State of Maine
Department of Education

Gifted and Talented Educational Program
Initial Application
2015-16

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

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

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

1. Implementation. Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

2. Costs; approval. Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

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

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

104.14 (Initial) Program Approval Application. The Application for program approval must represent

full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

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

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

School administrative unit name: Brewer School Department

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

Renita Lucci Downer Director of Instruction

Phone number: 989-8638

Email address: rlucci-downer@breweredu.org

CERTIFICATION:

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

Cheri Towle
Superintendent Name (printed)

Cheri Towle
Superintendent Signature

Date application submitted to Maine DOE for review: 11/2/15

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: Lee Worcester

☒ **Approval**
☐ **Approval with concerns**
☐ **Non-approval**

Maine DOE Authorization: [signature]

Date of Approval: 12/20/15

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:
The Brewer School Department's philosophy of education for Chapter 104 students is the philosophy we use for all: To advance the development of gifted and talented and high potential youth through opportunities, advocacy and exemplary programs and practices. (NAGC)

We recognize that gifted students have educational needs, which exceed the expectations of regular curricula for grades K-12. These are the children who demonstrate creative, analytical and practical skills that are developmentally advanced for the current level of cognitive demand of academic areas: English, Mathematics, Science and Social Studies. The Chapter 104 program shall serve qualified learners by offering a challenging curriculum that enables them to reach levels of achievement consistent with their ability. Our approach to the education of Chapter 104 students will be to offer a differentiated curriculum within the regular classroom and/or outside classroom walls.

The unique needs these children demonstrate must be addressed through accommodations such as differentiation of content, instruction, and assessment, as well as curricula designed to meet their unique learning needs and careful attention to their social emotional development. By considering the whole child, and not just his or her innate abilities, teachers, parents and administrators will be able to challenge and motivate gifted students to reach for the stars to maximize their full potential.

Arts program philosophy:
The Brewer School Department of education for the Gifted and Talented students in the arts is the philosophy we use for all: To advance the development of gifted and talented art and performing art students through enrichment opportunities, advocacy and exemplary programs and practices. The mission of the Gifted and Talented Visual Arts and Performance Program is to provide challenging and engaging learning experiences and opportunities for growth, that encourage children with exceptional talent in the visual and performing arts and exceptional capacity to maximize their potential. The Brewer School Department has the responsibility to insure that services are provided for students identified as representing the top 5% of Gifted and Talented students in the field of visual and performing arts. We recognize that talented students have unique education needs, which exceed the expectations of regular curricula. These students demonstrate creative and artistic skills developmentally at a higher level than most of the other students at that grade level in the visual and performing arts.

The unique needs these students demonstrate must be addressed through accommodations such as differentiation of content, instruction and assessment, as well as curricula designed to meet their unique

learning needs. Additional constructed opportunities offered are enrichment workshops, real-world experiences and field trips, with careful attention to their social-emotional development. By considering the whole child, and not just his or her innate abilities, teachers, parents and administrators will be able to challenge and motivate gifted students to reach for the stars to maximize their full potential.

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 Chapter 104 Program in the Brewer School Department is designed to serve students in Kindergarten through twelfth grade. These will be approximately 2 - 5% of students who excel or have the potential to excel, beyond their age peers in the regular school program and require differentiated educational experiences that are aligned with the system of Maine's Learning Results in Mathematics, English Language Arts, Science or Social Studies. We understand the Brewer School Department is obligated under the requirements of State of Maine Chapter 104 to provide the necessary budget and certified staff to deliver differentiated curriculum options to identified students throughout the school district and provide a continuum of educational programming service based on sound philosophical, theoretical and empirical support. The district will ensure that all aspects of the school will support and contribute to comprehensive gifted educational services, K - 8, as defined under State of Maine Chapter 104.

Instructional strategies used to accelerate, enrich and extend learners include but are not limited to the following program options:

Acceleration:
Highly capable students with abilities and motivation to succeed in placements beyond traditional age/grade parameters should be provided the opportunity to enroll in appropriate classes and educational settings. Educational acceleration is used to match student's high level ability and specific talent with optimal learning opportunities. Acceleration: Students progress through the curriculum and/or grade levels at a rate faster than average.

The purpose of acceleration as a practice with the gifted is:

- to adjust the pace of instruction to the student's capability in order to develop a positive work ethic.
- to provide an appropriate level of challenge in order to provide a more stimulating enriched learning environment to meet the needs of the student learner.

Currently we have four students in grades 6-8 accelerated in math in Brewer Community School.

***Academic and Creative Competitions**: Opportunities for students to enter local, regional, state or national contests in a variety of areas such as Lego Robotics, Destination Imagination, or Chess Teams, National History Day, Junior Duck Stamp National Contest.

***Advanced Placement (A.P.):** College level courses available to senior high school students meeting specific criteria at the individual department. Students may receive college credit by examination. Advanced content courses are noted on student transcripts.

***Cluster Grouping:** Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction.

***Concept Attainment**: Broad based themes or concepts are used to facilitate interdisciplinary connections to deepen student understanding and knowledge.

***Concurrent Enrollment**: Qualified students may enroll in college courses concurrently while in high school according to district and university guidelines. APEX, VHS, and Academe coursework in addition to taking classes at UMO and Husson University. GT Middle school students and high school students have taken Virtual High School coursework.

***Johns Hopkins Center for Talented Youth (CTY)**: Programs include Talent Search summer program for grades 2-10, full academic assessment services, and writing and math distance education program. Students in BCS 8th grade have the option to take the SATs in May at Brewer High School.

***Curriculum Compacting** is designed to adapt to the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

***Differentiation**: Curriculum designed to meet the needs of high ability students which is differentiated according to content, process and product, readiness, interest and learning profile.

