

**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:

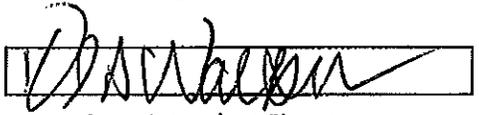
Phone number:

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

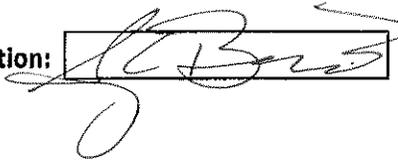
**RETURN BY EMAIL TO:**  
[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

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:**

Regional School Unit #34 will continuously improve a program to identify and serve the special needs of students with gifts and talents in the academic areas. This comprehensive program has at its foundation strong, differentiated instruction for all students served by the district, in line with the district's overall philosophy.

*Our schools and community will have high expectations for students and staff and will provide an environment and an acceptable level of resources that allow them to reach their maximum potential.  
(District Vision Statement)*

Students with special needs will receive different instruction and opportunities that are advanced and conceptually complex in lieu of the regular curricula. These services will be delivered through a model flexible to the needs of the individual student, and may include such services as specialized classes, work with tutors and other guests, work with GT resource teachers, carefully differentiated instruction, pull-out work, and other services developed collaboratively by staff, parents, and students. The collection of Chapter 104 services in academics will be regularly reviewed and evaluated by an Advisory Committee, with a focus on continuous improvement.

The Regional School Unit #34 Chapter 104 program is guided by these principles:

- **Effectiveness:** programming used in lieu of regular education should be appropriately designed to meet the unique needs of "Gifted & Talented" students, and be regularly evaluated to guide refinement.
- **Comprehensiveness:** programming should be designed to meet the academic, social, and emotional needs of all "Gifted & Talented" students, recognizing that each is an individual with unique abilities, passions, and concerns, and that students need help navigating the social/emotional aspects of being different.
- **Sustainability:** programming efforts should be designed with long-term gain for students in mind, so that students are supported in an increasingly effective manner by an entire staff of skilled and knowledgeable professionals. Furthermore, program design and procedures are guided by an Advisory Committee (teachers, administrators, parents, school board member, and student representatives) to ensure that G/T programming is not dependent on only a few staff people.
- **Excellent – but not Elitist:** the Chapter 104 program at RSU #34 seeks to instill student views which recognize the strengths and needs of all humans, reflect passion for learning, and passion for helping others learn.
- **Flexibility and Sensibility:** recognizing that it is at times difficult to simultaneously meet the academic and social needs of Gifted & Talented students, RSU #34's program seeks to use quality enrichment, increased complexity, and breadth of topics in conjunction with use of acceleration, thus maximizing appropriate opportunities for both age peer and intellectual peer interaction.

**Arts program philosophy:**

Regional School Unit #34 will develop, enact, and continuously improve a program to identify and serve the special needs of students with gifts and talents in the visual and performing arts. This comprehensive program has at its foundation strong, differentiated instruction for all students served by the district, in line with the district's overall philosophy. Students with special needs will receive different instruction and opportunities that are advanced and conceptually complex in lieu of the regular curricula. These services will be delivered through a model flexible to the needs of the individual student, and may include specialized classes, work with guest experts, carefully differentiated instruction, increased conceptual complexity, pull-out work, and other services developed collaboratively by staff, parents, and students. The collection of Chapter 104 services in the visual and performing arts will be regularly reviewed and evaluated, with a focus on continuous improvement.

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:**

Regional School Unit #34 will continuously improve a program to identify and serve the special needs of students with needs different than their age/grade peers in academics. Preliminary identification and services begin in kindergarten, with formal Chapter 104 labeling beginning in grade 3, consistent with findings in the literature. Strong general curriculum and professional development in quality differentiation of instruction will support specialized services for individuals and small groups of gifted and talented students. Services will vary based on individual needs and available resources. Identification criteria and procedures will be reviewed annually as part of the overall evaluation process.

