

**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 #17

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

Deborah S. Johnson

Phone numbers:

Central Office 743-9872
Deb Johnson 595-1421

Email address:

d.johnson@msad17.org

CERTIFICATION:

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

Richard Colpitts

Superintendent Signature



Date application submitted to Maine DOE for review: Date: 12/22/15

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:

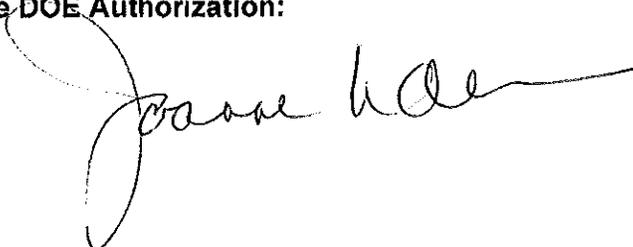
Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:

Date of Approval:

1/19/16



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:

We believe that students with unusually high academic aptitude or the potential to excel in specific academic areas and the arts, are entitled to opportunities beyond the programming provided in the general school curriculum. Gifted students require the opportunity to study at an accelerated pace and with greater complexity and increased time to pursue and manage their own learning which incorporates creative and critical thinking. The unique social and emotional needs of the gifted student need to be addressed in order to provide them with support that may differ from that of their age-peers. Gifted services provide identified students with an awareness of their abilities, the desire to persevere and an appreciation of their unique value to society.

Arts program philosophy:

We believe that the arts offer a path to social and emotional growth, knowledge and research as powerful as that accorded to academic subjects. A unique set of skills is required for every arts discipline, each worthy of study for its own sake; from the spark of an idea to completion of a final product, the creative and critical process that the arts utilize cuts across all disciplines and benefits all intellectual growth. In addition, aesthetic experiences provide unique opportunities for insight that are inherently valuable to a healthy sense of self and connection to the wider human community.

We believe that extended time and personalized attention are needed to bring about high quality arts instruction for our artistically and musically gifted students. Instruction should nurture student interest and knowledge of the arts, cultural history, sensitivity to diverse art media, and hands-on creation of artwork and music.

We realize that the arts are always expanding into new territory and that instruction should extend student knowledge beyond traditional two and three-dimensional art media and musical instruments. New digital media and contemporary art and music philosophies must also be taught in order to give students expanded career opportunities.

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 Gifted and Talented Program at MSAD #17 serves eight elementary schools, one Middle School for grades 7 and 8 and the Oxford Hills Comprehensive High School. The program provides extension and enrichment opportunities to identified gifted students (K-12) beyond what is available in the general classroom.

Initial screening is conducted by the GT teachers based on district wide achievement tests such as the Smarter Balanced Assessment, and community member, teacher and student self-nomination forms. GT teachers obtain parent permission to collect a variety of subjective and objective data and give cognitive ability tests to the nominated students. A committee blind screens the information for identification of the top 5% of academically achieving or potentially achieving students.

Services include whole grade acceleration, specific academic topic acceleration, or pull-out programs in small groups at the eight elementary schools. The GT staff also offers in-class support for elementary teachers.

The GT teachers organize monthly district wide GT Days twice a month that bring 5th and 6th grade GT peers together from across the district for specific topic research and individual presentation projects. At the Middle School and High School levels, gifted services are provided on a consult model, with an emphasis on tracking at risk identified GT students.

Elementary student trimester evaluations report out achievement of specific goals and a narrative of student progress. Individual goals may be established at this time.

Staff Development is conducted by the GT teachers for administrators and classroom teachers on workshop days or at staff meetings. The GT staff attend and present at conferences specific to gifted education and the arts.

The GT teachers attend many Parent-Teacher conferences and produce newsletters for families of GT students twice a year. GT staff may also attend student IEP meetings.

Arts program abstract:

Differentiation occurs within the 40 minutes of instructional time that MSAD #17 offers all students for art and music per week in grades K-6. This does not allow extended time for completion of projects with greater complexity, or individual instruction of a high potential music or art student.

