

*The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.*

*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: Saint George MSU

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

Phone number: 372-6312

Email address: a.palmer@stgeorgemsu.org

**CERTIFICATION:**

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

Michael R. Felton  
Superintendent Name (printed)

Michael R. Felton  
Superintendent Signature

Date of Initial submission to Maine DOE: 9/30/17

Date of 1<sup>st</sup> Revision to Maine DOE: 12/5/17

MJ  
Superintendent Initials

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

Superintendent Initials

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

Superintendent Initials

**FOR INFORMATION CONTACT:** GT.DOE@maine.gov

Reviewed By: \_\_\_\_\_

Maine DOE Approval: Jeanne K. Allen

Date of Approval: 12/20/17

### ***Initial Program Application***

***The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.***

***Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.***

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs (Maine DOE Chapter 104.14, 1-9). For detailed instructions, please refer to the initial application Instructions document on the Gifted and Talented website

<http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide the school administrative unit's (SAU) philosophy specific to the gifted and talented program(s) (by academic and arts).

#### **A. Academic program philosophy:**

Gifted students at Saint George are students who exhibit patterns of asynchronous development and demonstrate exceptional aptitude or competence in the areas of math, ELA, science, and/or social studies. These students are often characterized by heightened intensity and advanced cognitive abilities which create experiences and awareness that are qualitatively different from the norm. The goal of the Saint George MSU Chapter 104 Services Program is to meet the unique needs of these students whose giftedness renders them particularly vulnerable and requires modifications in instruction. (Columbus group, 1991)

#### **B. Arts program philosophy:**

The arts are an integral part of the Saint George curricula. The visual and performing arts program is dedicated to meeting the needs of all students. Within the Chapter 104 Arts Program, talents are nurtured according to student interest and aptitude. Once identified, students are offered extensions, enrichment, and individualized plans to further enhance their creativity and aptitude within their artistic strengths.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

#### **A. Academic program abstract:**

The Saint George Chapter 104 Services Program provides services for K-8 students through differentiation, acceleration, curriculum compacting, enrichment clusters, and individual pullout. In K-5, students' needs are met through differentiation and subject acceleration within reading and math. Students with high needs may be pulled out for enrichment or curriculum compacting. The pullout program will depend on the students' needs. Identified Middle School students receive services through differentiation for all core subjects. The Chapter 104 teacher works with classroom teachers to provide enrichment or curriculum compacting for students who need it. Enrichment may include building and designing using our makerspace tools, sending students to the National Geography Bee, writing novels, math club, or other extensions.

**B. Arts program abstract:**

The Saint George Chapter 104 Services Program for the Arts provides services for K-8 students. The services will vary depending on the talents of the students. Gifted concert band students have the opportunity to join the stage band and perform solos at concerts in addition to trying out for District 3 Honors Band. Gifted vocal music students have the opportunity to perform solos and small group pieces at concerts in addition to trying out for District 3 Honors Chorus. Gifted visual art students have the opportunity to join a weekly enrichment class taught by the art teacher.

3. Provide 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.

**A. Academics:**

1. Goal 1: To develop an effective program identification system.

1. Objective 1: Identify students using the program identification system.

1. Activity 1: Provide professional development for faculty on the traits of the gifted.

1. Goal 2: To meet individual potential and provide differentiated, flexible, and enriching experiences that enhance social and emotional abilities as well as intellectual.

1. Objective 2: Provide coordinated services of gifted education, special education, regular education, and related services.

1. Activity 2: Educators in the gifted, general and special education programs, along with input from the instructional coordinator and the social worker, support the collaborative planning, development, and implementation of services.

**B. Arts:**

1. Goals 1: To develop, implement, and manage a visual and performing arts program that meets the needs of gifted and talented students.

Objectives 1: Provide coordinated services between the gifted and visual/performing arts educators.

1. Activities 1: Educators in the gifted and the visual and performing arts program, meet, plan, develop, and implement services to meet the needs of identified students.

1. Goal 2: To nurture and develop talents according to interest and aptitude.

1. Objective 2: Provide opportunities for students to deepen their talents through the visual and performing arts program.

Activity 2: Educators in the gifted and the visual and performing arts programs will offer activities that support student interests and aptitudes.

4. Provide a description of the identification procedures (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

**A. General Intellectual Ability:**

Screening: Screening for students in grades 3-8 will include achievement testing data, teacher checklists, state scores, NWEA scores, and report cards. A talent pool made of approximately ten percent of the student population will be passed along to the identification committee. The parents of these students will be notified and asked to fill out a parent checklist. With parent permission, these students will take the CogAT.

Selection: The identification committee will be made up of individuals who have an understanding of the assessment tools and their limitations and the characteristics of gifted students. It may include teachers, administrators, and specialists. This committee will review the information collected on children in the talent pool. They will assure that students selected represent the general population in regard to cultural and socio-economic background. They will review student profiles and give equal weighting to qualitative and quantitative information. They will look for the five percent of the population who would gain the most from gifted and talented services in academics. Parents will be notified.

Placement: Placement of students in the Chapter 104 Services Program is based on the results of student data and selection committee discussion. With collaboration between the regular classroom teacher and the Chapter 104 Services teacher, programming will be developed to provide students with

opportunities in advanced level enrichment and/or curriculum compacting. The superintendent will be provided the list of students in the program.

