

*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, 2018**

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

**School administrative unit name:** RSU #38 Maranacook Area Schools

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

**Phone number:** 207-685-3336

**Email address:** Nancy\_harriman@maranacook.com

**CERTIFICATION:**

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

James Charette  
Superintendent Name (printed)

James Charette  
Superintendent Signature

Date of Initial submission to Maine DOE: 9/27/18

Date of 1<sup>st</sup> Revision to Maine DOE: 10/24/18

Date of 2<sup>nd</sup> Revision to Maine DOE: 11/5/18

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

JC  
Superintendent Initials

JC  
Superintendent Initials

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Superintendent Initials

**FOR INFORMATION CONTACT:**

GT.DOE@maine.gov

**Reviewed By:** Lee worcester

**Maine DOE Approval:** Joanne K Allen

**Date of Approval:** 12/10/18

Areas of concern identified by Lee Worcester on Oct. 16, 2018 have been addressed and appear in red font throughout this document.

**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. Any additional information such as tables, charts, graphs should be included at the end of the 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:** 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.

**B. Arts program philosophy:** In RSU #38 we believe GT 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 GT art and music 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 21<sup>st</sup> 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).

**A. Academic program abstract:** In RSU #38, formal identification of students qualifying for Gifted and Talented services does not begin until the end of second 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.

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 at Maranacook High School. Middle School students identified in ELA and other academic areas are provided enrichment opportunities planned and provided collaboratively by GT staff and classroom teachers. Additionally, students have the opportunity to participate in a GT Seminar which is based on flexible grouping in consultation with the regular

education teachers. 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 and goal-setting.

Students at Maranacook High School take Honors and AP classes in core content areas. An accelerated honors class for ELA has been designed to allow freshmen to demonstrate proficiency in grade 9 & 10 standards in one year. As sophomores, students can go on to an accelerated ELA class and complete grade 11 & 12 standards in that year. This pacing sequence allows more opportunity for students to acquire advanced ELA experiences in their last two years of high school through dual enrollment opportunities, AP and other college level opportunities that may arise.

**A. Arts program abstract:** In RSU #38, Screening and Identification for GT VPA services is done in grades 3, 6 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 idle 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 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: To develop, implement and effectively manage comprehensive services for gifted and talented students.

Objective 1: Provide coordinated services for gifted students through a flexible tiered model of instruction in collaboration with regular education staff.

Activity 1: Educators in gifted and general education programs will work collaboratively to plan, develop and implement services.

Goal 2: To challenge each student with engaging, rigorous content that will result in growth over time, leading to proficiency or mastery of standards across disciplines.

Objective 2: 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.*)

Collaboration and 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 the (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.

Activity 2: 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. 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 incorporates 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 teachers have re-aligned courses to reflect proficiency-based graduation requirements. Since many GT students will meet these requirements ahead of schedule, high school teachers will begin developing additional offerings such as computer science. Currently, there are several opportunities for students to take online courses for enrichment or college credit through dual enrollment and other credit-bearing institutions of higher learning.

**B. Arts:**

Goals 1: 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 1: In differentiated VPA classrooms, students will meet or exceed grade level expectations as measured by assessments aligned with RSU #38 curriculum maps.

Activities 1: All students identified for VPA services fill out a “Goal Setting Worksheet” at the beginning of a VPA experience in collaboration with the VPA teacher. The students are asked to develop up to 3 specific goals they wish to achieve during the school year. Students are also asked to identify issues that might hinder or impede progress on achieving their goals. Once agreement is reached between students and teachers, the goals are re-visited three times during the experience 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 and high school students also complete a reflection and self-assessment upon goal completion as a capstone to evaluate the degree of growth experienced by the student as a result of the experience.

Goal 2: To create vertical and horizontal alignment of the VPA curriculum across the K-12 spectrum.

Objective 2: Complete the conversion of the local VPA curriculum to the National Core Standards for the Arts. The completed VPA curriculum will provide VPA teachers and students with a reference point from which differentiation can be developed.

Activity 2: VPA staff will be provided with time and opportunities to continue the development of a comprehensive, K-12 VPA curriculum facilitated by the District’s Director of Curriculum, Instruction and Assessment, and with assistance from the GT Coordinator.

