

**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:

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

Phone number:

Email address:

**CERTIFICATION:**

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

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review:

**FOR INFORMATION CONTACT:**

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

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By:

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

Date of Approval:

## ***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:**

A core value of the Bangor School Department is the accelerated learning of students at all grade spans. Recognizing the existence of both gifted and potentially gifted students in each of our schools, the Bangor School Department remains committed to providing appropriately stimulating and challenging instruction in each of the content areas through a combination of accelerated and differentiated curricular experiences that best satisfy the interests and needs of both highly able and gifted and talented students. This commitment recognizes the importance of addressing the needs of the gifted and talented student who exhibits unique abilities and interests.

Our Gifted and Talented Program parallels and extends our strong, engaging, and rigorous academic program and provides opportunities for gifted and talented students to develop their strengths and interests through curricular acceleration and appropriately advanced exposure to higher order content and processes. Fundamental to the program are continuous monitoring of student learning and ongoing collaboration and communication between parents, students and faculty.

### **Arts program philosophy:**

Recognizing the existence of gifted and talented and potentially gifted and talented students in the Bangor public schools, the Bangor School Department remains committed to providing for the legitimate specialized learning needs exhibited by students and to encourage all students to excel.

Utilizing an inclusive process for identification, the Bangor School Department implements a multiple criteria approach using achievements, testings, and input from parents, teachers and students.

The classroom teacher has the primary responsibility for providing program differentiation and employing instructional strategies that allow gifted and talented students to develop and utilize their interests, potentials and strengths.

All Bangor School Department curricular, co-curricular, and extra-curricular programs are designed to support the school department's mission of **Academic Excellence for All Students**. As with academics, gifted and talented programs in the arts are central to the department's commitment to accelerating the achievement and learning of all students.

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 Bangor School Department utilizes a Gifted and Talented identification process aligned to the requirements of Chapter 104. Both subjective and objective measures guide the identification process intended to ensure the most talented and able receive appropriate levels of intellectual challenge. (BSD Regulation IGBB)

With formal General Intellectual Ability screening conducted in the spring of the grade 3 year for all students unless exempted with parent/guardian approval, students in Pre K-3 whose academic development extends two years or more beyond grade level expectations as documented through reliable measures shall be considered for accelerated learning intended to serve the student's advanced learning interests and skills. In such cases, an individualized plan shall be developed identifying the most appropriate strategies (specialized materials, cross-grade groupings, small group instruction) to accelerate learning. This plan shall be renewed at least annually.

Students meeting objective and/or subjective criteria are identified for GIA and retain GIA identification throughout their schooling. Per Chapter 104, students whose whole performance on G/T screening measures indicate the potential to perform beyond their grade level peers with OLSAT-8 score(s) as a primary indicator may receive no more than 10% of gifted and talented instructional services.

#### Specific Academic Aptitude (SAA):

Unless specifically exempted with parent/guardian approval, all students in grades 5, 8 and 9 engage in screening for Specific Academic Aptitude in the content areas of English/Language Arts, Mathematics, Science and Social Studies. Students who satisfy both the objective and subjective criteria are identified for SAA and retain that identification throughout their schooling.

Through the identification process, the Bangor School Department seeks to determine students exhibiting high performance, intellectual and cognitive abilities and curiosity beyond their peers and/or who excel in unique and distinguished ways in an academic discipline or disciplines. The process ensures that students who have demonstrated extraordinary levels of achievement regardless of socio economic standing receive appropriate learning experiences.

Programming for identified student primarily occurs through either distinct or integrated experiences including the following:

Acceleration of instruction offers students access to content that stretches and extends beyond the grade level requiring students understand more complex content, learn content at the advanced pace and apply their learning to complex learning challenges.

Accelerated and enriched curriculum provides students with a rigorous and intellectually engaging and stimulating curriculum. Flexible grouping offers students an opportunity to collaborate in both heterogeneous and homogeneous settings depending on the instructional priorities.

Individual plans developed as needed allow for programming to address unique learning interests and strengths.

Identified students in grades 6-8 in addition to math and ELA, may study both science and social studies in accelerated classes. Students enrolled in these content areas engage an extended curriculum requiring an integration of knowledge to understand the complexity of the themes and topics shaping instruction.

Programming for 9-12 students offers an opportunity to enroll in both Advanced Placement and Honors classes in each discipline. Students whose 4 year study at Bangor High School is comprised of at least 8 Honors/Advanced Placement classes and who maintain a GPA of 4.0 or eligible for the Superintendent's Award, the highest scholastic recognition bestowed by Bangor High School.

