

**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: RSU#71

Name and title of person responsible for gifted and talented program:
Jacquie Gage Kahn, Gifted and Talented Program Coordinator

Phone number: 207-338-3510

Email address: jkahn@rsu71.org

CERTIFICATION:

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

Superintendent Name (printed)
Dr. Paul Knowles

Superintendent Signature

Paul D. Knowles

Date application submitted to Maine DOE for review:
December 23, 2015 (revised version)

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:

Jacquie Kahn

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:

RSU#71 is dedicated to providing engaging learning opportunities that allow all students to grow and prosper. This includes learners identified as gifted and talented who possess the intellectual and creative ability or aptitude to excel beyond their age-level peers. RSU#71 is committed to identifying and challenging these students, recognizing that they possess specific cognitive and affective needs which require instructional modifications to reach their academic, intellectual and creative potential while becoming a responsible and contributing member of society. In addition, RSU#71 recognizes that gifted and talented students represent varied socio-economic and cultural backgrounds and may exhibit dual exceptionalities.

RSU #71 will serve students identified as Gifted and Talented by following Chapter 104; Educational Programs for Gifted and Talented Children. Programs will reflect Guiding Principles for gifted and talented children (104.04) considering the following:

1. Appropriate learning rate and instructional level,
2. Research-based program models, instructional strategies and materials,
3. Advanced, conceptually complex and differentiated curricula in lieu of the regular curricula,
4. Appropriate modifications and settings for changing needs, and
5. Appropriate adjustments or alternatives for the highly gifted.

RSU #71 is committed to providing programs for its identified gifted and talented population that will encourage and challenge them to grow from potential to performance.

Arts program philosophy:

RSU #71 recognizes that children may show creative exceptionality and the potential to excel in the area of Visual and Performing Arts. These students may represent varied socio-economic and cultural backgrounds and exhibit dual exceptionalities. RSU#71 is committed to identifying and providing opportunities for gifted and talented students to flourish and fulfill their creative potential while becoming responsible and contributing member of society.

In order to accommodate the wide range of learning styles and creative strengths, a strong collaboration between RSU#71 Visual and Performing Arts teachers and gifted education teachers has developed. Educators in music, drama, and the visual arts work collaboratively to develop programming and support the learning and affective needs of identified students through curricular modifications, specialized programming, and alternative settings and mentorships opportunities within the community.

RSU #71 is committed to providing programs for its identified gifted and talented population that will encourage and challenge them to grow from potential to performance.

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:

Children Served:

RSU#71 identifies and serves "those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented" (Ch. 104). These children exhibit exceptional ability, aptitude, skill, or creativity in the areas of General Intellectual Ability or Specific Academic Aptitude.

Program Components and Delivery:

The RSU#71 GT Program is a comprehensive, K-12 program that provides specialized instruction and support beyond that available within the regular school program. Curriculum components are developed K-12 and transitional meetings occur as students move between schools to ensure continuous programming. The Guiding Principles from Ch. 104, outlined in item 1 above, guide program development.

Program Design by Grade Span:

K-2: Kindergarten through grade 2 is an observation period for GT programming. Even though formal screening and identification does not take place until grade 3, students that demonstrate exceptional abilities will be served based on individual needs.

3-5: Formal Identification begins in grade 3 and Individual Learning Plans (ILP) are created for identified students that address the development of their unique social and emotional needs, and strengths and abilities in specific academic subject areas. Assessment of student growth is measured using a variety of formal and informal assessment tools including pupal products, standardized testing, engagement in activities, and enthusiasm towards learning.

In most content areas, a student's plan consists of differentiation within the classroom. This may include enrichment activities and extensions that direct students to explore diverse and original solutions to problems and provide them with the opportunity to analyze, synthesize and evaluate more complex information as is appropriate to their developmental level. In addition, instructional modifications may be made to enable students to learn at a pace commensurate with their ability.

In mathematics, the curriculum is compacted and differentiated. Students move between grade levels as needed. Identified students participate in flexible mathematics groups instructed by the GT mathematics teacher.

Students identified in ELA and/or Social Studies participate in a small group pull-out program led by a certified GT teacher.

6-8: Individual Learning Plans (ILP) continue to be developed and modified annually to meet the specific academic and socio-emotional needs of identified learners. The GT teacher/case manager serves as the consultant and the classroom teachers deliver differentiated and accelerated programming as outlined in the ILP and based on GT guiding principles. Assessment of student growth is measured using a variety of formal and informal assessment tools including pupal products, standardized testing, engagement in activities, and enthusiasm towards learning.

