

**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: York School Department

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

Barbara Mallng, Director of Curriculum and Instruction

Phone number: (207) 363-3403

Email address: bmaling@yorkschoools.org

CERTIFICATION:

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

Dr. Debra Dunn

Superintendent Name (printed)

Debra L. Dunn

Superintendent Signature

Date application submitted to Maine DOE for review:

1/11/16

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:

Jennifer Pooler

Date of Approval:

2/29/16

Initial Application

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:

Stemming from the belief that "a rising tide lifts all ships," the Horizons Program is designed to meet the needs of students within the York Public Schools with a rich and varied curriculum. All Horizons activities are aligned with the Common Core State Standards and the district's adopted K-12 curriculum. Based on the Schoolwide Enrichment Model (SEM), the program provides an array of differentiated learning experiences in an effort to identify and develop the particular gifts of all students. Identified gifted and talented students are offered special classes and extension opportunities, depending on their areas of need and interest. Opportunities include accelerated learning, in-depth research projects in an area of interest, and other specialized programming.

Arts program philosophy:

The VPA program in the York Public Schools recognizes the unique skills and abilities of gifted and 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. The program philosophy complements the overall system philosophy which supports an educational program that accommodates each student's individual need and potential 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:

The Horizons Program is designed to recognize, nurture, and develop the abilities of all students through an array of differentiated activities. Through levelled opportunities, the program serves a broad range of students.

In grades K-4, Type I experiences are those learning experiences that focus on the needs of all students in the regular classroom. The Horizons Program Specialist serves as a resource and a mentor to all teachers as they plan instructional experiences and develop strategies, themes, and projects for use in the classroom. Type II instruction offers identified high ability students enrichment experiences that develop higher level thinking and facilitate the recognition of talent and ability in particular areas. For example, math is offered four days a week for those who qualify via pre-assessments for each unit. Reading and writing are each offered once a week.

In grades 5 and 6, Type II experiences consist of weekly classes for identified high ability and gifted students in

English and Math. The Horizons Specialist consults with Art, Music, Science, and Social Studies teachers in grades 5 - 8 to craft higher level projects and lessons integrated within the classroom.

Type III enrichment opportunities are for identified gifted students. The Horizons Program Specialists coordinate direct instruction, in-classroom support, and out of classroom programming for students who qualify for Type III enrichment in grades 3 to 8. Type III opportunities also include independent projects, under the direction of the Horizons Program Specialist, and may also include mentoring by experts skilled in the student's area of interest. Flexible pacing, acceleration, curriculum compacting, and advanced placement in a particular subject may also be used in Type III enrichment. Individualized learning plans map out how these services will be delivered.

In grades 9-12, students identified as gifted in middle school are counseled by student services to choose high level courses that are designed to challenge their thinking and provide them with access to advanced material. Advanced Placement classes are a common choice, as well as AP for All online courses, and dual enrollment courses offered at York High School through Southern Maine Community College.

Arts program abstract:

Art, grades K-4 Art teachers work with identified students to provide differentiated experiences, encouraging them to develop their artistic skills and talents. They also provide ample opportunities for students' work to be displayed, both in school, and in regional art exhibits.

Art, grades 5-8

High ability art students in grades 5 and 6 work in a small class with the GT art teacher three times a week for the whole year. This is in addition to their regular art class which meets for one quarter, four days a week.

Grade 7 high ability art students meet once a week with the GT art teacher in a small class for the whole year. They also have an open studio option with the GT art teacher for three additional days, where they have the opportunity for extended work time. This is in addition to their regular art class which meets for one quarter, four days a week.

Grade 8 high ability art students have the opportunity receive differentiated instruction within their regular art classes.

Art, grades 9 - 12

Grade 9 -12 high ability art students have the opportunity receive differentiated instruction within their regular art classes, as well as participate in advanced level classes and AP classes.

Music, K-12

Students who are gifted musicians are provided differentiated instruction in the classroom that help them access more advanced and challenging material. To meet students' needs, the musical director in each building may: assign more challenging parts to students (first chair, second chair), or have them learn other parts that may be challenging and are outside of their normal assigned sections (sopranos singing the alto part). They may also receive a scholarship instrument (French Horn, Tuba, Bassoon) that requires a certain degree of higher learning to be successful in a smaller ensemble where students do not have the support of their peers also playing their

parts. Teachers may assign solo parts to gifted musicians.

Directors also encourage gifted musicians to audition for district Honors Music Festivals that are rehearsed outside of school. Lastly, Jazz Band is an auditioned option for gifted students in 6th - 12th grades. Gifted singers in grades 9 -12 may audition for Chamber Singers, an acclaimed choral ensemble.

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

Academics:

Goals:

Goal #1: Students with gifts and talents develop their abilities in their domain of talent and/or area of interest. They also become independent investigators.

