

*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: MSAD #46

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

Matthew Drewette-Card

Director of Curriculum, Instruction, and Assessment

Phone number: (207) 924-6000 x2369

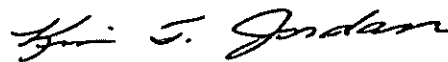
Email address: mdrewette-card@aos94.org

**CERTIFICATION:**

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

Kevin T. Jordan

Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: September 25, 2018

Date of 1<sup>st</sup> Revision to Maine DOE: October 26, 2018



Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: November 7, 2018



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: Lee Worcester

Maine DOE Approval: Joanne K. Allen

Date of Approval: 11/30/18

### ***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:

- 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
Matthew Drewette-Card	No	Administrator		

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 annual program self-evaluation has helped the district better align its nomination, screening, and testing processes to determine G/T status. There have not been any significant or substantial change to the G/T system; only minor changes at the instructional level, which are to be expected given our focus on personalized and student-centered learning for all students. We have also begun to have conversations and develop systems to better use our NWEA assessment to identify potential G/T students, especially with our students living in poverty, of which we have a significant amount (~70%). As we continue to refine and improve our G/T system, we believe it has been an effective process to better support the needs of G/T learners in MSAD #46.

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

Program effectiveness was determined through interviews with teachers who were directly impacted by the G/T system, including (but not limited to) the nomination, screening, testing, and planning procedures. There have not been any significant or substantial change to the G/T system; only minor changes at the instructional level, which are to be expected given our focus on personalized and student-centered learning for all students.

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)*

1. The newly opened Monson Arts Center ([monsonarts.org](http://monsonarts.org)) is a "new artists' residency and arts center in Monson, Maine offering 4-week residencies for artists and writers as well as shorter intensive workshops and community programs throughout the year." This center provides local and regional artists a space to grow as artists, and to deepen their expertise in their craft. Given its proximity to the schools in MSAD #46, the Monson Arts Center will work with our English Language Arts teachers, our Visual Art teachers, and identified Gifted and Talented students to provide authentic and experiential learning environments for our identified Gifted and Talented students in the areas of Writing and the Visual Arts. There will be several trips to the center itself, where identified Gifted and Talented students can

shadow writers and artists in residency, learn about artistic pursuits and skills in either visual art or writing (or both, depending on the individual student identification), and deepen their knowledge and abilities through guided practice and continuous feedback from highly skilled experts.

- ~~2. Art Ed PRO is an online professional learning resource for our Visual and Performing Art Teachers, to provide them support, guidance, and resources to meet the specific needs of our identified Gifted and Talented students in the area of Visual and Performing Arts. This online professional learning program provides our staff with on-demand, anywhere/anytime personalized professional learning options and resources, access to hundreds of hours of expert training and support, continuous technical and resource support, and access to their annual online conference for teachers of the Visual and Performing Arts. This professional learning is crucial for our teachers of Visual and Performing Arts if we are to provide our identified Gifted and Talented students the most appropriate and effective learning environments based on their unique and specialized needs. We are trying to grow our program as best as we can, but some challenges we face are: (1) money to send staff to off-site conferences, and along with that, (2) our district is facing a significant shortage of substitute teachers. This program will allow our Art teachers the opportunities to access high quality professional development to support G/T students on their schedules, allowing those challenges to be mitigated.~~

Request for Art Ed PRO removed during first revision (11/30/2018)

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>	\$0	\$0

**Auxiliary Staff Costs**

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

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<b>Subtotal</b>		\$0	\$0

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>\$0</b>	<b>Subtotal</b>	<b>\$0</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
4 Trips to the Monson Arts Center Arts for G/T art students to learn from and work with Resident Artists and Writers (Transportation: \$150/trip)	\$1000	4 Trips to the Monson Arts Center Arts for G/T art students to learn from and work with Resident Artists and Writers (Transportation: \$150/trip)	\$1000
<b>Subtotal</b>	<b>\$1000</b>	<b>Subtotal</b>	<b>\$1000</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
<del>"The Art of Education": Art ED Pro-subscription to provide specialized, personalized anywhere/anytime G/T professional development for Visual &amp; Performing Arts Teachers to support G/T students, ongoing technical support, and access to their annual online conference in support of arts teaching and learning.</del>	\$1400		
<b>Subtotal</b>	<b>\$1400</b>	<b>Subtotal</b>	

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff		
Auxiliary Staff		
Independent Contractors		
A. Materials/Supplies		
B. Other Allowable Costs	\$1000	\$1000
C. Student Tuition		
D. Staff Tuition/PD		
<b>Total</b>	<b>\$1000</b>	<b>\$1000</b>