

**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: Maranacook Area Schools

Name and title of person responsible for gifted and talented program: Nancy Harriman, Director of

Curriculum, Instruction, & Assessment

Phone number: 207 685-3336 x 1209

Email address: nancy_harriman@maranacook.org

CERTIFICATION:

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

Superintendent Name (printed) **Donna Wolfrom**


Superintendent Signature
2/8/16

Date application submitted to Maine DOE for review:

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206
Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: *Lee Worcester*

- Approval
 Approval with concerns
 Non-approval

Maine DOE Authorization: 

Date of Approval: *2/10/16*

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:

In RSU #38 we believe students' instructional needs can best be met in the regular education classroom and have aligned our professional development efforts across the district with an emphasis on:

- developing current, engaging, rigorous standards-based curriculum
- differentiating instruction for all learners, ensuring all are progressing in the curriculum
- challenging all students to achieve at the highest levels of proficiency and beyond

Recognizing that the instructional needs of a small subset of students will exceed that which can be met through differentiation, individual or small group instruction provided by a gifted and talented specialist will be available to students identified as "Gifted and Talented," for both general intellectual ability and for those with specific academic aptitude.

Once students have met proficiency-based graduation requirements, we believe students should have the opportunity to pursue individual learning goals that will be developed to further prepare students for advanced study for college and career readiness.

Arts program philosophy:

In RSU #38 we believe visual and performing art programs act as a gateway to the world of the arts and humanities. With the focus on STEM that tends to dominate the academic side of schooling, we want to germinate a corresponding passion for activities that boost students' self-esteem, cooperative abilities, leadership traits, and open-mindedness. We must have students who can answer questions raised by the proliferation of technology that permeates our lives and demands our constant attention. *Just because we can do something, does it mean we should?* We ask this question of ourselves and of our students as a constant reminder of the human need to reflect, to consider thoughtfully, and to appreciate the role of the visual and performing arts in forming responsible citizens ready for the challenges of the 21st century. The Maranacook School Community understands and supports this core value and, indeed, the vital need for having a well-balanced academic and VPA experience in our K-12 schools.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

In RSU #38 formal identification of students qualifying for Gifted and Talented services does not begin until the end of 2nd grade. Students with an obvious need for GT services in grades K-2 will be serviced through a combination of consultation with the classroom teacher and limited pull-out, on a case-by-case basis. Students in grades 3-5 will receive push-in (consultation model), pull-out and enrichment services depending on the instructional needs of each student. These services are provided by a certified GT teacher or Ed Tech III (under the supervision of a certified GT teacher).

Students at Maranacook Middle School identified in math have the opportunity for a full-time GT math course covering the Common Core math progressions for grades 6-8. Once proficiency is achieved, students can enroll in High School Honors math classes at Maranacook High School. Middle School students identified in other academic areas have the opportunity to participate in a "GT Seminar," that

meets twice a week. Students study a topic in depth, focusing on college and career readiness skills, critical and creative thinking skills, and affective perspectives such as self-understanding, leadership, risk-taking, insight, and goal-setting.

Students at Maranacook High School take honors and AP classes in core content areas. As they complete new proficiency-based graduation requirements, students can take online college classes, Virtual High School classes, or take on independent study projects developed on a case-by-case basis. For example, there are hundreds of free courses available through MOOC (Massive Open Online Courses) where students can take any number and variety of courses from colleges and universities. Students can earn “certificates” that can serve as evidence for enrollment in future college classes, selection for internships, or to simply show commitment to learning a particular educational topic. This year, the high school students will also have the opportunity to participate in a “GT Seminar” focused on the online curriculum called, “The Big History Project.” This is a multidisciplinary course with 10 units covering 8 thresholds during the 13.8 billion years since the “Big Bang.”

Arts program abstract:

In RSU #38 Screening and identification for GT VPA services is done in grades 3 and 9. The criteria for consideration is designed to ensure the [fair assessment of all students](#), regardless of cultural difference, social status, or disability. Students are required to assemble portfolios that are evaluated by the VPA screening and identification committee, using rubrics as the basis for final identification. Students can access examples of portfolio content on the Maranacook website as a guide for students working on their own or with a parent or mentor to complete the portfolio. Otherwise, the VPA staff will work with students to complete the portfolio at school.

