

**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: MSAD #60

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

Fern L. Brown,  
EXCEL Director

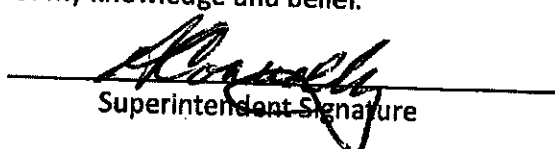
Phone number: 207-676-2843, x7171

Email address: fern.brown@msad60.org

**CERTIFICATION:**

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

Steven B. Connolly  
Superintendent Name (printed)

  
Superintendent Signature

Date of Initial submission to Maine DOE: October 3, 2017 (extension granted 9/29/17)

Date of 1<sup>st</sup> Revision to Maine DOE: 11/3/17

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

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

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Superintendent Initials

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Superintendent Initials

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Superintendent Initials

**FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)**

Reviewed By: \_\_\_\_\_

Maine DOE Approval: Joanne Wade

Date of Approval: 12/15/17

## ***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 any changes to the description of the responsibilities of the professional and auxiliary staff listed below.

No changes to responsibilities of staff listed below.

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 |
|-----------------|------------------------|--------------------------|-------------|-----------------------------------|
| Fern Brown      | Yes                    | Teacher                  | 8           | P/T (.4)                          |
| Fern Brown      | Yes                    | Administrator            | K-12        | P/T (.6)                          |
| Adina Hunter    | Yes                    | Teacher                  | 9-12        | F/T                               |
| Emily MacKinnon | Yes                    | Teacher                  | 6-7         | F/T                               |
| Brenda LaFrance | Yes                    | Teacher                  | K-5         | P/T (.5)                          |
| Eileen Sahagian | Yes                    | Teacher                  | K-5         | P/T (.8)                          |
| Donna Temm      | No                     | Teacher                  | K-5         | P/T (.6)                          |
|                 |                        |                          |             |                                   |

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 |
|---------------|------|------------------------|-------------|---------------------------------|-----------------------------------|
| N/A           |      |                        |             |                                 |                                   |
|               |      |                        |             |                                 |                                   |

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|  |  |  |  |  |  |

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. (*Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.*)

**For Academics:** In completing teacher SLOs for our district's evaluation protocol, it became apparent that it was extremely challenging to quantify growth in academic areas, given the ceilings of our assessments (STAR). Even examining subsets of the test did not provide adequate justification for statements related to program effectiveness. As a result, one of our focus areas this year will be to either local or develop suitable assessments that will help measure growth in the academic areas.

**For Arts:** It was determined that the greatest gap between identification and participation was found in the Visual Arts; the reasons for this involve loss of instructional time in regular educational classes and a dissatisfaction in the narrow focus that an instructor might bring (drawing on their own area of expertise). After consultation with our Visual Arts staff and students, we are embarking on a pilot modification to deliver these services in a series of seminars, rather than having one art instructor. Students will work with a series of local artists in a variety of media to expand their talents beyond that which is offered in our regular course of studies at the middle and high school levels. If this attempt bolsters participation, we may expand the concept to other areas in the arts.

(c.) Include how program effectiveness was determined.

**For Academics:** Our district uses a "Data Driven Dialogue" protocol that is in effect in all schools and all departments, including the EXCEL (Gifted and Talented) department. We looked at a variety of indicators, including performance on state tests, SAT scores and STAR testing conducted in reading and math. These data helped our staff to determine the strongest and weakest performance areas on subtests, but pointed out that with students scoring at the upper ranges within confidence intervals, it was virtually impossible to accurately demonstrate student growth in academics, either in a positive or negative direction. This information was also apparent in our teacher SLOs, where performance by a small sample that was comprised of students already

scoring, in most cases, above the 95th percentile. It was evident that we needed to create or locate assessments that would more accurately reflect student growth.

**For Arts:** A study of participation in offerings was conducted, paying attention to the numbers of students eligible for various classes in comparison with the number of students completing the classes. Interviews were conducted with students to ascertain the reasons for terminating participation. Teachers of the arts disciplines were contacted to gather their perspective as to reasons for ceasing to participate. We also looked at the data related to the number of students earning the distinction of invitations to District 1 Honors Festival, All-States (music), One-Act play performances (theater), Scholastic Art and Music competition (Art and Creative Writing).

