

**State of Maine  
Department of Education**

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

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

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

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

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

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

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

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

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

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

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

**School administrative unit name: Great Salt Bay School**

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

Phone number:  
207-563-3091

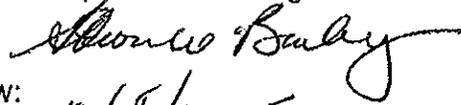
Email address:  
amacmillan@aos93.org

**CERTIFICATION:**

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

Superintendent Name (printed)  
Steve Bailey

Superintendent Signature



Date application submitted to Maine DOE for review:

12/18/2015

**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  
2015

**DUE DATE: September 30,**

Reviewed By: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval: 1/6/16

**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 philosophy of the Phoenix Program, Great Salt Bay School's gifted and talented program, is based on the following premisses:

- The school is committed to identifying and meeting the special needs of every student, including every student's gifts and talents.
- Gifted education and general education are related, connected, and integrated.
- Enrichment through differentiated instruction benefits all learners.

Within the school population, there is a percentage of students whose academic, intellectual, and/or artistic performance, actual or potential, significantly exceeds that of their peers. Typically, in a given population, five percent are considered gifted. The top one to two percent are considered highly gifted. The Phoenix Program, GSB's gifted and talented program, is specifically committed to meeting the needs of these students.

All students are annually considered for Phoenix Program services: grades K-3 through informal placement, grades 4-8 through formal placement. Regular and special GSB staff are responsible for providing services to identified students with the cooperation and assistance of specialists, mentors, members of the community, and parents. The Phoenix Program is flexible and multifaceted to nurture students' strengths and interests. Services are to address the following goal areas:

- affective needs
- relations with others
- self direction
- advanced thinking
- advanced products
- creativity
- advanced content

The Phoenix Program's ultimate goal is to encourage, motivate, and challenge students to develop their particular gifts and talents to enrich their own lives and in so doing, enrich the lives of those around them in school, the community, and beyond.

**Arts program philosophy:**

GSB's program philosophy described above applies to both academic and arts.

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:**

In grades K-8, the program operates through consultation in differentiation; educating staff regarding identification of gifted and talented students and pedagogy; providing small group curriculum extension classes based on academic strengths, interests and needs of identified students; acceleration for gifted math students; and opportunities for independent study and mentorships. Specialized curricula incorporating the gifted and talented pedagogy may be developed in consultation with classroom teachers and specialists, and integrated into regular

classroom instruction.

### **Arts program abstract:**

Outside of the regular school day, gifted and talented students frequently enroll in private lessons organized and paid for by parents. During the regular school day, students' artistic strengths, interests and needs are provided for through the school's visual and performing arts programs, and/or arts programs integrated into the regular curriculum. The school's arts programs includes opportunities for students to excel at their own pace in their strength areas. The school's advanced band and choral programs maintain a flexibility which allows lower grade students to perform with higher-grade students if the lower grade student's ability warrants this higher placement. The visual arts program allows students the opportunity to undertake individual art studies based on student strengths, interests and needs; and offers specialized classes and enrichment, including field trips and visiting artists.

The gifted and talented program supports the schools' visual and performing arts programs in several ways: initiating specific learning opportunities in consultation with arts staff; assisting in the development of specialized classes, programs and field trips initiated by arts staff; providing gifted and talented arts education resources.

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

### **Academics:**

#### **Goals:**

- To provide gifted and talented students appropriate educational opportunities which vary from those offered in the regular classroom in abstraction, level of complexity, and pace.
- To provide opportunities that are intended to be qualitatively different (i.e. units and activities that go beyond that which would/could be offered within the scope and sequence of the regular curriculum), extending the material being covered in the regular classroom.

The Phoenix Program strives to establish learning opportunities so students will:

- understand, appreciate, and continue to develop their individual gifts and talents
- increase their ability to use higher level thinking skills
- increase their ability to use creative thinking skills
- be better able to manage their own learning
- increase their ability to conduct research procedures

#### **Objectives:**

- The academic strengths, interests and needs of gifted and talented students are nurtured and developed through enriched learning opportunities which provide for individualized instruction, as well as small group, grade level, whole school, and outside of school learning environments.
- Gifted and talented programming is an integral part of the general education day for students.
- Student growth can be measured using a variety of assessments, both formal and informal.

