

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: **Winslow Public Schools**
Name and title of person responsible for gifted and talented program: **Peter Thiboutot, Superintendent**

Phone number: **(207) 872-1960**

Email address: **pthiboutot@aos92.org**

CERTIFICATION:

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

Peter Thiboutot
Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: 9/26/18

Date of 1st Revision to Maine DOE: _____

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: _____
Maine DOE Approval: 
Date of Approval: 12/9/18

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:

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:

- Academics program goals, objectives, activities -

- 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:

- General intellectual ability identification -

- Specific academic areas identification -

- Arts identification -

- Transfer students -

- Exit procedures -

- 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 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
Kristen Rolfe	Applied for conditional , pending state action	Teacher	K-5	full time
Virginia Brackett	Yes	Teacher	6-9	part time

- 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.)*

WES self-evaluation: With the retirement of long-time gifted and talented teacher came an evaluation regarding the programming model. District and building administrators met to review evidence of the effectiveness of program, including feedback from parents, students and classroom teachers, as well as the allocation of available resources. It was determined that the existing program model is meeting student needs and should be continued.

JHS - The GT program at the JHS offers opportunities outside the normal bounds of the curriculum, such as using remote telescopes and working directly with astronomers from Harvard College and the Smithsonian Institute, utilizing Meridian Stories to enhance and deepen curriculum connections, and using Concord Consortium's Dragon Genetics program and their plate tectonics program. Students also attended the Maine Science Festival and the MLTI student-led conference.

All students from the 2017-2018 program are continuing in the GT program for the upcoming year. Families report being pleased with the current programming and how the program works for their student(s).

GT HS: The screening process began for high school students, and included PSAT and MEA testing, and teacher surveys. The pool of identified students has been delineated. High school staff have been updated on the purpose of the program, and are recommending students for placement. The timeline for identification has been established, and a time for GT staff to meet with students has been created.

The VPA program brought in visiting artists and students worked with them on a variety of programs from snow sculpture to paper-making to a concert with the Youth Orchestra. VPA music students attended a master class led by a Colby professor. Attendance at the field trips is used as one gauge of interest. All programs were attended by identified students, and students provided positive feedback to the GT VPA coordinator about the experiences.

- (c.) Include how program effectiveness was determined, whether or not there has been a change in the program.

The GT committee reviews identification procedures and the variety of curriculum offered to students through the use of teacher, parent, and student input. These include reflections by the GT staff, survey of student interests and their responses to programming, and tracking academic performances of students. In addition, GT staff meets semi-annually with building and district administrators to review policies and procedures, examine available information and make recommendations as needed. As mentioned above, this past year, anticipated staffing changes led to a complete review of programming offerings at K-5, beyond the typical annual self-evaluation. Other than a change of staff, no program changes were made.

VPA program evaluation included survey information from participants and families, along with feedback from chaperones, building administrators and the building-based GT teachers. Identified concerns included providing sufficient chaperones for each event and scheduling of transportation. Because this is a regional program, coordination is essential. Recommendations for next year include a fall meeting of all building-based GT teachers for organizational purposes, offering a fall social for students in order for students from different communities to get to know each other, and begin events earlier in the fall.

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)

All costs listed below are necessary in order to carry out the planned instructional program. Educational expenses include resources for students, field trips related to the instructional program, and for identification materials. Professional development includes membership in MEGAT and attendance at conferences.

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)
Kristen Rolfe	70,489.61	
Virginia Brackett	39,783.10	
Subtotal	110,272.71	

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
Blank hardcover journals for GT students as part of Burnt Island experience	\$86.25		
CountryReports.org	\$78.20		
		OLSAT tests for high school	272.00
		OLSAT scoring for screening	400
OLSAT 8 grade 2 level C booklets for referred students	\$450.80		
Subtotal	615.25	Subtotal	672

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Ferry to Burnt Island for GT students as culminating activity for fisheries studies	\$161		
Burnt Island Overnight 2-day trip for GT students in fisheries gr. 4 & 5	\$961.40		
MLTI fees and transportation for GT students only	800		
Russian Sampler Social Studies conference for GT students only	210		
UMO/USM Planetarium visit for GT students only	800		
Maine Science festival for GT students only	400		
Meridian Stories	350		
Subtotal	3682.40	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	
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference and Membership for GT teacher	\$270		
Substitute teachers to allow for GT testing of grade 2 students	\$460		
NSTA membership for GT Science	80		
Subtotal	810	Subtotal	

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	110,272.71	
Auxiliary Staff	0	
Independent Contractors	0	
A. Materials/Supplies	615.25	672
B. Other Allowable Costs	3682.40	
C. Student Tuition	0	
D. Staff Tuition/PD	810	
Total	115,380.36	672