Students identified at the elementary level receive GT services individually or in small groups. At the middle school, GT students receive differentiated instruction during their Unified Arts rotation for music and art. GT art students in grades 6-12 receive small group instruction based on individual goals. Additionally, students in music can participate in special programs like chamber singing, jazz band, and several local and statewide competitions.

At Maranacook Middle School, VPA students focus on creativity, problem-solving, making connections through art and music, and self-expression. In keeping with Middle School practices, the VPA staff integrates content standards wherever possible and practical.

The Maranacook School Community is home to many talented and generous artists and musicians. They augment our formal GT services with special field trips and mentoring experiences that are inspiring and enriching for our developing VPA students. Some examples of past experiences include museum field trips to the Colby Museum of Art, the Farnsworth Museum in Rockland, and local artists’ studios for demonstrations and enrichment experiences.

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

#3 Goals, Objectives, Activities

Goal: To develop, implement and effectively manage comprehensive services for gifted and talented students.

Objective: By providing coordinated services of gifted education, special education, and related services

Activity: Educators in gifted, general and special education programs, collaboratively plan, develop, and implement services.

Gifted Education Program Standards: Standard 5, Programming 5.2 coordinated services

Academic

Goals: To challenge each student with engaging, rigorous content that will result in growth over time, leading to proficiency or mastery of standards across disciplines.

Objectives: Differentiation in Classrooms: Students will meet or exceed grade level expectations as measured by RSU #38 standards-based common assessments in all core content areas. (*i.e., NAGC 3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.*)

Push-In or Consultation: Students will extend and enrich learning experiences in the core content areas after meeting or exceeding grade level expectations as measured by standard or project specific rubrics and scales.

Pull-Out: Students will meet or exceed criteria at least one grade level beyond current age or grade placement as measured by standards-based common assessments or project-specific rubrics and scales at that (advanced) grade level.

Mentoring or Independent Study: Students will meet or exceed expectations defined in a pre-project "Goal-Setting Worksheet." The mentor or project monitor will assess the student's progress toward goal attainment using a predetermined rubric or product scale customized to the student's unique project.

Activities: In keeping with RSU #38's continuous improvement professional development initiatives, all classroom teachers in the district will be developing more skill in implementing Marzano's strategies for teacher effectiveness. This year, the emphasis will be on using scales and rubrics to monitor and assess student progress. To this end, classroom teachers will adopt a workshop model to provide another method of differentiating for GT learners. (*i.e., NAGC 3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.*)

GT teachers will also provide strategic consultation to teachers and teams at all levels, to support classroom teachers and advocate for GT students in the differentiated classroom. (*i.e., NAGC Adv.S 7. Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families*)

High School math and ELA teachers are in the process of re-aligning courses to reflect proficiency-based graduation requirements. Since GT students will meet these requirements ahead of schedule in many cases, high school teachers will need to develop additional offerings such as computer science.

Currently, there are several opportunities for students to take online courses for enrichment or college credit or certification to help students sample educational topics that are of interest for future college and career choices.

Students at Maranacook Middle and High Schools can also take a GT Seminar, for example, "The Big History" online curriculum. This interdisciplinary "big idea" unit encompasses reading, writing, listening, speaking, and debating skills as well as concepts in science and social studies. Additional units of study modeled on the Big History platform are in development. Embedded within this forum is the opportunity to experience a high level of critical and creative thinking with intellectual peers. The GT seminar provides a safe and effective forum for students who may need an advocate to help them

navigate the complexity of high school and college matriculation requirements, or to deal with social, emotional or affective considerations at this developmental level.

