

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 #10

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

Leanne Condon, director of curriculum, instruction, and assessment

Phone number: 207-369-5560

Email address: lcondon@rsu10.org

CERTIFICATION:

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

Deborah Alden
Superintendent Name (printed)

Deborah Alden
Superintendent Signature

Date of Initial submission to Maine DOE: September 28, 2017

Date of 1st Revision to Maine DOE: November 3, 2017

Date of 2nd Revision to Maine DOE: December 15, 2017

Date of 3rd Revision to Maine DOE: January 12, 2018

DA
Superintendent Initials

DA
Superintendent Initials

Deborah A. Alden
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: [Signature]

Maine DOE Approval: [Signature]

Date of Approval: 1/29/18

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 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
Linda Andrews	Yes	Teacher	K-12	FT
Doug Barber	Yes	Teacher	K-12	FT
Lia Pallocha	Yes	Teacher	K-12	FT

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
NA					

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.
(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 survey results demonstrate that administrators and general education classroom teachers are confused about the purpose of and regulations pertaining to GT. It was also clear that general education teachers want specific information about which units are taught each year in the core content areas. The arts were not flagged as an area of concern but instead as an area of strength.

It is clear with the results from these surveys that our GT team needs to do a better job communicating about our GT program with both administrators and with general education teachers.

The Individual Learning Plans (ILPs) indicate that all students in a GT class made academic progress. NWEA scores also are indicative that students are progressing.

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

We surveyed principals and general education teachers who have students involved in GT programming. The survey included three required questions with a text box for comments. Questions were about academic and arts programming.

We reviewed ILP and NWEA data to look at student achievement.

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

In addition to the salaries and benefits for the three GT staff in RSU 10, the costs below cover the materials, supplies, and books needed to implement the GT Program for identified students. The materials/supplies and books being ordered extend reading, writing, and math problem solving for students identified for GT services. Books include a brand new series (waiting for publisher to release) on complex problem solving linking historical figures with current events. Advance music for gifted musicians and vocalists will be ordered. Journals and pen drives will be ordered as a way for students to reflect and journal thoughts and ideas pertaining to the literature being read and discussed. Additionally, math journals will be ordered and used as a means for identified GT math students to keep track of their extended thinking and problem solving.

Aleks, Mindware, and Virtual High School subscriptions are used for students identified as GT. The cost of these subscriptions will be absorbed using GT funds.

Music and art supplies provide students identified in the arts with experiences that are not readily available in the regular classroom. Materials include paper mache, specialized paint and advanced brushes. In addition, clay will be ordered for use in advanced sculpting with identified GT students.

Training costs allow teachers of GT to attend the MEGAT conference. One GT teacher also attends the annual National History Day competition annually and training costs allow this teacher to extend her learning about history inquiry and to coach GT students for the competition. Another GT teacher will join as a member of and attend at least one of the Maine Writer and Publishers Alliance events this year.

Travel costs allow students identified as GT to attend the National History Day competition at the state level, and, if selected, to attend at the national level as well. These competitions provide an opportunity for extended learning about history inquiry. Additionally, these competitions allow GT students to meet with other students identified as GT from around the state and nation with similarly advanced understanding of history inquiry. In addition, travel costs will be incurred to bus students to the combined music and art festival in Farmington. The First Lego League takes place during the school day and is only for students identified as GT. Cost of travel for this team is covered in the GT budget.

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 Onotology) 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)
Linda Andrews	\$38,140.42	\$38,140.42
Doug Barber	\$35,055.10	\$35,055.10
Cecilia Paliocha	\$63,297.24	\$25,547.86
Subtotal	\$136,492.76	\$98,743.38

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NA		
Subtotal		

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
NA			
Subtotal			

Subtotal	\$578	Subtotal	NA
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D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MeGAT Conference	\$150	MeGAT Conference	\$150
Subtotal	\$150	Subtotal	\$150

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$136,492.76	\$98,743.38
Auxiliary Staff	NA	NA
Independent Contractors	NA	NA
A. Materials/Supplies	\$1,451	\$745.20
B. Other Allowable Costs	\$1,450	\$750
C. Student Tuition	\$578	NA
D. Staff Tuition/PD	\$150	\$150
Total	\$140,121.76	\$100,388.58