In order to address the needs and build on the strengths of advanced learners, the teacher may:

- use advanced reading, resources and research materials.
- accelerate the pace of teaching and learning.
- present content with greater levels of depth, breadth, complexity or abstractness through levels of questioning, problem based learning and instruction that focuses on "big ideas."
- offer assignments that are more open ended, ambiguous in nature or real world problems.
- assign products that require greater levels of independence.
- create rubrics with indicators of quality that model the work of experts in the field.

***Enrichment in the Classroom**: Experiences provided in regular curriculum that are supplemental to established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. This curriculum is made up of learning experiences with greater depth and/or breadth for the student who understands abstract ideas, enjoys complexity and has either a deep or a wide range of interests.

***Flexible Grouping:** Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher led and student led groups can contribute to learning.

***Guidance or Counseling:** Assist students with information about entrance examination, scholarships and other options available in planning their academic careers. Address the specific social emotional needs of the Chapter 104 learners to include under achievement and twice-exceptional.

***Guided Research:** Students engage in guided research.

***Honors Classes**: Available to secondary students who are highly motivated and have the ability to perform successfully in an accelerated course.

***Independent Study**: Individually contracted, in-depth study of topic within the classroom.

***Interest Based Independent Study**: Students are encouraged to pursue their own interests with support and guidance from the teacher.

***Inquiry Based Instruction**: Learners and teachers generate questions and explore problems, issues and events through research and independent study using a variety of resources.

***Mentorship /Internship Programs**: High school upper class students and the high school Chapter 104 facilitator work with local professional people in order to expose students to high level careers. The students receive high school credit.

***Problem based Learning**: Learners work on the solution to an ill-structured, complex issues, problems and ideas in scenarios that provide an important connection to real world situations.

***Study of Eminent Persons:** Biographies and autobiographies frequently serve as role models for gifted students by illustrating how even prominent or successful people experience triumphs, failures, and hardships throughout their lives. (Senior Seminar)

***Socratic Seminar/ Inquiry Shared Seminars**: A powerful strategy that improves comprehension and challenges students to think and apply knowledge on increasingly higher levels. Carefully constructed questions lead to a dialogue that fosters reflective and critical thinking. The premise is that instilling discussion fosters a deeper understanding themes and ideas.

***Student Debate:** Students learn to research and debate complex issues from both sides of an argument. Participation in the debate process strengthens critical thinking skills, speaking and persuasive writing skills. (Mock Trial)

***Synectics:** A strategy used by teachers to develop metaphors, similes, and/or analogies that deepen understanding of concepts and ideas presented within and among disciplines.

At BCS the Chapter 104 teacher conducts individualized and small enrichments groups based each year on the individual student needs. In addition to the enrichment groups, the Chapter 104 teacher consults with all grade levels for GT services. The Chapter 104 classroom serves as a resource room for Gifted and Talented students to work on independent projects, throughout the year.

Arts program abstract:
The major purpose of a visual arts program for artistically gifted and talented students is to bring students together with high interests and abilities in art/performance that will broaden and deepen their knowledge, sharpen their skills, and offer them learning opportunities rarely found in a regular art classroom setting.

Maine State Law, Chapter 104 requires school administrative units to establish programs for gifted and talented children in the arts within all of its schools. This rule establishes standards, which schools must follow to comply with the requirements. The process for identifying Gifted/Talented students is ongoing, positive, dynamic and flexible. The students identified will be between 3-5% of the total school population.

The identification method must:

- include identification of students who possess capacity for excellence far beyond that of their chronological peers.
- seek out and identify students whose extraordinary capacities require special services and programs.
- generate information as to a student's range of capabilities and needs using diagnostic and prescriptive techniques
- provide equal opportunities for all students to be identified in the categories served.
- seek out and identify gifted and talented students for the visual and performing arts from varying linguistic, economic and cultural backgrounds.

Through specific types of identification criteria, the Brewer School Department acknowledges the characteristics and needs of these students.

Characteristics of students identified with "artistic ability" in the Visual Arts are found within the areas of painting, drawing, sculpture, printmaking, pottery, jewelry, fibers and other media that is most commonly created in a two or three dimensional form. Characteristics of students identified within the Performing Arts are found in creative expression and performance of singing and playing an instrument.

Student placement decisions in the area of Visual and Performing Arts will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from gifted educational programming.

The Coordinator of Gifted and Talented Education will oversee the K-12 Gifted and Talented Program. However, the individual teachers who work with identified students maintain the primary responsibility for meeting their needs. The program will look different at various levels.

Services for identified gifted students in the arts must take place within the regular school day, are aligned with the Maine Learning Results, and be in lieu of the regular curriculum. In 'lieu of' simply means that a student whose personal learning plan includes a specialized group for the visual arts, for example, should not be expected to do the work that other students of his/her class are doing in addition to the work the gifted student does while in his/her art group. Since the art group is designed to meet the needs of the gifted student, is aligned with Maine Learning Results, and has been approved by the teacher of the arts, there will be no need for a student to 'make up' work. If the

student needs instruction offered in the regular art class, then s/he will not be in a gifted arts program. It is understood however, there may be times when a gifted student needs to stay in the regular classroom for some instruction, rather than participate in a specialized group. At that time, the student is not expected to 'make up' the work from the art group. All parties involved are simply agreeing to the concept that we are differentiating gifted student's curriculum as needed to provide the appropriate instruction for each student. If it requires mentoring, or a pullout group, or simply modification of a lesson within the art class, then that is what we will provide.

Grades K-3
Advanced Learning Needs
Students in these grades are screened using informal observations and checklists of advanced learner behaviors. The emphasis in the classroom will be placed on appropriate instruction that will meet the students' needs. The G/T coordinator will consult with teachers regarding meeting the needs of these students. In the spring, all students in grade 3 will participate in Screening and Identification for Gifted and Talented Programming that begins in grade 4.

