

**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: Wiscasset School Department

Name and title of person responsible for gifted and talented program:
Patricia J. Watts/Curriculum Coordinator

Phone number: (207) 882-4104

Email address: pwatts@wiscasset-schools.org

CERTIFICATION:

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

Heather Wilmot

Superintendent Name (printed)

Heather P. Wilmot, Ed.D.

Superintendent Signature

Date application submitted to Maine DOE for review: October, 28, 2015

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patricia Draper

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: [Signature]

Date of Approval: 3/29/16

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:

The Wiscasset School District establishes a program for gifted and talented students that operates with the belief that each student in our K-12 system is an individual with unique learning strengths and needs. Some of these students excel or have the potential to excel beyond their age peers. The district program assists these students and their families to recognize, develop and expand their capabilities and talents, while at the same time addressing their affective needs.

Our two schools, pre-k through 6 and 7-12 will work together to create a continuity of programming to provide the students with experiences that are practical, sequential, and challenging reflective of the Common Core State Standards. The teacher of our gifted and talented program will work cooperatively with classroom teachers and other appropriate staff to develop challenging educational experiences that are appropriate for each student's unique needs and abilities. The g/t and classroom teacher(s) of students within the g/t program will establish and support activities and attitudes, challenge and rigor that gifted and talented students require to grow academically and socially not only within the classroom, but within the school system and the community.

Arts program philosophy:

The Wiscasset School District realizes that a small percentage of our students have exceptional talents and abilities in the arts. It is our commitment to identify and provide challenging activities that build upon the individual's repertoire to further explore and extend his/her talents in the arts. This specialized and exceptional approach will be offered in the classroom with consult from our g/t teacher.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

In grades K-3, the district provides a consult model. The g/t teacher will observe and consult with the classroom teacher on various ways to extend the learning and/or differentiate within the classroom curriculum.

In grades 4-8, the teacher will consult and help coordinate using a push-in as well as a pull-out

model for small groups and 1-1 teaching within the area of the child's giftedness. The g/t teacher will meet with classroom teachers to support extended learning activities, and assist in program planning.

Our district provides gifted and talented support in grades 9-12. Because our high school is implementing proficiency based instruction, our gifted and talented teacher will consult, advocate and serve as an advisor to further develop the g/t student's area of interests through dual enrollment, AP courses, and access to all honors courses. The g/t teacher will support the student and parents on extended academic coursework and share information in the students best interest.

Arts program abstract:

The district recognizes that we have exceptional students in the arts programs. Our K-3 students will receive extended programming within the classroom setting.

Students at the 4-12 level, that show above average talents and beyond their peers, will be targeted to receive extended types of services. The form and structure may vary by topic, subject and grade. Students may receive these services through independent study, mentors and other types of enrichment.

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

Academics:

Goals:

- To apply the theory and research-based models of curriculum and instruction related to our gifted and talented students
- To respond to the g/t student needs through programming, planning and individualizing the curriculum using research based instructional strategies to accomplish specific student outcomes, as measured by objectives, achievement data and anecdotal reports

Objectives:

- Providing coordinated services of gifted education, special education and related services

Activities:

- Educators in gifted, general and special education programs, collaboratively plan, develop and implement services. Examples: Advanced placement in higher levels of coursework, individual and small group instruction, on-line learning, and special projects
- A collaborative effort with the classroom and g/t teachers, technology integrator, mentors and

or educational technician in overseeing our individual or groups of g/t students.

Arts:

Goals:

-To develop, implement, and effectively manage comprehensive services of gifted education, special education and related services

-To provide each identified students with a rich and challenging curriculum with learning opportunities that are commensurate with his/her abilities. Students will make progress as measured by agreed upon formative and summative assessments and anecdotal data.

Objectives:

-To provide coordinated services of gifted education, special education and related services

-To use each student's identification as the framework for a personalized intervention plan that includes the objectives for daily and long-term work

This may include additional intervention for students identified as requiring specialized instruction in the visual or performing arts.

-To provide opportunities, materials and experiences for artistic exploration and creation

Activities:

-Educators in gifted, general, and special education programs collaboratively plan, develop and implement services

-Include placement in an advanced course, small group and individualized instruction, on-line learning opportunities, special projects and etc...

