

**The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.**

**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.**

**DUE by: September 30, 2017**

**RETURN BY EMAIL TO:  
mailto:GT.DOE@maine.gov**

**School administrative unit name:** Augusta School Department

**Name and title of person responsible for gifted and talented program:**  
Donna Madore,  
Assistant  
Superintendent

**Phone number:** 207-626-2468

**Email address:** dmadore@augustaschools.org

**CERTIFICATION:**

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

James Anastasio  
Superintendent Name (printed)

James Anastasio  
Superintendent Signature

Date of Initial submission to Maine DOE: Nov. 20, 2017 granted extension

Date of 1<sup>st</sup> Revision to Maine DOE: 12-10-17

JNA  
Superintendent Initials

Date of 2<sup>nd</sup> Revision to Maine DOE: \_\_\_\_\_

Superintendent Initials

Date of 3<sup>rd</sup> Revision to Maine DOE: \_\_\_\_\_

Superintendent Initials

**FOR INFORMATION CONTACT:** GT.DOE@maine.gov

**Reviewed By:** \_\_\_\_\_

**Maine DOE Approval:** James Kallen

**Date of Approval:** 1/11/18



### **Initial Program Application**

***The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.***

***Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.***

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 (Maine DOE Chapter 104.14, 1-9). For detailed instructions, please refer to the initial application Instructions document on the Gifted and Talented website  
<http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide the school administrative unit's (SAU) philosophy specific to the gifted and talented program(s) (by academic and arts).

**A. Academic program philosophy:**

The Augusta School Department's Gifted and Talented Academic Program Philosophy is an extension of the mission, vision, and core beliefs of our school district. We believe our gifted and talented students should receive a continuum of services from trained teachers who will meet specific student's unique abilities, interests, intelligences, socio-emotional needs, and talents through activities and opportunities that accelerate, extend, enrich, enhance and grow the individual student's experiences and develop the identity of the self-learner.

**B. Arts program philosophy:**

The Augusta School Department's Gifted and Talented Visual and Performing Arts Program (VPA) Philosophy recognizes and accommodates the gifted student's exceptional skills and abilities in the arts, music, and theater. It is necessary to meet the needs of the individual gifted student by providing challenging options that accelerate, encourage, develop and enrich the student's exceptional talents so as to realize their unique potential to perform at levels beyond their peers.

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).

**A. Academic program abstract:**

The Augusta School Department's Gifted and Talented Program identifies students in grades 4-12 within the district's four elementary schools, middle school and high school. The district's GT program's basis is developed within the guidelines of the State of Maine's definition of giftedness in accordance with Chapter 104. Our program serves the needs of up to 5% of Augusta's students who excel, or have the potential to excel, beyond their age peers and therefore require a comprehensive and continuous differentiated curriculum in general academic ability, specific academic aptitude, and

the visual and performing arts. The Augusta Schools, due to lack of qualified staff with 690 Certification, will be implementing a Consult Model across the district for the SY17/18 which will be overseen by Donna Madore, Assistant Superintendent (GT Program Coordinator). GT service delivery will be direct service based upon individual needs with support through differentiation, and/or grade acceleration in specific identified academic area(s). Classroom teachers will be supported by building principals, who will be overseen by the GT Coordinator, to provide differentiation on an ongoing basis for identified students in their classrooms. Each identified student will have an ILP (Individualized Learning Plan) to document the accommodations for the student in-class and beyond-the-classroom to monitor their programming. Data such as local assessments; classroom assessments (formative and summative), F&P, Writing Prompts and standardized assessments; MEAs, and SATs will also be evaluated to assess the identified student's growth. The ILP will be reviewed annually with the student's current and next year's teacher, and parents to target goals and achievement. Students in grades 9-12 will have the opportunity to be enrolled in AP and Honors classes, as well as college courses through Dual Enrollment. The GT Coordinator will meet with building administrators monthly to discuss services and offer Professional Development opportunities to staff focusing on the gifted learner and differentiated instruction.

