

**State of Maine
Department of Education**

**Gifted and Talented Educational Program
Initial Application
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

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GIFTED AND TALENTED EDUCATIONAL PROGRAM
INITIAL APPLICATION
2015-16

School administrative unit name: Augusta School Department

Name and title of person responsible for gifted and talented program:
Patricia Howe, Gifted and Talented Program Coordinator

Phone number: (207) 626-2468

Email address: phowe@augustaschools.org and dmadore@augustaschools.org

CERTIFICATION:

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

James Anastasio
Superintendent Name (printed)


Superintendent Signature

Sept. 30, 2015

Date application submitted to Maine DOE for review: _____

FOR INFORMATION CONTACT:
Jennifer Pooler
Maine Department of Education
(207) 624-6638

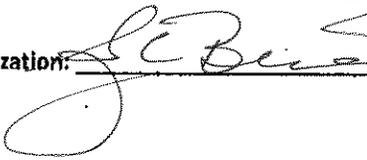
RETURN BY EMAIL TO:
GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: DEC 08 2015

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. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

The Augusta School Department's Gifted and Talented Academic Program Philosophy is an extension of the mission, vision, and core beliefs of our school district. We believe our gifted and talented students should receive a continuum of services from trained teachers who will meet specific student's unique abilities, interests, intelligences, socio-emotional needs, and talents through activities and opportunities that accelerate, extend, enrich, enhance and grow the individual student's experiences and develop the identity of the self learner.

Arts program philosophy:

The Augusta School Department's Gifted and Talented Visual and Performing Arts Program (VPA) Philosophy recognizes and accommodates the gifted student's exceptional skills and abilities in the arts, music, and theater. It is necessary to meet the needs of the individual gifted student by providing challenging options that accelerate, encourage, develop and enrich the student's exceptional talents so as to realize their unique potential to perform at levels beyond their peers.

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 Augusta School Department's Gifted and Talented Program identifies students in grades 4-12 within the district's four elementary schools, middle school and high school. In grades K-3 the Enrichment model is used when appropriate. The district's G&T program's basis is developed in guidelines with the State of Maine's definition of giftedness in accordance with Chapter 104. Our program serves the needs of up to 5% of Augusta's students who excel, or have the potential to excel, beyond their age peers and therefore require a K-12 comprehensive and continuous differentiated curriculum in general academic ability, specific academic aptitude, and the visual and performing arts.

District size and budget constraints make a combination model the most effective option to meet the needs of above-average students in general and/or specific abilities, high levels of task commitment, and creativity in grades k-12.

At the middle school and high school levels, the emphasis is on a consultant model of G&T service delivery with direct service based on individual needs. At the elementary school level, direct services are primarily in the design of pull out services in grades 4-6 with an Enrichment/Consultation model in grades K-3 as needed. Classroom teachers also differentiate curriculum content and instructional strategies in order to meet the needs of gifted students on an ongoing basis. G&T staff members serve as consultants to administrators and teachers in that differentiation process. The Annual Individualized Learning Plan documents the accommodations for each identified student based on the identified need(s) of that student in terms of both in-class and beyond-the-classroom programming.

Arts program abstract:

Our program for gifted and talented students in the areas of Visual and Performing Arts (VPA) is individualized dependent upon the level and needs of the student and programming options available. Students are identified annually in grades 4-6 in art, and vocal or instrumental music, in grades 7-8 in art and vocal or instrumental music, and in grades 9-12 in art, vocal or instrumental music, and theater. The identification procedure varies slightly at each grade level taking into account the age and developmental level of students.

Once identified, students in fourth and fifth grades have music opportunities that include participation in small group ensembles and concerts in voice and instrument at the school level. The art program is tailored to the advanced level of the student in developing individual art portfolios, experiencing a visit to an art museum and participation in a school art show.

At the sixth through eighth grades students in music participate in chorus and band at advanced levels in District III and All State Festivals with instruction given within the school day by trained staff.

At the high school level, identified students in the area of music have opportunities to participate in chorus, band, jazz band, small ensembles, and District III and All State Honors Festivals. Identified visual art students work in the AP Portfolio course and if possible, with a mentor to develop their talents. Students identified in theater have opportunities to participate in productions to further expand their talents through theater club. AP courses are offered at the high school level in the areas of music, visual arts and theater study.

At each level G&T staff work closely with the VPA teachers and/or mentors or other professionals (specialists) to assist in setting student goals, documenting and evaluating the program.

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

Academics:

Goals:

Program Design: Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students based on philosophical, theoretical, and empirical support. GP1. Gifted programming services must be accessible to all gifted learners.