**8. Provide a justification/description of the items included in the proposed budget in number 9.**

The bulk of the expenses in our budget is made up of personnel costs. These include salaries and benefits for GT teachers and administration (one teacher does not yet hold the 690 endorsement and is not included) and for outside artists who support our arts program, providing lessons for identified arts students. The remainder of our budget is comprised of:

- Staff professional development and coursework, which includes attendance at the New England Conference for the Gifted and Talented, and coursework, particularly for our newly hired GT teacher.
- Student tuition/ transportation allows students to attend the Regional Fine Arts program in Biddeford as well as Project SEARCH, and transportation for curriculum-related field trip for GT students.
- Participation in academic and arts programs/competitions, e.g., National History Day, Math Olympiads, Scholastics Art & Writing competitions, UNH Performing Arts Day, with a large outlay for our Middle School Robotics program. This includes fees and transportation.
- Literacy materials in the form of advanced literature for our identified ELA students.
- Teacher resources for literacy, math and STEM fields
- Challenge materials and resources for primary classrooms
- Screening materials for GT identification (CogATs)
- Games and other manipulatives for advanced math groups
- Materials to support arts programming
- Interschool travel so that our teachers can engage in collegial unit planning

In most cases, specific book titles, materials, and other details are included within each budget line.

**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<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|---------------------------------|--------------------------------------|-------------------------------------|
| Fern Brown (.4 grade 8 teacher) | \$ 29,659                            |                                     |
| Fern Brown (.6 district admin)  | \$ 26,647                            | \$ 25,761                           |
| Adina Hunter                    |                                      | \$ 69,287                           |
| Emily MacKinnon                 | \$ 84,372                            |                                     |
| Brenda LaFrance                 | \$ 44,366                            |                                     |
| Eileen Sahagian                 | \$ 54,779                            |                                     |
| Donna Temm                      | N/A                                  |                                     |
|                                 |                                      |                                     |
| <b>Subtotal</b>                 | \$239,823                            | \$ 95,048                           |

**Auxiliary Staff Costs**

| Auxiliary Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
| N/A                  |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
| <b>Subtotal</b>      |                                      |                                     |

**Independent Contractor Costs**

| Independent Contractor Name | Area of expertise   | Elementary<br>(contract amount) | Secondary<br>(contract amount) |
|-----------------------------|---------------------|---------------------------------|--------------------------------|
| Angelynn Hinson             | Vocal Arts          | \$ 1,064                        | \$1,063                        |
| Claude Fried                | Low Brass           | \$ 1,276                        | \$ 638                         |
| Andrew Periale              | Creative Writing    | \$ 1,329                        | \$1,330                        |
| Zach Lange                  | Trumpet/Jazz Improv | \$ 749                          | \$ 745                         |
| Katrina Veno                | Clarinet            | \$ 638                          | \$ 638                         |
| Mary Kennedy                | Flute               | \$ 745                          | \$ 744                         |
| Nick Mainella               | Saxophone           | \$ 638                          | \$ 638                         |
| Jen Larson                  | French Horn         | \$ 842                          | \$ 0                           |
| Shawn Boissonault           | Percussion          | \$ 993                          | \$ 497                         |
| Kelli Connors               | Theater             | \$ 1,945                        | \$ 1,127                       |
| Samantha Paulini            | Art                 | \$ 2,713                        | \$ 1,330                       |
|                             |                     |                                 |                                |
| <b>Subtotal</b>             |                     | \$12,932                        | \$8,750                        |

Please list individual product names and costs associated with the district's Gifted and Talented Program.

