

School administrative unit name: Waterville Public Schools

Name and title of person responsible for gifted and talented program:
Assistant Superintendent Peter Thiboutot

Phone number: 872-1860

Email address: pthiboutot@aos92.org

CERTIFICATION:

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

ERIC L. HALEY
Superintendent Name (printed)

Eric L. Haley
Superintendent Signature

Date application submitted to Maine DOE for review: 10/16/15

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: *Patti Drapeau*

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: *Janean* Date of Approval: 1/22/16

**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: Waterville Public Schools

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

Peter Thiboutot Assistant Superintendent of Schools

Phone number: 872-1960

Email address: pthiboutot@aos92.org

CERTIFICATION:

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

Superintendent Name (printed)
Eric Haley

Superintendent Signature

Date application submitted to Maine DOE for review:

12/17/2015

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

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Maine DOE Authorization:

Date of Approval:

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

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

Academic program philosophy:

We acknowledge diversity among students. Our goal is to match students' strengths and needs with appropriate programming. We are committed to providing a range of services in the academic areas to meet the individual needs of our gifted and talented students. These services will vary based on the developmental level of the students being served. Ideally, at all levels, the classroom provides the best setting for students to develop their talents. To the extent that the students' needs cannot be provided for in the classroom setting, alternatives will be identified and implemented.

Arts program philosophy:

We acknowledge diversity among students. Our goal is to match students' strengths and needs with appropriate programming. We are committed to providing a range of services in the visual and performing arts to meet the individual needs of our gifted and talented students. These services will vary based on the developmental level of the students being served. Ideally, at all levels, the classroom provides the best setting for students to develop their talents. To the extent that the students' needs cannot be provided for in the classroom setting, alternatives will be identified and implemented.

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 gifted and talented program in AOS 92 is designed to serve students in grades K-12 who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. These students may demonstrate this across all academic areas or in one or more academic area. The population identified in academic areas typically comprises about five percent of the

population.

A continuum of options will provide the basis of program planning for gifted and talented students in language arts, math, science and social studies.

Grades K – 2: Program services in all academic areas at the primary level focus substantially on methods that support the classroom teacher in differentiating instruction for students who are developmentally or academically advanced. In addition, program staff may plan and implement lessons and activities that allow further observation of students who may be considered for future program services. In instances where student needs are so significant that typical differentiation opportunities are not sufficient, additional services are considered.

Grades 3-5: A variety of program options are available for consideration at this level, including, but not limited to, consultation with classroom teachers regarding differentiated instruction, regularly scheduled small group meetings for specialized instruction in a particular subject, quarterly academic summits, accelerated classes, independent study, and out-of-grade placement.

Grades 6-8: A variety of program options are available for consideration at this level, including, but not limited to, consultation with classroom teachers regarding differentiated instruction, regularly scheduled small group meetings for specialized instruction in a particular subject, quarterly academic summits, accelerated classes, independent study, and out-of-grade placement.

Grades 9-12: Program options available for consideration at this level include, but are not limited to, regional programs, cross-registration for specific courses at area schools, online courses, AP courses, college courses, mentorships, college and career planning, and independent study.

Arts program abstract:

Gifted and Talented visual and performing arts programming in AOS 92 is designed to serve students in grades K-8 who excel, or have the potential to excel, beyond their age peers in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional creativity and/or artistic ability as shown by demonstrated significant achievement or potential for significant accomplishment in the performing and/or visual arts. The population identified in the visual and/or performing arts areas typically comprises about five percent of the population.

A continuum of options will provide the basis of program planning for gifted and talented students in the arts.

Grades K-2 – Program services at the primary level will focus substantially on methods that support the classroom teacher in differentiating instruction for students who demonstrate special interest and/or ability in the visual or performing arts. In instances where student

needs are so significant that typical differentiation opportunities are not sufficient, additional services may be considered.

Grades 3-5 – A variety of program options are available for consideration at this level, including, but not limited to, differentiated instruction, regularly scheduled small group meetings for specialized instruction in a particular subject, independent study, field trips, sessions with visiting artists.