In mathematics, the curriculum is compacted and differentiated. Identified students may be placed in Algebra 1 in 7th grade and Honors Geometry in 8th grade taught by a GT certified mathematics teacher. In some cases students may be accelerated beyond these programs. Participation on Math Team is also an option.

Students identified in ELA and/or Social Studies may participate in literature/geography discussion

groups led by a certified GT teacher. In 8th grade, these students are placed in an honor's ELA class.

9-12: Identified students, teachers, guidance counselors, guardians, and the GT case manager collaborate in creating an Individual Learning Plan that meets the learner's needs and helps the student prepare for post high school aspirations. A menu of options includes: acceleration; independent studies; college level coursework offered at the Hutchinson Center, other campuses or online; honors and AP options; distance learning; early college planning; advanced field work; STEM program options; mentoring programs; and a variety of academic clubs, teams, and regional competitions. Assessment of student growth is measured using a variety of formal and informal assessment tools including pupil products, standardized tests, engagement in activities, and enthusiasm towards learning.

Arts program abstract:

Children Served:

RSU#71 identifies and serves "those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented" (Ch. 104). These children exhibit exceptional ability, aptitude, skill, or creativity in the areas of Visual and Performing Arts.

Program Components and Delivery:

The RSU#71 GT Program is a comprehensive, K-12 program that provides specialized instruction and support beyond that available within the regular school program. Curriculum components are developed K-12 and transitional meetings occur as students move between schools to ensure continuous programming. The Guiding Principles from Ch. 104, outlined in item 1 above, guide program development.

Program Design by Grade Span:

K-2: Kindergarten through grade 2 is an observation period for GT programming. Even though formal screening and identification does not take place until grade 3, students that demonstrate exceptional abilities will be served based on individual needs.

3-5: Formal Identification begins in grade 3. Identified students participate in differentiated learning opportunities within the regular classroom and in their music and art classes. In addition, specialized pullout classes in music and visual arts, taught by domain specialists and/or a certified GT art teacher, are designed and modified to meet the unique social and emotional needs, and specific creative strengths and abilities of each identified student. Regular communication is maintained between students, parents, and teachers to insure students receive the challenge and support they require.

6-8: Identification continues. Identified students participate in differentiated learning and enrichment opportunities within the music, art, and drama classrooms. Band, chorus, and drama electives are available to students. In addition, students may participate in an art enrichment class taught by a GT certified art teacher. Students may prepare and audition for local, regional, and state performances, exhibits, and competitions with the support of VPA elective teachers.

Regular communication is maintained between students, parents, and teachers to insure students receive the challenge and support they require. Growth is measured through evaluation of pupil products, performances, and standards-based assessment.

9-12: Identification continues. Students may enroll in a variety of VPA classes including AP Music Theory, band, chorus, multiple visual arts classes, and drama. Additional opportunities include National Arts Honor Society and an art portfolio class which helps students prepare for college applications. Students may prepare and audition for school, local, regional, and state performances,

exhibits, and competitions with the support of VPA elective teachers.

Regular communication is maintained between students, parents, and teachers to insure students receive the challenge and support they require. Growth is measured through evaluation of pupil products, performances, and standards-based assessment.

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

Academics:

Goals:

1. Provide identification procedures using multiple criteria to evaluate student needs for GT services.
2. Engage all students in active and meaningful learning at their appropriate level and pace.
3. Encourage collaboration among parents, educators, guidance counselors, administrators, and community members in order to maximize gifted students' academic and socio-emotional development.
4. Provide staff development to ensure current research-based programming is implemented and enable all educators to recognize and serve GT students.
5. Conduct ongoing program evaluation.
6. Provide adequate and appropriate resources for the implementation of the GT program.

Objectives:

1. Provide identification procedures using multiple criteria ensuring equitable access for all ethnic, geographic and socioeconomic groups.
2. Develop and implement appropriate conceptually complex and differentiated curriculum that stimulates learners to become problem solvers who think critically, creatively, locally and globally and become passionate about learning.
3. Provide a continuum of consistent and appropriate programming, driven by individual student developmental needs, spanning all grades levels.
4. GT staff and regular education staff, participate in GT coursework, conferences and workshops as needed.
5. Evaluation from growth data and pupil products, along with parent, student, and staff feedback, will be analyzed to inform and modify programming.
6. Ensure staff and community support of the GT program through ongoing education and collaboration.