Goal #2: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Objectives:

Objective #1: Educators provide opportunities for students with gifts and talents to explore, develop, and research their areas of interest and/or talent.

Objective #2: Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.

Activities:

Activities for Goal/Objective #1:

Grades K-2

Students in grades K - 2 are not formally identified. Instead teachers consult with the Horizons Program Specialist about any students for whom they feel need more challenging learning opportunities. The specialist will provide resources and/or ideas for challenging the student in their area of need.

Grades 3-8

Gifted students work with the Horizons Program Specialist for an in-depth learning experience of a self-selected topic, culminating in the creation of a product that demonstrates learning in a unique or original way. Advanced skills in research are taught, as well as advanced content.

Grades 9 -12

Gifted students are offered an increasing number of Advanced Placement courses, as well as AP for All online courses. In addition, we are in the process of finalizing the addition of dual enrollment courses that can be taken during the school day (as opposed to prior practice of offering them outside of school hours). As part of our adjustment to offering proficiency based diplomas, we are considering how to provide more robust pathways to students, including early graduation and internships.

Activities for Goal/Objective #2:

Grades K - 12

Acceleration and curriculum compacting are part of the repertoire of instructional strategies used to support differentiation. Teachers provide identified students with opportunities to use higher order thinking within advanced content, culminating with differentiated products.

Arts:

Goals:

Goal #1: Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

Goal #2: Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities

Objectives: Objective #1: Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.

Objective #2: Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.

Activities:

Goal/Objective #1 Activities:

Gifted VPA students receive supportive coaching and feedback from teachers and/or mentors to help guide growth in their identity as an artist/performing artist.

Goal/Objective #2 Activities:

VPA teachers maximize their professional development through diverse opportunities that grow their artistic practice, such as maintaining a personal art studio or participating in professional performing music 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:

Screening for grades K-2:

Teachers consult with specialist regarding students who demonstrate need for services.

Screening for grades 3-8:

Letters explaining Horizons services are mailed to all second and fourth grade parents in advance of their student's third and fifth year, respectively. Parents may nominate their child at this point for screening. Teachers are also invited to nominate students. Students may also nominate themselves by speaking to a teacher.

All nominated students undergo a screening process that incorporates data from 1) COGAT, 2) STAR assessment, 3) quantifiable teacher checklists for math thinking characteristics, reading and writing characteristics, 4) the Scales for Superior Students, and 5) quantifiable parent and student checklists regarding characteristics of gifted children.

In our screening formula, the COGAT data is weighted 30%, STAR data is weighted 20%, the teacher data is weighted 30%, and the parent/child data is weighted 20%.

Selection:

Students who score 85 or above in any subject using our weighted formula are eligible for selection as gifted and talented.

A screening team meets to discern who shall be selected, after close examination and discussion of the data. For grades 3 - 4, the team consists of the K - 4 Horizons Specialist, the building principal, the guidance counselor, and one or two classroom teachers. The team for grades 5 - 8 is made up of the K-4 Horizons specialist, 5-8 Horizons specialist, and the building principal.

Students who score 85 or above in both Math and ELA, and who also present an intense interest and level of dedication in another academic area may be identified as having General Academic Ability.

Parents of all nominated students, K-8, are notified of their child's placement by letter.

Placement:

Grades K-2:

In grades K - 2, students are not formally identified, but teachers consult with the Horizons Specialist regarding needs of high ability students. The Specialist may also work within classrooms to provide general enrichment to support those students .

Grades 3-8: In grades 3-8, students identified as gifted are placed in small cluster groups with other identified peers within the regular classroom. They are also placed in weekly classes with the Horizons Specialist to support their identified academic gifts.

Grades 9-12:

In grades 9-12, students identified as gifted are placed in high level classes according to their needs and identified areas of giftedness.

Academic Aptitude:**Screening:**

The process for screening is the same as above, except students need to have a score of 85 or above in either Math or ELA to qualify for specific academic aptitude.

Students who demonstrate an advanced level of knowledge or intense interest in Science or Social Studies undergo the same process as above. In place of the Math or ELA teacher checklist, their Science or Social Studies teacher completes a quantifiable checklist of gifted student characteristics.

Selection:

Same as above:

Students who score 85 or above in any subject using our weighted formula are eligible for selection as gifted and talented.

A screening team meets to discern who shall be selected, after close examination and discussion of the data. For

grades 3 - 4, the team consists of the K - 4 Horizons Specialist, the building principal, the guidance counselor, and one or two classroom teachers. The team for grades 5 - 8 is made up of the K-4 Horizons specialist, 5-8 Horizons specialist, and the building principal.

Students who score 85 or above in both Math and ELA, and who also present an intense interest and level of dedication in another academic area may be identified as having General Academic Ability.

Parents of all nominated students, K-8, are notified of their child's placement by letter.

