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: Southwest Harbor, AOS 91

Name and title of person responsible for gifted and talented program:Kelley Rush Sanborn, Director

of Special Services MDIRSS

Phone number: 207-288-5037

Email address: ksanborn@mdirss.org

CERTIFICATION:

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

HOWARD COLTER
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: Submitted on 9/29/2015. Resubmitted on 9/30/15, 11/10/15, 1/25/2016 and 2/5/2016.

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: Patti Drapeau

- [x] **Approval**
- [ ] **Approval with concerns**
- [ ] **Non-approval**

Maine DOE Authorization:

Date of Approval: 2/22/16

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:

Arts program philosophy:

PROGRAM PHILOSOPHY

Our philosophy of education for the gifted and talented is the philosophy of all education, namely, to help each student meet his/her potential. Gifted and Talented services shall act as a catalyst for differentiating regular curriculum and instruction to provide identified students with challenges that stimulate them to reach levels of achievement consistent with their abilities. Our approach to the education of Gifted and Talented students will be to offer a differentiated curriculum within the regular classroom and enriched, accelerated, and/or independent experiences in other settings that serve the student in lieu of regular classroom instruction.

MDIRSS Gifted and Talented Programs for the academically and/or artistically gifted will strive to meet the exemplary standards for gifted education programming of the NAGC: National Association of Gifted Children. A complete copy of the NAGC – Grade K to Grade 8 Gifted Program Standards can be found in the Appendix of this handbook or online: http://www.nagc.org/

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:

Arts program abstract:

The purpose of the MDIRSS G&T Program handbook is to provide an overview of the Gifted and Talented Program for both the academic and visual/performing arts areas in MDIRSS Schools, including the following components:

- Management roles and responsibilities,
- An identification process and timeline for screening and identifying student needs,
- Curriculum and instruction services for identified students, and
- A process for program evaluation.

The MDIRSS G&T Program plan addresses the needs of students who have learning needs in the academic or arts areas. Our plan for identifying and serving students who have gifted learning needs in academic areas (Reading, Writing, Math, Science, and Social Studies) and arts areas (Music and Visual Arts) is fully implemented.

At this time we identify and serve:

Grades K-2 students as having advanced learner needs in reading and in math, and
Grades 3-4 students as having gifted learning needs generally in all subjects, or specifically in reading/writing and/or math, and
Grades 5-12 students as having gifted learning needs generally in all subjects, or specifically in reading, writing, math, science, and/or social studies, and
Grades 5-12 students as having gifted learning needs specifically in music and/or visual arts.

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

Academics:

Goals:

The MDIRSS G&T Programs will offer a coordinated and comprehensive structure of formal and informal services that integrate with the regular education services. G&T services will be multifaceted and will manifest differently for different students. The goal is to nurture gifted and talented learners by enhancing their learning challenges and academic achievement.

Objectives:

The classroom teacher and G&T teacher will collaborate on ways to meet the strengths and unique learning needs of individual students. All instruction will be in lieu of the regular classroom instruction, aligned with the curriculum, and planned and organized as integrated differentiated learning experiences within the regular school day. Although the design of services may look very different in our each of MDIRSS schools, content will focus on major issues, themes, concepts and principles. The emphasis will to be to build a sound base of knowledge and to allow the gifted student to engage in original in-depth research, with high expectations for products. The gifted and talented student will be expected to develop and apply critical and creative higher level thinking skills.

Activities:

G&T programs may also enlist the help of community members and local artists with expertise in particular areas of student need, based on individual learning plans. Employed personnel who assist with program activities or who work directly with gifted and talented children may be auxiliary personnel who have received prior approval from the Commissioner. Personnel who are not employed as full-or part-time employees of the school unit but who render instructional or consulting services may work in the capacity of independent contractors. These may include persons sponsored by the Maine Arts Commission in the visiting artist program.

Arts:

Goals:

* Goal : to modify the curriculum in order to broaden knowledge base and further develop skills in arts and music.
* Goal: to provide direct instruction to meet the needs of identified students.

