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 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:

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

Judith Harvey

Phone number:
207-443-6601

Email address:

jharvey@rsu1.org

CERTIFICATION:

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

Patrick Manvel
Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review: 1/24/16

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:

Date of Approval: 1/28/16

Initial Application

The following information shall be required and must describe the complete plan for

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:
The Gateway Program endeavors to provide relevant quality educational opportunities for students who are, or show potential for, performing at high levels compared to others of their age group. It is through the collaborative effort of educators, parents and students that gifted/talented students have access to programming that fits their academic needs. RSU #1, through the Gateway Program, believes in supporting these students by offering accelerated programs, differentiated instruction and other curricular opportunities to address individual strengths and identified needs. Challenges come in many ways. Curriculum for gifted students must offer depth and breadth, as well as a focus on higher levels of thinking and problem solving. Gateway assists students in becoming independent, innovative, engaged and courageous participants in their learning in order to prepare them for a future world we can't yet imagine.

Arts program philosophy:
The RSU #1 school district recognizes the unique skills and abilities of gifted/talented arts students who need to be given opportunities to realize their potential and utilize their talents in productive ways. We recognize that there are students who excel beyond their peers and have the ability to perform at exceptional levels in the arts. RSU #1 will screen and identify these students and provide specialized, challenging instruction through accelerations and enrichment activities and other programming options. The program philosophy complements the overall system philosophy which supports an educational program that accommodates each student's individual needs and potential in the academic areas, as well as in the arts.

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:
All identified student have Individualized Learning Plans. We have a variety of learning environments in which identified students enhance their learning in our six schools.
Grades 3-5 Reading: Combination of pullout & consultation
Grades 3-5 Math: Pullout, self-contained
Grades 3-5 Science: Consultation
Grades 3-5 Social Studies: Design and deliver experiences to broaden and deepen the curriculum that is taught in the regular classroom.

Grades 6-8 Reading: Combination of pullout & consultation
Grades 6-8 Math: Pullout, self-contained
Grades 6-8 Science: Pullout & consultation
Grades 6-8 Social Studies: Design and deliver experiences to broaden and deepen the curriculum that is taught in the regular classroom.

Grades 9-12: English, Math, Science & Social Studies: Consultation

Arts program abstract:
Identified students all have Individualized Learning Plans.
Grades 3-5 Arts: Open studio time & differentiation
Grades 6-8 Arts: Advanced classes & differentiation
Grades 9-12: Studio art, select chorus & band, theatrical presentations, college courses, mentor artists

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

Academics:

Goal:
-To enable identified students to develop their intellectual potential in core academic areas.

Objectives:
-Expand upon and deepen the curriculum in core academic areas through acceleration and compacting.
-Use higher level literature, writing tasks, experiments, artwork, and presentations to draw on the full intellectual potential of identified students.

Activities:
- Discuss & analyze high level content in small groups.
- Pullout for identified students to compact and/or accelerate curriculum in all content areas.
- Collaborate with classroom teachers to help them implement differentiated lessons within the classroom setting.

Goal: To provide activities that are interdisciplinary, helping students make connections across content areas.

Objectives:
-Create opportunities for students to become creative and critical problem solvers.
-Provide opportunities for intellectual risk taking.

Activities:

-Create short films connecting key concepts from different areas of the curriculum.
-Create photo essays studying specific subjects, concepts, or events.
-Write letters from the perspective of characters from literature, historical figures, and people living during a specific era or historical event.

Arts:

Visual:

Goal: To provide students the opportunity to recognize a variety of purposes for making art, and to offer them programming that will inspire them to practice their craft at an elevated level.

Objectives:
-Facilitate the production of work that demonstrates creativity, originality, proficiency, and a willingness to take artistic risks
-Guide students as they explore various media and artistic modalities.

Activities:

-Differentiated lessons as part of regular arts instruction
-Lessons with local artist mentor(s) to push, instruct and inspire students to produce higher level work.
-Host an annual art exhibit showcasing the work of identified students.
-Provide students studio space and extended periods of time to engage in their work.

Goal: To motivate students by exposing them to the works of professional artists.

Objectives:
-Engage students by identifying and studying the media, techniques and composition used by professional artists.

Activities:
-Field trips to various exhibits and performances in order to expose students to the work of trained artists performing at a professional level.

