

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: Regional School Unit # 13

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

Neal Guyer
RSU 13 Projects
Director

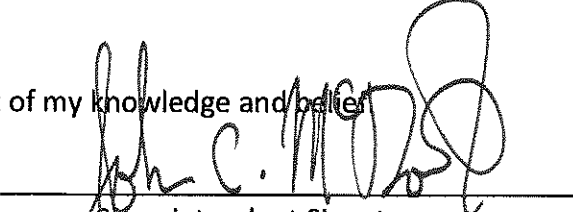
Phone number: 207-596-6620

Email address: nguyer@rsu13.org

CERTIFICATION:

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

John C. McDonald
Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: September 21, 2018

Date of 1st Revision to Maine DOE: October 12, 2018

Date of 2nd Revision to Maine DOE: November 6, 2018

Date of 3rd Revision to Maine DOE: December 10, 2018



Superintendent Initials

Superintendent Initials

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worchester

Maine DOE Approval: 

Date of Approval: 12/28/18

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:

The district's four GT teachers are certified by the Maine Department of Education in the field of gifted education. These teachers maintain regular contact with colleagues in the field within the state and regularly attend MEGAT conferences and workshops. The teachers will also maintain membership in professional organizations associated with gifted education such as NAGC.

On August 29, 2018, all GT staff members participated in an extensive training for administering the CogAT on line assessment. This was a six hour, webinar professional development initiative to support transition to the on-line format for this assessment beginning in 2018-2019.

Through ongoing consultation efforts, the GT teachers will inform the teaching staff about how to address the needs of the gifted learner through differentiation, compacting curriculum, and/or acceleration. GT teachers encourage teachers and administrators to pursue distance learning options in GT. The district supports professional training and development in terms of financial support and release time in order to encourage teachers' professional growth via conferences, workshops, and college courses. Periodically GT staff will make presentations concerning the GT plan and its components. In addition, RSU 13 provides ongoing training to classroom teachers regarding differentiated instruction for GT students.

With RSU 13's FY 19 renewal application, all four GT teaching personnel are fully certified via certification 690. Please see 6-A.

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:

With RSU 13's FY 19 renewal application, the district is expanding GT staffing to three full-time teaching positions and one part-time (.4) lead teaching position. This part-time position is in support of expanding the district's programming and outreach for enhanced visual and performing arts programming for identified GT students in grades 3 -12. This part time position will also involve direct instruction, co-teaching, working with visiting artist/independent contractors, and mentoring fellow GT instructors as RSU 13's GT Program continues to expand.

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
Boggs, Melissa	Yes	Teacher	6-8	1.0
Goode, Jennifer	Yes	Teacher	9-12	1.0
Guyer, Neal	No (010)	Administrator		
Nielson, Bonnie	Yes	Teacher	3-5	1.0
Pietroski, Anne	Yes	Teacher	3-12	.4

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.)*

GT staff members evaluated the program throughout and at the conclusion of the 2017/2018 school year. Based upon multiple measures, RSU 13 continues to provide opportunities and challenges for GT students at every level. The results of the parent, teacher, and student surveys showed that the overall effectiveness and success of our program was positive. Suggestions for improvement or changes mirrored the thoughts and impressions of GT staff, and in FY 18 GT faculty also monitored NWEA growth goal data in addition to reporting the degree to which students met or exceed ILP goals.

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

Program effectiveness was monitored and determined through formal surveys and on-going feedback solicited from parents, teachers, and students. Collegial and supervisory classroom-based observations were also conducted on a regular basis, resulting in documented reflections regarding observed practice. These observations captured/shared effective pedagogical practice as well as consistently high levels of student engagement. Student success in the program was also determined via the analysis of grades, completed work/projects, students' self-evaluations, and assessment results. While no program changes are indicated via the evaluation of program effectiveness, program enhancement goals for FY 19 include:

- **Development of a 'Frequently Asked Questions' guide for the RSU 13 GT Program to support greater understanding regarding program elements and processes for teachers, parents, students, and community members.**
- **Creation of a monthly GT newsletter that will be distributed to parents of gifted & talented students, RSU 13 faculty & administrators, and RSU 13 School Board members.**
- **Continue program development in expanding and strengthening GT programming for qualified GT students within the visual and performing arts.**

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)*

Professional Staff:

- 3 full-time teachers of gifted and talented with 690 endorsements.
- 1 .4 FTE Teacher serving as 'a lead teacher' with 690 endorsement. Please see #6.

