

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: M.S.A.D. #59

Name and title of person responsible for gifted and talented program:
Bonnie Levesque, Superintendent

Phone number: (207) 696-3323

Email address: bonnie.levesque@msad59.org

CERTIFICATION:

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

BONNIE C. LEVESQUE
Superintendent Name (printed)

Bonnie C. Levesque
Superintendent Signature

Date of Initial submission to Maine DOE: September 28, 2018

Date of 1st Revision to Maine DOE: _____

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: Patti Drapeau

Maine DOE Approval: Joanne K. Allen

Date of Approval: 10/22/18

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: Language and date changes, removed term "additional" and removed "2017-2018 school year."

- o Academic program abstract -

M.S.A.D. #59's Gifted and Talented Programming services are designed to support the educational needs of high achieving students and of students with potential to be high achievers. These students are identified as those who demonstrate exceptional learning ability and/or outstanding talents in one or more areas and who require educational opportunities beyond the standard curriculum to develop to their full potential.

M.S.A.D. #59 targets approximately 3-5% of students in English language arts, math, science, and social studies, and 3-5% in music and the visual arts for gifted and talented programming. Student Learning Plans (SLPs) are developed to support the students' identified area(s) of giftedness. SLPs outline educational strategies for students and document the student's participation in gifted and talented programming.

M.S.A.D. #59 uses a consultation model. Programming options may take the form of enrichment

and/or differentiation beyond the regular curriculum through consultation with classroom teachers, individual and small group instruction, as well as opportunities for accelerated classes and advanced placement.

- Arts program abstract -
See Academic program abstract. The Arts program abstract is the same as the Academic 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: Language and date changes, removed "in collaboration with our steering/advisory group," "continue to," and "for the school year 2017-2018," and

- Academics program goals, objectives, activities -
GOAL 1. Gifted and Talented Programming: Provide programming that addresses the diverse strengths, characteristics, and learning styles of students with gifts and talents.

GOAL 2. Student Identification: Identify students for gifted and talented programming.

OBJECTIVES – GOAL 1

1. By developing policies and procedures that guide and sustain gifted and talented programming, including effective evaluation procedures.
2. By raising teacher/parent/student awareness of the characteristics, challenges, and needs of the gifted learner.

ACTIVITIES – GOAL 1

1. Strengthen our steering/advisory group with representatives from the elementary, middle, and high schools to navigate the revision process.
2. Provide professional development opportunities related to research-based strategies for teaching students with gifts and talents.
3. Continue to develop evaluation procedures.

ACTIVITIES – GOAL 2

1. The steering committee will guide the identification processes, including a focus on RTI.
2. The Gifted and Talented Programming staff will consult with teachers in creating appropriately challenging learning opportunities for identified students, and
3. Engage students in learning about themselves as learners.

- Arts program goals, objectives, activities -
See Academics. The Goals/Objectives/Activities for the Arts are the same as those for Academics.

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: Removed "an additional" from Screening section, removed "NECAP" and added language to Selection section, removed "the methods that will be employed to" from Placement section, and removed all instances of "for the 2017-2018 school year."

- o General intellectual ability identification -

Screening:

Screening of the student population for gifted and talented programming will be done in grades 2, 4, and 8. Students may be nominated in any grade. 3-5% of the student population may be identified with exceptional intellectual and/or academic abilities, and 3-5% may be identified with exceptional artistic/musical ability. Nominations can be made at any time during the year by teachers and/or other educational staff, parents, community members, students (self-nomination), or peers. Upon nomination parents will be notified and permission will be requested to collect additional data.

Selection:

Students will be identified using a combination of at least three methods and may include, but not limited to state and local assessments, a standardized cognitive ability measure (Cognitive Abilities Test, CogAT, or alternate cognitive ability measure), and subjective measures which may include learning characteristic/behavioral checklists, portfolios, auditions, and/or interviews.