Objectives:

* Objective: The learner will participate in differentiated arts or musical activities to meet the goals established in their Individual Learning Plan.

Activities:

* Provide instructional opportunities so that students apply more sophisticated techniques to art or music assignments.
* Art, Grades K-12: Individual, small groups and differentiated lessons as appropriate and advanced classes as available.
* Music, Grades K-12: Differentiated parts and solos in band, orchestra, chorus, as well as Individual, group lessons and advanced classes as available.

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:

Academic Aptitude:

Screening:
Selection:
Placement:

STUDENT SCREENING and IDENTIFICATION PROCESS

The identification process students in the academic areas and the arts for MDIRSS G&T Programs is carried out in two parts:

1. A screening to establish a pool of potentially gifted and talented whose needs may not be met by the general curriculum, and
2. The identification of gifted and talented students who meet the established G&T eligibility criteria.

Following the identification team meeting, a list of eligible students (in intellectual ability, academic ability and artistic ability placement sections, as required by Chapter 104) is sent to the AOS 91 Special Services office to be input into our electronic student information system and shared with the superintendent.

ANNUAL SCREENING PROCESS

- Defined- Student screening is the process MDIRSS Schools use to find and nominate an initial pool of students with potential need of services through the G&T program. The G&T Specialist oversees the screening of students. This screening is done in collaboration with classroom and arts teachers, specialists, and parents.
- Guiding Ideal- Every student will be considered during screening for possible gifts and talents. Instruments used for student assessment will measure diverse abilities, talents, strengths, and needs in order to provide all students an opportunity to demonstrate strengths. Screening procedures shall be appropriate to the developmental characteristics of elementary and secondary school children and to the abilities being identified.
- Timeline- Annually, the G&T Specialist will screen the school population using the MDIRSS established grade-level screening criteria for academic and arts. The process of screening is ongoing, as designated in the grade level timelines. New students may be referred at any time.
    - Screening & Identification Timeline – Grades K-2
    - Screening & Identification Timeline – Grades 2-8
    - Screening & Identification Arts Timeline - Grades 5 - 8
- Procedures- Student referrals, which meet the Screening Criteria in any one area, will be forwarded to the Identification Team. Procedures require that all pertinent data on the student be in place at the time of presentation to the Identification Team. This may involve re-evaluating data, requesting further information, and administering tests and/or or obtaining test results to complete the profile. The screening procedures shall include a minimum of three assessment methods; in academic and arts areas, these will include both objective and subjective measures.

K-12 Procedures (Academic areas)

- Parent Nomination via Parent Checklist of Learning Characteristics

1. At the designated time(s), the G&T Specialist will notify parents (via informational meetings, mailings, and/or website news, for example) that the Gifted and Talented Screening and Identification Process is underway. If parents would like their student to be included in the G&T Identification Pool, they may request or download a parent nomination form to be completed and submitted to the G&T Specialist.

2. On an ongoing basis, parents of incoming students will be notified of the screening process via letter and asked to complete an enclosed parent nomination form.

- Parent Nomination Letter
- Grade 2 Parent Letter
- Fall, Grades K-2: About My Child and Parent Checklist: Characteristics of Students with Advanced Learning Needs
- Spring of Grade 2-8: Parent Checklist-Characteristics of Gifted Students (2-8)

- New/Transfer Kindergarten-1 Parent Letter with Parent Checklist
- New/Transfer Grades 3-12 Parent Letter with Parent Checklist
- Teacher Nomination via Teacher Checklist of Learning Characteristics