Independent Contractors:

- Mentors, tutors, visiting artists - under the direct supervision of an endorsed teacher of the gifted and talented or a certified administrator. RSU 13 is currently in the process of identifying students within visual & performing arts, for which mentoring or internships might be appropriate in meeting unique educational needs. The district expects to identify between five to ten students for whom this may be appropriate and will submit names of mentors or visiting artist when assignments are known.
- Mid Coast Music Academy has developed and delivered curriculum for a wide number of area schools and organizations, including Oceanside Middle School & Oceanside High School. The RSU 13 GT Program is in the process of continuing this collaboration with MCMA to provide music programming and seminars, including a range of customizable courses that can be tailored to the objectives of our GT students. Midcoast Music Academy – reaching out to collaborate with RSU 13 in providing small group lessons with professional musicians in school for 13 identified grade 3-12 GT students.
- Herring Gut Learning Center (HGLC), Port Clyde, Maine. Gifted and Talented Program (mid-level) Sea Weed Investigation course. Students in this eight-week investigation will learn about the biology of marine algae, its importance in home products, and will be exposed to the burgeoning field of seaweed aquaculture in Maine. Students will develop skills in observation, identification, and record keeping of seaweed species in Maine as well as laboratory techniques in seaweed aquaculture. Students will be challenged to think critically about algae's potential as a clean, renewable source of energy as well as a method of bioremediation of polluted environments. Classes will be held weekly or bi-weekly depending upon program parameters and will occur on site at HGLC during the regular school day.

Educational Supplies:

- Books and supplemental materials for both the academic and visual and performing arts programs used to implement gifted and talented services for identified students.

Field Trips & Dues & Fees:

- Trips that are unique in meeting the needs of the identified gifted and talented students or are necessary for participation in GT special events or competitions.

Student Tuition (where curriculum-based options are not available)

- Computer programs/online courses for identified students such as Virtual High School, Renzulli, ALEKS, etc. which are a critical component of a student's ILP.
- Early college or university courses that are a critical component of a student's ILP.

Staff Tuition – Professional Development

- The tuition of certified teachers or administrators to university level courses in gifted and talented education.
- Staff development costs for gifted and talented professional learning opportunities.
- Registration fees for state, regional, or national Gifted and Talented conferences are allowable costs.

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)
Boggs, Melissa	73,882	
Goode, Jennifer		57,618
Guyer, Neal	5,723	5,723
Nielson, Bonnie (+ \$ 800 itinerant travel)	71,168 800	
Pietroski, Anne	13,385	13,385
Subtotal	164,958	76,726

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)
Andrew White	Sculpture	TBD via ILP	TBD via ILP
Greta VanCampen	Art	TBD via ILP	TBD via ILP
Caitlyn Schick	Writing	TBD via ILP	TBD via ILP
Alexis Iammarino	Art	TBD via ILP	TBD via ILP
Sarah Roberts	Art	TBD via ILP	TBD via ILP
Ronald Frontin	Art	TBD via ILP	TBD via ILP
Glen Sargent	Music	TBD via ILP	TBD via ILP
Tom Ulichny	Music	TBD via ILP	TBD via ILP
Abigail Nash	Music	TBD via ILP	TBD via ILP
Tom Luther	Music	TBD via ILP	TBD via ILP
Subtotal		\$ 7,500	\$ 9,500

Independent contractors listed represent a cadre of talented, local specialists that are called upon as instructional priorities or special projects are identified and planned – informed by students’ ILP goals. RSU 13 also considers it as vitally important that students have voice and choice in identifying learning experiences that will be engaging and meaningful. A manifestation of this process occurred in FY 18 – involving a group of identified GT students working in concert with supporting artists to design and create an artistic mural at Oceanside High School. All GT VPA enrichment activities are delivered in small group settings. Visiting artists conduct single group lessons or multiple day sessions depending on their schedules and the scope of the learning project.

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
Kendal/Hunt Math Consumables & Trade Books – supplemental literacy & advanced textbooks. Please see page 9 for detailed listing.	1,075	VEX Supplies* VEXnet for GT – Field Kit	500
Jason Learning Subscriptions	720	Sculpture/Art Supplies such as plaster gauze, armature wire, dowel rods, plaster of paris, polymer clay	400
Mounting Materials for GT Art such as plywood, wire, hardware, lighting	624	Mounting Materials for GT Art such as plywood, wire, hardware, lighting	442
Canvas for Acrylics	600	Canvas for Acrylics	600
Brushes for Art	315	Brushes for Art	158
Mediums (12 set acrylic)	400	Mediums (17 set acrylic)	340
Watercolor (12 set)	500	Watercolor (17 set)	510
Canvas Paper Pads	300	Photography developing supplies	465
Other mixed-media supplies such as kraft paper, tag board, beads, pipe cleaners (not available in general classroom	300	Photography Paper	605
LEGO Supplies for GT such as robot and computer programming materials	500	Trade Books – supplemental literacy & advanced textbooks. Please see page 9 for detailed listing.	300
CogAT 31 On-line Assessments	341	CogAT 15 On-Line Assmnts	165
Subtotal	5,675	Subtotal	4,485