Arts:

Goals: To challenge students gifted in the arts in ways that will expand knowledge, develop advanced skills, and deepen understanding beyond that which can be provided in the regular education art and music curriculum. (*i.e., NAGC 1.1.1 Educators engage students with gifts and talents in identifying interests, strengths, and gifts*)

Objectives: In differentiated VPA classrooms, students will meet or exceed grade level expectations as measured by RSU #38 curriculum maps. The VPA curriculum is currently undergoing conversion to the National Core Standards for the Arts. (*i.e., NAGC 4.1 Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking*)

Activities: All students identified for VPA GT services fill out an “Individualized Learning Plan” in the fall of each school year. This is done in collaboration with a VPA specialist and the students’ parents. The students are asked to designate between 1 and 3 specific goals they wish to achieve during the school year. Students are also asked to consider issues that might hinder or impede progress on achieving their goals. Once agreement is reached between students, teachers and parents, the goals are re-visited three times during the school year to assess progress on meeting the goals. Goals can be revised, replaced or completed at any time. Thus, the specific activities vary as we attempt to individualize learning experiences to the greatest extent possible. Middle School students also do a self-assessment upon goal completion, and an end of the year reflection as a capstone to the year’s work.

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 and Academic Aptitude:

Screening: Each year, students in grades 2, 5 and 8 will be screened or re-screened, if previously identified. The screening and identification criteria will ensure the fair assessment of students with special needs, such as the culturally divergent, the economically disadvantaged, and students with disabilities. Data from multiple sources will be included in the assessment process for GT services. At least three measures will be used including two quantitative measures such as NWEA and NECAP achievement scores, and qualitative information obtained through teacher nominations. Ten percent of the K-12 student body will be included in this process, forming a “talent pool” from which final identification will be made. 10% of the slots in the talent pool will be reserved for students who may need an alternative pathway to identification. These may be students who are twice exceptional, recent immigrants who are ELL, economically disadvantaged, from a minority population, or students who may have some other issue that would impede, impair or invalidate traditional quantitative measures of achievement, thus making their giftedness less visible.

After the formation of the “talent pool,” students are given the “CogAT,” a test of cognitive ability, which is added to the data points described above to complete the profile for each student in the talent pool.

The screening and identification process for general intellectual ability and academic aptitude is the

same. The screening process begins in February when a notice is published in all school newsletters announcing the commencement of the process, how parents can become involved and stay informed about the process, and whom to contact for further information. Parents and teachers are solicited to provide nominations for students who may require GT services based on classroom performance or particular intellectual passion expressed by students.

Selection: In May of each year, the Superintendent solicits volunteers (RSU #38 teachers and administrators) to participate in the identification process. Each student's profile is individually evaluated by the GT Identification committee through a blind review (no names) process. A student clearly qualifies for GT services if the majority of the evidence in the profile falls within the High and/or Superior ranges on the profile. The decision is based on the committee's evaluation of the preponderance of the evidence in the student's profile. The GT Identification committee will also consider whether or not previously identified students continue to meet criteria for on-going service, or if they should be placed on "furlough" due to underperformance in the GT setting? Program? . Exiting students from GT service is also an option for students who no longer require services, or whose instructional needs can best be met in the regular education setting.

Placement: The identification process limits the number of students to no more than 5% of the total K-12 student population, which is about 60 students. Parents are notified by letter from the Superintendent at the end of the school year, and teachers and principals are notified as well. The GT staff, in consultation with teachers, determine the level of service that would be most beneficial for each student, and programming is planned accordingly.

Artistic Ability:

Screening: Screening and Identification begins early in the school year, with most art and music teachers helping students develop portfolios using common projects that have been designed by curriculum planners in the previous year. This way the screening and identification committee can develop some internal consistency within the identification phase which is by nature, a subjective process. The focus is on screening and identifying students at the end of grades 3 and 9.

A portfolio must be submitted that includes the following information:

ART:

1. A product from each of three categories: Sculpture, 2-D Design, and Still life Drawing in Graphite;
2. Answers to two Reflection Questions about each of the three product submissions (student interview);
3. Teacher Nomination.
4. Optional items include parent or art professional nomination.

MUSIC:

Two Product or Performances in Voice, Instrument, or Composition (any combination including two from the same category);

Written answers to Reflection Questions about each of the submissions in the portfolio (student interview);

Teacher Nomination.

Optional items include parent or music professional nomination.

Selection: The identification committee is comprised of all VPA district staff, one central office administrator and the district GT coordinator. Rubrics are used to assess the portfolios, and up to 5% of

the K-12 student population is identified.

An alternative pathway to school-based screening, allows parents, art or music professionals or students themselves to create a portfolio for consideration. It must be completed by May 1st when district-wide identification occurs.

