

**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, 2018**

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

School administrative unit name: Millinocket School Department

Name and title of person responsible for gifted and talented program:  
Francis N. Boynton

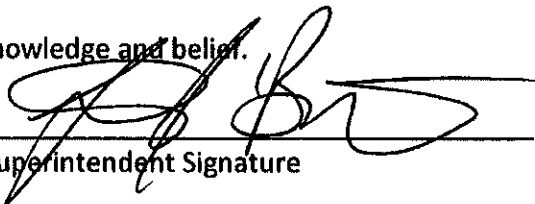
Phone number: (207) 723-6400

Email address: fboynton@millinocketschools.org

**CERTIFICATION:**

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

Francis N. Boynton  
Superintendent Name (printed)

  
Superintendent Signature



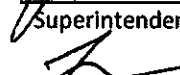
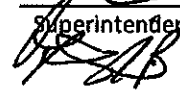
Date of Initial submission to Maine DOE: 7-14-2018

Date of 1<sup>st</sup> Revision to Maine DOE: 11-29-2018

Date of 2<sup>nd</sup> Revision to Maine DOE: 12-28-2018

Date of 3<sup>rd</sup> Revision to Maine DOE: 1-3-19

Date of 4<sup>th</sup> Revision to Maine DOE: 3-08-2019

  
Superintendent Initials  
  
Superintendent Initials  
  
Superintendent Initials  
  
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: 

Date of Approval: 3/28/19

### ***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. Any additional information such as tables, charts, graphs should be included at the end of the 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 Millinocket School Department has not had a specific Gifted and Talented Program for many years. The Board and administration would like to make available specialized programming for those students who seek advanced educational opportunities. The School Department has committed the funds to hire a teacher of the Gifted and Talented as a part of the FY 19 school budget.

The goal of the Gifted and talented program is to advance student beyond the goals of the regular classroom and advance their learning to a higher level that will allow them to improve their performance to reach higher goals in their future educational and life opportunities.

**B. Arts program philosophy:**

The Teacher of the Gifted and Talented is in the process of preparing an outline of the program and develop a screening process for students. This process is being developed by the Teacher, Administration and the Superintendent.

The philosophy of the program is to develop in the students, the resources and opportunity to each reach their potential in the areas identified. . The program will prepare them for a post high school education, career, and life.

The School department has always had a very strong program in the fine arts and will look to enhance this with the development of the Gifted and Talented Program.

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).

**A. Academic program abstract:**

The first step will be to develop a screening process to determine the students who will qualify for the program. The process will include but not be limited to:

- Teacher recommendation
- Development of an independent evaluation instrument
- Determination of student strengths and areas to be addressed
- Determination of appropriate grade levels to be served and subject area for concentration
- Development of a master plan for student involvement
- Development of a plan to involve the student population in projects directed by the G/T students

The Administration, Board and Community will work together with the G/T teacher to determine the level of needs and the content areas to be addressed.

For Grades 3-12 students once identified, based on ability, will be given resources, challenges, and will be connected with mentors who can take their skills to their full potential.

Science and social studies students will be given the opportunity to perform independent research in furtherance of the state standards.

Literacy students will be given the opportunity to create their own works or analyze and deconstruct the works of non-standard authors, to come to a greater understanding of literature.

Math students will have the opportunity to advance beyond the limitations of the classroom in areas of interest.

Artistically talented students will be given supplies and time to pursue their own passions and be connected with local artists who can nurture their talents and provide advice on how to make art a career.

**B. Arts program abstract:**

The first step will be to develop a screening process to determine the students who will qualify for the program. The process will include but not be limited to:

- Teacher recommendation
- Development of an independent evaluation instrument
- Determination of student strengths and areas to be addressed
- Determination of appropriate grade levels to be served and subject area for concentration
- Development of a master plan for student involvement
- Development of a plan to involve the student population in projects directed by the G/T students

The Administration, Board and Community will work together with the G/T teacher to determine the level of needs and the content areas to be addressed.

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 Identification:** To develop a selection process.

**Objective 1:** To select students without bias and determine the needs of those students.

**Activity 1:** The G/T team will meet to discuss and determine an appropriate measurement system to be used to evaluate students.