*** VEX programming occurring during the school day. GT Art Supplies for identified secondary students identified elementary students working in a variety of mediums (teachers encourage as much independent work during the school day as possible for these students). Art supplies used by visiting artists are for small groups of GT students and are different from materials in general population.**

These titles are obtained and provided expressly for GT programming and in service of individual student ILPs. List of trade books and texts as per Educational Materials and Supplies for FY 19 Program Renewal Application – such as:

Elementary Total - \$533.16

Kendall Hunt: \$368.16

At the Mall: Working with Variable and Equations (8 @ \$11.03 = \$88.03)

Getting into Shapes: Exploring Relationships among 2D and 3D Shapes (8 @ \$11.03 = \$88.03)

Treasures from the Attic: Exploring Fractions (7 @ \$11.30 = \$79.10)

Record Makers and Breakers: Analyzing Graphs, Tables and Equations (5 @ \$11.30 = \$56.50)

Designer Boxes: Exploring Volume & Surface Area (5 @ \$11.30 = \$56.50)

Trade Books: \$165.00

The Dark Is Rising by Susan Cooper (10 @ \$8.50 = \$85.00)

The Mixed-up Files of Mrs. Basil E. Frankweiler by E.L Konisburg (10 @\$8.00 = \$80.00)

Middle Total \$541.84

Kendall Hunt: \$440

The 1940s: A Decade of Change (15 copies and the teacher's edition 10@\$22.00 = \$220.00)

Courage: Connections and Reflections (15 copies and the teacher's edition 10@\$22.00 = \$220.00)

Trade Books: \$101.84

The Breadwinner by Deborah Ellis (4 copies @ \$8.00= \$32.00)

All the Light We Cannot See by Anthony Doerr (4 copies @ \$10.00 = \$40.00)

The Winter People by Jennifer McMahan (4 copies @ \$7.46 = \$29.84)

TOTAL ELEMENTARY & MIDDLE = \$1075.00

High School:

Trade Books: \$300

Silent Spring by Rachel Carson (10 copies @ \$13.14 = \$131.40)

When the Moon is Low by Nadia Hashimi (15 copies @ \$11.24 = \$168.60)

TOTAL HIGH SCHOOL = \$300.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Math Olympiad*	240		
School Day Field Trips such as: Portland Museum of Art	500	School Day Field Trips: Local Art Galleries/Music	
Elementary Field Studies – Herring Gut Learning Center	200	Venues such as: Colby Museum of Art	390
Lucia Beach	20	UMaine Museum of Art & Music Dept.	520
		Field Studies – such as: UMaine Composite & Aquaculture Labs	520
		Bigelow Labs	325
		Joshua Chamberlain & Perry - Macmillan Museums Bowdoin College	245
ALEKS	900		
Herring Gut Learning Center*	3,000		
MidCoast Music Academy	2,800	MidCoast Music Academy	3,600
Subtotal	7,660	Subtotal	5,600

* Programming for small group of GT identified students – occurring during the school day.

C. Student Tuition (i.e. regional programs/ computer programs, college courses in identified area):

Elementary: Program name	Cost	Secondary: Program name	Cost
		Advanced Course Offerings in GT student’s area of ID at UMaine Rockland if other options exhausted	1,000
		*RINO CAD & instructional Videos (2)	600
Subtotal		Subtotal	1,600

* Student has exhausted the curriculum options at the high school and the courses are aligned to the student’s area of identification. Student accesses online CAD course including instructional videos to accompany course work.

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
		Graduate Level Coursework – GFT 506 Guidance and Counseling of Gifted and Talented Learners – University of Phoenix	1,400
Ocean’s Literacy Summit	350		
NAGC dues 2@200per person	240	NAGC dues 2@\$200 per person	240
MEGAT Fall Conference includes dues	150	MEGAT fall conference – includes dues	150
travel	170	travel	150
CogAT On-line Training /webinar	400	CogAT On-Line Training /webinar	200
Subtotal	1,310	Subtotal	2,140

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	164,958	76,726
Auxiliary Staff		
Independent Contractors	7,500	9,500
A. Materials/Supplies	5,675	4,485
B. Other Allowable Costs	7,660	5,600
C. Student Tuition		1,600
D. Staff Tuition/PD	1,310	2,140
Total	187,103	100,051