To ensure instruction and learning experiences respond to the unique needs and interests of the learner, the grade 4/5 gifted and talented teachers/consultants plan for appropriate levels of curriculum differentiation, provide professional development training to regular education staff, and assist in the identification of students.

**Arts program abstract:**

The gifted and talented arts program identifies and serves students who excel or offer the promise to excel in the visual and performing arts. The Bangor School Department believes that the K-12 instructional and performance programs in the arts provides a variety of opportunities to observe, cultivate, and foster artistic talent as it develops and emerges in our students. Identification of gifted and talented arts students is through a process of equitable combination of classroom observation, qualitative data gathering, and work product review that identifies and serves those students for whom artistic expression is primary to their school experience.

Similar to the Bangor School Department model for academic identification, K-3 students whose classroom art work reveals understanding, skill and competency beyond their grade span as assessed by the local curriculum and screening processes are identified in one or more areas (art, music, voice) during the second semester of the grade 3 school year and retain the identification through grade 5.

Screening in art, music, and voice begins anew when students enter the two 6-8 schoolhouses. Similar to the initial identification process at the K-3 level, students may be identified in any or all visual and arts at grades 6, 7, or 8. Identification for students identified in the grade 6-8 span will be retained through grade 12.

Programming for students identified K-12 primarily occurs through differentiated instruction and assessments within the arts classrooms with consultation provided by the gifted and talented coordinator. Music instruction at K-3 is offered 30 minutes weekly while every other week art instruction is provided for 60 minutes. At the 4-5 level, music and art occur weekly and at 6-8 schools provide art and music instruction through a unified arts rotation quarterly. Bangor High School's Fine Arts program offers 29 course opportunities for gifted and talented students; 13 art courses including AP Studio Art and Advanced Photography; 10 music courses including AP Music Theory; 6 theatre/communication courses including Advanced Film Production; and Chamber Choir for advanced choral students who complete successfully one year of chorus and plan to study voice in their post-secondary experience. For students committed to a deep captivation of the arts, students may enroll in the Fine Arts Academy or the Performing Arts Academy. These pathways meaningfully extend the curriculum, deliberately accelerate student learning, progressively contribute to the development of distinguished student performance including a Capstone and ultimately expand post-secondary options for students in the arts. Music and choral performance programs in Bangor are designed and structured for long term, specific, and differentiated instruction of gifted and talented arts students 4-12. A formal instrumental program begins at the 4-5 schools, (4<sup>th</sup> strings/5<sup>th</sup> band) and continues with the same direction through grade 8 (band) and through grade 12 (strings). Bangor's choral program begins at 3<sup>rd</sup> grade and extends through grade 12. This continuity of programming, high caliber instruction, opportunities to perform in various venues and to various audiences, exposure to a variety of musical artists and genres, provide a wealth of experiences for gifted and talented students in the Arts.

Supporting the Gifted and Talented Arts Program is the Bangor School Department's K-12 Comprehensive Guidance Plan. The plan outlines the activities that will assist gifted and talented arts

students and their families in understanding the academic program and extend career options in the performing and visual arts. These coordinated and developmentally progressive activities take place 1:1 in small groups, through oral and written communication and target the important transition periods in the Bangor schools; grade 3 to grade 4; grade 5 to grade 6; and grade 8 to grade 9. These exposures validate gifted and talented arts students, facilitate their access to arts study and experiences in our schools and encourage long term relationships with the arts.

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

#### **Academics:**

**Goals:** *Academic Excellence For All* is the goal of the Bangor School Department and is enhanced and nurtured by all other efforts within the school department. To this end, at all levels is the expectation of accelerated learning. Each student must be assessed and stretched instructionally beyond his/her zone of proximal development. Targeting the acceleration of all students ensures acceleration is available for the most able.

#### **-Specific Academic Aptitude**

- 90% of the students accessing accelerated classes in which they are enrolled will receive grades of "B" or higher.
- Bangor High School – 70% of the identified students will score at or above the 89<sup>th</sup> percentile on the PSAT II in critical reading.

#### **Grade 5 G/T Cohort Goals:**

- 93% of the identified students accessing accelerated classes in which they are identified will complete the classes with grades of "B" or higher.
- 90% of the identified students will score **Advanced** on the end of year Scholastic Reading Inventory.
- 90% of the identified students will score 85 or higher on the end of year math test measuring performance at least 1 year above grade level.