Placement:

Same as above:

Grades K-2:

In grades K - 2, students are not formally identified, but teachers consult with the Horizons Specialist regarding needs of high ability students. The Specialist may also work within classrooms to provide general enrichment to support those students .

Grades 3-8:

In grades 3-8, students identified as gifted are placed in small cluster groups with other identified peers within the regular classroom. They are also placed in weekly classes with the Horizons Specialist to support their identified academic gifts.

Grades 9-12:

In grades 9-12, students identified as gifted are placed in high level classes according to their needs and identified areas of giftedness.

Artistic Ability:

Screening: Students who wish to qualify for GT VPA undergo a screening process that includes a teacher evaluation, student work, and a student interview.

Selection: The top 3-5% of students who complete the VPA screening are identified.

Placement: Art Placement

Students identified as gifted in art in grades K-4 are placed in the regular art class. Students identified as gifted in art in grades 5-7 are placed in GT art classes in addition to their regular art classes. Students identified as gifted in art in grade 8 are placed in their regular art class. Students identified as gifted in art in grades 9-12 are placed in advanced art classes based on their interest and skill level.

Music Placement

Students identified as gifted in music in grades K-4 are placed in the regular music class with differentiation to support their needs. Students identified as gifted in music in grades 6-12 are placed in advanced ensembles based on interest and skill level.

Process for transfer students:

Guidance counselors notify Horizons specialists of new students who have either been identified previously, or whose family indicate a desire for screening. Once notified of a new student, the same process as described above applies, with the exception of using the previous year's teachers evaluations in Math and ELA. Instead, the current teachers observe the student in question and provide anecdotal evidence of skills and abilities. Use of the COGAT and STAR help to quantify the student's skills.

Exit Procedure:

Reasons for exiting the program:

Student has moved out of the district

Student and family decide to decline services for personal reasons

Students demonstrate consistent lack of motivation and commitment to learning

Procedure for removing students:

When students begin to demonstrate lack of motivation and commitment to learning, parents and guardians are contacted to discuss reasons and possible solutions. The student participates in the problem solving conference, as is developmentally appropriate. Motivation and commitment are monitored by the classroom teacher and the Horizons specialist. If the behavior continues unabated, a second conference is called with the student and family to discuss dismissal from the program. If the group decides upon dismissal, the family is formally notified by letter of the student's exit from the program. Students and families who decide to decline services for personal reasons do not receive a letter dismissing them from the program. The option to continue services remains open to them until they graduate or leave the district.

Process for appeals:

When appeals are made, the Horizons specialists ask for current or recent student work samples as evidence of higher level work, as well as other quantifiable data, such as the BAS for ELA. They may chose to administer the STAR assessment in Math or Reading to get a current benchmark of skills for the student. If compelling evidence is demonstrated that contradicts a previous judgement to decline services, the Horizons specialists notify the family by letter of the offer of services. If the judgement to decline services still stands, the family is notified that the student's work will be monitored by the classroom teacher and Horizons Specialist. Should developments during the year warrant services, the Horizons Specialist will notify the family by letter.

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

Both Horizons Specialists participate in the State of Maine DOE GT Mentoring Workshop when possible each year. They also attend the NAGC conference biannually and the MEGAT conference. The two Specialists provide constant informal staff development during their consultation with classroom teachers throughout the year. Specialists attend coursework and staff development opportunities that are pertinent to the program.

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

The Horizon's program is staffed by two full time teachers, funded at local expense. The program is managed by

the building administrators at Coastal Ridge Elementary School, York Middle School, and York High School, in coordination with the district Director of Curriculum and Instruction.

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
Michele Freitag	Yes	Teacher	K-4	Full Time
Meredith Kleinschmidt	No	Teacher	5-8	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

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

The Horizon’s program is reviewed by the administrative team in advance of submitting the annual state report. The Director of Curriculum and Instruction and building administrators meet regularly with the Horizon’s teachers to assess the match between program services and student needs. Parent feedback is solicited by program staff annually to determine if student needs are being met.

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

The Horizon’s program includes the cost of two full time teachers, although only one has a GT endorsement and therefore has a salary that is an allowable expense. Other allowable program costs include testing materials and curriculum materials.

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)
Michele Freitag	\$99056.40	
Meredith Kleinschmidt (NOT ALLOWABLE)		\$88170 (not allowable)
Subtotal	\$99056.40	

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
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 Test Books and Scoring Guides for nominated potential GT students.	\$225.50	COGAT Test Books and Scoring Guides for nominated potential GT students.	\$75

Adapted Mind Math Online Tool	\$195.00	ALEKS Math Subscriptions	\$525
Study Island Subscription	\$50.50		
Books for Horizon's Class Library	\$150.00		
Subtotal	\$621	Subtotal	\$600

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
Subtotal		Subtotal	

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$99056.40	
Auxiliary Staff		
Independent Contractors		

A. Materials & Supplies	\$621	\$600
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD		
Total	\$99677.40	\$600