

School administrative unit name:

RSU/SAD 37

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

Lorna Greene -- Principal, Prof. Dev., Title I and G/T Coordinator

Phone number:

207-483-2229

Email address:

lgreene@msad37.org

CERTIFICATION:

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

Ronald C. Ramsay

Superintendent Name (printed)

Ronald C. Ramsay
Superintendent Signature

Date application submitted to Maine DOE for review:

10/7/15

FOR INFORMATION CONTACT:

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Maine Department of Education
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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:

[Signature]

Date of Approval:

Oct 14, 2015

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:

RSU/MSAD 37 recognizes the unique skills and abilities of gifted and talented students who need to be given opportunities that are equal and not identical to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels. RSU/MSAD 37 will identify these students and provide specialized, challenging instruction, both vertically and horizontally, through acceleration and enrichment activities and programming options. The program philosophy complements the overall district philosophy, which supports an educational program that accommodates each student's individual needs and potential. Students in the program will be helped to become independent learners and responsible community citizens.

Arts program philosophy:

RSU/MSAD 37 recognizes the unique skills and abilities of gifted and talented art students who need to be given opportunities that are equal and not identical to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels. RSU/MSAD 37 will identify these students and provide specialized, challenging instruction. The program philosophy complements the overall district philosophy, which supports an educational program that accommodates each student's individual needs and potential.

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 program is to provide a differentiated curriculum for grades (K-12) in the areas of ELA, math, social studies and science with formal student identification beginning with grade 3. Services for grades K-3 will be provided as needed. We will target approximately 5% of the total population and provide services in a variety of settings. The program will be in class differentiation and not a pull out program. The delivery format and structure may vary from subject to subject and grade to grade. The program may consist of but not be limited to acceleration, enrichment, differentiation, mentorships, independent study, honors and advanced placement classes.

Arts program abstract:

The program is to provide a differentiated curriculum for grades (K-12) in the area of visual arts with formal student identification beginning with grade 3. Services for grades K-3 will be provided as needed. We currently have no services for performing arts, music or dance. We will target approximately 5% of the total population and provide services in a variety of settings. The program will be in class differentiation and not a pull out program. The delivery format and structure may vary by topic, subject and grade. The arts program

may consist of but not be limited to acceleration, enrichment, differentiation, mentorships and independent study.

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

Components: Learning and development, assessment, curriculum planning and instruction, learning environments, programming, professional development

Academics

Goals: To develop, implement and effectively manage comprehensive services for gifted and talented students.

Objectives: By 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.

Arts:

Goals: To ensure and provide services for identified students to experience a variety of artistic genres, concepts, terminology and processes

Objectives: By providing opportunities, materials and experiences for artistic exploration and creation.

Activities: Educators will collaboratively plan, develop and implement services

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: Standardized test scores, Local Assessments, Teacher nomination

Selection: Cognitive Abilities Test

Placement: Determined by Gifted and Talented Advisory Team

Academic Aptitude:

Screening: Standardized test scores, Local Assessments, Teacher nomination

Selection: Cognitive Abilities Test by subject area

Placement: Determined by Gifted and Talented Advisory Team

The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. Teacher nomination forms are to include all students. Students may be nominated by ANY classroom teacher. All tools used in the screening process target the student's achievement. Screening will be done in the spring of the third, fifth and eighth grade years. Services will begin with grade 4. K-3 services will be provided as needed. Re-screening will be done when evidence of need is shown.

All the tools used in the selection process target the student's reasoning ability. Once a pool of students is identified through screening, each student will be assessed using the Cognitive Abilities Test. Written parental permission is required for cognitive testing.

The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The Gifted and Talented Advisory Team will meet and consider all of the collected information.

Artistic Ability:

Screening: Teacher nomination, Local Assessment, Grades

Selection: Portfolio Assessment (scored with rubric)

Placement: Determined by Gifted and Talented Advisory Team

The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. Teacher nomination forms are to include all students. Students may be nominated by ANY classroom teacher. All tools used in the screening process target the student's achievement. Screening will be done in the spring of the third, fifth and eighth grade years. Services will begin with grade 4. K-3 services will be provided as needed. Re-screening will be done when evidence of need is shown.

All the tools used in the selection process target the student's potential and artistic ability. Once a pool of students is identified through screening, each student in the pool will have a portfolio assessment.

The Gifted and Talented Advisory Team will meet and consider all of the collected information. Only 5% of the population may be identified in visual arts. This may or may not be a different 5% from the academic area.

Process for transfer students:

In the event a student transfers from a different district and was previously identified and serviced in that district, RSU/MSAD 37 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in RSU/MSAD 37 under their local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically screened in his/her new district. If the student meets the local criteria then he/she is placed immediately in the gifted and talented program.

Exit Procedure:

Possible exiting situations: inability to function in a group, emotional readiness, emotional trauma, attendance issues, disruptive to others, unwilling to participate, low performance, missing work, anxiety regarding missing regular classroom work, tuning out during advanced work time, frustration, teacher request, student request, parent/guardian request

Possible exiting procedures:

- 1.) Students participating in the grades (3-5) program will be reevaluated going into grade 5. In the event the student no longer qualifies for

services, this will not be considered exiting the program. The gifted and talented arts services may be defined in duration in terms of grades (3-5), (6-8) and (9-12).

