

Deleted: Renewal

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: RSU56

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

Pam Doven,
Superintendent of
Schools

Phone number: 207 562-4300

Email address: pdoven@rsu56.org

CERTIFICATION:

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

Pamela H Doven
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/28/17

Date of 1st Revision to Maine DOE: 1/24/18 PD
Superintendent Initials

Date of 2nd Revision to Maine DOE: 1/29/18 PD
Superintendent Initials

Date of 3rd Revision to Maine DOE: 1/31/18 PD
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: [Signature]

Maine DOE Approval: [Signature]

State of Maine
Department of Education
Date of Approval:

Gifted and Talented Education Program
Application 2017-18

2/6/18

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: RSU56 believes that all students deserve a high quality education where students are met where they are currently at and receive instruction that challenges them to learn at high levels. The unique skills and abilities of gifted and talented students need to be nurtured in order to realize their full potential and utilize their talents in productive ways. RSU56 recognizes that there are students who excel beyond their peers and have the ability to perform at exceptional levels academically. RSU56 will identify these students and provide specialized, challenging instruction through acceleration and enrichment activities and programming options. The program philosophy complements the overall system philosophy which supports providing educational programming that accommodates individual student needs and potential in the academic areas.

B. Arts program philosophy: RSU56 believes that there are students who excel in the arts beyond their peers and have the ability to perform at exceptional levels. RSU56 will identify these students and provide specialized, challenging instruction through both acceleration and enrichment activities.

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 K-8 program will provide a differentiated curriculum for identified students in academic areas. RSU56 will target approximately 2-5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject. Students will enter at designated times throughout the school year.

At the high school level, students will be provided the opportunity to participate in advanced classes as well as through challenging academic classes. In addition, students who have exhausted the available resources at Dirigo High School will be encouraged to enroll in online courses and/or college courses.

- B. Arts program abstract: The K-8 program will provide a differentiated curriculum for identified students in art areas. RSU56 will target approximately 2-5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from art subject to art subject. Students will enter at designated times throughout the school year.**

At the high school level, students will be provided the opportunity to participate in advanced classes as well as through challenging art/music/drama/chorus/band/etc classes. In addition, students who have exhausted the available resources at Dirigo High School will be encouraged to enroll in online courses and/or college courses. In addition, when possible, high school students identified in the arts as gifted and talented, may work with professional artists/community members/mentors.

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:

A Challenge Based Learning (CBL) format will be utilized in the GT program at RSU56. Within this framework, developed by Apple to facilitate meeting the needs GT students, student look at their areas of giftedness and decide on a particular "problem" to solve. The framework provides well-defined steps for solving the "problem." CBL is flexible, adaptable, and culminates in sharing what was learned.

Goal 1: To maintain a fair and equitable identification system and provide appropriate levels of challenge for identified GT students.

Objective 1: All students will have equitable access, as measured by multiple indicators.

Activity 1: Use assessment data, teacher feedback, and other pertinent indicators to review student data and determine eligibility.

Goal 2: To provide professional development to staff around best practices for GT students.

Objective 2: Staff will be provided multiple opportunities to learn about how to incorporate GT appropriate lessons into their classroom.

Activity 2: Staff will receive training at a Late Arrival Wednesday (LAW). Staff will receive monthly newsletters from the GT teacher, showcasing what GT students are doing and how to extend that learning into the classroom.

Arts:

B.

Goals 1: Students will be engaged in the visual and performing arts in meaningful ways in order to deepen students' overall knowledge and skills, as well as their social and emotional development.

Objectives 1: **Students will show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.**

Activities 1: **Students will research and explain how art and artists reflect and influence culture and periods of time.**

Goal 2: Students will be provided opportunities to explore visual and performing arts throughout history.

Objective 2: Students will analyze and evaluate various art forms.

Activity 2: Students will research and explain how art and artists reflect and shape their time and culture.

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: The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. All the tools used in the screening process target the student's achievement. A minimum of one tool will be used as part of the selection process.

Screening: NWEA, PSAT, SAT, Teacher Recommendation/Classroom Performance

Selection: Once a pool of students is identified in the screening process, each student will be assessed using the Co-GAT.

Placement: The committee will meet and consider all the collected information. Up to 5% of the population may be identified for academic services in GT.

A list of identified students will be sent to the superintendent of schools.