Activities:

1. Implement the identification process for students as is called for in this plan ensuring the process is fair and inclusive.
2. A menu of learning opportunities aligned with the Maine Learning Results are provided to enhance the accelerated development of gifted learners. Individualized programming is also integrated within the

regular classroom.

3. Individual Learning Plans are developed collaboratively with students, parents, educators, guidance counselors, administrators, and community members.

4. GT staff incorporates current research-based strategies and information into the GT curriculum and disseminates information to instructional staff.

5. Assess both student and program progress; disaggregate data from available sources to monitor the effectiveness of the GT program.

6. Develop budget to reflect staffing and material needs at all schools.

Arts:

Goals:

1. Provide identification procedures using multiple criteria to evaluate student needs for GT services.

2. Engage all students in active and meaningful learning at their appropriate level and pace.

3. Encourage collaboration among parents, educators, guidance counselors, administrators, and community members in order to maximize gifted students' academic and socio-emotional development.

4. Provide staff development to ensure current research-based programming is implemented and enable all educators to recognize and serve GT students.

5. Conduct ongoing program evaluation.

6. Provide adequate and appropriate resources for the implementation of the GT program.

Objectives:

1. Provide identification procedures using multiple criteria ensuring equitable access for all ethnic, geographic and socioeconomic groups.

2. Provide appropriate conceptually complex and differentiated curriculum that stimulates learners to become critical and creative communicators.

3. Provide a continuum of consistent and appropriate programming and performance opportunities, driven by individual student developmental needs, spanning all grades levels.

4. GT staff and music, visual art, and drama specialists participate in professional development to enhance services to GT students.

5. Evaluation from growth data and pupil products, along with parent, student, and staff feedback, is analyzed to inform and modify programming.

6. Ensure staff and community support of the GT program through ongoing education and collaboration.

Activities:

1. Implement the identification process for students as is called for in this plan ensuring the process is fair and inclusive.

2. A menu of learning and performance opportunities aligned with the Maine VPA Standards are provided to enhance the accelerated development and creativity of gifted learners. Individualized programming is also integrated within the regular visual and performing arts classrooms.
 3. Ongoing communication collaboration with students, parents, educators, guidance counselors, administrators, and community members strengthens programming, supporting individual student needs.
 4. GT staff, along with music, drama, and visual arts teachers, incorporate current research-based strategies and information into GT curriculum.
 5. Assess both student and program progress through pupil products, performances and feedback, in order to monitor the effectiveness of the GT program and subsequently make necessary modifications.
 6. Develop budget to reflect staffing and material needs at all schools.
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:

Same as academic aptitude - see below

Selection:

The same process as academic aptitude described below is followed, however, in order for students to be identified in the area of General Intellectual Ability or Overall Cognitive Ability, the student must be identified in all academic subject areas.

Placement:

Same as academic aptitude - see below

Academic Aptitude:

Screening:

RSU#71 conducts formal fall and spring screenings of students in grades 3-11 to ensure that all children have an equal opportunity to be considered for selection and placement in the GT Program. Even though formal screening and identification does not take place in grades K-2, students that demonstrate exceptional abilities are served based on individual needs.

Parent, teacher, and student referrals are accepted throughout the school year and test data (AIMs web, MEA, current state mandated tests, PSAT, SAT, etc) is reviewed on all students annually to ensure no students are being overlooked.

When screening for General Intellectual Ability and/or for Specific Academic Aptitude information, any one measure below shall qualify a child for further consideration. The screening procedure shall include three assessment tools, at least one objective and at least one subjective assessment, selected from the following:

1. Objective measures (academic areas noted):

NWEA(language arts, math), Cognitive Abilities Test (CogAT) (ELA, math, nonverbal), SAGES (all academic areas), Everyday Mathematics assessments, AIMS Web (math, ELA), DRA (IELA), MEA (science), PSAT (math, language arts), other norm-referenced/standardized tests approved by the committee (all academic areas)

2. Subjective measures (all academic areas):

teacher, parent, peer, self, or community member referral forms and checklists; pupil products, performance, or record of past performance; reports cards; classroom observation by GT staff.