The GT Department offers students with high potential and unique abilities in the visual arts an hour long GT lesson each week in a multi-grade setting at each elementary school. This offers extended time for student art practice and access to more diverse art media and digital processes unavailable to students in the regular art classroom. Approximately 3-5% of students in grades 3-6 are included in sessions.

Gifted visual arts programming is offered in grades 3-6 to students who demonstrate high potential in an equitable screening process open to any interested student.

Musically gifted students are able to participate in chorus, orchestra and small group instrumental lessons during the school day. Instrumental lessons are available for stringed, woodwind and brass instruments.

In grades 7-8, visual arts and music programming is available in one trimester and there is no provision other than differentiation for gifted students. Opportunities exist for participation in chorus, orchestra, band and instrumental lessons during the school day.

In grades 9-12 a wide variety of visual and performing arts courses are available including art history, photography, theater arts, drama, 2D and 3D design, communication and media arts, graphic design and printing technology, digital imaging, band, orchestra, choir, and chamber choir. A student who wishes to move forward in these areas at their own pace may find a path to do so with support of high school and GT staff.

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

Academics:

IDENTIFICATION

Goal: The GT Department will update the department calendar and the data used for initial screening.

Objective: To align GT identification with MSAD #17 district wide achievement tests which will be determined during the 2015-2016 school year.

Activities: Meet as a staff with curriculum director in the spring of 2016 and establish a screening calendar for the 2016-2017 school year based on the new MSAD#17 assessment calendar.

Goal: The screening process will improve transparency and community understanding of the GT selection process.

Objective: Include a community member on screening committee.

Activities: Community member will be invited to participate.

INSTRUCTION

Goal: The GT program will focus on improved inclusion of twice identified students.

Objective: To serve an under represented GT population.

Activities: Hold one staff development session and increase collaboration with the Special Education Department during the 2015-2016 school year.

Goal: Improve commitment to meet the social and emotional needs of the Middle School and High School GT identified students.

Objective: Increase GT services in grades 7-12.

Activities: Make a specific budget request in the Spring of 2016 for a third GT staff member for grades 7-12.

TRANSFER

Goal: Improve the review process of transfer student folders by 9/2016.

Objective: To avoid overlooking the GT status of a transfer student.

Activities: GT staff will review with school secretaries the possible indicators for previous GT identification or services. Through staff development and e-mail reminders, secretaries and classroom teachers will be asked to notify GT staff when they become aware of previous services (official or unofficial) received by a transfer student.

EXIT PROCEDURE

Goal: Clarify official MSAD #17 GT Exit Policy.

Objective: Have written policy and procedures by which a student might no longer receive GT services.

Activities: Form a GT committee of teachers, administrators and GT staff to create a plan for official exit strategies for GT students. Policy will include both parent/guardian expectations and the MSAD #17 withdrawal initiation procedures. Assessment, documentation and evidence will be included. The exit policy will be posted on the district web site and be included in a GT Policy Handbook by the 2016-2017 school year.

RIGHT OF APPEAL

Goal: Clarify official MSAD #17 GT Appeal Policy.

Objective: Have written policy and procedures by which a student might not qualify receive GT services and the process to appeal the decision.

Activities: A committee of teachers, administrators and GT staff will be formed to review current policy for the official appeal rules. This policy will be posted on the district web site and be included in a GT Policy Handbook by the 2016-2017 school year.

PROGRAM EVALUATION GOAL

Goal: Evaluate success of GT Program and make necessary changes.

Objective: Collect data and improve GT services.

Activities: During the 2015-2016 school year, the GT staff will develop a variety of tools to measure the success of the program. Strategies will include student and parent surveys and teacher evaluations from staff development sessions. Other tools will include updating and cross referencing assessment data of GT students using Infinite Campus. In June 2016, GT staff and Curriculum Coordinator will review the implementation of specific GT Initial Application Goals from September, 2015.

STAFF DEVELOPMENT

Goal: Improve understanding of GT population traits and needs.

Objective: Increase support and collaboration with MSAD #17 staff and administration.

Activities: Schedule three staff development sessions for with staff. Utilize building administrators to support the schedule..

Goal: Improve GT Staff development opportunities.

Objective: Support continued learning of the GT staff.

