

**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: RSU 9 Mt Blue Regional School District

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

Deborah R Hiltz Coordinator/ Teacher

Phone number:

207 778 3529

Email address:

dhiltz@mtbluersd.org

CERTIFICATION:

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

Superintendent Name (printed)

Dr. Thomas J. Ward

Superintendent Signature

Dr. Thomas J. Ward

Date application submitted to Maine DOE for review:

April 5, 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:

Jessica Allen

Date of Approval:

4/8/16

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:

RSU 9, Mt Blue Regional School District is committed to providing a safe, nurturing, and accepting environment where students can explore and develop their creative and intellectual abilities. We shall educate students, promote their self-esteem, and encourage them to achieve their maximum potential. Students will demonstrate the ability to solve problems and to be self-directed lifelong learners. As productive members of our society students will demonstrate compassion and ethical judgment.

The RSU 9 G.A.T.E. Gifted and Talented Education/ Differentiated Curriculum Program is an integral component of the RSU 9 Educational Program. G.A.T.E. is designed to serve students K-12 who excel or have the potential to excel beyond their age peers.

We believe that every child who comes to school has the right to grow and learn and have their educational needs met. All students need to be provided with challenges, learn to take appropriate educational risks and develop the ability to persist when faced with challenging tasks.

Gifted students require specialized instruction and differentiation to meet their educational needs. Their programming needs to be responsive, flexible, allow for choice and be sensitive to their social/emotional as well as academic and artistic needs. They require a higher degree of difficulty, adjustments to pace, increased depth and breadth, as well as a higher degree of difficulty with process and product that are more complex and more developed than is appropriate for non-gifted same aged peers. Gifted education should respond to the needs of the gifted learners.

Identified students grades K-12 will have their needs met by providing this specialized curricula designed to meet their needs. Students will be provided with a variety of program models, instructional strategies and materials, in lieu of the regular curricula.

G.A.T.E. will use instructional settings appropriate to a student's developmental and intellectual needs. The development of Personalized Learning Plans (PLP) will guide discussion and decisions about each identified student's needs.

Arts program philosophy:

Mt Blue RSD and its GATE program also recognize that gifted and talented students in the Arts also have unique skills and abilities that require opportunities to realize their potential and develop and utilize that potential and talent in productive ways. Gifted student "artists" excel beyond their peers and have the ability to perform and achieve at exceptional levels. RSU 9 will identify these students and provide them with specialized and challenging instruction using available enrichment activities, programming options and acceleration.

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 GATE Gifted and Talented Education /Differentiated Curriculum Program is divided into four components by age and school distribution: K-2, 3-5, 6-8, and 9-12. Each of these components are structured differently to better meet the developmental, academic, social and emotional needs of the identified students. Based on the needs of these identified students any and all programming options based on best practice will be considered.

K-2

Pull out groups in Math and Reading /Language Arts which may integrate Science and Social Studies, Art , Drama as determined by skill set and needs of the students.

Critical and creative thinking skills groups.

Consultation and support for classroom teachers.

Specialized materials, curriculum and activities.

Technology use and online courses or programs.

Differentiation strategies such as compacting, acceleration, depth and breadth and increased complexity of process and product.

Social and emotional interventions.

Cluster grouping is encouraged (though not always practiced.)
Ability grouping for some in class teaching.
Parent support through conferences, email phone and website.

3-5

Advanced math and ELA Topic pull out groups.
Integration of other areas into existing groups (STEM, Art etc)
Curriculum compacting.
Consultation with teachers and curriculum support.
Specialized online math program - ALEKS.
Specialized advanced topic groups.
Critical and creative thinking groups/lessons.
Cluster grouping is encouraged (though not always practiced.)
Ability grouping for some in class teaching.
Parent support through conferences, email, phone and website.

6-8

Online programs for advanced learning.
Cluster grouping and classroom differentiation support and consultation.
Advanced math and language arts groups.
Students bussed to HS for advanced math.
Advisor group - GT students with GT teacher to address social and emotional needs, goal setting and other topics.
Advanced topics as needed.
Parent support through conferences, email, phone and website.
Information and opportunities for advanced contests and testing.