Program Administration and Management: Appropriately qualified personnel must direct services for the education of gifted learners.

Socio-Emotional Guidance and Counseling: Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.

Student Identification: A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.

Curriculum and Instruction: Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.

Professional Development: A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.

Program Evaluation: An evaluation must be conducted competently and ethically.

Objectives:

Program Design: With existing populations of low socio-economic and twice exceptional learners and increasing populations of English as a second language learners, our district acknowledges the need to address the diversity of the gifted learner population in type and degree of giftedness.

Program Administration and Management: The designated gifted programming coordinator and additional G&T staff must have completed a certification program or advanced degree program in gifted education.

Socio-Emotional Guidance and Counseling: gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.

Student Identification: All students must comprise the initial screening pool of potential recipients of gifted education services.

Curriculum and Instruction: Different curricular and instructional approaches exist to reflect the varying ways in which gifted learners learn and can demonstrate what they've learned.

Professional Development: All school staff must be made aware of the nature and needs of gifted students.

Program Evaluation: Persons conducting the evaluation should possess an expertise in program evaluation in gifted education.

Activities:

Program Design: G&T staff will work closely with special education, behavior program, guidance and ESL teaching staff to accommodate the needs and design differentiated programming for gifted 2E, LSE and ESL students.

Program Administration and Management: G&T Coordinator and newly hired G&T teaching staff (1) are currently completing certification and advanced degree courses through the Center for Gifted Education/College of William and Mary.

Socio-Emotional Guidance and Counseling: G&T staff will be educated in the process of RTI referral, implementation and goals and refer those gifted students to RTI who are at risk academically and/or socially.

Student Identification: All students in grades 3 and 6 are screened and not excluded based on test scores, performance, and inclusive of populations of students with dual exceptionalities, language barriers and low socio-economic populations of students.

Curriculum and Instruction: G&T staff are engaging in implementation of Odessey of the Mind and Math Counts competitions and district level math team meets within the school day to extend the instructional approaches for gifted learners to demonstrate and apply their knowledge.

Professional Development: G&T staff annually present at school staff meetings to provide and update all new and returning staff with the procedures of G&T referrals, best practices in G&T services, updates to the G&T programming, expectations and implementation strategies for differentiation of the gifted learner in the classroom as well as be available ongoing to staff for consultation and support.

Program Evaluation: G&T staff will ensure that annual evaluations of the program are conducted by guidance, administration and at the superintendent level by persons with an authentic knowledge of the needs of gifted learners with the purpose of recommending improvements to services that meet the many academic, VPA, social-emotional and multiple intelligence needs of our gifted learners.

Arts: Goals:

Program Design: Rather than any single gifted program, a continuum of programming services must exist for gifted learners.

Program Administration and Management: Gifted education programming must be integrated into the general education program.

Socio-Emotional Guidance and Counseling: Underachieving gifted learners must be served, rather than omitted from differentiated services.

Student Identification: A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.

Curriculum and Instruction: Differentiated curriculum for the gifted learner must span grades k-12.

Professional Development: School personnel require support for their specific efforts related to the education of gifted learners.

Program Evaluation: An evaluation must be conducted competently and ethically.

Objectives:

Program Design: Levels of services should be matched to the needs of gifted learners by providing a full continuum of options.

Program Administration and Management: The gifted education program must create linkages between general education and gifted education on all levels.

Socio-Emotional Guidance and Counseling: Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

Student Identification: Nominations for services must be accepted from any source.

Curriculum and Instruction: A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.

Professional Development: School personnel must be released from their professional duties to participate in staff development efforts in gifted education.

Program Evaluation: Persons conducting the evaluation should possess an expertise in program evaluation in gifted education.

Activities:

Program Design: G&T staff will work closely with specialists VPA; art, music, theater to design services for students in all types of giftedness which will include creativity, leadership, and visual and performing arts.

Program Administration and Management: G&T Coordinator and specialists art, music and performing arts staff will work together to identify gifted learners and develop individual learning plans for the identified student that focuses on appropriate differentiation.

Socio-Emotional Guidance and Counseling: Understanding that the arts can be a risk for gifted students G&T staff will work closely with VPA teachers to design and implement effective ILPs for identified students in the visual and performing arts. G&T staff will recognize and encourage involvement of parents, teachers and the student when appropriate and necessary to collaborate on plans that will support not punish the underachieving student.

Student Identification: Nominations for students in the gifted VPA program will be accepted and encouraged from outside sources to include but not be limited to; after-school programs, private instructors of dance, music, arts, self-nominations, parents and peers.

