

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: Regional School Unit 24

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

Dr. Joanne Harriman Principal, Ella Lewis School

Phone Number: 207-546-2430

E-Mail: jharriman@rsu24.org

CERTIFICATION:

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

Michael Eastman
Superintendent Name (printed)

Michael Eastman
Superintendent Signature

Date of Initial submission to Maine DOE: September 29, 2017

Date of 1st Revision to Maine DOE: 2/12/18 Superintendent Initials: ME

Date of 2nd Revision to Maine DOE: 2/14/18 Superintendent Initials: ME

Date of 3rd Revision to Maine DOE: _____ Superintendent Initials: _____

FOR INFORMATION CONTACT:

GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: Joanne Harriman

Date of Approval: 2/20/18

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:

In accordance with the RSU 24 philosophy and vision statement, the Gifted & Talented program is designed to identify and serve students who excel, or have the potential to excel, beyond their age peers in academics and/or visual and performing arts. Academic areas include English language arts, mathematics, social studies, and science. Visual and performing arts include fine arts, drama, music, multimedia, digital design and crafts.

B. Arts program philosophy:

In accordance with the RSU 24 philosophy and vision statement, the Gifted & Talented program is designed to identify and serve students who excel, or have the potential to excel, beyond their age peers in academics and/or visual and performing arts. Academic areas include English language arts, mathematics, social studies, and science. Visual and performing arts include fine arts, drama, music, multimedia, digital design and crafts.

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:

Our approach to the education of Gifted & Talented students is to offer a differentiated curriculum grounded in the regular classroom experience. The Gifted & Talented program acts as a catalyst for differentiating regular curriculum and instruction to provide

identified students with challenges that support and inspire them to reach levels of achievement consistent with their abilities in the arts.

Our program supports Gifted & Talented students by advocating for their academic, social and emotional/behavioral growth.

Approaches to Gifted & Talented instruction include - but are not limited to - acceleration, differentiation, enrichment, individual instruction, independent assignments, advanced course placement, mentorships, and time with visiting professionals in the field, as appropriate. At least one long-range project is traditionally completed each year.

B. Arts program abstract:

Our approach to the education of Gifted & Talented students is to offer a differentiated curriculum grounded in the regular classroom experience. The Gifted & Talented program acts as a catalyst for differentiating regular curriculum and instruction to provide identified students with challenges that support and inspire them to reach levels of achievement consistent with their abilities in the arts.

Our program supports Gifted & Talented students by advocating for their academic, social and emotional/behavioral growth.

Approaches to Gifted & Talented instruction include - but are not limited to - acceleration, differentiation, enrichment, individual instruction, independent assignments, advanced course placement, mentorships, and time with visiting professionals in the field, as appropriate. At least one long-range project is traditionally completed 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:

Program Goals - 2017-2018

In accordance with state law (Chapter 104), each year the Gifted & Talented program defines two process improvement goals based on the NAGC Programming Standards. Progress on these goals will be part of our reporting to the DOE at the end of the school year. This year our goals, objectives, and activities are as follows:

Goal 1: Develop, implement and effectively manage comprehensive services for gifted and talented students in a proficiency based education (PBE) environment. (NAGC Programming Standard 5)

Objective A: Develop and obtain support for a handbook describing how the Gifted and Talented program works.

Activity 1: Draft a handbook using Gifted and Talented program resources from other districts

Activity 2: Manage the approval process for the handbook, including review by selected staff, superintendent and school board approval

Objective B: Participate in professional development in areas related to Proficiency Based Education (PBE) in order to better understand PBE in a regular classroom and how it can support gifted students in the arts, math, science and Language arts.

Activity 1: Attend Project Based Learning training sessions such as that offered by the Buck Institute.

Activity 2: Attend in-district PBE professional development workshops and working meetings with teachers, including art and music teachers.

Goal 2: Improve how students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative and artistic productivity. (NAGC Programming Standard 4.1)

Objective A: Improve student self-awareness and self-advocacy by implementing a Gifted and Talented component to the RSU Individual Learning Plan (ILP)

Activity 1: Work with administrators and technology specialists to design and implement a Gifted and Talented section to the current ILP.

Activity 2: Meet regularly with Gifted and Talented students to review the information in their ILP.

Objective B: Improve student behaviors around positive risk-taking, specifically resilience, independence, curiosity and artistic expression.

Activity 1: Each student in the Gifted and Talented program will complete at least one independent project for which topic self-selection, prototyping, iteration, basic risk assessment, and change management will be integral to successful completion.