9-12

This is being piloted
Use of a PLP to set goals, choose appropriate courses, and resolve academic issues.
A staff advocate to help arrange mentors, meetings with teachers to support them in challenging students through appropriately differentiated curricula.

All Grades

MT BLUE REGIONAL SCHOOL DISTRICT G.A.T.E

GIFTED AND TALENTED PROGRAM OPTIONS

Each of the following is recognized by MT BLUE RSD as a valid program option that may be considered in developing specialized learning plans for gifted students. However, the choice of any particular program option may be influenced by such factors as:

1. The area and degree of giftedness in the student.
2. The age, emotional maturity and social skills of the student.
3. The parameters of the subject areas identified.

SMALL GROUP PULL OUT

Students are placed in small groups in identified academic areas and provided with lessons and activities to provide appropriate depth, breadth and challenge.

ACCELERATION

Adjustments can be made in pacing of student progress through the curriculum. Such adjustments will be specified in the student(s) Individual Learning Plan (ILP). (ILP piloted 2015)

COMPACTING

Some material may be condensed or eliminated in a student's Learning Plan if the student has shown mastery in a particular area of the regular curriculum. Mastery should be documented.

DIFFERENTIATED CURRICULUM

Learning experiences may be modified in the areas of content, process and/or product. Such modifications will be specified in the student(s) Individual Learning Plan (ILP).

ENRICHMENT

Activities may be developed to broaden or extend student experiences beyond that which is offered in

the regular curriculum.

GUIDANCE

Social/emotional needs of students may be met on a group or individual basis by guidance counselors, teachers, or other appropriate staff members.

HOMOGENEOUS GROUPING

Student(s) can be grouped by ability and need within the regular classroom or in pull-out situations.

INDEPENDENT STUDY

Students will be encouraged to work in depth in areas of special interest under the supervision of a teacher or other appropriate staff.

MENTORSHIP

Arrangements can be made to match a student with a person who has a specialized background in the student's particular area of interest.

MINI-COURSES

A specialist may provide an in-depth course within a building based on student strengths or needs.

CURRICULAR

Voluntary participation in outside activities is encouraged and supported by the G/T program.

Potential Specially Designed Instruction for Gifted Students

Provide opportunities for alternative assignments

Facilitate learning in a variety of settings

Use a variety of grouping procedures such as cluster grouping, flexible grouping and ability grouping

Use of Socratic Method for instruction

Offer accelerated instruction (by lesson, unit) through effective use of (pre and post) assessment(s)

Integrate technology and the curriculum

Provide for participation in advanced courses or college placement with differentiation for the students who are gifted

Communicate homework expectations to parents

Offer opportunities to advance through levels—dually or concurrently

Assign homework that is challenging and reflective, not lengthy

Provide internship or shadowing experiences (this is an example of SDI that may not align with a particular subject or teacher)

Identify student's interest for compacting and substituting work

Offer enriched curriculum courses (tasks are more complex, independent, abstract and multifaceted)

Provide alternative assignments in place of course work

Allow for rapid pacing and acquisition

Provide managerial assistance for students to reach goals

Provide challenge and require complex responses

Provide methodological assistance for research and investigation

Employ professional standards for end products

Provide learning opportunities with other talented and gifted peers

Utilize basic skill and content area curriculum compacting

Investigate real problems and solutions

Study major issues, themes and concepts

Provide opportunities to emphasize leadership abilities

Provide learning seminars and enrichment programs (multi-thematic units)

Modify content, process or product

Provide independent study opportunities through learning contracts with clearly defined outcomes

Provide student choice with clearly defined outcomes

Provide opportunities for service learning/community projects

Provide student with a variety of presentation options

Offer Advanced placement or honors course with differentiation for gifted students

Provide opportunities for on-line or distance learning

Facilitate problems-based or inquiry learning

Consider the pros and cons of a specific career choice

Pair direct instruction with coaching to promote self-directed learning

Provide for opportunities to test out of an entire course for credit

Offer weighted systems of grading

Use grade on compacted curriculum to supplant regular classroom grades when testing out of a unit

Provide credit for prior learning/acquisition of information or skills

Arts program abstract:

We are currently working on the VPA program in entirety from Screening and identification to programming for identified students . We have the goal of making the program more individualized. For now differentiation and enrichment are mainly what we offer. This has been done by the non GT teaching staff.

