

The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.

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:

Sebago School Department

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


Superintendent, Marc Gendron

Phone number: 207 787-3701

Email address: mgendron@sebagolearners.org

CERTIFICATION:

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


Superintendent Signature

MARC GENDRON
Superintendent Name (printed)

Date of Initial submission to Maine DOE: October 30, 2018

Date of 1st Revision to Maine DOE:

12/18/18


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:

Jane K Allen

Date of Approval:

12/20/18

Initial Program Application

The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.

Please use as much space as necessary. Any additional information such as tables, charts, graphs should be included at the end of the document.

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs (Maine DOE Chapter 104.14, 1-9). For detailed instructions, please refer to the initial application Instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide the school administrative unit's (SAU) philosophy specific to the gifted and talented program(s) (by academic and arts).

A. Academic program philosophy:

Lifelong learning is supported in the Extended Studies Program by acknowledging equity in education for the identified gifted student population. This is a collaborative effort. Quality education is offered and provided for these rural students. Collaboration of staff and resources promotes successful achievement, cognitively and affectively.

Individual strengths and abilities are explored and identified. Academic and personal goals are written aligning with their abilities and incorporating their passions. Critical thinking, creativity, communication and collaboration are fostered to support their learning process.

Differentiated instruction is recognized as an essential component for the success of their learning journey delivered in a safe and responsive environment. Challenging and relevant curriculum including digital literacy are tailored for their abilities and learning styles.

B. Arts program philosophy:

The Sebago School Department recognizes gifted and talented students have unique academic and affective needs. The Department promotes a philosophy of a self-directed visual and performing arts education in which identified students are encouraged through exploration, analysis, and passion to reach the full potential of their singular talents and

abilities. Our philosophy supports individual exploration of creativity and prompts students to continually challenge themselves and strive for excellence.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

A. Academic program abstract:

The Extended Studies Program focuses on the social, emotional, and academic needs of identified gifted and talented students. Academically the program provides differentiated curriculum, and/or curriculum acceleration for the students based upon the individual need or level of achievement. Observation and consultation services are provided for the K-3 level with 30-60 minutes of direct services for grade 3. Grades 4 and 5 consist of weekly classroom teacher consultation, weekly small group pull-out direct instruction based on individual assessment results and classroom performance, and individualized digital instruction. The G&T teacher also provides curriculum as a push-in to help the regular classroom teachers to provide higher-level learning opportunities.

Socially and emotionally the program helps the students relate to and function successfully with both age and intellectual peers.

At the end of grade 3, students are formally identified for the Extended Services Program in grades 4 and 5. The gifted and talented teacher meets with these students once a week to provide direct supplemental services in STEM and ELA.

In-class services are also occasionally provided, such as for class projects. Social studies services are provided through a consultation model.

B. Arts program abstract:

The Extended Studies Program follows the curriculum guidelines. The fine arts curriculum is extended for students who excel in the visual and performing arts.

It provides students with experiences to deepen and broaden their musical and artistic expression through the use of varying instruments and mediums, performance-based projects and challenging enrichment activities. The program focuses on the social and emotional needs of gifted and talented students, and helps them in relating to and functioning successfully with both age and fine arts peers.

3. Provide 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.

A. Academics:

Goal 1: To provide a program in grades K-5 that identifies and provides opportunities to students with exceptional academic ability to have intellectual challenge both individually and through interaction with other like-ability students.

Objective 1: To provide individualized learning opportunities tailored to student needs and interests through consultation, differentiation, pull-out services, acceleration and enrichment. To implement cluster-grouping, flexible grouping, and acceleration opportunities in strength areas to assure students are grouped with others who have similar strengths.

Activity 1: GT Teacher helps students to establish learning goals through self-assessment and using assessment data. These goals are used to develop an Individual Learning Plan. Students will determine how these goals will be met and will articulate how these goals connect to personal learning. Periodic self-reflection through the year will determine progress on goals or if goals need to be readjusted.

Goal 2: To ensure that students can pursue their passions, and to continue to achieve and perform at the highest levels of their potential.

Objective 2: To provide students with opportunities to develop logical reasoning, critical thinking skills, analytical thought and problem-solving.

Activity 2: Students can work on thinking skills through collaborative grouping opportunities, coding, computer programming and robotics.

B. Arts:

Goals 1: To manage an effective identification process and delivery of services for fine arts gifted education.

Objectives 1: To ensure students have multiple opportunities to achieve artistic growth that is appropriate to their abilities.

Activities 1: Gifted fine art students have a Individualized Learning Plan and set personal artistic goals.

Goal 2: To implement a program with a continuum that will enhance each identified student's innate artistry and passion. To help students become clear and effective communicators through use of their visual and performing arts specialties.

Objective 2: To support students in embracing artistic ideas, skills and styles that allow them to go deeper into mediums or skills they wish to explore. To guide students in demonstrating literacy in their disciplines through performance and visual expression.

Activity 2: Students create, perform and respond through their art discipline and are able to analyze and interpret their own art as well as the work of others in differentiated classroom instruction through individual, small group and advanced classes.

