

The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.

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.

DUE by: September 30, 2017

RETURN BY EMAIL TO:
<mailto:GT.DOE@maine.gov>

School administrative unit name: AOS #94, Athens

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

Phone number: 207-654-2561

Email address: sandy.perkins@athenscs.org

CERTIFICATION:

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

Kevin T Jordan Kevin Jordan
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: September 22, 2017

Date of 1st Revision to Maine DOE: November 9, 2017

Superintendent Initials

Date of 2nd Revision to Maine DOE: _____

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 12/20/17

Initial Program Application

The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking Initial program approval.

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

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 (Maine DOE Chapter 104.14, 1-9). For detailed instructions, please refer to the initial application instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

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

A. Academic program philosophy:

The Gifted and Talented Program is designed to acknowledge the unique skills and talents of third through eighth grade students who have the ability to perform at exceptional levels in the academic areas of ELA, mathematics, social studies, and/or science. We recognize that these students require differentiated educational opportunities and services beyond the regular school program to reach their full potential. Although we do not formally identify students until third grade, primary grade students will be provided services if necessary. We are committed to meeting the needs of these students in ways that foster academic, social and emotional growth.

B. Arts program philosophy:

The Gifted and Talented Program is designed to acknowledge the unique skills and talents of third through eighth grade students who have the ability to perform at exceptional levels in the arts. We recognize that students require differentiated educational levels in the arts. We recognize that students require differentiated educational opportunities and services beyond the regular school program to reach their full potential. Although we do not formally identify students until third grade, primary grade students will be provided services if necessary. We are committed to meeting the needs of these students in ways that foster academic, social, and emotional growth.

Formatted: Font: Calibri

Formatted: Font: Calibri

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).

EF-S-206 Revised May 2, 2017

Page 2 of

12

Deleted: 9

A. Academic program abstract:

The Athens Community School Gifted and Talented Program serves those students in grades three through eighth grade with academic ability as shown by demonstration of, or potential for, exceptional achievement. Although we do not formally identify students until third grade, primary grade students will be provided services on an individual needs basis only. An individualized learning plan (ILP) for each child is developed by the Gifted and Talented Team that includes the academic teachers, the respective child, parents, and the Gifted and Talented Committee at ACS. The plan may include differentiated instruction within the classroom, independent study and/or advanced level work for all identified students. Plans will be developed with the specific needs of the student(s) in mind. The Gifted and Talented Committee will keep the ILPs for each identified student. Meetings will occur to create and evaluate the success of each plan at least twice each year.

B. Arts program abstract:

The Athens Community School Gifted and Talented Program serves those students in grades three through eighth grade with artistic and/or musical ability as shown by demonstration of, or potential for, exceptional achievement in the visual arts and music. Although we do not formally identify students until third grade, primary grade students will be provided services on an individual needs basis only. An individualized learning plan (ILP) for each child is developed by the Gifted and Talented Team that includes the academic teachers, the respective child, parents, and the Gifted and Talented Committee at ACS. The plan may include differentiated instruction within the classroom, independent study and/or advanced level work for all identified students. Plans will be developed with the specific needs of the student(s) in mind. The Gifted and Talented Committee will keep the ILPs for each identified student. Meetings will occur to create and evaluate the success of each plan at least twice each year.

3. Provide two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

A. Academics:

Goal 1: To foster the academic, social and emotional growth of gifted and talented students.
Objective 1: Provide coordinated services through a team of parents, students, and educators.
Activity 1: Educators, parents, and students will collaboratively plan, develop, and implement effective individualized learning plans.

Goal 2: To support teachers to meet the unique skills and needs of gifted and talented students.

Objective 2: Provide and support professional development in the areas of differentiation for advanced learners.

Activity 2: Teachers will be provided opportunities to attend workshops, conduct research, and explore other resources as well as discuss the effectiveness of implementing specific strategies (during scheduled professional development and team meetings.)

B. Arts:

Goals 1: To foster the artistic growth of gifted and talented students.

Objectives 1: Provide coordinated services through a team of parents, students, and fine arts educators.

Activities 1: Educators, parents, and students will collaboratively plan, develop, and implement effective individualized learning plans.

Goal 2: To support teachers to meet the unique fine arts skills and needs of gifted and talented students.

Objective 2: Provide and support professional development in the areas of differentiation and fine arts teaching and learning for students with exceptional talents.

Activity 2: Teacher will be provided opportunities to attend workshops, conduct research, and explore other resources as well as discuss the effectiveness of implementing specific strategies (during scheduled professional development and team meetings.)

4. Provide a description of the identification procedures (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.

A. General Intellectual Ability:

Screening: In the fall and spring, NWEA scores are used as a general screening for students in grades 3-8.