As with the programming for students identified for general and specific intellectual ability, programs for those identified in the visual and performing arts will be divided into four components: grades K-2, 3-5, 7-8, and 9-12.

Art

All elementary students, beginning in kindergarten, have weekly art classes that explore a wide variety of media. In grades 7 and 8, students have art 60 minutes every other day for half the year. At the high school, twenty-two semester long classes are offered yearly and include portfolio preparation and graphic arts. In addition students may set up a display featuring their artwork during the yearly show.

All teacher-specialists regularly differentiate lessons to meet the individual needs of students. Art shows, open to the public, are held in schools each year. Projects that integrate subject areas in the regular classroom with art are common and displays of student work can be found in all schools throughout the year.

Music

In grades K-2, all students participate in weekly music classes. Students in grade 3 divide their year between general music and introduction to strings.

In grades 3-5, students continue once weekly music classes. Students in grade 3 divide their year between general music and introduction to strings. In grade 4, students have the option of taking small group instruction in a stringed instrument. Lessons are once weekly for 30 minutes with a 40 minute once-weekly orchestra rehearsal. Small group instruction in band instruments is offered beginning at grade 5. Lessons are once weekly with a 40 minute full band rehearsal each week. Also beginning at grade 5, students may join chorus which meets once weekly for 40 minutes. Each ensemble

holds three concerts throughout the year where teacher-specialists are able to showcase the talents of exceptional students.

In grades 6-8

Band, chorus, and orchestra meet every other day for 40 minutes throughout the year with small group instruction once-weekly. In addition, students may try out for Show Choir, Middle School Fiddlers, or the high school jazz band.

In grades 9-12, students may continue to join the band, chorus or orchestra which meet every other day for 40 minutes. A full year music theory course is offered as is a half year music appreciation course. Students may also choose to audition for the biyearly musical or the following performance ensembles: Jazz Band, Syncopations, Mount Blue Voices, and/or the Franklin County Fiddlers. Gifted musicians may also be nominated for the yearly District 4 and/or Kvac music festivals (grades 5-12).

It is expected that, because of the district's renowned visual and performing arts programs (all taught by professionals and touted as a selling point in the Franklin County Chamber of Commerce website), community opportunities (Community Orchestra, Band and Chorus, Sandy River Players, Foothills Arts), and the results of a trial run of the screening procedure last year, greater than 5% of the district population will be identified. After meeting with both the art and music specialists, the criteria in our screening document were revised to help us identify the truly exceptional.

Identified students will be challenged to develop their abilities and potential through programming geared to their specific developmental and instructional needs as outlined in their PLP (Personalized Learning Plan). The bulk of this programming will take place in the regular art and music classes. Most teacher-specialists work in multiple schools and any free time is spent in travel. Students will be monitored by the program coordinator/teacher whose duties will include:

- consulting with classroom teachers and supporting with time and materials so they will be able to integrate art and/or music into the regular classroom curricula when appropriate
- consulting with teacher-specialists who, when able, will differentiate in the regular program and provide additional instructional time when they are

able

- notifying students of programs/exhibits of interest that are available in the area
- arranging for visiting professionals
- working with individuals, small groups, or whole classes on special projects when appropriate

Selection committees have been formed in the area of music and art.

The district has no curriculum of study in the dramatic arts.

There are play productions and an improv group.

The district has nor formal dance instruction. Private lessons are available in the community.

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

Academics:

Goals:

The RSU 9 GATE program uses curriculum that complies with the State Standards (Common Core State Standards).

The goals for each program component K-12 are to provide gifted students with educational experiences that meet their needs, help them to grow and learn, help them become confident risk takers, creative thinkers and problem solvers who develop a love for learning and can participate , successfully in society as productive happy and contributing members.

Goals Breakdown/ objectives

To provide gifted students with educational experiences that meet their diverse needs.