Curriculum and Instruction: G&T coordinator will oversee the differentiated programming for the gifted VPA to incorporate Enrichment when appropriate K-3 and direct services in grades 4-12 which articulates how each identified student's needs are being met and implemented with core values of creativity and leadership.

Professional Development: G&T staff will meet with VPA no less than three times annually and no more than once a month to discuss necessary accommodations and differentiated programming to meet the needs of gifted students.

Program Evaluation: G&T staff will ensure that annual evaluations of the program are conducted by guidance, administration and at the superintendent level by persons with an authentic knowledge of the needs of gifted learners with the purpose of recommending improvements to services that meet the VPA programming needs of our gifted learners.

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 committees at the district or building level screen students in grades k-12 for G&T services beginning in grade four and Enrichment services in grades K-3.

Service Protocol, Kindergarten through Third Grade, Enrichment

The identification for Enrichment process in grades kindergarten through third grade uses a teacher observation checklist, an optional parent checklist, performance on local assessments, in-class performance/products, and when appropriate, nationally- or state-normed achievement and/or cognitive ability testing to locate those students who are performing significantly above their grade level peers (by at least 1½ - 2 years). A committee comprised of G&T staff, classroom teacher, guidance and building administrator, identifies qualified students for Enrichment and G&T staff provides 10% of instructional time when appropriate for Enrichment services. G&T staff will report those students, along with the indicators used, to the screening committee, but students do not undergo a formal gifted screening process.

Screening and Identification Protocol, Grades Three through Twelve

In Augusta, full-population screenings take place in grades three, six, and nine. At all other grade levels, referral, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals in the district and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all students at third, sixth grade, and ninth grade. A committee comprised of G&T staff, classroom teacher, guidance and building administrator, identifies qualified students for gifted and talented services. Performance within the top 3-5% of these assessments determines students considered for G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening twice exceptional (2Es), English as second language (ELS) and low-socio-economic (LSE) student populations.

Selection:

G&T staff compile the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher checklist data (from the current year and the previous two years, if available) for every student in grades three, six, and nine annually and present the information to district or building level identification committees. The committee reviews all assessments in a blind scoring process given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to 5 % of students who excel, or have the potential to excel, beyond their age peers in general academic ability.

Placement: *As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and sent to the ASD Superintendent * (Chapter 104.09 #§ 2 and 3).

Students identified in general intellectual ability receive 90 minutes of direct instruction per week in a pull out service model with gifted and talented trained staff. Acceleration to the next grade level is considered if such placement will best meet the gifted students' academic needs. Students who qualify for Enrichment services receive a block of support time based on 10% of the G&T staff instructional time. G&T staff also provide support to the classroom teacher in differentiation strategies and materials for the general intellectually gifted learner.

Academic Aptitude:

Screening:

Identification committees at the district or building level screen students in grades k-12 for G&T services beginning in grade four and Enrichment services K-3 grades. The district identifies for General and Specific Academic Aptitude in the areas of language arts, math, social studies and science as well as taken into account intelligences and socio-emotional needs.

Service Protocol, Kindergarten through Third Grade, Enrichment

The identification for Enrichment process in grades kindergarten through third grade uses a teacher observation checklist, an optional parent checklist, performance on local assessments, in-class performance/products, and when appropriate, nationally- or state-normed achievement and/or cognitive ability testing to locate those students who are performing significantly above their grade level peers (by at least 1½ - 2 years). A committee comprised of G&T staff, classroom teacher, guidance and building administrator, identifies qualified students for Enrichment and G&T staff provides 10% of instructional time when appropriate for Enrichment services. G&T staff will report those students, along with the indicators used, to the screening committee, but students do not undergo a formal gifted screening process.

Screening and Identification Protocol, Grades Three through Twelve

In Augusta, full-population screenings take place in grades three, six, and nine. At all other grade levels, referral, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals in the district and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all students at third, sixth grade, and ninth grade. Performance within the top 3-5% of these assessments determines students considered for G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening 2Es, ELS and LSE student populations.

Selection:

G&T staff compile the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher checklist data (from the current year and the previous two years, if available) for every student in grades three, six, and nine annually and present the information to district or building level identification committees. A committee comprised of G&T staff, classroom teacher, guidance and building administrator, identifies qualified students. The committee reviews all assessments in a blind scoring process given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to 5 % of students who excel, or have the potential to excel, beyond their age peers in specific academic aptitude. The ASD recognizes that a gifted student may have academic aptitude in one or more than one area.

Placement: *As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and sent to the ASD Superintendent.* (Chapter 104.09 #s 2 and 3).