**B. Academic Aptitude:**

**Screening:** Screening for students in grades 3-8 will include achievement testing data for math and ELA, the science MEA for science, and report cards for social studies. A talent pool made of approximately ten percent of the student population will be passed along to the identification committee. The parents of these students will be notified and asked to fill out a parent checklist. With parent permission, these students will take the CogAT.

**Selection:** The identification committee will be made up of individuals who have an understanding of the assessment tools and their limitations and the characteristics of gifted students. It may include teachers, administrators, and specialists. This committee will review the information collected on children in the talent pool. They will assure that students selected represent the general population in regard to cultural and socio-economic background. They will review student profiles and give equal weighting to qualitative and quantitative information. They will look for the five percent of the population who would gain the most from gifted and talented services in academics. Parents will be notified.

**Placement:** Placement of students in the Chapter 104 Services Program is based on the results of student data and selection committee discussion. With collaboration between the regular classroom teacher and the Chapter 104 Services teacher, programming will be developed to provide students with opportunities in advanced level enrichment and/or curriculum compacting. The superintendent will be provided the list of students in the program.

**C. Artistic Ability:**

Screening: The Arts Program screening will include student portfolios for visual arts, and auditions or performances for music, as well as teacher, parent, and student referrals.

Selection: The identification committee will be made up of individuals who have an understanding of the arts and the characteristics of gifted students. It may include teachers, administrators, and specialists. This committee will review the information collected on children in the talent pool. They will assure that students selected represent the general population in regard to cultural and socio-economic background. They will look for the five percent of the population who would gain the most from gifted and talented services in the arts. Parents will be notified.

Placement: Placement will be based on the recommendations of the selection committee. Services will be provided and may include enrichment programs, mini-courses, arts and/or music festivals, and independent study opportunities, and/or mentorships. The superintendent will be provided the list of students in the program.

**D. Describe review of identification policies:**

a. **How-**The chapter 104 committee will review the identification procedures when we evaluate the program. We will assess whether we have identified too few or too many students with our target being 3-5% of the student body. We will assess whether our teacher inventory provides reliable data and how effective the CogAT is in the identification process.

b. **When-**May, 2018

**E. Process for transfer students:**

Transfer students are part of the screening process. If their records indicate they were identified in another school system, past universal screening scores will be reviewed as well as student performance. If a student qualifies for the program, s/he will receive gifted and talented services. If students were not previously identified, they will be monitored and screened the following year.

**F. Exit Procedure:**

Students are screened at the end of 2nd and 5th grade to determine Chapter 104 eligibility. If a student no longer qualifies, s/he is not considered to be exiting the program. Students continue the program from one year to the next unless a parent, the gifted and talented teacher, a counselor, or the school administrator requests otherwise. Before a student formally exits the program, the gifted and talented coordinator will meet with the student and his or her parent/guardian.

**G. Process for appeals:**

Upon written request by a parent or a teacher, the gifted and talented teacher will review testing results and other evidence concerning a child who is initially denied inclusion in the program. The teacher will then meet with the concerned person and explain the reason for exclusion based upon the criteria used for testing and identifying students. New information will be considered. The student will be placed on monitor status and classroom teacher input will be solicited. If a parent or teacher is still unsatisfied, the special education director will be called in to meet and address concerns.

5. Provide a description of the staff development that takes place in order to implement the program(s).

The Chapter 104 Services Coordinator will go to the MEGAT conference. The G/T Coordinator will take SED 531 at UMF in spring, 2018. The Chapter 104 Services Coordinator has set up a virtual PLN via Twitter.

Twitter PLN:  
@UConnNeagGCT  
@NAGCGIFTED  
@NAGCprodev  
@SENG\_Gifted  
@HoagiesGifted  
@DavidsonGifted

6. Provide a description of the management structure that includes roles and responsibilities of the staff.

Amy Palmer is the Saint George Chapter 104 Services Coordinator and Teacher. She oversees the screening and identification process. She consults with the school administrator and other teachers in the school as part of the selection process. She teaches enrichment classes and works one on one with several students for independent study. She reports to the special education director (who is also the superintendent).

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
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Amy Palmer	Transitional	Teacher	K-8	Part-Time

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

7. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined.

Each spring the Chapter 104 committee (2 teachers, a parent, and an administrator) will meet to review the program. The program will be evaluated through the impact it has on students. We will look at NWEA scores, which are given to all students every spring, to analyze growth. We will send out a survey to teachers, parents, and students. We will consult with the guidance counselor about social and emotional progress.

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.)*

9. For those school units requesting approval of *allowable program costs* for State subsidy, complete the following budget proposal. These amounts must be reported in the NEO (New Educational Ontology) 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)
Subtotal	0	0

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal	0	0

**Independent Contractor Costs**

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
Subtotal		0	0

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Subtotal	0	Subtotal	0

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal	0	Subtotal	0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal	0	Subtotal	0

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Subtotal	0	Subtotal	0

**E. Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>		
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>		
<b>B. Other Allowable Costs</b>		
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>		
<b>Total</b>	<b>0</b>	<b>0</b>