Placement: Parents are notified by mail at the end of the school year as to the results of the screening and identification process.

Process for transfer students:

Students who transfer into the district will have their academic portfolio reviewed by a member of the GT staff to see if the student had qualified for GT services in the sending school. If so identified, RSU #38 will continue to provide GT services for that student until the spring of that year. Those students will be required to complete the requirements for inclusion in the talent pool, whether for academics or the arts, in order to continue to be considered for services in this district.

Appeals: Consideration may also be given to using new information or alternative test results on a case-by-case basis. For example, a student may have had outside testing done by a licensed psychometrician for other purposes. Scores from applicable measures might be considered in lieu of CogAT testing for academic ability or NWEA if there are other measures of academic achievement.

Exit Procedure: Students can exit from GT services at any time for any reason, though the GT staff will continue to monitor performance and needs in consultation with classroom teachers. Students who underperform may be asked to spend a year on “furlough” in the hopes that students can return for GT services at a subsequent time. A student who does not avail themselves of the opportunity to return after one year on furlough will be dismissed from future services. RSU #38 will continue to monitor the student’s academic progress through the annual screening and identification period, and an “open door” policy will be available if conditions change for the student that would support successful re-entry into the GT services model.

Process for appeals: A student, parent or guardian can appeal an identification decision by contacting the Director of Curriculum, Instruction and Assessment. She will consult with the GT and VPA staff to determine if all pertinent information was included and evaluated by the identification committee. If it is determined that no mistakes or omissions were made, she will explain and defend the determination in the context of the procedural components of screening and identification. A more formal process could include a “Review of Identification” which would require the student or parent to write a letter to the Superintendent explaining the reason for the appeal. She will consult with the work of the identification committee, the Director of Curriculum, Instruction and Assessment, and others, if necessary to make a determination. Her decision is final and may not be appealed further.

Parent Notification Parents are also notified during transfer, exit, and appeals processes. Any written parent concerns about services for gifted and talented are always responded to individually by a teacher and/or administrator.

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

Staff development on the Marzano model of Teacher Effectiveness has been the foundation of all in-house professional development at RSU #38 for the past several years. The emphasis is on creating capacity across the district, in all disciplines and at all grade levels that will provide greater levels of

differentiation, greater engagement and increased rigor for all students, GT notwithstanding. This is an important point as differentiated instruction at the classroom level forms the basis for GT services according to our model. Going forward, we expect to continue deepening our knowledge base in of the Marzano model, and teacher evaluation and professional growth will be based on our effectiveness in practice.

The GT staff also attends the annual MEGAT conference in the fall, and the Unconference in the summer.

RSU #38 has six early release days dispersed throughout the school year intended for in-house professional development. G/T and VPA staff attend general sessions when the agenda is applicable to them (*i.e. Marzano's Teaching Elements or Meeting the Needs of students identified under 504*).

Recently, the G/T Coordinator has been given the opportunity to meet on those days for professional development and to develop new district curriculum and assessments based on the National Core Arts Standards. The District GT Coordinator and the Director of Curriculum, Instruction and Assessment facilitate this group. The process is informative as VPA teachers look for consistency when linking student progress with VPA standards and individual learning outcomes. In ways similar to RSU #38's academic GT service providers, the VPA staff will continue to focus on developing standards-based scales and rubrics within the Marzano model of Teacher Effectiveness. By developing capacity at the classroom level of instruction, we believe all GT VPA students will benefit from the increased engagement, rigor and depth of knowledge that will accrue as teachers become more skillful in the implementation of the Marzano model.

District art teachers also belong to the Kennebec Art Educators Association which meets quarterly at the Harlow Gallery. They attend the Maine Art Education Association fall and spring conferences, Haystack Mountain School of Crafts, and an assortment of media-specific classes such as stained glass and pottery making.

District music teachers also belong to the the Maine Music Educators Association. Most also attend annual conferences hosted by the association which are located at various Maine universities. These conferences offer professional development in areas of repertoire selection, pedagogy, implementing technology in the classroom, and developing new practices in the general music classroom to meet the needs of our diverse learners.

