

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 64

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

Riley Donovan, Director of Special Education

Jennifer Nickerson, Curriculum Coordinator

Phone number: (207)285-4341

Email address: rdonovan@rsu64schools.org

CERTIFICATION:

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

Rhonda Sperrey
Superintendent Name (printed)

Rhonda Sperrey
Superintendent Signature

Date of Initial submission to Maine DOE: 9/30/2017

Date of 1st Revision to Maine DOE: 12/21/2017

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____

RSperrey
Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: _____

Maine DOE Approval: [Signature]

Date of Approval: 1/29/18

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 -

Rewrote first sentence as:

As a preface to the initiation of the process to identify its academically gifted and talented students, RSU #64 has set the criteria for screening, evaluation, and eligibility in accordance with the statistical concept of giftedness adopted by the state of Maine; established a definition for gifted and talented; described the characteristics of the gifted and talented program; and explained the behaviors which these students exhibit when manifesting each characteristic in learning situations.

Added the word "intervention" to last sentence

- o Arts program abstract -

Rewrote first sentence as:

As a preface to the initiation of the process to identify its artistically gifted and talented students, RSU #64 has set the criteria for screening, evaluation, and eligibility in accordance with the

statistical concept of giftedness adopted by the state of Maine; established a definition for gifted and talented; described the characteristics of the gifted and talented program; and explained the behaviors which these students exhibit when manifesting each characteristic in learning situations.

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 –
Took out word “differentiated” in goals statement

Added the sentence: “At the elementary level, pull-out intervention in reading, writing, or math can be provided if necessary.”

- 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 -
Under selection, took out words:
“composite score in the ninth stanine total on ITBS or”
“and a meeting immediately scheduled”

Under placement, added word:
“interventionist”

- o Specific academic areas identification -

Under selection, took out words:
“and within 9 ITBS in comparable subject area”
“and a meeting scheduled”

Under placement, added word:
"interventionist"

- 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.
Change to:
"There is a half-time GT academic (reading, writing, and math) interventionist at the elementary level. After identification of a student who is found eligible for GT programming, the District Level Team convenes to discuss modifications, differentiated strategies within the classroom, and, for elementary students, possible intervention. The classroom teacher carries out differentiated activities to meet the needs of individual students. Students may meet on a regular basis with the GT interventionist. The interventionist may also provide consultation to regular classroom teachers. The District Level Team meets annually to review the student's progress, and to discuss the student's programming and make appropriate changes. The gifted and talented coordinator maintains individual student GT records and schedules annual meetings. Special Education staff conduct assessments as necessary."

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 |
|---------------|------------------------|--------------------------|-------------|-----------------------------------|
| Angela Stubbs | No | Teacher | K-5 | PT |
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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.) 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.)

The director of student services and the curriculum coordinator have conducted a review of the gifted and talented program. The individual plans of all students in RSU 64 who had previously been found eligible for gifted and talented programming were reviewed to determine continued and most appropriate individual programming. All students in the gifted and talented program made progress as a result of their individually designed and differentiated program.

(c.) Include how program effectiveness was determined.

In summation, after careful review of each individual student's learning plan and teacher reported progress report, differentiated programming has shown to be effective within the classroom as all students identified under the category of gifted and talented demonstrated growth with their individual learning goals. All students eligible for GT maintained accelerated status. Therefore, the overall gifted and talented program in RSU 64 would be characterized as highly successful for all students who have received designed differentiated learning opportunities within the classroom through an individualized GT plan.

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

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Subtotal | | |

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 |
|-------------------------------------|------|------------------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

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

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-----------------------|------|----------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

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 |
|-----------------------------------|------|----------------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

E. Totals

| Subtotals from charts above | Elementary Costs: | Secondary Costs: |
|-----------------------------|-------------------|------------------|
| Professional Staff | | |
| Auxiliary Staff | | |
| Independent Contractors | | |
| A. Materials/Supplies | | |
| B. Other Allowable Costs | | |
| C. Student Tuition | | |
| D. Staff Tuition/PD | | |
| Total | | |