Grades 4-8
A variety of G/T services is available at this level. The G/T Coordinator will work with teachers of visual and performing arts to help differentiate instruction to meet the needs of gifted students within the classroom setting. This could include helping teachers adjust existing activities and projects to higher levels of thinking for gifted learners, observing teacher led lessons, or providing resources to help differentiate instruction. Grades 2-8 will have the opportunity to participate in the journal drawing program. After-school enrichment program is offered, in addition to field trips to art museum and specialty workshops taught by professionals.

Grades 9-12
***Concurrent Enrollment** - Qualified students may enroll in college courses concurrently while in high school according to district and university guidelines.

***College level Courses** - This option allows high school students to satisfy accredited goals through an approved university.

***Cross-Grade Grouping** - Opportunity for a student to work in advanced grade-level settings

***Differentiated Curriculum** - Curriculum designed to meet the needs of high-ability students, which is differentiated according to content, process and product.

***Elective Courses** - Gifted students' needs in the areas of visual arts, performing arts met through a variety of curricular offerings: band, orchestra, vocal music, art, leadership opportunities, etc.

***Guidance and Counseling** - Assists students with information about entrance examination, scholarships and other options available in planning their academic careers. Addresses the specific social-emotional needs of the gifted to include under-achievement.

***Advanced Placement/Honors Classes** - Available to secondary students who are highly motivated and have the ability to perform successfully in an accelerated course.

***Independent Study** - Individually contracted in-depth study of a topic within the classroom.

BCS: GT ART

- Drawing program
- Independent Study
- After-school Program conducted by BHS GT Art students
- Field trips and Art specialty workshops

BHS / BCS: GT Music

- Specialty workshops and field trips
- BHS GT students conduct music workshops for BCS GT students
- Community based independent Art projects

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

Academics:

Goals: BSD: GT standards

1. Cognitive and Affective Growth: GT students will benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

2. Learning progress and outcomes. Gt students will demonstrate advanced and complex learning as a result of using multiple, appropriate and ongoing assessments.

3. Instructional Strategies: GT students will become independent investigators.

4. Leadership Skills: GT students will demonstrate personal and social responsibility and leadership skills.

5. Comprehensiveness: GT students will develop their potential through comprehensive, aligned programming and services.

Objectives:

1. Educators will design interventions for GT students to develop cognitive and affective growth that is based on affective practices.

2. Educators will develop specialized intervention services for GT underachievers and are now learning and developing their talents.

3. Educators will use critical and creative thinking strategies to meet the needs of GT students.

4. Educators will establish a safe and welcoming climate for addressing social issues and developing personal responsibility.

5. Educators will develop thoughtful, multi-year program plans in relevant student talent areas, K-12.

Activities:

1. The Chapter 104 program will continue to work with teachers to differentiate curriculum for Gifted and Talented students to address their unique characteristics and needs.

2. The Chapter 104 program will continue to support creative enrichment opportunities for advanced products and learning outcomes in varied programming options based on content, process and product, readiness, interest and learning profile. The program will offer opportunities to work with the robotics program, school garden, plant projects, Aquaponic systems, and enroll students in specialty summer camps and other outside enrichment programs.

3. The Chapter 104 program will continue to support enrichment opportunities for Gifted and Talented students. The program will offer small enrichments groups for specified interdisciplinary units of study that directly support student's strengths and academic needs, i.e.: Chess, science and history competitions, learning field trips and workshops, independent science and art projects.

4. The Chapter 104 program will continue to develop relationships with students and build trust with all stakeholders.

5. The Chapter 104 program will continue to support academic opportunities: Virtual High School, acceleration, Aleks, and independent academic inquiries on current events, social studies, ELA and science.

Arts:

Goals:

1. Cognitive and Affective Growth: GT students will benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.
2. Evaluation of Programming: GT students will demonstrate important learning progress as a result of programming and services.
3. Learning Progress and outcomes: GT students will demonstrate advanced and complex learning as a result of multiple, appropriate and ongoing assessments.
4. Talent Development: GT students will develop their abilities in their domain of talent and/or interest.
5. Personal Competence: GT Students will demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self- awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity and risk-taking.
6. Leadership: GT students will demonstrate personal and social responsibility and leadership skills.

Objectives:

1. Educators will design interventions for students to develop cognitive and affective growth that is based on research and affective practices.
2. Teachers will enable students to identify their preferred approaches to learning, accommodate these preferences and expand them.

3. Educators will ensure that the assessment of the progress of GT students use multiple indicators that measure mastery of content, higher level thinking, achievement in specific program areas and affective growth.
4. Educators will provide opportunities for GT students to explore, develop, or research their areas of interest and/or talent.
5. Educators will maintain high expectations for all GT students as evidenced in meaningful and challenging activities.
6. Educators will provide environments for developing many forms of leadership and leadership skills.

Activities:

1. BSD GT VPA Students will have opportunities to connect with their communities in and outside the school environment. Students will have opportunities for real- world performance application (community mural) (Robinson Ballet) and competitions. The Chapter 104 program will provide opportunities for performance for GT Music students in the BSD Performing Arts Center

2. BSD GT Visual Performing students will have opportunities for small group and individual learning opportunities. Instrument specific workshops working with UMO graduate students, and art after-school specialty workshop conducted by GT/AP BHS Art students.

3. BCS educators for the BSD GT Visual Art Students, in addition to portfolio requirements will use the Clark's Ability Test in the beginning and end-of-year to help refine the Art assessment for GT Art. In addition, a thematic art journaling program will be introduced to help art students and educators to assess abilities and strengths.

4. BSD GT music students will study composition with musician/composer, Terry White and later record their compositions at NESCOM. BHS GT Art students will visit Colby Art Museum and be guided by docents for an in-depth tour of their collection.

5. The Chapter 104 program will continue to offer specialty workshops with Visual Art professionals in professional studios and spaces. BSD Art students will work with an UMaine art professors in the printmaking studio for a workshop on mono printing.

