

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, 2018

RETURN BY EMAIL TO:
<mailto:GT.DOE@maine.gov>

School administrative unit name: York School Department

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

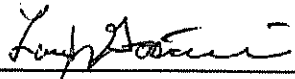
Anita Bernhardt, Assistant Superintendent

Phone number: 207- 363-3403

Email address: abernhardt@yorkschoools.org

CERTIFICATION:

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

Lou Goscinski 
Superintendent Name (printed)



Superintendent Signature

Date of Initial submission to Maine DOE: January 4, 2019

Date of 1st Revision to Maine DOE: 1/18/2019


Superintendent Initials


Date of 2nd Revision to Maine DOE: 1/25/2019

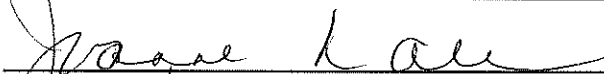

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By:  Patti Drapeau

Maine DOE Approval: 

Date of Approval: 1/29/19

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. Any additional information such as tables, charts, graphs should be included at the end of the 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:

NOTE: In 2017 we conducted a comprehensive review of the Gifted and Talented Program (Horizons) in the York School Department. That review confirmed the basic premise of the programming provided in York. The review also highlighted some areas for improvement. This plan reflects the same basic philosophy described and approved in 2016 and introduces refinements that allow us to transition to the inclusion of new staff and more effective programming.

Assumptions that drive the district plan:

- The overarching goals for gifted and talented general and academics programming AND the arts should be the same.
- Communication with regular education staff is important to support for gifted and talented students. Professional development for staff should include information about the gifted and talented program, including methods and data related to the screening process and strategies for in class differentiation to meet the needs of gifted and talented students.
- The priority of the district program at grades 3-8 will be to serve the top 3-5% of students who are identified as gifted - Tier III
- It is also important to identify and serve an additional 3-5% of high achieving students - Tier II.
- At all grades it is important to attend to the social-emotional needs of gifted students and their opportunities to interact with gifted peers.
- Communication with parents is an essential component of effective programming for gifted and talented students.
- An integrated K-12 program provides the best supports for gifted students.
- The program should reflect best practices for serving gifted students.

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 designed with state standards and the districts K-12 curriculum. Based on a modified Schoolwide Enrichment Model, the program provides an array of differentiated learning experiences in an effort to identify and develop the particular gifts of 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 areas of interest and other specialize programming.

B. 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 and educational program that accommodates each student’s individual need and potential in the Arts.

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 Horizon’s program is designed to recognize, nurture and develop the abilities of all students through an array of differentiated activities.

K-2 - The Horizons program teacher provides supports and resources to classroom educators to support differentiation of activities for gifted and talented students. The Horizons teacher provides limited push in services to students.

Grades 3-8 - The Horizons program teachers provide support and resources to classroom educators to support differentiation of activities for gifted and talented students. Push in services and pull out services are also provided to students in ELA and mathematics.

Grades 9-12 - The gifted and talented services at the high school are provided through high level courses designed to challenge their thinking and provide them with access to advanced material. These options include Advanced Placement classes, AP 4 ALL online courses, and dual

enrollment courses offered at York High School through the Southern Maine Community College.

B. Arts program abstract:

K-4 - The K-4 Arts (Music and Art) teachers work with identified students to provide differentiated experiences, encouraging students to develop their artistic skills and talents. They also provide opportunities for student work to find a audiences for their work both in school, and at local and regional Arts venues.

Grades 5-8 - The 5-8 Arts (Music and Art) teachers work with identified students to provide differentiated experiences, encouraging students to develop their artistic skills and talents. They also provide opportunities for student expertise to find audiences for their work both in school, and at local and regional Arts (Music and Art) venues and events.

In addition, students gifted in Art at grades 5, 6 and 7 work in small classes weekly throughout the school year.

Grades 9-12 - The 9-12 Arts (Music and Art) teachers work with identified students to provide differentiated experiences, encouraging students to develop their artistic skills and talents. In addition, students can participate in broad variety of advanced level and AP Arts classes. Students are also supported to audition for district and regional events for advanced students. Staff also provide opportunities for student expertise to find audiences for their work both in school, and at local and regional Arts venues and events.

2. 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:

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

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

Activities:

1. At grade K-2 the Horizons teacher:
 - a. Shares instructional strategies with classroom teacher for academic areas and the Arts;
 - b. Works with select K-2 students in a push in setting;
 - c. Meets with grade level teams, maintains notes from grade level meetings and records related services and programming provided to students.