**A. Educational Materials and Supplies:**

| <b>Elementary: Name of Material/Supply</b>   | <b>Cost</b> | <b>Secondary: Name of Material/Supply</b>   | <b>Cost</b> |
|--|-------------|---|-------------|
| Challenge extension materials for elementary classrooms<br>6 Q-Bit sets @ \$20 apiece = \$120<br>9 SET games @ \$15 = \$135  | \$ 255      |   |             |
| Math challenge games/materials<br>"24" game - 3 @ \$25 = \$75<br>S'Math = 3 @ \$25 = \$75  | \$ 150      |   |             |
| Literacy challenge materials<br>3 "In a Pickle" @ \$20 = \$60<br>3 "Bethump'd" @ \$40 = \$120  | \$ 180      |   |             |
| Touchstones Readings in Social Studies (\$60) for grade 8 literacy small groups  | \$ 60       |   |             |
| Math group manipulatives (algebra tiles, geofix and omnifix cubes)   | \$ 150      |   |             |
| Science materials:<br>Materials for primary science boxes (3 @ \$35 = \$105)<br>Robotics field kit (\$75)<br>Robotics expansion kit (\$100)<br>Materials for solar car races (panels, wiring, axles, leads) - \$250<br>Robotics supplies (lego pieces, motors, etc.) - \$320 | \$ 850      | Materials to support Science Fair participation                                       | \$ 100      |
| Supplies to support EXCEL Arts   | \$ 250      | Supplies to support EXCEL Arts  | \$ 300      |
| Math books<br>Problem Solver, teacher and student editions 3 @ \$75 for 2 grades = \$450<br>Critical Thinking Activities in Patterns, Imagery and Logic, grades K-3, 4-6 and 7-12, 3 @ \$25 for 3 schools = \$225<br>Zaccaro "Scammed by Statistics" - \$20                  | \$ 695      |   |             |
| STEM unit resources for 3 elementary schools - bridge building materials, circuits, robotics kits @ \$100/school   | \$ 286      |   |             |
| Materials for National History Day<br>Photographic reproductions, artifacts, costumes  | \$ 90       | Materials for National History Day<br>Photographic reproductions, artifacts, costumes | \$ 35       |
| STEM-related books for elementary schools 3 @ \$20   | \$ 60       |   |             |
| Small group literacy group books for elementary schools (3 schools x 6 books X \$10 apiece)  | \$ 180      |   |             |



|  |                 |                 |               |
|--|-----------------|-----------------|---------------|
| Great Books Roundtable Level 2 Student books for grade 8 (12 @ \$22 apiece = \$264; teacher edition = \$195) | \$ 459          |                 |               |
| <b>Subtotal</b>  | <b>\$ 3,665</b> | <b>Subtotal</b> | <b>\$ 335</b> |

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

| Elementary: Item name   | Cost            | Secondary: Item name  | Cost          |
|---|-----------------|---|---------------|
| CogAT testing for GT screening, Grades 3 and 5  | \$ 3,530        | Registration fees<br>Scholastic Literacy Contest (\$85)<br>National History Day registrations (\$240)                   | \$ 290        |
| Registration fees<br>Math Olympiads (\$109)<br>Maine Robotics (3 @ \$300)<br>First Lego League (FLL) (3 @ \$225)<br>FLL Qualifier (3 @ \$90)<br>Maine Robotics Spring Meet (20@ \$45) | \$ 2,854        |   |               |
| EXCEL teacher travel expenses to Conferences (NECGT, DOE mentoring - \$500), competitions (FLL competition - \$150), and in-district travel (\$250)                                   | \$ 900          | EXCEL teacher travel expenses to attend NECGT Conference (\$100) and NHD Competition (\$150); in-district travel (\$50) | \$ 380        |
| Student travel expenses to attend Robotics competitions (\$400 to pre-qualifier, \$540 to Augusta FLL competition, \$310 to Spring Track Meet)  | \$ 1,250        |   |               |
| National History Day registrations  | \$ 100          |   |               |
| Moby Max registration fees  | \$ 99           |   |               |
| Student travel expenses to  |                 |   |               |
|   |                 |   |               |
| <b>Subtotal</b>   | <b>\$ 8,733</b> | <b>Subtotal</b>   | <b>\$ 670</b> |