#### **Activities:**

- Resource consultation and collaboration, by the pooling of expertise among all school staff
- Educate staff with respect to the gifted and talented pedagogy.
- Support staff as they integrate the gifted and talented pedagogy into the regular classroom, including differentiation strategies appropriate for gifted and talented students.
- Provide resources to teachers, administration, parents.
- Advocate for identified and high ability students.

### **Arts:**

#### **Goals:**

- To provide gifted and talented students appropriate educational opportunities which vary from those offered in the regular classroom in abstraction, level of complexity, and pace.
- To provide opportunities that are qualitatively different (i.e. units and activities that go beyond that which

would/could be offered within the scope and sequence of the regular curriculum), extending the material being covered in the regular classroom.

#### Objectives:

- The artistic strengths, interests and needs of gifted and talented students are nurtured and developed through enriched learning opportunities which provide for individualized instruction, as well as small group, grade level, whole school, and outside of school learning environments.
- Gifted and talented programming is an integral part of the general education day for students
- Student growth can be measured using a variety of assessments, both formal and informal.

#### Activities:

- Educators within the school's visual and performing arts program provide differentiated instruction and special programs designed to meet the individual needs of students. Instruction and programming may be grade specific or ability specific.
- Educators in the regular classroom provide differentiated instruction where students incorporate their artistic talents into their learning.
- Provide students' opportunities to learn from experts through visiting artist programs, mentorships, and field trips.
- Provide resources to teachers, administration, parents.
- Advocate for identified and high ability students.

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.

#### Preface

Great Salt Bay School identifies students who excel or have the potential to excel beyond their age peers in the school's regular curriculum, to the extent that they need and can benefit from services for the gifted and talented. These students shall receive specialized instruction through gifted and talented services if they have exceptional ability, aptitude, skill, or creativity in one or more of the following categories:

- General Intellectual Ability as shown by demonstrated significant achievement or potential for significant accomplishment above age peers in all academic areas.
- Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above age peers in one or more academic area.
- Artistic Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts.

Students with exceptional general intellectual ability and/or specific academic aptitude usually comprise five percent of the school population. Students with exceptional artistic ability usually comprise five percent of the school population. Students in the top two percent of the school population may be considered highly gifted.

Great Salt Bay School conducts an initial screening and, thereafter, an annual review of the K-8 school population to ensure that all students have an equal opportunity to be considered for selection and placement in the Program. Students in grades K-3 are informally identified. Students in grades 4-8 are formally identified. Screening procedures are appropriate to the developmental characteristics of the elementary students and to the abilities or aptitudes being identified. Instruments and procedures are as nondiscriminatory as possible with respect to race, religion, national origin, sex, or handicapping condition.

The identification process is ongoing throughout the year in that teachers are observing gifted and talented behaviors and characteristics in students, and students are generating products which may exhibit giftedness and or special talents. Generally speaking, the formal identification process begins in the spring for the following year when assessment tools are applied and student products are collected. Parents are notified at that time that this formal process has commenced and what the process entails. Notification letters to parents generally go home in September of the following school year.

#### **General Intellectual Ability:**

##### Screening:

Information derived from any one of the selected screening methods may qualify a student for further

consideration.

a. Objective

- MEA scores
- NWEA scores
- K-4 End of Year EDM assessments
- Reading Benchmark Scores
- In-class assessments
- Other available objective data

b. Subjective

- Gifted and talented screening checklist completed by teacher for all students
- Scales for Rating the Behavioral Characteristics of Superior Students: learning style, motivation, creativity, leadership; math, reading, science, social studies
- Teacher written recommendation
- Parent nomination

**Selection:**

A selection team comprised of a minimum of three qualified professionals, including but not limited to one administrator, the school's gifted and talented teacher, and a teacher. The team selects students for gifted and talented program placement on an annual basis.

The responsibilities of this team follow:

- Review the information collected about students who have met the screening criteria.
- Apply additional screening tools if necessary to gather additional information about the student.
- Select students for placement in the program based upon an assessment of the collected information.
- Oversee the annual review of the selection process.
- Assure that the selection process is equitable.