Specific services provided to identified children as components of their program are determined through planning focused on the individual and her/his needs in the particular academic area. These services include, but are not limited to:

- General classroom enrichment (Type I and Type II in the Renzulli Schoolwide Enrichment Model) (K-2, 3-5, 6-8, 9-diploma)
- Curriculum Compacting (K-2, 3-5, 6-8, 9-diploma)
- Consultation (regular ed teacher with GT specialist) (K-2, 3-5, 6-8, 9-diploma)
- Social/emotional support and consultation (K-2, 3-5, 6-8, 9-diploma)
- Differentiation of instruction for process, product, and content (K-2, 3-5, 6-8, 9-diploma)
- Specialist work (small group, with GT Resource Teacher) (K-2, 3-5, 6-8, 9-diploma)
- Specialist work (individual, with GT Resource Teacher) (K-2, 3-5, 6-8, 9-diploma)
- Advanced classes (K-2, 3-5, 6-8, 9-diploma)
- Subject-skipping (K-2, 3-5, 6-8, 9-diploma)
- Grade-skipping (K-2, 3-5, 6-8, 9-diploma)
- Distance education / online education (6-8, 9-diploma)
- Individually-paced planning and/or software (3-5, 6-8, 9-diploma)
- Internships and mentor work (6-8, 9-diploma)
- Independent study (6-8, 9-diploma)

Grade spans indicate when these services are TYPICALLY used with Chapter 104 students in RSU #34, NOT restrictions upon use. Each decision is made on an individual basis with the student's abilities, needs, and interests considered.

Specific services are determined collaboratively, involving the student, her/his teachers, GT specialists (Resource Teacher and/or Coordinator), the parent/guardian, content specialists/experts as needed/appropriate, and the building administrator.

**Arts program abstract:**

Regional School Unit #34 will enact and continuously improve a program to identify and serve the special needs of students with needs different than their age/grade peers in the visual and performing arts. Preliminary identification and services will begin in kindergarten, with formal Chapter 104 labeling beginning in grade 3, consistent with findings in the literature. Services will be focused in areas which are currently part of RSU #34's standard curriculum (general music, band instruments, chorus, visual arts), with opportunities and extensions in other areas for students as possible and appropriate. Strong general curriculum and professional development in quality differentiation of instruction will support specialized services for individuals and small groups of gifted and talented students. Services will vary based on individual needs and available resources. Identification criteria and procedures will be reviewed annually as part of the overall evaluation process.

*Examples of Services aligned with Maine Learning Results (PEI) and RSU #34 Arts Program Philosophy include:*

- **Disciplinary Literacy** (e.g., Mentoring partnerships of younger students with University volunteers in content area, Specialized and further differentiated chorus classes, Specialized and further differentiated band and chorus classes, Specialized 2d art classes)
- **Creation, Performance, and Expression** (e.g., Fabric installation in common area, Development of differentiated theatre offerings in each grade level, Windowfront paintings, Specialized classes regarding composition)
- **Creative Problem-Solving** (e.g., Imagine and share solutions using varied materials to decorate a room with a GT specialist, Landscape architecture project near playground, Improvisational theatre lunch group, Design, implement, and evaluate solutions for varying pieces around a common theme (pre-AP skills))
- **Aesthetics and Criticism** (e.g., Develop questions for an artist regarding the planning and creation of a work; send those questions to the artist in a letter, Student development of an art gallery for an open house, grouping works by theme and tone, articulating justifications for their choices, Artist-in-residence program, Supported development of individual portfolio, self-assessments, and critical friends network)
- **Visual and Performing Arts Connections** (e.g., Workshops with guest illustrators, Collect and evaluate a portfolio of artistic images from around the world as part of global studies unit, Art and Technology integration event at UM, Game design, Web design, marketing connections)

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

**Academics:**

- Goals:
  - Smooth transition as students transfer from school to school.
  - Students regularly interact with intellectual peers.
  - Ensure characteristics such as creativity are honored in the identification process.
- Objectives:
  - Objective and subjective information necessary to inform programming is relayed.
  - Ensure that students have regular interaction with intellectual peers.
  - Ensure that the identification process identifies students in areas such as creativity that are not easily measured on standardized assessments.
- Activities:
  - Improve transfer of objective information (admin, resource teachers).
  - Improve recording and transfer of subjective information (resource teachers).
  - Meet regarding needs of students on in-district transfers.
  - Use learning contract template as needed.
  - Use strategies such as scheduling, clustering, and flexible grouping to give students regular access to intellectual peers.
  - Review identification process for factors that can be clarified to elicit more referrals.
  - Educate staff regarding G/T characteristics.
  - Review newly available screening devices for fit with our needs.

