

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***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.***

School administrative unit name: Lewiston

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

Thomas Jarvis

Phone number: (207) 795-4103

Email address: tj Jarvis@lewistonpublicschools.org

**CERTIFICATION:**

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

William T. Webster, Jr.  
Superintendent Name (printed)

*William T Webster*  
Superintendent Signature

Date application submitted to Maine DOE for review: 9/28/15

**FOR INFORMATION CONTACT:**

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**

GT.DOE@maine.gov

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: *Patti Drapeau*

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: *[Signature]*

Date of Approval: 2/9/16

## ***Initial Application***

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. Refer to the companion *Instructions* document for clarification.

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

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

### **Academic program philosophy:**

Lewiston Public School is committed to providing educational programs that meet the needs of an academically diverse student population. Within this population are students who demonstrate unusually high levels of general intellectual ability, and/or specific academic aptitude in one or more areas of the core curriculum.

Lewiston Public Schools recognizes that academically advanced students need to move at their own pace, need variety in their educational experiences, and must be challenged to develop their abilities and potential. Meeting these needs requires specialized approaches that focus on higher level thinking skills and an approach that is conceptually complex and clearly differentiated from the regular curriculum.

Lewiston Public Schools also recognizes that the needs of academically gifted and talented students vary as they progress through the elementary and secondary grades and that instructional settings must exist to accommodate these changes. In designing a program that meets the needs of gifted and talented students, Lewiston Public Schools has considered the requirements of the Maine Statutes, Title 20-A, § 8104 and the recommendations of Pre-K-Grade 12 Gifted Program Standards from the National Association of Gifted and Talented Children.

### **Arts program philosophy:**

Lewiston Public School is committed to supporting educational programs that meet the needs of students displaying identified talents in the visual and performing arts.

Lewiston Public Schools recognizes that arts programming for gifted and talented students needs to provide for a challenging and enriching experience in which to further develop student abilities and potential. Meeting these needs requires that students be given opportunities to increase their skills levels and showcase their talents.

In designing programs that meets the needs of gifted and talented students, Lewiston Public Schools has considered the requirements of the Maine Statutes, Title 20-A, § 8104, the recommendations of Pre-K-Grade 12 Gifted Program Standards from the National Association of Gifted and Talented Children, as well as the National Standards in Art, and the National Music Standards.

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).

**Academic program abstract:**

Lewiston's gifted and talented program at the K-8 level provides a differentiated curriculum for identified students in the areas of reading/writing, math, social studies, and science. We target approximately 5% of the total population and provide services in a variety of settings including pull out, acceleration/enrichment, and instructional strategies in the regular classroom. The program delivery format and structure may vary from subject to subject.

At the middle school level, students have the option of participating in a regularly scheduled Academic Seminar for identified students. They can also access various forms of advanced programming including, but not limited to, advanced math and English Language Arts programming.

At the high school level, students will be provided with the opportunity to participate in an extensive menu of advanced program opportunities. Lewiston Public Schools is a member of the Androscoggin Valley Education Collaborative Gifted and Talented Program that allows students to enroll in community based programs with students from other high schools that are taught by high school teachers and community mentors. Additionally advanced placement classes, honors challenges, honors courses, and early college are among the options available to academically gifted and talented students.

As Lewiston Public Schools moves to Proficiency Based Learning, even more options will exist for academically gifted and talented students.

**Arts program abstract:**

Lewiston's arts program at the K-8 level provides a differentiated curriculum for identified students in the areas of Visual and Performing Arts. We target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject and services will be offered in a variety of settings. Content teachers will work with students and families as they transition to middle and high school to assure that each student maximizes the opportunities available to him/her.

At the high school level, students will be provided with the opportunity to participate in studio art classes, band, and independent studies. Students, who have exhausted the resources available at the high school level, may work with professional artists, musicians, or attend classes at local colleges.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

**Academics:****Goals:**

1. Educators will develop, implement, and effectively manage comprehensive services for gifted and talented students.
2. Educators will provide students with opportunities to expand their critical thinking capacities in logical reasoning, metacognition, and conceptualization.

**Objectives:**

1. Educators will provide coordinated services of gifted education, special education, and related services.
2. Educators will enable students to have opportunities to apply new learnings to new situations, to demonstrate personal growth, and to monitor and evaluate their progress.