A combination of strong teacher recommendations based on screening checklist responses, with multiple examples of exceptional student work shall be considered just as valuable as strong test scores in determining student's eligibility for the program. This allows for recognition of the student whose background experiences have not prepared him/her to perform well on standardized tests.

The superintendent will be provided with a list of identified students and their services.

Parent and student questionnaires may be distributed to obtain additional information to address a student's particular needs.

**Placement:**

- Selected students are appropriately placed in the gifted and talented program.
- Students informally identified in the academics in grades K-3 will be invited to participate in small group, enriched learning options offered during the school year. Parent permission letters are sent home. Differentiated instruction in the visual and performing arts programs is designed to meet the strength, interests and needs of student within the arts classroom.
- Students identified in grades 4-8 are eligible for an individual learning plan designed to meet their particular academic and/or artistic strengths, interests, and needs.
- Parents of selected students in grades 4-8 are notified of their child's eligibility for gifted and talented services. Specific programming is based on student strengths, interests and needs, along with a description of the programs that will be provided. Written parental permission is obtained to place the child in the Program. Individual learning plan design involves input from teachers, parents, and student. If a student chooses not to have an individual learning plan for whatever reason, the enrichment specialist will collaborate with regular classroom teachers on meeting the student's needs without a formal plan in place.
- An annual review of each child's program is conducted to evaluate the appropriateness of placement and instruction.
- Placement process assures collaboration between regular classroom teacher(s) and the gifted and talented teacher to develop programming provided for selected students.
- Records are maintained on each child's participation in the the gifted and talented program.
- The superintendent will be provided with a list of identified students and their services.

**Academic Aptitude:**

## Screening:

### a. Objective

- MEA scores
- NWEA scores
- K-4 End of Year EDM assessments
- Reading Benchmark Scores
- In-class assessments
- Other available objective data

### b. Subjective

- Gifted and talented screening checklist completed by teacher for all students
- Scales for Rating the Behavioral Characteristics of Superior Students: learning style, motivation, creativity, leadership; math, reading, science, social studies
- Teacher written recommendation
- Parent nomination

## Selection:

A selection team comprised of a minimum of three qualified professionals, including but not limited to one administrator, the school's gifted and talented teacher, and a teacher. The team selects students for gifted and talented program placement on an annual basis.

The responsibilities of this team follow:

- Review the information collected about students who have met the screening criteria.
- Apply additional screening tools if necessary to gather additional information about the student.
- Select students for placement in the program based upon an assessment of the collected information.
- Oversee the annual review of the selection process.
- Assure that the selection process is equitable.

A combination of strong teacher recommendations based on screening checklist responses, with multiple examples of exceptional student work shall be considered just as valuable as strong test scores in determining student's eligibility for the program. This allows for recognition of the student whose background experiences have not prepared him/her to perform well on standardized tests.

Parent and student questionnaires may be distributed to obtain additional information to address a student's particular needs.

The superintendent will be provided with a list of identified students and their services.

## Placement:

- Selected students are appropriately placed in the gifted and talented program.
- Students informally identified in the academics in grades K-3 will be invited to participate in small group, enriched learning options offered during the school year. Parent permission letters are sent home.
- Students identified in grades 4-8 are eligible for an individual learning plan designed to meet their particular academic and/or artistic strengths, interests, and needs.
- Parents of selected students in grades 4-8 are notified of their child's eligibility for gifted and talented services. Specific programming is based on student strengths, interests and needs, along with a description of the programs that will be provided. Written parental permission is obtained to place the child in the Program. Individual learning plan design involves input from teachers, parents, and student. If a student chooses not to have an individual learning plan for whatever reason, the gifted and talented teacher will collaborate with regular classroom teachers on meeting the student's needs without a formal plan in place.
- An annual review of each child's program is conducted to evaluate the appropriateness of placement and instruction.
- Placement process assures collaboration between regular classroom teacher(s) and the gifted and talented teacher to develop programming provided for selected students.
- Records are maintained on each child's participation in the the gifted and talented program.
- The superintendent will be provided with a list of identified students and their services.

## Artistic Ability:

## Preface

Great Salt Bay School identifies students in grades K-8 who excel, or have the potential to excel, beyond their age peers, in the school's regular arts curriculum, to the extent that they need and can benefit from services for the gifted and talented. These students shall receive specialized instruction through these services if they have exceptional artistic ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the arts. Students with exceptional artistic ability usually comprise five percent of the school population. Students in the top two percent of the school population may be considered highly gifted.

