

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

School administrative unit name: Veazie Community School

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

Wendy Pearson, Chapter 104 Teacher

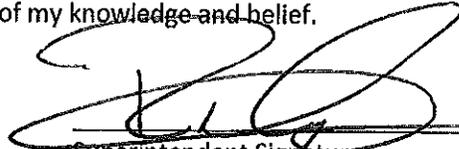
Phone number: 207-947-6573

Email address: wpearson@veaziecs.org

**CERTIFICATION:**

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

Richard A. Lyons  
Superintendent Name (printed)

  
Superintendent Signature

Date application submitted to Maine DOE for review: 12/21/15

**FOR INFORMATION CONTACT:**

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**

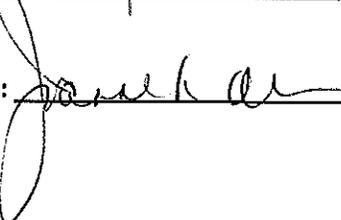
GT.DOE@maine.gov

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: Patty Drapeau

- Approval  
 Approval with concerns  
 Non-approval

Maine DOE Authorization:  Date of Approval: 1/19/16

## **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. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

### **Academic program philosophy:**

The mission of the Veazie Community School Chapter 104 program is to provide identified students with instructional options beyond those provided by the regular curriculum and to allow these students to achieve a higher level of learning within the academic content areas.

The Chapter 104 Program is designed to serve the top 3-5% of identified students in grades kindergarten through 8, who consistently exceed the standards of the Common Core Standards and/ or Maine Learning Results or have the potential to exceed these standards and require extensions of the regular curriculum in their schools in the academic content areas of English/language arts, mathematics, science, and social studies.

### **Arts program philosophy:**

The mission of the Veazie Community School Chapter 104 program is to provide identified students with instructional options beyond those provided by the regular curriculum and to allow these students to achieve a higher level of learning within the areas of visual and performing arts.

The Chapter 104 Program is designed to serve the top 3-5% of identified students in grades kindergarten through 8, who consistently exceed the classroom standards or expectations or have the potential to exceed these standards and require extensions of the regular curriculum in the areas of visual or performing arts.

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:**

Students who are selected for the Chapter 104 program are provided with programming at the elementary and middle school levels. The overall goal is to ensure that identified students receive instruction at an appropriate level through the use of various program models, instructional strategies, and resources.

Grades K-2: Informal identification of 3-5% of students; program services include differentiated instruction and curriculum extensions within the regular classroom, small group targeted instruction, or individualized instruction.  
Grades 3-5 and 6-8: Formal identification of 3-5% of students; program services include differentiated instruction and curriculum extensions within the regular content areas, small group targeted instruction, and content acceleration through individualized instruction.

**Arts program abstract:**

Students who are selected for the Chapter 104 program are provided with programming at the elementary and middle school levels. The overall goal is to ensure that identified students receive instruction at an appropriate level through the use of various program models, instructional strategies, and resources.

Grades K-2: Informal identification of 3-5% of students. Services include classroom differentiation and curriculum extensions within the regular classroom.

Grades 3-5 and 6-8: Formal identification of 3-5% of students. Services provided through classroom-based differentiated instruction and curriculum extensions and small group targeted instruction such as art workshops.

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

## **Academics**

### **Goals:**

Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies, and resources.

Students selected to receive Chapter 104 services will have clear, measurable goals.

### **Objectives:**

Advanced students will have an opportunity to accelerate their learning and conceptual knowledge through access to more challenging content and instruction and extra performance opportunities.

Students will have an Individual Learning Plan, which articulates content specific student goals and objectives.

### **Activities**

K-2: Curriculum extensions within the regular classroom, access to compacted and accelerated curriculum, self-directed projects, literature discussion groups.

3-5: Classroom-based differentiated instruction and curriculum extensions, targeted small group instruction, access to compacted and accelerated curricula, self-directed projects, literature discussion groups.

6-8: Classroom-based differentiated instruction and curriculum extensions, targeted small group instruction, access to compacted and accelerated curricula, self-directed projects, literature discussion groups, online courses.

Each student's Individual Learning Plan will be developed collectively by the student (if applicable), his/her parents, classroom/content area teacher, guidance counselor, Chapter 104 teacher, and any other pertinent staff.

## **Arts**

### **Goals:**

Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies, and resources.

Students selected to receive Chapter 104 services will have clear, measurable goals.

**Objectives:**

Advanced students will have an opportunity to accelerate their learning and conceptual knowledge through access to more challenging content and instruction.  
Students will have an Individual Learning Plan, which articulates content specific student goals and objectives.

**Activities**

K-2: Differentiated instruction or curriculum extensions within the visual or performing arts classes  
3-5: Differentiated instruction, curriculum extensions, independent art projects, art and music workshops, extra performance opportunities, extra exhibition opportunities, individualized art instruction.  
6-8: Differentiated instruction, curriculum extensions, individualized art instruction, independent art projects, art and music workshops, extra performance opportunities, extra exhibition opportunities.  
Each student's Individual Learning Plan will be developed collectively by the student (if applicable), his/her parents, classroom/content area teacher, guidance counselor, Chapter 104 teacher, and any other pertinent staff.