**Activities:**

1. Educators in gifted, general and special education programs, collaboratively plan, develop, and implement G/T services.
2. Educators will provide students with opportunities for collaboration, research, problem solving and decision making through higher level thinking processes.

**Arts:****Goals:**

1. Educators in the visual and performing arts will develop, implement, and effectively manage comprehensive services for gifted and talented students.
2. Educators will provide students a program that emphasizes analytical thinking and imaginative interpretation in working with the arts.

**Objectives:**

1. Educators in the visual and performing arts will provide coordinated services of gifted education, special education, and related services.
2. Educators will provide opportunities for students to investigate and analyze the arts over time to draw conclusions and make comparative and contrasting observations of the arts.

**Activities:**

1. Educators in the visual and performing arts collaboratively plan, develop, and implement services with G/T collaboration.
2. To provide gifted students an academic interdisciplinary approach that allows for meaningful connections across subject areas.

4. Provide a description of the identification processes (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.

**General Intellectual Ability:**

## Screening:

Classroom teachers and/or parents of students who feel that students meet the criteria for gifted and talented programming are asked to complete a student nomination form. Upon submission of the nomination form, a child study team will conduct a data review of Measures of Academic Progress (NWEA) scores in reading and math. Students are then given the Cognitive Aptitude Test-7.(CogAT-7) upon receiving parent permission.

The intent of the Lewiston Academic Gifted and Talented Program is to identify the the 5% students in any single school. Other factors will be taken into consideration if the school is not meeting that threshold.

**Selection:**

Academic Selection is based on scoring at the 90th percentile or above on any three of the following five measures:

- Measures of Academic Progress in Reading
- Measures of Academic Progress in Math
- CogAT-7 Verbal
- CogAT-7 Nonverbal
- CogAT-7 Quantitative
- CogAT-7 Composite

Parents of students who meet the criteria for selection are notified and asked to participate in completing a student plan.

**Placement:**

Students, who are identified for placement in the G/T program, are generally served through a pull-out model with specific goals directed at providing a challenging and enriching experience while lining up with state standards and local expectations for academic excellence. Additionally, instructional strategies are designed for the regular classroom.

A list of students identified as gifted and talented and their related services will be submitted to the Superintendent of Schools as required in Chapter 104.

**Academic Aptitude:**

**Screening:**

Classroom teachers and/or parents of students who feel that students meet the criteria for gifted and talented programming are asked to complete a student nomination form. Upon submission of the nomination form, a child study team will conduct a data review of Measures of Academic Progress (NWEA) scores in reading and math. Students are then given the Cognitive Aptitude Test-7.(CogAT-7) upon receiving parent permission.

The intent of the Lewiston Academic Gifted and Talented Program is to identify the the 5% students in any single school. Other factors will be taken into consideration if the school is not meeting that threshold.

**Selection:**

Academic Selection is based on scoring at the 90th percentile or above on any three of the following five measures:

- Measures of Academic Progress in Reading
- Measures of Academic Progress in Math
- CogAT-7 Verbal
- CogAT-7 Nonverbal
- CogAT-7 Quantitative
- CogAT-7 Composite

In the areas of Science and Social Studies, student selection will be determined by:

1. scoring at or above 90% on the informational strand of the Measures of Academic Progress (NWEA),
2. scoring at or above 90% on the informational text subtopic on the Maine Educational Assessment, and
3. teacher assessment of classroom performance.

Parents of students who meet the criteria for selection are notified and asked to participate in completing a student plan.

**Placement:**

Students who are identified for placement in the G/T program, are generally served through a pull-out model with specific goals directed at providing a challenging and enriching experience while lining up with state standards and local expectations for academic excellence. Additionally, instructional strategies are designed for the regular classroom.

A list of students identified as gifted and talented and their related services will be submitted to the Superintendent of Schools as required in Chapter 104.

**Artistic Ability:**

**Screening:**

Visual and performing arts selection is based on teacher recommendation, student portfolio, parent or self-nomination. Once a nomination form has been submitted, students and teachers review student work through either a portfolio model or an audition.

**Selection:**

Selection for gifted and talented programming in the arts addresses about 5% of the population and is evaluated by the art teachers and the music teachers.