Selection:

The Student Selection (Screening) Committee consists of (but is not limited to) the following members: GT coordinator, GT teacher/s, classroom teacher, administrator/counselor.

Student search strategies for GT Program nominations include an information seeking process facilitated by the GT case manager at each school. Nominations are requested annually from teachers, parents, students, and others who may have knowledge of a student's learning needs. Special attention will be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled and underachieving populations.

Screening procedures shall be appropriate to the developmental characteristics of elementary, middle, and secondary children and to the abilities or aptitudes being identified. A student is identified for inclusion in the GT Program by the screening committee when data indicates through at least three means (one objective, one subjective) that he/she has demonstrated the academic strengths or potential for the academic strengths necessary to perform in the top 5% district wide. The committee will analyze all data and one single piece of data will not prevent or ensure inclusion in the GT Program.

The responsibilities of GT selection committee are as follows:

- Review the information collected on students who have met the screening criteria.
- Direct GT staff to collect additional information when appropriate.
- Select students for placement in the GT program based upon an in-depth assessment of the collected information.
- Make recommendations on borderline students for continued monitoring.
- Assure that the selection process is equitable.

Placement:

After identification, children are appropriately placed in the GT Program.

Parents are notified in writing of the eligibility of their child for participation in the GT Program and a copy of this letter is placed in the student's permanent record. A meeting is scheduled by the GT case manager with the parent/guardian, student (as appropriate), classroom teacher, GT teacher, and the administrator/guidance counselor. The goal of this meeting is to collaboratively develop an Individual Learning Plan (ILP) for the identified student. All participants will sign off on the plan.

The superintendent and appropriated teachers/staff at the child's school are notified of the student's identification and their plan. Records/documentation are kept on each individual student and an annual review is conducted on each student's program.

Artistic Ability:

Screening:

RSU#71 conducts formal fall and spring screenings of students in grades 3-11 to ensure that all children have an equal opportunity to be considered for selection and placement in the GT Program. Parent, teacher, and student referrals are accepted throughout the school year. Even though formal screening and identification does not take place in grades K-2, students that demonstrate exceptional abilities are served based on individual needs.

When screening for Visual and Performing Arts ability or aptitude, information from any one measure below shall qualify a child for further consideration. The screening procedure shall include multiple assessment and observation components, selected from the following:

1. Objective measures – *Renzulli's Behavior Characteristics Scales* (creativity, art, music, drama) completed by music, art, or drama teacher; Regional and State audition and exhibit rating forms completed by adjudicators.
2. Subjective measures: Teacher, parent, peer, self, or community member referrals and checklists; Renzulli rating scales completed by parent, classroom teacher; pupil products, performances, or record of past performances; report cards

Selection:

The VPA GT Selection (Screening) committee, consists of (but is not limited to) the following members: GT coordinator, GT teacher/s, music, art, or drama teachers, administrator/counselor. The committee analyzes all data and one single piece of data will not prevent or ensure selection. Based on these established predetermined criteria, the team will decide whether or not the child is to be included in the GT Program.

The responsibilities of Gifted and Talented selection committee are as follows:

- Review the information collected on students who have met the screening criteria.
- Direct GT staff to collect additional information when appropriate.
- Select students for placement in the GT program based upon an in-depth assessment of the collected information.
- Make recommendations on borderline students for continued monitoring.
- Assure that the selection process is equitable.

Placement:

After identification, children are appropriately placed in the GT Program.

Parents are notified in writing of their child's area of GT identification and a copy of this letter is placed in the child's permanent record. Additionally, parents and students are provided with a list of VPA opportunities in which their child may participate, developed by site-based VPA staff in collaboration with GT staff. Parents/guardians are given the option to schedule an annual formal meeting with the GT case manager and VPA teacher/s. Informal meetings with the identified student, parent, VPA teachers, and the GT case manager are ongoing.

The superintendent and appropriate teachers/staff at the child's school are notified of the student's identification and programming opportunities. Records/documentation are kept on each individual student and an annual review is conducted on each student's program.

Process for transfer students:

Upon enrollment in RSU# 71, any transfer student identified as GT in their former school will be referred for screening for the GT Program. Transfer students from other school systems are not automatically eligible for GT services, however, screening will be expedited for these students.

Transfer students not previously identified may be referred for screening for the GT Program any time during the school year. Principals and classroom teachers review incoming student records and alert GT staff as to students who should be screened. This is an ongoing process as teachers become familiar with the new student.