1. Classroom teachers will complete a screening checklist for their entire class, annually at the K-8 level and each semester at the 9^{th} grade level.
2. Math, social studies and science teachers will use the appropriate content exemplars as they complete the class screening checklists.
3. The G&T Specialist will review the checklist results. When considering identification in the area of General Intellectual, results from the different academic content teachers may be considered collectively. An additional follow-up checklist will be completed for individual students who meet 8 or more of the learning characteristics.
4. For individual students who meet 5 to 7 of the learning characteristics, the G&T Specialist will complete an individual record sheet for the student's cumulative file.
5. If during the spring district-wide DRA administration, a student at the K-1 level has met 10 out of 12 characteristics on the teacher checklist, the G&T Specialist will request that the student be tested beyond the ceiling on the DRA.
6. The G&T Specialist will notify parents of all first graders regarding the opportunity for an interview by the G&T Specialist with the student. The G&T Specialist will interview participating students and then complete a teacher checklist form for students who exhibit 8 or more of the learning characteristics.

- Classroom G&T Identification Checklist for Teachers
- Math Exemplars
- Social Studies Exemplars
- Science exemplars
- Teacher Checklist: Characteristics of An Individual Gifted Student.
- Individual Record From Class Checklist: Gifted Students Characteristics
- Grade 1 Interview Letter
- Grade 1 Interview Form

- Nomination via Group or Individual Achievement Test Scores

1. The G&T Specialist will screen system-wide administered achievement test scores as they become available. Achievement tests may include NWEA, NECAP, PSAT, SAT and Writing Prompt.
2. As needed, the NWEA in language usage will be administered to students in grades 3-12.

- Nomination via Group or Individual Mental Ability Test Scores

1. An Otis-Lennon School Ability Test (OLSAT) will be administered to all 2nd graders who have not had a WISC IV in the last twelve months.
2. The IEP team will determine when the administration of the OLSAT is not appropriate for an individual child.
3. An OLSAT or CogAT will be administered to all incoming students in grades 3-12 whose cumulative records indicate exceptional academic strengths or who meet 8 or more of the learning characteristics on the parent nomination form.
4. As needed, an OLSAT or CogAT will be re-administered to other students in grades 3-12.
5. The G&T Specialist will screen OLSAT and CogAT scores.
6. The G&T Specialist will forward testing results to the parents of students who are tested, post the testing results on the student's PowerSchool file, and place a copy of the results in the cumulative files.

- OLSAT Results Letter Grade 2
- OLSAT Results Letter Grades 3-12
- Pending: CogAT Results Letter 3-12

    - Self Nomination via Social Studies or Science Interests and Attitudes Inventory

1. A social studies and science interest and attitudes inventory will be administered in the spring to all students at grade 4 and in the fall to all students at grade 9.
2. A social studies and/or science interest and attitudes inventory will be administered to any student who meets 8 or more of the learning characteristics on a teacher checklist in that learning area, if the survey in the student file is more than one year old.
3. A social studies and science interest and attitude inventory will be administered to all incoming students in grades 5-8 or 10-12 whose cumulative records indicate exceptional academic strengths or who meet 8 or more of the learning characteristics on the parent checklist.
4. When scoring either the social studies or the science inventory, the student receives two points for questions answered 'True" and one point for "Sometimes True."

- Social Studies Interests and Attitudes
- Science Interests and Attitude

Artistic Ability:

K-12 Procedures (Arts areas)

- **Teacher Nomination via *Teacher Checklist of Learning Characteristics***

1. Arts teachers will complete a screening checklist for their entire class, annually at the K-8 level and each semester at the 9th grade level.
2. Music and visual arts teachers will use the teacher checklist with the appropriate content exemplars as they complete the class screening checklist.
3. When needed, a student's private teacher, from outside the school district, may be asked to complete the screening checklist.
4. The G&T Specialist will review the checklist results. An additional follow-up checklist will be completed for individual students who meet 8 or more of the learning characteristics.
5. For individual students who meet 5 to 7 of the learning characteristics, the G&T Specialist will complete an individual record sheet for the student's cumulative file.