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

The Director of Curriculum, Instruction & Assessment oversees the program under the supervision of the Superintendent of Schools. The lead teacher, Pat Godin, coordinates instructional services, K-12 and maintain the student database for screening and identification and provides direct instruction for grades 6-12. The Director of Instruction meets with Pat Godin and Victoria Scott approximately twice a month to consult on program issues.

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
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Pat Godin	YES	Teacher	6-12	Full time
Victoria Scott	YES	Teacher	K-5	Full time in GT (70% 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
Jill Worster	Ed.Tech.	No	K-5	Pat Godin-GT Coordinator of Instruction ; Janet Delmar –Principal	Part time

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

RSU #38 administration and GT staff have been in a three-year cycle of review and renewal, making major revisions to the previously existing program, policies and vision. Using the CIPP Model (Stufflebeam, 2007) we consider context, input, process, and product. Now that the program components required in this report are in place, we continually revisit the following essential questions as we seek to improve the program:

1. *What are the needs of GT students in our district? (context)*
2. *What strategies and activities have been planned to address the needs of our GT students? (input, process)*
3. *What are the outcomes (intended and unintended consequences) of the current model delivery and curriculum? (product)*
4. *Based on the data, what modifications to the program are needed? How can they be effectively implemented? (process)*

As Stufflebeam (In Madeus, 1983) said, “The most important purpose of program evaluation is not to prove – but to improve.” The G&T teachers, Curriculum Coordinator, and Superintendent, in consultation with building principals, continuously review data and feedback. We have evaluated the outcomes (intended and unintended consequences) of the G/T Program each year as we planned for staffing and searches. Our thinking and planning for the new GT program has evolved in the context of our district’s model of instruction. To date we have reviewed several survey/questionnaires for students, parents, teachers and administrators and will begin pilot testing them this year. After evaluating the utility of those instruments in terms of how useful they prove to be, we will revise and refine them, to become part of an annual review of our GT program.

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

Staffing our G & T program and continuing to provide staff with the professional development and coursework they need is a priority. Their expertise is crucial in a rural, small district where consulting with teachers, parents, and students is crucial to a continually evolving program that meets the particular needs of the students in the program THIS YEAR. Our program model is to provide the books, resources, and experiences students need to achieve at a high level and continue to advance in their knowledge or areas of talent. While some materials can be ordered in advance (i.e. The Big History Project for a 6-8 Seminar last year) ; many projects and topics of interest emerge as the year

and their interest evolves. This year we hope to be able to support more Midyear it can be challenging to procure the resources needed to provide students with G/T opportunities for more in-depth exploration or inquiry. Requests for materials are brought to the G/T Team for review and approval (G/T Teachers & Curriculum Coordinator) who meets 1-2x a month to oversee the Program.

8. (cont.) Sample **Book Titles (HS)**

The Untold History of the United States, by Oliver Stone and Peter Kuznick

Invent to Learn, by Sylvia Martinex and Gary Stager, PhD.

The Swerve: How the World Became Modern, by Stephen Greenblatt

The Devil's Highway, by Luis Alberto Urea

A Short History of Nearly Everything, by Bill Bryson

The Universe in a Nutshell, by Stephen Hawking

New Elementary Mathematics, Syllabus D (High School), Dr Wong Khoon Young and Sin Kwai Meng, Textbook, workbook and solutions manuals.

Problem-Based Tasks for Mathematics II, State Common Core Standards (High School) Walch Education

Common Core State Standards Station Activities for Mathematics II, Walsh Education.

Expeditions in your Classroom (High School Geometry), Walsh Publishing

Elem & Middle School

Real World Algebra, by Edward Zacharo

Miss Peregrine's Peculiar Children, by Ransom Riggs

52: Write a Poem a Week. Start Now. Keep Going. by Jo Bell

All American Boys, by Jason Reynolds

He Named me Malala (DVD)