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**B. Arts program abstract:**

**Revision:**

The Augusta School Department's Gifted and Talented Program identifies students in grades 4-12 within the district's four elementary schools, middle school and high school, In grades K-3 the Enrichment model is used when appropriate. The district's G&T program's basis is developed in guidelines with the State of Maine's definition of giftedness in accordance with Chapter 104. Our program serves the needs of up to 5% of Augusta's students who excel, or have the potential to excel, beyond their age peers and therefore require a K-12 comprehensive and continuous differentiated curriculum in general academic ability, specific academic aptitude, and the visual and performing arts. District size and budget constraints make a combination model the most effective option to meet the needs of above-average students in general and/or specific abilities, high levels of task commitment, and creativity in grades k-12. At the middle school and high school levels, the emphasis is on a consultant model of G&T service delivery with direct service based on individual needs. At the elementary school level, direct services are primarily in the design of pull out services in grades 4-6 with an Enrichment/Consultation model in grades K-3 as needed. Classroom teachers also differentiate curriculum content and instructional strategies in order to meet the needs of gifted students on an ongoing basis. The GTC serve as consultant to administrators and teachers to oversee the differentiation process. The Annual Individualized Learning Plan documents the accommodations for each identified student based on the identified need(s) of that student in terms of both in-class and beyond-the-classroom programming.

Our program for gifted and talented students in the areas of Visual and Performing Arts (VPA) is individualized dependent upon the level and needs of the student and programming options available. Students are identified annually in grades 7-8 in art and vocal or instrumental music, and in grades 9-

12 in art, vocal or instrumental music, and theater. The art program is tailored to the advanced level of the student in developing individual art portfolios and workshops during the school day with a visiting artist. At the sixth through eighth grades students in music participate in chorus and band at advanced levels in District III and All State Festivals with instruction given within the school day by trained staff. At the high school level, identified students in the area of music have opportunities to participate in chorus, band, jazz band, small ensembles, Madrigals, Chizzle Whizzle, and District III and All State Honors Festivals. Identified visual art students work in the AP Portfolio course and if possible, with a mentor to develop their talents. Students identified in theater have opportunities to participate in productions to further expand their talents through theater club. AP, and Dual Enrollment courses are offered at the high school level in the areas of music, visual arts and theater study. The GT Coordinator will meet monthly with the District Coordinator of Music, Maria Sleeper, and District Coordinator of Visual Arts, Jason Morgan to review VPA programming for the identified students. Provide two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

**A. Academics:**

**Goal 1:**

**Program Design; Standard 1**

The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

**Objective 1: GP4.** Gifted education programming services must be an integral part of the general education day.

**4.0** Gifted education programming consists of educational experiences that capitalize on core knowledge, extend student learning, and apply basic and advanced academic skills.

**Activity 1:**

GT Coordinator will:

- meet monthly with school administrators to review classroom differentiation and services to identified students
- oversee enrollment in AP, Honors, and Dual Enrollment courses for identified students along with Guidance Department staff
- provide GT Professional Development opportunities to building administrators and regular education teachers differentiating for identified students
- be available to administrators, teachers, identified students and their parents for review of ILPs and G&T academic programming

**Goal 2:**

**Program Evaluation; Standard 7**

Program evaluation is the systematic study of the value and impact of services provided.

Objective 2: GP3. An evaluation must be conducted competently and ethically  
3.0 The recommendations offered for improving services reflect an understanding of the issues and goals of providing quality, differentiated education for gifted learners.

Activity 2:

The GTC will:

- recommend and offer tools, strategies for improving services for quality differentiation for GT students
- review assessment results in a timely manner to assess the success of differentiation, and learning and performance delivery of services
- review ILPs to assess the quality of instruction and services
- be available to administrators, teachers, identified students and their parents for review of ILPs and G&T academic programming

**B. Arts:**

Goals 1: Program Administration and Management; Standard 2  
Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Objective 1: GP4. Requisite resources and materials must be provided to support the efforts of gifted education programming.