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 NWEA, Smarter Balanced and Measured Progress Achievement Tests will serve as an initial screening tool. The top 5% in our two schools become the "talent pool" which will warrant gathering additional information about those students. Teacher and parent nomination will help alert teachers to characteristics and achievement not represented in initial screening provided by achievement tests. Students in the "talent pool" being considered for the gifted and talented services will have their academic and social/emotional behavior observed, with the help of classroom teachers, parents, and

specialists if necessary.

Selection:

Classroom teachers will: Share student work samples in the child's given subject area; complete teacher observation form; evaluate academic and social/emotional behavior and further assist in evaluating students for the g/t program. Students will: complete an interest inventory & self-assessment of strengths/weaknesses. The g/t teacher will: administer the CogAt for current levels; administer a cognitive abilities test to measure the student's reasoning skills (1) word relationship, (2) number relationships & (3) shape/pattern relationships. Administer the Renzulli Scales. The committee may request additional assessment info., such as: Lucy Calkins Writing Assessment, Key Math, Woodcock-Johnson and/or Founts & Pinnell Reading Assessment.

Placement:

The committee will meet with parents, students and classroom teachers. Goals will be addressed and a written statement on how the program is utilized will be given to the parent. Parents will sign a document, giving their approval of the plan. Records of assessment of the child's progress on goals and maintained with copies provided to the parents on a trimester basis (WES) and quarterly at the middle school/high school. The committee will evaluate the appropriateness of the child's placement and instruction annually. A list of identified students is given to the superintendent.

Academic Aptitude:

Screening:

All Wiscasset Students receive formal and informal testing. Beginning in the third grade, students participate in the state assessment tests (NECAP, Smarter Balanced, & most recently Measured Progress) through the eleventh grade. NWEA Testing from Kindergarten through the eleventh grade are also administered annually. These tests measure math, literacy & writing. In addition, students at the K-8 level are tested in literacy from the (K-8) Founts & Pinnell Benchmark Assessments. Other tests at the K-1 level measures Clay's Observation Survey and K-8 Lucy Calkins Writing Curriculum. The Every Day Math Program measures pre/post student mathematical abilities. Science is measured through Measured Progress, formal and informal testing that is aligned with our Next Generation Science Standards. Social Studies is also measured by formal and informal testing through the learning results.

Selection:

The committee is comprised of our g/t and classroom teacher(s), curriculum coordinator and the principal. Testing is reviewed and all information is taken into consideration. Additional testing may be requested if needed. Parents are informed and included in all discussions that consider programming beyond the regular classroom placement.

Placement:

The committee will meet with parents, students and classroom teachers. Goals will be addressed and a written statement on how the program is utilized and presented to the parent. Parents will sign a document, giving their approval of the plan. Records of assessment and the child's progress of goals are maintained with copies provided to the parents on a trimester basis (WES) and quarterly at the middle school/high school. The committee will evaluate the appropriateness of the child's placement

and instruction annually. A list of identified students is given to the superintendent.

Artistic Ability:

Screening:

Our music and art teachers keenly observe their students. The teachers may make a referral, as well as the regular classroom teachers to the g/t arts or music program. A collection of the student's arts work are collected and shared with the committee. Advanced music students will be observed by our two music teachers and referred to the selection committee. Additional programming is organized for those students through extended classroom activities, mentorships, and or independent work in art and or music.

Selection:

The committee including art and music teachers review the teacher checklist, students works, and other information to identify students for g/t programming.

Placement:

The committee as well as our art and music teachers will determine the appropriate programs and select the top 3-5% of our district-wide students. Students can also be placed on a monitor list to be reconsidered at future identification committee meetings. A list of identified students is given to the superintendent.

Process for transfer students:

Students transitioning into the Wiscasset School Department need to be screened and assessed for gifted and talented program eligibility in the same manner as current students. If a student had been receiving gifted and talented services at their previous school, unless the screening and identification process and tools are the same, the gifted and talented identification committee will need to go through the screening, selection, and placement procedure.