#### **Grade 8 G/T Cohort Goals:**

- 90% of the identified students enrolled in either Algebra I or geometry will score 85 or higher on the end of year math test.
- 90% of the identified students will score **Advanced** on the end of the year Scholastic Reading Inventory.
- 90% of the identified students accessing accelerated classes in which they are identified will complete classes with grades of "B" or higher.

**Objectives:** Student learning will be accelerated and there will be increased participation by students in accelerated, Honors, and Advanced Placement study.

**Grades 4-8 Accelerated Study:** 2009-2010 Baseline, 30% of 4-8 grade students enrolled; 5 year target, 35% enrolled; 10 year target, 40% enrolled.

**Bangor High Honors Study:** 2009-2010 Baseline, 20% of 9-12 grade students enrolled; 5 year target, 24% enrolled; 10 year target, 30% enrolled.

**Bangor High Advanced Placement Study:** 2009-2010 Baseline, 13% of 9-12 grade students enrolled; 5 year target, 16% enrolled; 10 year target, 20% enrolled.

**Activities:** Through each school's Core Competency Team, collective and individual student data are monitored and analyzed resulting in the establishment of action steps at the school level, grade level and classroom level to provide direction in satisfying Bangor School Department goals, East/West side school goals and individual school goals. Goals and data regularly are reviewed by all levels of leadership including the Director of Gifted and Talented to ensure programming and instruction satisfy the needs of the most able and gifted.

**Arts:**

**Goals:**

**Academic Excellence for All** is the goal of the Bangor School Department and is enhanced and nurtured by all other efforts within the school department. To this end, at all grade levels is the expectation of accelerated learning. Each student must be assessed and stretched instructionally beyond her/his zone of proximal development. Targeting the acceleration of all students ensures acceleration is available for the most able and talented.

**Goals:**

**Visual and Performing Arts:**

- 90% of identified students will achieve "strength" on the grades 4 and 5 on the end of year performance reports indicated by their Visual and /or Performing Arts teacher.
- 97% of identified students in grades 6-12 will achieve a grade of "B" or higher as indicated by their Visual and/or Performing Arts teacher on the end of year performance report.
- The number of identified students in grades 9-12 enrolled in the Visual and Performing Arts Academy will increase by 10%.

**Objectives:**

Through the study of art and music and historical periods as well as through the creation of art pieces and music compositions, students will understand the place of the arts in culture.

Through the study of the elements of art and through the study of the technical elements of music composition, students will develop an appreciation for the enduring masterpieces and will self-evaluate their work critically.

**Activities:**

With the establishment of the Fine Arts Academy and the Performing Arts Academy at Bangor High School, the K-8 experience in the arts serves as a bridge for the most passionate and able students in the arts to extend and enrich their interests in a concentrated focus, blending classroom and performance. A Capstone experience also positions them if they so elect to pursue post-secondary study.

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:** Unless specifically exempted with parent/guardian approval, all students engage in screening for General Intellectual Ability during the spring of the grade 3 year. Eligibility criteria include objective performance on the Otis Lennon School Ability Test (OLSAT-8) and subjective indication of gifted learner characteristics as observed during the student's grade 3 year.

**Identification Criteria:** Students meeting objective and/or subjective criteria are identified for GIA and retain GIA identification throughout their schooling.

**Identification based on objective measure:** 140 or above in any of the three reported scores (total, non-verbal, verbal) on the OLSAT-8.

**Identification based on objective and subjective measures:** 125 or above in any of the three OLSAT-8 reported scores; scores in the highest quartile on both the reading and the mathematics state assessment; 6 of the eleven characteristics of gifted learners.

**Selection:** The Student Selection Team is comprised of the administrator with assigned G/T leadership responsibilities, the building principal, G/T teacher, the school's guidance counselor or student's classroom teacher. The SST responsibilities include:

- Review the profile collected on students who have met the identification criteria.
- Retrieve additional information as appropriate.
- Select students for G/T identification and for recommended G/T program services.
- Notify parents/guardians of eligibility and to obtain permission to enroll students in G/T program.
- Compile and provide annually the roster of G/T students to the Superintendent of Schools.
- Review annually the selection, monitoring and continuance of students in G/T program.

### Placement:

Following the determination of eligibility, the Superintendent of Schools shall receive a roster of students selected as Gifted and Talented and a description of services to be received.

Annually, a team consisting of the Director of Gifted and Talented, a school principal, a classroom teacher, and a teacher of gifted shall review the process for determining eligibility.