Information on the GT program and referral process is provided in each school's family handbook given to parents/guardians of new students. Additionally, this information will be posted on each school's website during this school year.

Exit Procedure:

At the end of the 5th and 8th grades, as students move to middle and high school, each identified student's record is reviewed to determine if the student continues to qualify for and require GT services. A student will be exited from the program if through the Individual Learning Plan process and subsequent Screening Committee review, it becomes evident that he/she no longer meets the criteria for inclusion.

The GT coordinator/teacher will notify the student, parents/guardians, and teaching team of this change in status. If the student, parent or teaching team provides evidence that circumstances have changed, the student may again be brought before the Screening Committee with this new and additional information.

Process for appeals:

The student, a teacher, a parent, or the GT selection committee, may appeal the decision for a student to be a part of the GT program at any point throughout the school year by submitting in writing their rationale for appeal with updated documentation and new supporting evidence. Information will be reviewed by the Screening Committee with those appealing, and a decision will be made within a reasonable time frame.

In the interim period, the student will be monitored by the classroom teacher and the GT case manager in the classroom for possible inclusion in the program at a later date.

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

As RSU#71 GT students learn according to their individual program, so do their teachers. Each teacher creates a Professional Learning Plan with goals specific to their individual learning needs guided by the need to increase student learning and achievement. GT teachers benefit from the truly differentiated learning opportunities afforded them through the Professional Learning Plan model. An example of a plan goal includes training to create GT web pages at each school to communicate more effectively with parents, staff and students.

GT staff participate in regional, state and national conferences/workshops and meetings. Workshops include MEGAT regional meetings and annual conference, content-area conferences/workshops (Farnsworth Museum Educator's Workshop, Smithsonian Institute's Teacher Workshops, Singapore Math, etc) and academic competition coaches training sessions/meetings (Science Olympiad, etc)

Staff also take appropriate college courses to increase their knowledge and maintain GT certification. This year's staff courses include: SED 530 Educational Principles for Learners who are Gifted, UMF Graduate Course and SED 531 Curriculum and Instruction for Learners Who are Gifted, UMF Graduate Course.

In addition, as the GT program relies on some differentiation within classrooms and teacher input on referrals and screening, presentations are done by GT staff at school staff meetings to keep all teachers informed on how to best serve the needs of gifted learners.

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

The GT program is offered to all identified students in all academic and VPA areas as mandated by Ch 104. The RSU#71 superintendent of schools is the overall program administrator and a principal chairs the GT Screening Committee. Classroom, GT and VPA teachers in consult with the GT coordinator implement the program. Outside staff, such as community mentors and consultants, are utilized as needed.

GT Coordinator:

- Submits annual report and budget for superintendent's approval;
- Maintains lists of identified students and insures adequate GT staffing at all schools;
- Oversees program components, curriculum, and implementation;
- Maintains ongoing communication with all stakeholders.

GT Teacher/s:

- Case management including collaboration with teachers, administrators, parents, students to create and implement Individual Learning Plans;
- Provides direct and indirect instruction as needed;
- Develops curriculum aligned to MLR for pullout program;
- Collects data and administers tests for screening and annual growth measure;
- Participates in screening meetings;
- Facilitates regular communication with parents/guardians and teachers;
- Consults with classroom teachers regarding differentiated instruction;
- Participates in student transition meetings between schools.

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
Jacqueline Kahn	Yes	Teacher/Coordinator	K-12	FT
Kathleen Gass	Yes	Teacher	K-8	FT
Jean Lawless	Yes	Teacher	6-8	PT

Indicate the Auxiliary Staff: Educational Technician

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

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

The annual program has been described in this plan. It is one that builds on developing a plan for identified students based on meeting individual needs. It includes support from GT staff, a screening committee, colleagues, and community members to identify students, create individual learning plans, and implement programming.

A self-evaluation process is outlined below analyzing communication, identification, planning, program development and program implementation. *In addition to evaluation by GT staff, evaluative information is gathered from students, teachers, parents and administrators in each area outlined below - this feedback is incorporated into program revisions.*

Forms and Letters:

All GT forms and letters are reviewed and revised annually by the GT coordinator and GT staff to ensure they accurately convey information to all stakeholders and solicit the information needed for assessment, communication, and programming.