-Create and maintain a Gateway Visual Art blog displaying the artwork of students, and offering narrative descriptions of art projects and field trips. http://rsu1gatewayart.blogspot.com

Music:

Goal: To provide students the opportunity to recognize a variety of purposes for performing music, and to offer them experiences and programming that will inspire them to practice their craft at an elevated level.

Objectives:

-Facilitate the performance of music that demonstrates creativity, originality, proficiency, and a willingness to take artistic risks.
-Guide students as they explore various genres and modalities of music.
-Provide students the opportunity to practice their craft at an elevated level.

Activities:

- Students identified as Gifted and Talented in instrumental music will participate in Jazz Band at the middle school level. This will include auditioning for participation in District 3 musical

opportunities. In high school, students are encouraged to participate in various ensembles including Rock Ensemble and Jazz Band.
-Students identified as Gifted and Talented in vocal music will participate in Honors Chorus at the middle school level. This will include auditioning for participation in District 3 musical opportunities. In high school, students are encouraged to participate in various ensembles including Rock Ensemble, Jazz Band, and a Cappella groups.

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:
Parent & teacher referrals (subjective)
Results from a variety of assessments (objective):
- Otis Lennon
- Measures of Academic Progress
- State assessment

Selection: Each spring a Gifted & Talented Committee consisting of teachers and administrators is convened and charged with the task of reviewing nominees for G/T services. This Committee reviews test scores as well as comments and observations provided by teachers and parents. All student names are removed in order to maintain the anonymity of each candidate and ensure the objectivity of the process.

A list of identified students will be provided to the Superintendent per Chapter 104.

Placement: Placement in programming will be made according to programming opportunities that currently exist. If nothing exists that is appropriate for the student in question, G/T faculty will work with classroom teachers to design a program that meets the needs of the student.

Academic Aptitude:
Screening:
Parent & teacher referrals (subjective)
Results from a variety of assessments (objective):
- Otis Lennon
- Measures of Academic Progress
- State assessment

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Artistic Ability:

Visual Art Screening: For identification of students gifted in visual art, we follow the guidelines established in Section 104.07 C. Students need a minimum of two referrals (one from an art teacher, and another from either the student or their parent). Additionally, a portfolio of each student's work is assessed by art faculty using set criteria in the form of a rubric.

Selection: A Committee consisting of G/T faculty and art teachers will review portfolios according to a set of criteria.

A list of identified students will be provided to the Superintendent per Chapter 104.

Placement: The G/T faculty will consult with art teachers to differentiate existing curriculum, offer expanded time to create, and assess whether museum trips are appropriate for the identified student.

Music Screening: To begin the identification screening process for students gifted in music, students need:

- Nomination from themselves, an educator, a parent or a peer
- Permission from parent to screen student

Once permission is granted by a parent, the student is scored using the GATES 2 Behavioral Checklist. If the student's score is in the screening range (57-77 on Section 5, items 41-50), then the checklist is repeated. If the student's score reaches the identification score range on either the first or second assessment (>78 on Section 5, items 41-50), then a performance assessment is conducted. The student's performance is rated using the Ohio Department of Education Rubric for Scoring music Performance Evaluation for Grades K-12. If the student scores in the screening range (14-17 points), then the assessment is repeated. If the student's score reaches the identification range on either the first or second assessment (18-21 points), then the student is identified and the parents are notified of the results.

Process for transfer students:
In the event that a student transfers into the district and has been identified in another district where identification criteria align with those of RSU #1, the student shall be included in the Gateway Program. If the student was not identified their records are automatically reviewed within 45 days.

Exit Procedure:
All identified students are reviewed every three years. If a student is not showing adequate growth, is unable to accomplish the work, or wishes to exit the program, the student could be dropped in which case both parent & teacher(s) are notified.

Process for appeals:
If a parent, teacher, or student feels the decision of the Committee is not appropriate, they can appeal the decision in writing to the Assistant Superintendent stating the nature of the disagreement. The Assistant Superintendent and the Committee will convene a meeting to review the situation and look for evidence of student work/achievement of all parties to analyze.

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

Gateway faculty and staff advantage themselves of appropriate staff development including the MEGAT

G/T conference. They also participate in district PD that includes Marzano's instructional model and Proficiency Based Teaching and Learning. Our three Gateway staff members function as a professional learning community where they support and learn from one another.

