

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 #82 / SAD #12

Name and title of person responsible for gifted and talented program:  
Yvette N. Costello  
Special Education  
Teacher/Gifted  
Education/coordinator

Phone number: 668-5291

Email address: Yvette.Costello@sad12.com

**CERTIFICATION:**

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

William Crumley  
Superintendent Name (printed)

W. Crumley  
Superintendent Signature

Date of Initial submission to Maine DOE: 09/25/2017

Date of 1<sup>st</sup> Revision to Maine DOE: 12-6-17

W.C.  
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](mailto:GT.DOE@maine.gov)

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

Maine DOE Approval: Joanne B. Allen

Date of Approval: 1/8/18



**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 -

The performing arts are now also in our program. Students were identified in the 2016-2017 school year. This school year we also hired a new art teacher, after the resignation of our last art teacher. She is getting acclimated to our state and school. We expect the G/T program to continue with differentiation of the students who are identified.

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.

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
Yvette N. Costello	Yes	Teacher	K-12	Part-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. (a.) Indicate any changes to your **Approved Initial application** self- evaluation process.

NO CHANGE       CHANGE

Describe CHANGE here: We need to be more pro-active in getting input from teachers/parents/students/administration involved. Our overall data, from the MEA, NWEA, Star Reading, Star Math, is reviewed by our school improvement team. Our numbers are not where we would like to see them. New administration reviewing all data. We, as a district, need to review how differentiation is being done in classrooms. With new administration and staff we need to take a closer look at the program of students.

Teachers have been made more aware of the characteristics of gifted/talented students, especially in grades 2-4. Looking in depth at student data not just where they are at. Using surveys with involved parties. (parents, students, teachers, administrators)

- (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.)*

We have stated status quo. We are looking at why our elementary students are not being identified. Our NWEA data was variable. Our school is leveling students in English Language Arts and mathematics at the Kindergarten to grade 8. Teachers, using the data that the school has on each student, to help them place students in their instructional pathway. Once the student completes the tasks and target and show proficiency they move on to the next level. Students are aware of their target and what they need to demonstrate to get a 3-proficient or a 4-beyond. Our high school students have the opportunity to take AP classes as well as college courses once they have completed the high school graduation requirements. Parents involvement varies as well.

The previous administrator had a different philosophy for gifted/talented students, then does our present administration. We have not identified many students at the elementary level. With the proficiency expectations in our district students were not being identified, as they were working at "their pace".

- (c.) Include how program effectiveness was determined.

School data from NWEA, classes' students have taken/will take. Parent comments and involvement in their child's program. Our elementary nominations have decreased. The district as a whole is reviewing the leveling that is occurring in K-8.

The gifted/talented teacher and administration reviewed our students and saw that we did not have any elementary students identified as gifted/talented. The teacher recommendations had decreased from previous years.

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

Most of the funding for the G/T budget is my salary as part-time G/T teacher/coordinator. Ms. Drapeau is contracted to guide me towards continued improvement of our program. She talks with teachers and/or students, depending on the district needs. She also works with

administration to assist them in any area they may have questions. The MEGAT dues are keep in contact with others throughout the state and access resources.

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)
<u>Yvette N. Costello</u>	<u>\$7,023.51</u>	<u>\$7,023.51</u>
<b>Subtotal</b>	<u>\$7,023.51</u>	<u>\$7,023.51</u>

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>	<u>0</u>	<u>0</u>

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<u>Patti Drapeau</u>	<u>G/T</u>	<u>\$75.00</u>	<u>\$1,624.88</u>
<b>Subtotal</b>		<u>\$75.00</u>	<u>\$1,624.88</u>



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
MeGAT membership	\$35.00		
<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

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$7,023.51	\$7,023.51
Auxiliary Staff		
Independent Contractors	\$75.00	\$1,624.88
A. Materials/Supplies		
B. Other Allowable Costs	\$35.00	
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$7,133.51	\$8,648.39