- Provide challenging lessons and activities and programs of study with opportunities for learning and growth.
- Promote and teach critical and creative thinking and reasoning skills and abilities through practice.
- Develop and expand thinking skills through problem solving, experiential

- learning, hands on activities, and advanced/ higher level questioning techniques.
- Provide responsive, developmentally appropriate and flexible educational experiences that consider student choice, interest, and provide rigor, complexity and depth.
- Utilize differentiated strategies for learning. Including 1) content, 2) process, 3) product, and 4) learning environment.
- Develop 21st Century skills including use of available technology and online learning
- Build /extend cognitive language skills.
- Provide lessons and activities that address social and emotional needs, creativity and critical and creative thinking.

Activity

All Educators in RSU9 will work together to plan, develop and implement strategies for identified gifted students that address academic, intellectual, social and emotional and critical and creative thinking development.

Arts:

Goals: Provide Gifted Arts student with programming that allows for their personal growth to enrich their experiences and guide their artistic development.

Objectives :

Provide Identified Arts students with a program that encourages them to pursue excellence in their area of giftedness.

Provide enriching activities and experiences that go beyond what is being provided for same age non gifted peers.

Provide ID students with experiences that promote growth demonstrated through highly developed product /process and performance.

Guide students to recognize and celebrate their giftedness and identify with like same age peers through artistic experiences that promote self esteem, social emotional growth and confidence.

Provide students with opportunities to grow creatively, through mentorship, creative problem solving and challenging instruction in the arts based on individual needs.

Activities: All educators in RSU9 will plan, create, and implement services that address the needs of students Identified as gifted in the 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:

RSU 9 Mt Blue Regional School District will identify students with superior intellectual ability or specific academic aptitude in grades K-12 using multiple and specific criteria.

Teacher checklists, parent recommendations, peer recommendations and observations are a first step. Each fall collected data is reviewed by the GT coordinator and the GT committee. Students are selected from data and recommendations to move to the next step in the screening process.

This second step involves using multiple measures and is an individualized process based on the amount of available data.

A file review is done on the students academic records file. A record sheet is used to record report card information and past testing results.

Available testing results NWEA, NECAP, Path Driver, DNA, DRA etc. are recorded.

Selected student are then assessed by the GT coordinator or GT teachers using a minimum of three measures: one on one diagnostic tests/interviews, GT developed informal assessments, SIGS Scales for Identifying Gifted Students, Renzullii scales, CogAt, SAGES will be used to assist with gaining further data for programing and as an alternative additional assessment in the appeals process

K-2

checklist

recommendations (teacher, peer, parent)

teacher observations

Available local assessments (DNA, DRA,)

diagnostic test/ interviews

rating scales

report card (exceeds standard)

CogAt

3-5

same as above

6-8

Same as above

At 6th and 8th grade NWEA

Algebra placement test scores

SAT scores

Other available testing achievement/local etc.

If children have had full scale Psychological then we look at the results. We do not have funding or staffing to administer these tests.

Selection:

CogAt is given to students who have been screened and chosen for further testing.

SAGES 2 is an alternative test to assist with programming or follow up in the appeals process.

Scores, checklists, observations, rating scales and all available data are gathered and reviewed by The selection committee (Currently consists of GT coordinator, GT teachers with input from teachers, parents and building principles.)

Placement:

Scores are analyzed as well as teacher nomination forms. Students who meet all the identification requirements are placed in the program. Those who meet two of the three criteria are reviewed more closely and may require further assessment.

The team/committee decides on appropriate services/placement and programming for the individuals identified as gifted.

Placement is individualized based on the need and available staffing and resources. See available programming options.

Qualified students may continue in the program from one year to the next. They may also be exited from the program based on multiple criteria discussed in the section on exiting.

A minimum of 3 measures indicating giftedness are required

Academic Aptitude:

Screening: Same as above. We do not have any specific subject area achievement tests that we give to students in this district. The NWEA used to be given in grade 2. We do look at NWEA scores in 6th and 8th grade. Teacher recommendation is used for

Science and Social Studies . We will also have Rating Scales and SAGES 2 for further assessment in specific areas including science and social studies.

Selection: same as selection for intellectual ability.

Placement:

A minimum of 3 measures indicating giftedness are required

Individualized based on needs, staffing and resources. See programming options

Artistic Ability:

Screening: Observation , checklists, performance evaluations and products. Evaluations by Music and Art teachers and specialists.