- 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 (A minimum of three identification tools must be listed.):**

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA	NWEA	MEA	Teacher nomination
Selection	CogAT	CogAT	Teacher Nomination	Teacher Nomination

Placement	Local Assessments	Local Assessments	Local Assessments	Local Assessments
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**B. Academic Aptitude** (*A minimum of three identification tools must be listed.*):

Describe procedure Below:	ELA	Math	Science	Social Studies
Screening	NWEA	NWEA	MEA	Teacher Nomination
Selection	CogAT	CogAT	Teacher Nomination	Teacher Nomination
Placement	Local Assessments	Local Assessments	Local Assessments	Local Assessments

General Intellectual Ability and Aptitude

**Screening:** The screening process for GIA and academic aptitude is the same. GIA means students with more than one area of high ability, where academic aptitude refers to students with one specific area of high ability. 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 informed, 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.

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 who are culturally different, 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 objective measures such as NWEA, MEA achievement scores, and local assessments. Qualitative information is obtained through teacher nomination forms. Teachers are asked to review all students in their classes and can provide anecdotal information in the completion of the nomination forms. GT teachers may also provide information through observation of the students “in-situ,” while performing consultation/collaboration services in classrooms.

Ten percent of the K-12 student body will be included in the formation of a “talent pool” from which final selection will be made. Students must score above 90<sup>th</sup> %ile on achievement scores (NWEA) to be included in the talent pool. MEA scores of 3 or 4 (meets or exceeds) grade level expectations in reading and math are also needed for inclusion in the talent pool. 10% of the available slots in the talent pool will be reserved for students to be included through 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 affect achievement scores, or mask a students’ potential giftedness. For example, students in poverty who score in the 75<sup>th</sup> %ile on achievement tests may be equivalent to more affluent students in the 95<sup>th</sup> %ile. (Wyner, et. al, GCQ, 2009)

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.

**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. To increase fairness and consistency in selection from year to year, students from the previous year who were not selected will be included in the next year’s talent pool if they met the selection criteria for one or more cognitive ability areas when assessed.

**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 for our district. Parents are notified by letter from the Superintendent at the end of the school year, and teachers and principals are then notified by the GT Coordinator. The GT staff, in consultation with teachers, determine the level of service that would be most beneficial for each student. Standards-based common assessments for appropriate content areas determine actual placement/programming.

**C. Artistic Ability (A minimum of three identification tools must be listed.):**

Describe procedure Below:	Visual arts	Music	Performing arts	Dance
Screening	Teacher Nomination	Teacher Nomination	N/A	N/A
Selection	Portfolio	Portfolio	N/A	N/A
Placement	Local Assessment	Local Assessment	N/A	N/A

**Screening:** Screening begins early in the school year, with art and music teachers helping students develop portfolios using common projects that have been designed by curriculum planners in the previous year. By selecting common projects with specific criteria, the screening and identification committee can develop some internal consistency within the identification phase, which by nature, is a subjective process. The benchmark years for screening and identifying students is at the end of grades 3, 6 and 9.

A portfolio must be submitted that includes the following information:

**ART:**

- A product from each of three categories: Sculpture, 2-D Design, and Still Life Drawing in Graphite
- Answers to two Reflection Questions about each of the 3 product submissions
- Teacher Nomination
- Optional items include parent or art professional nomination

**MUSIC:**

- A product or performance 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
- Teacher Nomination
- Optional items include parent or music professional nomination

**Selection:** The selection/identification committee is comprised of all District #38 VPA staff, one District Administrator, and the 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 by the committee.

**Placement:** Parents are notified by mail at the end of the school year as to the results of the screening and selection process. The GT Coordinator notifies the VPA staff of the students selected at the end of the screening and selection process.

**D. Describe review of identification policies:**

- a. **How-** The GT staff and the Director of Curriculum, Instruction and Assessment meet monthly throughout the school year to review all aspects of the GT service, including identification policies.
- b. **When-** The review is conducted at the next meeting following the selection which is usually the first week in June of each year.