Great Salt Bay School conducts an annual review of the K-8 school population to ensure that all students have an equal opportunity to be considered for gifted and talented services.

## Screening:

Information derived from any one of the selected screening methods may qualify a student for further consideration. The screening process includes objective and subjective assessment methods.

- Gifted and talented screening checklist completed by teacher on all students
- Teacher (classroom, special area, practicing professional) written recommendation
- Scales for Rating the Behavioral Characteristics of Superior Students: visual and performing arts
- Student products such as auditions, portfolios, performance
- Student interview
- Parent nomination

## Selection:

Annually, a team of three qualified professionals identifies students for gifted and talented services. The team includes a gifted and talented teacher, an administrator, and arts teachers; another individual may join the team who would aid in the selection process such as an artist

The responsibilities of this team follow:

- Review the information collected on students who have met the screening criteria.
- Apply additional screening tools if necessary to gather additional information
- Select students for gifted and talented services based upon an assessment of the collected information.
- Oversee the annual review of the selection process.
- Assure that the selection process is equitable.

## Placement:

Learning opportunities are specifically designed to the needs of the individual student, and may include independent projects and/or classes. Differentiated instruction in the arts programs is designed based on the strengths and interests of identified students.

## **Process for transfer students:**

Transfer students must qualify for gifted and talented services according to GSB's criteria. Transfer students with gifted and talented profiles are monitored for a period of time to determine their academic and/or artistic needs. Records from their previous school are reviewed. The gifted and talented teacher and the student's classroom teacher(s) will check in with each other periodically as they learn more about the student's enrichment needs.

## **Exit Procedure:**

GSB's gifted and talented program is designed to offer students services at various levels. These include at the individual level in a pull out arrangement or in class; small group pullout classes; small group work within the regular classroom; grade level, and school wide. The gifted and talented teacher also serves as a consultant to regular classroom teachers, assisting them with designing differentiated units of instruction, seeking out enriched learning experiences to bring into the regular classroom, educating teachers about ways to incorporate the gifted and talented pedagogy into their own teachings, and advising on the social and emotional needs of gifted and talented students. As a result of program design, exiting procedures are not necessary with the exception of special small group classes and/or independent projects. In these cases, students may exit the program by:

1. Parent request
2. Student request
3. Student not following through with assignments
4. Student does not show up for class

If the gifted and talented teacher requests the student be removed from the program, the following procedure will be followed:

- a. Teacher meets with the student and regular classroom teacher.
- b. Efforts are made to provide whatever is reasonably necessary to engage student interests or meet their educational needs.
- c. If no agreement can be reached, students may exit the program.
- d. Teacher contacts parent. A conference may be scheduled upon parent request.
- e. Options remain open should the student require services at a later date.

**Process for appeals:**

General Intellectual Ability/Specific Academic Aptitude

If a parent wishes to appeal decisions made by the selection committee, they may do so by contacting the selection committee.

1. Previous teachers will be interviewed whenever possible, in an effort to obtain indicators of the gifts and talents of the student.
2. The student may be asked to submit a portfolio of his/her work in support of an appeal.
3. This information will be collated and brought to a meeting of parents and teachers where it will be reviewed and explained. Efforts will be made to develop a plan to meet the student's needs and support his/her growth and development, whether or not the child is formally identified.
4. If not satisfied, an appeal can be made to the superintendent.

Artistic Ability

If a parent wishes to appeal decisions made by the selection committee, they may do so by contacting the selection committee.

1. Previous teachers will be interviewed whenever possible, in an effort to obtain indicators of the gifts and talents of the student.
2. The student may be asked to submit a portfolio of his/her work in support of an appeal.
3. This information will be collated and brought to a meeting of parents and teachers where it will be reviewed and explained. Efforts will be made to develop a plan to meet the student's needs and support his/her growth and development, whether or not the student is formally identified.
5. If not satisfied, the Superintendent will entertain an appeal.