Grades 6-8 – A variety of program options are available for consideration at this level, including, but not limited to differentiated instruction, regularly scheduled small group meetings for specialized instruction in a particular subject, independent study, mentorships, field trips, sessions with visiting artists.

Grades 9-12 -- No formal gifted and talented programming will take place at the high school level, since there are no courses in the visual and performing arts that are required for all students.

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

Academics:

Goals:

Goal #1: To develop academic opportunities for gifted and talented students that accommodate their strengths and needs.

Objective: To provide differentiated instruction that is appropriately paced to suit the learning needs of identified students

Activity: Compacted curriculum for students identified in math.

Goal #2: To develop academic opportunities for gifted and talented students that are developmentally appropriate.

Objective: To provide opportunities for academic exploration beyond the regular classroom for older students.

Activity: Pull-out groups to support additional literature study.

Goal #3 To develop academic opportunities for students that emphasize inquiry and application of learning.

Objective: Provide opportunities for independent investigation.

Activity: Video presentations of findings on science topics, after conducting experiments.

Arts:

Goals:

Goal #1: To develop opportunities for gifted and talented students in the visual and performing arts that accommodate the wide range of talents, interests and abilities.

Objective:

Provide opportunities for original creation that demonstrate conceptual understanding of topics in the field of study.

Activity: Examine the link between the arts and the cultural environment and demonstrate that understanding through an original work.

Goal #2 Provide opportunity to participate as a member of a community of artists.

Objective:

Provide opportunities for interaction with and instruction from a range of artists, beyond school specialists.

Activity: Participate in workshops for district arts gt students presented by local visual and performing artists.

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: The screening process is used to identify potential candidates for gifted and talented services. At least one tool will be objective, one tool will be subjective, and at least three tools will be used to screen all students. Any student who meets the criteria on any one of these will be moved to the pool to be considered for identification.

Screening measures for grades 3-8 may include:

ELA: Naglieri, DRA 2, local writing prompts, state assessment information for reading and writing, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Math: Naglieri, state assessment information for math, local assessments, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Science: OLSAT, Naglieri, state assessments for science, state assessments for math and reading, student classroom performance assessments, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Social Studies: OLSAT, Naglieri, state assessments for math and reading, locally developed screening measure, student classroom performance assessments, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Screening measures for 9-12 may include:

ELA : state assessments for reading, local writing prompts, PSAT and SAT reading/writing results, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Math: state assessments for math, PSAT and SAT math results, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Science: state assessments for science, and for math and reading, all PSAT and SAT results, student classroom performance, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Social Studies: state assessments for reading, all PSAT and SAT results, student classroom performance, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Selection:

Once a pool of students has been screened and identified as potential candidates for GT services, a GT Identification or Oversight Committee meets to identify specific students for GT services. This committee is comprised of the GT teacher, a classroom teacher, and a building administrator. Additional members may also include classroom teachers from other grades in the span and a guidance counselor and a parent. Students who are identified as gifted and talented in three or more academic areas are considered general academic ability gt students.

The responsibilities of the committee in relation to selection are:

- Review the information collected on students who have met the screening criteria;
- Collect additional information when appropriate;
- Select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information;
- Oversee the annual review of the selection process;
- Assure that the selection is equitable;
- Ensure that students will be allowed to bring in additional educational information from other professional sources, if available, to demonstrate that they would benefit from the gifted program.

Placement:

After the GT Identification Committee has determined the academic areas for which each student is identified, the gt teacher, in conjunction with parents, students and teachers, will develop a personal learning plan for each student. The plan will outline how programming options will be implemented in order to address the strengths and needs of the student.

The GT Identification Committee will also:

- Notify the superintendent of children selected for the program;
- Provide the superintendent with a description of the program that will be provided;
- Notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written parental permission to place the child in the program;
- Maintain records on each child's participation in the program.

Academic Aptitude:

Screening:

The screening process is used to identify potential candidates for gifted and talented services. At least one tool will be objective, one tool will be subjective, and at least three tools will be used to screen all students. Any student who meets the criteria on any one of these will be moved to the pool to be considered for identification.

