

**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:

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

Phone number:

Email address:

**CERTIFICATION:**

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

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

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

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By:

- Approval
- Approval with concerns
- Non-approval

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:** Woodland believes that all students are entitled to a productive and equitable learning environment, where identified gifted and talented learners are challenged beyond the foundations already created in classroom settings.

Gifted and Talented students are pupils who, by virtue of outstanding abilities, require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. The capacities of such pupils may be manifested as general intellectual talent.

The Gifted and Talented Program is therefore designed to encourage students to use problem solving skills and foster real world applications across multiple subject areas, including academics.

**Arts program philosophy:** Woodland believes that all students are entitled to a productive and equitable learning environment, where identified gifted and talented learners are challenged beyond the foundations already created in classroom settings.

Gifted and Talented students are pupils who, by virtue of outstanding abilities, require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. The capacities of such pupils may be manifested as artistic talent.

The Gifted and Talented Program is therefore designed to encourage students to use problem solving skills and foster real world applications across multiple subject areas, including art.

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 students being served are those who qualify for G.T. in the area of academics in which they excel.

“Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program, if they are to achieve in accordance with their capabilities.”

A G.T. program for academics will be implemented for all those who qualify.

**Arts program abstract:** The students being served are those who qualify in the arts.

“Those students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program, if they are to achieve in accordance with their capabilities.”

A G.T. Art program will be implemented for all qualifying students.

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

**Academics:**

**Goal #1 :** To identify gifted students and develop program options and challenges to meet specific needs of identified students.

**Objective:** To provide differentiated programming through consultation between classroom teachers and personnel for the gifted program.

**Activities:** Educators and gifted personnel provide acceleration, compacting, differentiation, enrichment, guidance, cluster grouping and mentoring to implement services for the gifted students.

**Goal # 2:** To provide experiences for identified gifted students that challenge them to meet their potential academically, socially and emotionally.

**Objective:** Students will develop skills to explore new ideas and become individually responsible for self-reflection, academic and social growth.

**Activities:** Students will engage in activities that stretch their logical, critical and creative reasoning skills.

**Arts:**

**Goal #1:** Provide individualized, differentiated and accelerated opportunities for students identified as gifted and talented artistically and musically.

**Objective:** Expose students to individual mentoring, acceleration and support in their gifted area of music or art.

**Activities:** Each student will engage in activities that develop self-confidence, pride and a sense of accomplishment. Students will be provided pull-out support and showcase opportunities.

**Goal #2:** Provide exposure to experts in music or art.

**Objective:** Expose students to professional groups and professional materials in music and art. Each student will develop an appreciation and respect for the ways in which others think, work and express themselves.

**Activities:** Travel or provide virtual exposure to professional music and art events.

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: Gifted and Talented students are identified through application, multiple measures, surveys and by qualified professional personnel. Our vision of outstanding abilities is determined by capabilities and motivation to achieve a high level of performance.

A request for screening by the G.T. department may be submitted by a parent, teacher, school counselor, the student him/herself, the G.T. Coordinator or building administrator. A formal "Request for Screening" includes the official request form, an observation form completed, as well as supporting data.

Once the request form is submitted and any supporting evidence, other sources of data collected by the classroom teacher and/or the building G.T. Coordinator to create a portfolio supporting the screening of students for possible gifted and talented identification. The more comprehensive a profile submitted for screening, the better each building is able to understand the student, assess each student's unique strengths and needs, and properly identify and recommend appropriate programming options.

The portfolio is designed to provide a holistic look at each student's strengths and needs, based upon the age and grade of the student, the school the student attends, and the preferences of the school administrator(s) in the student's school. The screening committee in each school then meets to examine all submitted portfolios, determines which students' needs are already being met in the regular classroom, and which students should be recommended for further assessment by the school's assigned district G.T. teacher.

Those students the committee refers for further assessment are interviewed by the building consultant, and are administered those assessments supported by gifted education research which the consultant believes will most fully reveal each student's strengths and needs. At the conclusion of all testing, building consultants communicate with parents, administrators and classroom teachers regarding the results of the identification process and recommendations when identifications are made. In all cases, programs and services are determined by need and potential benefit, not the identification.

**Selection:** Selection is made by the G.T. Coordinator and building administrator upon completion of the above as well as teacher survey, test scores and formal evaluation.

**Placement:** Placement is completed by the G.T. Coordinator and building administrator.

**Academic Aptitude:**

**Screening:** Gifted and Talented academic students are identified through application, multiple measures, surveys and by qualified professional personnel. Our vision of outstanding abilities is determined by capabilities and motivation to achieve a high level of performance.

A request for screening by the G.T. department may be submitted by a parent, teacher, school counselor, the student him/herself, the G.T. Coordinator or building administrator. A formal "Request for Screening" includes the official request form, an observation form completed, as well as supporting data.

Once the request form is submitted and any supporting evidence, other sources of data collected by the classroom teacher and/or the building G.T. Coordinator to create a portfolio supporting the screening of students for possible gifted and talented identification. The more comprehensive a profile submitted for screening, the better each building is able to understand the student, assess each student's unique strengths and needs, and properly identify and recommend appropriate programming options.

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**Selection:** Selection is made by the G.T. Coordinator and building administrator upon completion of the above as well as teacher survey, test scores and formal evaluation.

**Placement:** Placement is completed by the G.T. Coordinator and building administrator.

**Artistic Ability:**

Screening: Gifted and Talented art students are identified through application, multiple measures, surveys and by qualified professional personnel. Our vision of outstanding abilities is determined by capabilities and motivation to achieve a high level of performance.

