

**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#33

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

Phone number: (207) 543 7302

Email address: lbernier@msad33.org

CERTIFICATION:

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

Superintendent Name (printed)

Superintendent Signature

Date application submitted to Maine DOE for review 12/30/15

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

RETURN BY EMAIL TO:

EF S 206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Lee Worcester Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization: [Signature] Date of Approval: 1/4/16

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:

MSAD #33 is committed to providing educational programs that meet the needs of an academically diverse student population. Within this population are students who demonstrate unusually high levels of general intellectual ability, and/or specific academic aptitude in one or more areas of the core curriculum.

MSAD #33 recognizes that in a Proficiency Based Education climate, where student - centered learning is at the core of curriculum development, it is even more critical that we provide high quality and rigorous learning opportunities for our variety of gifted learners. Academically precocious students need to move at their own pace, need diversity in their educational experiences, and must be challenged to develop their abilities and potential. Meeting these needs requires specialized curricula that are advanced, conceptually complex, and clearly differentiated from the regular curriculum.

MSAD #33 also recognizes that the needs of identified gifted students vary as they progress through the elementary and secondary grades and that instructional settings must exist to accommodate these changes.

With this awareness in mind, MSAD #33 is committed to the development and implementation of an educational program that addresses the special needs of identified gifted and talented students. In doing so, MSAD #33 has considered the requirements of the Maine Statutes, Title 20-A, § 8104 and the recommendations of Pre-K-Grade 12 Gifted Program Standards from the National Association of Gifted and Talented Children.

Arts program philosophy:

Like all Gifted & Talented content areas, the GT Arts Programs exist to meet student need. In a Proficiency Based Education climate, where student - centered learning is at the core of curriculum development, it is even more critical that we provide high quality and rigorous learning opportunities for our variety of gifted learners. These students need educational expectations that are academically, intellectually, and personally challenging. As in the regular arts classrooms, the GT Arts programs focus on strengthening students' abilities to engage in 21st century skills (to create, collaborate, communicate and think critically.)

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 program at the K-2 level is a consultation model. The grade one teacher holds a GT endorsement and is strategically placed to consult with teachers in this grade span. They "watch" any student who

should be nominated in grade 3. The 3-8 span is to provide rigor for identified students in the areas of reading/writing, math, social studies, and science. We target approximately 5% of the total population and provide services in a variety of settings including pull out, acceleration/enrichment by subject, internships, and instructional strategies in the regular classroom. The program delivery format and structure may vary from subject to subject.

At the high school level students are provided with the opportunity to participate in advanced placement classes. Students who exhaust the courses at Wisdom High School are encouraged to take courses at the University of Maine at Fort Kent through an agreement between UMFK and the district.

Students are allowed to participate in mentorships/internships with experts in the community in their specific academic aptitude. In addition students are able to participate in a self-directed independent studies designed to address interests and supervised by the appropriate faculty. Students who have exhausted courses in a content area such as math may attend the high school for an accelerated math class while being enrolled as a middle school student. APEX classes are also a choice and supervised by a certified gifted and talent staff member.

Arts program abstract:

The program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of Visual and Performing Arts. We target approximately 5% of the total population and provide services in a variety of settings. The program delivery format and structure may vary from subject to subject. Personal gifted and talented time is built into the music and art teachers' schedules for identified students.

At the high school level, students are provided with the opportunity to participate in studio art classes, band, and independent studies. Students, who have exhausted the resources available at the high school level, may work with profession artists, musicians, or attend classes at the University of Maine at Fort Kent.

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

The Academic Program goal of MSAD #33 is to:

- provide an educational program that meets the needs of students who demonstrate unusually high levels of general intellectual ability, and/or specific academic aptitude in one or more areas of the core curriculum.
- provide high quality and rigorous learning opportunities for our variety of gifted learners.
- meet these needs through a specialized curricula that are advanced, conceptually complex, and clearly differentiated from the regular curriculum.
- provide opportunities for collaboration and rigor beyond the “normal” school setting.

Sample activities:

We are very fortunate to have a group of educators in Aroostook County who offer rigorous academic and arts programs. The group meets often and plans events at the University of Maine at Presque Isle. Monies are budgeted for these events.

Internships are an integral part of programming 7-12.

Field trips to enhance curriculum are taken in grades 3 through 12.

Robotics Teams compete at state trials and competitions.

We encourage teachers district-wide to take course work to become GT endorsed.

Materials to be purchased for the academics and arts programs.