Activity 2: Each student in the Gifted and Talented program will submit at least one writing artifact in which they discuss personal growth in the areas of resilience, independence and curiosity. The artifact is expressive in nature such as an art project, a number of journal entries, or a drafted piece of writing.

B. Arts:

Program Goals - 2017-2018

In accordance with state law (Chapter 104), each year the Gifted & Talented program defines two process improvement goals based on the NAGC Programming Standards. Progress on these goals will be part of our reporting to the DOE at the end of the school year. This year our goals, objectives, and activities are as follows:

Goal 1: Develop, implement and effectively manage comprehensive services for gifted and talented students in a proficiency based education (PBE) environment. (NAGC Programming Standard 5)

Objective A: Develop and obtain support for a handbook describing how the Gifted and Talented program works.

Activity 1: Draft a handbook using Gifted and Talented program resources from other districts

Activity 2: Manage the approval process for the handbook, including review by selected staff, superintendent and school board approval

Objective B: Participate in professional development in areas related to Proficiency Based Education (PBE) in order to better understand PBE in a regular classroom and how it can support gifted students.

Activity 1: Attend Project Based Learning training sessions such as that offered by the Buck Institute

Activity 2: Attend in-district PBE professional development workshops and working meetings.

Goal 2: Improve how students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. (NAGC Programming Standard 4.1)

Objective A: Improve student self-awareness and self-advocacy by implementing a Gifted and Talented component to the RSU Individual Learning Plan (ILP)

Activity 1: Work with administrators and technology specialists to design and implement a Gifted and Talented section to the current ILP

Activity 2: Meet regularly with Gifted and Talented students to review the information in their ILP

Objective B: Improve student behaviors around positive risk-taking, specifically resilience, independence, and curiosity.

Activity 1: Each student in the Gifted and Talented program will complete at least one independent project for which topic self-selection, prototyping, iteration, basic risk assessment, and change management will be integral to successful completion.

Activity 2: Each student in the Gifted and Talented program will submit at least one writing artifact in which they discuss personal growth in the areas of resilience, independence and curiosity. The artifact is expressive in nature such as an art project, a number of journal entries, or a drafted piece of writing

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:

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	See Procedure 1, Below	See Procedure 1, Below	See Procedure 1, Below	See Procedure 1, Below
Selection	See Procedure 2, Below	See Procedure 2, Below	See Procedure 2, Below	See Procedure 2, Below
Placement	See Procedure 3, Below	See Procedure 3, Below	See Procedure 3, Below	See Procedure 3, Below

Procedure 1:

- RSU 24 considers eligibility in three core subjects (math, English Language Arts,, and science).
- Start with a referral form - can be from the student, parent, or teacher
- Assemble full package - minimum includes an objective measure (test score), parent and teacher form. (The parent/guardian form includes signed parent/guardian permission to screen.)

Procedure 2:

- The school's Gifted and Talented Screening Committee meets to review all complete application packages.
- Selection in at least one subject area will be by consensus of the screening committee.
- A letter informing parent/guardian of the results is sent home promptly following the screening meeting. If the student is accepted, the letter is accompanied by a permission form for the parent/guardian to sign and return.

Procedure 3:

- Signed parent/guardian permission form is received. (The student is now considered enrolled in the program.)
- Enrollment form (academic focus, giftedness and deficits, scheduling, emotional/behavioral considerations) is completed by the Gifted and Talented teacher in consultation with regular classroom teachers and the building administrator.
- The Gifted and Talented teacher conducts an orientation meeting with student to administer the Interest Inventory, review enrollment form results, and begin programming.

B. Academic Aptitude:

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	See Procedure 1, Below	See Procedure 1, Below	See Procedure 1, Below	See Procedure 1, Below
Selection	See Procedure 2, Below	See Procedure 2, Below	See Procedure 2, Below	See Procedure 2, Below
Placement	See Procedure 3, Below	See Procedure 3, Below	See Procedure 3, Below	See Procedure 3, Below

Procedure 1:

- Start with a referral form - can be from the student, parent, or teacher
- Assemble full package - minimum includes an objective measure (test score), parent and teacher form. (The parent/guardian form includes signed parent/guardian permission to screen.)

Procedure 2:

- The school's Gifted and Talented Screening Committee meets to review all complete application packages.
- Selection is by consensus of the screening committee.
- A letter informing parent/guardian of the results is sent home promptly following the screening meeting. If the student is accepted, the letter is accompanied by a permission form for the parent/guardian to sign and return.