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:**

Grades K-2, 3 and 6 will be screened using at least 3 assessment tools, with 1 being objective (i.e. NWEA  $\geq$  95%, MEA  $\geq$  574, curriculum assessments ) and 1 being subjective (i.e. Teacher Checklist,  $\geq$  75%) and one either subjective or objective. The criteria for each of the assessment tools will be established annually based on yearly review by the Chapter 104 Selection Committee.

**Selection:**

Students who meet at least one of the preceding criteria will move on to Phase II, in which the Chapter 104 Selection Committee meets to identify students for placement on the basis of the data from the screening. This committee will be composed of at least one administrator, guidance counselor, 2-3 classroom teachers (representing a range of grades and content areas), and Chapter 104 staff (non-voting).  
Students identified for General Intellectual Ability will have been identified in all of the 4 main content areas.

**Placement:**

Parents of students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification.  
In collaboration with the student's classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop an Individualized Learning Plan for each selected student. The Chapter 104 Coordinator will be responsible for obtaining written permission documentation.  
Each plan will be reviewed annually by the Chapter 104 Committee to evaluate the appropriateness of placement and instruction.

## Academic Aptitude

### Screening:

Grades K-2, 3, and 6 will be screened using at least 3 assessment tools, with 1 being objective and 1 being subjective. To qualify for inclusion in the Chapter 104 program, at least one of the following three criteria must be met:

1. Achievement:

Grade 3: A score of 95% or higher on the NWEA subject area test, or data from comparable achievement test.

Grade 6: A score of 95% or higher on the NWEA subject area test, or a score of 574 or higher on the MEA.

2. Characteristics Checklist: A score of 75% or higher on a content-specific checklist completed by classroom teachers in grades 2 and 5 in June.

3. Either objective or subjective tool: Fountas & Pinell, DRA, Writing Prompt scores, Everyday Math assessments, student project or report, etc.,

### Selection:

Students who meet at least one of the preceding criteria will move on to Phase II, in which the Chapter 104 Selection Committee meets to identify students for placement on the basis of the data from the screening. This committee will be composed of at least one administrator, guidance counselor, 2-3 classroom teachers (representing a range of grades and content areas), and Chapter 104 staff (non-voting).

### Placement:

Parents of students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification.

In collaboration with the student's classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop an Individualized Learning Plan for each selected student. The Chapter 104 Coordinator will be responsible for obtaining written permission documentation.

Each plan will be reviewed annually by the Chapter 104 Committee to evaluate the appropriateness of placement and instruction.

## Artistic Ability

### Screening:

Whole-grade screening for the Chapter 104 Visual Arts program is completed annually for grades 3 and 6 in a process that uses both objective and subjective measures and selects students whose skills and knowledge consistently exceed those of their peers. Two criteria are used in the first phase of screening to determine which students are part of the "Talent Pool" (ex: a drawing task and a still life rendering, or a musical performance rating by the music teacher and a student interest survey for music). Grades K-2 are screened informally based on curriculum assessments and teacher ratings.

**Selection:**

Once the "Talent Pool" has been determined, students are then screened through a second phase, either a portfolio or an audition (both scored by independent adjudicators). To qualify for consideration for selection for the Chapter 104 Program, students must qualify on all of the above listed criteria.

**Placement:**

Parents of students identified for placement will be notified in writing and provided a description of the program. The Chapter 104 Coordinator will be responsible for this notification. In collaboration with the student's classroom teacher(s), parent(s), and the student (if appropriate), the Chapter 104 Committee will develop an Individualized Learning Plan for each selected student. The ILP specifies the type and duration of Chapter 104 services needed. Each student's Individual Learning Plan will be reviewed annually to evaluate the appropriateness of placement and instruction.

**Process for transfer students:**

The Guidance Office will review cumulative files of transferring students for evidence of prior Chapter 104 identification, current achievement, aptitude, and/or checklist measures and will notify the Chapter 104 coordinator. If a student has documented evidence of prior identification in the previous school, then the student will be evaluated for placement in the Veazie Community School Chapter 104 program within 6 weeks of enrollment. The Chapter 104 coordinator will facilitate a meeting between the parents, classroom teacher, principal, and guidance counselor to determine whether the student is eligible for the program based on VCS screening criteria. If the student is eligible, a Chapter 104 Learning Plan will be developed and parents will be notified. The student will be rescreened during the regular screening cycle (grades 3 and 6).

