

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

f 13

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

Bernie Flynn, Curriculum Coordinator

Phone number:

207-324-2810

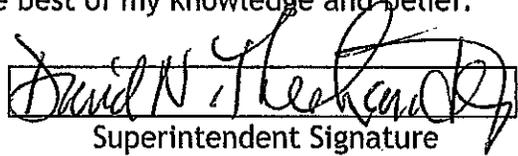
Email address:

bflynn@sanford.org

CERTIFICATION:

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

David Theoharides


Superintendent Signature

Date application submitted to Maine DOE for review:

September 28, 2015

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
2015

DUE DATE: September 30, 2015

Reviewed By Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization 

Date of App 12/9/15

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:

Mission: The mission of the Sanford Gifted and Talented program is to optimize the educational experience of gifted and highly able students in order to assist them in reaching their academic potential.

Philosophy: All Sanford/Springvale students deserve a challenging and enriching educational program. Recognizing that some students have the potential to achieve far beyond their peers, differentiated instruction in the academic areas shall be provided to students who have been identified as gifted in accordance with the requirements of State law. Some students do not reach their potential because of unmet academic, social, or emotional needs and require additional programming or intervention. These interventions are designed for individual students based on their unique needs. All teachers are expected to differentiate instruction to meet the individual needs of their students with support of the of the GT staff. GT staff may meet with individual or groups of students when it is determined that their needs cannot be met through differentiation alone. Specialized programming for identified students is aligned to the Maine Learning Results, offered during the school day, and is in lieu of programming offered to other students at the same grade level. Since the measurement of giftedness can be imprecise, highly able students who have not been formally identified as "gifted" may be included in such programming when available and appropriate; and fall within the 10% allowance defined in Chapter 104.

Arts program philosophy:

Mission: The mission of the Sanford Gifted and Talented program is to optimize the educational experience of gifted and highly able students in order to assist them in reaching their artistic potential.

Philosophy: All Sanford/Springvale students deserve a challenging and enriching Arts program. Recognizing that some students have the potential to achieve far beyond their peers, differentiated instruction in the areas of visual and performing arts shall be provided to students who have been identified as gifted in accordance with the requirements of State law. Teachers of the Arts are expected to differentiate instruction to meet the individual needs of their students with support from the GT staff. The specialized programming for identified students will be aligned to current standards, will be offered during the school day within the regular classroom or through specialized instruction when available and appropriate based on student individual needs, and will be in lieu of programming offered to other students at the same grade level.

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:

In Grades K- 8, Academic Services may include;

- curriculum compacting
- differentiation
- subject or grade acceleration
- push-in programming
- small group or individual pull-out
- enrichment

GT coordinators confer with teachers to offer support, guidance and resources. Some examples of push in services are;

- delivering whole class or small group lessons
- working with individuals/small clusters of identified students, in or out of the classroom
- offering alternative assignments
- coordinating and monitoring independent studies

In Grades 9 -12, Independent Studies, Honors courses, Advanced Placement courses, Extended Learning Opportunities and a variety of enrichment options are offered.

In all Grades K -12, GT coordinators also periodically meet with identified students individually, and advocate for their needs with the staff.

Arts program abstract:

In Grades K -8, the primary mode of Arts services is differentiation within the classroom. GT coordinators support the teachers through a variety of means including;

- coordinating mentorships
- providing materials for advanced study
- planning options that extend the standard(s) currently being taught.
- coordinating and monitoring independent projects and topics of student interest, as appropriate.

In Grades 9 -12, advanced classes and enrichment opportunities are offered in Drama, Music, and Art.

In all Grades K -12, GT coordinators also periodically meet with identified students individually, and advocate for their needs with the staff.

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

Academics:

Goal: Provide professional development for staff in teaching gifted students.
Objective: Provide training in differentiation and in the development of extension activities.
Activity: Model differentiation and extension activities in the regular ed classroom.

Goal: Provide professional development for staff on the social and emotional needs of gifted students.
Objective: Identify texts to aid in understanding the unique needs of our gifted students.
Activity: Design and offer book study groups for staff

Goal: Create documentation service for identified students.
Objective: Utilize Infinite Campus for tracking services for gifted students.
Activity: Publish Individual Learning Plans (ILP) of identified students.

Goal: Update identification process.
Objective: Evaluate current screening and selection tools.
Activity: Meet with Identification Committee to vet proposed changes.

Goal: Document exit procedures and appeals process.
Objective: Create validity and consistency in procedures.
Activity: Utilize successful examples as resources.

Arts:

Goal: Offer more opportunities for arts students beyond classroom differentiation.
Objective: Align student interest with appropriate mentors.
Activity: Utilize district Extended Learning Opportunities (ELO) Coordinator to connect students with community members.

Goal: Join the Regional Fine Arts (RFA) consortium and identify eligible students.
Objective: Align student interest with RFA offerings.
Activity: Enroll students and coordinate transportation needed to participate in program.

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:

Utilize a variety of measures including:

- NWEA/MEA test data
- cognitive testing, ie; OLSAT, CogAT
- teacher, parent, self-referrals
- interviews

Selection: Once the screening data is evaluated based on predetermined criteria, a committee decides which students are in need of advanced academic programming. Students and their parents are notified and a plan is developed.