Visual and Performing Arts Program Goal of MSAD #33 is to:

- provide high quality and rigorous learning opportunities for our artistically gifted learners
- provide opportunities that are academically, intellectually, and personally challenging.
- focus on strengthening students' abilities to engage in 21st century skills (to create, collaborate, communicate and think critically).
- provide various opportunities for the development and presentation of a personal body of work.

Sample activities:

We are very fortunate to have a group of educators in Aroostook County who offer rigorous academic and arts programs. (ARGT)The group meets often and plans events at the University of Maine at Presque Isle. Monies are budgeted for these events.

Internships are an integral part of programming 7-12.

Field trips to enhance curriculum are taken in grades 3 through 12.

Robotics Teams compete at state trials and competitions.

We encourage teachers district-wide to take course work to become GT endorsed.

Materials to be purchased for the academics and arts programs.

Guest speakers.

SLAM Student Leadership in the Arts (Arts advocacy work with DOE and locally.)

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:

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.

Screening: Those students who score 1 year above grade level on STAR Math or Reading will be screened using the CoGAT, SIGGS, or SAGES assessments for general Intellectual Ability. Students qualifying for GIA will need to show qualifying scores in three subject areas.(Math, Reading, and Science)

Selection:

All tools used in the selection process target the student's reasoning ability. Once a pool of students is identified in the screening pool, each student will be assessed using at least one of the following components: CogAT, SAGES, or SIGS

Reading: CogAT, SAGES, or SIGS

Math: CogAT, SAGES, or SIGS

Science: CogAT, SAGES, or SIGS

Social Studies: CogAT, SAGES, or SIGS

Criteria for GIA: Students who can formulate abstractions, process information in complex ways, are observant, excited by new ideas, enjoys hypothesizing, learns rapidly, uses a large vocabulary, is inquisitive, and is a self-starter. Students meeting

Placement:

Students meeting the criteria above will be placed in the program.

Program options: Gifted students are served in the best to meet their needs. Service may include the following options: Acceleration, differentiation in the classroom, or pullout. High school students may choose to participate in internships and self-directed independent study.

Academic Aptitude:

Shows unusual/advanced ability in reading, math, writing, science & social studies.

Screening:

The purpose of the screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who clearly need the program or students who need further assessment in order to determine if there is a need for services. All the tools used in the screening process target the students' achievement. At least three tools will be used as part of the selection process.

Reading: Star Reading scores, State achievement test scores, teacher nominations, self-nominations, parent nominations, and peer nominations.

Math: Star Math scores, State achievement test scores, teacher nominations, self-nominations, parent nominations, and peer nominations

Social Studies: Teacher nominations, self-nominations, parent

nominations, and peer nominations, alternate checklists, scales for rating the behavioral characteristics of superior students.

Science: Teacher nominations, self-nominations, parent nominations, and peer nominations, MEA Science, alternate checklist.

Selection:

All tools used in the selection process target the student's reasoning ability. Once a pool of students is identified in the screening pool, each student will be assessed using at least one of the following components:

Reading: CogAT, SAGES, or SIGS

Math: CogAT, SAGES, or SIGS

Science: CogAT, SAGES, or SIGS

Social Studies: CogAT, SAGES, or SIGS

Placement:

The qualifying test scores are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one test score. The committee will meet and consider all of the collected information. Once in the program, the GT administrator will collect annual evidence from teachers to place in student files. (STAR math and reading scores, report cards, achievement tests, portfolios, etc.) This will be the case for both the academic and the arts students. Each year the GT staff will meet to discuss growth or lack of as determined by the collected data. The committee will decide if each student should continue in the program. They will also look at new nominations from the district staff.

Program Options:

Gifted students are served in the best to meet their needs. Service may include the following options: Acceleration, differentiation in the classroom, or pullout. High school students may choose to participate in internships and self-directed independent study.

Artistic Ability:

Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why?", or sees the unusual.

Screening: The purpose of screening is to ensure that all students are assessed equitably for possible exceptional abilities and to locate students who either clearly need the program or students who need further assessment in order to determine if there is a need for services. All the tools used in the screening process target the student's achievement.

Visual Arts:

Teacher nominations, student nominations and parent nominations

Performance Arts:

Teacher nominations, student nominations and parent nominations

Selection:

Once a pool of students is identified, in the screening pool, each student will be assessed using one of the following components:

Visual Arts: Portfolio assessment with rubric

Performing Arts: Portfolio assessment with rubric and grade

Placement:

The qualifying student numbers are based on the top 5% of the local population. No student will be eliminated from the talent pool based on one identification tool. The committee will meet and consider all of the collected information.