Procedure 3:

- Signed parent/guardian permission form is received. (The student is now considered enrolled in the program.)
- Enrollment form (academic focus, giftedness and deficits, scheduling, emotional/behavioral considerations) is completed by the Gifted and Talented teacher in consultation with regular classroom teachers and the building administrator.
- The Gifted and Talented teacher conducts an orientation meeting with student to administer the Interest Inventory, review enrollment form results, and begin programming

C. Artistic Ability:

Describe procedure Below:	Visual arts	Music	Performing Arts	Dance
Screening	See Procedure 1, Below	See Procedure 1, Below	See Procedure 1, Below	See Procedure 1, Below
Selection	See Procedure 2, Below	See Procedure 2, Below	See Procedure 2, Below	See Procedure 2, Below
Placement	See Procedure 3, Below	See Procedure 3, Below	See Procedure 3, Below	See Procedure 3, Below

Procedure 1:

- Start with a referral form - can be from the student, parent, or teacher
- Assemble full package - minimum includes a portfolio of work for visual art, audio recording for music, video recording for performing art and dance, and a parent and teacher form. (The parent/guardian form includes signed parent/guardian permission to screen.)

Procedure 2:

- The school's Gifted and Talented Screening Committee meets to review all complete application packages.
- Selection is by consensus of the screening committee.
- A letter informing parent/guardian of the results is sent home promptly following the screening meeting. If the student is accepted, the letter is

accompanied by a permission form for the parent/guardian to sign and return.

Procedure 3:

- Signed parent/guardian permission form is received. (The student is now considered enrolled in the program.)
- Enrollment form (academic focus, giftedness and deficits, scheduling, emotional/behavioral considerations) is completed by the Gifted and Talented teacher in consultation with regular classroom teachers and the building administrator.
- The Gifted and Talented teacher conducts an orientation meeting with student to administer the Interest Inventory, review enrollment form results, and begin programming

D. Describe review of identification policies:

a. **How-** The Gifted and Talented Handbook is reviewed by parents, teachers, students and administrators to suggest changes to information and procedures. Suggested changes are submitted to the Gifted and Talented teacher who submits a revised handbook to the Gifted and Talented program administrator for review and approval. Changes to district policies are submitted to the school board using established guidelines. The updated handbook is made available to the public prior to the start of school in the fall.

b. **When-** Feedback is solicited in May of each year, presented to the Gifted and Talented program administrator over the summer, and approved by the program administrator before the start of school.

E. Process for transfer students:

Students moving from an outside RSU 24 school to one of the schools in this district who were identified in their previous district will be rescreened upon entry. Students transferring in who have not been identified for GT services will be screened within 45 days of enrolling. Parents will be notified of any decisions in both of these situations.

F. Exit Procedure:

Once admitted, students may need to exit the program for a number of reasons, including:

- Scheduling conflicts with classroom work or existing academic and enrichment programs
- Behaviors when working in a group
- Emotional readiness to engage in their own learning and respect the learning of others
- Attendance issues
- Unwillingness to participate
- Low performance

- Anxiety regarding regular classroom work
- Teacher request
- Student request
- Parent/guardian request
- Administrator request

The process for exiting the program should not be taken lightly nor should it cast a shadow over the student's remaining years at school. The process for exiting the program starts with a consultation meeting with the student, parent/guardian(s), Gifted & Talented teacher, Building Administrator, and classroom teachers if available. If there is consensus that leaving the program is in the best interest of the student, the parent/guardian(s) fill out an Exit Request form. This is also signed by the Gifted & Talented teacher as well as the Building Administrator. Copies of the form are sent home and placed in the student's Gifted & Talented file and also sent to the superintendent.

An exit from the program may be initiated by the student, parent/guardian(s), Gifted & Talented teacher, or Building Administrator.

A student who exits the program may participate in Gifted & Talented at the start of the following year upon the submission of a Parent/Guardian Permission form.

Parents/Guardians and the superintendent will be informed about the decision of the screening committee.

G. Process for appeals:

A teacher and/or parent/guardian may appeal the screening committee's decision within 20 school days to the superintendent. A parent/guardian may submit additional artifacts for consideration. In the arts, the student may be asked to provide samples of additional work.

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

The RSU 24 teacher of Gifted and Talented students is specialized and must carry the Gifted and Talented endorsement. He will engage in all studies and practices necessary to attain and maintain this endorsement. He will also continue to avail himself of professional development opportunities such as classroom visits, workshops, coursework, and regional networks. All district teachers will receive instruction in forms of differentiation that can positively impact Gifted and Talented students in their classrooms.

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

The Gifted and Talented teacher reports to the Gifted and Talented program administrator, who sits on the Educational Leadership Team and has been designated by the Superintendent.