- *Classroom G&T Identification Checklist for Music Teachers*
- *Classroom G&T Identification Checklist for Visual Arts Teachers*
- *Teacher Checklist: Characteristics of An Individual Gifted Student*
- *Individual Record From Class Checklist: Gifted Students Characteristics*

- **Self-nomination via Music or Visual Arts Interests and Attitudes Inventory**

1. A music and visual arts interest and attitudes inventory will be administered in the spring to all students at grade 4 and in the fall to all students at grade 9.
2. A music or visual arts interest and attitudes inventory will be administered to any student who meets 8 or more of the learning characteristics on a teacher checklist in that learning area, if the survey in the student file is more than one year old.
3. A music and visual arts interest and attitudes inventory will be administered to any incoming student in grades 5-8 or 10-12 whose cumulative records indicate exceptional arts strengths.
4. When scoring either the music or the visual arts inventory, the student receives two points for questions answered 'True" and one point for "Sometimes True."

- *Music Interests and Attitudes Inventory*
- *Visual Arts Interest and Attitudes Inventory*

- **Nomination via Group or Individual Mental Ability Test or Creative Thinking Test**
  1. The G&T Specialist will screen OLSAT/CogAT scores for students who met the criteria on both the interest inventory and the teacher checklist.
  2. As needed, the OLSAT/CogAT will be re-administered to students.
  3. The G&T Specialist will forward testing results to the parents of students who are tested, post the testing results on the student's PowerSchool file, and place a copy of the results in the cumulative files.
  4. If a student meets the criteria for the interest inventory **and** the teacher checklist, but does not meet the criteria for the OLSAT, CogAT, or WISC, then the GT teacher will administer the Torrance Test of Creative Thinking.
     - *OLSAT Results Letter Grades 3-12*

- **Visual Arts Portfolio or Music Performance**

  If a student meets the screening criteria in the arts for entry into the Identification Pool, including an OLSAT, CogAT, or WISC score OR Torrance Creativity Index score that meets identification criteria, then the G&T Coordinator will notify the appropriate arts teacher of the need to prepare a student portfolio or audition for presentation to the Arts Identification Team .

1. *In visual arts, the portfolio will consist of high-quality digital or original pieces: grades 4-8 submit 4-6 pieces of work and grades 9-12 submit 6-8 pieces of work. A completed Art Portfolio cover sheet should be included with the portfolio. In grades 5-8, the teacher will select these pieces; in grades 9-11, the nominated students will self-select.*
2. *In music, in grades 5-8, the audition will be an audio recording, composition, and/or score analysis of any length demonstrating the student's performance skill that is created by the teacher. In grades 9-11, the student will prepare a recorded audition following the all-state rules or submit a composition and/or score analysis of any length.*

Placement, Policy and Procedures:

PERMISSION

The student may only begin participation once parental permission is received. A written permission form to receive G&T services will be enclosed with the letter sent to parents to notify them of the identification decision. Copies of the letter and signed permission slip will be placed in both the student's cumulative record and the G&T file.

TEACHER INVOLVEMENT

The G&T Specialist will contact each identified student's teacher (classroom, art, and/or music) and collaborate to provide services that meet the student's unique needs. Throughout the school year, as the need arises, individual students with unique needs will be assessed and the teacher of the gifted will work with the classroom teacher to assess abilities and modify activities to challenge outstanding students not necessarily identified as gifted. This involvement does not qualify as identification, but may yield valuable information for future screening.

ANNUAL INDIVIDUAL LEARNING PLANS

Decisions about services will be based on the individual strengths and needs of the student, including the need for each student to stretch to reach his or her individual potential. On an annual basis, the G&T Specialist, teachers (classroom, art, and/or music), parents, and the student (as appropriate) will devise an Individual Learning Plan to address how the services will be tailored to meet the student's unique learning needs. The plan will include team recommendations, individual goals and actions. The G&T Specialist, classroom or arts teacher, parents and student hold mutual responsibility for developing, implementing, revising and evaluating the success of this plan. If the student has additional needs (Special Ed, 504, ELL, or other), we encourage consolidated team meetings to meet the needs in a comprehensive manner.