Selection: Teachers consider all students and fill out a nomination form and identification rubric for those they consider possible candidates for gifted and talented. Additionally, parent nominations may be reviewed. Upon review of teacher nominations, at least three tools are gathered: one objective and two subjective. Additional information may be collected from the student cumulative file including longitudinal grade level progress reports, Fountas & Pinnell reading benchmark scores, MEA testing for reading and math, and NWEA (reading, math and language usage) results. The subjective tools may include an ability/behavioral identification checklist, student products, and student interview.

Placement: The Gifted and Talented Team, (the GT Team will consist of three teachers and one Lead Teacher) will schedule a meeting to consider all the collected information. The team will individually assess the student's performance and determine final eligibility into the Gifted and Talented Program. Parents will be notified of their child's acceptance into the program on a yearly basis. The School Board will be provided with program enrollment information. A list of identified students in the academic and arts areas will be forwarded to the Superintendent of AOS #94.

Deleted: 1
1

Deleted: 1

B. Academic Aptitude:

EF-S-206 Revised May 2, 2017

Deleted: 9

| Describe procedure Below: | ELA | Math | Science | Social Studies |
|---------------------------|---|--|--|---|
| Screening | <u>Fall Writing Prompt</u> | <u>NWEA Math</u> | <u>NWEA Information Text Reading Score</u> | <u>NWEA Information Text Reading Score</u> |
| Selection | <u>Teacher Nomination Objective: NWEA, MEA Subjective: Writing Prompt, Teacher and Parent nominations, work samples. Letters will be sent home to families of those selected.</u> | <u>Teacher Nomination Objective: NWEA, MEA, Moby Max Subjective: Teacher and Parent nominations, Go Math Assessments, work samples. Letters will be sent home to families of those selected.</u> | <u>Teacher Nomination Objective: NWEA, MEA, Subjective: Teacher and Parent nominations, work samples, Letters will be sent home to families of those selected.</u> | <u>Teacher Nomination Objective: NWEA Subjective: Teacher and Parent nominations, work samples Letters will be sent home to families of those selected.</u> |
| Placement | <u>Differentiated within the classroom or at home extensions. The School Board will be given enrollment information.</u> | <u>Differentiated within the classroom or at home extensions. The School Board will be given enrollment information.</u> | <u>Differentiated within the classroom or at home extensions. The School Board will be given enrollment information.</u> | <u>Differentiated within the classroom or at home extensions. The School Board will be given enrollment information.</u> |

Deleted: ¶

Deleted: ¶

Deleted: ¶

Deleted: ¶

C. Artistic Ability:

| Describe procedure Below: | Visual arts | Music | Performing arts | Dance |
|---------------------------|---|--|-----------------|-------|
| Screening | <u>All students will be considered by Teacher Nomination.</u> | <u>All students will be considered by Teacher Nomination.</u> | N/A | N/A |
| Selection | <u>Three of the following will be considered: Longitudinal reports in the arts, parent and teacher nominations, class work/projects, portfolios, Letters will be sent home to families of those selected.</u> | <u>Three of the following will be considered: Longitudinal reports in the arts, parent and teacher nominations, class work/projects, auditions, Letters will be sent home to families of those selected.</u> | N/A | N/A |
| Placement | <u>Differentiated within the classroom or at home extensions. The School Board will be given enrollment information.</u> | <u>Differentiated within the classroom or at home extensions. The School Board will be given enrollment information.</u> | N/A | N/A |

Deleted: 1

Deleted: 1

D. Describe review of identification policies:

- a. How-The Gifted and Talented Committee will look at data to determine if we are identifying 3-5% of our student population in grades 3-8. The GT Committee will consist of three teachers and one Lead Teacher. (We do not have a principal since we are a Teacher Led School.)

Formatted: Indent: Left: 0.75"

- b. When-Spring and Fall

Deleted: 9

Process for transfer students: In the event that a student transfers from another school district in which they were previously identified and received services, the Athens Community School Gifted and Talented Team will review the identification documentation and compare it to the local identification system. If the student does quality for gifted and talented academic services at Athens Community School under its local identification criteria, the student will automatically be eligible for services.

Deleted: 11

E. Exit Procedure:

It is the intent of this procedure to provide a dignified exit for the Program by any primary participant who, for a variety of reasons, finds it mutually appropriate to leave the Program. A student, teacher or parent/guardian may initiate exit procedures.

Step 1: A written request of removal must be made and will be assessed by the GT committee.

Formatted: Font: 11 pt

Step 2: A meeting will be held with the committee, Lead Teacher, parent and student and other staff as appropriate. Possible considerations for exiting may include: unwilling to participate, low performance, anxiety or other medical problems, teacher request, parent request.

Formatted: Font: 11 pt

Step 3: Formal written notification of dismissal will be provided to parents and classroom teacher(s). The GT Committee will provide documentation.