**Goal 2 learning and Development:** To ensure that each identified student is given the time, resources, and motivation to meet and exceed the state standards in their content area.

**Objective 2:** To find the areas of the curriculum in which the students need assistance, help to accelerate the learning in these areas, and develop mastery in the area selected.

**Activity 2:** Develop specific learning activities for the program.

**Goal 3 Programming and Professional Development:** To support the teachers to develop additional curricula for identified students to enhance their learning, during traditional class time, with support from the G/T Teacher.

**Objective:** To have regular meetings or one to one professional development sessions where the teachers are given the tools needed to properly develop the identified student's attributes , during class time

**B. Arts:**

**Goal 1 Identification:** To develop a selection process.

**Objective 1:** To select students without bias and determine the needs of those students.

**Activity 1:** The G/T team will meet to discuss and determine an appropriate measurement system to be used to evaluate students.

**Goal 2 learning and Development:** To ensure that each identified student is given the time, resources, and motivation to meet and exceed the state standards in their content area.

**Objective 2:** To find the areas of the curriculum in which the students need assistance, help to accelerate the learning in these areas, and develop mastery in the area selected.

**Activity 2:** Develop specific learning activities for the program.

**Goal 3 Programming and Professional Development:** To support the teachers to develop additional curricula for identified students to enhance their learning, during traditional class time, with support from the G/T Teacher.

**Objective:** To have regular meetings or one to one professional development sessions where the teachers are given the tools needed to properly develop the identified student's attributes , during class time

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 (A minimum of three identification tools must be listed.):**

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form
Selection	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher
Placement	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support

	Parental consent	Parental consent	Parental consent	Parental consent
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**B. Academic Aptitude (A minimum of three identification tools must be listed.):**

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form	NWEA or relevant nationally accepted evaluation (SAT, ACT): Content teacher observation form : G/T teacher observation form
Selection	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher
Placement	Team decision-Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent	Team decision-Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent	Team decision-Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent	Team decision-Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent

**C. Artistic Ability (A minimum of three identification tools must be listed.):**

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Portfolio evaluation or relevant nationally accepted evaluation: Content teacher observation form : G/T teacher observation form	Portfolio evaluation or relevant nationally accepted evaluation: Content teacher observation form : G/T teacher observation form	Portfolio evaluation or relevant nationally accepted evaluation: Content teacher observation form : G/T teacher observation form	Portfolio evaluation or relevant nationally accepted evaluation: Content teacher observation form : G/T teacher observation form
Selection	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher	Team review: G/T Teacher, Administrator, Recommending Teacher
Placement	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent	Team decision- Based on 3 screening criteria, behavior profile, and student attributes  3 levels of placement: Identified- All three screening criteria support, probationary- 2 out of 3 levels of screening support, Watch list placement- 1 out of 3 levels of support  Parental consent

**D. Describe review of identification policies:**

**a. How-**

The identification process starts when a content area teacher files a completed observation form with the G/T teacher. The G/T teacher completes the observation form. Scores for the student are reviewed and if necessary, due to lack of available scores, the student is reviewed by a psychometrist, or school psychologist.

**b. When-**

The first year program placements will be finalized by December 1, 2018. The following year standard identification procedure will be followed;

September 1: Students will be serviced based on the previous year's identification.

November 1: Deadline for content area teacher recommendation.

November 1: Grade 4 identification completed using a state recommended program (DMT/TAP, etc.)

December 1: Placement decision made for new or returning students.

January 1: schedule for services will be finalized.

The program review will take place in the spring (April/May) of 2019 and be conducted by the administration with a final review by the School Board through a final report at the end of the year (since it is evaluative of the personnel, it will be in executive session). This same process will be repeated in FY 20 and FY 21.

**E. Process for transfer students:**

The file review upon entry into the school system will indicate a possible placement that will be reviewed by the G/T teacher. A one month window will be maintained for teacher recommendation. Notification of the student transfer will be sent to the superintendent, parents, and staff as required. The student and parents will be notified of the time line involved.

**F. Exit Reasons and Procedure:**

Parental removal of consent- the child is immediately returned to regular classes.

The child refuses appropriate participation – the child is returned to regular classed after contact is made with the parent.