### Academic Aptitude:

**Screening:** Unless specifically exempted with parent/guardian approval, all students in grades 5, 8 and 9 engage in screening for Specific Academic Aptitude in the content areas of English/Language Arts and Mathematics, Science and Social Studies/History. The subjective eligibility criteria is consistent across all grade levels and content areas while objective eligibility criteria are specific to the screening year.

Grade / Content Area	Objective Measure	Criteria
Grade 5 ELA	Reading State Assessment:	Highest quartile
	Report Card:	3 A's (B's in Accelerated courses) previous 4 quarters
Grade 5 ELA	Reading State	Highest quartile

	Assessment:	
	Report Card:	3 A's (B's in Accelerated courses) previous 4 quarters
Grade 5 ELA	PSAT: Critical Reading	98th National Percentile
	Report Card	3 A's (B's in Honors courses) previous 4 quarters
Grade 5 Math	Math State Assessment:	Highest quartile
	Report Card	3 A's (B's in Accelerated courses) previous 4 quarters
Grade 8 Math	Math State Assessment:	Highest quartile
	Report Card:	3 A's (B's in Accelerated courses) previous 4 quarters
Grade 9 Math	PSAT: Mathematics	98th National Percentile
	Report Card	3 A's (B's in Honors courses) previous 4 quarters
Grade 5 Science	Science State Assessment:	Highest quartile
	Report Card:	3 A's (B's in Accelerated courses) previous 4 quarters
Grade 8 Science	Science State Assessment:	Highest quartile
	Report Card	3 A's (B's in Honors courses) previous 4 quarters
Grade 9 Science	PSAT: Analysis in Science	98th National Percentile
	Report Card:	3 A's (B's in Honors courses) previous 4 quarters
Grade 5 Social Studies	Report Card (Grades):	3 A's (B's in Accelerated courses) previous 4 quarters
	Report Card (Standards):	Rating of 4 in all Social Studies Standards
Grade 8 Social Studies	Report Card (Grades):	3 A's (B's in Accelerated courses) previous 4 quarters
	Report Card (Standards):	Rating of 4 in all Social Studies Standards
Grade 9 Social Studies	Report Card:	3 A's over previous 4 quarters (Geo-Civics)
	PSAT: Analysis in Social Studies	98th National Percentile

**Subjective Identification Criteria:** Students must meet the subjective criteria corresponding to the content-area and screening year in which the objective criteria have been met. Students who satisfy both the objective and subjective criteria are identified for SAA and retain that identification throughout their schooling.

Subjective Measure	Criteria
Content-Area Learning Characteristics Screening	8 of 11 characteristics of gifted learners corresponding to the content-area and year in which the objective criteria are met

**Selection:** The Student Selection Team is comprised of the administrator with assigned G/T leadership responsibilities, the building principal, G/T teacher and the school's guidance counselor. The SST responsibilities include:

- Review the profile collected on students who have met the identification criteria.
- Retrieve additional information as appropriate.
- Select students for G/T identification and for recommended G/T program scores.
- Notify parents/guardians of eligibility and obtain permission to enroll students in G/T program.

- Compile and provide annually the roster of G/T students to the Superintendent of Schools.
- Review annually the selection, monitoring and continuance of students in G/T program.

**Placement:** Placement occurs following parent/guardian notifications of identification and eligibility to engage G/T services.

**Artistic Ability:**

**VISUAL ART (VA) GRADES 3 - 9:** In order to qualify for G/T identification under VA, a student must meet a standard under either Criterion 1 or Criterion 2 in combination with a standard under Criterion 3 or Criterion 4:

**Criterion 1: Local Curriculum Work Product**

**Standard 1A:** A rating of "4" on the Bangor School Department Curriculum Work Product Rubric aligned to current state standards.

**Criterion 2: Student Artwork Portfolio Submission**

**Standard 2A:** A rating of "4" on the Bangor School Department Portfolio Submission Rubric aligned to current state standards.

**Criterion 3: Student Questionnaire**

**Standard 3A:** A score of 53 or more points on the Bangor School Department G/T Screening Questionnaire for the Visual Arts.

**Criterion 4: Nominating Statement & Screening**

**Standard 4A:** A score of 48 or more points on the Bangor School Department G/T Nominating Statement & Screening for the Visual Arts.