- E. Process for transfer students:** GT staff review the academic files of all students who transfer into the district 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 spring, provided the selection criteria used by the sending school is equivalent to the RSU #38 criteria. 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 the district. Students transferring into the district without a GT identification will be monitored closely during the first few weeks of school. We will consult with classroom teachers to see if they notice students who seem to have gifted attributes. We will shadow students and observe them in-situ, to see how they react to the regular education curriculum and to their age peers. Finally, we review the Fall NWEA scores of all students to see if any of the new transfer students demonstrate high achievement commensurate with our GT population. Further follow up on those students who demonstrate high potential in either the academic or VPA areas will be conducted to determine if inclusion in GT services is appropriate, with formal screening and identification to take place in the spring of each year. The parents and the superintendent will be notified of any student identified through this review.
- F. Exit Reasons and Procedure:** Students can exit from GT services at any time. Students who decline services will be asked to fill out an "Exit from GT Services Form" which will be placed in the student's file, and a copy will be sent to the parents and superintendent. A student who exits from GT services may be considered for future screening and identification without prejudice and can stand for possible re-selection at the next benchmark year (end of grades 2, 5 & 8). We have no policy or procedure for removing a student from the program. We provide services based on the level of need for each student in our program. That service model includes differentiation in the regular education classroom. If a pull-out is offered and the student or the student's parents decline that level of service, we continue to monitor the student's growth and provide consultation services to the student's classroom teachers for differentiation on behalf of that student. We understand that family dynamics, personal issues, or asynchronous development may contribute to a student's level of need at any given time. We have a program and an array of services that are flexible, and can accommodate students wherever they are instructionally, socially or emotionally.
- G.**
- H. 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. Additional test results may be considered. 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. She will notify the parents and the superintendent of her findings. If not satisfied with the decision at this level, parents can request a "Review of Identification" which would require the student or parent to write a letter to the Superintendent explaining the reasons for the appeal. The Superintendent will consult with the work of the identification committee, the Director of Curriculum, Instruction and Assessment, and others, if necessary, to make a determination. The superintendent will notify the parents of his or her decision, which is final, and may not be appealed further.
5. Provide a description of the staff development in gifted education that takes place in order to implement the program(s). In-house PD emphasizes the development of capacity across the district, in all disciplines and at all grade levels, to provide more impactful differentiation, greater engagement, and increased rigor for all students. Because our service model relies heavily on classroom differentiation sufficient to meet many of the needs of the GT students in them, we believe it is essential to provide GT professional development to all educators. This concurrently benefits the regular education students who have a growth mindset and want to access more challenging educational opportunities. In that spirit, we embrace the over-achiever along with the gifted, which is the beauty of the consultation/collaborative model.

The GT academic staff and the VPA staff all belong to their respective professional organizations and regularly attend the annual conferences such as: DOE Mentoring Workshop, MEGAT Conference, MEGAT Unconference, Haystack Mountain School of Crafts, Maine Art Education Association fall and spring conferences, and the Maine Music Educators Association annual conference. Additionally, the academic and VPA staff take coursework for recertification 690, and one art teacher is taking coursework to attain 690 certification. Courses taken recently include: SED 531, Curriculum and Instruction for Learners Who are Gifted, SED 532, Developing and Implementing Programs for Learners Who are Gifted, SED 533, Teaching Critical and Creative Thinking in Gifted Programs and Classroom Settings, and EPC 580, Mindfulness-based Stress Reduction & Social Emotional Intelligence in the Classroom.

**State of Maine  
Department of Education**

**Gifted and Talented Education Program  
Initial Application 2018-19**

The GT Coordinator and the Middle School Art teacher are collaborative leaders in professional development and have been selected to present at a National Arts in Education Conference this spring. The title of their presentation is: "Creative Collaborations: Key to Teaching 21st Century Skills and Making STEAM Happen in our Schools."

6. Provide a summary of the management structure that includes roles and responsibilities of the staff. The Director of Curriculum, Instruction and Assessment oversees the program under the supervision of the Superintendent of Schools. The GT Coordinator maintains the student database for screening and identification, and provides direct instruction and consultation for grades 6-12. There are two part time GT teachers who provide services for students primarily in the district's four elementary schools, with some overlap coverage at the middle school as necessary. The Director of Curriculum, Instruction and Assessment meets with the GT staff monthly to assess progress on delivery of services, coordination of screening and identification, and review of policies and procedures regarding GT services for the district.