4.2 instructional materials acquisitions reflect support for differentiated curricular and instructional options in all academic areas, as well as the visual and performing arts.

Activities 1:

The GTC will:

- **Revision** meet monthly with Music and Art district coordinators, and Elementary Administrators to review VPA services provided for identified students
- review ILPs to assess the quality of instruction and services
- be available to administrators, teachers, identified students and their parents for review of ILPs and G&T VPA programming

Goal 2: Curriculum and Instruction; Standard 5

Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Objective 2: GP2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.

2.0 Educational planning includes all subject areas, as well as the technical and visual and performing arts.

Activity 2:

The GTC will:

- work closely with specialists in VPA; art, music, theater to design services for students in all types of giftedness which will include creativity, leadership, and visual and performing arts.
  - work together with specialists in VPA to identify gifted learners and develop individual learning plans for the identified student that focuses on appropriate differentiation
  - will be accept and encourage nominations for students in the gifted VPA program from outside sources to include but not be limited to; after-school programs, private instructors of dance, music, arts, self-nominations, parents and peers
  - recognize and encourage involvement of parents, teachers and the student when appropriate and necessary to collaborate on plans that will support the gifted learner
3. Provide a description of the identification procedures (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.

**A. General Intellectual Ability:**

**Screening:**

Identification committees at the district or building level screen students for G&T services beginning in grade four. In Augusta, full-population screenings take place in grades three, six, and nine. At all other grade levels, referral, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals in the district and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all students at third, sixth grade, and ninth grade. A committee comprised of G&T staff, classroom teacher, guidance and building administrator, identifies qualified students for gifted and talented services. Performance within the top 3-5% of these assessments determines students considered for G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening twice exceptional (Hs), English as second language (ELS) and low-socio-economic (LSE) student populations.

**Selection:**

The GTC compiles the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher checklist data (from the current year and the previous two years, if available) for every student in grades three, six, and nine annually and present the information to district or building level identification committees. The committee reviews all assessments in a blind scoring process given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to 5 % of students who excel, or have the potential to excel, beyond their age peers in general academic ability.

**Placement:**

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and sent to the ASD Superintendent.\* (Chapter 104,09 #'s 2 and 3).

Students identified in general intellectual ability will be differentiated for in the regular education classroom. An effort is made to "cluster" students to that the Consultant model can be successful and so that identified students have the opportunity to engage with their peers. Acceleration to the next grade level is considered if such placement will best meet the gifted students' academic needs. The GPC staff also provide support to the classroom teacher in differentiation strategies and materials for the general intellectually gifted learner.

**B. Academic Aptitude:**

**Screening:**

Identification committees at the district or building level screen students for G&T services beginning in grade four. The district identifies for General and Specific Academic Aptitude in the areas of language arts, math, social studies and science as well as taking into account intelligences and socio-emotional needs. Screenings take place in grades three, six, and nine. At all other grade levels, referral, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals in the district and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all students at third, sixth grade, and ninth grade. Performance within the top 3-5% of these assessments determines students considered for G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening 2Es, ELS and LSE student populations.

**Selection:**

The GTC compiles the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher checklist data (from the current year and the previous two years, if available) for every student in grades three, six, and nine annually and present the information to district or building level identification committees. A committee comprised of the GTC, classroom teacher, guidance and building administrator, identifies qualified students. The committee reviews all assessments in a blind scoring process given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to 5 % of students who excel, or have the potential to excel, beyond their age peers in specific academic aptitude. The ASD recognizes that a gifted student may have academic aptitude in one or more than one area.



As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and sent to the ASD Superintendent. (Chapter 104.09 #'s 2 and 3).

Students are identified in the academic areas) of language arts, math, science, social studies and/or general aptitude and ability. For each academic identified area students receive daily differentiated instruction in the classroom. Acceleration to the next grade level specific to a student's academic ability is considered if such placement will best meet the gifted students' academic needs. The GTC provides support to the classroom teacher in differentiation strategies and materials for the gifted learner.