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
Mark H. Ford	Waiver	Teacher	K-12	Full Time

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.

The purpose of program evaluation is to report the strengths and weaknesses found in the program as well as identify critical issues that might influence program services. There are several components to program evaluation:

- Annually, the G&T teacher will complete, or oversee the completion of, the State of Maine's Gifted & Talented Education Program Approval of Program Costs for State Subsidy.
- At least annually, the G&T teacher will review program goals and services with the Building Administrators.
- Annual review of student performance data.
- On an ongoing basis, as needed, the G&T Team reviews and evaluate the components of the G&T Programs. Typically this involves a rotational focus on different stakeholders: parents, students, classroom and art/music teachers. There may be a need to periodically conduct more in-depth evaluations and develop long-range goals for the G&T Programs based on the results of the evaluation.
- Classroom and art/music teachers will have regular opportunities to share input and make recommendations with the G&T teacher, both in-person and, when needed, through more formal surveys.
- Parents of gifted learners will have regular opportunities to share input and make recommendations with the G&T teacher. Participating G&T students and their parents will also be asked to formally provide feedback and/or recommendations through surveys.

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.*)

Major costs of the G/T program within RSU 24 include:

- Salary and benefits
- Program supplies
- Personnel travel between schools and to GT meetings and workshops
- Spelling and geography bee fees
- Student online course fees
- Tuition reimbursement
- Professional development workshops
- Dues to professional organizations

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)
Mark H. Ford	\$54,531	\$13,633
Subtotal	\$54,531	\$13,633

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NA		
Subtotal	0	0

Independent Contractor Costs

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
NA			

Subtotal		0	0

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
LEGO Simple & Powered Machines Kit	\$170	LEGO Mindstorms Expansion Kit	\$105
LEGO Pneumatics Add-On Kit	\$75	LEGO Mindstorms Temp Sensor	\$40
Renewable Energy Add-On Kit	\$115	LEGO EV3 Color Sensor	\$40
LEGO Simple Machines Kit	\$75	LEGO EV3 Gyro Sensor	\$30
LEGO EV3 Space Challenge Set	\$225	LEGO EV3 Infrared Beacon	\$30
LEGO Medium Servo Motors (2)	\$40	Arduino Microcontrollers (3)	\$90

Subtotal	\$700	Subtotal	\$335

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Staff Travel (between schools)	\$1,000		0
PD Travel (observing other GT teachers/programs in region, travel to professional development workshops)	\$ 400		0
Dues to Professional Organizations: <ul style="list-style-type: none"> • Maine Educators of the Gifted and Talented (MEGAT) • National Association of Gifted Children 	\$110		0
Subtotal	\$1,510	Subtotal	\$ 0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Student Online Courses (Virtual High School)	\$500	Student Online Courses	\$250

Subtotal	\$500	Subtotal	\$250

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Tuition Reimbursement for spring semester online courses and/or in-state Summer 2018 courses - TBD once summer catalog is available	\$1,750		0
PD Workshops: • MEGAT Conference Fall 2017 (registration; mileage)	\$470		0
Professional Development Travel			0
Subtotal	\$2,220	Subtotal	\$0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$ 54,530	\$13,633
Auxilliary Staff	\$0	\$0
Independent Contractors	\$0	\$0

A. Materials/Supplies	\$ 700	\$335
B. Other Allowable Costs	\$ 1,510	\$0
C. Student Tuition	\$ 500	\$250
D. Staff Tuition/PD	\$ 2,220	\$0
Total	59,460	\$14,218

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STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

PAUL R. LEPAGE
GOVERNOR

ROBERT G. HASSON, JR.
COMMISSIONER

December 12, 2017

Michael Eastman
Superintendent, RSU #24
2165 US Highway 1
Sullivan, Maine 04664

Dear Superintendent Eastman,

This letter is in response to your Waiver Affidavit dated September 22, 2017, requesting Mark Ford to be employed as a Gifted & Talented educator (690) for the 2017-2018 school year without holding valid certification for the position.

With the authority accorded to me by the Commissioner, Under Chapter 115, Part 1, Section 7.1, I am granting your waiver request. This will allow time for Mr. Ford to meet requirements for the Gifted & Talented endorsement (690). These requirements must be completed by July 1, 2018.

Again, this waiver is granted for the 2017-2018 school year only. Mr. Ford will be receiving a copy of this waiver approval letter.

Please call the Certification Office (207-624-6603) with any questions.

Sincerely,



Ángel M. Loredi
Director of Higher Education and Educator Support Services

C: Mark Ford