Screening measures for grades 3-8 may include:

ELA: OLSAT, Naglieri, DRA 2, local writing prompts, state assessment information for reading and writing, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Math: OLSAT, Naglieri, state assessment information for math, local assessments, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Science: OLSAT, Naglieri, state assessments for science, state assessments for math and reading, student classroom performance assessments, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Social Studies: OLSAT, Naglieri, state assessments for math and reading, locally developed screening measure, student classroom performance assessments, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Screening measures for 9-12 may include:

ELA : state assessments for reading, local writing prompts, PSAT and SAT reading/writing results, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Math: state assessments for math, PSAT and SAT math results, student classroom performance, teacher referrals, student (self) referrals, parent referrals.

Science: state assessments for science, and for math and reading, all PSAT and SAT results, student classroom performance, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Social Studies: state assessments for reading, all PSAT and SAT results, student classroom performance, interest inventories, teacher referrals, student (self) referrals, parent referrals.

Selection:

Once a pool of students has been screened and identified as potential candidates for GT services, a GT Identification or Oversight Committee meets to identify specific students for GT services. This committee is comprised of the GT teacher, a classroom teacher, and a building administrator. Additional members may also include classroom teachers from other grades in the span and a guidance counselor and a parent.

The responsibilities of the committee in relation to selection are:

Review the information collected on students who have met the screening criteria;

Collect additional information when appropriate;

Select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information;

Oversee the annual review of the selection process;

Assure that the selection is equitable;

Ensure that students will be allowed to bring in additional educational information from other professional sources, if available, to demonstrate that they would benefit from the gifted program.

Placement:

After the GT Identification Committee has determined the academic areas for which each student is identified, the gt teacher, in conjunction with parents, students and teachers, will develop a personal learning plan for each student. The plan will outline how programming options will be implemented in order to address the strengths and needs of the student. The GT Identification Committee will also:

Notify the superintendent of children selected for the program;

Provide the superintendent with a description of the program that will be provided;

Notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written parental permission to place the child in the program;

Maintain records on each child's participation in the program.

Artistic Ability:

Screening:

The screening process will be used to identify potential candidates for GT services. Three tools will be used to screen all students, and information from any single measure may qualify a student for further consideration.

- a) Screening will be conducted annually at grades 2 and 5. Students entering the AOS at other grades will be screened as they enter, and information available from their previous districts will be considered.
- b) Screening measures for art and music include:
 1. Parent, private tutor, art teacher or classroom teacher referral
 2. Self-referral
 3. Portfolio/products, audition or performance
 4. Pupil interview

Selection:

Once a pool of students has been screened and identified as potential candidates for GT services, a GT Identification Committee, comprised of GT staff, two or more district arts specialists, a classroom teacher, and the building principal, will meet to identify specific students for GT services. Additional teachers from the grade span, and a guidance counselor may also be included.

The responsibilities of the Committee in relation to identification are:

- a) Review the information collected on children who have met the screening criteria;
- b) Collect additional information when appropriate;
- c) Select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information;
- d) Oversee the annual review of the selection process;
- e) Assure that the selection process is equitable.
- f) Ensure that students will be allowed to bring in additional educational information from other professional sources, if available, to demonstrate that they would benefit from the gifted program.
- g) Place students who are referred outside the screening cycle on monitor status until the next identification/programming session.

Placement:

Once a student has been identified, the GT Identification Committee will develop a Personal Learning Plan (PLP) for the identified student. The PLP will outline how programming options will be implemented in order to address the strengths and needs of the student.

The GT Identification Committee will also:

1. Assure collaboration between the regular 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. Provide the superintendent a description of the program(s) that will be provided.
3. Notify parents of the eligibility of their child for participation in the program, provide them with a description of the program and obtain written parental permission to place the child in the program.
4. Maintain records on each child's participation in the gifted and talented program.
5. Conduct an annual review of each child's program to evaluate appropriateness of placement and instruction.