**C. Artistic Ability:**  
Screening:

**Revision:** In the spring of each year, all students in grades 3, 6 and 9 are screened in the arts. Referrals begin with a nomination from a teacher (academic, art/music, private), the student (self), parent or peer. A student interest survey is completed by all students considered in this process.

The arts program then further screens with:

- A Drawing Prompt completed in art class with the art teacher's direction. A specific rubric of expectations will be used to score these prompts.
- 3D Piece-something completed in school or at home documented by a photo or the piece itself with the entire portfolio
- Choice – any additional art pieces created by the student examples; sketchbook drawing, painting, 3D art, photos

A rubric for scoring the products in the portfolio is used.

Music screens with auditions in music instrument and chorus. The audition is then evaluated using a rubric for scoring. The three tools used for G&T Music Identification are: a nomination form (self or parent/teacher/peer), instrumental/vocal auditions that are scored with a rubric designed by the music department, and live solo performance evaluations that are also rubric analyzed. The audition and performance evaluations are used for identification tools for gifted and talented placement.

Selection:

The identification committee comprised of art/music staff, the GTC, guidance and an administrator will review the data of the students; student products, nomination forms, auditions, and rubrics. Names will not be used during the identification process. The committee will use the information to determine who is identified in the arts.

#### **Placement**

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and sent to the ASD Superintendent. (Chapter 104.09 #'s 2 and 3).

The GTC works closely with the VPA teachers to determine the appropriate placement for students in group differentiated or individual instruction. VPA teachers work closely with the GTC to document student goals and programming. Students identified in art have the option of individualized programming in cluster group settings. Students identified in music/band and/or chorus have the opportunity to participate in District III and Honors Festival and All States Music Festival.

#### **D. Process for transfer students:**

In the event a student transfers from a different district and was previously identified and serviced in that district, the ASD will review the identification documentation, which may include contact with the gifted and talented program coordinator from the previous district, and compare it to our local identification system. If the student does qualify for gifted and talented services in academics or the arts under the ASD identification criteria, then the student will be eligible for services. If the student is referred and was not identified in the previous district the student will be screened within 30 days of enrollment in the ASD using all tools as stated in our identification process. A committee comprised of the GTC, classroom teacher, guidance and building administrator will meet to complete this process in the same manner as off year testing.

#### **E. Exit Procedure:**

When the match between an identified student's needs and what the program is providing is not working well, the student does not produce the level of work or exhibit the level of growth that his/her ability level shows to be possible. When such a pattern is observed GTC will review the appropriateness of assessments and placement. The GTC can consult with the ASD math mentor, literacy mentor, building principal and/or the assistant superintendent, The GTC will meet with the student's parent/guardian(s) to review observations and assessments before any decision is made. If the review process proves to be that a program delivery process change is needed in order to allow the student to better access the curriculum content, every attempt is made to correct the situation. If the review process shows that the content and rigor of the programming are not a good match for the student's needs, a recommendation to exit is made. The student is then assigned a one-year Monitor status and is re-screened at the end of that year.

**F. Process for appeals:**

The ASD G&T identification appeal process follows the district's sequence for all types of appeals. An appeal is first considered by the G&T coordinator. If it is unresolved at that level, the building administrator will meet with representation from the G&T screening committee and the GTC. If the appeal is still unresolved, it moves to the assistant superintendent, and then to the superintendent if necessary. If an appeal of identification is accepted the student is placed on monitor status for a period of one year. Upon completion of a one year monitor status the student will be tested with an off year cognitive abilities screening tool, local assessment, achievement scores and teacher evaluation. The G&T committee will meet to review all the data for possible identification. Appeals are reviewed annually.

