

**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:
MSAD 15 – Gray-New Gloucester

Name and title of person responsible for Gifted and Talented Program:
Amanda Hennessey, GT Coordinator

Phone number:
(207) 926-4322

Email address:
ahennessey@sad15.org

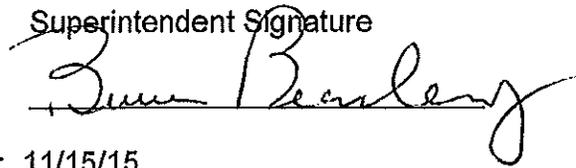
CERTIFICATION:

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

Superintendent Name (printed)

Bruce Beasley

Superintendent Signature



Date application submitted to Maine DOE for review: 11/15/15
revised 2/9/16

FOR INFORMATION CONTACT:

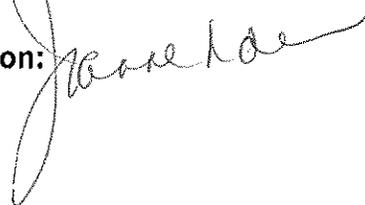
Jennifer Pooler
Maine Department of Education
(207) 624-6638
EF-S-206
Revised May 26, 2015

RETURN BY EMAIL TO:

GT.DOE@maine.gov

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester

Maine DOE Authorization: 

- Approval
- Approval with concerns
- Non-approval

Date of Approval: 3/18/16

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).

MSAD 15 Vision: We, the community, students and staff, aspire to form an educational partnership that will provide a safe, caring and challenging academic environment where all learn, succeed, grow, mature and meet high standards.

We recognize the need for adaptability in the face of continuing social and technological changes, and we are committed to the development of compassionate, critical and creative thinkers. We honor the individual and promote personal leadership by fostering intellectual, cultural, civic, social, and personal growth.

We are a community devoted to wellness and committed to the principles of a healthy lifestyle, collegiality, community/school spirit, and fun.

Philosophy for Gifted and Talented: MSAD 15 strives to meet the needs of all students. We will provide appropriate specialized programming within the framework of the Maine Learning Results that expands and extends learning for students identified as gifted and talented.

The MSAD #15 Gifted and Talented program applies the general principles outlined below:

Academic program philosophy:

- Gifted and talented children need to move at their own rate regardless of chronological age or grade placement; therefore academic subjects, including the fine arts, shall be taught to them in a manner that allows them to learn at their appropriate instructional level and at their own pace.
- Gifted and talented children need diversity in their educational experiences; therefore diverse and appropriate learning experiences shall be offered through a variety of program models, instructional strategies and materials.
- Gifted and talented children's needs vary as they progress through the elementary and secondary grades; therefore instructional settings shall be appropriate to their changing needs.

Arts program philosophy:

- Children who are gifted and talented in the arts need to be challenged to develop their abilities and potential; therefore specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula shall be provided.

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:

Our student body is composed of individuals with unique skills and talents who must be provided the opportunity to maximize their potential. We recognize that there are students who excel beyond their peers and who have the ability to perform at exceptionally high levels. MSAD 15 will identify these students within the guidelines outlined by the Maine Department of Education using achievement and ability testing along with teacher, parent, and student recommendations.

The district will implement a gifted and talented program, delivered by certified gifted and talented teacher(s) and/or with support from an education technician III working under the teacher's direct supervision. Students may receive direct services by having their academic program accelerated (being placed in a course or courses at a level above their grade level), specialized instruction may be provided in small groups or in a co-teaching arrangement, and/or consultation will be provided to ensure that students are engaged in an appropriate course of studies to suit their individual needs. Additionally, we will provide integrated and consultancy services to regular education teachers regarding differentiation of curriculum to meet the needs of our gifted learners. The gifted and talented teacher(s) will meet with families and the general education teacher(s) of identified students to develop an Individualized Learning Plan (ILP) for each identified student. Annually, plans will be reviewed and approved by the Gifted or Talented Administrator and/or by the building principal.

