable participation.

Process for transfer students:

When a transfer student enrolls in our school system his/her records are screened for possible identification and selection for GT services in the previous educational system. If a transfer student was formerly identified as gifted a careful review of available records will be conducted to determine if the student meets MSAD 24's identification criteria. If the student meets MSAD 24's identification criteria he/she is processed for appropriate placement in the GT program. If the student does not meet MSAD 24's selection criteria the student's teachers are apprised of the student's previous selection and directed to monitor the student to determine if a new nomination to GT services is merited. If it is merited, a new identification, selection and placement protocol is implemented.

Exit Procedure:

Identified GT students receiving support services may exit the GT program at any time as a result of recommendation from the school and/or the student's teacher(s) or a request from the student, and/or the student's parents/guardian. In the event of a school recommendation to exit the student from the GT program

the GT Program Coordinator, the student's teacher(s), the parent/guardian and the student will meet to review the MSAD 24 selection criteria and discuss the reason(s) for such a recommendation. The decision of the GT Program Coordinator will be final and binding. Should the request to leave the GT program come from the student and/or parent guardian, the GT Program Coordinator will convene a meeting with all stake holders to to review the MSAD 24 selection criteria and to discuss the reason(s) for the request. The decision of the GT Program Coordinator will be final and binding. The parents/guardian of each GT student will be notified in writing of the Program Coordinator decision. These requests are handled on a case-by-case basis.

Process for appeals:

Should a prospective GT candidate not be selected for GT programming, the student, parents/guardians, and/or teacher may file an appeal with the GT Coordinator to have the case revisited and discussed in greater depth. The GT Program Coordinator will meet with the GT Selection Committee, the student and parent/guardian, teacher(s) and others having direct interest in the appeal to discuss the appeal in greater depth with particular emphasis on a careful review of MSAD 24's selection criteria. The final decision will be made by the GT Program Coordinator in collaboration with the GT Selection Committee and the student's parent/guardian. This process will be managed on a case-by-case basis. The parent/guardian will be notified in writing the decision of the GT Selection Committee

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

All of our teachers have received training in differentiating instructional and assessment practices in the regular classroom in order to better serve each individual student. All teachers who work directly or solely with identified GT students have already participated in the series of course work that has lead them to an endorsement as a GT teacher. When teachers are assigned GT students, they are thoroughly briefed on the specific needs of each GT student so that instructional and assessment practices may best align with the individual needs of these students.

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

Our GT program is staffed by teachers who are GT-certified and currently employed by our school system. GT teachers report directly to the school principal who is responsible for instructional supervision of all MSAD 24 educational programs. Auxiliary support staffing is provided by the University of Maine at Presque Isle and the Limestone Community High School through the ARGT program at no cost to the district.

Program planning is developed by assigned GT teachers at the local level and also in collaboration with the Aroostook Regional GT consortium. Program management is overseen by our GT Program Coordinator in collaboration with the GT Selection Committee as appropriate.

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

Hollis Mark Smith	Yes	Teacher	9-12	Part-time
Tammy Roy	Yes	Teacher	9-12	Part-time
Susan Lajoie	Yes	Teacher	7-8 and 9-12	Part-time
Marlene Ouellette	Yes	Teacher	3-8 and 9-12	Part-time
Steve Giangiordano	Yes	Teacher	9-12	Part-time
Janice Lapointe	Yes	Teacher	3	Full-time
Leah Levasseur	Yes	Teacher	5	Full-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
None					

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

Annually, in the spring, the GT Program Coordinator meets with the GT Program Committee (which is also the GT Program Selection Committee) to review the effectiveness of the most recent GT program. During this meeting, members are asked to provide observations, comments and suggestions that are actionable and will lead to an improved GT program. In addition, all available assessment data and products will be reviewed and considered when determining the effectiveness of our GT program. Improvement changes are made based on these conversations, product reviews and data analyses.

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

All costs associated with our GT program will fund GT program instructional staffing, an independent contractor, elementary and secondary classroom materials/supplies such as various art and laboratory supplies/materials, student texts and supporting resource books, program coordinator, student tuition for participation in the Aroostook Regional GT Program.

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)
Steve Giangiordano	0	9,151.78
Tammy Roy	0	12,634.15
Hollis Smith	0	14,076.95
Sue Lajoie	3,158.54	9,475.61
Marlene Ouellette	3,392.50	10,177.48
Janice Lapointe	0	0
Leah Levasseur	0	0

Subtotal	6,551.04	55,515.97
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Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Clayton Belanger	8,000	8,000
Subtotals	8,000	8,000

Please list individual product names and costs associated with the district's gifted and talented program(s). We purchase our classroom materials and supplies from the following vendors:

1. School Specialty, Inc., 32656 Collection Center Dr., Chicago, IL 60693-0656 2
2. Amazon.com,, SYNCB/AMAZON, P. O. Box 530958, Atalanta, GA 30353-0958 3
3. BMI Educational Services, Inc., P. O. Box 800, Dayton, NJ 08810-0800 4
4. Really Good Stuff, Inc. P. O. Box 386, Botsford, CT 06404-0386 5
5. The Instrumental Awards, 660 Charlotte St. #1, Punta Gorda, FL 33950 6
6. Creative Educational Services, P. O. Box 973, Nipomo, CA 93444

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Subtotal	0	Subtotal	0

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
None		None	
Subtotal	0	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Aroostook Regional GT Program	4,000	Aroostook Regional GT Program	4,000
Subtotal	4,000	Subtotal	4,000

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
	0		0
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	6,551	55,515.97
Auxiliary Staff	0	0
Independent Contractors	8,000	8,000
A. Materials & Supplies	0	0
B. Other Allowable Costs	0	0
C. Student Tuition	4,000	4,000
D. Staff Tuition/PD	0	0
Total	18,551	67,515.97