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

| Elementary: Program name | Cost | Secondary: Program name                    | Cost     |
|--------------------------|------|--|----------|
|                          |      | Project SEARCH tuition                     | \$ 3,500 |
|                          |      | Transportation costs to attend SEARCH*     | \$ 2,000 |
|                          |      | Regional Fine Arts Program                 | \$ 3,150 |
|                          |      | Transportation costs to attend RFA         | \$ 2,000 |
|                          |      | Transportation to Salem for Crucible Unit  | \$ 600   |
|                          |      | Travel to National History Day Competition | \$ 600   |

|                 |  |   |                 |
|-----------------|--|---|-----------------|
|                 |  | Travel to UNH Performing Arts Day (EXCEL Theater) | \$ 500          |
| <b>Subtotal</b> |  | <b>Subtotal</b>                                   | <b>\$12,350</b> |

\*Bus transportation for Project SEARCH is for identified students only. SEARCH discussion groups take place during the school day.

**D. Staff Tuition/Professional Development:**

| <b>Elementary: Course/Workshop Title</b>   | <b>Cost</b>     | <b>Secondary: Course/Workshop Title</b>   | <b>Cost</b>    |
|--|-----------------|---|----------------|
| NECGT Conference   | \$ 1,370        | NECGT Conference  | \$ 275         |
| Eileen Sahagian - Topics in Teaching and Learning: Writing for the High-Ability Learner (Belin-Blank Center) | \$ 1,200        | Adina Hunter - Topics in Teaching and Learning: Writing for the High-Ability Learner (Belin-Blank Center) | \$ 1,200       |
| Donna Temm - Educating Gifted and Talented Learners; Curriculum and Methods for Teaching the Gifted          | \$ 2,100        |   |                |
|  |                 |   |                |
|  |                 |   |                |
| <b>Subtotal</b>  | <b>\$ 4,670</b> | <b>Subtotal</b>   | <b>\$1,475</b> |

(PD - \$3600 - K-8, \$1200 9-12)

**E. Totals**

| <b>Subtotals from charts above</b> | <b>Elementary Costs:</b> | <b>Secondary Costs:</b> |
|------------------------------------|--------------------------|-------------------------|
| <b>Professional Staff</b>          | \$239,823                | \$ 95,048               |
| <b>Auxiliary Staff</b>             | N/A                      | N/A                     |
| <b>Independent Contractors</b>     | \$ 12,932                | \$ 8,750                |
| <b>A. Materials/Supplies</b>       | \$ 3,665                 | \$ 335                  |
| <b>B. Other Allowable Costs</b>    | \$ 8,733                 | \$ 670                  |
| <b>C. Student Tuition</b>          | 0                        | \$ 12,350               |
| <b>D. Staff Tuition/PD</b>         | \$ 4,670                 | \$ 1,475                |
| <b>Total</b>                       | <b>\$269,823</b>         | <b>\$118,628</b>        |



## Renewal Application Program Review

Date: Oct. 30, 2017

School District Review: RSU 60

Contact person: Fern Brown

Email: [fern.brown@msad60.org](mailto:fern.brown@msad60.org)

After reviewing your initial application, I cannot approve your application until you address the problem areas. In the chart below, your areas of concern are noted and why they are areas of concern, and, if applicable, suggestions for revision. You will have 10 days to submit your revised application. After you have addressed the areas of concern, please submit your revised application to the [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov).

|  | Problem  |
|--|--|
| 1. Philosophy  |  |
| 2. Program Abstract                                    |  |
| 3. Goals, Objectives, Activities of Program Components |  |
| 4. Identification Procedures                           |  |
| 5. Staff Development                                   |  |
| 6. Staffing Management                                 |  |
| 7. Self Evaluation                                     |  |
| 8. Description of Costs                                |  |
| 9. Budget Proposal                                     | <ol style="list-style-type: none"> <li>1. We cannot approve "various" listed under contractors. You must provide a name/s.</li> <li>2. In 9A in the secondary column the subtotal should be \$435 not \$335. Please change this subtotal and again in the chart at the end of 9. This will affect your secondary total as well.</li> </ol> |

Please contact me with questions or concerns at [ptdrapeau@aol.com](mailto:ptdrapeau@aol.com). If I do not hear from you, I assume your revision will be submitted within 10 days. Thank you for your time and your attention to providing a quality education for gifted and talented students.

**Patti Drapeau, Consultant for the Maine Department of Education in gifted education**