Arts program abstract:

We are currently in the process of identifying standardized measures to assess students in the fine arts. Our goal is to identify these measures (and utilize them) by the end of this school year (15-16). Currently, to identify students as gifted and talented in the fine arts, the GT teacher will seek input from fine arts teachers, parents, and students. Students' products/performances will be evaluated against standards in the discipline in which the student is being considered. Screening for students in the fine arts will include a written recommendation from an appropriate professional and a student interview. Programming will be offered to students with superior or creative ability, through direct instruction, independent study, consultancy, and academic and career counseling. The gifted and talented teacher(s) will meet with families and the fine arts teacher(s) of identified students and to develop an Individualized Learning Plan (ILP) for each identified student. Plans will be reviewed annually and approved by the Gifted and Talented Administrator and/or by the building principal.

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

Academics:

Goal 1: The overarching goal of the GT program K-12 is to align GT instruction with the Maine Learning Results and address the individual needs of GT identified students whose performance significantly falls in the exceeds level in the State and Local Assessment System and meets other identification criteria. We will use the PDCA (plan-do-check-adjust) process to

review our current programming and make recommendations for the next steps for the MSAD 15 GT Program.

Objectives:

- To ensure that our GT Programming aligns with the proficiency-based educational system at MSAD 15 and provides a transparent menu of educational options for students that will meet their individualized needs.
- To ensure that every identified student has an up-to-date ILP that presents assessment data, areas of identification, and explains the means by which MSAD 15 teachers will deliver specialized instruction to the student.

Activities:

- Provide small group instruction to students
- Provide in-class team teaching with regular education teachers.
- Provide high school students with one or more of the following: seminar, International Baccalaureate programming, Advanced Placement courses, advanced placement opportunities, postsecondary courses, independent study and mentoring.
- Build school-based GT teams (administrator, GT Teacher, regular education teacher).
- Research School Board policies for GT-related programming and propose potential policies to the Board.

Goal 2: We will provide professional development to teachers and staff to increase the capacity of our staff to address to the learning needs of students who are identified as gifted and talented.

Objectives:

- To ensure that classroom teachers, through individual consultation, course work, workshops and in-service, understand and implement the identification process, compacting curriculum and cluster grouping in the four academic content areas.

Activities:

- Provide consultation and supportive enrichment and differentiation ideas to classroom teachers for curriculum compacting, cluster groupings, acceleration and differentiation of classroom curriculum and materials.
- Build our staff's capacity to meet the needs of students by offering an on-site cohort and coursework toward GT certification for teachers.
- Build school-based GT teams (administrator, GT Teacher, regular education teacher).

Arts:

Goal 1: We will use the PDCA (plan-do-check-adjust) process to review our current GT arts programming.

Objectives:

- To identify and administer common assessments (with consistent rubrics) to students in grades 3-8.

Activities:

- Build school-based GT teams (administrator, GT Teacher, regular education teacher).
- Build our staff's capacity to meet the needs of students by offering an on-site cohort and coursework toward GT certification including fine arts teachers.
- Providing consultation and supportive enrichment and differentiation ideas to classroom teachers for curriculum compacting, cluster groupings, acceleration and differentiation of classroom curriculum and materials.
- Providing small group instruction to students
- Providing in-class team teaching with regular education teachers.

Goal 2: Make recommendations for the next steps for the MSAD 15 GT Program in the area of fine arts.

Objectives:

- Solidify our programmatic options for delivering fine arts programming to identified students.

Activities:

- Transparently share our programmatic options for delivering fine arts programming to identified students with parents, school staff, and other stakeholder groups.
- Research School Board policies for GT-related programming and propose potential policies to the Board.

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:

We will complete the identification process in time for students to be cluster grouped, according to area of strength, during the placement process.

By the end of second grade, the Gifted and Talented teacher will complete the initial screening process. The process will include the Raven's Standard Progressive Matrices administered to all second grade students, a review of student test scores from the CPAA assessment, review of common assessment scores, consultation with staff, observation of students and parent input. The GT team (GT teacher, general education teacher, parent) will gather to review data, make recommendations, and build ILPs. Identified students will be participating in the GT program as outlined in their ILPs, in the fall of third grade.