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:
I. Nomination

Nomination of students for the Chapter 104 Program will be accepted from a wide variety of sources to ensure that all potential Chapter 104 students have an opportunity to be considered:

- Professional educators
- Parents

- Others

Screening:
The Brewer School District has established a process to identify all Chapter 104 learners in all of the categories as previously described following the state guidelines. The children identified will be between 2-5% of the total school population.
According to state guidelines, the identification method must:

- Include identification of students who possess capacity for excellence far beyond their chronological peers.
- Seek out and identify students whose extraordinary capacities require special services and programs.
- Generate information as to a student's range of capabilities and needs using diagnostic/prescriptive techniques.
- Seek out and identify Chapter 104 learners from varying linguistic, economic and cultural backgrounds.

The process for identifying Chapter 104 students is ongoing, positive, dynamic and flexible. Through specific types of identification criteria, Brewer School Development acknowledges the characteristics and needs of these learners.
Screening School Wide Process:

All students in grades K-12 are considered each year for Chapter 104 services using multiple criteria. Various screening tools are used to identify and qualify for placement in the Chapter 104 Program:

- Teacher Characteristic Checklists
- Standardized ability and achievement tests
- Student achievement within the curriculum
- Student achievement outside the curriculum
- Student work portfolio

For every year thereafter, screening will be completed each year with all Kindergarten, 3rd, 6th, and 9th grade. The top 2 - 5% of students will be targeted in the areas of General Intellectual Ability, Specific Academic, and 5% with Performing & Visual Artistic Ability.

Identification process for the 2 - 5% of the targeted students will include:

- parents, teachers, students and members of the community may initiate a referral procedure anytime during the school year.
- the referral process starts the identification process.
- if parents/guardians, classroom teacher(s) and the Steering Committee disagree regarding student needs, further observation/evaluation of student performance/behavior, and further testing may be warranted.

Timeline:
Beyond the annual screening it is understood that screening is ongoing, and new students may be referred at any time.

Level I
All students will be screened using at least two subjective and one objective tool. Nomination for services for all students will be accepted from any of the following sources: Teachers, parents, student (self) and other individuals who have enough knowledge of a child's talents to refer for service.
The screening procedures will be appropriate to the developmental characteristics of the children being screened and to the abilities and aptitudes being identified. Any one of the screening procedures may qualify a child for further consideration.

Subjective:

- Grade level referral from teachers on an appropriate checklist with a Learning Behavioral Scale.
- Referral by parents or members of the community.
- Pupil products/performance and record review of past performance.

Objective:

- A national norm based academic achievement assessment tool.
- Individual intelligence test based on referral.
- Common assessment specific to the subject.

Screening Goal: The assessment will be used to support or deny a move to the next level. Any student identified by one method will move to level II.

Selection:
SELECTION: Identification
Level II
The Chapter 104 Screening Group consists of an Administrator and two professional employees: one or two teachers and/or guidance counselor. In the Brewer School District there will be four distinct clusters of screening groups according to grade level. The elementary groups will be K - 2, 3rd – 4th, and 5th grades, middle school will be grades 6 - 8 and high school will be grades 9 - 12.

The Screening Groups will review all of the referral data and make the final determination of eligibility for the Chapter 104 program including General Intellectual, Specific Academic, Visual/Performing Arts and Music. Parents will be notified of the Screening Group's decision for placement and their written consent will be required.

IDENTIFICATION PROCEDURES BY GRADE LEVEL
OBJECTIVE:
Grade Measure & Criteria

K- 2	(Watch list only) NWEA (90%), Observation Survey Teacher Recommendation
2nd - 8th grade	NWEA, a score at or above 97%. For General and Specific Academic a total score in the 97%

3rd - 8th grade	State Assessment, a score at or above the 97%. MEA Science, a score at or above the 97%
	NECAP Writings / DRA top 25%
9th grade	NWEA, a score at or above 97%
10 - 11th grade	PSAT top 25% of testing group. For Specific Academic: a score of 2-5%.
11- 12th grade	A score in the top 2 - 5%. SAT top 2 - 5% of testing group. For Specific Academic, a score in the top 2- 5%.
Specific IQ tests	WISC, WAIS or Stanford Binet at the 97% or better, if determined necessary by the Chapter 104 Committee.
SUBJECTIVE:	
K - 2	Teacher Characteristic Checklist
3 - 12	Teacher Characteristic Checklist, Specific Academic Checklist

Special Education Referral: The special education case manager will contact the Chapter 104 Coordinator to initiate the identification process after a recommendation is made by a PET.

English as a Second Language
The ESL teacher will contact the Chapter 104 Coordinator to initiate the identification process after a recommendation is made by the ESL teacher.

Student Screening and Identification Overview
Identification for Brewer Chapter 104 Program is carried out in three parts:

1. Screening to establish a pool of potentially talented learners, which will consist of the top 15%.
2. Identification of Chapter 104 learners who meet the established Chapter 104 eligibility criteria.
3. Grade level Talent Pool for grades K- 8.

K- 2
Eligibility and Identification:
The State of Maine requires screening in grades K-2. However, the Chapter 104 Program doesn't identify according to the law until grade three. The value of screening in K-2 is to give the district advance notice of potentially gifted students. Identifying the students for enrichment programs is a valuable first step. The Chapter 104 Coordinator will support and work with K - 2 teachers to provide for the instructional needs of these "talent pool learners." When these children who have been identified in kindergarten through grade two reach the third grade, they will go through the screening and identification process used for all students in the district

Placement:
Each grade level will have a representative for their grade. The Screening Groups will review all of the referral data and make the final determination of eligibility for the Chapter 104 program including General Intellectual, Specific Academic, Visual/Performing Arts and Music. Parents will be notified of the Screening Group's decision for placement and their written consent will be required.