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

Gifted and talented staff :

- Advocate for the gifted and talented pedagogy so that it becomes infused in the development of curricula and units of study. This includes differentiation, critical thinking, higher level questioning, independent learning and research, authenticity, creativity, utilization of mentors and experts, on and off campus experiences,
- Keep up with current research on best practices through professional journals, books, websites, networking with colleagues from other schools through both email and site visits, attending conferences and workshops. This knowledge is shared with classroom teachers through formal staff development sessions; study groups; a lending library; and consultation sessions regarding programming. The gifted and talented teacher encourages staff members to attend gifted and talented workshops and conferences.
- Seek out enriched learning experiences that extend units being taught as a part of the regular classroom experience. The intent will be that these experiences become integrated into the regular curriculum and that teachers eventually seek out similar experiences themselves.

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

The gifted and talented teacher, arts teachers, and regular classroom teachers collaborate on a regular basis to help ensure students' needs are met. In addition, the school has a well established visiting artists program. Artists include visual and performing artists, and experts in the literary arts. The school also has a well established visiting scientist program in grades 3, 7, and 8. School staff oversee volunteers, as well as other paid experts, who devote their time to further enrich the school's academic programs. Such experts include scientists, mathematicians, historians, and literacy specialists.

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
Alison Macmillan	Yes	Teacher	K-8	4/5 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

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

Gifted and talented staff and classroom teachers conduct formative evaluations of student progress toward learning goals. Student progress towards goals may take place in the regular classroom, in small group classes, or independent, one on one classes, with a mentor or teacher. This provides a feedback loop for students and teachers to track progress toward learning goals and to inform decisions. This evaluation is ongoing throughout the school year. Student progress reports are provided to parents through trimester reports, report cards, emails, phone calls and meetings.

Information collected as part of the evaluation reflects the interests and needs of the constituency groups. Tools used include questionnaires distributed to teachers, parents, and students. Student and parent conferences are also used to collect information.

Evaluation designs report the strength and weaknesses of the gifted and talented program, as well as critical

issues that might influence program services.

Examination of results/findings and strengths/weaknesses is used for goal setting.

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

The gifted and talented program's annual budget is for services provided to gifted and talented students. Artists, specialists, and mentors work with our gifted and talented population. In some cases, gifted and talented students are serviced better individually or in a small group class. Other times, as a part of a regular classroom environment. An example may include our visiting author program. During the introductory class, the author speaks to students about his/her experience as a writer. This is through a lecture with questioning throughout. A series of small group workshops are then held with the writer and our gifted and talented students. Whether it be to an individual, small group or classroom, the introductory class presentation is the same. As we strive to:

- model the gifted and talented pedagogy in the regular classroom,
- assist teachers in developing differentiated units of instruction
- raise the bar in the regular classroom for gifted and talented students (and in turn raising the bar for other students)

And as we recognize that some gifted and talented students prefer not to be singled out because of their abilities, there are times when the gifted and talented students may be better served through a regular classroom experience. In this introductory class with a visiting author example, yes, the class could be for a select few. But if the class is designed to be the same whether it be for a small group or whole class, why not include the whole class? In this way, the gifted and talented students are served as well as their classmates.

Contractor Belinda Ray works only with GT students, in a series of workshops. Her salary for these workshops is 500.00.

Contractor Mary Cerullo spends one hour of her time in a workshop with GT students only. The cost of that hour is 100.00.

The Bay Chamber Concerts field trip is for GT students only and takes place during the regular school day. The cost of that field trip is 99.00.

The Telling Room Registration and field trip is for GT students only. The cost of this field trip is 365.00.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Alison Macmillan	57,043	
Subtotal	57,043	

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
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<b>Subtotal</b>	<b>264.00</b>	<b>Subtotal</b>	

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
Renzulli Learning Systems	80.00		
<b>Subtotal</b>	<b>80.00</b>	<b>Subtotal</b>	

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
MEGAT Conference	150.00		
<b>Subtotal</b>	<b>150.00</b>	<b>Subtotal</b>	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	<b>57,043</b>	
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>	<b>800</b>	
<b>A. Materials &amp; Supplies</b>	420.00	
<b>B. Other Allowable Costs</b>	264.00	
<b>C. Student Tuition</b>	80.00	
<b>D. Staff Tuition/PD</b>	150.00	
<b>Total</b>	<b>58,757</b>	