**Arts:**

- Goals:
  - Integrate VPA programming, where appropriate, with New Media opportunities.
  - A VPA program that is comprehensive.
- Objectives:
  - Identify places where VPA programming can connect to New Media.
  - Increase student opportunities in areas that are not part of RSU #34's core VPA curriculum (e.g., drama, strings).
- Activities:
  - Look at possible crossovers with computer science, coding,
  - Take advantage of out-of-house opportunities that our students can participate in.
  - Help develop in-house opportunities through parent/community volunteers.

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: Identification of students in need of Chapter 104 services in General Intellectual Ability begins with a recurring district-wide initial screening. As listed in the above-referenced policy, multiple avenues to identification exist, including at least one objective measure (e.g., Cognitive Abilities Test, NWEA). Use is made of both standardized cognitive and achievement assessment in the screening and identification process. Use is also made of formal large-group observations for students exhibiting characteristics common to gifted and talented students, and of student-specific behavioral rating scales.

Regional School Unit #34's screening, identification, and placement process for Chapter 104 services will allow equal opportunity for students to be identified for services, and be non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, and/or handicapping condition.

Screening for need happens in RSU #34 on a rolling basis; students may be referred for services at any time by staff, parents, self, peers, and/or community members. Forms for this referral process, including general intellectual ability characteristics, are available through each school's office.

In addition to the rolling basis, each grade span's screening/identification committee meets at least once annually for screening / identification processes based on the available objective and subjective data. This is done through a blind process. RSU #34 continually compiles available objective and subjective data into a database with a customized interface for Chapter 104 screening and identification, which raises automatic triggers for factors which may meet the identification committee's criteria.

Selection: RSU #34 refers to "selection" as "identification for services".

Students younger than grade 3 will not be formally labeled for Chapter 104 services, but will be identified as part of a "Talent Pool" and offered adaptations and opportunities as appropriate. This practice is supported by the literature, often citing inaccuracy of early identification.

The identification committee conducts a blind process (Student A, Student B, ...) to review student information that arose during screening, and is guided as follows:

- Primary question: does this student have very exceptional ability or potential which would make them part of the top 3-5% of the student population in terms of general intellectual ability?
  - Has the student shown achievement at the 97<sup>th</sup>, 98<sup>th</sup> or 99<sup>th</sup> percentile, 9<sup>th</sup> stanine, "Gifted", or "Exceeds the Standard" level on several occasions, or in multiple ways on a single standardized measure? OR
  - Does the student demonstrate at least 65% of the possible points on the relevant characteristics scale when evaluated by trained staff? OR
  - Does the student demonstrate at least 65% of the possible points in the high-correlation areas of the relevant characteristics scale when evaluated by trained staff? OR
  - Does the evidence contain a combination of standardized assessment scores and characteristics that convince the Identification Committee that identification is appropriate?

Placement: Following identification by the committee, the Chapter 104 Resource Teacher shall initiate a placement/planning process with the relevant teacher(s), parent/guardian, and student (as age-appropriate). This process shall focus on the needs of the individual student, the resources and opportunities already available, and those resources/opportunities that must be obtained or created in order to meet the student's needs.

Finally, each grade span's Chapter 104 identification committee will annually review the screening and identification process to ensure that procedures allow equal opportunity for students to be identified, and are non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, and/or handicapping condition. The Chapter 104 staff will present any issues raised to the annual Program Evaluation meeting of the Gifted and Talented Services Advisory Committee, along with suggestions as to needed revisions to screening and/or identification criteria. As part of this process, the criteria and tools used by the identification committee(s) shall be reviewed, and improvements recommended to the Advisory Committee.

**Academic Aptitude:**

Screening: Identification of students in need of Chapter 104 services in mathematics, science, social studies, and English Language Arts begins with a recurring district-wide initial screening. As listed in the above-referenced policy, multiple avenues to identification exist, including at least one objective measure (e.g., Cognitive Abilities Test, NWEA). Use is made of both standardized cognitive and achievement assessment in the screening and identification process. Use is also made of formal large-group observations for students exhibiting characteristics common to gifted and talented students, and of student-specific behavioral rating scales.

Regional School Unit #34's screening, identification, and placement process for Chapter 104 services will allow equal opportunity for students to be identified for services, and be non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, and/or handicapping condition.