WATCH LIST
The students listed on the WATCH LIST who have met one of the Chapter 104's objective or subjective criteria and are recommended for screening by their classroom teacher for the Gifted and Talented program or the Talent Pool enrichment program.

TALENT POOL
The Talent Pool are students who are on the "watch list" and includes students who are bright, motivated students who are recommended by their teachers and meet the screening criteria. This group includes students who often need different lessons or activities than their age peers. These screening tools will include but are not limited to teacher recommendations, checklists and objective data as in standardized tests, classroom work and grade level assessments. Activities can include but are not limited to differentiation in the classroom to small enrichment pullout groups.

Academic Aptitude:

- Screening for Specific Academic Ability
- Screening assessment methods will include three of the following:

Subjective:

- Teacher referral, Characteristic Checklist for Chapter 104
- Specific Academic checklist of student's characteristics (Science, Social Studies)
- Student's product or performance record
- Pupil interview
- Referral by a professional who has expertise in the area of student's talent

Objective:

- Formal Assessment such as the NWEA and Maine State Assessments a score in the top 2 - 5%

Students who are consistently high functioning and demonstrate outstanding performance on an achievement or aptitude test in a specific subject(s), such as reading, language, math, science or social studies. Outstanding performance (is in top 2 - 5% of the school population on given tests).

Characteristics may include:
- has a high rate of success in subject(s) of strength and/or interest
- pursues certain areas with vigor
- self-stimulated to work in subject(s) of strength
- has a good memory in subject(s) of strength
- comprehends well in subject(s) of strength and/or interest
- acquires knowledge quickly in subject(s) of strength
- is widely read in area(s) of strength
- possesses a high interest or passion in subject(s)

Screening School Wide Process:
All students in grades K-12 are considered each year for Chapter 104 services using multiple criteria. Various screening tools are used to identify and qualify for placement in the Chapter 104 Program:

1. Teacher Characteristic Checklists
2. Standardized ability and achievement tests
3. Student achievement within the curriculum
4. Student achievement outside the curriculum
5. Student work portfolio

For every year thereafter, screening will be completed each year with all Kindergarten, 3rd, 6th, and 9th grade. The top 2 - 5% of students will be targeted in the areas of General Intellectual Ability, Specific Academic, and with Performing & Visual Artistic Ability.

Identification process for the 2 - 5% of the targeted students will include:

- Parents, teachers, students and members of the community may initiate a referral procedure anytime during the school year.
  The referral process starts the identification process.
- If parents/guardians, classroom teacher(s) and the Steering Committee disagree regarding student needs, further observation/evaluation of student performance/behavior, and further testing may be warranted.

Timeline:
Beyond the annual screening it is understood that screening is ongoing, and new students may be referred at any time.

Level I
All students will be screened using at least two subjective and one objective tool.

Nomination for services for all students will be accepted from any of the following sources: Teachers, parents, student (self) and other individuals who have enough knowledge of a child's talents to refer for service.

The screening procedures will be appropriate to the developmental characteristics of the children being screened and to the abilities and aptitudes being identified. Any one of the screening procedures may qualify a child for further consideration.

Subjective:
- Grade level referral from teachers on an appropriate checklist with a Learning Behavioral Scale.
- Referral by parents or members of the community.
- Pupil products/performance and record review of past performance.

Objective:
- A national norm based academic achievement assessment tool.
- Individual intelligence test based on referral.
- Common assessment specific to the subject.

Screening Goal: The assessment will be used to support or deny a move to the next level. Any student identified by one method will move to level II.

A. Screening for Specific Academic Ability
Screening assessment methods will include three of the following:
Subjective:

- Teacher referral Characteristic Checklist for Chapter 104
- Specific Academic checklist of student's characteristics (Science, Social Studies)
- Student's product or performance record
- Pupil interview
- Referral by a professional who has expertise in the area of student's talent

Objective:

- Formal Assessment such as the NWEA and Maine State Assessments a score in the top 25%.

The Screening Goal: The assessment will be used to support or deny a move to the next level. Any student identified by one method will move to level II (identification).

Selection:
SELECTION: Identification
Level II
The Chapter 104 Screening Group consists of an Administrator and two professional employees: one or two teachers and/or guidance counselor. In the Brewer School District there will be four distinct clusters of screening groups according to grade level. The elementary groups will be K-2, 3-4, and 5-6 grades, middle school will be grades 6-8 and high school will be 9-12.

Each grade level will have a representative for their grade. The Screening Groups will review all of the referral data and make the final determination of eligibility for the Chapter 104 program including General Intellectual, Specific Academic, Visual/Performing Arts and Music. Parents will be notified of the Screening Group's decision for placement and their written consent will be required.

Placement:
After the decisions have been made for a student to accelerate or participate in a pull-out in a particular subject or grade, communication is made to the parents of the selected students. Parents, teachers and the Chapter 104 Coordinator will be given an opportunity to meet and discuss the program and devise a personal learning plan. All stakeholders will sign off on the plan.

Expectations in class:

- Maintain B average or above,
- Work has to be completed on time.
- Students should adhere to the policies of the classroom/ teacher/ school.

Artistic Ability:
Screening:

- Nomination

- Nomination of students for the Gifted and Talented Program will be accepted from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered:
    - Teachers
    - Parents
    - Self
    - Professional artists(s), i.e. musician, artist, dancer, actor, based on analysis of student work.

Screening

Data needed for identification will be collected on nominated students to aid in making decisions for selection of students who are in need of gifted educational programming:

- Student work portfolios
- Student achievement outside the school's curricula
- Teacher checklists (8+ characteristics checked)
- Parent checklists (8+ characteristics checked)

Students referred by Special Education (Special Education case manager will contact G/T coordinator to initiate the identification process after a recommendation is made by a PET)

Student placement decision in the Visual and Performing Arts will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from gifted educational programming.