2. At grade 3 and 4 the Horizons teachers:
 - a. Provides individual writing conferencing and reading supports for identified ELA students. (Tier 3 and Tier 2 Push in services)
 - b. Provides in-depth study (guided research) for those students identified for ELA, Science, and Social Studies and general academic (Tier 3 - Pull out services)
 - c. Provides differentiated math for those students identified in math. Students in this program are pretested in units and accelerated through areas of competence and receive additional enrichment mathematics related to the topics of study. (Tier 3 - Pull out services.)
 - d. Shares differentiated instructional strategies with classroom teacher for academic areas (Math, ELA, Science and Social Studies) and the Arts;
3. At grade 5-8 the Horizons teacher will:
 - a. Provides individual writing conferencing and reading supports for identified ELA students. (Tier 3 and Tier 2 Push in services)
 - b. Provides in-depth study (guided research) for those students identified for ELA, Science, and Social Studies and general academic (Tier 3 - Pull out services)
 - c. Provides differentiated math for those students identified in math in grade 6. . Students in this program are accelerated into a grade 8 algebra class in their grade 7 year. (Tier 3 - Pull out services.)
 - d. Shares differentiated instructional strategies (including the development of differentiated assessments) with classroom teachers for academic areas (Math, ELA, Science and Social Studies) and the Arts;
4. At grades 9-12 students are supported to select programming that will support their gifts and talents.
 - a. Assistant Principal provides overall guidance at the high school ensure that students are supported in their program selection at YHS and that social emotional needs of gifted learners is being supported.
 - b. Student Support Services staff provide oversight and support for identified students including providing opportunities for independent research, mentorship and internships (student choice and voice) throughout curriculum and developing 4-year course plans for identified students that acknowledge their individual needs.
 - c. Staff from YMS and YHS attend an annual transition meeting for gifted students. The meeting minimally includes the Assistant Principal, grade 8 and 9 counselors, YMS GT teacher, and representative AP teachers.

Goal 2: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents to plan and implement engaging/responsive curriculum and measure student outcomes.

Objective 2: Educators learn about, select, adapt, and use research-based instructional strategies and materials that differentiate for students with gifts and talents.

Activities:

1. Horizons teachers meet monthly to discuss programming and instructional strategies.
2. AP teachers meet monthly to discuss programming effectiveness.
3. Horizons teacher attend professional development activities to increase their understanding and expertise - including state level conferences, regional gifted and talented conferences and presenting at regional professional development events.

B. Arts:

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

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

Activities:

1. K-12 Arts (Music and Art) teachers provide differentiated instruction to identified students.
2. K-12 Arts (Music and Art) teachers find opportunities for identified students to participate in Arts events and performances beyond the school offerings.

Goal 2: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents to plan and implement engaging/responsive curriculum and measure student outcomes.

Objective 2: Educators learn about, select, adapt, and use research-based instructional strategies and materials that differentiate for students with gifts and talents.

Activities:

1. K-12 Arts educators attend workshops and meetings to increase their understanding of instruction that supports learners with gifts and talents.

3. 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 (A minimum of three identification tools must be listed.):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	K-8 (30%) COGAT (20%) STAR (Not at K) (30%) Teacher ratings for thinking skills performance and Scales for Superior Students (20%) Parent/student performance ratings			

Selection	<p>Students who score 85% or above in a blind rating process are eligible for selection as gifted and talented.</p> <p>A screening team consisting of the Horizons teacher, building principal, student services counselor, and a classroom teacher makes the final selections.</p> <p>Parents of all nominated students are notified of the results of the placement process.</p>
Placement	<p>K-2: Specialists work with students in the classroom and through the teachers to provide differentiated support.</p> <p>3-8: Students are placed in small learning groups of their peers and meet at least once weekly with the Horizons teacher.</p> <p>9-12: Students are placed in high level classes appropriate to their needs and identified areas of giftedness.</p>

B. Academic Aptitude (A minimum of three identification tools must be listed.):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	The screening process is the same as for general intellectual ability except that content area specific checklists are completed by teachers.			
Selection	<p>The students must have a score of 85% or above in the identified content area.</p> <p>NOTE: Students who score 85% or above in both mathematics and ELA, and who present an intense dedication to another academic area may be identified as having a General Academic Ability.</p>			
Placement	The placement process is the same as for general intellectual ability placement.			

C. Artistic Ability (A minimum of three identification tools must be listed.):

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	<p>Teacher evaluation</p> <p>Student work</p> <p>Student Interview</p>	<p>Teacher evaluation</p> <p>Student work</p> <p>Student Interview</p>	N/A	N/A
Selection	Top 3-5% are identified by a teacher team.	Top 3-5% are identified by a teacher team.	N/A	N/A
Placement	<p>K-4: Differentiation in the Arts (Music and Art) Classroom.</p> <p>5-7 Art: GT art classes in addition to regular art classes.</p> <p>5-8 Arts: Differentiation in the</p>	<p>K-4: Differentiation in the Arts (Music and Art) Classroom.</p> <p>5-7 Art: GT art classes in addition to regular art classes.</p> <p>5-8 Arts: Differentiation in the</p>	N/A	N/A

	Arts (Music and Art) Classroom. 9-12: Advanced Arts classes based on interest and skill level.	Arts (Music and Art) Classroom. 9-12: Advanced Arts classes based on interest and skill level.		
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C. Describe review of identification policies:

- a. **How** - Every year.
- b. **When** - As part of the annual review cycle.