B. Academic Aptitude:

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA, SAT, PSAT, Classroom Performance	NWEA, SAT, PSAT, Classroom Performance	Classroom Performance, Local Assessments	Classroom Performance, Local Assessments
Selection	Co-GAT	Co-GAT	Co-GAT	Co-GAT
Placement	Committee decision	Committee decision	Committee decision	Committee decision

C. Artistic Ability:

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Teacher nomination, Self nomination, parent nomination	Teacher nomination, Self nomination, parent nomination	Teacher nomination, Self nomination, parent nomination	Teacher nomination, Self nomination, parent nomination
Selection	Portfolio Assessment	Audition assessment	Audition assessment	Audition Assessment
Placement	Committee decision	Committee decision	Committee decision	Committee decision

D. Describe review of identification policies:

a. **How-** A team of three or more qualified professionals shall select students for the placement in gifted and talented programs. The team must consist of an administrator, at least two others – such as classroom teacher, teacher of the gifted and talented, director of special services, arts teacher, etc. The team will select the students and also review identification criteria to determine if any adjustments need to be made in the process/procedure.

b. **When-** At least annually.

E. Process for transfer students: In the event of a student transferring into RSU56 from a different district in which the student was previously identified and serviced in sending district, RSU56 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in RSU56, then the student will automatically be eligible for services. If the student was not identified in the previous district, then the student 's school entry record review will be used to determine if further assessments are recommended. If further assessments are warranted, the assessments will occur within 45 days. If the student qualifies, the student will be placed in the gifted and talented program.

F. Exit Procedure: Possible exiting situations include inability to function in a group, emotional readiness, emotional trauma, attendance issues, disruptive to others, unwilling to participate,

low performance, missing work, anxiety regarding regular classroom work, tuning out during advanced work time, frustration, teacher request, student request, parent/guardian request.

Students participating in the K-3 program will be reevaluated each year. In the event that the student no longer needs services, this will not be considered exiting the program. The gifted and talented services may be defined in duration of grades K-3, 4-5, 6-8 and 9-12.

Qualified students are eligible to continue in the gifted and talented program from one year to the next unless there is written request for a student to exit the program from the teacher of the gifted and talented program, the parent/guardian, counselor or administrator.

Exiting of students from the gifted and talented program is based on multiple criteria including student performance in the program, psychological or personal reasons, and is finalized by consultation with parents/guardians and teachers.

Prior to a formal exit from the program, the following steps will be followed:

1. Document and review student progress.
2. Conference with student, parent, administrator, and other professional educators.
3. Formal notification to parent.

G. Process for appeals: The parents/guardians or teacher of any student denied inclusion into the gifted and talented program may appeal the identification committee's decision. A sample of an appeals process is as follows:

- a. A parent/guardian or teacher expresses concern regarding the exclusion of the student into the program. The teacher of the gifted and talented will review results of testing and information collected with the concerned person. The teacher of the gifted and talented will compare results and let the concerned person know why the decision was made according to the criteria of the program.
- b. The concerned person initiates an appeal in writing to the teacher of the gifted and talented. The teacher of the gifted and talented may conduct an alternative assessment.
- c. The gifted and talented identification committee will meet to reconsider eligibility in terms of new test results, additional data, and/or student products.
- d. The teacher of the gifted and talented will notify parents/guardians and teacher of the decision made by the identification committee.

In the event that the student does not qualify for gifted and talented services, the student may be re-evaluated in a year at the request of the parent/guardian or teacher.

5. Provide a description of the staff development that takes place in order to implement the program(s).
RSU56 will support professional training and development in terms of financial support and release time in order to encourage teachers' professional growth (both the GT teacher and classroom teachers). This will include courses, conferences, workshops and webinars.
In addition, RSU56 will support the GT teacher as she works toward full GT certification.

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

The GT teacher will collect nominations each spring.

The GT teacher will schedule testing for students in the screening pool each fall.

The GT teacher will send letters to parents/guardians seeking permission to individually test students each fall.

The building administrator and/or GT teacher will compile test scores and create a matrix for the review committee to review and compare scores.

The review committee will review scores and select students for the GT program.

The GT teacher will create a schedule to meet with students, individually and/or in groups throughout the school year.

The GT teacher will create a schedule to meet with classroom teachers who have identified GT students in their classes.

The GT teacher will work with identified students and their parents/guardians to create individual learning plans for each identified student.

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
Amity Beane	No (transitional)	Teacher	K-12	½ 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. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined.
- Teachers who have students identified in GT in their class(es) will complete a survey each spring.
 - Students in the GT program will complete a survey each spring.
 - Parents who have students identified as GT will complete a survey each spring.
 - Identified GT Student data (NWEA, PSAT, etc.) will be reviewed.
 - All of the above data will be compiled and reviewed to determine the success of the program.