ASSESSMENT OF STUDENT ACHIEVEMENT

Each identified student will be provided an annual Progress Report by the G&T Specialist and classroom teacher. This assessment of student learning is based on the Individual Learning Plan goals and is designed to document both the services that are provided to support the learning goals and the student's progress toward achievement of these goals. Copies of the progress report will be kept in the student G&T working file; reports will be considered during the annual review of the Individual Learning Plan.

SUSPENSION OF SERVICES

Eligibility of previously identified students will be re-determined at the end of 9^{th} grade. They will re-enter the identification pool that is presented to the Identification Team in a blind matrix format, as specified in the Identification Procedures.

Occasionally, a student will need to discontinue G&T services for a period of time due to illness or other unforeseen circumstances. The student remains eligible for services until she/he is again able, as long as the progression of time is not such that the student has been promoted into a grade in which all previously identified students re-enter the Identification Pool.

The parent or student may request that services be terminated if the student's needs are not being met, or the G&T Specialist may ask for a termination of services if the student does not meet minimal performance expectations. The G&T Specialist will provide the reasons for this request in writing to the parents, classroom teacher and building administrator. The appeals process is available for reconsideration at a later date.

MAINTENANCE OF RECORDS

The G&T Specialist will maintain a working file folder for each identified student; the location of these

records will be documented in the student's cumulative file. This G&T file will include:

- Student Assessment Profile,
- Student screening materials,
- Copies of letters to or from parents,
- Permission for G&T Services form,
- Student Individual Learning Plans,
- Documentation of provided services, with an assessment of student achievement.

When a student leaves the school for either transfer or promotion, the G&T file will be added to other records in the student's cumulative file.

Process for transfer students:

- G& T Specialist will
  - Maintain the student screening materials within the school and allow for review by parents and appropriate school personnel at any time. (Upon non-identification, graduation or transfer, the folder of materials will be placed in the student's cumulative file.)
  - When a student leaves the school for either transfer or promotion, the G&T file will be added to other records in the student's cumulative file.
  - Screen cumulative files of incoming transfer students, perform testing/ interviews as needed.
  - Send the following to parents:
    - ***New/Transfer Kindergarten-1 Parent Letter*** *with Parent Checklist*
    - ***New/Transfer Grades 3-12 Parent Letter*** *with Parent Checklist*

Exit Procedure:

SUSPENSION OF SERVICES

Eligibility of previously identified students will be re-determined at the end of 2nd and 5th grades, and in 9th grade. They will re-enter the identification pool that is presented to the Identification Team in a blind matrix format, as specified in the Identification Procedures.

Occasionally, a student will need to discontinue G&T services for a period of time due to illness or other unforeseen circumstances. The student remains eligible for services until she/he is again able, as long as the progression of time is not such that the student has been promoted into a grade in which all previously identified students re-enter the Identification Pool.

The parent or student may request that services be terminated if the student's needs are not being met, or the G&T Specialist may ask for a termination of services if the student does not meet minimal performance expectations. The G&T Specialist will provide the reasons for this request in writing to the parents, classroom teacher and building administrator. The appeals process is available for reconsideration at a later date.

Process for appeals:

APPEAL PROCESS

When a parent or guardian disagrees with a decision within the identification process he/she may appeal the decision and/or request a meeting to review the student's folder.

If the decision has been appealed by the parents:

1. The parent must notify the school administrator in writing to initiate the appeal process.
2. The Identification Team, upon parent request, will reconsider any student who was presented but

was not identified. Screening results may be resubmitted with additional assessment and supporting documents provided by the parent. The school will provide the parents with a list of evaluators in the area upon request. The decision of each school's G&T Identification Team will be final.

3. The Identification Team, upon parent request, will consider any student who was not originally presented to the Team.

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

As an AOS member school, MDI High School offers local and district professional development to it's faculty and staff members. The MDI High School budget and contract offer funding for conferences, workshops and coursework. In addition to these options outside of the district, the GT coordinators from the MID Regional School System meet monthly with the Special Services Director for ongoing collaboration and professional growth.