F. Process for appeals:

The appeals process provides an opportunity for students and/or parents to appeal a decision of the Gifted and Talented Team. Parents continue to have the right and responsibility of appeal, to be made in writing, to the Superintendent of Schools concerning any decision made by the professional staff.

The Superintendent shall be present during an appeals process as requested. A request to review the decision made by the Gifted and Talented Team may be made for the following reasons:

1. To consider eligibility of a student for the gifted and talented program.
2. To review the appropriate placement of a student within the program.
3. To exit a student from the program.

Formatted: Bullets and Numbering

An appeals process may include alternate testing and reconsideration of eligibility in terms of new test results, additional data, and/or student products.

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

The Professional Development Committee at ACS will help to plan staff workshops and/or webinars related to differentiation within classrooms. Books and/or articles may be selected for PLCs and book talks. Specific information and/or supplies may be provided to teachers to aid in providing services for individual students in his/her class.

Deleted: 9

6. Provide a description of the management structure that includes roles and responsibilities of the staff.

The Gifted and Talented Committee will meet at least twice a year to review testing, work, and ILP forms/records. Students will be identified within the first quarter of each school year and a plan will be created for each accepted student. By the end of the year, the ILP will be reviewed.

A. 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- or Part-Time in GT |
|------------------------|------------------------|----------------------------|----------------|-----------------------------------|
| <u>Beverly Foss</u> | No | <u>Lead Teacher</u> | <u>1</u> | <u>N/A</u> |
| <u>Sandra Perkins</u> | No | <u>Teacher</u> | <u>4</u> | <u>N/A</u> |
| <u>Amy Bown</u> | No | <u>Teacher</u> | <u>2</u> | <u>N/A</u> |
| <u>Cheryl Brown</u> | No | <u>Teacher</u> | <u>Pre K-K</u> | <u>N/A</u> |
| <u>David Hatch</u> | No | <u>Special Ed. Teacher</u> | <u>K-8</u> | <u>N/A</u> |
| <u>Kassandra Dwver</u> | No | <u>Teacher</u> | <u>6-8</u> | <u>N/A</u> |
| | | | | |

B. Indicate the Auxiliary Staff: Educational Technician

| Name of Staff | Role | 690 Endorsement Yes/No | Grade level | Name and position of supervisor | Indicate Full- or Part-Time in GT |
|---------------|------|------------------------|-------------|---------------------------------|-----------------------------------|
| <u>N/A</u> | | | | | |
| | | | | | |
| | | | | | |

7. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined.

In January the GT Team will meet to review achievement data in order to determine if identified students are making adequate progress. Changes to the ILP may be made at this time. At the end of each year the Gifted and Talented Committee will meet to review the selection process and identification tools and make changes if necessary. We will then determine if the program is fitting the needs of the GT students and ACS. The GT team will collect information regarding the overall effectiveness of the GT Program through teacher and parent communications as well as anecdotal records during GT committee meetings.

Formatted: Indent: Left: 0"

Formatted: No bullets or numbering

Formatted: Indent: Left: 0.5"

Deleted: 9

Deleted: 11

8. Provide a justification/description of the items included in the proposed budget in number 9.
(Please remember that materials/supplies are to be used for gifted and talented only and are not part of the regular education budget. Field trips must take place during the school day and are for identified students only.)

None

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 NEO (New Educational Ontology) financial system as part of the Annual Budget Reporting.

None

NOTE: To be approved as an allowable cost for the current school year, all personnel listed below must be appropriately certified/endorsed by the application deadline of September 30.

Professional Staff Costs

| Professional Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|-------------------------|--------------------------------------|-------------------------------------|
| None | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Subtotal | | |

Auxiliary Staff Costs

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

Independent Contractor Costs

Deleted: 9

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

| Elementary: Name of Material/Supply | Cost | Secondary: Name of Material/Supply | Cost |
|-------------------------------------|------|------------------------------------|------|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

B. Other allowable costs (i.e. field trips, student fees, membership):

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------|------|----------------------|------|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area)

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|--------------------------|------|-------------------------|------|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

D. Staff Tuition/Professional Development:

| Elementary: Course/Workshop Title | Cost | Secondary: Course/Workshop Title | Cost |
|-----------------------------------|------|----------------------------------|------|
| None | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Deleted: 9

| | |
|----------|----------|
| Subtotal | Subtotal |
|----------|----------|

E. Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|--------------------------|-------------------|------------------|
| Professional Staff | | |
| Auxiliary Staff | | |
| Independent Contractors | | |
| A. Materials & Supplies | | |
| B. Other Allowable Costs | | |
| C. Student Tuition | | |
| D. Staff Tuition/PD | | |
| Total | 0 | |