Screening

Student screening is the process Brewer schools use to find and nominate an initial pool of students who may need gifted programming in the arts. The G/T Coordinator oversees the screening of students. Screening is done in collaboration with teachers of visual/performing arts, classroom teachers and specialists. Please note that screening and identification for G/T Programming occurs during the spring of the year. Thus, a student who will participate in the G/T program during his or her 4th grade year will be screened in the spring of his or her 3rd grade year.

Guiding Ideal
Every student will be considered during screening for possible gifts and talents. Criteria used for students' assessment will measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate strengths.

Timeline
Beyond the annual screening, it is understood that screening is ongoing, and new students may be referred at any time.

Screening Procedures
Annually, the G/T Coordinator will screen the school population to identify potentially gifted and talented students who needs may not be met by the general curriculum in the areas of visual and performing arts. A brief overview of the procedures follows:

Grades K-3 (late fall)
Students in these grades are screened using informal observations and checklists of advanced characteristics in the arts.

Grades 3-11
Screening is formally done spring of the year. The following tools are examples of valid and reliable screening measure. To be eligible, a student must meet the criteria in any one measure available at his/her grade level. Students who meet the requirements in any one of the screening tools will move to the next level of consideration:

- Teacher Checklist of Gifted Student Characteristics
- Parent Checklist of Gifted Student Characteristics
- Students referred through Special Education
- Student's portfolio
- Student's achievement within the visual/performance curricula
- Student's achievement outside the school's curricula

Selection:
The Gifted and Talented Identification Committee has three different teams K-5, 6-8, and 9-12. The Teams shall consist of a minimum of three members. The Team will include the G/T Coordinator, a building administrator, and one teacher in the area being considered. Additional members may be included at the discretion of the committee, i.e. special education teacher, guidance counselor, etc. A quorum consists of three members.

The Team will convene at least once annually and review screening information using the established G/T eligibility criteria to identify gifted students, collecting additional information when appropriate. They will also conduct an annual review of the identification process and assure that the process is equitable.

Additional information, when appropriate, can be chosen from but not limited to the following:

- Pupil products as auditions, portfolios, performances
- Pupil interview
- Teacher referral
- Referral by professional artist(s), i.e. musician, artist, dancer, actor, based on analysis of student work
- Self-referral
- Referral by parents, peers, members of community
- Interview of referred student
- Biographical data, interviews, grades, cultural and economic influences, disabilities

Notification Parent or guardians of students identified as Gifted and Talented will be notified within two weeks of the identification decision.

Appeal Process
If a parent or guardian disagrees with an identification decision, he/she may request a meeting with the G/T coordinator to review the identification process and their child's scores. If after this meeting, a parent or guardian wishes to appeal the decision of the Team they may request another meeting with

the G/T coordinator. However, at this second meeting, the parent/guardian must provide new information, such as a portfolio of superior work by the student, recommendations by teachers, etc., that were not presented at the Team previously, If this new information appears to qualify the student for participation in the Gifted/Talented program then the G/T Coordinator will present this new information to the Team for review.

Placement:

Placement Permission

A written permission slip to participate in gifted programming will be enclosed with the letter sent to parents to notify them of the identification decision. Copies of the letter and signed permission slip will be placed in both the student's cumulative record and G/T file.

Programming

Decisions about programming will be based on the needs of the student. Each student's personal file will include a Personal Learning Plan (recommendations/goals/actions) to address how their program of student will be tailored to meet the student's unique learning needs. The G/T Coordinator, teacher(s), parents and student hold mutual responsibility for developing, implementing, revising and evaluating the success of the student's Personal Learning Plan, which is developed collaboratively.

G/T Services

The G/T Coordinator will work with teacher to help differentiate instruction to meet the needs of gifted students. G/T services may include but are not limited to the following:

Grades K-3

Advanced Learning Needs

Students in these grades are screened using informal observations and checklists of advanced learner behaviors. The emphasis in the classroom will be placed on appropriate instruction that will meet the students' needs. The G/T coordinator will consult with teachers regarding meeting the needs of these students. In the spring, all students in grade 3 will participate in Screening and Identification for Gifted and Talented Programming that begins in grade 4.

Grades 4-8

A variety of G/T services is available at this level. The G/T Coordinator will work with teachers of visual and performing arts to help differentiate instruction to meet the needs of gifted students within the classroom setting. This could include helping teachers adjust existing activities and projects to higher levels of thinking for gifted learners, observing teacher led lessons, or providing resources to help differentiate instruction. Practical application of differentiated instructional practices will be provided, such as cluster grouping, tiered instruction and compacting. Assistance will be provided to curriculum development teams, ensuring curriculum will challenge gifted students.

When appropriate, high ability students who are not formally identified as gifted and talented may be invited to participate in gifted programming. Participation will be monitored in insure that, a) the work is appropriate for the invited student(s), b) at no time does the participation of a non-identified student hinder the program for identified students. The GT teacher's time cannot exceed 10% when working with non-identified students.

Process for transfer students:
All transfer students will be screened upon entering the Brewer School department. Those students who have participated in a Chapter 104 Program prior to entering the district will be placed in the program provided their transfer records indicate they were identified using comparable data and Brewer's definition of Chapter 104 giftedness. All transfer students who do not have a Chapter 104 history from their last school district, should be screened as soon as possible.

Exit Procedure:
Parents may request termination of the student's participation in the Chapter 104 Program at any time. A district usually has a policy for meeting with the parents to discuss the parent's reason to terminate the program. At this time there is an opportunity to make corrections necessary if all are in agreement. If the student does terminate the program the student will return to their original placement. If in the future, the student is interested in returning to the program, the student will go through the regular screening and selection process.