The following is taken from the DOE website and will help guide our process as we take a new look at our GT arts program component. We have a program in place. We are working to make improvements.

“The identification team, under policies adopted by the school board, and approved by the superintendent, shall establish a process for the identification of children for the gifted and talented arts program for each school in their school administrative district. Each school unit shall conduct an initial screening and, thereafter, an annual review of the K-12 school population to insure that all children have an equal opportunity to be considered for selection and placement in the gifted and talented program.” “Screening procedures shall be appropriate to the developmental characteristics of elementary and secondary school children and to the abilities being identified.

Each school unit shall establish a procedure that uses a minimum of three assessment methods in which gifted and talented children are identified for visual and performing arts.” “For Artistic Ability: The screening procedure shall include three measures that may be chosen from but are not limited to the following:

1. Pupil products,such as auditions, portfolios, works-in-progress, performance
- 2.Pupil interview
3. Teacher referral

Selection: Annually, a team of at least three qualified professionals shall select children for placement in the gifted and talented program.

“The responsibilities of this selection team are as follows:

1. Review the information collected on children who have met the screening criteria.
- 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:”Selected children shall be appropriately placed in a gifted and talented arts program. The identification team, under policies adopted by the school board, and approved by the superintendent, shall establish procedures to accomplish the following:

1. Assure collaboration between the regular (*arts*) classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.

2. Notify the superintendent of the children selected for the program.

3. Provide superintendent a description of the program(s) that will be provided.

4. Notify parents of the eligibility of their child for participation in the program and obtain written parental permission to place the child in the program.

5. Maintain records on each child’s participation in the gifted and talented program.

6. Conduct an annual review of each child’s program to evaluate appropriateness of placement and instruction.

<http://www.maine.gov/doe/arts/documents/gtbooklet.pdf>

Process for transfer students:

When student enters our district their file is screened by a local secretary. If there is information in the file that indicates that the student was identified or received services in a gifted program the GT coordinator and the GT teacher will work to gather more information about that student. A file review will be conducted. The previous school may be contacted through emails and phone calls. The student may be interviewed to determine past programming. The parents may be contacted for additional information.

The current classroom teacher will be consulted as to the performance and progress of the student to determine need. A full screening including informal assessments , rating scales , diagnostic interviews and formal testing may be given as a part of the district’s screening process before admittance into RSU 9 GT program. Qualifying scores from

other districts are considered, but are not a guarantee for placement in RSU 9's GT program.

After a thorough screening the data will be presented to the selection committee for a final determination.

Gifted programs are designed to serve the top 3-5% of their districts population. Being identified in another school district is not a guarantee of admittance into RSU 9's program.

As in every situation with students in RSU 9 best placement and appropriate services for the individual student will guide decisions. Placement in GT programming is flexible and responsive to the needs of the student based on available resources and staffing.

Exit Procedure:

Every year student data and performance are reviewed by the GT staff/ coordinator/ selection committee. Discussions about students needs and programming will take place in regards to appropriate services and placement for individual students. Best practices, individual needs and available programming will drive decision that are made. If for some reason it is decided that an Identified student is not best served in the program they can/may be removed.

Criteria include:

- performance in the program
- personal reasons
- psychological reasons

Before removal from the program the GT teacher/coordinator will contact the parent and discuss the reason for the change. If the child is at an appropriate age changes may also be discussed with them. The ultimate goal is to meet the needs of the student and provide them with the most appropriate educational experience/setting.

Parents/guardians and students may also request dismissal from the program. This may be done by contacting the student's GT teacher or the GT coordinator and

submitting the request in writing.

Once exited from the program students must be re-screened for re-admittance.

Process for appeals:

A parent or student may appeal any final decision made by the selection committee regarding selection for or removal from the GATE /Differentiated Curriculum program. This appeal should be made in writing and submitted to the selection committee via the GT coordinator.

The committee will review the request and prepare a plan to discuss the request or reassess the status of the student.

A final report /plan will be shared with the person appealing, based on the findings of the committee.

If parents do not agree with the the Committees determination they may request further testing. After this is done and the results are shared the Committee will make it's final determination. Parents will be informed in writing.