A critical component of the MDIRSS Gifted and Talented Program is ongoing, high quality professional development for teachers. This assists teachers in identifying characteristics of gifted learners and providing curriculum options for identified students within the classroom environment. These activities include (but are not limited to): Faculty meetings, Local and district-wide in-service days, Support for state and regional professional conferences, District-wide Differentiating Instruction Study Group. The professional staff is provided with time and other supports for the preparation and development of differentiated education plans, materials and curriculum.

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

G&T SPECIALIST

Role - The G&T Specialist will be appropriately credentialed (690 Gifted and Talented Teacher) per Chapter 104 regulations to fill the role.

Responsibilities - The G&T Specialist will:

*Facilitate Identification Team meetings and maintain a permanent record of minutes of these meetings.

*Oversee the annual Student Screening and Identification Process.

*Maintain the student screening materials within the school and allow for review by parents and appropriate school personnel at any time. (Upon non-identification, graduation or transfer, the folder of materials will be placed in the student's cumulative file.)

*Screen cumulative files of incoming transfer students, perform testing/ interviews as needed.

*Document G&T identification date and location of additional records in the student's cumulative file.

*Notify parents and teachers of students who are identified as Gifted and Talented.

*Maintain a working file folder for each identified student, including documentation of work plans/ proposals and participation in projects, photos and other assessment. This working file will include a documentation of an annual review of student needs, goals and services.

*Develop Individual Learning Plans and support delivery and evaluation of services for identified students.

*Provide the Director of Special Services an annual list of identified students and a copy of their individual learning plans.

*Assist, if needed, in the smooth transition of students between MDIRSS schools, including from the

K-8 level to the high school.
*Advocate for gifted programming at the MDIRSS School.
*Complete (or oversee the completion of) the State of Maine's annual Gifted and Talented Educational Program Approval Application and Approval of Program Costs for State Subsidy, collecting information as necessary.
*Participate in district-wide G&T Team meetings, helping to facilitate meetings, set future agendas and maintain minutes of meetings.
*At least annually, review program goals and services with the Building Principal.
*Document an in-depth evaluation of the G&T Program and develop long-range goals based on the results of the evaluation, according to the NAGC Program Standards (see Appendix).
*Consult with advisory G&T Steering Committee, if one is in place at the MDIRSS School.

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
Tracey McCarthy	Yes	13,806	Both	Part-Time
		$13,806		

Indicate the Auxiliary Staff: Educational Technician

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

GT TEAM

Membership : The G&T Team shall consist of the G&T Specialist from each MDIRSS school and the MDIRSS Director of Special Services.
Role : The G&T Team will guide the ongoing development of the schools' G&T Programs to fit the needs of the gifted students these programs serve.
Responsibilities - The G&T Team will:
* Convene at least once annually to direct and oversee the G&T Programs for the MDIRSS

schools.Develop interpret, and/or revise guidelines for the G&T Programs as needed.
* Review and evaluate the components of the G&T Programs, helping the Specialists to plan in-depth evaluations and develop long-range goals for the G&T Programs based on the results of the evaluation.
* Advocate for, plan, and carry out, as needed, gifted programming at the District level.
* Support professional development for Specialists, District teachers, and Parents.
* Communicate and consult with the MDIRSS Administrative Team.
*Perform other duties as requested by the Director of Special Services.

IDENTIFICATION TEAM

Academic Team Membership: The Academic G&T Identification Team exists at the individual school level. Each team shall consist of at least five members, including the G&T Specialist, an administrator, two academic teachers, and one arts specialist teacher. Additional members may be included at the discretion of the steering committee (such as the special education teacher, guidance counselor, etc). A quorum consists of four members.

Arts Team Membership: The Arts G&T Identification Team shall consist of at least eight members, including the G&T Specialists from each MDIRSS school, an administrator, and two music and two visual arts specialist teachers representing two different MDIRSS schools. Additional members may be included at the discretion of the MDIRSS G&T specialists (such as building principals, special education teachers, guidance counselors, outside professionals, etc). A quorum consists of four members (at least one G&T specialist, the administrator, one music specialist, and one visual arts specialist).