1. Nominated students will be given the CogAT (Cognitive Abilities Test) or alternate cognitive ability measure.
2. Music and Visual Arts students will meet with the appropriate (art/music) teacher to gather work samples and complete an evaluation packet.
3. Scores from state and local achievement assessments (NWEAs, MEAs) and
4. Subjective information including Learning Characteristics/Behavioral Checklists will be gathered for the student data packet.

All information will be submitted to the Identification Committee, which may be composed of an administrator, a GT coordinator, and at least one classroom teacher and/or educational specialist.

Placement:

The top 3-5% of students in the categories of General Intellectual Ability and Specific Academic Aptitude, and the top 3-5% of students in the Artistic Ability category will be recommended to the Identification Committee for Chapter 104 Gifted and Talented services.

Once a student has been identified for gifted and talented programming, a Student Learning Plan (SLP) meeting will be convened to develop a learning plan for the student and obtain parent permission. This plan will be developed collaboratively by those in attendance, which may include the GT coordinator(s), classroom teacher(s), administrator, parents, and student (when appropriate). SLPs will outline educational strategies for identified students and document the student's participation in gifted and talented programming.

The superintendent will be notified of students identified for gifted and talented programming, and will be given a description of programming that will be provided.

- Specific academic areas identification -
See General intellectual ability identification section above. Specific academic areas identification is the same as the general intellectual ability identification.
- Arts identification -
See General intellectual ability identification section above. Arts identification is the same as the general intellectual ability identification.
- Transfer students -
The records of students who transfer into M.S.A.D. #59 will be screened for gifted and talented services as they arrive. If a student has been identified for gifted and talented programming in another district in the State of Maine or in a school district out of state, student data will be reviewed by the G/T coordinator(s) and parents will be contacted. The student must meet district criteria for the student to receive M.S.A.D. #59 gifted and talented programming.
- Exit procedures -
Efforts will be undertaken to support students before removal from services, including meeting with parents, teachers, and school counselors to assess and propose interventions. The SLP will be reviewed to determine whether curriculum and/or enrichment strategies are appropriate to the student. Adjustments may be made to the SLP at this time. A review team will oversee exiting procedures.

Parents and students may request – in writing – removal from services at any time.

- Appeals procedures -
Any parent, teacher, and/or student who would like to appeal a decision not to recommend a student for services can file an Appeals Form with the Superintendent of M.S.A.D. #59. The Identification Committee will meet to review the appeal, student data, and any new information. Additional assessments or alternate assessments or work samples may be requested by the committee. The Identification Committee will make recommendations to the Superintendent. The Superintendent of M.S.A.D. #59 will make all final determinations regarding student placement.

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: Removed phrase "including workshops and group readings."

M.S.A.D. #59 recognizes that continuous professional development is essential to student achievement. Release time will be offered for out-of-district gifted and talented conferences and

workshops (e.g. Maine Educators of the Gifted and Talented annual fall conference, New England Conference for Gifted Education and Talent Development.) In-district professional development will be offered on such topics as gifted and talented student needs and characteristics, as well as differentiation strategies and enrichment opportunities. M.S.A.D. #59 will continue to develop a library of gifted and talented resources in each school and to provide professional development activities targeted to the needs of our students and teachers.

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
Bonnie Levesque	No	Administrator		
Lisa Ingraham	Yes	Teacher	K-12	Part-Time (20%)
Linda LaRose	Yes	Teacher	K-12	Part-Time (30%)

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: Removed and revised language to part (a), updated both (b) and (c). Removed 2017-2018 from 8.

M.S.A.D. #59 will conduct annual reviews to assess and improve gifted and talented services. This evaluation may include survey results and feedback from teachers, students, parents, administrators, counselors, and specialists; as well as student data and interviews. This information will be reviewed to determine student performance/growth and effectiveness of programming. Results will be used formatively to determine the direction programming will take for the following school year.

- (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.)*

The overall effectiveness and success of MSAD 59's Gifted and Talented Programming this past year was positive based on the results of student surveys, involvement, and growth as well as the evident development of this program from the ground up since school year 2015-2016.

