

The Program Renewal Application shall be submitted annually by school administrative units (SAUs) that have an approved Initial Application.

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, 2018

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

School administrative unit name: AOS 98, CSD3 Boothbay/Boothbay Harbor

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

Phone number: 207 633 2784

Email address: klaser@aos98schools.org, ehiggins@aos98schools.org

CERTIFICATION:

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

Keith Laser
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/25/18

Date of 1st Revision to Maine DOE: 10/5/18 KL
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: [Signature]

Date of Approval: 10/12/18

Program Renewal Application

To maintain program approval status, a school administrative unit (SAU) must annually report any information that represents **Change** (i.e. an ***alteration, addition, or deletion***) to any program category (Maine DOE Chapter 104.14, 1-9) from the reported and approved Initial Application (FY2015-16 or FY2016-17).

For detailed instructions on how to complete the Program Renewal Application, please refer to the Instructions document on the Gifted and Talented website
<http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide any changes to the detailed description of the SAU's philosophy for both the gifted and talented academic and arts programs.

NO CHANGE CHANGE

Describe CHANGE here:

- o Academic program philosophy -
The depth and complexity model will not be used, and therefore was removed from the document. Curriculum compacting and acceleration were added as strategies.

- o Arts program philosophy -

No change.

2. **Provide any changes to the program abstract** for both the academic and arts programs - describe the children to be served and the program(s) to be implemented in the school(s) of the unit.

NO CHANGE CHANGE

Describe CHANGE here:

- o Academic program abstract -
The wording around meeting the social-emotional needs was changed.

- o Arts program abstract -

No change.

3. Provide a detailed explanation of any changes to the 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.

NO CHANGE

CHANGE

Describe CHANGE here:

- Academics program goals, objectives, activities -

- Arts program goals, objectives, activities -

4. Provide any changes to the description of the identification procedures for general intellectual ability, academic aptitude and artistic ability for each of the following program components: screening, selection and placement. Also, include any changes to the description of the handling of transfer students, exit procedure, appeals procedure and appropriate notifications.

NO CHANGE

CHANGE

Describe CHANGE here:

- General intellectual ability identification -

The school is going to begin using the Scales for Rating the Behavioral Characteristics of Gifted Children (SRBCSS).

- Specific academic areas identification -

The school is going to begin using the Scales for Rating the Behavioral Characteristics of Gifted Children (SRBCSS).

- Arts identification -

The Music Aptitude Profile was removed as an identification tool.

- Transfer students -

No change.

- Exit procedures -

- Appeals procedures -
 No change.

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

NO CHANGE CHANGE

Describe CHANGE here:

The school is not contracting with Patti Drapeau. Emily Higgins, the GT teacher, will be providing professional development around identification and services for gifted children. It is hoped that in the following year we will access support from an out-of-district GT specialist.

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

NO CHANGE CHANGE

Describe CHANGE here:

No change.

A. Indicate **ALL professional staff** for the K-12 Gifted and Talented Program regardless of whether there has been a change or not.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Emily Higgins	Yes, Transitional, 9/1/2020	Teacher	k-12	FT

B. Indicate **ALL Auxiliary Staff**: Educational Technician, regardless of whether there has been a change or not

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT

7. (a.) Indicate any changes to your **Approved Initial application** self- evaluation process.

NO CHANGE CHANGE

Describe CHANGE here:

(b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation in the academic areas and in the arts regardless of whether or not there has been a change in the program. *(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)*

Emily Higgins, the full-time GT teacher met with BRES and BRHS principals separately. It was determined that both schools are still in starting phases of program. We could not look at evidence of success because we only had two students officially in the program during the startup phase in 2017-8. However, we have made community connections in the arts for the coming year, have some students at the high school level placed in mentorships and taking online AP / college level classes.

Students have been identified and as this document is being written, are having personal learning plans developed and finalized. Services will commence at the end of September 2018. Approximately 25% of identified students are free/reduced lunch, a proxy for low SES status. This is close to the k-12 percentage of approximately 28% of students. This meets the goal of inclusion of low SES students. Three students are twice exceptional. None are ELL at this time.

(c.) Include how program effectiveness was determined, whether or not there has been a change in the program.

Program effectiveness was determined by going through the goals with the building principals. In the coming year, as the program is fully implemented, we will do surveys and contact parents to further determine effectiveness. We will also include the selection committee as part of determining if the program is meeting its goals.

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)*

The items listed in the proposed budget are for the following uses. First, in establishing our program, we are beginning with a fiber arts theme that follows the art curriculum. Second, in providing PD to the CSD teachers, ByrdseedTV and Byrdseed subscriptions were chosen as a tool several teachers would like to access. Classroom supplies include: Origami paper, sewing scissors, poster board, embroidery floss, felt, needles, thread, fine line markers, colored paper.

The textbook for Academ-e is for a student verbally and mathematically gifted who is taking a class in economics. It is an approximate cost.

I have selected Growing Up Brave and Quiet for parenting tools and outreach. The Mind Benders books are to assist with logic and thinking for students who need extensions and growth in dealing with challenges.

We have high school students taking Academ-E through UMaine. I would like to be able to assist with textbook costs.

Joining NAGC and MEGAT and attending the MEGAT conference are helpful to my own professional development. They also help me provide PD to my faculties.

I am taking groups to the FARMS kitchen to build community across grades of GT students. Many do not encounter each other, and since there are usually only one or two students per grade, I would like to foster friendships among the students.

Finally, Meridian Stories is helpful in developing units and challenges for students.

9. For those school units requesting approval of *allowable program costs* for State subsidy, please complete the following budget information. Amounts budgeted for the SAUs Gifted and Talented Program must be reported in the NEO financial system as part of the Annual Budget Reporting.

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)
Emily Higgins	57075.53	38050.35
Subtotal	57075.53	38050.35

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal			

Please list individual product names and costs associated with the district's Gifted and Talented Program.

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Growing Up Brave	10.03	Textbook for Academ-e course	200
Arts supplies related to fiber arts theme	80		
Classroom supplies including: Origami paper, sewing scissors, poster board, embroidery floss, felt, needles, thread, fine line markers, colored paper	120.04		
Quiet Power by Susan Cain	9.83		
Building Thinking Skills	29.99		
Mind Benders Level 2	9.99		
Balance Benders Beginning	9.99		
Balance Benders Level 3	9.99		
Subtotal	279.86	Subtotal	200

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Byrdseed TV (five subscriptions)	\$430	Byrdseed TV (three subscriptions)	\$261
NAGC	\$56	NAGC	\$56
FARMS Kitchen field trip	\$45	FARMS kitchen field trip	\$45
Meridian Stories challenges	50		
Subtotal	581	Subtotal	362

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT conference	45	MEGAT conference	30

UVA Graduate Class: GT Models	727.2	UVA Graduate Class: GT Models	484.8
Subtotal	772.2	Subtotal	514.8

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	57075.53	38050.35
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	279.86	200
B. Other Allowable Costs	581.00	362
C. Student Tuition	0	0
D. Staff Tuition/PD	772.2	514.8
Total	58708.59	39127.15