Placement:

- In grades K-3, GT staff offers support, guidance and resources for the teacher to meet the advanced needs of targeted students displaying qualities of giftedness.
- In grades 4-6, students are placed into grade level clusters, allowing teachers to extend learning beyond the regular expectations for each standard or unit, and for like ability students to collaborate. GT Coordinators support cluster teachers to help facilitate differentiated options.
- In middle school, classes are designated for advanced learners in math and ELA. GT staff works with classroom teachers, individual students or small groups of students as appropriate. All other academic areas are differentiated for students. Independent studies are offered when appropriate.
- In high school, students enroll in classes based on interest, ability, and academic need. GT staff advocate for individual student needs. Offerings outside of the high school may include: advanced online courses, local university courses, programming at Sanford Regional Technical Center (SRTC), Extended Learning Opportunities (ELOs), and independent study.
- GT communicates with teachers, students, and parents regarding programming needs and services.

Academic Aptitude:

Screening: GT staff use screening procedures specific to each content area. This can in the form of a characteristic rating list, content specific testing, interviews, or portfolios. Teachers may refer students for further screening, as needed.

Selection: Once data is evaluated, the selection list is vetted. This GT identification committee determines which students are in need of advanced academic programming in specific content areas.

Placement: Placement is determined on an individual basis. Additionally, see General Intellectual Ability above.

Artistic Ability:

Screening: Visual and performing arts teachers use a specific list of criteria to rate students on characteristics of giftedness in their subject. GT staff gather information including: interviews with students, staff, or parents; observations in classrooms; performances; or portfolios.

Selection: A committee evaluates screening data and decides which students are in need of advanced study.

Placement:

- In grades K-8 students received differentiated assignments and instruction when appropriate. Advanced band is offered in grades 7/8.
- In grades 9-12 students have options for artistic challenge, beyond differentiation, including enrollment in: Advanced Placement Studio Art course, AP Music Theory, and Regional Fine Arts (currently implementing).

Process for transfer students:

Students who transfer into the district are screened by the guidance counselors. If GT services were provided in the previous district, the GT staff will determine eligibility using local identification procedures.

Exit Procedure:

A student may exit the program during the school year for the following reasons: parent(s) or guardian(s) request exit, low performance by student, documentation of student disruptions or threats to others/self, student exhibits signs of social or emotional stress related to placement, student's attendance is not regular.

If these or other concerns arise, the team will meet with the parent(s) or guardian(s) and the student to discuss amending or exiting the program. The decision to exit will be made upon mutual agreement of all parties involved. If consensus cannot be reached, the team will review and resolve the issue. Exiting the program will not preclude the student from consideration for inclusion in the program in subsequent years.

Process for appeals:

Parents have the right to appeal a decision by the Identification Committee. Appeals are heard by an appointed Committee that will review any new subjective/objective data and make a recommendation to the Superintendent of Schools, who makes the final decision.

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

Classroom Teachers:

- Updated curricula for ELA and Mathematics in grades k-8 provide multiple opportunities for enrichment and differentiation, and are supported by GT staff. Next Generation Science Standards are currently being implemented at the HS level, offering tiered and enriching curriculum.
- Book study groups focused on giftedness, innovation, and social/emotional wellbeing of GT students.

- Opportunities for PD in planning extension activities and differentiation are offered during District Early Release days.
- Educators are encouraged to attend conferences in specific content areas.

Gifted Educators:

- Encouraged to attend local and regional conferences about Gifted and Talented Education.
- Collaborate with other gifted educators to discuss best practices.
- Independent professional growth through coursework, book groups, and associations.

Administrators:

- Administrator representative will attend local or regional conference about Gifted and Talented Education.
- Collaborate with other local districts to discuss best practices.
- Independent professional growth through coursework, book groups, and associations.

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

The GT staff is made up of 2 full time teachers with 690 endorsements. One is responsible for grades K-5 and the other for grades 7-12. They share responsibility for grade 6. They are supervised by the curriculum coordinator who meets with them periodically.

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
Ann Cutten	Yes	Teacher	6-12	Full time
Lori Coleman	*Yes	Teacher	K-6	Full time
	* Submitted certification paperwork Aug 2015 Still in progress.			

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 En- dorsement 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.

The gifted and talented program will be evaluated on an annual basis. The review will ensure that the program is being carried out as intended and that needs of students are being met. In the evaluation of individual students, we look at growth and achievement using NWEA and MEA data.

We also survey students, parents, and teachers. We are in the process of revising our evaluation process to align with current NAGC standards.

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

Other than salaries, we have a small budget to buy materials for identified students to extend their learning. We include money for GT staff professional development (registrations for a state or regional GT conference), as well as books for parents or teachers to learn about the needs of their GT students.

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 (K-8) (salary with benefits)	Secondary (9-12) (salary with benefits)
Lori Coleman	\$47,269.37	
Ann Cutten	\$32,187	\$32,187
Subtotal	\$79,456.37	\$32,187

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal	0	0

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
None		

Subtotal	0	0
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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
		GT Books for Book Groups: When Gifted Kids Don't have all the Answers; Drive: Creating Innovators; 7 Habits of Highly Effective Teens.	\$525
GT Math Books: The Problem Solver Series	\$140		
Subtotal	\$140	Subtotal	\$525

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
OLSAT Testing Materials	\$1300		
3rd Edition IOWA Scale Kit	\$200		

Subtotal	\$1500	Subtotal	0

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		Tuition: York County Regional Fine Arts	\$1000
Subtotal		Subtotal	\$1000

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
		Registration for NE Conference	\$650
Registration for State Conference	\$100	Registration for State Conference	\$100

Subtotal	\$100	Subtotal	\$750
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Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$79,456.37	\$32,187
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials & Supplies	140	525
B. Other Allowable Costs	1500	0
C. Student Tuition	0	1,000
D. Staff Tuition/PD	100	750
Total	\$81,196.37	\$34,462