**Screening:**

All K-8 students are considered screened through their participation in the arts curriculum (art, music and voice) and are part of the initial identification pool. Formal identification begins in the grade 3 with the following measures:

- Performance at the top 10% of the grade (as measured by historic and current work products in the arts classrooms) will be recommended for further screening with:
- A student questionnaire to gauge self-perception as an artist; and with either
- A standardized, discipline-specific, local and MLR informed instrument that rates the student's skill and talent; or
- An audition or a work product submission to be evaluated by a Bangor School Department teacher trained in the discipline.

Screening facts may also include a statement from the parent/guardian or another person approved by the parents to qualify the student's ability and potential in the art field.

During a student's K-8 career, teachers, parents or guardians may request or recommend further screening. Annually, in grade 4-8 students are screened through their participation and work product in art classes, with the 4-5 screening and identification protocol mirroring.

**Selection:**

K-8 students who consistently produce or demonstrate work in the arts classroom(s) representing the top 10 percent of student performance for a specific discipline and who also satisfy two additional criteria from among the following will be identified for G/T for that discipline:

- The student questionnaire indicates that the student qualitatively presents as gifted in the arts.
- A discipline-specific, standardized rating instrument aligned with the Maine Learning Results and local standards indicates that the student's understanding, skill, and performance exceed her or his MLR grade span for the discipline.
- An audition or work product submission reviewed by a person trained in the discipline indicates that the student's understanding, skill, and performance exceed her or his MLR grade span for the discipline.
- A statement from the student's guardian/parent or from another person approved by the parent that provides valid and reasonable evidence that the student's ability and potential in the discipline are different qualitatives such that the student could benefit from G/T identification and subsequent programming.

**Placement:** Placement occurs following parent/guardian notifications of identification and eligibility to engage G/T services. Following the determination of eligibility, the Superintendent of Schools shall receive a roster of students selected as Gifted and Talented and a description of services to be received.

**Process for transfer students:**

Under the Bangor Model, the academic records of a transfer student are screened and reviewed by guidance faculty to identify students who are eligible for gifted and talented services or who are candidates for screening to determine eligibility. Parents are informed of G/T services during the enrollment process. Communication with the parent and student is initiated through the guidance office at the time of transfer. As expected, at any time a student's performance suggests screening for services is appropriate, the Office of Gifted and Talented is contacted to establish a time line and next steps.

**Exit Procedure:**

A student eligible for gifted and talented academic services may elect to discontinue gifted and talented programming or may elect to not participate in the gifted and talented program. Regardless, the student retains the identification.

Students eligible for gifted and talented arts services exit the identification at the end of grade 5 and re-enter the identification eligibility process in grade 6. Identification for students identified in the grade 6-8 span is retained through grade 12. Students may elect to decline the gifted and talented service. In these instances, identification is retained.

**Process for appeals:** An appeal may be initiated by a school administrator, parent, student or teacher by submitting in writing a request of appeal to the Director of Gifted and Talented for the following reasons:

1. To reconsider the eligibility of a student to be selected for inclusion in the G/T program.
2. To review the appropriateness of the placement of a student within the program.
3. To recommend the removal of a student from the program.

**Appeal Steps:**

1. The person requesting the appeal in writing contacts the administrator with assigned G/T leadership responsibilities.

2. A rationale for the eligibility or placement decision shall be provided within a reasonable time, understood in most circumstances to be five working days.
3. An appeal of the eligibility or placement decision may be made in writing to the Superintendent of Schools.
4. The Superintendent of Schools shall conduct a review based on the concerns noted in the written request and shall render a decision based on the review within 10 working days of the receipt of the request.
5. Provide a description of the staff final development that takes place in order to implement the program(s).
  - The Bangor School Department is committed to accelerating the learning of all students with individual schools engaging in an annual school performance improvement planning process aligned with the thirteen core competencies documented in the Ten Year Strategic Plan. The determination of appropriate development activities will utilize this school improvement process which considers student, classroom, grade level, department and school house data and achievement. The administrative team including the Director of Gifted and Talented has the responsibility of organizing relevant professional development for individual teachers, clusters of teachers or across the system. In school release days, in-service days and summer curriculum project days all afford opportunities for professional development.
  - Teachers through a professional development survey complete as part of in-service days, have the opportunity to request pertinent topics for professional development.
6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

Bangor's Assistant Superintendent of Schools includes in his responsibilities the Director of Gifted and Talented. More specifically, responsibilities extend to coordinating and monitoring the implementation of gifted and talented programming and ensuring that appropriate services are available to address the unique learning abilities and interests of the identified gifted and talented learners. Additionally, the position provides for professional development for those faculty and staff responsible for the instruction of gifted and talented students. Supporting the implementation of the gifted and talented program is a K-3 principal who, in addition to principal duties, has gifted and talented responsibilities as determined by the Assistant Superintendent.