Program options: K-8 the art and music teacher will use differentiation and pullout to service gifted students.
7-12 the art and music teacher will use differentiation, independent study, and internships.

Program Options:

The program at the K-8 level is to provide a differentiated curriculum for identified students in the areas of Visual and Performing Arts. Identified students will have 1 hour of extra art or music instruction a week as pull out.

At the high school level, students will be provided with the opportunity to participate in studio art classes, band, and independent studies. Students, who have exhausted the resources available at the high school level, may work with profession artists, musicians, or attend classes at the University of Maine at Fort Kent.

Process for transfer students:

In the event a student transfers from a different district and was previously identified and serviced in that district, MSAD #33 will review the identification documentation and compare it to the local identification system. If the student does qualify for services in MSAD #33 under their local identification criteria, then the student will automatically be eligible for services. If the student does not qualify for services in MSAD #33, then the previous school district will serve as a referral, and the student will have the option of going through MSAD#33's identification process. If the student does qualify, based on the newly acquired data, then the student will be placed in the program.

For transfer students who are NOT identified in the previous school,

the same MSAD#33 screening protocol will apply. (Refer to previously stated screening procedures.)

Exit Procedure:

1. Students participating in the 3-5 program will be reevaluated going into grade 6. In the event the student no longer qualifies for services, this will not be considered exiting the program. The GT services will be defined in duration in terms of grades 3-5 and grades 6-12.
2. Qualified students are eligible to continue in the GT program from one year to another unless there is a written request for a student to exit the program from the GT teacher, the parent/guardian, counselors, or administrators.
3. Exiting of students from GT services is based upon multiple criteria including performance in the program and psychological or personal reasons and is finalized by a consultation with parents and teachers.
4. Prior to formal exit from the program, the following steps will be followed.
 - a.) Document and review student progress
 - b.) Conference with student, parent, and other appropriate professional educators.
 - c.) Formal notification of parent.

Process for appeals:

The parents, guardian, or teacher of any denied student inclusion into the GT program may appeal the identification committee's decision as follows:

- a.) A parent/guardian or teacher expresses concern regarding the exclusion of the student into the program. The GT teacher & GT administrator will review results of testing and information collected with the concerned person. The GT teacher will compare results and let the concerned person know why the decision was made according to the criteria of the program.
- b.) The concerned person initiates an appeal in writing to the GT teacher. The GT teacher and GT administrator will conduct an alternate test. If an achievement test was low an alternate achievement test will be administered. If an ability test score was low an alternate ability test will be administered.
- c.) The GT Identification Committee will meet to reconsider eligibility in terms of new test results, additional data, and/or student products.
- d.) The GT administrator will notify the parent, guardian, and teacher of the decision made by the Identification Committee.

e.) In the event the student does not qualify for services, the student may be reevaluated in a year at the request of the parent, guardian, and/or teacher.

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

Our program is a fairly “young” program. Since it’s implementation we have encouraged district wide staff to work towards their GT endorsement. We have the elementary principal who holds the endorsement, is the GT administrator K-12 and is the GT math teacher for grade 5 & 6. The first grade teacher has the full endorsement and is strategically placed to help guide teachers in the K-2 grade span. We begin nominating for the program in grade 3. Our 2nd grade teacher is transitionally endorsed. At the high school we have one 3 staff members transitionally endorsed or close to it. Our art teacher is fully endorsed and the music teacher holds a GT transitional certificate. It is amazing the way the staff has “hopped” on the GT bandwagon. Having high school endorsed teachers has helped the offerings for GT students.

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

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
Amy Pelletier	Yes	Teacher	K-6	Part-time
Tracy Boucher	Yes	Teacher	7-12	Part-time
Claire Pelletier	Yes	Teacher	7-12	Part-time
Chantal Blanchette	Yes	Teacher	K-6	Part-time
John Brabant	Yes	Music Teacher	K-12	Part-time
Theresa Cerceo	Yes	Art Teacher	K-12	Part-time
Lisa Bernier	Yes	GT Administrator GT Teacher	K-12 3-6	Part-time Part-time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT
N/A					

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

To maintain program approval status for MSAD #33's program for gifted and talented

students, the following is required annually:

Provide to the Commissioner any information that represents an alteration, addition, or deletion to any program category (Chapter 104.14, 1-9) as reported and approved in the original Program Approval Application.

Provide/have available for review results of the annual self-evaluation process.

