

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: RSU 25

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

Evelyn Beaulieu

Phone number: 207-469-6641

Email address: Evelyn.beaulieu@rsu25.org

CERTIFICATION:

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

Jim Boothby
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: September 26, 2018

Date of 1st Revision to Maine DOE: November 5, 2018

Date of 2nd Revision to Maine DOE: December 19, 2018

Date of 3rd Revision to Maine DOE: _____


Superintendent Initials


Superintendent Initials


Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: 

Date of Approval: 11/2/19

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 -

o Arts program philosophy -

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 -

o Arts program abstract -

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:

- o Academics program goals, objectives, activities -

- o 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:

- o General intellectual ability identification -

- o Specific academic areas identification -

- o Arts identification -

- o Transfer students -

- o Exit procedures -

- o Appeals procedures -

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:

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:

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
Amanda Hoffert	Yes	Teacher	Grades 3 - 12	Full time
Mark Neslusan	Yes	Teacher	Grades 3 - 12	Part time
Erika Bisher	No	Teacher	Grades 3 - 8	Part time
Molly Brosnon	No	Teacher	Grades 9 - 12	Part time
Evelyn Beaulieu	No	Administrator	District	Part time

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.)

Academic:

The effectiveness/success of our district Gifted and Talented programming is based on three data points: 1) review of GT student data; 2) student programming participation rate based on their Personal Learning Plan; and 3) district teachers and committee members feedback.

During our 2017 – 2018 school year, we reviewed our Gifted and Talented student progress data. Our student progress data for the content areas included three data points: Fall NWEA data, Spring NWEA data, and our content teachers' data for science and social studies. Student data was reviewed by our district G/T committee in June to ensure student progress.

A second data point to determine the overall success of our Gifted and Talented program is our program participation rate. We reviewed our identified G/T students and 95% participated in programming and events as initially planned in their Personal Learning Plan meeting.

The third data point to determine success during the our 2017 – 2018 school year, was our June Curriculum Steering Committee meeting was presented an overview to our Gifted and Talented programming for the 2018 – 2019 school year, with the opportunity for feedback and input.

Committee members did not have any questions, but did offer the following suggestions for the new school year.

1. The G/T staff go to each building beginning of the school year staff meeting to provide an overview to the program, how to refer students, and if any staff had any questions. Especially where we have a new G/T teacher to introduce to the staff and students.
2. The new G/T teacher to meet with each current identified G/T student to 1) meet the student, 2) update their PLP, and 3) develop goals for their program.

Arts:

The effectiveness/success of our district Gifted and Talented programming is based on two data points: 1) student programming participation rate based on their Personal Learning Plan; and 2) participation in the Community Talented Showcase where our students perform musical performances and the art work is on display for the community. 95% of our students who are identified in our Gifted Arts programming participated in our Showcase.

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

Our district Gifted and Talented program effectiveness was determined by three data points: 1) student feedback, each student in our GT programming was interviewed and asked about the effectiveness of our programming; 2) GT student progress data; and 3) teacher/parent feedback on current GT programming.

All our Gifted and Talented student feedback, academic, and talented data was shared and reviewed at our district G/T committee in June. Based on parent, teacher, and student interview data, one major change is happening during the 2018 – 2019 school year. Because of the timing of the retirement of our GT Teacher, Laurie Brooks and after reviewing our Middle School student participation and feedback in pull-out academic services, we hired a new GT teacher with the understanding we will be supporting a team-teaching model for the academic Middle School GT students. Academic GT services will be offered for our identified GT students during the small group workshop model instructional model in the content area classroom.

Because of this shift in instruction, our GT teacher will need to acquire a library of books and resources to extend our ELA, math, science, and social studies curriculum materials at the Middle School. This is reflected in our budget.

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)*

Costs for our RSU 25 Gifted and Talented program are in the following areas:

1. Staffing - To offer our G/T programming by qualified and certified staff
2. Materials and supplies - To provide resources (see list below in 9A) for our Gifted and Talented students in each content area to meet their personal student learning plan. With the changed support to classroom based ELA, math, science, and Social Studies instruction, our G/T students will need to have the upper level books available for their instruction. Our classroom libraries do not include books on the list below and we plan to begin a G/T library from our current situation of no books available.
3. To provide resources for our Gifted and Talented students in each of the arts area to meet their personal student learning plan
4. Professional development and dues and fees - to keep our Gifted and Talented program staff current with state and national requirements and research-based instructional practices. We have a new Gifted and Talented teacher this year and she needs to attend Gifted and Talented; technology; and Science, Technology, Engineering, and Math (STEM) professional development to meet the needs of our identified Gifted and Talented students.