Activities: Make a specific budget request in the Spring of 2016 for increased funding to include the UCONN Confratute and other GT educational opportunities designed to support classroom teachers in understanding the needs of the Gifted student.

BUDGET

Goal: Improve commitment to meet the social and emotional needs of the Middle School and High School GT identified students.

Objective: Increase GT services in grades 7-12.

Activities: Make a specific budget request in the Spring of 2016 for a third GT staff member for grades 7-12

Arts:

IDENTIFICATION

Goal: To place each K-12 student with high potential in music or visual arts in programming with a GT teacher, music, or art teacher or mentor who will provide instruction in accordance with program philosophy.

Objective: Work collaboratively with music and visual arts K-12 staff to provide information about the nature and needs of students with high potential in music and visual arts so that individuals may be identified and supported.

Activities: Meet with music and art staff to coordinate services offered to middle and high school students that allow students in GT Art and Music to proceed to advanced courses immediately on entry to freshman year in high school, or sooner if appropriate.

INSTRUCTION

Goal: To provide students with high potential in visual arts and music instruction that support individual needs.

Objective: Work with music and visual arts K-12 staff to provide information on the nature and needs of students with high potential in music and visual arts so that regular class instruction may be differentiated to the needs of the GT population in grades K-12.

Activities: Meet with art and music staff to ensure that flexibility in curricular goals and support are available for high potential art or music students within the structure of the district arts courses in grades 7-12.

SCREENING

Goal: To provide a fair process to many students who have no experience of the arts outside school.

Objectives: Increase the options for identifying students by adding an interview to the final part of the art identification process and to provide a more comprehensive way to identify musical ability.

Activities: Work with a committee of GT, music and art staff to develop a process that determines a student's artistic motivation and ensure student understanding of program expectations.

STAFF DEVELOPMENT

Goals: Work with administrators to allocate time for staff development.

Objectives: Provide staff development to administrators and classroom teachers to provide insight about the need for weekly GT/VPA sessions during the instructional day.

Activities: Work with a committee of GT and art staff to create a written and illustrated guide or slide show for administrators and staff that addresses points of concern. Collect student reflections of their GT/VPA work in writing, digitally, orally and portfolios to be used as evaluation and staff development.

BUDGET

Goal: Increase budget for GT/VPA supplies.

Objective: To provide increased budget for specialized art materials in GT/VPA that are not available to regular art or music students, such as gouache, casting plaster, and 4B pencils.

Activities: Make a specific budget request in the Spring of 2016 for GT/VPA supplies.

EXIT PROCEDURE

Goal: Clarify official MSAD #17 GT Exit Policy.

Objective: Have written policy and procedures by which a student might no longer receive GT services.

Activities: Form a GT committee of teachers, administrators and GT staff to create a plan for official exit strategies for GT students. Policy will include both parent/guardian expectations and the MSAD #17 withdrawal initiation procedures. Assessment, documentation and evidence will be included. The exit policy will be posted on the district web site and be included in a GT Policy Handbook by the 2016-2017 school year.

RIGHT OF APPEAL

Goal: Clarify official MSAD #17 GT Appeal Policy.

Objective: Have a written policy and procedure by which legal guardians of a student who did not qualify to receive GT services can appeal the decision.

Activities: A committee of teachers, administrators and GT staff will be formed to review current policy for the official appeal rules. This policy will be posted on the district web site and be included in a GT Policy Handbook by the 2016-2017 school year.

TRANSFER

Goal: Improve the review process of transfer student folders by 9/2016.

Objective: To avoid overlooking the GT status of a transfer student.

Activities: GT staff will review with school secretaries the possible indicators for previous GT identification or services. Through staff development and e-mail reminders, secretaries and classroom teachers will be asked to notify GT staff when they become aware of previous services (official or unofficial) received by a transfer student. If portfolio is adequate and equitable with MSAD #17, student is automatically included for GT/VPA services.

EVALUATION

Goal: To evaluate the effectiveness of GT art and music instruction.

Objective: Build on the current success of GT/VPA services.