The Golden Specific, by S.E. Grove

The Crimson Skew, by S.E. Grove

A Wrinkle in Time, by Madeleine L'Engle

A Wind in the Door, by Madeleine L'Engle

A Swiftly Tilting Planet, by Madeleine L'Engle

Many Waters, by Madeleine L'Engle

An Acceptable Time, by Madeleine L'Engle

Art Studio Supplies

Clay Pottery Workshop Materials

Low Fire Clay \$ 80.00

Ceramic Pottery Tools \$110.00

Cone 05 Glazes \$ 60.00

\$250.00

Encaustic Painting Workshop

Encausticbord \$ 60.00

Encaustic Gesso \$ 40.00

Encaustic color blocks \$ 72.00

Encaustic medium \$ 41.00

Soy Wax \$ 25.00

Surface Thermometer \$ 12.00

\$250.00

Communication with Art Teacher as of 2/3/16 Hopefully we would be able to pay the artist fees and purchase the extra needed materials. Last year the materials were included in the cost of the artist. Some materials for the clay workshop we may have although some clay is needed for students with enrichment studio time. However, we don't have any encaustic materials so those would have to be purchased unless the artist could provide some in their fee.

Online Enrichment License(s)

Piloting iReady Intervention/Enrichment online and teacher led lessons with some gifted students in grades 3-5

Purchased a site license for staff to access Math Problems, Gr 3-5 for extending mathematics lessons for their G/T students who were meeting proficiency on pre-assessments; G/T Teacher and Math Coach are consulting with teachers on their use

9. a Clarification

Conferences

Only MEGAT so far this year; other conference requests would have to relate specifically to G&T

Courses None, yet – Lead teacher is exploring MOOC Street Fighting Mathematics Course (for potential recommendation to G/T students)

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)
Pat Godin	\$31,623	\$31,623
Victoria Scott	\$29,187	
Subtotal	\$60, 810	\$31,623

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Jill Worster	\$15,909	
Subtotal	\$15,909	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Student Tuition	\$	
Subtotal		

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
Supplies: Math Apps (for GT students' iPads) for 6-8 GT Math:	\$350	Supplies: Art Materials for Advanced Studio Work (G/T Field Trips)	\$300
<ul style="list-style-type: none"> • Concepts • Pyonkee • Inspiration Maps • Sketchbook Pro • Animoto Plus • Coop Fractions • Eq Editor • Evernote Premium Tynker 			

Art Materials for Advanced Studio Work (G/T Field Trips)	\$200	TBD	\$200
Digiblocks- Decimal Blocks & Classics	2@ \$30 2 @ \$35		
(2) ZomeTool Advanced Math Creator 4 construction kit STEM/Geometry Idea Book Activity Cards	2 @ \$231 2 @ \$23 2 @ \$12		
SubTotal for year	\$1212	SubTotal for year	\$500
Books		Books	
Exemplars: Differentiated Best of Math Performance Tasks & Rubrics	\$700		
Leveled book titles (higher level titles for grade level common unit themes – Fantasy -5; Survival – 5 ; US Historical Fiction – 5) to be used in G/T service delivery)	\$280	Singapore Math (9-12)	\$190
Singapore Math (6-8 for G/T Math course)	\$799	Novels & Teaching Argument (9-12)	\$173
Higher level Novels (6-8)	71	Books for HS Big History Seminar	\$181
Taskmasters Performance Tasks (4-8)	\$100	Bright Ideas Common Core Math & Stem Enrichment Act. (9-12)	\$95
Smart Girls in 20 th Century & Prof Resource Books	\$125	College Textbooks for G/T students taking early college classes NOT offered for dual enrollment to all students	\$259
Opposing Viewpoints Juniors (Gr 3-5)	\$50		
Opposing Viewpoints Juniors (Gr 6-8)	\$25		
Subtotal for year	\$2150	Subtotal for year	\$1398

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
Online or other enrichment license	\$200	MOOC (Massive Open Online Courses)	\$300

		Online or other G/T enrichment course(s)	\$300
Subtotal	\$200	Subtotal	\$600

A. D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Conferences	\$500	Conferences	\$200
Course Reimbursement	\$2600	Course Reimbursement	\$1300
Subtotal	\$3100	Subtotal	\$1500

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	60810	31623
Auxiliary Staff	15909	
Independent Contractors		
A. A. Materials & Supplies	3362	1398
A. B. Other Allowable Costs	0	0
A. C. Student Tuition	200	600
A. D. Staff Tuition/ PD	3100	1500
Total	83381	35121