- 2.) Qualified students are eligible to continue in the gifted and talented arts program from one year to another unless there is a written request for a student to exit the program from the teacher, the parent/guardian or the building principal
- 3.) Exiting of students from gifted and talented arts services is based upon multiple criteria including student performance in the program, psychological or personal reasons and is finalized by a consultation with parents and the G/T advisory team.
- 4.) Prior to formal exit from the G/T arts program, the following steps will be followed: (a.) document and review student progress, (b.) conference with student, parent and G/T advisory team, (c.) formal notification to parent

Process for appeals:

The parents, guardians or teacher of any student denied inclusion into the gifted and talented arts program may appeal the G/T advisory team's decision. A sample of an appeal process is as follows:

- 1.) A parent, guardian or teacher expresses concern regarding the exclusion of the student into the arts program. A building principal or the G/T coordinator of the gifted and talented arts program will review and compare results from assessments and information collected with the concerned person. They will let the concerned person know why the decision was made according to the criteria of the program.
 - 2.) The concerned person initiates an appeal in writing to a building principal or the G/T coordinator. An alternate assessment may be given.
 - 3.) The G/T advisory team may meet to reconsider eligibility in terms of new results, additional data and/or student products.
 - 4.) The building principal or G/T coordinator may notify the parent, guardian and teacher of the decision made by the G/T advisory team.
 - 5.) In the event the student does not qualify for services, the student may be Re-evaluated in a year at the request of the parent, guardian and/or teacher.
5. Provide a description of the staff development that takes place in order to implement the program(s).

RSU/MSAD 37 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth. This may include courses, conferences, workshops and webinars. RSU/MSAD #37 will provide four staff learning club sessions, seven Best Practice training sessions and ten PLC meetings that will include training and/or support for G/T programming and methods of providing and supporting differentiated instruction in the regular classroom.

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

- 1.) The G/T coordinator will send to building principals, by April 1, the teacher nomination forms to be returned to the coordinator via inter-office mail by April 15.
- 2.) Building principals will ensure that the building art teacher gives an art assignment to all students, which includes a rubric – to be scored by the art teacher and handed to the building principal by April 15.
- 3.) The G/T coordinator will call an advisory team meeting to review the results of the screening process to include nomination forms and the scored assignment given to all students. The team will identify students for portfolio assessment.
- 4.) The G/T coordinator will provide building principals a letter to be sent home to parents/guardians that provides permission to do portfolio assessments.
- 5.) The building principal or appointee will ensure that the building art teacher gathers student portfolios and scores them based on a rubric.
- 6.) The scored portfolios are to be forwarded to the G/T coordinator who will call a meeting of the G/T advisory board in order to review results.
- 7.) The G/T advisory team will place students that meet criteria for participation in the G/T art program.
- 8.) The building principal will notify staff of selected G/T students.
- 9.) The G/T coordinator will provide letters to building principals to send home to identified students describing the selection process, the program and that reevaluation will occur in the spring of the fifth and eighth grade years. All students that had portfolio assessment will receive a letter as to whether they have been selected or not as G/T art students.
- 10.) The G/T advisory team will provide building principals the G/T art program guide to be shared with all staff.

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
Lorna Greene	No	Administrator	K-12	Additional responsibility as School Principal - Title I, Prof. Dev. and G/T Coordinator

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
None					

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

The program evaluation process may include yearly teacher, student and parent surveys, input from the G/T advisory team, evaluation of student performance & growth and review of our classroom differentiated instruction approach.

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

The costs as listed in the chart below indicate materials, activities, field trips and coursework that will enhance our regular classroom differentiation model of providing Gifted/Talented services for RSU/MSAD 37 Gifted and talented identified students.

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)
Lorna Greene / coordinator	1000.00	1000.00
Subtotal	1000.00	1000.00

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
None		
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
Specialized supplies for G/T student projects such as: magic trick kits, specific magic books, Egyptian craft materials and fossil exploration materials that are not supplied for the general student population	1000.00	Specialized supplies for G/T student projects such as: books on specific Maine history topics, special paints & materials for Maine history projects that are not supplied for the general student population	5 0 0 . 0 0
Subtotal	1000.00	Subtotal	5 0 0 . 0 0

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trips to theatrical productions and varied places /performances for G/T students only (these activities are during the school day) Those scheduled to date are: Magic of Math, Egyptian Animals, Science Rocks and Dinosaur Diary	2000.00	Field Trips to theatrical productions and varied places / performances for G/T students only (these activities are during the school day) Scheduled to date are: Abbe Museum and Joe Odhiambo – motivational speaker	2 0 0 0 . 0 0
Subtotal	2000.00	Subtotal	2 0 0 0 . 0 0

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Discovery Education – online programming for G/T students (there are 21 students eligible for this programming with a cost of approximately \$95.00 per student)	2000.00	Student tuition for advance programming, online, and/or college courses (There are 7 eligible students to take such courses - they have not registered as of yet – the 5500.00 is an estimated cost)	5 5 0 0 . 0 0
Subtotal	2000.00	Subtotal	5 5 0 0 . 0 0

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
None			
Subtotal	0	Subtotal	0

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	1000.00	1000.00
Auxiliary Staff	0	0
Independent Contractors	0	0
A. Materials & Supplies	1000.00	500.00
B. Other Allowable Costs	2000.00	2000.00
C. Student Tuition	2000.00	5500.00
D. Staff Tuition/PD	0	0
Total	6000.00	9000.00