Activities: Use online resources to create easily accessed surveys for student families to gather data by the beginning of 2016-17 school year. Collect student reflections of their GT work in writing, digitally, orally and portfolios to be used as evaluation and staff development.

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:

Screening has been initiated at grade 3 by district standardized testing. This testing process is currently changing (2015-2016) and will need to be addressed this year. Teachers, parents and students may also nominate.

Selection:

Further parental permission and evaluation of nominated students is conducted by the GT staff. Younger students (K-2) are given the SAGE ability test, while older students are given CogATs (Cognitive Achievement Tests). The district also uses the Naglieri Nonverbal Ability Test. Other data collected for identification is local assessments, grades and Behavior Scales completed by teachers and parents. A list of identified students and their services will be provided to the superintendent.

Placement:

A committee of GT teachers, classroom teachers, a minimum of one administrator meets once or twice a school year for blind identification with the collected data. The date for screening is determined by date of access to the initial standardized testing data.

Review of Policies and Procedures:

Meeting between the GT Staff, Curriculum Coordinator, Music Staff and Art Staff are held through each school year. This year there will be a review of dates and academic screening tools as MSAD#17 will be using new achievement tests.

Academic Aptitude

Screening:

Screening has been initiated by district standardized testing or local assessments showing strength in a specific area. Teachers, parents and students may also nominate.

Selection:

Portfolios of collected writing and projects and interviews have been arranged for Language Arts, Social Studies and Science identification. Further parental permission and evaluation of nominated students is conducted by the GT staff. Younger students (K-2) are given the SAGE ability test, while older students are given CogATs (Cognitive Achievement Tests). The district also uses the Naglieri Nonverbal Ability Test. Other data collected for identification is local assessments, grades and Behavior Scales completed by teachers and parents. A list of identified students and their services will be provided to the superintendent.

Placement:

A committee of GT teachers, classroom teachers, a minimum of one administrator meets once or twice a school year for "blind" identification with the collected data and work. Data may indicate a need for gifted services in a specific academic aptitude.

Review of Policies and Procedures:

Meeting between the GT Staff, Curriculum Coordinator, Music Staff and Art Staff are held through each school year. This year there will be a review of dates and academic screening tools as MSAD#17 will be using new achievement tests.

PROCESS FOR TRANSFER STUDENTS

Out of District transfer student folders are reviewed for Gifted Identification. The GT teachers call the previous schools to confirm the identification process in the former school to make a decision if further screening might be required. If data is adequate and equitable with MSAD #17, student is automatically included for GT services.

EXIT PROCEDURE

At the end of 6th grade, all GT students will be given a cognitive assessment such as the CogAT or the Nagliere to determine continued eligibility. If the student is not finding success with current GT services, exit procedures are on an individual student/parent/teacher consult basis.

PROCESS FOR APPEALS

The Appeal Process is explained to parents in the letters that are sent home after the screening committee meets. A request for appeal must be sent in writing or e-mail to MSAD #17. Current data is reviewed with parents and future alternate testing may be scheduled for committee consideration.

Artistic Ability

Screening:

Specialist teacher completes worksheet "Characteristics for Students with Artistic Talent" or the "Characteristics for Students with Musical Talent." Parents and teachers complete scales rating artistic and/or musical traits based on the SRBCSS (Scales for the Rating of Behavioral Characteristics of Superior Students). For art, in September each year a drawing prompt is given to classroom and art teachers to be made available to students in 3-6th grade. The most basic of art media and process (pencil and paper) is chosen so that all students have an equal opportunity to show their ability, regardless of access to art materials or lessons outside school instruction. Entries are collected and an identification committee consisting of the art and GT staff meets on a staff development day. Emphasis is placed on screening 3rd grade students who will not have had a chance to apply for GT art programming before. Students who were unsuccessful in previous years may apply again.

Selection:

A committee of art and GT staff review the drawings in a blind selection process by grade level. A rubric is followed to choose the top entries.

Musical ability is noted by music teachers who listen for perfect pitch, facility playing an instrument, a sense of rhythm, and creativity in music classes. In 4th grade, all students are taught to play the recorder and this has proved to be valuable when screening.