Exit Procedure:

In grades K-6 all students are reevaluated annually. If a student no longer qualifies, he or she is not considered to be exiting the program. In grades 7-12 qualified students continue in the program from one year to the next unless a parent, the gifted and talented teacher, a counselor, or the school administrator requests otherwise. Before a student formally exits the program the gifted and talented teacher will confer with the student and his or her parents. If the school and home disagree with the decision, the building principal will be asked to participate in the discussion. If parties still cannot come

to agreement, a formal appeal may be requested.

Process for appeals:

Upon request by a parent or teacher, the teacher of the gifted and talented will review testing results and other collected documents concerning a child who is initially denied inclusion in the program. The teacher will then confer with the concerned person and explain the reason for exclusion based upon the criteria used for testing and identifying students. New and relevant information will be considered, such as test anxiety and unfavorable conditions for test taking. The student will be placed on monitor status and classroom teacher input will be solicited. If a parent or teacher is still dissatisfied, the principal will be called in to meet and address concerns. Finally, the superintendent may be called in to reconsider the eligibility of a child.

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

Personnel employed in the Wiscasset School Department's Gifted and Talented program will have specialized training in gifted and talented education, expertise in appropriate differentiated content and the instructional practices, and involvement in ongoing professional development.

Additionally, the g/t teacher will be responsible for working with teachers, administrators, and specialists to collaborate on a program that provides appropriate service and support to students and families. The g/t teacher will meet regularly with teachers and administrators to maintain continued coloration to ensure the program is providing appropriate programming, both academically challenging with rigor, while also providing social and emotional support for students.

Also, the g/t teacher will attend the annual MeGAT Conference to further their training and collaboration of their colleagues.

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

The intent is for the g/t program to be staffed with an individual who is certified as a g/t teacher or who have specific content knowledge and experiences in working with g/t students. The district curriculum coordinator will be responsible for overseeing and supervising the g/t program and individual staff member. The g/t program's policies and procedures will be reviewed yearly to ensure they are in compliance with state rules and regulations, and the identification process and procedures are fair and provide for the nomination and selection of students from all populations of students.

K-3 will be on a consult basis from our g/t teacher.

4-6 will collaborate with the regular classroom teachers and assist in extending their academic activities through inclusion and possible pull out, if necessary.

7-12 will receive consultation services and the assistance of proficiency based education activities with possible community resources, mentorships and other creative ways to engage the g/t student.

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
Patricia J. Watts	No	Administrator	K-12	pre-K-12 Curriculum Coordinator
Karina Sprague	No	Teacher	K-12	Full Time in G/T
Superintendent Dr. Wilmot has applied to the MDOE for a waiver for Miss Sprague to be granted a conditional G/T, 690 certificate. See attached paperwork.				

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 curriculum coordinator meets regularly with the g/t teacher and committee

members. They will review the g/t program annually. Staff and administration will complete a variety of information including teacher/parent/student surveys and reflections, gifted and talented staff reflections, student achievement information, identification process review, and review of goals of the gifted and talented program.

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

The salary cost for our teacher is **\$42,400.85**. Miss Sprague is a certified teacher and working on her g/t endorsement. She is enrolled in the New England Institute for Teacher Education. The two courses are: (1) **EDE 527 Educating Gifted and Talented Learners** (January 18, 2016 - April 11, 2016) and (2) **EDAR 528 Brains on Fire: Rekindling Imagination in the Classroom, K-8** (March 18, 2016 - June 4, 2016). Both classes will be taken by the end of June, 2016. Total for two courses: \$2990.

Staff development: The teacher will attend the annual 2016 G/T State Conference. \$200.00

1. Assessment Kit KBIT-2 Complete Kit: \$256.
2. Rtl for Gifted Students: A CEC-TAG Educational Resource: \$19.00
3. Systems & Models for Developing Programs for the Gifted and Talented: \$100.00
4. Designing Services and Programs for High Ability Learners: A Guidebook for Gifted Education: \$33.00
5. Educating Gifted Students in Middle School, 2E: A Practical Guide: \$33.00
6. When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs: \$10.00
7. Identification: The Theory and Practice of Identifying Students for Gifted and Talented Education: \$80.00

Total for Assessment Kit and Book Resources: \$498.00

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)
Karina E. Sprague	00	00
Subtotal		

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