4. Provide a description of the identification procedures (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

A. General Intellectual Ability (A minimum of three identification tools must be listed.):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	Teacher Screening Checklist/NWEA/KBIT-2	Teacher Screening Checklist/NWEA/KBIT-2	Teacher Screening Checklist/NWEA/KBIT-2	Teacher Screening Checklist/SAGES-2/KBIT-2
Selection	Identification Team: Supt./Extended Studies Program Teacher/Principal	Identification Team: Supt./Extended Studies Program Teacher/Principal	Identification Team: Supt./Extended Program Studies Teacher/Principal	Identification Team: Supt./Extended Program Studies Teacher/Principal
Placement	Parental permission/ILP/pull out and/or push in model	Parental permission/ILP/pull out and/or push in model	Parental permission/ILP/pull out and/or push in model	Parental permission/ILP/pull out and/or push in model

B. Academic Aptitude (A minimum of three identification tools must be listed.):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	Teacher Screening Checklist/NWEA/KBIT-2	Teacher Screening Checklist/NWEA/KBIT-2	Teacher Screening Checklist/NWEA/KBIT-2	Teacher Screening Checklist/SAGES-2/KBIT-2

Selection	Identification Team: Supt./Extended Studies Program Teacher/Principal	Identification Team: Supt./ Extended Studies Program Teacher/ Principal	Identification Team: Supt./ Extended Studies Program Teacher/ Principal	Identification Team: Supt./ Extended Studies Teacher/Principal
Placement	Parental permission/ILP/pull out and/or push in model	Parental permission/ILP/ pull out and/or push in model	Parental permission/ILP/ pull out and/or push in model	Parental permission/ILP/ pull out and/or push in model

C. Artistic Ability (A minimum of three identification tools must be listed.):

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Local performance assessments, examples of work from a variety of media, teacher checklists, and portfolios	Local performance assessments, teacher checklists, and auditions.	Local performance, assessments, teacher checklists, and auditions.	no current program
Selection	An Extended Studies team including fine arts teachers, one gifted and talented teacher and the Superintendent. Additional personnel are consulted as needed.	An Extended Studies team including fine arts teachers, one gifted and talented teacher and the Superintendent. Additional personnel are consulted as needed.	An Extended Studies team including fine arts teachers, one gifted and talented teacher and the Superintendent. Additional personnel are consulted as needed.	no current program
Placement	Parental permission, ILP, differentiation, advanced classes.	Parental permission, ILP, differentiation, advanced classes, opportunities for solo performances.	Parental permission, ILP, differentiation, advanced classes. Identification Team: Supt./ Extended Program Studies Teacher/ Principal	no current program

D. Describe review of identification policies:

- a. **How-** Teacher observation and regular screening of NWEA and/or state assessments is conducted to look for students who are scoring in the 90th percentile or higher. Students can be referred by their parents, teachers or self referral. The students in the finalized pool group are given the Kaufman Brief Intelligence Test 2 (KBIT-2). 3%-5% of students are invited to participate in the Extended Studies Program.

- b. **When-** Ongoing observation and consultation with classroom teachers throughout the year with student data collected representative of the student is gathered and referrals are analyzed at the annual Spring GT identification committee meeting.

E. Process for transfer students:

For each transfer student, a records review and teacher observation/checklist is conducted to check for gifted identification. If the data indicates that a student is a potential candidate, he or she will be screened according to Sebago School Department protocol.

Students who transfer in who were identified in another town in Maine or state are considered invited guests of the program and then are officially screened with our identification process. The committee will take in all consideration the previous identification and weigh that with our identification guidelines.

F. Exit Reasons and Procedure:

A student may exit the Extended Studies Program at any time with written parental permission. In addition, identified students are re-evaluated annually by the Extended Studies Team; if a student does not continue to meet the locally established GT criteria, that student may be exited from the program with written notification.

G. Process for appeals:

Any identification decision may be appealed to the Superintendent who oversees the Extended Studies Program. The Superintendent convenes the Appeals Committee, which includes the Superintendent, the Extended Studies Teacher and Principal. The Appeals Committee will render a decision that best meets the needs of the student based on a review of data and consideration of information from the student, his/her parents, and the student's teacher(s). The decision of the Appeals Committee is final.

5. Provide a description of the staff development in gifted education that takes place in order to implement the program(s).

The G&T Teacher attends the MEGAT Conference for her staff development.
The G&T Teacher attends code.org workshops and the RISE Summit Conference.

6. Provide a summary of the management structure that includes roles and responsibilities of the staff.

Linda Hoffman provides the K-5 staffing for Sebago Elementary School.
The Art and Music Teachers manage the Extended Studies Fine Arts Program through

differentiated instruction, more challenging and in-depth learning and assessment.

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
Linda Hoffman	Yes	Teacher	K-5	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. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined in the academic areas and the arts

In June of each school year, the performance levels of all identified students are reviewed to evaluate how well we are providing opportunities for student growth. This review includes, report card grades, NWEA scores, performance tasks and state assessments. All students are expected to demonstrate high achievement. The annual self-evaluation process includes evaluating student progress, revising program components as needed, and assessing whether the program design is still appropriate for each student. In addition, referral forms and qualifying rubrics are re-visited to ensure that they are fair, thorough and accurately reflect Sebago School Department goals and state guidelines.

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.)*

Not subsidized by the State of Maine.

9. For those school units requesting approval of *allowable program costs* for State subsidy, complete the following budget proposal. These amounts must be reported in the NEO (New Educational Ontology) financial system as part of the Annual Budget Reporting.

Not subsidized by the State of Maine

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>Linda Hoffman</u>	\$15,685	
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(s).

A. Educational Materials and Supplies:

Elementary: Name of Material/ Supply	Cost	Secondary: Name of Material/ Supply	Cost
KBIT-2	\$274.50		
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
MEGAT	\$75.00		
Subtotal	\$75.00	Subtotal	

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$15,685	
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	KBIT -2 Testing Kit - \$274.50	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$16,034.50	