Materials and Supplies in our budget:

ELA Book Sets: (5-6 books of each title)

Grade 5:

Charlotte's Web

Wonder

To Kill a Mocking Bird

Grade 6:

Great Expectations

Gary Paulsen Books

Harry Potter

Grades 7/8:

**State of Maine
Department of Education**

**Gifted and Talented Education Program
RSU 25 Renewal Application 2018-19**

The City of Ember
The Ember in the Ashes
The Belles
Animal Farm
Brave New World
1984
Rules
Solo
The Hate U Give
Lion
Scorpions
A Land of Permanent Goodbyes

Social Studies:

Grade 5:

Watsons go to Birmingham

Grade 6:

Maus I AND II

Anne Frank

Book Thief

Grades 7/8:

Wednesday War

The Astonishing Life of Octavian

A Long Walk to Water

Chains

Sophia's War

Hamilton and Peggy

Drummer Boy

Journey to Jo'Burg

Science:

Vital Signs

EPIC membership- Non Fiction

Math:

IXL subscriptions

Technology:

4 – District iPads will be used for G/T classroom use

Art: Supplies for identified learners to meet their Personal Learning Plan

PrismaColor colored pencil sets

Student portfolios

Student sketchbooks

Permanent markers

8 x 7.25 Silk Squares

10 x 3.46 Silk Paints

10 x 3.17 Silk Resist

1 x 10.29 Micron pens, various sizes

Stoneware Clay

X-Acto Cutting Mat

24 x 2.19 Pre-Cut Mat Board

Digital Art Stylus

Acrylic paints

Adobe student license

Music: Resources for identified learners to meet their Personal Learning Plan

Noteflight
 Music First
 Sheet music

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)
Amanda Hoffert	\$26,174	\$20,000
Mark Neslusan	\$8,903	\$8,903
Erika Bisher		
Molly Bronson		
Evelyn Beaulieu	\$4,000	\$3,750
Subtotal	\$39,077	\$32,653

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)
Regional artists for judging art and performing art auditions			
Judge 1: Margaret Jones	Art	\$100	\$100
Judge 2: Molly Bronson	Art	\$100	\$100
Judge 3: Erika Bisher	Art	\$100	\$100
Judge 4: Robert Berrios	Music	\$100	\$100
Judge 5: Kallna Young	Music	\$100	\$100
Judge 6: Mark Neslusan	Music	\$100	\$100
Subtotal		\$600.00	\$600.00

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
Supplies for G/T reading book sets ELA list in 9A. Science list in 9A. Social Studies list in 9A.	850	Supplies for G/T students reading book sets	100
Supplies for G/T math students, manipulatives, online resources	250	Supplies for G/T math students, manipulatives, online course resources	100
Art supplies for G/T students: specialty drawing and paints Specialty Drawing supplies - \$200 Specialty Paints - \$150	350	Art supplies for G/T students: specialty drawing and paints Specialty Drawing - \$200 Specialty Paints - \$150	350
Supplies for G/T reading book sets for social studies list in 9A	300	Supplies for G/T reading book sets for social studies list in 9A	100
Music supplies for G/T music students:	100	Music supplies for G/T music students:	100
Technology for classroom based instruction (4 - iPads)		Technology for classroom based instruction (2 - iPads)	
Subtotal	\$1,850	Subtotal	\$750

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Admission for G/T student to participate in Penobscot Marine Museum activities as a field trip	200		
Field trip to local Lighthouse Gallery	200		
Subtotal	\$400	Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
online reading resources for G/T students: ALEX subscriptions	250	online reading resources for G/T students: Language and Composition	100
online math resources for G/T students: ALEX subscriptions	250	online math resources for G/T students (STEM courses - 2 users)	200
		VPA students' composition course: oil painting (2 users)	200
		Music students' composition course (Noteflight, Music First, 10 users)	300
Subtotal	\$500	Subtotal	\$800

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
G/T teacher and administrator to participate in regional/state conference offered by MEGAT.	200	G/T teacher and administrator to participate in regional conference offered by MEGAT.	0
G/T teacher and administrator to participate in regional meetings offered by MEGAT	50	G/T teacher and administrator to participate in regional meetings offered by MEGAT	50
Professional membership: MEGAT, NAGC dues	0	Professional membership: MEGAT, NAGC dues	0
STEM Summit: This Summit is focused on celebrating teachers in the Science, Technology, Engineering, and Math areas.	0	STEM Summit: This Summit is focused on celebrating teachers in the Science, Technology, Engineering, and Math areas.	0
STEM Conference Travel	0	STEM Conference Travel	0
Subtotal	\$250	Subtotal	\$50

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$39,077	\$32,653
Auxiliary Staff		
Independent Contractors	\$600	\$600
A. Materials/Supplies	\$1,850	\$750
B. Other Allowable Costs	\$400	
C. Student Tuition	\$500	\$800
D. Staff Tuition/PD	\$250	\$50
Total	\$42,677	\$34,853