Conduct and document an objective analysis of the progress made toward reaching the goals established in section A. Program Goals, of this document.

Conduct and document an objective analysis of GT program student achievement.

The following procedure will be used to evaluate the program and student progress:

- a.) distribute a teacher survey bi-annually
- b.) distribute a student survey at the end of each year
- c) receive input from the Identification Team
- d.) review student performance on targeted assessment
- e.) a comprehensive review of data used to inform the future direction of the programming.

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

Professional Staff:

Each year we have teachers obtaining their GT endorsement therefore the budget increase for salaries and benefits.

Independent Contractors:

We only list two...who directly help students with two GT competitions.

Educational Materials and supplies:

These resources are needed to meet and maintain the high rigor of our GT program.

We are very fortunate to have a group of educators in Aroostook County who offer rigorous academic and arts programs. The group meets often and plans events at the University of Maine at Presque Isle. Monies are budgeted for these events.

Internships are an integral part of programming 7-12.

Field trips to enhance curriculum are taken in grades 7-12.

Robotics Teams compete at state trials and competitions.

We encourage teachers district-wide to take course work to become GT endorsed.
Materials to be purchased for the academics and arts programs.

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)
Amy Pelletier	\$15,244.92	
Chantal Blanchette	\$12,856.01	
Tracy Boucher		\$14,308.79
Claire Pelletier		\$11,921.71
Theresa Cerceo	\$ 8,437.38	\$ 8,279.38
John Brabant	\$ 6,977.95	\$ 6,977.95
Lisa Bernier	\$ 25,092.74	\$ 9,136.17
Subtotal	\$68,609.00	\$50,624.00

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Robotics Instructor (Julie SanClemente)	\$250.00	
Drama Coach for Meridian Stories) (Claire Pelletier		\$250.00
Subtotal	\$250.00	\$250.00

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
See Attached form.	\$1100.00	See attached form.	\$1000.00
Robotics Club (Supplies, registrations (National & State, travel to competitions, field trips, hotel accommodations for two competitions)(2 Teams) National Registrations X 2 \$450.00 Qualifying RegistrationsX2 \$280.00 T-Shirts for 2 teams \$165.00 Hardware for Robotics \$50.00 Playing Field Set up Kit \$75.00 Hotel for competitions \$400.00 Supplies to design logo for team T-shirts(iron-on letters, fabric markers, felt, foam,etc.)\$50.00 Field Trips for project \$30.00	\$1,500.00		
Supplies Tech Related: (Laminating film for projects, 1 set of toner for the colored printer, music program licenses,) 1 GT Admin Toner \$72.00 1 GT Secretary Toner \$72.00 1 set colored printer toner for GT projects \$700.00 1 set laminating film \$156.00	\$1,000.00	Supplies Tech Related: (Laminating film for projects, 1 set of toner for the colored printer, music program licenses,APEX licenses) APEX licenses \$375.00 1 GT secretary Toner \$ 80.00 1 set colored printer toner for GT projects \$295.00	\$750.00

Books (6 Titles of 6 books for Battle of the BooksTeacher resources, books of course work) \$1000.00

Battle of the Books:

6 Skeleton Key @ \$8.58 \$51.84
6 My Thirteenth Winter @6.00 \$36.00
6 Secret Life of Bees @ 8.00 \$48.00
6Al Capone@ 8.00 \$48.00
6Sea of Trolls 9.00 \$54.00
6Life as we Knew it @ 9.00 \$54.00

\$291.84

Grades 3/6 LA BOOKS

5 Yearlings 15.49 \$77.45
Fracture Fairy Tale Books: \$100.00
5 Tom's Garden @ 8.00 \$40.00
5 Time Machine @ 6.00 \$30.00
5 Tangerine by Bloor @ 9.00 \$45.00

\$292.45

Algebra Essentials Practice TE @ \$15.71

Books(Student multiple copies for GT Lit. classes, teacher resource books, books for course work) \$1000.00

Teacher Resource Books

2 Exploring Critical Issues in GT Ed @ \$36.20 \$72.40
2 DI Making it work@15.00 \$30.00
2 Making DI a Habit @28.84 \$57.68