Additionally, in the spring, all students in grade five will be administered the Raven's Standard Progressive Matrices assessments. Results of the NWEA, Easy CBM scores, performance on common assessments, and any other available testing results will be used. The GT teacher will seek input from teachers and parents. Students may self-refer. The GT teacher will also

review student products. Once the data has been collected, the GT team (GT teacher, general education teacher, parent) will gather to review data, make recommendations, and build ILPs for identified students.

Also, in the spring, data on all students in grade seven will be reviewed. Results of the NWEA, Easy CBM scores, performance on common assessments, and any other available testing results will be used. If additional information is needed on a student, an additional assessment will be administered. The GT teacher will seek input from teachers and parents. Students may self-refer. The GT teacher will also review student products. Once the data has been collected, the GT team (GT teacher, general education teacher, parent) will gather to review data, make recommendations, and build ILPs for identified students.

In the fall, the Gifted and Talented teacher will screen assessment results on all high school students. The results of the NWEA, PSAT, SAT, ACT, performance on common assessments, COGAT results, and any other available test results may be used. The GT teacher will seek input from the core subject teachers, the parents, the students and the guidance counselors. Student products will be reviewed.

Selection:

The Gifted and Talented teacher will identify a team of at least three qualified professionals at each school to select students for the GT program (grades 3 and above) including at least one building or district administrator. The team will consist of at least one administrator (district or school), at least one classroom teacher and the GT teacher. The responsibility of the team will be to review all the data, select students, assure the selection process is equitable, collect additional information if needed, and create/review student ILPs. The GT teacher will maintain an up-to-date roster of all identified students in the academic areas and the arts.

Students are considered eligible for the Gifted and Talented Program when their scores reach a 95 percent criterion level on at least 3 of 5 possible measures.

The five measures will include:

- (1) A standardized achievement test
- (2) A standardized test of ability
- (3) Parent checklist
- (4) Teacher checklist
- (5) Three samples of student work.

In addition to the five measures listed, the team may consider the following:

- (1) Teacher referral form, with samples of student work
- (2) Individual IQ test scores if available; a score of 125 or above may be considered (Verbal IQ, Performance IQ, or Full Scale IQ Score).

In cases where there are documented factors that prevent the student from demonstrating optimal performance, a team may use alternate data not listed here. Regardless of what data is used, at least three recognized indicators of high ability must be present in order for the team to declare the student eligible for services.

Criterion levels for typical measures used:

Scores on a standardized achievement test must reach the 95 percentile or higher on any of the following sections of the test:

1. Reading Total
2. Math Total
3. Complete Battery

Scores on a test of intellectual ability must reach the 95 percentile (125) or higher on any of the following:

- a. Total
- b. Verbal
- c. Non-Verbal

In addition:

- Completed Parent Checklist. Criterion level would be at the 90th percentile.
- Completed Teacher Checklist. Criterion level would be at the 90th percentile.
- Three examples of student work that demonstrate advanced thinking or performance that is significantly superior to that of the average child of the same age/grade. This category may include teacher descriptions of the student performance (in place of the actual work) if enough detail is included to make it clear what makes this example significantly superior to that of the average child of the same age/grade.

Students who meet 3 of 5 criteria in two or more academic areas will be identified for general intellectual ability.

Placement:

Once the school team identifies students, the GT teacher will notify parents in writing by mail. Parents are then requested to provide written consent for their child's participation in the GT program. Once the school receives the parent consent form, parties will gather to collaboratively develop the student's ILP (GT teacher, regular education teacher(s), parent, student, if appropriate). The student will embark on a program that best serves his or her individual needs in the areas identified.

Academic Aptitude:

Screening:

We will complete the identification process in time for students to be cluster grouped, according to area of strength, during the placement process.