Screening for need happens in RSU #34 on a rolling basis; students may be referred for services at any time by staff, parents, self, peers, and/or community members. Forms for this referral process, including specific academic characteristics are available through each school's office.

In addition to the rolling basis, each grade span's screening/identification committee meets at least once annually for screening / identification processes based on the available objective and subjective data. This is done through a blind process. RSU #34 continually compiles available objective and subjective data into a database with a customized interface for Chapter 104 screening and identification, which raises automatic triggers for factors which may meet the identification committee's criteria.

Selection: RSU #34 refers to "selection" as "identification for services".

Students younger than grade 3 will not be formally labeled for Chapter 104 services, but will be identified as part of a "Talent Pool" and offered adaptations and opportunities as appropriate. This practice is supported by the literature, often citing inaccuracy of early identification.

The identification committee conducts a blind process (Student A, Student B, ...) to review student information that arose during screening, and is guided as follows:

- Primary question: does this student have very exceptional ability or potential which would make them part of the top 3-5% of the student population in terms of specific academic aptitude?
  - Has the student shown achievement at the 97<sup>th</sup>, 98<sup>th</sup> or 99<sup>th</sup> percentile, 9<sup>th</sup> stanine, "Gifted", or "Exceeds the Standard" level on several occasions, or in multiple ways on a single standardized measure? OR
  - Does the student demonstrate at least 65% of the possible points on the relevant characteristics scale when evaluated by trained staff? OR
  - Does the student demonstrate at least 65% of the possible points in the high-correlation areas of the relevant characteristics scale when evaluated by trained staff? OR
  - Does the evidence contain a combination of standardized assessment scores and characteristics that convince the Identification Committee that identification is appropriate?

The identification committee shall enlist the assistance of outside content experts to assist in the development of identification or screening criteria as needed and appropriate.

Placement: Following identification by the committee, the Chapter 104 Resource Teacher shall initiate a placement/planning process with the relevant teacher(s), parent/guardian, and student (as age-appropriate). This process shall focus on the needs of the individual student, the resources and opportunities already

available, and those resources/opportunities that must be obtained or created in order to meet the student's needs.

Finally, each grade span's Chapter 104 identification committee will annually review the screening and identification process to ensure that procedures allow equal opportunity for students to be identified, and are non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, and/or handicapping condition. The Chapter 104 staff will present any issues raised to the annual Program Evaluation meeting of the Gifted and Talented Services Advisory Committee, along with suggestions as to needed revisions to screening and/or identification criteria. As part of this process, the criteria and tools used by the identification committee(s) shall be reviewed, and improvements recommended to the Advisory Committee.

**Artistic Ability:**

Screening: Identification of students in need of Chapter 104 services in the visual and performing arts begins with a district-wide initial screening. This screening will involve multiple pathways toward identification, including review of student work, gathering of subjective information from students, screening of all students for characteristics common to students gifted and talented in the visual and performing arts by both content-expert teachers and "regular ed" teachers, and the additional solicitation of referrals by staff, parents, students, and community members. Screening will be focused in areas which are currently part of RSU #34's standard curriculum (general music, band instruments, chorus, visual arts).

Regional School Unit #34's screening, identification, and placement process for Chapter 104 services will allow equal opportunity for students to be identified for services, and be non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, and/or handicapping condition.

Screening for need happens in RSU #34 on a rolling basis; students may be referred for services at any time by staff, parents, self, peers, and/or community members. Forms for this referral process, including artistic characteristics, are available through each school's office.

In addition to the rolling basis, each grade span's screening/identification committee meets at least once annually for screening / identification processes based on the available objective and subjective data. This is done through a blind process. RSU #34 continually compiles available objective and subjective data into a database with a customized interface for Chapter 104 screening and identification, which raises automatic triggers for factors which may meet the identification committee's criteria.

Selection: RSU #34 refers to "selection" as "identification for services".

Students younger than grade 3 will not be formally labeled for Chapter 104 services, but will be identified as part of a "Talent Pool" and offered adaptations and opportunities as appropriate. This practice is supported by the literature, often citing inaccuracy of early identification.

