

**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: 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 Sperry  
Superintendent Name (printed)

Rhonda Sperry  
Superintendent Signature

Date of Initial submission to Maine DOE: 8/13/2018

Date of 1<sup>st</sup> Revision to Maine DOE: 10/4/2018

RS  
Superintendent Initials

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

Superintendent Initials

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

Superintendent Initials

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

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

State of Maine  
Department of Education  
Maine DOE Approval:

Gifted and Talented Education Program  
Renewal Application 2018-19

Date of Approval:

Joan Hale  
10/2/18

**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:

- o Academics program goals, objectives, activities -  
Under Objectives: ~~To help~~ by helping students develop an understanding of their own unique needs and talents and by providing students with opportunities to expand their thinking ability.
  
- o Arts program goals, objectives, activities -  
Under Objectives: ~~To help~~ by helping students develop an understanding of their own unique needs and talents and by providing students with opportunities to expand their thinking ability.

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 –

The screening process is the first step in implementing this identification process. All students in the District will be screened to determine potential candidates for differentiated, gifted and talented programming, those students who have needs that might qualify them for a differentiated, gifted and talent program in RSU 64, for the gifted and talented in RSU #64. This screening will ensure equal opportunity for students to be considered for the program and will be (Chapter 104.06) as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. All information gathered concerning any student throughout the identification process will be handled in accordance with the District's policies regarding privacy and access to information. ~~(Policy 15125)~~

Screening will involve the use of specific criteria. Information from any one of the screening instruments may qualify a student for further consideration. Teachers of Grades K-3 will examine the characteristics of gifted students (listed on a screening form) and make referrals for consideration. If screening leads to referral, Individual Intelligence and achievement testing will be completed. ~~By the end of Grade 4 any student who has a stanine of 9 on the Spring Iowa Test Basic Skills (ITBS) and an exceeds the standard in an area of the Grade 3 and 4 on the State assessment will be referred to the district level team for consideration of gifted and talented programming. In Grade 5 Fall Cognitive Ability Tests results will be considered, and the Grade 4 ITBS and State assessment will also be used as screening tools. Beginning in Grade 6~~ The State assessment will be used as the primary screening tool for grades three through 12, become the main referral agent.

Information gathered in the screening process will be conveyed by the building principal to the coordinator of gifted and talented services. The coordinator of gifted and talented services will convene district level team

meetings for individual students identified through the screening process as students who may meet the criteria for gifted and talented programming.

Selection:

Objective Criteria

1. score a minimum of 125 on two of the three WISC-V Cognitive Ability Tests (Verbal Comprehension, Working Memory, and Processing Speed) or a comparable score on a comparable test of cognitive ability, and
2. score a minimum of 125 on at least 2 WI-IV subtests in ~~two or more~~ all three areas of achievement (Reading, Writing, or Math). ~~or a score of 125 on two of the subtests in one of these areas along with a score of 125 on one of the Science, Social Studies, or Humanities subtests. If the WI-IV is not available, another nationally normed individually administered achievement test may be substituted. or exceeding scores on a common assessment in 3 subject areas may be used.~~

NOTE: Any student with a 130 on 2 of 3 cognitive ability tests and a GAI of 130 on WISC-V composite and comparable scores of achievement will be identified as highly gifted.

Subjective Criteria

3. be nominated by a professional involved with that student.
4. have overall exemplary past academic performance.

Placement:

The district level team will use evaluation results to determine if a student meets criteria for gifted and talented programming. If the team determines the student is eligible based on the criteria listed in the selection process, the student will be provided with an individually designed gifted and talented program. The team will design the program for the student. The team will include the gifted and talented coordinator, principal, classroom teacher, and parent. In some cases, the team may include an evaluator, guidance counselor, interventionist, and student

- o Specific academic areas identification -

Screening:

The screening process is the first step in implementing this identification process. All students in the District will be screened to determine those students who have needs that might qualify them for a differentiated program for the gifted and talented in RSU #64. This screening will ensure equal opportunity for students to be considered for the program and will be (Chapter 104.06) as non-discriminatory as possible with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. All information gathered concerning any student throughout the Identification process will be handled in accordance with the District's policies regarding privacy and access to information. ~~(Policy 15125)~~

Screening will involve the use of specific criteria. Information from any one of the screening instruments may qualify a student for further consideration. Teachers of Grades K-3 will examine the characteristics of gifted students (listed on a screening form) and make referrals for consideration ~~by the Selection Committee. If screening leads to referral, individual intelligence and achievement testing will be completed. By the end of Grade 4 the Screening Committee will consider any student who has a stanine of 9 on the Spring Iowa Test Basic~~

~~Skills (ITBS) and an exceeds the standard in an area of the Grade 3 and 4 on the State assessment. By Grade 5 the Screening Committee will consider the Fall Cognitive Ability Tests and the Grade 4 ITBS and State assessment. Beginning in Grade 6 the State assessment will become the main referral agent. Teacher's common assessments will be considered in social studies and science as a screening tool for specific academic ability. The state assessment will be used as the primary screening tool for students in grades three through 12.~~

Selection:

Objective Criteria

1. score a minimum of 125 on one of the three subtest totals of the WISC-IV or a comparable score on a comparable test of cognitive ability, and
2. score a minimum of 125 on at least two of the WJ-IV subtests (Reading, Writing, or Math) in the same academic area or ~~120~~ 125 on the Academic Skills subtest or a comparable score on a comparable test. If the WJ-IV or similar is not available, ~~exceeding scores on 3 common assessment in a subject area may be used~~ another nationally normed individually administered achievement test may be substituted.

NOTE: Any student with a 130 on either the Verbal Comprehension Index or the Perceptual Reasoning Index of the WISC-IV or the Full-Scale IQ of the WISC-IV or GAI of 130 on WISC-IV and a composite score in that range in a comparable subject area will be identified.

Subjective Criteria

3. be nominated by a professional who is involved with the student in the specific academic realm being considered, or
4. demonstrate significant achievement or potential for accomplishment in one area as demonstrated by past performance.

Placement:

The district level team will use evaluation results to determine if a student meets criteria for gifted and talented programming. If the team determines the student is eligible based on the criteria listed in the selection process, the student will be provided with an individually designed gifted and talented program. The team will design the program for the student. The team will include the gifted and talented coordinator, principal, classroom teacher, and parent. In some cases, the team may include an evaluator, guidance counselor, interventionist, and student.

- Arts identification -  
Remove: ~~{Policy 15125}~~
- Transfer students -  
No Change

- o Exit procedures -  
No change
  
- o Appeals procedures -  
No change

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 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
Angela Stubbs	No	Teacher	K-5	PT

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:

(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 director of special education 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, whether or not there has been a change in the program.

In summary, 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 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.  
*(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)*

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 Costs**

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

**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
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**E. Totals**

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