By the end of second grade, the Gifted and Talented teacher will complete the initial screening process. The process will include the Raven's Standard Progressive Matrices administered to all second grade students, a review of student test scores from the CPAA assessment, review of common assessment scores, consultation with staff, observation of students and parent input. The GT team (GT teacher, general education teacher, parent) will gather to review data, make recommendations, and build ILPs. Identified students will be participating in the GT program as outlined in their ILPs, in the fall of third grade.

Additionally, in the spring, all students in grade five will be administered the Raven's Standard

Progressive Matrices assessments. Results of the NWEA, Easy CBM scores, performance on common assessments, and any other available testing results will be used. The GT teacher will seek input from teachers and parents. Students may self-refer. The GT teacher will also review student products. Once the data has been collected, the GT team (GT teacher, general education teacher, parent) will gather to review data, make recommendations, and build ILPs for identified students.

Also, in the spring, data on all students in grade seven will be reviewed. Results of the NWEA, Easy CBM scores, performance on common assessments, and any other available testing results will be used. If additional information is needed on a student, the Raven's assessment will be administered. The GT teacher will seek input from teachers and parents. Students may self-refer. The GT teacher will also review student products. Once the data has been collected, the GT team (GT teacher, general education teacher, parent) will gather to review data, make recommendations, and build ILPs for identified students.

In the fall, the Gifted and Talented teacher will screen assessment results on all high school students. The results of the NWEA, PSAT, SAT, ACT, performance on common assessments, COGAT results, and any other available test results may be used. The GT teacher will seek input from the core subject teachers, the parents, the students and the guidance counselors. Student products will be reviewed.

Selection:

The Gifted and Talented teacher will identify a team of at least three qualified professionals at each school to select students for the GT program (grades 3 and above) including at least one building or district administrator. The team will consist of at least one administrator (district or school), at least one classroom teacher and the GT teacher. The responsibility of the team will be to review all the data, select students, assure the selection process is equitable, collect additional information if needed, and create/review student ILPs. The GT teacher will maintain an up-to-date roster of all identified students in the academic areas and the arts.

Students are considered eligible for the Gifted and Talented Program when their scores reach a 95 percent criterion level on at least 3 of 5 possible measures.

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In addition to the five measures listed, the team may consider the following:

- (1) Teacher referral form, with samples of student work
- (2) Individual IQ test scores if available; a score of 125 or above may be considered (Verbal IQ, Performance IQ, or Full Scale IQ Score).

In cases where there are documented factors that prevent the student from demonstrating optimal performance, a team may use alternate data not listed here. Regardless of what data

is used, at least three recognized indicators of high ability must be present in order for the team to declare the student eligible for services.

Placement:

Once the school team identifies students, the GT teacher will notify parents in writing by mail. Parents are then requested to provide written consent for their child's participation in the GT program. Once the school receives the parent consent form, parties will gather to collaboratively develop the student's ILP (GT teacher, regular education teacher(s), parent, student, if appropriate). The student will embark on a program that best serves his or her individual needs in the areas identified.

Artistic Ability:

Screening:

Screening for students in the Fine Arts areas will include a recommendation from the music and art departments, student performance on common assessments, and results of additional testing. We are exploring which assessments will be utilized for this measure, and we will have a recommendation by the end of the school year. Student products will be reviewed from these specific areas. Parents may refer their children and students may self refer. In grades 9-12, there is a portfolio and interview process.

Selection:

Identification will be completed in time for students to be cluster grouped, according to the area of strength, during the placement process in the spring of each academic year.

By the end of second grade, the Gifted and Talented teacher will complete the identification process through consultation with staff, observation of students and parent input. The GT teacher will review student testing results, student products, and parent and teacher surveys. Identified students will be recommended for participation in the GT program.

The GT teacher will seek input from teachers and parents. Students may self refer. The GT teacher will also review student products. The GT teacher will seek input from the fine arts teachers, the parents, the students and the guidance counselors. Student products will be reviewed.

Placement:

Once the school team identifies students, the GT teacher will notify parents in writing by mail. Parents are then requested to provide written consent for their child's participation in the GT program. Once the school receives the parent consent form, the student will be placed in the GT program that best serves his or her individual needs in the area identified. The GT teacher will collaborate with the arts teacher(s) to develop the program being provided to the GT students. The GT and arts teacher will meet with parents of the selected students to develop goals for individual programming for the school year.