**Exit Procedure:**

A parent, teacher, Chapter 104 coordinator, or principal may request a review of a student's identification for reasons such as a student's lack of engagement in the program, changes in the student's personal situation, difficulty with the rigor, etc. This is done by requesting a meeting with the subcommittee of the Chapter 104 selection committee to discuss whether the identification is still appropriate. This subcommittee will be composed of a quorum of the participants in the original selection committee that made the determination. If Chapter 104 program services are determined to no longer be appropriate for a student, a child may be removed from the program. Before being removed, certain program modifications may be made. Prior to removing a child from the Chapter 104 program, a meeting involving parents must be held to discuss the child's performance in the program.

**Process for appeals:**

If a parent or student would like to appeal the decision of the Chapter 104 Selection Committee pertaining to the student's eligibility for or removal from the program, the following steps may be taken:

1. Write to the school principal indicating dissatisfaction with the results of the identification or exit process and the reasons for dissatisfaction.
2. The written appeal will be given to the Veazie Community School Selection Committee.
3. Further evidence/documentation of student achievement may be presented by the person appealing the decision and/or members of the committee.
4. The Selection Committee may request additional evidence, if available, and state their final decision in writing.
5. If a consensus is still not reached, the person(s) making the appeal may then make a written appeal for further review by the Superintendent. All documentation involved in the identification or exit procedures, plus the written appeal, will be made available to be reviewed.
6. The decision of the Superintendent will be stated in writing and is final.

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

Courses taken by Chapter 104 Teacher:

Differentiation of Instruction (USM)

Strategies for Teaching the Gifted and Talented (UC San Diego Extension)

Teaching the Gifted and Talented: Recognizing Individual Differences (UC San Diego Extension)

Developing and Implementing Programs for Learners who are Gifted (UMF)

Annual MEGAT conference

Membership in NAGC

MDOE Gifted and Talented Mentor Workshop

Webinars

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

The Special Services director oversees the program. The chapter 104 teacher/coordinator is a part-time position (40%) and is responsible for

\*coordinating the student screening/selection process

\*developing individual student learning plans and maintaining student records

\*providing direct services to identified students through small groups, individual instruction, and collaboration with classroom teachers

\*providing support to classroom teachers through the use of collaborative planning and discussion of individual student performance and learning needs

\*evaluating progress toward visual and performing arts Individual Learning Plan goals through teacher progress reports (2x/year)

\*ordering supplies and materials

\*facilitating Chapter 104 steering committee meetings and completing annual program evaluation

\*compiling and submitting the annual program application and yearly budget

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
Wendy Pearson	yes (transitional)	Teacher	K-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.

The Chapter 104 Steering Committee will review the Chapter 104 selection process and programming annually. They will recommend any needed changes or modifications to the Chapter 104 Coordinator. The Steering Committee will consist of the building principal, special services director, guidance counselor, a school committee member, a parent representative, and 2-3 classroom teachers. The committee is responsible for assuring that the selection process is equitable.

Student Progress:

Each student's program will be reviewed during the school year to evaluate progress toward the goals of the Individual Learning Plan. This review will involve Chapter 104 staff and the student's classroom teacher(s), principal, guidance counselor, parents, and student, if appropriate.

The evaluation of the Chapter 104 Program will be based on the program goals, as outlined in the plan.

Program goals:

Ensure that every student receives instruction at an appropriate level through a variety of program models, instructional strategies, and resources; integrate the program with the regular classroom; develop cooperative relationships between classroom teachers and personnel assigned to the Chapter 104 program; ensure continuity as students progress through the program; provide professional development and support to assist teachers in meeting the needs of advanced learners; develop an Individual Learning Plan for each identified student; develop a process to review student progress; identify future goals/outcomes, and identify necessary resources; align instruction in the Chapter 104 program with the Common Core Standards and the Maine Learning Results

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

Supplemental math and science books or other curriculum materials to be used with accelerated students in the Chapter 104 program; books on giftedness to loan to parents; costs associated with providing art workshops (such as paying guest artist, specialized art supplies)

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)
Wendy Pearson	19,140.61	
Subtotal	19,140.61	

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
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
(See other side ->)	200	base 10 blocks, Pattern blocks,	
Challenging C.C. Math Act. for Adv Learners (gr.3)	30	Pan balance, dice, tape measures,	
Math Rules gr.3-4	18	Strathmore 18"x24" drawing paper, Prismacolor Scholar	
Mathability: Math in the Real World	15	erasers	
C.C. Math Task Cards Gr. 3	10		
C.C. Math Task Cards Gr.4	10		
Word of the Day:Bit By Bit Book	14		
<b>Subtotal</b>	<b>\$ 297.00</b>	<b>Subtotal</b>	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Title	Cost	Secondary: Title	Cost
Developing and Implementing Programs for Learners who are Gifted.	\$ 1271.00		
MEGAT conference	100		
<b>Subtotal</b>	<b>\$ 1371.00</b>	<b>Subtotal</b>	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	19,140.61	
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>	297.00	
<b>B. Other Allowable Costs</b>		
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>	1371.00	
<b>Total</b>	<b>\$ 20,808.61</b>	