As students are brought forward through the screening process, the Chapter 104 staff shall see to the collection of a portfolio of student work, to be brought before the Chapter 104 identification committee. The committee of at least three qualified persons (including an administrator and a teacher), shall use criteria developed and reviewed annually through the Gifted and Talented Services Advisory Committee to identify students in need of Chapter 104 services in each particular area, and make further recommendations as to the particular services needed by each identified student. The identification committee shall enlist the assistance of outside content experts to assist in the development of identification or screening criteria, and/or to assist in the evaluation of student work or performances.

The identification committee conducts a blind process (Student A, Student B, ...) to review student information that arose during screening, and is guided as follows:

- Primary question: does this student have very exceptional ability or potential which would make them part of the top 3-5% of the student population in terms of artistic ability?
  - Does the student demonstrate at least 65% of the possible points on the relevant characteristics scale when evaluated by trained staff? OR
  - Does the student demonstrate at least 65% of the possible points in the high-correlation areas of the relevant characteristics scale when evaluated by trained staff? OR
  - Does the evidence contain a combination of assessment scores and characteristics that convince the Identification Committee that identification is appropriate?

The identification committee shall enlist the assistance of outside content experts to assist in the development of identification or screening criteria as needed and appropriate.

**Placement:** Following identification by the committee, the Chapter 104 Resource Teacher shall initiate a placement/planning process with the relevant teacher(s), parent/guardian, and student (as age-appropriate). This process shall focus on the needs of the individual student, the resources and opportunities already available, and those resources/opportunities that must be obtained or created in order to meet the student's needs.

Finally, each grade span's Chapter 104 identification committee will annually review the screening and identification process to ensure that procedures allow equal opportunity for students to be identified, and are non-discriminatory with respect to race, culture, economic background, religion, national origin, sex, and/or handicapping condition. The Chapter 104 staff will present any issues raised to the annual Program Evaluation meeting of the Gifted and Talented Services Advisory Committee, along with suggestions as to needed revisions to screening and/or identification criteria. As part of this process, the criteria and tools used by the identification committee(s) shall be reviewed, and improvements recommended to the Advisory Committee.

**Process for transfer students:**

Upon transfer to RSU #34, students' files are reviewed by a school staff member for indicators of previous identifications, previous services, and/or indicators that services may be needed (even if not previously provided). That staff member brings in specialists for a file review if there is any indication that a secondary review would be helpful.

Transfer students previously identified for Chapter 104 services in another SAU are automatically included in Regional School Unit #34's "Talent Pool", and provided services while information is gathered for the identification committee.

Transfer students not previously identified for Chapter 104 services in another SAU are screened for identification in the same way as other RSU #34 students. (See identification processes under 4, above, for General Intellectual Ability, Specific Academic Aptitude, and Artistic Ability).

**Exit Procedure:**

If a student appears to be inappropriately identified for Chapter 104 services, an Identification Committee may formally place them on "monitor status". While on monitor status, the student shall receive full Chapter 104 services as appropriate to their needs. The Chapter 104 staff shall closely examine the student's characteristics, assessment results, needs, and services to make a recommendation to the committee regarding exit from placement. This evaluation process shall include interviews with the student and parent/guardian.

A student or his/her parent/guardian may request removal from services. Following such a request, the Chapter 104 staff shall convene a meeting within 45 days of the parents, student (if age-appropriate), the building administrator, and other appropriate staff members (such as classroom teacher). The purpose of this meeting shall be to discuss student needs, and the ways in which student needs can be best met through the services offered by the school (regular educational services and Chapter 104 services). Following that meeting, the parent/guardian (or student if 18 years of age) shall communicate in writing whether they still request removal from services, and the Chapter 104 staff shall reply in writing confirming the change.

**Process for appeals:**

If a referred student is not identified by the Identification Committee for Chapter 104 Services, an appeals process may be initiated by the student or his/her parent/guardian. An appeal shall be presented to the Superintendent of Schools, detailing the reasons for disagreement with the committee's decision. The Chapter 104 staff shall provide to the Superintendent, upon request, copies of objective and subjective materials the committee considered in making its decision, as well as a list of staff trained in the characteristics of Gifted & Talented students who did not serve on that student's identification committee. The Superintendent shall direct one of those staff members to complete a second evaluation of G/T characteristics. The Superintendent shall then meet with the evaluating staff member, and the Director of Curriculum, Instruction, and Assessment or their designee, to consider the full body of evidence and reconsider identification within 30 school days of the initial appeal. The Chapter 104 staff, or designee, shall attend this meeting to provide information about RSU #34's identification process and the factors the original committee considered.