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

-Judith Harvey, Assistant Superintendent, oversees the Gifted and Talented Program. Judith sets the expectations and norms for GT programming and identification. Judith meets monthly with Lawrence to discuss all aspects of the Gifted and Talented Program. Judith and Lawrence collaborate to create the GT budget each year.

-Lawrence Kovacs is the full time Gifted and Talented teacher for the district. Lawrence consults with teachers to help differentiate instruction through projects, presentations, activities and tiered tasks. Lawrence provides direct instruction to students in grades 3-8 in all academic subject areas. Lawrence teaches and supervises the LEGO Robotics program for RSU 1. Lawrence plans and coordinates FLOW, a weeklong canoe trip for 8th graders incorporating writing with adventure. Lawrence oversees the identification of students nominated for visual arts identification, photographing student portfolios and compiling teacher ratings. Lawrence supervises the other GT teachers, Judi Mansfield and Elise Copeland. Lawrence plans and leads two identification meetings per year. Lawrence is the contact person for parents who have questions or concerns about GT programming.

-Judi Mansfield is a part time Gifted and Talented Teacher. Judi provides direct instruction to students in grades 3-8. Judi works 2.5 days per week.

-Elise Copeland is a full time Ed. Tech working with Gifted and Talented Students in grades 3-5. Elise consults with teachers to help differentiate instruction through projects, activities and tiered tasks. Elise provides direct instruction to students in grades 3-8 in all academic subject areas.

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**
Lawrence Kovacs	Yes	Teacher	K-12	Full
Judith Mansfield	Yes	Teacher	K-12	Part

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**

Elise Copeland	Ed Tech III	No	K-5	Lawrence Kovacs	Full

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

In the past the process has been rather informal with feedback from administration and faculty and monthly meetings with the Assistant Superintendent. The Gateway Program. does an assessment of student growth data in both Academic and Visual & Performing Arts. These data show growth, maintenance or decline in each academic area for which the student is identified based on grade level standards and/or specific individualized goals and objectives. Based upon this information we make general assumptions regarding effectiveness of programming.

There is no doubt that we could have a more extensive process and will design a more effective and informative program evaluation process. We acknowledge the need for a more formal process and look to the MDoE description of an evaluation process that provides the kind of assess that will cause us to respond to the results.

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

Major costs for the Gateway Program are faculty and staff, testing materials, and student resources in the way of books and a word program.

Rosemary Polizotto is a part time elementary art teacher in RSU 1, but receives an additional stipend as an independent contractor for the G/T art position. She is a certified art teacher who works three hours per week at Bath Middle School — one hour per grade level. Rosemary and Lawrence collaborate to plan and implement programming for GT Art students each year. In addition to in-school activities, Rosemary and Lawrence coordinate five field trips each year to local museums and galleries.

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)**
Lawrence Kovacs	$50,174	$25,847
Judith Mansfield	$9,022	$4,648

Subtotal	$59,196	$30,495

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Elise Copeland	$45,551	
Subtotal	$45,551	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Rosemary Polizotto	$4,586	
Subtotal	$4,596	

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
Word Masters Challenge	$380		
Books:	$560		

• Mayflower, by Nathaniel Philbrick • Arundel, by Kenneth Roberts • "The Odyssey," by Homer • The Golden Goblet, by Eloise Jarvis McGraw • Fatal Fever, Tracking Down Typhoid Mary, by Gail Jarrow • Endurance, by Alfred Lansing • The Left Hand of Darkness, by Ursula K. Le Guin • The Last Days of the Inca, by Kim McQuarrie			
Subtotal	940	**Subtotal**	

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Subtotal		**Subtotal**	

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Subtotal		**Subtotal**	

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT conference 3@$75	$225		

Travel Expenses 214 mi.@.575	$123.05		
Subtotal	348.05	Subtotal	

Totals

Subtotals from above	**Elementary Costs:**	**Secondary Costs:**
Professional Staff	**$59,196**	**$30,495**
Auxiliary Staff	**$45,551**	
Independent Contractors	**$4,586**	
A. Materials & Supplies	940	
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	$348.05	
Total	110,621.05	30,495