Placement:

Letters are sent home to all students and parents to inform them of a yes or no decision. The letter acknowledges the effort each student made even if they will not participate in GT programming. The letter also requests permission for the student to attend an hour long art lesson with GT staff each week

Review of Policies and Procedures:

Meeting between the GT Staff, Curriculum Coordinator, Music Staff and Art Staff are held through each school year. This year there will be a focus on improved music screening.

PROCESS FOR TRANSFER STUDENTS

Out of District transfer student folders are reviewed for Gifted Identification. The GT teachers call the previous schools to confirm the identification process in the former school to make a decision if further screening might be required. If data is adequate and equitable with MSAD #17, student is automatically included for GT services.

EXIT PROCEDURE

Currently exit procedures are on an individual student/parent/teacher consult basis if the student is not finding success with current GT services. A standardized exit process needs future development.

PROCESS FOR APPEALS

The Appeal Process is explained to parents in the letters that are sent home after the screening committee meets. A request for appeal must be sent in writing or e-mail to MSAD #17. Current data is reviewed with parents and future alternate testing may be scheduled for committee consideration.

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

Staff Development is conducted by the GT teachers for administrators and classroom teachers on workshop days or at staff meetings.

The GT staff attend and present at conferences specific to gifted education and the arts such as the MEGAT and The New England Conference on Gifted Education and Talent Development. The district also provides staff development time for GT and the Art and Music Departments to plan and collaborate.

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

The MSAD #17 Gifted and Talented Dept consists of 2 full time GT teachers.

Indicate the professional staff for the K-12 Gifted and Talented Program.

| Name of Staff | 690 Endorsement | Teacher or Administrator | Grade level | Indicate Full-Time or |
|---------------|-----------------|--------------------------|-------------|-----------------------|
|---------------|-----------------|--------------------------|-------------|-----------------------|

| | | | | |
|---------------------|--------|--------------------|------|-----------------|
| | Yes/No | | | Part-Time in GT |
| Deborah S. Johnson | yes | Dept. Head/teacher | K-12 | full |
| Georgina E. Grenier | yes | teacher | K-8 | full |

Indicate the Auxiliary Staff: Educational Technician **none**

| Name of Staff | Role | 690 Endorsement Yes/No | Grade level | Name and position of supervisor | Indicate Full-Time or Part-Time in GT |
|---------------|------|------------------------|-------------|---------------------------------|---------------------------------------|
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7. Provide a description of the annual program self-evaluation process.

Annual data collected from Infinite Campus on GT student grades and assessment for the annual state plan is reviewed.

Spring discussion with high school guidance department of the GT identified student plans after graduation.

8. Provide a description of the costs to be incurred to implement the program(s).
Projects sheets were developed to better manage the spending of funds.

Project: Theater- 6th grade Gifted and talented students will be bussed from their elementary schools to the high school auditorium to attend a performance of Henry V on Wednesday, October 27, at 10AM. This performance is presented by Theater at Monmouth and at the end of the performance, the company host a question and answer learning time for the students. The students will leave the performance with a better understanding of Shakespeare and the art of theater.

| Contracted Services | Cost |
|----------------------------|-------------------|
| Theater of Monmouth | \$450.00 |
| Contracted Services | Total Cost |

| | |
|----------------------------|-----------------|
| Theater of Monmouth | \$450.00 |
|----------------------------|-----------------|

Project: Africa- 5th grade students will develop their ability to use creative and critical thinking, reading and writing expertise, and technology to present knowledge in project-based learning about the geography, history and ecology of Africa. Students will be guided to in the production of an outcome that may be a written research paper, a 3D model, an i-movie, historical fiction writing, a pecha kucha, or any means of presenting knowledge that the student chooses.

| Book/Material | iISBN | # | Cost |
|--|------------------|----|-------------------|
| Galimoto- K.Williams | 978-0688109912 | 1 | \$6.99 |
| The Boy Who Harnessed the Wind-W.Kamkwamba | 978-0803740808 | 10 | \$153.89 |
| A Long Walk to Water-L.Park | 978-0547577319 | 11 | \$54.89 |
| A Long Walk to Water-unit guide-S.Pennington | 978-1478322870 | 1 | \$6.99 |
| Who Was Nelson -M.BelvisMandela | 978-0448479330 | 24 | \$119.76 |
| Books | Materials | | Total Cost |
| \$342.52 | \$0 | | \$342.52 |