Documentation indicates that the minimum criteria are no longer met-the child returns to regular classes.

Notification of intent to exit will be made to the superintendent, parents, student, and appropriate staff.

**G. Process for appeals:**

The appeals process will begin by a request made in writing to the G/T Teacher who will refer the appeal to the G/T team. The final decision in any appeal process will be made by the Superintendent.

The student profile will be reviewed and alternative testing will be made available.

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

The administration and G/T staff will meet with the general education staff to discuss the protocols, policies and review the program status. Also, input from the staff will be reviewed and discussed. There will be several opportunities for the discussions to take place. Appropriate staff development will be provided by the district upon approval by the Superintendent.

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

Administration (Superintendent, Principal, Special Education Director, Assistant Principal (s)) – will oversee the program, participate in identification team meetings, and develop the policies and procedures.



Teacher of the Gifted and Talented – will organize the program, provide direct service to the students, communicate with parents, screen and provide initial identification of students, analyze data , and organize team meetings for placement.

Classroom Teacher: will participate in initial identification of students and team meetings.

**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
Paul Walter	Waiver granted	Teacher	Pre-K -12	Full
Francis Boynton		Superintendent	Pre-K -12	Full
		Principal	Pre-K -12	Full
Beth Peavey		Assistant Principal	6-12	Full
Josh McNaughton		Assistant Principal	Pre-K-5	Full
Paul Walter	pending	Teacher	Pre-K - 12	Full

**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
Na					

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

The team will review the program at the end of the school year. Also, the team will review a measurement system for determining student achievement.

Success of the program will be determined by a review of documented scores before and after instruction has taken place,

Portfolio reviews will be completed at the start and end of the program.

General teacher evaluation procedures will be followed according to the school program.

The data will be collected and collated for review by the administration, then filed, at which point a report will be made to the School Board for final review.

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.)*

Given that the program will be new to the district and that the town just approved the budget in the last few days, the school district is now beginning the application process to hire a teacher.

The plan is a get started program with one staff for Pre-K -12. Policy will need to be created and updated as will the selection process and the program delivery process.

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.

*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)	
Paul Walter	\$25900.01	\$1307.01	
Subtotal	\$25901.01	Subtotal	\$13072.01

**Auxiliary Staff Costs**

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

**Independent Contractor Costs**

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
Scott Mesler	evaluation	\$1320.00 proposed	\$680.00 proposed
<b>Subtotal</b>		<b>\$1320.00</b>	<b>\$680.00</b>

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
Stone ware clay 50 lbs	\$23.00	\$20.00	
10 Kg White filament	\$100.00	\$46.00	
Zoom tool	\$40.00	\$19.00	
Zoom tool creator 1	\$45.00	\$25.00	
Magnet balls	\$85.00	\$25.00	
133 pc art set	\$87.00	\$34.00	
42 pc sculpting set	\$15.00	\$10.00	
6n pc pottery glaze set	\$40.00	\$21.00	
g/t book set	\$200.00	\$125.00	
<b>Subtotal</b>	<b>\$635.00</b>	<b>\$325.00</b>	<b>Subtotal</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field trip for museum Maine museums	\$1500.00	Proposed	\$1500.00
<b>Subtotal</b>	<b>\$1500.00</b>	<b>Subtotal</b>	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Na			
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Teaching students to think Creatively	\$450.00	\$200.00	
Educating the G/T Student	\$450.00	\$200.00	
Teaching Math to the G/T	\$450.00	\$200.00	
Curriculum and Instruction for the G/T	\$450.00	\$200.00	
		Sub total	\$800.00
<b>Subtotal</b>	<b>\$\$1800.00</b>	<b>Grand Total</b>	<b>\$\$2400.00</b>

**E. Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	<b>\$25900.01</b>	<b>\$13072.01</b>
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>	<b>\$1320.00</b>	<b>\$680.00</b>
<b>A. Materials &amp; Supplies</b>	<b>\$635.00</b>	<b>\$325.00</b>
<b>B. Other Allowable Costs</b>	<b>\$1500.00</b>	<b>\$1500.00</b>
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>	<b>\$1800</b>	<b>\$800.00</b>
<b>Total</b>	<b>\$31,155.01</b>	<b>\$16377.01</b>