Process for transfer students:

Students who are referred outside the screening cycle, or who enter after the annual identification review has been conducted, will be placed on monitor status until the next identification/programming session.

Exit Procedure:

A student and/or his or her parent may request in writing that the student be allowed to exit the program. If a child wants to exit the program and parents do not give permission, a meeting of the identification team, the parent and the student will take place to determine the appropriate action.

Process for appeals:

An appeal may be requested by a student, parent, teacher, or school administrator by completing a GT Appeal Form and submitting it to the Assistant Superintendent of Schools. The Assistant Superintendent will review the GT Appeal Form with the GT Identification Committee, and make a recommendation to the Superintendent of Schools for his/her action. As per school system policy, any appeals made in respect to actions of the Superintendent may be directed to the School Board for further review and/or action.

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

Teachers employed as teachers of gifted and talented students hold endorsement 690 (gifted and talented) or are working towards that certification. In addition, these teachers are encouraged to attend ongoing professional development in the field. Staff routinely attend MEGAT conferences and regional meetings.

Teachers in the gifted and talented program also provide or support ongoing professional development to teachers in their respective buildings. Professional development includes such topics as differentiation, identification, social and emotional needs of gifted students, to name a few.

Programming for visual and performing arts gifted and talented students will be implemented by existing art and music teaching personnel, in consultation and collaboration with GT teachers. Ongoing professional development, both formal and informal, will be provided by the GT teachers for visual and performing arts teaching personnel.

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

The AOS 92 Assistant Superintendent will be responsible for overseeing and supervising the GT

program and staff. The GT academic program is staffed by individuals who are certified as gifted and talented teachers or teachers. Students may also receive instruction from teachers who are certified and highly qualified in the pertinent content areas.

The GT arts program will be overseen by the assistant superintendent and staffed with individuals who are certified as gifted and talented teachers or who have specific content knowledge and experiences in working with GT students. Students may receive instruction from certified teachers who hold endorsements in art or music. In addition, at times, individuals, classified as independent contractors, with specialized knowledge, skills or expertise may provide consulting services to school staff or instructional services to children.

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
Mary Violette	Yes	teacher	K-12	full time

Indicate the Auxiliary Staff: Educational Technician

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

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

The GT program's policies and procedures are reviewed yearly to ensure they are in compliance with state rules and regulations, and the identification procedures are fair and provide for the nomination and selection of students from all populations of students.

The program is evaluated each spring by GT staff and AOS administration using a variety of information that may include teacher surveys, parent surveys, student surveys and/or reflections, GT staff reflections, student achievement information, review of the identification process and review of progress towards program goals. Information is used to set annual program goals.

The GT visual and performing arts program will be evaluated annually by the GT staff and administration using a variety of information that may include teacher surveys, parent surveys, student surveys and/or reflections, GT staff reflections, student achievement information, review of the identification process, and review of progress towards program goals.

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

In addition to salaries and benefits, the largest portion of the costs relates to professional development for staff. Our gifted and talented teacher is new and needs coursework to be professionally certified. In addition, one of our middle level language arts teachers wants to take a course in the field. In addition to that, there are some expenses to support math instruction and purchase of screening measure materials.

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)
Mary Violette	43378	
Subtotal		

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
Naglieri test booklets	200		
Singapore Math teacher books grades 1-6	300		
Subtotal	500	Subtotal	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Bus to Colby for music gt	100		
Concert admission Bangor Symphony	60		
Bus for gt music to Bangor	200		

* Note that these activities take place during the school day			
Subtotal	360	Subtotal	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
University of Phoenix: SPED 505 Teaching Gifted and Talented Learners	600		
Maine Educators Consortium: Educating Gifted and Talented Students in English Language Arts -- Note: one participant was a regular ed teacher, and the other was the GT teacher	1850		
MEGAT conference and membership	160		
Subtotal	2610	Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	43378	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	500	
B. Other Allowable Costs	360	
C. Student Tuition		
D. Staff Tuition/PD	2610	
Total	46848	