Two licensed and certified teachers assigned to the intermediate schools assume responsibility as consultants supporting instruction of identified students, developing modifications to ensure access to the appropriate levels of instruction, monitoring student progress and assisting with identification and student transitions.

To support identified gifted students Bangor High School department heads in math, ELA, science, social studies and the Arts will monitor quarterly the students' academic performance in classes supporting the identifications. The results of their monitoring will be shared with the high school principal and Director of Gifted and Talented.

Similarly at each of the two middle schools the guidance counselor will monitor student progress in the classes supporting identification. Their monitoring will be shared with the principal and director of Gifted and Talented.

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
Robert MacDonald	No	Administrator	PK-12	P
Daniel Chadbourne	No	Administrator	PK-12	P
Marcy Soucy	Yes	GT Teacher	4-5	F
Shelley Cormier	Yes	GT Teacher	4-5	F
*Elaine Grant	Yes	Teacher	9-12	P
*Susan Thibedeau	Yes	Teacher	9-12	P
*William Ames	Yes	Teacher	9-12	P

\*These staff will assume quarterly monitoring of identified student progress in content areas supporting their identification.

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.

A core value identified in our Ten Year Strategic Plan and evident in all elements of our professional constitution is continuous self-evaluation and improvement. Defined as data driven monitoring of professional effectiveness and student results, continuous self-evaluation and improvement allows the organization to respond to the needs of the students and the educational changes that impact the work in each of our schools. Continuous self-evaluation and improvement is primary to each school's Core Competency process. The process at the district level, school, grade, and classroom level examines and analyzes achievement data linked to the goals contained in the Ten Year Strategic Plan to ensure that all students are engaging "Accelerated learning at all levels", a core value.

From this process, adjustments in instructional practice, curriculum, learning activities, and professional development may result to ensure a dynamic, engaging, and appropriately challenging learning environment for all learners including the most able.

Additionally, gifted and talented leadership respond to the various areas identified by those teaching gifted and talented learners to maintain a learning environment characterized by creativity, energy, persistence, curiosity for learning and a concern for each student's achievement

8. Provide a description of the costs to be incurred to implement the program(s). Costs incurred in implementing the program include salary/benefits for professional staff, educational materials and supplies as well as dues and fees for professional development services.

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.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
1. Robert MacDonald	\$11,849.00	
2. Daniel Chadbourne	\$12,082.00	
3. Marcy Soucy	\$90,445.00	
4. Shelley Cormier	\$87,261.00	
*Elaine Grant		\$1,600.00
*Susan Thibedeau		\$1,600.00
*William Ames		\$1,600.00
<b>Subtotal</b>	<b>\$201,637.00</b>	<b>\$4,800.00</b>

\*The stipend request for these staff will provide for the quarterly monitoring of identified student performance in the classes and programs supporting their identification.

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>

<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
Holly Woodworth, Psychologist/Specialist Records Review, WISC-V administration and scoring, Records Review	\$3,600.00	
<b>Subtotal</b>	<b>\$3,600.00</b>	

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

**A. Educational Materials and Supplies:**

<b>Elementary: Material/Supply name</b>	<b>Cost</b>	<b>Secondary: Material/Supply name</b>	<b>Cost</b>
Printing and materials for Fairmount School's "Our Glass"	\$100.00		
<b>Multiple copies of each:</b> Flora and Ulysses Bloomability Charley Skedaddle Out of the Dust	\$1,000.00		
The Great Unexpected			
The Wanderer			
Walk Two Moons			
Tiger Rising			
The Magician's Elephant			
The Miraculous Journey			
<b>Subtotal</b>	<b>\$1,100.00</b>	<b>Subtotal</b>	

The Our Glass is a G/T magazine designed and published by G/T students. The list of books is ordered by G/T teachers for G/T classroom use at the grade 4-5 level.

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
<b>Dues &amp; Fees:</b> Member ship for Mr. MacDonald and Mr. Chadbourne to MEGAT Teams for Math Olympiads Professional Problem Solvers	\$600.00		
Substitute Teachers	\$1,000.00		
Young Author's Day	\$1,000.00		
<b>Subtotal</b>			
	\$2,600.00	<b>Subtotal</b>	

Substitute teachers are necessary when one of our two G/T endorsed teachers is out.

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>