Process for transfer students:

Students moving into the District will be assessed based on comparable data from their previous school and whether they had been identified as eligible for services in their previous school. The GT staff will provide Guidance Department staff in each building with information

on how to identify whether a child has been a GT student in his/her previous district. Files will be reviewed for this information as a routine component of screening records of new students. GT eligibility will be reviewed in grades 2, 5 and 7 after testing data is collected. Parents will be notified in writing of a student's identification and programming.

Exit Procedure:

Every year, the district will review the participation of students in the gifted program. A team may determine that a student does not appear to be benefiting from the program and recommend that the student be removed. However, a student will not be removed from services because of poor classroom performance alone. At any time during the year, it may become obvious that a student is not performing up to the level expected in the gifted program; if the student initially performs well, then performance deteriorates, other factors may be involved. If the student has not performed at a high level at any time, it may be that the student should no longer receive services. Parents will be notified in writing of a student's programming status.

While the MSAD 15 Gifted and Talented staff wishes to support all students identified in an appropriate program, we also realize that from time to time issues may occur that may mean that a student should exit the program. Those issues may include but are not limited to:

- The student is clearly not benefiting from the program.
- The student is not functioning well in the program.
- The student may not need the type of services the school district provides.
- The student seems to have been misidentified.
- The student no longer fits into the program as a result of its having been refined through the program clarification process.
- Over-riding personal factors are interfering with the student's ability to benefit from the program.
- The student displays inappropriate behavior that is a serious problem to his/herself, endangers other students, or interferes significantly with the learning process.

Prior to being exited from the program at least one meeting will be held that includes the school GT team, the GT teacher, parents and (if age appropriate) the student. All efforts will be made to help the student resolve the issue prior to the final decision to exit the program. Parents will be notified in writing of a student's programming status.

Process for appeals:

Parents of students who have not been declared eligible can appeal the decision in writing to the GT Administrator within three weeks of their being informed of the eligibility decision. The GT Administrator, along with the GT teacher, will determine whether additional information is needed to review the decision. Additional assessments may be administered to students to collect additional data. Assessments will be reviewed and an eligibility decision will be made. The GT Administrator's response to the appeal must be made in writing (and delivered to parents) within three weeks of receiving the appeal. If parents are dissatisfied with the final decision of the GT administrator, parents can petition the superintendent. The decision of the Superintendent will be final.

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

Members of the GT staff attend regular meetings of MeGAT, the annual MeGAT summer conference, and the state's annual meetings for gifted educators.

In order to build capacity within MSAD 15, we will enter into an agreement with Saint Joseph's College in Standish, Maine to offer GT courses toward GT certification on site for interested educators. These courses will commence in January 2016 and run for four consecutive semesters. At this time, over twenty-five MSAD 15 staff have expressed interest in taking these courses.

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

MSAD 15 will employ two full time certified teachers of the Gifted and Talented. Both teachers will work at the k-12 level delegating responsibilities through the five schools. The Superintendent will identify the Gifted and Talented Administrator for the district.

At all levels, the GT teachers, in consultation with the regular classroom teachers, will review performance data for all identified students. The GT teachers will provide the classroom teachers with information about the Maine Learning Results standards he/she is aligning instruction to and assessing students on. The regular education teacher will include the GT teachers' grading in the students' overall report card grades. The GT teachers will participate alongside the regular classroom teachers in parent-teacher conferences.

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
Lisa Austin	Yes	Teacher	k-12	Full-time
Amanda Hennessey	No	Administrator	k-12	Part-time in GT
Carrie Miskin	Yes (pending)	Teacher	k-12	Full-time

Indicate the Auxiliary Staff:

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.