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

Effectiveness of MSAD #59's Gifted and Talented Programming was determined by consideration and review of surveys, engagement in learning, and progress data of identified students; teacher nominations and conversations regarding gifted and talented; parent involvement in SLP (Student Learning Plan) meetings as well as conversations with parents regarding their child's instruction and growth; and careful evolution of the gifted and talented programming.

School year 2017-2018 brought forth implementation of gifted and talented programming for identified students with specialized art and music lessons, individual and small group work facilitated by the district's gifted and talented programming coordinators, and an "Aspirations" and art making field trip to Colby College. Resources and support on topics relevant to gifted and talented students and instruction, including differentiating for advanced learners, were available to/shared with teachers.

Advances were made to our gifted and talented programming this year in students' better understanding of who they are as learners and what it means to be identified as gifted and talented, ease of the nomination/identification process, and the coordinators' active role with students identified for gifted and talented programming.

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 addition to the part-time Gifted and Talented Programming staff (50%), Gifted and Talented Programming costs are predominantly related to educational supplies for advanced students, teacher resources, and professional development in the form of conferences and workshops. CogAT 8 testing materials are needed to assess newly nominated 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 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 Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Lisa Ingraham	6,850.74	6,850.74
Linda LaRose	9,653.71	9,653.71
Subtotal	16,504.45	16,504.45

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.

The Sketchbook and Journal Books NOTES: The sketchbooks and Journal Books listed in the table below are for use with advanced art students. These sketchbooks will be used to help GT identified students explore their creative process and thinking, as well as reflect critically on their development as artists and learners. The books will also serve as both a tool for developing talent and a record of growth over time.

Music Gifted and Talented Budget Request NOTES: Some students identified for musical talent are receiving individual lessons with our music teachers during the school day. The supplies requested below are for use with GT identified students only.

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
CogAT Form 8 – Forms and Answers Sheets	81.00	CogAT Form 8 Forms and Answer Sheets	86.50
Norms and Score Guide	91.00	Norms and Score Guide	91.00
Score Interpretation Guide	35.50		
Blick Studio Drawing Pads	52.30	Blick Studio Drawing Pads	52.30
Blick Newsprint Pads	30.00	Blick Newsprint Pads	30.00
Sheet Music/Books	65.00	Sheet Music/Books	65.00
Subtotal	354.80	Subtotal	324.80

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip: Interdisciplinary tours of L.C. Bates/Colby College Museum of Art	150.00	Field Trip: Interdisciplinary tours of L.C. Bates/Colby College Museum of Art	150.00
Travel	225.00	Travel	225.00
Subtotal	375.00	Subtotal	375.00

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
MEGaT Fall Conference	440.00	MEGaT Fall Conference	220.00
Understanding Your Gifted Child from Inside Out	71.80	Understanding Your Gifted Child from Inside Out	35.90
Raising Children with Grit	67.80	Raising Children with Grit	16.95
Integrated ELA Lessons for Gifted and Advanced Learners: Encounters with Archetypes	45.00		
Teaching Tenacity, Resilience and Drive for Excellence	59.90		
Whole Hearted Teaching of Gifted Young Women	90.00	Whole Hearted Teaching of Gifted Young Women	45.00
Talented Young Men Overcoming Tough Times	90.00	Talented Young Men Overcoming Tough Times	45.00
Mindsets for Parents	50.85	Mindsets for Parents	16.95
Ready-to-Use Resources for Mindsets in the Classroom	49.90		
Dumbing Down America	33.90	Dumbing Down America	16.95
Gifted Program Evaluation	34.95	Gifted Program Evaluation	34.95
Student Critical Thinking Wheel Teacher Guide	25.90	Student Critical Thinking Wheel Teaching Guide	25.90
Byrdseed TV	89.00		
Subtotal	1149.00	Subtotal	457.60

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	16,504.45	16,504.45
Auxiliary Staff		

**State of Maine
Department of Education**

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

Independent Contractors		
A. Materials/Supplies	354.80	324.80
B. Other Allowable Costs	375.00	375.00
C. Student Tuition		
D. Staff Tuition/PD	1149.00	457.60
Total	18,383.25	17,661.85