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
Pat Godin	Yes	Teacher	6-12	Full Time
Victoria Scott	Yes	Teacher	K-5	70%
Selene Frohberg	Yes	Teacher	K-8	50%

B. Indicate the Auxiliary Staff: Educational Technician

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

7. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined in the academic areas and the arts.

a) Process

As Stufflebeam (in Madeus, 1983) said, "The most important purpose of program evaluation is not to prove – but to improve." The GT teachers, Curriculum Coordinator, and Superintendent, in consultation with building principals, continuously review data and feedback.

Guided by this philosophy, RSU #38 administration and the GT staff engage in a three-year cycle of review and renewal, making revisions to the previously existing program, policies and vision. Using the CIPP Model (Stufflebeam, 2007) we consider context, input, process and product.

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 delivery model and curriculum?



(product)

4. Based on the data, what modifications to the program are needed? How can they be effectively implemented?

(process)

8. 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.)

A. Materials and Supplies: Elementary

Bananagrams-double  
The Basics of Critical Thinking, Baker  
Smarty Pants Puzzles, Level 1, Langerstein & Slyter  
How to Differentiate Instruction in Academically Diverse Classrooms, Tomlinson  
Better than Carrots & Sticks, Smith, Fischer, Frey  
Superfight 500 Core Deck  
Superfight History Deck  
Superfight Dystopia Deck  
I Have, Who Has?  
Makerspace Survival Kit  
Math and Literature, Gr. 6-8  
Model Drawing for Challenging Word Problems  
Coordinate Graphing Gr. 5-8  
Geometry Out Loud  
Coordinate Graphing, Quilts, Gr. 4+  
Expeditions, Geometry  
The Feather Thief, Johnson  
Bingo, Algebra, Fractions, Decimals & Percent  
Magnetic Demo tools kit  
BeatSync, sound activated string LEDs  
The Write Thing: Kwame Alexander Engages Students in a Writing Workshop, Alexander  
Unit Writer, The Curriculum Project  
Standards Writer, The Curriculum Project  
Byrdseed Downloadable Concept Attainment Lessons  
Ready-to-Use Differentiation Strategies Gr. 3-5  
Ready-to-Use Differentiation Strategies Gr. 6-8  
Bundle: Teacher's Survival Guide: Differentiating Instruction in the Elementary Classroom  
Bare Conductive Electric Pen  
Synthetic fur  
24 and 18 gauge copper wire  
Leather, feathers, bark cloth  
Coin cell batteries and holders  
Conductive Thread  
LEDs  
Conductive filament (for 3-D printing)  
Flexible filament (for 3-D printing)

Materials and Supplies: Secondary

Design Thinking, Gallagher & Thordarson  
The Truth Seekers Handbook, Tsipursky  
The Odyssey, Homer, translated by Emily Wilson  
Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom, Soussa & Tomlinson  
Dear Madam President, Palmieri  
Death Comes for the Archbishop, Cather  
The Battle for Paradise, Klein  
Envelope Poems, Dickenson  
The Stranger in the Woods, Finkel  
Women Will Save the World, Shearer  
The Demon-Haunted World, Sagan  
Wonder Women, Mathews & Dyer  
The Water Knife, Bacigalupi  
All the Real Indians Died Off, Dunbar-Ortiz & Gilio-Whitaker  
Mules and Men, Hurston  
These Truths: A History of the U.S., LePore  
Tyrant, Shakespeare on Politics, Greenblatt  
The Last Man in Europe, Glover

Justification for Materials and Supplies: Elementary

The books and supplies listed above are to support direct services in Math, ELA, Science and Social Studies. Middle School GT Math and GT Art and Music students will be part of a grant-supported project called: "If Maranacook Could Dance.." The grant will support the visiting artist in residence, but many supplies and materials will be needed to design and construct masks that will be electrified by conductive material and embedded LEDs. The GT math and art teachers will be teaching the circuitry and mask-making that will be part of the dancers' performance. The music teacher will work with GT Music students on a composition that will be integrated into the masked-dance performance of "If Maranacook Could Dance..."

**State of Maine  
Department of Education**

**Gifted and Talented Education Program  
Initial Application 2018-19**

Justification for Materials and Supplies: High School

The books on this list are to supplement the titles available with a higher level of text complexity. These will be used by GT students identified in ELA, Science and Social Studies in the accelerated pathways. Texts are also needed to balance the race and gender of authors that are currently used in the existing ELA curriculum which are primarily (dead) white men.