Steps for Exiting Chapter 104 Program:

1. The Chapter 104 student, the student's parents or appropriate school personnel may initiate a request for withdrawal.
2. The request for withdrawal must be submitted to the building principal in writing.
3. The building principal will schedule a conference with the parents, student and as appropriate teacher(s) to evaluate the recommendation.
4. The Steering Committee will review all data and make final decisions, render its opinion concerning withdrawals. Although a request for withdrawal will be reviewed, parental request for such a withdrawal will be honored.
5. The Chapter 104 Coordinator will be responsible for notifying the student and the student's parents of the Steering Committee's action.

Teacher/School Exiting Situations:
The student is not meeting expectations of the Chapter 104 Program, unwilling to participate, lacks motivation, low performance, problem with attendance, is disruptive to others.

Student Exiting Situations:
Student is experiencing stress: inability to function in the group, emotional readiness, social/emotional stress in the program or at home, and parent request.

Exiting Procedures:
1. Talk with student
2. Notify parent
3. Talk with parent
4. Document situation
5. Notify administration of situation
6. Meet with Steering Committee to review situation
7. Make accommodations to meet special needs
8. Review student records
9. Review student's products or records

10. Review rules for student
11. Grant a sabbatical from the program and delineate steps to reenter the program

Process for appeals:
The appeals process can be instituted by a parent or student. This procedure can be started as a result of the child not being selected for the Chapter 104 Program during the screening, selection, or placement process. Due to the uniqueness of this type of meeting it is imperative that a high ranking administrator and all members of the screening committee be present. At this time it becomes apparent that all the data used in the entire process must be sorted and saved for possible examination in the future. Note: Not until one is involved in appeals process does he/she realize the importance of the involvement of the Advisory Group and the need for consensus on all matters. If minutes could be taken at each Advisory Group meeting, it would help immensely when it comes to finding out what specific things were decided at each meeting.

Appeals situation and steps: Parents, teachers or students express concern:

1. Review information and meet with parents.
2. Compare viewpoints, documentation and summarize for all concerned stakeholders.
3. Request appeal in writing.
4. Any further appeal is designated to Superintendent's office.

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

A description of professional training and development that takes place in order to implement the gifted and talented arts program(s,) using the standards in Maine Department of Education Regulation 125: Chapter 104 staff participate in the annual Maine Gifted and Talented Conference, attend regular MGAT regional meetings and monthly informal meetings with GT colleagues from other schools. Chapter 104 staff participate in all the ongoing professional development workshop for the Brewer School Department.

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

PROGRAM MANAGEMENT

Administrative Responsibility

The Director of Instruction in the Brewer School District serves as the administrative overseer for the Chapter 104 Program. The Chapter 104 Coordinator will report to the Director of Instruction.

Chapter 104 Coordinator

Role - The Chapter 104 Coordinator will be appropriately credentialed (690 Gifted and Talented Teacher) per Chapter 104 regulations to fill the role. This person will manage the K-12 Chapter 104 program. The role of this staff member will primarily be classroom consultation and program organization. It may also include modeling differentiated instruction for teachers, offering pull-out lessons for identified students, and working with teachers to develop lessons/activities or differentiated units of study to meet the needs of identified Chapter 104 students in their classes.

Responsibilities - The Chapter 104 Coordinator will:

- Facilitate Screening and Identification Committee and Steering meetings.
- Complete State reports (application and program evaluation) and other related forms.
- Maintain the student screening materials within the school.
- Document Chapter 104 records in identified students cumulative files. Upon graduation, transfer, dismissal from the program, a record of the student's participation in the Chapter 104 program will be placed in the student's cumulative file.
- Screen cumulative files of incoming transfer students, perform testing/interviews as needed.
- Maintain a working file folder for each identified student, including documentation of work plans/proposals and participation in projects, and other assessments. This working file will include a documentation of an annual review of student needs, goals and programming.
- Consult on an ongoing basis with individual classroom teachers or grade level/department teams and arrange applicable staff development.
- Develop personal learning plans, support programming and evaluation of identified students.
- Notify parents and teachers of students who are identified as gifted and talented.
- Provide the Director of Instruction and the Superintendent with an annual list of identified students.
- Communicate with teachers, administrators and the community regarding various aspects of the Chapter 104 Program, i.e.; program updates, annual notification regarding identification process, Chapter 104 informational meetings, etc.
- Seek to identify and pursue sources of funding to help support the program.
- Monitor and respond program assessment results of students in the program as well as the overall Chapter 104 program/evaluation process.
- Teach enrichment groups and individual pull-out programs.
- Conduct enrichment field trips and specialty workshops.
- Oversee the GT resource classroom and teach ongoing independent research projects.

Steering Committee: The Chapter 104 Steering Committee shall consist of the Chapter 104 Coordinator, at least one classroom teacher and one administrator. There are five groups by grade clusters: K-2, 3-4, 5-6, 7-8, and 9-12.

Role - The Chapter 104 Steering Committee will make recommendations to guide the ongoing development of the school's Chapter 104 Program to fit the needs of the gifted students it serves. Also they will coordinate a comprehensive and cohesive process for student identification.

Responsibilities - The Chapter 104 Steering Committee will:

- Convene as needed to review the Chapter 104 program, and offer advice as needed. They will develop, interpret and/or revise the Chapter 104 Program Handbook as needed.
- Review and evaluate the components of the Chapter 104 Program (Identification, Programming and Assessment), using student assessments as applicable.
- Develop long-range goals for the Chapter 104 Program.

- Advocate for gifted programming in Brewer Schools.
- Recommend policy changes related to the program.
- Review screening information using the established Chapter 104 eligibility criteria to identify gifted students, collecting additional information when appropriate.
- Assure that the process is equitable.
- Conduct an annual review of the identification process.

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
Sue Ann Gaitings	Yes	GT Teacher	K-12	Full-time
Renita Ward-Downer	No	Administrator	K-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
N/A					

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

Annual Review:

In the spring of each year the current Chapter 104 Advisory Group will evaluate the effectiveness of the program. The Advisory Group will use evaluation criteria that should report the strengths and weaknesses found in the program as well as critical issues that may influence program services.