Each year the GT Administrator and Teacher(s), along with other district staff, will review the GT program goals as well as individual student goals and student progress. We will review the collected data from students identified as GT to assess the effectiveness of programmatic offerings. We will review student data for eligibility purposes as well. The GT Administrator, along with the GT teachers, will bring any program recommendations or budgetary requests to the attention of the Superintendent of Schools by November. This ensures that requests may be considered through the appropriate budgetary procedures.

In January 2016, the GT Administrator will report to the MSAD 15 School Board about the GT program. Prior to this presentation, we will collect parent, staff, and student feedback about the current GT program to help the GT Administrator and GT staff set goals to help us best align our programming with our district's work on developing pathways for proficiency-based learning.

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

The program costs include the professional salaries and benefits of our two GT teachers. We are also incurring costs in building a GT library of materials to inform the work of our GT teachers and regular education staff. We have allocated funds for MeGAT dues, fees, and the annual conference. We are also planning to have an on-site GT coursework cohort start up in January that will provide coursework for regular education teachers and administrators in the district. Costs for that programming is included below.

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)
Lisa Austin (k-12)	\$39,060	\$39,060
Amanda Hennessey (k-12)		
Carrie Miskin	\$22,125	\$22,125
Subtotal	\$61,185	\$61,185

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

Independent Contractor Name	Elementary (Contract amount)	Secondary (Contract amount)
N/A		
Subtotal	\$0	

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

A. A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Subscription to <i>Gifted Child Today</i>	\$56	College Planning for Gifted Students: Choosing and Getting into the Right College, Berger – 32 copies (@\$16 each)	\$512
Changing Tomorrow 1: Leadership for High Ability Elem. Students, Van Tassel-Baska	\$19	Changing Tomorrow1: Leadership for High Ability HS Students, Van Tassel-Baska	\$19
Changing Tomorrow 2: Leadership for High Ability MS Students, Van Tassel-Baska	\$19	Gifted and Talented in Art: A Guide to Program Planning, Hurwitz	\$6
Teaching Gifted Kids in Today's Classroom: Strategies and Techniques Every Teacher Can Use, Winebrunner	\$20	Differentiated Projects for Gifted Students: 150 Ready-to-Use Independent Studies, McGee	\$17
I'm Not Just Gifted: Social-Emotional Curriculum for Guiding Gifted Children, Fonseca	\$18	The Cluster Grouping Handbook, Winebrunner	\$6

Brilliant Activities for GT Children that Other Children Will Love Too, Mowat	\$14	A Teacher's Guide to Using the Common Core State Standards with Gifted and Advanced Learners in E/LA, VanTassel-Baska	\$18
Meeting the Needs of Your Most Able Pupils in Music, Savage	\$46	A Teacher's Guide to Using CCSS With Mathematically Gifted and Advanced Learners, Johnson	\$19
NAGC Pre-K – 12 Gifted Programming Standards: A Guide to Planning and Implementing High Quality Services	\$25	The Underachieving Gifted Child: Recognizing, Understanding, and Reversing Underachievement, Siegle	\$16
Why Bright Kids Get Poor Grades and What You Can Do About It, Rimm	\$8		
Subtotal	\$225	Subtotal	\$613

A. B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Dues & Fees: MeGAT	\$70	Dues & Fees: MeGAT	\$35
NAGC Association Dues	\$115	MeGAT annual conference	\$100
MeGAT annual conference	\$100		
Subtotal	\$285	Subtotal	\$135

A. C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A		N/A	
Subtotal		Subtotal	

A. D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost

Tuition – Courses for GT Certification (St. Joe’s)	\$40,000	Tuition – Courses for GT Certification (St. Joe’s)	\$10,000
Books for St. Joe’s coursework	\$3,000	Books for St. Joe’s coursework	\$750
Subtotal	\$43,000	Subtotal	\$10,750

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$61,185	\$61,185
Auxiliary Staff	\$0	\$0
Independent Contractors	N/A	N/A
A. A. Materials & Supplies	\$225	\$613
A. B. Other Allowable Costs	\$285	\$135
A. C. Student Tuition	N/A	N/A
A. D. Staff Tuition/PD	\$43,000	\$10,750
Total	\$104,695	\$72,683