

**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: SAU 31

Name and title of person responsible for gifted and talented program:  
Kathryn Glidden-Gifted and Talented Coordinator, Nancy Burgoyne-Long term substitute August 28-October 9, 2018

Phone number: 207-732-8369

Email address: katie.glidden@sau31.org, nancy.burgoyne@sau31.org

**CERTIFICATION: Professional 690 (gifted and talented, physical science 7-12, life science 7-12 Nancy Burgoyne (long-term sub) also has the professional 690 certification.**

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

Michael Wright  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date of Initial submission to Maine DOE: September 26, 2018

Date of 1<sup>st</sup> Revision to Maine DOE:

11/1/18

MW  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE:

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Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE:

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Superintendent Initials

**FOR INFORMATION CONTACT: [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)**

Reviewed By:

Lee Worcester

Maine DOE Approval:

Joanne Allen

Date of Approval:

11/9/18

**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:

- 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:

I will be out on maternity leave until October 9, 2018. Nancy Burgoyne (my predecessor) will be acting as the long-term substitute in my position until I return.

I am responsible for the identification of gifted and talented students and for supporting those identified and the educators that provide for them. I also work to support educators in working with all advanced students and recognizing signs of giftedness.

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
Kathryn Glidden	Yes	Teacher	K-12	Full-time
Nancy Burgoyne	Yes	Teacher	K-12	Full-time (as long-term substitute)

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
NONE					

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.)*

Based on the data collected through Gifted and Talented Steering Committee meetings, discussions with staff members, annual meetings with parents and regular discussions with students our program is effective at identifying Gifted and Talented students. The Steering Committee is composed of five teachers (one elementary, one middle, one high school, middle/high school visual arts and middle/high school performing arts), the Gifted and Talented Coordinator and the Director of Special Services. We feel that in most cases we are able to meet students' academic needs using our current model by differentiating and/or acceleration in various ways, as evidenced by student success along with parent, student and teacher feedback. We have continued identifying students in the Arts for the second year and plan to continue our work on streamlining this process and raising awareness. We also would like to work more on meeting the social and emotional needs of our identified students.

Last Year we determined the following:

-The Gifted and Talented Coordinator will continue to work closely with the instructors of the Arts to perfect the identification process and make adjustments to programming and support of students. The coordinator will also work with the instructors of the arts at the elementary level to determine an effective identification method at that level.

-Continued work to better support the social and emotional needs of gifted students.

-Continued support of our current acceleration program.

-Continued efforts to offer our students more opportunities to meet their needs and interests.

-Creating and maintenance of a web page for the program could be very useful, with information about the program as well as links to important information, resources and opportunities. The Gifted and Talented Coordinator will work towards creating a website and curating resources for students, parents and teachers.

-Continued work researching ideas for student/parent newsletters to send home but also to include on the website.

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

Our program evaluation process consists of meetings with a Gifted and Talented Steering Committee at least four times a year. During these meetings we discuss program effectiveness in both identifying Gifted and Talented students and meeting their needs. There are regular discussions with Committee members individually and with other staff about the program. There are annual meetings with parents discussing student growth and program needs. The coordinator communicates with guidance staff and administration as needed to best support the program.

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)*

- Student supplies, supplementary materials for students, and college textbooks that enrich, supplement, and/or extend learning opportunities for identified students.
- Four identified students are taking college courses in the fall of 2018 and five in the spring of 2019. Student textbooks were purchased to assist students in taking advantage of this opportunity. Three of the identified students are taking POS 100 (American Government) to cover general education requirements and allow them to take more advanced coursework earlier in their college careers. Two of these students are sophomores, so this opportunity allows them to take much more advanced coursework. The fourth student is identified in mathematics and is taking STS 232 (Statistical Inference). The students have not been able to choose their spring courses yet, but they will continue to take courses that are not offered at our school and will support their future college plans.
- Materials for teacher reference and training (books on differentiation and gifted learners).
- Materials required for communication to parents and other professionals.
- Subscriptions for programs for differentiation and enrichment (ALEKS, MobyMax) and tuition for programs that extend learning beyond the classroom and school (Haystack, Umaine courses).
- Professional development for the Gifted and Talented Coordinator in the form of conferences (MEGAT).
- A Gifted and Talented Substitute is included in the event of an emergency where I would be unable to be present for an extended amount of time. This is included because I am the only GT staff member in the district and we hope to ensure that our program would still run smoothly if something were to happen. This year I am out on maternity leave until October 9th, during this time there is a long-term substitute.
- The performing and visual arts instructors intend to hire experts to work with identified students. They also intend to purchase supplies to allow these students to participate in instruction and projects above and beyond typical student work.

