

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 29

Name and title of person responsible for gifted and talented program:
Melanie Blais, Curriculum Coordinator

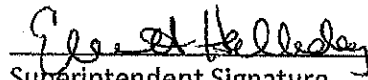
Phone number: 532-6555 ext 2

Email address: melanie.blais@rsu29.org

CERTIFICATION:


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

Ellen Halliday
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: September 27, 2018

Date of 1st Revision to Maine DOE: October 19, 2018


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:  Lee Worcester

Maine DOE Approval: 

Date of Approval: 11/1/18

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:

- Academic program philosophy -

- 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:

- Academic program abstract -

- 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:

Clay Halliday will be teaching GT full time this year, rather than part time. Also, Melanie Blais has replaced Rae Bates as Curriculum Coordinator/GT Coordinator.

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
Jennifer Potter	Yes	Teacher	3-12	Full Time
Clay Halliday	Yes	Teacher	3-12	Full Time
Erica Tweedie	Yes	Guidance/teacher	6-9	Part Time
Katie Wright	Yes	Teacher	6-8	Part Time
Melanie Blais	No	Administrator	K-12	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.)*

Students self-report on the work they have experienced and this is analyzed to determine program effectiveness. Students and parents report that they were pleased with the pull-out portion of the ELA and math programs in grades 3-8. Each student, with the help of teachers, creates and maintains a portfolio of all GT completed work, which is used as a reflective tool for monitoring student progress. Schools use STAR data to progress monitor all students, and GT teachers also monitor that data and note growth for GT population. Students at the high school level have experienced success in their dual enrollment classes as well as AP courses and have received high academic grades. Parents and teachers meet to develop ILPs for identified students and the reports are positive. Our GT Committee meets during the course of the school year to reflect on the work we are doing. Our GT program, which includes academics and the arts, has proven to be successful based on reports from teachers, parents and students. Although 2017-2018 MEA scores are not available at this time, it is evident through student portfolios, teacher reports, and local STAR assessment data that our program is meeting its intended goals – both in the arts as well as in academics.

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

While there have been no significant changes to the program, the program's effectiveness has been determined through multiple sources of evidence. A variety of surveys, checklists, and interviews were used to gather information from a variety of stakeholders to determine the program's effectiveness. Based on this data, further information will be gathered throughout the year as a means to improve the GT program in RSU 29.

Results for local assessments for our identified population remain high. We continue to be pleased with our 7th grade math class, which combines standards from both 7th and 8th grades as the students are now entering Algebra I as 8th graders with fewer gaps in their background knowledge. They continue to move successfully through the Algebra I curriculum at a more brisk pace without the exposure to the amount of re-teaching that they were previously receiving.

Based on a parent recommendation that was made six or seven years ago, we moved from a pull out acceleration program to an enrichment program beginning in grade 3 when we initially identify. With our enrichment model, we can continue to have students work in groups and relate work to real life experiences using math, science, ELA, and social studies as a basis for these lessons. We have focused more on the social/emotional needs of our GT population with the enrichment model at grades 4, 5 and 6. We have also purchased a Social Emotional Curriculum this year for all students in grades K-8.

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)

<u>Title, Author</u>	<u>Cost per book</u>	<u># Copies</u>	<u>Total</u>
<u>Worlds Afire</u> P. Janeczko	\$6.39	15	\$95.85
<u>Harbor Me</u> J. Woodson	\$12.32	15	\$184.80
<u>Ungifted</u> G. Korman	\$7.99	15	\$119.85
<u>Once</u> M. Gleitzman	\$6.98	15	\$104.70
<u>Unwants</u> L. McMann	\$7.99	15	\$119.85
<u>In the Shadow of the Sun</u> A. O'Brien	\$12.36	15	\$185.40
<u>The Girl From Everywhere</u> H. Heilig	\$4.19	10	\$41.90
<u>Requiem: Poems of Terezin</u> G. P. Janeczko	\$7.99	10	\$79.90
<u>Chasing King's Killer</u> J. L. Swanson	\$13.99	10	\$139.90
<u>Monster</u> W.D. Myers	\$3.38	10	\$33.80
<u>The Guernsey Literary & Potato Peel Pie Society</u> M.A. Shaffer/A. Barrows	\$10.72	10	\$107.20
<u>The Meg</u> S. Alten	\$16.00	10	\$160.00
<u>25 Real Life Math Investigations That Will Astound Teachers and Students</u> E. Zachary	\$24.95	2	\$49.90
<u>The 10 Things All Future Mathematicians & Scientists Must Know</u> E. Zachary	\$22.95	2	\$45.90
<u>Advanced Reading Instruction in Middle School: A Novel Approach</u> Book & PDF Bundle	\$53.91	1	\$53.91
<u>Creative Curriculum Extenders: Differentiated Projects for the Language Arts Classroom</u> PDF Bundle	\$35.91	1	\$35.91
<u>Genius Hour: Passion Projects That Ignite Innovation and Student Inquiry</u> PDF Bundle	\$44.91	1	\$44.91