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.)*

In order to provide a viable and appropriate education to the students identified as Gifted and Talented, materials beyond what are supplied in the regular district budget are needed. Students in the GT program will be encouraged to read widely. Having high-level, high-interest books is essential. Not all books are found in the local or school libraries. In addition, the students in the GT program will be designing a variety of ways to express and expand their learning. (Challenge learning is designed to culminate in some type of presentation.) Presentation materials are not included in the local school budget. In order for GT students to be creative in their presentations, materials/supplies need to be available.

CoGat assessment is used to identify GT student, along with other test scores. The cost of CoGat is not in the regular school budget. It is in the GT budget as it is a necessary component to the RSU56 GT program. In addition, students from an underserved population (such as ESL) referred to GT, need a non-verbal manner; therefore, the Test of Non-Verbal Intelligence, as recommended by NAGC, will be utilized.

Students identified as GT might also need expanded programming through technology, allowing them to access courses/workshops/etc. that meet their individual needs. Field trips, events and competitions are also viable mechanisms to extend the thinking of GT students. Field trips are for identified GT students only and take place during the school day.

RSU56 was able to secure a ½ time teacher for the GT program. The teacher, although having an MS in Education and 14 years of experience, is not experienced in teaching GT. It is critical that she attend the annual MEGAT conference, working with other GT teachers, and have a mentor. This budget reflects money to support her professional development.

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)
Amity Beane	26128	3087
Subtotal	26128	3087

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor	Area of	Elementary	Secondary

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Name	Expertise	(contract amount)	(contract amount)
Kimberly Ann Nicoli and Diane Beem <u>(for students who have a giftedness in the arts.)</u>	<u>arts</u>	<u>150</u>	<u>100</u>
Subtotal		<u>150</u>	<u>100</u>

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
Books: Coding Games - \$33.20 Looking for Alaska - -\$9.23 American Born Chinese - - \$10.10 Failure is Not an Option - \$13.69 The Complete Maus: A Survivor's Tale - \$22.01 So You Want To Be a Coder? - \$9.96 Immigrant Kids - \$19.11 Coming to America - \$14.30 Guinness Book of World Records, 2018 - \$23.16 1411 Quite Interesting Facts – \$13.36 How Do You Get an Egg In a Bottle? - \$12.13 How do You Walk on Fire? - \$13.43 (5) Ultimate Weird But True (various editions) – 71.30 Reactions - \$21.98 Basic Wilderness Survival Skills - \$19.95	307.18	Books: The Vietnam War - \$38.23 What Happened - \$17.00 Lincoln – A Photobiography - \$7.92 The Wright Brothers: How They Invented the Airplane - \$13.21 Walt Disney: An American Original - \$11.95 Never Caught - \$17.85 Bloomberg: A Billionaire's Ambition - \$21.70 Thanks Obama - \$17.51 The Six: The Lives of the Mitford Sisters - \$20.77 Eleanor and Hick - \$ 19.38 Unbelievable: My Front Row Seat to the Craziest Campaign in American History - \$16.89 Basketball and Other Things - \$13.51 Hundreds of Interesting and Useless Facts - \$6.99 Now I Know - \$12.07 Blue Ocean Shift - \$19.88	2 1 6 . 5 7
Notebooks, journals, art supplies, poster boards.	300	Notebooks, journals, art supplies, poster boards.)	2 0 0
Subtotal	607.18	Subtotal	4 1 6 . 5 7

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Technology programs to meet student needs. (Alex, etc.)	100	Technology programs to meet student needs. (Virtual High School, etc.)	1 0 0
		CoGat, Test of Non-verbal Intelligence	3 6
Dues and fees (History Fair, Odyssey of the Mind, and/or Field Trips to Colby College and History Fair)	250		
Subtotal	350	Subtotal	1 3 6

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

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

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Annual MEGaT conference, tuition/travel	500	Annual GT conference, tuition/travel	4 0 0
Meeting with area GT teachers (networking)		Meeting with area GT teachers (networking)	
Working with S. Boyce-Cormier		Working with S. Boyce-Cormier	
Subtotal	500	Subtotal	4 0 0

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	26128	3087

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Auxiliary Staff	0	0
Independent Contractors	150	100
A. Materials & Supplies	607.18	416.57
B. Other Allowable Costs	350	136
C. Student Tuition		
D. Staff Tuition/PD	500	400
Total	1607.18	1052.57