**B. Other allowable costs**

- Challenger Learning Center (field trip, GT academic, Elem.)
- Bert Langlais Trail, Farnsworth Museum, Olsen House (field trip for GT art HS and Elem)
- Meridian Stories
- CogAT on-line testing

Justification: The Challenger Learning Center is a field trip that aligns with our elementary science curriculum and is one we take with students every three years.

The GT art departments K-12 will take a combined field trip to the Rockland area combining visits to the Bert Langlais Trail, the Farnsworth Museum, and the Olsen House (Christina's World).

Meridian Stories is an on-line subscription to technology-rich learning challenges that students can enter and compete for digital badges. We had two entries last year as a first-time experience and expect to continue participating in this excellent opportunity for our GT students.

Having switched to on-line testing for CogAT, this will be a recurring expense as we use the CogAT for identification purposes only, after the formation of a talent pool in our screening and identification procedures.

**C. Student Tuition: Elementary**

John Hopkins Center for Talented Youth  
(on-line courses)

**Student Tuition: Secondary**

Center for Talent Development at Northwestern U.  
AP Physics C\*

\* We have a GT high school senior who has accelerated through all available science courses and needs this advanced physics course to complete his graduation requirements. This course, offered by Northwestern University's Center for Talent Development, is part of his GT plan. No comparable course is available at our school.

**D. Staff Tuition/Professional Development**

**Elementary:**

- MEGAT Annual Conference
- MEGAT Annual Unconference
- PD for GT provided by consultant, Raye Anne DeSoto, GT Coordinator at Gardiner, MSAD #11.
- 2 Days of 2e Conference

**Staff Tuition/Professional Development**

**Secondary**

- MEGAT Annual Conference
- MEGAT Annual Unconference

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

*NOTE: To be approved as an allowable cost for the current school year, all personnel listed below must be appropriately certified/endorsed by the application deadline of September 30.*

**Professional Staff Costs**

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Pat Godin	48,320.39	20,521.03
Victoria Scott	31,919.58	
Selene Frohberg*	24,146.89	
*Name was misspelled in the DOE		

**State of Maine  
Department of Education**

**Gifted and Talented Education Program  
Initial Application 2018-19**

certification system. It has been corrected and should now be searchable. A copy is attached.		
<b>Subtotal</b>	<b>104,386.86</b>	<b>20,521.03</b>

**Auxiliary Staff Costs**

<b>Auxiliary Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
<b>Subtotal</b>		

**Independent Contractor Costs**

<b>Independent Contractor Name</b>	<b>Area of Expertise</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
<u>Beverly Mann</u>	<u>Mask Artist</u>	<u>550.00</u>	
<b>Subtotal</b>		<b>550.00</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
Supplies	500.00	Supplies	100.00
Books	2,200.00	Books	500.00
<b>Subtotal</b>	<b>2,700.00</b>	<b>Subtotal</b>	<b>600.00</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Field Trip Fees	800.00	Field Trip Fees	800.00
Field Trip Transportation	500.00	Field Trip Transportation	500.00
Other Dues & Fees	100.00	Other Dues & Fees	200.00
<b>Subtotal</b>	<b>1,400.00</b>	<b>Subtotal</b>	<b>1,500.00</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Student Tuition	200.00	Student Tuition	1,000.00
<b>Subtotal</b>	<b>200.00</b>	<b>Subtotal</b>	<b>1,000.00</b>

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Conference Registration	350.00	Conference Registration	150.00
Mileage	150.00	Mileage	50.00
<b>Subtotal</b>	<b>500.00</b>	<b>Subtotal</b>	<b>200.00</b>

**E. Totals**

State of Maine  
Department of Education

Gifted and Talented Education Program  
Initial Application 2018-19

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	104,386.86	20,521.03
Auxiliary Staff		
Independent Contractors	550.00	
A. Materials & Supplies	2,700.00	600.00
B. Other Allowable Costs	1,400.00	1,500.00
C. Student Tuition	200.00	1,000.00
D. Staff Tuition/PD	500.00	200.00
<b>Total</b>	109,736.86	23,821.03