

*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, 2017**

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

School administrative unit name: RSU #4

Name and title of person responsible for gifted and talented program:  
Kathy Martin ~ Director of Curriculum, Assessment & Instruction

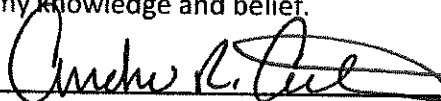
Phone number: 207-375-4273

Email address: Kathy.martin@rsu4.org

**CERTIFICATION:**

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

Andrew Carlton  
Superintendent Name (printed)


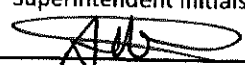

  
Superintendent Signature

Date of Initial submission to Maine DOE: 8/21/17

Date of 1<sup>st</sup> Revision to Maine DOE: 11/28/17

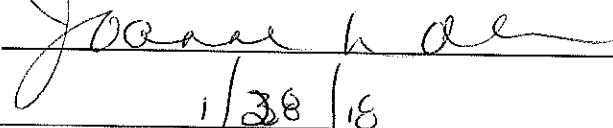
Date of 2<sup>nd</sup> Revision to Maine DOE: 12/27/17

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

  
Superintendent Initials  
  
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Superintendent Initials

**FOR INFORMATION CONTACT: GT.DOE@maine.gov**

Reviewed By: 

Maine DOE Approval: 

Date of Approval: 1/30/18

***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 -

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:

- 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 -
  
  
- Specific academic areas identification -
  
  
- Arts identification -
  
  
- Transfer students -
  
  
- Exit procedures -
  
  
- 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 any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

No Changes

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
Lucille Rioux	Yes	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

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

NO CHANGE

CHANGE

Describe CHANGE here:

(b.) & (c.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation. (*Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.*) Include how program effectiveness was determined.

As clearly defined in RSU#4's mission statement, we want to "inspire all students to achieve future success." One of our guiding principles states that "learning happens in different ways and timeframes," and in keeping with these beliefs, our Gifted and Talented Program strives to challenge and nurture the growth of each child's potential, being especially mindful of the need to identify and advocate for individual students who have developed or show the promise of developing intellectual abilities and talents at high levels. Our GT teacher has been coordinating with building principals and district administrators, as well as teachers and parents, to provide the best possible educational experiences for our able learners.

The RSU#4 student identification procedure generally starts during the month of April with initial data being collected by the GT teacher. Students in grades 2, 5 and 8 are screened using their most current STAR 360 scores. At this time, Teacher Referral forms are distributed, completed and collected in a timely fashion. These referral forms are also made available to teachers at other grade levels in order to potentially identify students who are new to this system or have demonstrated high abilities prior to our grade two identification schedule. From this initial pool of students, the following tests are administered where appropriate:

Cognitive Abilities Test (CogAT)...95<sup>th</sup>-99<sup>th</sup> percentile (objective data)

Iowa Test of Basic Skills (ITBS)...95<sup>th</sup>-99<sup>th</sup> percentile (objective data)

Orleans-Hanna Algebra Prognosis Test...

Observational Data and Work Samples (Teacher provided...subjective)

Behavior Checklist (Teacher provided...subjective)

Once the testing is completed, the GT teacher meets with each building's administrator and referring teacher(s) to review the results. Letters are sent to parents whose children are selected and meet the state's criteria for identification. The letter to parents includes a permission form to accept the GT program offerings in whatever subject(s) areas the child is identified in. Letters also go home to parents whose children were recommended for testing but who did not meet the minimum state requirements to be formally identified. They are told at that time that they could appeal this decision. With no appeals requested, those students are treated as part of the general classroom population. Information regarding the results of 8<sup>th</sup> graders who are tested are sent to the high school where these students could participate

in the AVEC program already established, and some also could participate in the new “pilot” program at the freshman level in ELA during the 2016-2017 school year. This “pilot” program had an AP component as an option with the GT teacher team-teaching with a high school ELA teacher. Students recommended for enrichment in the visual and performing arts at the middle school are serviced by an accelerated band/chorus participation at the high school and a middle level studio art offering.

Each GT identified student in RSU#4 has an individualized or small group learning plan added to their file each school year. The “Learning Plan” includes information regarding his/her area(s) of identification, what screening devices were used and the results of these, identification letter to parent/permission form information including dates sent and received, classroom teacher(s) contact information, and the actual “Education Plan” in all academic areas including the visual and performing arts. A variety of evidence-based programming options are used to enhance performance in the cognitive and affective areas. For example, at the K-2 and 3-5 levels this year, identified students received instruction using the Junior Great Books Series, the Problem Solver and Thinker Math Series, as well as some differentiation in science and social studies (Differentiating Instruction with Menus). Identified students in reading at the middle level received higher level small group instruction based on their novel studies in the classroom, and identified math students were transported to the high school to attend classes in Geometry and Algebra II. GT identified students, as previously mentioned, were offered enrichment through the AVEC Program and some AP classes. Because of a lack of advanced placement or honors courses at the freshman level, a new “pilot” component was developed and offered in the ELA class this academic year. The effectiveness of this will be evaluated during this coming school year with recommendations for changes and/or improvements to be made at that time. The last section of the learning plan includes “Comments & Observations” as a form of evaluation. Review of the student evaluations has helped to guide us in making changes, if necessary, to improve the quality of GT services we can provide for our able learners.