A wait time of one year must be observed before the parent may request consideration for the identification of their student/child again. Parents may also pursue private testing to aid in identification, at their own expense.

If additional testing is needed an appropriate wait time should be observed appropriate to the kind of test given.

For a cognitive ability test the wait time should be at least 1 year. An alternate test is also available.

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

The Mt Blue Regional School District is currently Piloting Marzano iObservation evaluations. Selected teachers including the GT staff have been trained and have selected goals to work on. Gt staff include in their goals choices to improve their teaching skills for working with Gifted students. The process was started last year. It is a way to document teacher growth and improvement with specific district directed and teacher selected goals.

The GT staff meets regularly during LAW (Late Arrival Wednesday) to work on program goals.

Current staff have taken courses in gifted education each year through accredited universities. The two new staff have completed the required courses for the GT endorsement before the Sept 15 deadline..

All GT staff attend the annual MEGAT conference and mentoring workshops put on by the Mine Department of Education. These provide networking experiences as well as current best practices in gifted education.

The GT staff also subscribe to periodicals and publications that keep us up to date on current trends and issues in gifted education.

Our website ,which is in development stages, should be completed by the end of October. It will be a way that we will share information with teaching staff, administrators, parents and students.

Staff with regular classroom certification will continue to be encouraged to work towards GT certification, through online courses, summer institutes MEGAT and college courses.

Individual and small group mentoring with regards to gifted evaluation will happen both informally and formally.

A school board presentation will take place This year to inform the members of the current board about what we do and what we need to do better. State requirements and compliance will be discussed.

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

Staffing and Management

The RSU 9 (Gifted and Talented/Differentiated Curriculum Program, GATE) currently consists of the following staff.

1. The program coordinator K-12 / GT teacher K-2 (full time)
2. An elementary GT teacher 3-5 (full time)
3. A middle school teacher 6-8 (part time)

Coordinator /Teacher:

Supervise the entire program.

Budget, subsidy, checklists and data collection and compilation, compliance issues, program development, implementation and evaluation and improvement, curriculum, file reviews and screening, testing, test evaluation reports, differentiation and consultation.

Maintain website, parent letters, records. Run committee meetings for identification and program evaluation. Public relations, parent meetings, 504, PET, conferencing on identified students. Teach a PD course on differentiation

LAW for GT staff development. Assist new GT staff. Attend staff development. Oversee VPA identification and programming. Do all secretarial work- filing, typing etc, mailings, parent communication. Advocate for the needs of Gifted students both educationally and socially and emotionally.

Teach students K-2 subject area groups, thinking skills groups. Push in, Teacher consult and all other GT teacher duties and responsibilities.

GT Teacher 3-5

Will work with Elementary school, staff, identified students and parents of identified students.

Will teach groups for identified students in identified areas of need.

(math, ELA-Read, Thinking skills, other)

Will Provide Consultation, Differentiation, Testing and other program services as allowed/needed.

GT Teacher (80%)

Will work with Middle School staff, teachers, identified students and their parents.

Will teach students in subjects as needed (math, ELA, other)

Will provide consultation, differentiation, testing and other program services as needed and appropriate.

The program coordinator/teacher will be supervised by and work with the assistant superintendent coordinator/curriculum coordinator.

Teacher observations of itinerant GT teachers will be done by the 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
Deborah R Hiltz	yes	Coordinator/teacher	K-12/ K-2	FT
Sarah Reynolds	yes	teacher	3-5	FT
Andrea Keirstead 80%	yes	teacher	6-8	PT

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.

Mt Blue RSU 9 GT coordinator and administrators are currently in the process of re-evaluating and developing an improved program evaluation procedure. With a new coordinator a new committee is being formed for program evaluation. The Coordinator is meeting with building principals in the month of October to begin task 1 and Task 2. Our current evaluation system is in place, but needs to involve more stake holders.

We currently evaluate the program by reviewing data both objective and subjective. Data is stored and available in a district electronic data base. Student data and progress is monitored and growth recorded. Staff, student and parent interviews have provided subjective data. Feelings and opinions by these individuals are considered as program changes are developed and implemented.