If a student is not identified either by the Identification Committee or the Superintendent Appeals Process, the student or parent/guardian may appeal to the School Board. The Board, upon consideration of the objective and subjective evidence gathered to date, and after soliciting information from the Chapter 104 staff regarding RSU #34's identification process, may direct the Superintendent to obtain the services of a qualified person not employed by Regional School Unit #34 to conduct a final review and evaluation. The Chapter 104 staff shall introduce that person to RSU #34's identification process. The final review and evaluation shall include consideration of objective and subjective records, several teacher interviews, and observation of the student in several settings. In executive session, no later than 45 school days from the initial appeal to the Board, the Board shall consider the observations and recommendation of the external evaluator, as well as the testimony of other individuals involved in the identification process to date. The Chapter 104 staff shall attend this meeting to provide information to the Board. The Board shall, by its voting standards, render final judgment regarding identification.

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

Regional School Unit #34 conducts a multi-faceted system of professional development in serving gifted and talented students in the academic areas and visual and performing arts including the following:

- In-service development focused on the creation and expansion of direct services
- In-service development focused on the behavioral, social, and emotional needs of gifted and talented students
- Stipended summer professional development focused on the creation and expansion of direct services
- Stipended summer professional development focused on the behavioral, social, and emotional needs of gifted and talented students
- Stipended summer curriculum work focused on the development of differentiated units of instruction (to be advanced and conceptually complex for the gifted and talented student), and on development of specialized classes for gifted and talented students

- Paid attendance at local, state, and regional conferences related to serving students with Chapter 104 needs
- Paid tuition/fees for graduate coursework in programs/services for Chapter 104 students
- In-service development focused on use of software-supported and distance education options for Chapter 104 students, including individual pacing and advanced classes

Each of the above professional development activities is coordinated in conjunction with other training and development activities in Regional School Unit #34, and based on the continuous improvement of individuals, schools, and the school department. Each activity is designed to focus on improved outcomes for students, and incorporates whenever possible research and best practice.

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

Regional School Unit #34 staffs the Chapter 104 program through the following:

- Overall administrative services provided by the Director of Curriculum, Instruction, and Assessment
  - Other administrative services provided by building administrative staff and the RSU #34 Central Office
- Instructional services provided by:
  - Chapter 104 Resource Teachers
  - Educational Technicians who work under the supervision of the Chapter 104 Resource Teachers
  - Classroom teachers and other instructional staff who work in consultation with the Chapter 104 Resource Teachers

This staff will be supported in developing and delivering services by content experts both internal and external to Regional School Unit #34, including but not limited to content-area teachers, part-time tutors, artists-in-residence, consultants, and mentors.

Consultation, evaluation, and goal-setting is performed with the Gifted & Talented Services Advisory Committee.

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
Renee St. Peter	Yes	Teacher	K-5	Full Time
Dorothy Dawson	Yes	Teacher	K-8	Full Time
Kim Ketch	Yes	Teacher	9-12	Part Time
Jon Doty	Yes	Administrator	PK-12	Part 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
Rebecca Smith	Ed Tech	No	K-5	Renee St. Peter, G/T	Part Time

				Resource Teacher	
Lisa Gonya-Harvey	Ed Tech	No	6-8	Dorothy Dawson, G/T Resource Teacher, and Jon Doty, Director of Curriculum, Instruction, and Assessment	Part-Time

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

A special annual meeting is held of the Gifted & Talented Services Advisory Committee for the purpose of evaluating the Chapter 104 program (both in Academic Areas and in the Visual & Performing Arts) and setting goals for the following year. The Advisory Committee is composed of Chapter 104 staff, an administrator from each school, a teacher from each school, the Director of Curriculum, Instruction, and Assessment, a School Board member, a student representative, a community representative, and the Superintendent of Schools (*ex officio*). Other persons are invited as appropriate to provide input into specific areas (such as researchers regarding science services). The Chapter 104 staff presents to the Committee:

- A progress report, including all applicable data, for each element of the past year's goals
- A summary of student growth (no identifiable information can be shared in this public meeting, and no discussion of individual students takes place)
- Current identification criteria and results (# of students identified in each area, pathways to identification, effectiveness of criteria, areas in which improvement is needed)
- Current status relative to relevant standards, such as the NAGC Gifted Program standards
- Proposed goals for the year to come, including expected outcomes in each area, and other criteria by which success will be measured.

