

**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: Yarmouth School Department

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

Jodi McGuire, Director of Instructional Support

Phone number: 207-846-5586

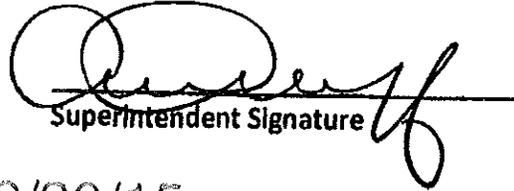
Email address: jodi_mcguire@yarmouthschools.org

CERTIFICATION:

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

Andrew Dolloff, Ph.D.

Superintendent Name (printed)


Superintendent Signature

Date application submitted to Maine DOE for review: 9/30/15

FOR INFORMATION CONTACT:

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

RETURN BY EMAIL TO:

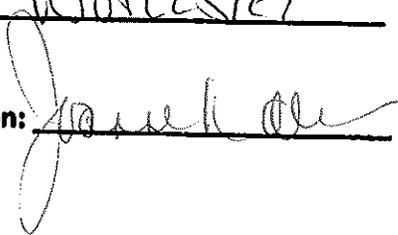
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization: 

Date of Approval: 2/3/16

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:

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the fighter renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally. (The Columbus Group, 1991, in Morelock, 1992)

This quote exemplifies the philosophy behind our approach to meeting the unique needs of Yarmouth's GT identified students with inquiry based learning opportunities that also afford them the opportunity to digest, express and share their learning. We understand that academic drive is implicit in their social emotional profile.

Arts program philosophy:

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally. (The Columbus Group, 1991, in Morelock, 1992)

This quote exemplifies the philosophy behind our approach to meeting the unique needs of Yarmouth's GT identified students in the arts. We understand that artistic drive is implicit in their social emotional profile.

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:

We serve GT who have exceptional ability, aptitude, skill, or creativity in one or more of the following areas: general intellectual ability and/or specific academic aptitude. This 3-5% of students includes twice exceptional learners.

We use both a direct instruction and consultative model to meet the needs of our GT students. The GT Program teachers collaborate with classroom teachers and specialists in grades K - 12 to differentiate for advanced students in all subject areas. GT Program teachers also go into classrooms to support differentiation in a variety of capacities.

Program services consist of:

- Grade acceleration
- Subject acceleration
- Content enrichment
- Differentiation
- Advanced placement courses
- College level courses
- Teacher collaboration
- In-class support
- Extension offerings
- Small group and 1:1 direct services.

Arts program abstract:

We serve GT who have exceptional ability, aptitude, skill, or creativity in the visual/performing arts. This 3-5% of students includes twice exceptional learners.

We offer primarily a consultative model to meet the needs of our artistic GT students. The GT Program teachers collaborate with classroom teachers and specialists in grades K - 12 to differentiate for advanced students in the arts.

Program services consist of:

- Content enrichment
- Differentiation
- Advanced placement courses
- College level courses
- Teacher collaboration
- In-class support
- Extension offerings

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

Academics

Goals:

- Goal 1: To continue to refine our screening and identification process to ensure that it remains thorough and equitable
- Goal 2: To provide opportunities for academic accomplishments beyond the regular educational experiences for GT identified students, including the twice exceptional
- Goal 3: To provide enrichment opportunities, resources and services through the school community, including to our teachers as we seek to help them in differentiating for their GT students
- Goal 4: To provide creative and intellectual challenge through contact with other GT students.
- Goal 5: To provide an environment where the affective needs of the student are met.

Objectives:

- Objective 1: To continually assess and incorporate our district data points and tools in our screening process.
- Objective 2: To develop the individual strengths in GT students using high-level thinking skills, problem solving, inquiry and creative productivity to explore content.
- Objective 3: To provide consultation services to classroom teachers including differentiating and compacting curricula.
- Objective 4: To provide direct instruction to small groups allowing students to interact with each other.
- Objective 5: To utilize resources from SENG, including students, parents, and teachers in discussions of emotional needs of GT students

Activities

- Weekly GT staff meetings
- Ongoing content and grade level meetings
- Consultation with special education staff to help identify and meet needs of twice exceptional students
- Parent and community communication through open houses, email, blog posts, web site and meetings

Arts

Goals:

- Goal 1: To develop, implement and effectively manage comprehensive services for gifted and talented students in the visual and performing arts
- Goal 2: To provide opportunities for arts accomplishments beyond the regular educational experiences.