Referral and Identification Process

The GT team reflects on the referral and identification process before and after each screening committee meeting to determine any necessary changes in the process.

Program Development and Implementation

Student success in the areas of academics and VPA will show evidence of annual growth. Data is reviewed each year and general curricular or individual programming modifications are made based on results. Additionally, ILP meetings are crucial in evaluating individual services and modifications are subsequently made based on stakeholder feedback.

GT Staff Evaluation Meetings and Professional Development

GT teaching staff meets regularly to reflect upon, discuss, and analysis teaching effectiveness and the effectiveness of curricular materials. Research-based strategies in gifted and talented education learned in workshops and courses are incorporated into the GT program.

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

Program staffing and materials change each year based on the dynamics of students identified in each area at each school. The RSU#71 GT budget supports the following:

- GT staff travel between district schools.
- Necessary books, maps, atlases and journals for GT staff-led integrated literature and geography pullout classes for identified students in grades 3-7.
- ALEKS subscriptions for identified math students in grades 3-8 (one component of differentiation).
- NWEAs for achievement data used in screening and annual growth
- Updated CogAT booklets form 7 and answer sheets for screening
- Supplemental math texts, graphing calculators and other materials not used in the regular middle school math program for identified students in grades 7-8 enrolled in GT math classes taught by a certified GT/math teacher. (Graphing calculators are not

available in middle school thus need to be purchased by the GT program for sole use by GT middle school math students taking honors high school level geometry in 8th grade and honors algebra 1 in 7th grade as this is part of the high school math curriculum we are required to follow.)

- Art supplies for pullout visual art classes for identified GT students only, taught by certified GT art teacher, (not regular middle school art teacher) in grades 4-6. As the GT art program is separate from and in addition to the regular art program, the GT program must purchase any art supplies the GT art classes require.
- Tuition for various online or local college courses (including Harvard online, BYU, UM Hutch Center, EMCC) to support high school students requiring courses not offered at BAHS such as computer programming.
- Tuition for staff course work to maintain 690 certification for GT staff.
- GT conferences and professional development as outlined in item 5.

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)
Jacqueline Kahn	65,998	21,999
Kathleen Gass	61,810	
Jean Lawless	39,637	
Subtotal	167,445	21,999

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Kimberly Ridley	\$1,000	

Subtotal	\$1,000	0
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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
Art supplies for GT art classes: sketch diary 8.5X11 60. Pencil drawing set 25. Prismacolor colored pencils 40. Prismacolor Nupastels 50. Art Paste 15. modeling clay school 25. Plaster model wrap 60. kneaded erasers, 12. Origami paper 15. Black Pens-fine tip 25. Watercolor paper 30 Canvas paper 20	377	books college courses: 3: C-programming Beginners Guide: 51 Mat 127 Calculus 2 book:154	205
GT Math classes: 5 graphing calculators/case:572 Algebra 1 assessment book:78	650		
Book titles lit groups: I am Malala 8= 137 A Book About Design = 23 The Secret Pool 5 = 85 The Secret Bay 5= 85	330	Plane kits Science Olympiad	110
Maps lit group: 15 Persian Maps 15 China Maps 20 Continents of World Maps	55		
Geography Bee trophy, pencils, ribbons	55		
30 - Hardcover blank books	165		
CogAT form 7 screening tools (reusable booklets, answer sheets, answer key, norms booklet)	523		
Subtotal	2155	Subtotal	315

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Employee in-district travel	2,300		

Subtotal	2,300	Subtotal	0

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
ALEK subscriptions	1,600	Harvard online computer programming course certificate (2)	180
NWEA subscriptions	1,300		
Science Olympiad Reg Div B	150	Science Olympiad Reg Div C	150
MATH COUNTS registration	80		
SAT 4-8th graders registration	216		
Subtotal	3,346	Subtotal	330

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
College coursework: SED 530 Educational Principles for Learners who are Gifted, SED 531 Curriculum and Instruction for Learners Who are Gifted	2,400		
conferences/workshops: MGAT:125 + 80 mileage reimb Farnsworth Sci Illustration: 60	265		
Subtotal	2665	Subtotal	0

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	167,445	21,999
Auxiliary Staff	0	0
Independent Contractors	1000	0
A. Materials & Supplies	2155	315
B. Other Allowable Costs	2300	0
C. Student Tuition	3346	330
D. Staff Tuition/PD	2665	0
Total	178,911	22644