Students are identified in the academic area(s) of language arts, math, science, social studies and/or general aptitude and ability. For each academic identified area students receive 90 minutes of direct instruction per week specific to the identified academic area with gifted and talented staff within the models of our program. Acceleration to the next grade level specific to a student's academic ability is considered if such placement will best meet the gifted students' academic needs. Students who qualify for Enrichment services receive a block of instructional time based on 10% of the G&T staff instructional time in the academic specific area. G&T staff also provide support to the classroom teacher in differentiation strategies and materials for the gifted learner.

Artistic Ability:

Screening:

In the spring of each year, all students in grades 3, 6 and 9 are screened in the arts. Referrals begin with a nomination from a teacher (academic, art/music, private), the student (self), parent or peer. A student interest survey is completed by all students considered in this process.

The arts program then further screens with:

- A Drawing Prompt completed in art class with the art teacher's direction. A specific rubric of expectations will be used to score these prompts.
- 3D Piece – something completed in school or at home documented by a photo or the piece itself with the entire portfolio
- Choice – any additional art pieces created by the student examples; sketchbook drawing, painting, 3D art, photos

A rubric for scoring the products in the portfolio is used.

Music further screens with auditions in music instrument and chorus. The performance is then evaluated using a rubric for scoring.

The three tools used for G&T Music Identification are: a nomination form (self or parent/teacher/peer), instrumental/vocal auditions that are scored with a rubric designed by the music department, and live solo performance evaluations that are also rubric analyzed. The audition and performance evaluations are used for identification tools for gifted and talented placement.

Selection:

The identification committee comprised of art/music staff, G&T staff, guidance and an administrator will review the data of the students; student products, nomination forms, auditions, and rubrics. Names will not be used during the identification process. The committee will use the information to determine who is identified in the arts.

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and sent to the ASD Superintendent. (Chapter 104.09 #'s 2 and 3).

Placement:

The G&T staff work closely with the VPA teachers to determine the appropriate placement for students in group differentiated or individual instruction. VPA teachers work closely with G&T staff to document student goals and programming. Students identified in art have the option of individualized programming in cluster group settings. Students identified in music/band and/or chorus have the opportunity to participate in District III and Honors Festival. And also All States Music Festival.

Process for transfer students:

In the event a student transfers from a different district and was previously identified and serviced in that district, the ASD will review the identification documentation, which may include contact with the gifted and talented program coordinator from the previous district, and compare it to our local identification system. If the student does qualify for gifted and talented services in academics or the arts under the ASD identification criteria, then the student will be eligible for services. If the student is referred and was not identified in the previous district the student will be screened within 30 days of enrollment in the ASD using all tools as stated in our identification process. A committee comprised of G&T staff, classroom teacher, guidance and building administrator will meet to complete this process in the same manner as off year testing.

Exit Procedure:

When the match between an identified student's needs and what the program is providing is not working well, the student does not produce the level of work or exhibit the level of growth that his/her ability level shows to be possible. When such a pattern is observed G&T staff will review the appropriateness of assessments and placement. The G&T staff can consult with the ASD math mentor, literacy mentor, building principal and/or the assistant superintendent. The G&T staff will meet with the student's parent/guardian(s) to review observations and assessments before any decision is made. If the review process proves to be that a program delivery process change is needed in order to allow the student to better access the curriculum content, every attempt is made to correct the situation. If the review process shows that the content and rigor of the programming are not a good match for the student's needs, a recommendation to exit is made. The student is then assigned a one-year Monitor status and is re-screened at the end of that year.

Process for appeals:

The ASD G&T identification appeal process follows the district's sequence for all types of appeal. An appeal is first considered by the G&T coordinator. If it is unresolved at that level, the building administrator will meet with representation from the G&T screening committee and the G&T staff. If the appeal is still unresolved, it moves to the assistant superintendent, and then to the superintendent if necessary. If an appeal of identification is accepted the student is placed on monitor status for a period of one year. Upon completion of a one year monitor status the student will be tested with an off year cognitive abilities screening tool, local assessment, achievement scores and teacher evaluation. The G&T committee will meet to review all the data for possible identification. Appeals are reviewed annually.

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

Teacher training in differentiation, and administrative expectation that differentiation will be used are two of the key elements of this plan. District level in-service in differentiation focusing on G&T students, for both administrators and teachers, will be ongoing. G&T staff are part of the support system as differentiation becomes the primary way of meeting gifted students' needs. G&T staff attend regularly regional MEGAT workshops, the Annual MEGAT conference, annual MDOE mentor G&T training workshop as well as hold professional memberships in the NAGC, and complete continuing education credits of the gifted and talented through graduate courses, webinars and conferences offering CEU's in gifted education. G&T staff also meet weekly for discussion of the program and attend building staff meetings to work closely with classroom teachers, administrators, guidance counselors and specialists teachers.