**Placement:**

Placement opportunities for arts programming are determined by how to best meet the students needs relative to the arts. Specialized instruction by art and music teachers as well as involvement in chorus and gifted art classes are provided. Students are also given opportunities to highlight their talents within their regular music and art class lessons through individualized attention.

A list of students identified as gifted and talented and their related services will be submitted to the Superintendent of Schools as required in Chapter 104.

**Process for transfer students:**

All students who transfer into Lewiston Public Schools must meet our local identification criteria to be eligible for gifted and talented services. Students who transfer to Lewiston from another district and have been identified as gifted will be reviewed for program participation.

**Exit Procedure:**

Exiting the student from Gifted and Talented must be based on multiple factors, including academic progress, and social and emotional needs. A student must be exited from the program through a formal meeting to which parents are invited. Minutes and outcomes of the meeting will be documented, given to the parent and placed in the student file. Exiting the pull out program does not remove the student's identification as "Gifted and Talented".

**Process for appeals:**

If placement into the gifted and talented program is appealed, a meeting is called to look at data and determinations and concerns. The process is worked through so that there is a fair and appropriate decision made.

In the case of the administration of a test during an appeals, it is possible to use the alternative CogAT-7 which provides a non-verbal administration of the test to insure no language bias exists if this is appropriate..

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

The Chief Academic Officer, the Director of Instructional Support, and the Teachers of the Gifted and Talented meet on a regular basis to discuss programming and professional development needs. The G/T teachers attend state conferences and related activities. The G/T teachers meet regularly with classroom teachers to assess the program for fulfilling student needs. Gifted and Talented protocols are addressed at administrative team meetings.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

In grades K-6, there are two full time G/T teachers who address the needs within the elementary school. They concentrate on reading and math programming while embedding social studies and science content into their curricula.

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-Time or Part-Time in GT
Desiree Spaulding	Yes	Teacher	K-8	Full Time
Charles Michaud	Yes	Teacher	K-6	Full Time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
None					

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7. Provide a description of the annual program self-evaluation process.

Teachers review their student plans to ensure that student enrichment curricula is being challenging and students are able to use the time in gifted classes to be transferred into the regular classroom standard expectations. Teachers are also setting assessment goals for themselves and looking at student work through the design of Student Learning Objectives which are established to ensure student growth through measurable assessments. Results demonstrate the effectiveness of the program.

In order to get parent feedback, the G/T teacher designed a Survey Monkey questionnaire which targets parent perceptions of the program and asks if expectations are being met.

8. Provide a description of the costs to be incurred to implement the program(s).

The cost of the programming includes:

1. Salaries and benefits for two full time, certified G/T teachers,
2. Membership in the Androscoggin Valley Educational Consortium Regional G/T Program
3. Supplies as necessary to supplement the common core standards in a manner that is challenging, requires high level thinking skills, and is process oriented.

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 Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Desiree Spaulding	\$65,313	
Charles Michaud	\$46,007	
Subtotal	\$111,320	

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
None		

Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
None		
Subtotal		

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

**A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
CogAT-7 Test	\$2,000	CogAT-7	\$1,500
Chem C1000	\$779.40		
Sick Science Kits	\$719.40	Carolina STEM Challenge Rockets Kit	\$346.50
Snap Curcuits 300	\$719.40	Desolation: STEM Earthbound and Down Mass Driver	\$1,386
Science Academy Curious Chemistry	\$1,438.80		
<b>Subtotal</b>	<b>\$5,657</b>	<b>Subtotal</b>	<b>\$3232.50</b>

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
Maine Robotics	\$500	AVEC Regional G/T Program	\$5,000
Odyssey of the Mind	\$500		
<b>Subtotal</b>	<b>\$1000</b>	<b>Subtotal</b>	<b>\$5,000</b>

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
Maine Educators of the Gifted and Talented	\$500		
<b>Subtotal</b>	<b>\$500</b>	<b>Subtotal</b>	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	<b>\$111,320</b>	
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>	\$5,657	\$3,232.50
<b>B. Other Allowable Costs</b>		
<b>C. Student Tuition</b>	\$1,000	\$5,000
<b>D. Staff Tuition/PD</b>	\$500	
<b>Total</b>	<b>\$118,477</b>	<b>\$8,232.50</b>