Project: India. 6th grade students will gain understanding and knowledge of the geography, history and ecology of India addressing math, science, social studies, language arts and visual arts. Successful completion of the unit will be shown by a product each student creates to present new knowledge and insight gained. Using selected Common Core and Maine Learning Results standards, students will be guided to in the production of an outcome that may be a written research paper, a 3D model, an i-movie, historical fiction writing, a pecha kucha, or any means of presenting knowledge that the student chooses.

| Book/Material | iISBN | # | Cost |
|------------------------------------|----------------|---|---------|
| Mandala Crafts-Rudrasha seed beads | | 2 | 27.98 |
| The third eye | 978-1550027501 | 5 | \$64.95 |
| One Grain of Rice | 978-0590939980 | 1 | \$16.99 |
| The deadly conch | 978-1554887941 | 1 | \$12.99 |
| The silver anklet | 978-1554884452 | 1 | \$12.99 |
| The king's chessboard | 978-0140548808 | 3 | \$20.97 |
| The elephant prince | 978-1886069169 | 1 | \$14.01 |
| If you were me & lived in India | 978-1484930861 | 1 | \$9.99 |

| | | | |
|--------------------------|------------------|---|-------------------|
| India-True Book | 978-0531213575 | 1 | \$6.95 |
| Going to school in India | 978-1570916663 | 1 | \$18.17 |
| India For Kids | 978-1494709976 | 6 | \$33.90 |
| I am Malala | 978-0316327930 | 6 | \$57.24 |
| Books | Materials | | Total Cost |
| \$269.15 | \$27.98 | | \$297.13 |

Project: 1960s Civil Rights Decade. 5th and 6th grade students will gain understanding and knowledge of the 1960s, a decade in which many social attitudes changed and scientific discoveries occurred. From Jim Crow laws, women's rights, Vietnam, the Apollo program, environmental concerns, voting rights, a succession of presidents and pivotal figures laid a foundation that continues in today's social concerns, addressing science, social studies, language arts and visual arts Successful completion of the unit will be shown by a product each student creates to present new knowledge and insight gained. Using selected Common Core and Maine Learning Results standards, students will be guided to in the production of an outcome that may be a written research paper, a 3D model, an exemplar of 1960s style artwork, historical fiction writing, a pecha kucha, or any means of presenting knowledge that the student chooses. *Art supplies listed are specific to GT projects and are not ordered by the individual schools or the Art Department for general population use.*

| Book/Material | iISBN | # | Cost |
|---|-------------------|----|----------|
| All the People: Since 1945 A History of US | 978-0199735532 | 5 | \$62.25 |
| Rachel Carson: Pioneer of Ecology . (6Pack | 62011 | 1 | \$32.46* |
| Who Was MLK Jr | 978-0448447230 | 10 | \$49.90 |
| Election-A Kids Guide to Picking Our President | 978-1453270660 | 8 | \$39.92 |
| So You Want to be an Inventor (6Pack) | 978-3-100396-29-7 | 1 | 51.87* |
| 229869 Unryu Paper, 37 g, 25" x 37", Assorted Color (Pack of 12) | | 1 | 31.99 |
| Gane Yes All-Purpose Stik Flat Glue, 1-Pint | | 1 | 8.66 |
| Sax 90 pound Watercolor Paper for Beginning Artists - 9 x 12 inches - Pack of 100 | | 2 | 36.62 |
| LIHAO 8 Inch White Round Paper Lanterns (10 Pack) | | 3 | 26.50 |
| Sharpie Metallic 4 PACK | | 1 | 6.63 |
| Grafix Medium Weight Chipboard Sheets, 8-1/2-Inch by 11-Inch, Natural, 25-Pack | | 2 | 20.68 |

| | | | |
|---|------------------|---|-------------------|
| 4 Mil Stencil Blank Mylar 12 X 17.5 Sheet - 25 Pack | | 1 | 26.81 |
| Sharpie 1823887 Metallic Fine Point Permanent Marker, Gold, 12-Pack | | | 16.76 |
| Books | Materials | | Total Cost |
| \$236.31 | \$174.65 | | \$410.96 |