D. Process for transfer students:

Students Support Services staff notify Horizons staff or the Assistant Principal of new students who have either been identified previously, or who's family indicate a desire for screening. Once notified of a new student, the same process as described applies. The COGAT and STAR are use however the previous years teacher evaluations for ELA and mathematics are not included. In lieu of the previous year teacher evaluation the current year staff provide anecdotal evidence of skill and ability in these areas.

E. Exit Reasons and Procedure:

Reasons for exiting the program:

- 1. Student moves out of the district.
- 2. Student and family decline services for personal reasons.
- 3. Student demonstrates consistent evidence of lack of motivation and learning in the program.

Procedure for removing students who are :

In instances where the student demonstrates consistent lack of motivation and learning the parent/guardian/caregiver for the student are contacted and a meeting is scheduled to discuss reasons and possible solutions. As appropriate, the student is included in this discussion and problem solving. Motivation and commitment are monitored by teachers. If evidence of lack of motivation and learning persist a second meeting is scheduled to discuss dismissal. The Horizons teacher is the final decision maker in the case of a lack of consensus. If the group or Horizon's teacher decide that dismissal is appropriate the family is formally notified by letter of the student's exit from the program. The option to apply and reenter the program remains open through the student's graduation or exit from the district.

F. Process for appeals:

Parents may appeal decisions. When an appeal is made, the Horizons teacher collects current student work samples and other evidence (BAS, MEA scores...) The Horizons teacher may also administer a STAR assessment to determine current benchmarks. If compelling evidence is demonstrated that contradicts the previous determination not to provide services, the Horizons teacher notifies the family by letter with an offer of

services. If the judgement to decline services stands, the family is also notified by letter and informed that the students work will be monitored by the classroom teacher and Horizons teacher throughout the year.

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

Horizons teachers participate in monthly district meetings and attend the Maine DOE GT Mentoring Workshop as is possible and appropriate. The Horizons teachers also take advanced courses, attend the NAGC conference and MEGAT conferences, and participate in pertinent training as is possible.

5. Provide a summary of the management structure that includes roles and responsibilities of the staff.

The Horizons program is staffed by two full-time teachers at local expense. The program is managed by the Assistant Superintendent in collaboration with the Coast Ridge Elementary Principal, the York Middle School Principal and the York High School Assistant Principal.

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
Michele Freitag	YES	Teacher	K-4	Full-Time
Carrie Sayward	YES	Teacher	5-8	Full-Time

B. Indicate the Auxiliary Staff: Educational Technician : NONE

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- or Part-Time in GT
N/A					

6. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined in the academic areas and the arts.

The Horizons program is reviewed by the by the Administrative team in advance of submitting the annual state report. The Assistant Superintendent and Horizon's staff meet monthly to discuss programming. Parent feedback is collected comprehensively on an every other year basis.

7. 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.)

The Horizons program includes the cost of two full-time teachers both with GT endorsements and therefore salary is an allowable expense. Other allowable program costs include testing materials and curriculum materials.

8. 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)
Michele Freitag	\$106,658.57	\$0.00
Carrie Sayward	\$45,803.19	\$45,803.18
Subtotal	\$152,461.75	\$45,803.18

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal	\$0.00	\$0.00

Independent Contractor Costs

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
N/A			
Subtotal		\$0.00	\$0.00

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
COGAT Test Books and Scoring Guides	\$225.00	COGAT Test Booklet and Scoring Guides	\$75
Adapted Mind Math Online Tool	200.00		
Books for Horizons Class	150.00		
Subtotal	\$575.00	Subtotal	\$75

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

Elementary: Item name	Cost	Secondary: Item name	Cost
N/A	--	--	-
Subtotal	\$0.00	Subtotal \$0.00	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A	--	--	-
Subtotal	\$0.00	Subtotal	\$0.00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
N/A	--	--	-
Subtotal	\$0.00	Subtotal	\$0.00

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	<u>\$152,461.75</u>	<u>\$45,803.18</u>
Auxiliary Staff	\$0.00	\$0.00
Independent Contractors	\$0.00	\$0.00
A. Materials & Supplies	\$575.00	\$75.00
B. Other Allowable Costs	\$0.00	\$0.00
C. Student Tuition	\$0.00	\$0.00
D. Staff Tuition/PD	\$0.00	\$0.00
Total	\$153,036.75	\$45,878.18