A request for screening by the G.T. department may be submitted by a parent, teacher, school counselor, the student him/herself, the G.T. Coordinator or building administrator. A formal "Request for Screening" includes the official request form, an observation form completed, as well as supporting data.

Once the request form is submitted and any supporting evidence, other sources of data collected by the classroom teacher and/or the building G.T. Coordinator to create a portfolio supporting the screening of students for possible gifted and talented identification. The more comprehensive a profile submitted for screening, the better each building is able to understand the student, assess each student's unique strengths and needs, and properly identify and recommend appropriate programming options.

The portfolio is designed to provide a holistic look at each student's strengths and needs, based upon the age and grade of the student, the school the student attends, and the preferences of the school administrator(s) in the student's school. The screening committee in each school then meets to examine all submitted portfolios, determines which students' needs are already being met in the regular classroom, and which students should be recommended for further assessment by the school's assigned district G.T. teacher.

Those students the committee refers for further assessment are interviewed by the building consultant, and are administered those assessments supported by gifted education research which the consultant believes will most fully reveal each student's strengths and needs. At the conclusion of all testing, building consultants communicate with parents, administrators and classroom teachers regarding the results of the identification process and recommendations when identifications are made. In all cases, programs and services are determined by need and potential benefit, not the identification.

Selection: Selection is made by the G.T. Coordinator and building administrator upon completion of the above as well as teacher survey, test scores and formal evaluation.

Placement: Placement is completed by the G.T. Coordinator and building administrator.

Process for transfer students: All transfer students are screened upon entry – files are reviewed thoroughly. If a student was receiving G.T. services in former school the program is carried forward in Woodland. Student continues to benefit from services. All new students have access to be in the academic or art portion of our Gifted and Talented programs.

Exit Procedure: If a student no longer shows interest or a parent requests removal from the program, the child is then removed. If child ages out and moves in to secondary school due to our school servicing K-8 students only, the file will follow and programming continues.

**Process for appeals:** All appeals are taken to the G.T. Coordinator, building administrator in writing, then copied to the Superintendent. If the problem can be rectified it is taken care of immediately. If further action is required it is rectified as soon as possible with the G.T. teacher, Principal and Superintendent. All students have the right to access the programs if they qualify.

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

Staff Development which our teacher in involved with includes, MEGAT events, G.T. workshops, various training at local colleges, G.T. meetings with colleagues, courses and maintenance of certification projects.

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

The staffing we have includes 1 part time teacher who is endorsed. She covers academics and art. The business manager does the financial piece and the Superintendent covers the other portion of the application. The GT Teacher reports to the Building Principal.

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
Linda Ross	Yes	Teacher	K-8	Part 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
N/A					

7. Provide a description of the annual program self-evaluation process.  
 Upon completion of the school year the program is evaluated for success. The Superintendent and G.T. teacher, along with the building principal review what activities took place and how each activity was implemented. We review student test scores to determine if the involvement in the academic program was proven beneficial to their growth during the past school year. We review if G.T. students are making progress academically and in the arts. We discuss if changes are needed and if so to what degree. The G.T. teacher reviews her goals and determines if all were met and if in the upcoming year additional goals need to be recommended.
  
8. Provide a description of the costs to be incurred to implement the program(s).  
 The costs to be incurred for implementation of the program include, cost of supplies both academic and art, cost of 1 part-time G.T. teacher plus benefits, costs to attend MEGAT events held at the University of Maine at Presque Isle, Young Authors, Girls and Goals, Boys and Goals, Problem Solving Day and any field trip that correlates with the program as well as activities at the Wintergreen Art Center. This will also cover G.T. association fees.
  
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)
Linda Ross	\$4,493.00	
Subtotal	\$4,493.00	

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
Higher Order Thinking Games	\$150.00		
Smart Mouth			
Colorku			
Buzz Word			
Flip 4			
Books:	\$100.00		
Teaching Gifted Kids in the Regular Classroom by Winebrenner			
GT Art Supplies	\$150.00		
GT Art Scratch Art pre-inked Boards			
Scratch Tool Set			
<b>Subtotal</b>	<b>\$400.00</b>	<b>Subtotal</b>	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Dues and Fees	\$200.00		
Field Trips/Travel/Bus Drivers	\$230.00		
<b>Subtotal</b>	<b>\$430.00</b>	<b>Subtotal</b>	

The ARGTE events include: Wintergreen Art Center for Grades 3-5. 6 students are allowed at \$15.00 each.

UMPI Events:

- Guys and Goals – Grades 5-6 (4 students)
- Girls and Goals – Grades 5-6 (4 students)
- Problem Solving Day – Grades 5-6 (4 students)
- Visual Arts Day – Grades 6-8 (4 students)
- Battle of the Books – Grades 6-8 (up to 6 students)

**C. Student Tuition:**

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

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

Elementary: Title	Cost	Secondary: Title	Cost
G & T Conferences Professional Development and Travel – (Annual meetings in Bangor & Augusta)	\$200.00		
Maine Educators of the G & T Fall Conference			
<b>Subtotal</b>	\$200.00	<b>Subtotal</b>	

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$4,493.00	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$400.00	
B. Other Allowable Costs	\$430.00	
C. Student Tuition		
D. Staff Tuition/PD	\$200.00	
<b>Total</b>	\$5,523.00	