Some items that would be reviewed include:

- All the programs listed for implementation the first year being offered.
- The current programming progress and performance of each program.
- The success of the identification process, with teacher, parents, students and any other stakeholders' feedback.

Staffing

- The forms are working correctly or adjustments are needed
- The necessary steps to implement the second year of programs
- Process/Outcomes Professional Development opportunities

Evaluation of the Chapter 104 program will consider the following:

- A yearly evaluation is necessary to address the issue of identification procedures, and if they are meeting the needs of the students.
- The key questions to be asked are:
- How do we know the identification methods are working?
- What did we do right?
- What areas need improvement?
- What changes shall we make?
- Is our process of identification able to accurately select Chapter 104 student who needs are not being met?

In order to answer the above questions, stakeholders should review the program goals and objectives:

- Are the goals taking place as noted?
- To what extent are the goals resulting in student achievement?
- Did the student achieve the goals as set forth in their student learning plans?
- Is the evaluation of the program identifying its strengths and weaknesses?
- Are the program realities connected to program philosophy?
- Are the appropriate students being identified and supported?
- Are the appropriate opportunities being consistently provided?
- What is the best way to evaluate this program?
- Are we providing staff development opportunities that extend staff skills working with mixed ability in the classrooms?
- Did we take a retrospective look at the program?
- Are we building the parent community involvement to connect to the Chapter 104 Program?
- Did we enhance the identification tools to ensure the underrepresented groups are served through Chapter 104?
- Reconsideration of eligibility (transfer students), is it working?

The Chapter 104 Coordinator will consider the following steps:

- Review the identification process to ensure that all steps were followed in a timely manner.
- Administrative observations and feedback on Chapter 104 classes.
- The Chapter 104 committee determines summary of evaluations, which will be shared with the stakeholders.
- Review Student Learning Plans and determine percent of students who met/exceeded goals.
- Analyze data of tests and classroom work.
- Making informed decisions as a result of the data collected.

All stakeholders in the Chapter 104 program should participate in the evaluation process. Each group should receive a questionnaire specifically relevant to their interests and knowledge. In order to evaluate the questionnaires as they relate to the quality of the program, a scoring system should be used for each questionnaire allowing the evaluator(s) to assess the success of the program. (See forms)

Evaluation of Accelerated Program
In the spring of each year all stakeholders will be asked to evaluate the current programming and performance of the accelerated program. The Chapter 104 Coordinator will work with the Chapter 104 Advisory Group to discuss any evidence that suggests the need for change and proper recommendations will be made and carried out. The Advisory Group will use evaluation criteria that should report the strengths and weaknesses found in the program as well as critical issues that may influence program services. The evaluation results will be made available through a written report and will be presented to the School Board.

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

The costs to be incurred for the upcoming school year are staff salaries, one GT teacher and one administrator, GT program supplies and books for the academic and visual and performing arts programs, independent contractors, primarily for the visual and performing arts programs and field trips. For the Perrin Glassblowing Workshop, materials are included in the workshop fee. Each student will take home 2-3 glass art products. For the Maine Media Workshop, use of the equipment is the materials fee and is inclusive in the price. Each student will take home a short film or documentary.

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)**
Sue Ann Gaitings	$24,801.	$24,801.
Renita Ward Downer	$10,821	$10,821
Subtotal	**$35,622.**	**$35,622.**
Auxiliary Staff Name	**Elementary (salary with benefits)**	**Secondary (salary with benefits)**
None		
Subtotal		

Independent Contractor Name	**Elementary (contract amount)**	**Secondary (contract amount)**
UMaine Dr. Groce/Kristisue Sader, Printmaking Facility	Jan Owen Bookmaking=$200	UMaine printmaking facility/art supplies +$500.
	Jessica Peill-Meninghaus=fiber $100.	Terry White & Nascom =$500
	Waterfall clay artist, Anna Queen=$500	
	Susan Smith workshops=$300	
UMaine, Dr. Artezami Music		2 Music Workshops , Bela Flack, Mnozil Brass $1000.

Subtotal	**$1,100.**	**$2,000.**

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**
B&H Blue Sunpoint cyanotype paper	$200	B & H Photo supplies (Blue Sunprint cyanotype paper, jacquard solar fast transparent film pack)	$200
Art specialty supplies not offered through art departments, Nasco, Dick Blick (exotic nature papers, drawing grids, BFK Rives)	$250	Dick Blick specialty papers & inks	$400.
Maine Media Workshop (film & materials are inclusive)	$650	Perrin Glassblowing workshop(materials and equipment are inclusive)	$650.
Aquaponic project supplies, Walmart/ Petco	$300		
Subtotal	**$1,400**	**Subtotal**	**$1,250**

B. **Other allowable costs:**

Elementary: Item name	**Cost**	**Secondary: Item name**	**Cost**
Cyr bus to Bangor Art museum and Farnsworth Museum	$450	5 Art & Music workshops Cyr bus	$400
Subtotal	**$450**	**Subtotal**	**$400**

C. **Student Tuition:**

Elementary: Program name	**Cost**	**Secondary: Program name**	**Cost**
Aleks Subscription	$600	Virtual High School	$1,500
Subtotal	**$600**	**Subtotal**	**$1,500**

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

Elementary: Title	**Cost**	**Secondary: Title**	**Cost**
*Being paid by Title II A			
Subtotal		Subtotal	

Totals

Subtotals from above	**Elementary Costs:**	**Secondary Costs:**
Professional Staff	$35,622.	$35,622.
Auxiliary Staff	0	0

Independent Contractors	$1,100.	$2,000.
A. **Materials & Supplies**	$1,400	$1,250
B. **Other Allowable Costs**	$450	$400
C. **Student Tuition**	$600	$1,500.
D. **Staff Tuition/PD**	0	0
Total	**$39,172.**	**$40,772.**