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

A G&T Endorsed staff will coordinate screening, testing, placement, ILPlans and programming directly and with the guidance and support of the ASD's assistant superintendent. The ASD employs two district G&T endorsed teachers to implement our academic and VPA program k-12. G&T staff work closely with classroom teachers of gifted students to differentiate for the needs of the gifted learner. Teachers certified to teach the arts and music implement our G&T VPA program which is overseen by the G&T coordinator.

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)
Patricia Howe	\$49,037.65	
Tracy Kinney		\$51,621.28
Subtotal	\$49,037.65	\$51,621.28

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

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

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Elementary G&T Art Program sketch books	\$226.85	New England Math League Exams (grade9) for G&T screening	\$90.00
New England Math League Exams(grade4,5&6) for G&T screening	\$480.00	In-View Cognitive Tests(grade 9)for G&T screening	\$800.00
In-View Cognitive Tests (grade 3) for G&T screening	\$1115.31	G&T program Art Supplies	\$100.00
In-View Cognitive Tests (grade 6) for G&T Screening	\$800.00	G&T Resource Texts from NAGC (socio-emotional, bibliotherapy, aligning,w.CCSS)	\$150.00
Education of the Gifted and Talented (text)	\$143.62	Education of the Gifted and Talented (text)	\$143.62
G&T Resource Texts from NAGC (socio-emotional, bibliotherapy, aligning,w.CCSS)	\$150.00		
G&T Master Theory vol. 1&2for G&T elementary music instruction	\$156.74		
Subtotal	\$3072.52	Subtotal	\$1283.62

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Math Counts G&T only during school day	\$90.00	Russian Conference G&T students only including bus fee during school day	\$300.00
Elementary G&T art museum field trip during school day	\$250.00	Odessey of the Mind G&T only during school day	\$270.00
Challenge Learning Center of Maine Simulation School day	\$350.00	Challenge Learning Center of Maine Simulation School day	\$300.00
District III Honors Festival G&T elementary music students only during the school day	\$576.40	District III Honors Festival G&T middle school music students only during the school day	\$356.40
		District III Honors Festival/All States G&T high school music students only during the school day	\$2645.00
Subtotal	\$1266.40	Subtotal	\$3871.40

C. Student Tuition:

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

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Psychology of the Gifted College of William and Mary Fall 2015	\$1500.00	Psychology of the Gifted College of William and Mary Fall 2015	\$1500.00
Counseling of the Gifted and Talented College of William and Mary Spring 2016	\$1500.00	Counseling of the Gifted and Talented College of William and Mary Spring 2016	\$1500.00
NE Annual MEGAT Conference	\$125.00	NE Annual MEGAT Conference	\$125.00
NAGC Professional Membership	\$119.00	NAGC Professional Membership	\$119.00
Subtotal	\$3244.00	Subtotal	\$3244.00

Totals

	Elementary Costs:	Secondary Costs:
Subtotals from above		
Professional Staff	\$49,037.65	\$51,621.28
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$3072.52	\$1283.62
B. Other Allowable Costs	\$1266.40	\$3871.40
C. Student Tuition		
D. Staff Tuition/PD	\$3244.00	\$3244.00
Total	\$56620.57	\$60020.30



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0023

PAUL R. LEPAGE
GOVERNOR

WILLIAM H. BEARDSLEY
ACTING COMMISSIONER

October 19, 2015

James Anastasio, Superintendent
Augusta School Department
40 Pierce Drive, Suite #3
Augusta, Maine 04330

Dear Mr. Anastasio:

This letter is in response to your Waiver Affidavit dated October 13, 2015, requesting Patricia A. Howe to serve as Gifted & Talented Teacher (690 K-12) for the Augusta School Department without holding valid certification.

With the authority accorded me under Chapter 115, Part I Section 7.I, I am granting a waiver to allow time for Ms. Howe to complete the certification requirements as outlined in her letter dated September 28, 2015. This waiver is for the 2015-2016 school year only.

Upon completion of her coursework ending December 2015, please have Ms. Howe forward the official transcript.

Please call with any questions.

Sincerely,

A handwritten signature in cursive script that reads 'Kathryn L. Hollicker'.

Kathryn L. Hollicker
Certification Director

C: Patricia A. Howe