Role - The Identification Team will coordinate a comprehensive and cohesive process for Gifted and Talented student identification.

Responsibilities - The G&T Identification Team will:
* Convene at least once annually and additionally as necessary to process referrals.
* Review all screening materials available for students who meet at least one screening criterion for entry into the G&T Identification Pool.
* Identify advanced early learner and gifted students using the established G&T Identification Criteria.

STAFFING PERSONNEL

Once a student has been identified as gifted and talented, the classroom or arts teacher may provide services through differentiated instruction. Classroom and Arts teachers who are differentiating instruction for identified students do not need to hold the G&T Endorsement. The professional staff responsible for the teaching, coordinating and consulting responsibilities of the program shall be certified teachers or administrators with the 690 Gifted and Talented Endorsement.

G&T programs may also enlist the help of community members and local artists with expertise in particular areas of student need, based on individual learning plans. Employed personnel who assist with program activities or who work directly with gifted and talented children may be auxiliary personnel who have received prior approval from the Commissioner. Personnel who are not employed as full-or part-time employees of the school unit but who render instructional or consulting services may work in the capacity of independent contractors. These may include persons sponsored by the Maine Arts Commission in the visiting artist program.

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

PROGRAM EVALUATION

Annually, the G&T Steering Committee will review and evaluate the school's G&T program's

procedures and services, and make revisions to them as necessary. The purpose of program evaluation is to report the strengths and weaknesses found in the program as well as critical issues that might influence program services. The Committee will use the **National Association for Gifted Children Program Standards** in the process. This activity will typically take place as a part of a comprehensive G&T Program evaluation at the last meeting in each school year. The Program Evaluation report will present results and encourage follow-through by stakeholders.

Teachers will have regular opportunities to share input and make recommendations with the G&T Specialist, and each spring, they will be asked to evaluate G&T services.

Teacher Evaluation of G&T Services

Parents of gifted learners will have regular opportunities to share input and make recommendations about program operations with the G&T Specialist. Each spring, participating G&T students and their parents will be asked to evaluate G&T services.

Student and Parent Evaluation of G&T Services

REVIEW OF SCREENING AND IDENTIFICATION PROCESS

Annually, the District Gifted and Talented Team will review and evaluate these screening and identification procedures and propose revisions as necessary. This activity will take place at the last meeting in each school year. Any recommendations will then be reviewed at the school level (administrator/ school board) and/ or at the district level (Director of Special Services/Administrative Team) for approval of revisions.

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

Costs include professional staff, testing materials (COGAT, OLSAT), dues and fees from programs required for implementation of services (such as Math Counts, Math Olympiads, Scholastic Writing Contest, etc.), books used for reading enrichment for GT students and professional development for staff (including annual MEGAT conference).

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)**
Tracey McCarthy	13,806	
Subtotal	$13,806	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
N/A		
Subtotal		

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

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Testing materials for identification,	0		
miscellaneous materials needed for			
independent study, textbooks.			
Non-allowable cost = $300.			
Subtotal	**0**	**Subtotal**	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Books and periodicals -	200		
miscellaneous books/periodicals			
for programming services for example			
Junior Great Books			
Subtotal	**$200**	**Subtotal**	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
None	0		
Subtotal	**0**	**Subtotal**	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Dues/Fees/Conferences	320		
MEGAT and DOE conferences as			
available			
Subtotal	$320	Subtotal	

Totals

Subtotals from above		Elementary Costs:	Secondary Costs:
Professional Staff		**13,806**	
Auxiliary Staff		**0**	
Independent Contractors		**0**	
A.	**Materials & Supplies**	0	
B.	**Other Allowable Costs**	200	
C.	**Student Tuition**	0	
D.	**Staff Tuition/PD**	320	
	Total	$14,326	