2 Sparking Student Creativity @ \$26.95 \$53.90

Nonfiction Prompts for Algebra \$15.00

Algebra Handbook for the Gifted \$25.00

Real World Algebra \$35.00

Theme: Statistics

Advance HS Statistics \$35.00

Focus in HS Statistics and Probability \$35.00

Theme: Satire

Modern Satire and the Novel \$60.00

5 copies A Million Little Pieces 9.25 X 5 \$46.25

45copies American Sniper 5 X 10.01 \$50.05

5 copies I am Nujood X 8.00 \$40.00

5 copies Tuesdays with Morrie X 9.00 \$45.00

Subtotal \$4,600

Subtotal \$2,750.00

<p>MEGAT Conference (2 GT teachers & 1 administrator) Amy Pelletier Lisa Bernier Chantal Blanchette (CONFERENCE FEES) \$400.00</p> <p>Teacher Resource Books: Books for GT courses work: To be determined by Patti's courses: \$400.00 (I always have teachers working on the Endorsement...I'm lucky.)</p>	<p>MEGAT Conference (2 GT teachers) Theresa Cerceo & Angela Theriault \$400.00</p> <p>Teacher Resource Books: Books for GT courses work: To be determined by Patti's courses: \$400.00 (I always have teachers working on the Endorsement... I'm lucky.)</p>		
Subtotal	\$5,300.00	Subtotal	\$5,300.00

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$68,609.92	\$50,624.00
Auxiliary Staff		
Independent Contractors	\$250.00	\$250.00
A. Materials & Supplies	\$4,600.00	\$2,750.00
B. Other Allowable Costs	\$450.00	\$1,825.00
C. Student Tuition	\$700.00	\$1,000.00
D. Staff Tuition/PD	\$5,300.00	\$5,300.00
Total	\$79,909.92	\$61,749.00

Elementary: Total: \$1,100.00 Supply

Classroom supplies to enhance curriculum.

Math:

Theme: Pre-algebra

Amazon Purchases: Teaching aids for pull out and in class support

Coordinating Graphing	\$11.21
Daily Warm Ups Math Grades 9-12	\$15.86
Real Math World Grades 5-8	\$30.00
2 Robotics Pneumatic sets, \$175.00 each	\$350.00
Algebra Essentials Workbook	\$9.99
3 Expo Markers	\$27.96

\$445.02

LA: Reading and writing teaching aids for pull out and in class support,

Amazon Purchases:

Theme: Fractured Fairy Tales:

Supplies for a Fractured Fairy Tale production: \$100.00

(Costumes, props, paint, make-up,)

Sheet protectors \$9.32

\$109.32

Science: Science teaching aids for pull out and in class support

Theme: Bridges/Towers

5 Pitsco Education Balsa wood strips \$47.40

3 Pitsco Medium wood strips \$59.90

Mindware Q –Ba-Maze \$35.96

Virtual field trip (s) \$261.05

\$404.31

Theme: Abstract Sculpture

Art: Elmer's 900802 Foam Board \$33.48

Glue Sticks \$9.99

Markers/Crayon \$30.00

Card Stock \$17.88

Portfolio Binders for
To Showcase student
Work.

\$30.00

Origami Paper \$20.00

\$141.35

W

High School TOTAL: \$1,000.00

Classroom supplies to enhance curriculum:

Math:

Theme: Algebra & Geometry

Plastic Demonstration Kit Geometry \$39.99

1 Vinyl Pre Algebra Ball \$15.00

New Path Learning for
Algebra Charts \$35.00

\$89.99

Art:

Theme: Sculptures

Foam Board \$33.48

Glue Sticks \$9.99

Markers/Crayon \$30.00

Neon Color Paper \$15.99

\$89.46

LA:

Theme: Picturing Text

Reid Tag Sticky notes \$4.00

Washable Glue Sticks \$9.99

Post its for Lit Circles \$11.19

Stapler \$15.52

2 10 piece Heavy Duty Felt
18.99 \$37.98

\$63.16

LA & Social Studies Interdisciplinary Units

Theme: 1. Media, Sports and Pop Culture: What is the message?

2. Government, Politics, and Social Justice: How do we decide what is fair?

3. Literature and the Arts: Why do they matter?

Items for group presentations to share with the school community.

Case of BASIC Trifold display board: Pack of 24 \$122.64

Small Presentation Boards Pack \$75.00

4 boxes Pocket Folders @ \$7.00 \$28.00

\$225.64

Meridian Stories Materials:

SnowBall Mic	\$50.00
Recordable DVDs	\$30.00
itTne Music	\$15.00
2Headphone Splitters @ 9.00	\$18.00

\$113.00

District Travel: (Fuel) ARGT Trips to PI for ALL events, MEGAT State Conference/GT Administrative Meetings/Mentor Workshop
\$418.75