Project: Bees. Students will learn about Bees using the Kids Discover Bee magazine as a guide. Students will demonstrate increased ability to respond each other with clearly reasoned and articulated questions.

| Book/Material | iISBN | # | Cost |
|--------------------|------------------|---|-------------------|
| Kids Discover Bees | | 1 | \$24.90* |
| Books | Materials | | Total Cost |
| \$24.90 | \$0 | | \$24.90 |

Project: Text for Advanced Reading: Exploring Family, Humility and Compassion Great Books Foundation. 5th and 6th grade learners in need of advanced materials for reading, analysis and discussion will explore the themes of family, humility and compassion using this Great Books Foundation collection of short literature from around the world. Students will use this literature to develop understanding of themselves as gifted persons, respect for the abilities of others and increase their ability to use higher level critical thinking skills through Socratic questioning. Students will demonstrate increased ability to respond each other with clearly reasoned and articulated questions.

| Book/Material | iISBN | # | Cost |
|--------------------------------------|-------------------------------------|---|-------------------|
| Series 5 book 2 Literature Anthology | PRS-SE52 978-1-939014-7 7-1 | 1 | \$20.43* |
| Books | Materials | | Total Cost |
| \$20.43 | \$0 | | \$20.43 |

*Includes expected S & H fee

Project: Josef Albers Color Unit. 4. Students in GT art will use the materials to explore purposeful use of color, color relationships and color theory by creating works in the style of Josef Albers to explore the color relationships in the style of Josef Albers. Students will gain understanding of color theory by exploring color in ways other than through a color wheel. They will gain understanding of the effect one color has on another(s), Students will demonstrate understanding of color relationships by creating compositions using squares of color created with cray pas and watercolor techniques and be able to articulate what they discover. *Art supplies listed are specific to GT projects and are not ordered by the individual schools or the Art Department for general population use.*

| Book/Material | iISBN | # | Cost |
|---|-----------|---|------------|
| Sakura XEP 12-Cray Pas Jr | | 9 | \$22.41 |
| Sax 90 pound Watercolor Paper for Beginning Artists - 9 x 12 inches - Pack of 100 | | 2 | 36.62 |
| Books | Materials | | Total Cost |
| \$0 | \$59.03 | | \$59.03 |

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) |
|-------------------------|--------------------------------------|-------------------------------------|
| Deborah Johnson | 65,103.00 | 7233.00 |
| Georgina Grenier | 65,544.00 | |
| Subtotal | 130,647 | 7233.00 |

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

| Independent Contractor Name | Elementary (contract amount) | Secondary (contract amount) |
|-----------------------------|---------------------------------|--------------------------------|
| | | |
| Theater at Monmouth | 450 | |
| | | |

| | | |
|----------|--------|--|
| | | |
| | | |
| | | |
| Subtotal | 450.00 | |

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 |
|--|----------------|---------------------------------------|------|
| Text and Periodicals | 962.91 | | |
| Materials | 261.66 | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | 1224.57 | Subtotal | |

A. B. Other allowable costs:

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|--------------------------|------|-------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

A. C. Student Tuition:

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|-----------------------------|------|----------------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

A. D. Staff Tuition/Professional Development:

| Elementary: Title | Cost | Secondary: Title | Cost |
|-------------------|------|------------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Subtotal | | Subtotal | |

Totals

| Subtotals from above | Elementary Costs: | Secondary Costs: |
|------------------------------------|-------------------|------------------|
| Professional Staff | 130,647 | 7233.00 |
| Auxiliary Staff | | |
| Independent Contractors | 450.00 | |
| A. Materials & Supplies | 1,224.57 | |
| A. B. Other Allowable Costs | | |
| A. C. Student Tuition | -- | |
| A. D. Staff Tuition/PD | \$200.00 (MEGAT) | |
| Total | 132,521.57 | 7233.00 |