- Haystack Tuition will be paid for a student who is selected from those identified or in the process of being identified as a Gifted and Talented student in the Arts.

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)
Kathryn Glidden	19861.29	36885.24
Nancy Burgoyne (GT sub and benefits)	2106.60	3912.27
<b>Subtotal</b>	<b>21967.89</b>	<b>40797.51</b>

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
NONE		
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Dr. Phillip Edelman (University of Maine, Orono)	Music		50.00
Roger Ryder (Penobscot Pyrographics)	Visual Art		50.00
<b>Subtotal</b>			<b>100.00</b>

Please list **individual product names** and costs associated with the district's Gifted and Talented Program.

**A. Educational Materials and Supplies:**

<b>Elementary: Name of Material/Supply</b>	<b>Cost</b>	<b>Secondary: Name of Material/Supply</b>	<b>Cost</b>
Student Supplies -enVision Math student editions grade 5 (1@ \$24) grade 6 (1@ \$24) grade 7 (1@ \$24) -Common Core practice math grade 5 (1@ \$16) grade 6 (1@ \$16)	104.00	Student Supplies -Art Supplies-for Haystack, Portfolio (\$50) -Music Supplies-for festivals. Portfolio (\$50) -The Perfectionism Workbook for teens ( 3@13) -The Anxiety Workbook for teens ( 2@9) -Anxiety Free Kids (1@30)	187.00
Supplementary classroom/enrichment materials -Challenging Units for Gifted Learners (Language Arts 1@ \$25) -Challenging Units for Gifted Learners (Math 1@\$30) -Challenging Units for Gifted Learners (Science 1@\$23) -The Gifted Kids Workbook (2@\$12)	102.00	Supplementary classroom/enrichment materials -Differentiation for Gifted Learners, Going Beyond the Basics (3 @ \$30) -Moving Past Perfect (2@\$13) -Differentiated Projects for Gifted Students (2 @ \$22) -Helping Children Succeed (3 @ \$10)	190.00
		Textbooks for early college courses (Umaine and Husson various)	1000.00
		Woodburning Tools (Creative Woodburning Kit from Blick 3@ 23.00)	69.00
		Performing Art Supplies -Concone Lyrical Trumpet @ 28 -Arban Complete Conservatory Method for Trumpet @ 47 - Melodious and Progressive Studies for Flute, book 2 by Cavally @ 20  -32 Etudes and 40 Studies for Clarinet @ 20  -"Selected Studies" by H. Voxman @ 10	125.00
<b>Subtotal</b>	<b>206.00</b>	<b>Subtotal</b>	<b>1571.00</b>



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

Elementary: Item name	Cost	Secondary: Item name	Cost
Communication to parents and other professionals (envelopes, labels, postage, etc.)	50.00	Communication to parents and other professionals (envelopes, labels, postage, etc.)	50.00
		Arts Enrichment (Symphonic Band Concert @ 50 Small Group lessons @ 50 Art museum trip @ 50)	150.00
<b>Subtotal</b>	<b>50.00</b>	<b>Subtotal</b>	<b>200.00</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEKS subscriptions	150.00		
Tuitions and Fees for enrichment programs ( Moby Max 3 @ 78.00)	234.00	Tuition and fees for enrichment programs (Haystack Institute @ 150.00 Central Maine Arts Collaborative @ 100.00)	250.00
<b>Subtotal</b>	<b>384.00</b>	<b>Subtotal</b>	<b>250.00</b>

**D. Staff Tuition/Professional Development:**

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NAGC dues (district portion)	72.00	Travel to GT Prof. Development (MEGAT Conference)	200.00
MEGAT Fall Conference	120.00		
<b>Subtotal</b>	<b>192.00</b>	<b>Subtotal</b>	<b>200.00</b>

**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	21967.89	40797.51
<b>Auxiliary Staff</b>	0.00	0.00
<b>Independent Contractors</b>	0.00	100.00
<b>A. Materials/Supplies</b>	206.00	1571.00
<b>B. Other Allowable Costs</b>	50.00	200.00
<b>C. Student Tuition</b>	384.00	250.00
<b>D. Staff Tuition/PD</b>	192.00	200.00
<b>Total</b>	22799.89	43118.51