Objectives:

- Objective 1: Continue to refine the visual and performing arts eligibility process by education and communication with staff
- Objective 2: Increase number of visual and performing arts experiences for GT students

Activities

- Consultation with arts educators
- Consultation with special education staff to help identify and meet needs of twice exceptional students
- Parent and community communication through open houses, email, blog posts, web site and meetings

- 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:

Students are screened initially through teacher nomination and review of annual NWEA MAP. Further data is reviewed to determine selection. See below.

Selection:

A committee of administrators, guidance counselor, and teachers review various sources of data including achievement test scores, aptitude test scores, work samples, and teacher nomination forms. Each piece of data has the potential to earn a point.

Placement:

Students meeting identification criteria, within mandated guidelines of 3-5%, are placed in the program.

Academic Aptitude

Screening:

Students are screened initially through teacher nomination and review of annual NWEA MAP. Further data is reviewed to determine selection. See below.

Selection:

A committee of administrators, guidance counselor, and teachers review various sources of data including achievement test scores, aptitude test scores, work samples, and teacher observations. Each piece of data has the potential to earn a point.

Placement:

Students meeting identification criteria, within mandated guidelines of 3-5%, are placed in the program.

Artistic Ability

Screening:

Students are screened via arts teacher nomination and points from student and teacher checklists.

Selection:

Arts teachers review various sources of data including teacher and student checklists, work samples, and teacher observations.

Placement:

Students meeting identification criteria, within mandated guidelines of 3-5%, are placed in the program.

Process for transfer students:

Students arriving in Yarmouth having been identified for GT services at their sending district are initially monitored while the GT and classroom teachers collect information about the previous program and services. Those who arrive not identified from previous district, we follow the process we use for students who originate in our district. They are referred to the screening committee at parent or teacher request (monitored and screened as needed) Services are then implemented as appropriate. Parents will be notified of decisions.

Exit Procedure:

When the screening committee determines that a student's needs can be met in the regular classroom (based on our annual screening, using all collected data including test scores and portfolio work) and that they no longer are presenting as the top 3-5% in need of direct services, we make the recommendation that their needs will be met without GT services. Parents will be notified of decisions.

Process for appeals:

If parents appeal a decision they meet with the director of instructional services for more information on the process and Chapter 104. All parents of students who are candidates for the program are notified of the team's decision regarding their child. Parents of students not identified may appeal the decision to the director of instructional support. All appeals will be reviewed by the screening committee. The principal and the director of instructional support determine any additional information is needed for the appeal review. The decision of the principal and the director of instructional support will be final.

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

Professional development includes:

- Attendance at conferences and workshops,
- Webinars
- Collaboration with colleagues
- Professional readings
- Courses

GT staff partake of general Yarmouth staff development. Above and beyond this, they meet weekly to address current topics in GT. Education of staff is through MEGAT membership and conferences, networking with MEGAT, SENG webinars, and a wide variety of topics in GT literature.

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

The director of instructional support oversees GT K-12 programming. Building administrators supervise 1.5 GT teachers.

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
Charlotte Agel	Yes	Teacher	K-12	PT
Bob Gross	No/Waiver	Teacher	K-12	PT
Jodi McGuire	No	Administrator	K-12	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 GT teachers, building administrators and director of instructional support meet regularly to review implementation of services and programming overall. GT teachers elicit feedback from classroom teachers, administrators, students, and parents. Yarmouth GT also surveys parents, students, and teachers/administrators yearly. Less formal input from all constituent groups are also taken into account (emails/anecdotes). Student performance data

Evidence of the student's learning is monitored via performance on individual projects, classroom assignments and assessments, and other GT activities. Achievement (NWEA MAP and State Assessment) and classroom performance data (including assignments, assessments, and quarterly grades) is reviewed annually.

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

Program costs consist of staff salary and benefits, professional development, and supplies/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)
Charlotte Agell	55159	5800
Bob Gross	39073	4000
Subtotal	94232	9800

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
MacBeth (7)	49	Chake Higgison Game	50
Hamlet (5)	35	Usual Logic	24
trebuchets/hardware	85	Press Here	
Max's Mix and Match	21		
Tiny Creatures	13		
Use it, Don't lose it (5th + 6th gr)	30		
bicycle driven boat supplies	35		
Rube Goldberg project supplies	30		
Subtotal	298	Subtotal	74

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		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
GT Webinar	100	GT Webinar	100
GT Conference	100	GT Conference	100
Subtotal	200	Subtotal	200

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	94232	9800
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	298	74
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	200	200
Total	94730	10074