The goal

Collection of data from multiple sources to help decision makers , make informed judgements about the effectiveness of the services offered to students. Both summative and formative data will be collected to discover the strengths and weaknesses in the program that contribute to it's effectiveness as well as judgements about the merit or worth of the program. It order to decide what should be modified, changed or eliminated.

Task 1

Identification of key stakeholders

- parents of GT students
- GT students
- GT teachers and coordinator
- curriculum coordinator
- superintendent
- classroom teachers
- building principals
- other parents

- school board

Task 2

create evaluation plan

GT coordinator (preferably with the input from other stakeholders) will create open ended surveys to distribute to parents, students, classroom teachers, building principals to help identify areas of concern.

Task 3

review of data

Members of the committee review survey results and other data and make a list of concerns.

Members should create a follow up plan to address concerns.

(At this time the GT coordinator is the only one involved in program evaluation. Goal for this year is to find people will to serve on this committee. Evaluation needs to be a team responsibility.)

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

The cost for our program is aligned with MEDEMS

Professional staff
Auxiliary staff
Contractors – name
Educational materials/supply
Student tuitions:
Professional development

All cost specific to gifted and talented and itemized below for this years application.

SAGES to be used for identified students when we need further data to assist with programming.

Travel - in district travel, school to school by GT staff. We have a large district. I work in

Allowable Costs 2015-2016 RSU 9 G.A.T.E. Program

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Deborah Hiltz	40,047	8,465
Sarah Reynolds	57,874	
Andrea Keirstead 80% GT	42,101	
all elementary and sec	140,022	8,465
	140,022	8,465

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)

Allowable Costs 2015-2016 RSU 9 G.A.T.E. Program

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140,022

8,465

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)

Elementary: material Supply name	cost	Secondary:Material/S upply name	cost
Creative Kids Mag	199.60	Imagine Mag	30.00
P.E.T.S 3 w/cd	29.95	Descartes' Cove	150.00
Define and Design	9.95	Curiosita Book HD CD	59.90
Mesmerizing Math puzzle's	14.95	ShapeOmetry	19.99
Invitation to Invent	89.00	Hobbit replacement book	8.99
Acid Acid Everywhere	89.00	BT- The Total Tragedy of a Girl Named Hamlet	50.33
Jacob ladder Read Comp 2	27.66	The Inimitable Jeyes	100.42
Snake Oil -creative product	19.99	BT- Out of Shadows	79.50
Word around -Mensa	12.99		
7 ate 9 - Algebra	19.99		
Chocolate Fix deductive logic	19.99		
Squint-geometry	24.99		
BT IDA B	50.33		
BT The Mysterious Benedict Society	42.82		
BT The View From Saturday	50.33		
BT Surviving The AppleWhites	50.33		
Animal Populations Bio/math	89.00		
Kit Acid Acid	89.00		

Subtotals	929.87		499.13
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1429.00

Other allowable costs Elementary	cost	Secondary	cost
SAGES 2	360.00		
Travel staff	1000.00		300.00
math days travel/student	200.00		
Subtotal	1560.00	Subtotal	300.00

1860.00

See # 8

Student Tuition elementary			Secondary Tuition
ALEKS	1294.00		
Renzulli Go Quest	500.00		
JHU Algebra II			1943.00
subtotal	1794.00		1943.00

3737.00

Staff Tuition/Professional Development Title	Elementary Cost	Title	Secondary Cost
MEGAT	225.00	MEGAT	75.00
NAGC dues	119.00		
subtotal	344.00	subtotal	75.00

419.00

Grand Total 155,932

G.A.T.E Gifted and Talented Education Program

(Differentiated Curriculum)

Allowable Cost

Budget Breakdown 2015-2016

Professional Wages and benefits/ retirement

Elementary 140,022 Secondary 8,465

Materials and Supplies

Elementary 929.87 Secondary 499.13

total 1429.00

Other Allowable

Elementary 1560.00 Secondary 300.00

total 1860.00

Staff Tuition Professional development

Elementary 344.00 Secondary 75.00

total 419.00

Student Tuition

Elementary 1794.00 Secondary 1943.00

total 3737.00

Grand Total \$155,932.00