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

Teacher training in differentiation, and administrative expectation that differentiation will be used are two of the key elements of this plan. District level in-service in differentiation focusing on G&T students, for both administrators and teachers, will be ongoing. The GTC is part of the support system as differentiation becomes the primary way of meeting gifted students' needs. Regular education staff will be offered the opportunity to attend the Annual MEGAT conference, annual MDOE mentor G&T training workshop, as well as offered continuing education credits of the gifted and talented through graduate courses, webinars and conferences offering CEU's in gifted education, the GTC will be available to meet weekly for discussion of the program and attend building staff meetings to work closely with classroom teachers, administrators, guidance counselors and specialists teachers.

5. Provide a description of the management structure that includes roles and responsibilities of the staff.

The GTC will coordinate screening, testing, placement, ILPs and programming directly and with building administrators. The GTC will work closely with classroom teachers of gifted students to differentiate for the needs of the gifted learner. Teachers certified to teach the arts and music implement our G&T VPA program which is overseen by the G&T coordinator.

A. 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- or Part-Time in GT |
|---------------|------------------------|--------------------------|-------------|-----------------------------------|
| Donna Madore  | No                     | Administrator            | K-12        | Part-Time <i>Revision</i>         |
|               |                        |                          |             |                                   |
|               |                        |                          |             |                                   |
|               |                        |                          |             |                                   |

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|  |  |  |  |  |

**Professional Staff Costs**

| Professional Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|-------------------------|--------------------------------------|-------------------------------------|
| NA                      |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
|                         |                                      |                                     |
| Subtotal                |                                      |                                     |

**Auxiliary Staff Costs**

| Auxiliary Staff Name | Elementary<br>(salary with benefits) | Secondary<br>(salary with benefits) |
|----------------------|--------------------------------------|-------------------------------------|
| NA                   |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
|                      |                                      |                                     |
| Subtotal             |                                      |                                     |

6. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined.  
 At the end of each academic year the ASD collects feedback from student, parent, administrators, and classroom teacher surveys, for self-evaluation to determine the effectiveness of the program. In addition, Individual Learning Plans (ILP) are used to monitor progress of students being serviced in the Gifted and Talented Program. At the Elementary and Secondary levels data driven achievement scores from local and state assessments are used to evaluate the effectiveness of our gifted and talented program model on student growth. These can include but are not limited to; MEA, SAT, F&P, formative and summative assessments, and report card data. In addition, we review our annual expenditures, identification process, and policies to evaluate the Consult Model effectiveness.

7. Provide a justification/description of the items included in the proposed budget in number 9.  
*(Please remember that materials/supplies are to be used for gifted and talented only and are not part of the regular education budget. Field trips must take place during the school day and are for identified students only.)*

**Revision clarification and updated in Budget**

The ASD will provide services to our identified gifted students in all academic subject areas and the arts: music, visual and performing, by extending, enriching, and accelerating their learning experiences when appropriate within the school day. The costs to be incurred by our gifted and talented program will provide the gifted students in our district with; presentations, demonstrations and instruction by professionals in the fields of art, music, math, science, social studies and language arts. Costs incurred will also provide continuing professional development in the area of gifted and talented education to staff through conferences, courses, educational texts and curriculum models all designed and offered for educators of gifted students. Costs will also be incurred for purchasing and scoring of our selection tool, the InView Cognitive Abilities tests, that only students who are screened and selected for the gifted and talented program based upon benchmark scores from the district wide Achievement Tests will take. These selected students per our plan will be in grades 3, 6 and 9 as well as inclusive of off-year and/or new students coming into our district who qualify based on the same criteria and benchmarks.

8. 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 NEO (New Educational Ontology) financial system as part of the Annual Budget Reporting.

| Independent Contractor Name  | Elementary<br>(contract amount) | Secondary<br>(contract amount) |
|--|---------------------------------|--------------------------------|
| Patricia Howe, GT Consultant   | \$1171.00                       | \$469.00                       |
| Helene Farrar, Professional Artist, GT Art Program during school day with GT only                            |                                 | \$175.00                       |
| Tyson Pease, Professional Artist, GT Art Program during school day with GT only                              |                                 | \$175.00                       |
| Janna Civittolo, painter, GT Elementary Program during school day with GT only                               | \$50.00                         |                                |
| Maine Writers Association Representative, GT Elementary Program during school day with GT only               | \$100.00                        |                                |
| Maine Organization for Math and Science Representative, GT Elementary Program during school day with GT only | \$100.00                        |                                |
| <b>Subtotal</b>  | <b>\$1421.00</b>                | <b>\$819.00</b>                |

