

Frequently Asked Questions about RSU #38 Gifted and Talented Services

1. Who can nominate a student for G/T services?

Answer: Parents, teachers, students, peers, and community members can all participate in the nomination of a student for academic, visual or performing arts Gifted and Talented Services.

2. What if my child was not identified in previous screenings. Can he/she be re-screened?

Answer: Parents who feel their child was over-looked by the screening and identification process can ask for a "Review of Identification." Parents will be asked to provide substantial evidence to initiate this review, and should keep in mind that screening and identification is a complex and comprehensive process. There are many data points that are considered before identification is confirmed. Additionally, every school unit is limited to identifying only the top 3-5% of the total K-12 student population for GT services. Based on a student population of 1200 in RSU #38, only 36 to 60 students can be identified. To initiate a "Review of Identification," please contact Nancy Harriman, Curriculum Director, at Nancy_Harriman@maranacook.org or call 685-3336.

3. What kinds of programs are offered to the Gifted and Talented students?

Answer: RSU #38 provides a multi-tiered level of services, depending on the instructional needs of each identified student. We believe students' instructional needs can best be met in the regular education classroom, and have focused our teaching expertise at this delivery point. This model also provides the opportunity for non-identified students to access more challenging concepts, projects, and material, thereby enhancing the rigor of the curriculum for all students. Additional benefits accrue to the Gifted students because they are not stigmatized by the GT label, pull-out effects, and other developmental issues that sometimes accompany traditional GT "programs."

4. What are the levels of service?

Answer: Most students will receive services in the regular education classroom through a differentiated curriculum developed and implemented by the regular education teacher. Differentiation means that materials, books, assignments and expectations are elevated so that students are asked to demonstrate advanced

thinking skills and applications for the area under study. At the next level of service, the GT teacher will work in consultation with the regular education teacher to provide more rigorous instruction at higher levels of challenge. In the consultation model, the GT teacher will develop an Individual Learning Plan (ILP) for the student in his/her area of identification. Students will enter a goal-setting process at the beginning of the year with the classroom teacher, the GT teacher, the student, and parents working in collaboration on the establishment of reasonable, but challenging instructional goals.

Students' growth over time will be assessed periodically throughout the year, and students not meeting goals or demonstrating the motivation and self-discipline to complete goals will be re-evaluated for future participation. For a very small number of students whose instructional needs are far beyond their peers, on-line courses, mentors or college courses may be provided.

5. What are enrichment services and can my child take advantage of this?

Answer: Enrichment services are available at all schools and are open to all students. These are not Gifted and Talented Services, though they may be provided by the GT teacher at your child's school. Typically, these are after school activities such as Robotics, Poetry Out Loud, or Debate Teams that provide an opportunity for students to access specialized programs and practice specialized skills that lie outside the regular curricular offerings. Enrichment classes are not offered in lieu of regular education instruction taking place within the school day.

For additional information, please contact:

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