The Committee will thoroughly discuss each goal and area, identifying goals met, partially met, or not yet met, and determining future actions to be taken in each area, along with criteria to measure future success. Evaluation of each area is typically considered formative; while areas of focus and development may shift, continuous improvement is expected in each area.

Guiding questions for all areas:

- What evidence of student growth is available (for identified Chapter 104 students) to document progress in this area?
- To what extent are the recorded goals for this year fulfilled in the program as delivered to students?
  - What revisions are necessary to the stated goals?
  - What needs to happen to make progress sustainable?
  - What additional goals are needed?
- What are the needs (documented and/or perceived) of identified students that are being met by the program as delivered?
- What needs of identified students (documented and/or perceived) are not being met by the program as delivered?
- Which elements of the NAGC Gifted Program Standards are relevant in this area? What is the overall status of the program as delivered relative to those specific standards?

- What other tools can be used to evaluate the program's progress in this area? If none are published and available, what are the criteria by which we will evaluate this element of the program?

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

The costs incurred to implement RSU #34's Chapter 104 program include the following broad categories:

- Administrative Staff (e.g., direction, coordination)
- Business Office Staff (e.g., purchasing, payroll)
- Facilities Costs (e.g., space, electricity)
- Instructional Staff (e.g., teachers, educational technicians)
- Books (e.g., specialized texts)
- Supplies & Equipment (e.g., consumables to support the learning activities, computers, software)
- Professional Development (e.g., workshops, graduate courses, mileage)
- Tuition (e.g., online courses for identified students)
- Miscellaneous (e.g., postage, contracted 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.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Renee St. Peter	\$63,049.86	
Dorothy Dawson-Hall	\$72,482.88	
Kim Ketch (PT)		\$24,214.01
<b>Subtotal</b>	<b>135,532.74</b>	<b>\$24,214.01</b>

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Rebecca Smith (PT)	\$15,718.44	
Lisa Gonya-Harvey (PT)	\$14,164.86	
<b>Subtotal</b>	<b>29,883.30</b>	<b>no subsidy requested</b>

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
<b>Subtotal</b>	<b>no subsidy requested</b>	<b>no subsidy requested</b>

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
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	<b>Subtotal</b>	<b>no subsidy requested</b>		<b>Subtotal</b>	<b>n o  s u b s i d y  r e q u e s t e d</b>
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**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>	<b>no subsidy requested</b>	<b>Subtotal</b>	<b>n o  s u b s i d y  r e q u e s t e d</b>

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
TenMarks	500	Virtual High Schools	5760
<b>Subtotal</b>	<b>500</b>	<b>Subtotal</b>	<b>5760</b>

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

Elementary: Title	Cost	Secondary: Title	Cost
Kristen Doty – Developing and Implementing Programs for the Gifted Learner (UMF)	1137	Natalie Davis – Developing and Implementing Programs for the Gifted Learner (UMF)	1 1 3 7
MEGAT Fall Conference (5 @ \$100)	500	MEGAT Fall Conference (1 @ \$100)	1 0 0
<b>Subtotal</b>	<b>1637</b>	<b>Subtotal</b>	<b>1 2 3 7</b>

**Totals**

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	135,532.74	\$24,214.01
Auxiliary Staff	29,883.30	no subsidy requested
Independent Contractors	no subsidy requested	no subsidy requested
A. Materials & Supplies	no subsidy requested	no subsidy requested
B. Other Allowable Costs	no subsidy requested	no subsidy requested
C. Student Tuition	500.00	5760.00
D. Staff Tuition/PD	1637.00	1237.00
<b>Total</b>	<b>167,553.04</b>	<b>31,211.01</b>

Beyond those listed here, RSU #34 has a number of additional costs associated with the G/T program. We are not requesting subsidy for those items, however, when:

\*The item cost is low enough that the subsidy gain would be less than the cost of the time required for our staff to do item-by-item documentation, or, more frequently,

\*The exact purchases are not yet determined. In this program, we largely spend in response to individual student needs, and it is not possible to such expenses one month into the school year when the exact items needed may have not yet been determined.