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

**A. Educational Materials and Supplies:**

| Elementary: Name of Material/Supply   | Cost            | Secondary: Name of Material/Supply                         | Cost            |
|---|-----------------|--|-----------------|
| InView Cognitive Abilities Tests for GT screening grade 3 *these are disposable booklets and cost more than grades 6 and 9* | \$356.70        | InView Cognitive Abilities Tests for GT screening grade 9  | \$180.45        |
| InView Cognitive Abilities Tests for GT screening grade 6   | \$180.45        | Master Theory Vol. 1 & 2 GT music program GT students only | \$156.74        |
|   |                 |  |                 |
|   |                 |  |                 |
|   |                 |  |                 |
|   |                 |  |                 |
|   |                 |  |                 |
| <b>Subtotal</b>   | <b>\$537.15</b> | <b>Subtotal</b>  | <b>\$337.19</b> |

**B. Other allowable costs (i.e. field trips, student fees, membership):**

| Elementary: Item name  | Cost             | Secondary: Item name  | Cost             |
|--|------------------|---|------------------|
| GT music program District III Honors Festival chorus during the day GT students only | \$248.00         | GT High School music program District III Honors Festival/All States chorus during the day GT students only | \$75.00          |
| GT music program District III Honors Festival band during the day GT students only   | \$3740.00        | GT High School music program District III Honors Festival/All States band during the day GT students only   | \$2250.00        |
|  |                  |   |                  |
|  |                  |   |                  |
| <b>Subtotal</b>  | <b>\$3988.00</b> | <b>Subtotal</b>   | <b>\$2325.00</b> |

**C. Student Tuition (i.e. regional programs/ computer programs, college courses in Identified area)**

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

|                 |                 |
|-----------------|-----------------|
|                 |                 |
| <b>Subtotal</b> | <b>Subtotal</b> |

**D. Staff Tuition/Professional Development:**

| Elementary: Course/Workshop Title   | Cost            | Secondary: Course/Workshop Title  | Cost            |
|---|-----------------|---|-----------------|
| Molly Kellogg, GT Professional Development Staff Workshop specifically for staff/Differentiating for GT students in the classroom | \$750.00        | Molly Kellogg, GT Professional Development Staff Workshop specifically for staff/Differentiating for GT students in the classroom | \$750.00        |
| NE Annual MEGAT Conference specifically for staff/Differentiating for GT students in the classroom                                | \$125.00        | NE Annual MEGAT Conference specifically for staff/Differentiating for GT students in the classroom                                | \$125.00        |
|   |                 |   |                 |
|   |                 |   |                 |
| <b>Subtotal</b>   | <b>\$875.00</b> | <b>Subtotal</b>   | <b>\$875.00</b> |

**E. Totals**

| Subtotals from above               | Elementary Costs: | Secondary Costs: |
|------------------------------------|-------------------|------------------|
| <b>Professional Staff</b>          |                   |                  |
| <b>Auxiliary Staff</b>             |                   |                  |
| <b>Independent Contractors</b>     | <b>\$1421.00</b>  | <b>\$819.00</b>  |
| <b>A. Materials &amp; Supplies</b> | <b>\$537.15</b>   | <b>\$337.19</b>  |
| <b>B. Other Allowable Costs</b>    | <b>\$3988.00</b>  | <b>\$2325.00</b> |
| <b>C. Student Tuition</b>          |                   |                  |
| <b>D. Staff Tuition/PD</b>         | <b>\$875.00</b>   | <b>\$875.00</b>  |
| <b>Total</b>                       | <b>\$6821.15</b>  | <b>\$4356.19</b> |