At the end of last year, we evaluated our current system of our GT programming. This was done by surveying students and meeting with parents. A focus was done on the new pilot component at the high school. In interviewing the students and teachers that participated in the pilot program, the consensus was that students felt that they were doing “more” work instead of “different” work. This was certainly not the intent of the program. There was a meeting at the beginning of this school year regarding some possible changes, but because of the introduction of “Freshmen Academy” and the GT students being scattered throughout several classes, we changed the system a bit. This year students are in different classes but are able to work on the standards at their own pace versus just at the pace of the other students in the classes. We will have regular monitor meetings throughout the year to check on the progress of these students. Our goal is to ensure that the work is different because they are working on the level four knowledge of the standard or are working towards higher level standards.

Through our evaluation of both academic and our art programs, our GT offerings and programs are considered effective. We will continue to evaluate each year to ensure continued effectiveness.

8. Provide a justification/description of the items included in the proposed budget in number 9.
  1. Salary and benefits for GT Coordinator: We have one full time GT teacher for the entire district.
  2. Professional Development: Each year our GT teacher attends the MEGAT Conference.
  3. Travel Reimbursement: This is to ensure that our teacher gets reimbursed to go to the MEGAT Conference and also pays for in-district transportation.
  4. Supplies, Books and Periodicals: We purchased Junior Great Books this year which completed our set for the district for our elementary students.
  5. Due, Fees and Memberships: AVEC program for 20+ students
  6. Tuition to other schools: College courses or workshops for our high school 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 (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)
Lucille Rioux	\$48,003	\$30,000
<b>Subtotal</b>	\$78,003.00	

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<b>Subtotal</b>			



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, Books & Periodicals: <ul style="list-style-type: none"> <li>Great Books (Series 3,4,5 + Teacher Additions)</li> </ul>	\$1850.00	Supplies: Basic school supplies to teach all the grade levels in the district <ul style="list-style-type: none"> <li>Folders</li> <li>Paper</li> <li>Notebooks</li> <li>Manipulatives</li> <li>Other</li> </ul>	\$1000.00
Amazon Books: <ul style="list-style-type: none"> <li>Differentiation for GT students</li> <li>Academic Acceleration for GT Children</li> <li>Challenge Math for EL and Middle School students</li> <li>Critical issues and practices for Gifted Education</li> </ul>		Amazon Books: <ul style="list-style-type: none"> <li>College Planning for GT students</li> </ul>	
		Books: D&S marketing books	
<b>Subtotal</b>	<b>\$1850.00</b>	<b>Subtotal</b>	<b>\$1000.00</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Reimbursement for GT Coordinator <ul style="list-style-type: none"> <li>In-district travel</li> <li>Travel to MEGAT conference</li> </ul>	\$650.00		
<b>Subtotal</b>	<b>\$650.00</b>	<b>Subtotal</b>	<b>\$0</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		AVEC (Androscoggin Valley Educational Collaborative) Program (20+ students) <ul style="list-style-type: none"> <li>• Creative Arts</li> <li>• Math/Science</li> </ul>	\$7500
		Tuition for students beyond regular program <ul style="list-style-type: none"> <li>• College Courses</li> <li>• Workshops</li> </ul> These include tuition to CMCC for math/science/ela electives beyond our regular curriculum.  (10 students ~ 1 course each)	\$4000
<b>Subtotal</b>		<b>Subtotal</b>	<b>\$11,500.00</b>

**AVEC EVENTS:**

Science: Headed by Jamie Boucher

Dates: 11/8, 12/6, 2/7, 4/12

**4 STUDENTS**

Social Studies: Headed by Chad Drouin

Dates: 10/12, 11/9, 12/14, 2/8, 3/8, 5/3

**8 STUDENTS**

Young Writers: Headed by Jeremy Young

Dates: 10/19/, 12/14, 2/1, 3/29

**5 STUDENTS**

Art: Headed by Kirstin Ardnt

Dates: 12/8

**3 STUDENTS**

**COLLEGE COURSES:**

UMFK - Intro to Criminal Justice

**1 STUDENT**

UMA - Intro to Psychology

**4 STUDENTS**

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Employee PD: This is for the MEAGT Conference "Setting Sail in the 21 <sup>st</sup> Century: Charting a Course for GT Learners" (October 26 <sup>th</sup> & 27 <sup>th</sup> in Portland, ME) and another PD opportunity for our GT Coordinator to attend during the school year. (The PD training in Central Region in various locations throughout the year ~ typically 2-3x per year).	\$485.00		
<b>Subtotal</b>	<b>\$485.00</b>	<b>Subtotal</b>	

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$48,003.00	\$30,000.00
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies	\$1,850.00	\$1,000.00
B. Other Allowable Costs	\$650.00	\$0
C. Student Tuition		\$11,500.00
D. Staff Tuition/PD	\$485.00	
Sub Totals	\$50,988.00	\$42,500
Total	\$93,488.00	