TOTAL \$1,603.68

Books itemized here are used as instructional resources for GT identified students. Teachers-Pay-Teachers is used to purchase instructional materials for lessons involving identified students. APEX is used with identified students as supplemental instructional curriculum in preparation for AP courses as well as SAT prep. We also use SAGES 2 testing with students who have already undergone initial screening and have been identified for consideration into the GT program following a parent/teacher nomination, examination of STAR testing data, and examination of state assessment scores.

**State of Maine
Department of Education**

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

The scope of the entire GT program is subject to approval of the school board, which includes teacher salaries, PD costs, and the cost of instructional materials. The cost to implement the Gifted and Talented program is recommended annually by the superintendent to the board as part of the annual budget, which is submitted to the citizens for voter approval. The budget for our GT program is minimal. Educational materials and supplies are used by GT teachers and identified students. PD funds are used to ensure that the GT teachers stay current with best practices.

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)
Jennifer Potter	\$29,827	\$29,827
Clay Halliday	\$35,377	\$35,377
Erica Tweedie	\$9,074	
Katie Wright	\$8,508	
Melanie Blais	\$7,136	\$7,136
Subtotal	\$89,922	\$72,340

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
Teachers Pay Teachers	\$200	APEX Seats	\$2,000
Flocabulary	\$100		
Meridian Stories	\$400		
SAGES 2 Testing	\$500		
Battle of the Books	\$811		
Books	\$1,603		
Subtotal	\$3,614	Subtotal	\$2,000

Teachers-Pay-Teachers is a website where teachers can buy/sell instructional materials, units, and resources. We will use resources from this site as instructional material for identified students. SAGES 2 testing is used as an additional screening tool for students who are being considered into the GT program. This is not used as an initial screening tool. APEX seats are used for AP high school students in our GT program.

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip Wages*	\$400	ARGT Dues	\$40
MEGAT Membership	\$200	Travel	\$200*
Travel*	\$200		
ARGT Trips:			
Visual Arts Day Registration	\$500	Visual Arts Day	\$450
Performing Arts Day Registration	\$500		
Guys and Goals Day Registration	\$500	Guys and Goals Day	\$450
Girls and Gifts Day Registration	\$500	Girls and Gifts Day	\$450
Competitive Problem Solving Day Registration	\$500	Competitive Problem Solving Day	\$450
Subtotal	\$3,300	Subtotal	\$2,040

* The Field Trip wages relates to the cost of having a bus driver attend ARGT meetings at UMPI. The \$200 for both elementary and secondary level travel is for bus mileage or for van mileage; when we use vans, one of the GT teachers is the driver, so no wages are necessary.

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Subtotal			Subtotal

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$89,922	\$72,340
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$3,614	\$2,000
B. Other Allowable Costs	\$3,300	\$2,040
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$96,836	\$76,380

[Log On]

Certification Application Lookup

From Maine Department of
Education

Dashboard

Department Of Education

Certification Application Lookup

Enter Last Name:

Halliday *

Enter Last 4 Digits of SSN:

.... *

Enter BirthDate:

07/29/1960

Submit

Date Of Report: 09/04/2018
 Applicant: CLAY HALLIDAY
 Application Status: A letter was sent on 08/24/2018.

Applicant Endorsements on File:

Type	Class	Level	Endorsements	Valid	Expires
CHRC APPROVAL- BIRTH TO 12				07/01/2016	07/01/2021
CONDITIONAL	Teacher Certificate	GRADES K-12	Gifted/Talented	08/29/2018	08/29/2021
Professional	Teacher Certificate	GRADES K-12	Physical Education	07/01/2016	07/01/2021
Professional	Teacher Certificate	GRADES K-12	Health Educator	07/01/2016	07/01/2021

Note: If last name and SSN do not match exactly to the data in the Certification System, then the correct certification results may not be displayed or may indicate "No Certification Found at this time"

Spring / Summer 2017

University of Phoenix Online:

GFT 500 Teaching Gifted and Talented Learners

GFT 505 Critical Thinking skills for Gifted + Talented Learners