

**The Program Renewal Application shall be submitted annually by school administrative units (SAUs) that have an approved Initial Application.**

**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 86/MSAD 20

Name and title of person responsible for gifted and talented program:  
Renee Felini, Gifted and Talented Coordinator and Teacher

Phone number: 207-472-3271 ext. 1009

Email address: rfelini@msad20.org

**CERTIFICATION:**

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

Timothy L. Doak  
Superintendent Name (printed)

[Signature]  
Superintendent Signature

Date of Initial submission to Maine DOE: 9/27/2018

Date of 1<sup>st</sup> Revision to Maine DOE: \_\_\_\_\_ 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: Patti Drapeau

Maine DOE Approval: [Signature]

Date of Approval: 10/4/18

### ***Program Renewal Application***

To maintain program approval status, a school administrative unit (SAU) must annually report any information that represents **Change** (i.e. an ***alteration, addition, or deletion***) to any program category (Maine DOE Chapter 104.14, 1-9) from the reported and approved Initial Application (FY2015-16 or FY2016-17).

For detailed instructions on how to complete the Program Renewal Application, please refer to the Instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

1. Provide any changes to the detailed description of the SAU's philosophy for both the gifted and talented academic and arts programs.

NO CHANGE       CHANGE

Describe CHANGE here:

- Academic program philosophy -
  
  
- Arts program philosophy -

2. Provide any changes to the program abstract for both the academic and arts programs - describe the children to be served and the program(s) to be implemented in the school(s) of the unit.

NO CHANGE       CHANGE

Describe CHANGE here:

- Academic program abstract -
  
  
- Arts program abstract -

3. Provide a detailed explanation of any changes to the 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.

NO CHANGE       CHANGE

Describe CHANGE here:

- Academics program goals, objectives, activities -
  
  
- Arts program goals, objectives, activities -

4. Provide any changes to the description of the identification procedures for general intellectual ability, academic aptitude and artistic ability for each of the following program components: screening, selection and placement. Also, include any changes to the description of the handling of transfer students, exit procedure, appeals procedure and appropriate notifications.

NO CHANGE       CHANGE

Describe CHANGE here:

- General intellectual ability identification -
  1. NWEA or Star 360: 92 percentile or above on more than one NWEA assessment (Math, Reading, Language Usage) or Star 360 assessment (Math, Reading)
  2. Teacher Nomination: Teacher provides the GT Selection Committee a completed Teacher Nomination Form.
  3. Self-Referral: Student provides the GT Selection Committee a self-referral
- Specific academic areas identification -
  1. NWEA or Star 360: 92 percentile or above on more than one NWEA assessment (Math, Reading, Language Usage) or Star 360 assessment (Math, Reading)
  2. Teacher Nomination: Teacher provides the GT Selection Committee a completed Teacher Nomination Form
  3. Self-Referral: Student provides the GT Selection Committee a self-referral
- Arts identification -
  1. Student Products: Auditions, performances, portfolio, poetry, etc.
  2. Teacher Nomination: Teacher provides the GT Selection Committee a completed Teacher Nomination Form.
  3. Self-Referral: Student provides the GT Selection Committee a self-referral
- Transfer students -  
No Change
  
- Exit procedures -  
No Change
  
- Appeals procedures -  
No Change

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

NO CHANGE       CHANGE

Describe CHANGE here:

6. Provide a summary of the management structure including the roles and responsibilities of the professional and auxiliary staff listed below.

NO CHANGE       CHANGE

Describe **CHANGE** here:

A. Indicate **ALL professional staff** for the K-12 Gifted and Talented Program regardless of whether there has been a change or not.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Renee Felini	Yes	Teacher	K-12	Part-Time
Darlene Ouellette	Yes	Teacher	9-10	Part-Time

B. Indicate **ALL Auxiliary Staff**: Educational Technician, regardless of whether there has been a change or not

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

7. (a.) Indicate any changes to your **Approved Initial application** self- evaluation process.

NO CHANGE       CHANGE

Describe **CHANGE** here:

- (b.) Provide a detailed description of the results/effectiveness of the annual program self-evaluation in the academic areas and in the arts regardless of whether or not there has been a change in the program. *(Note: A summation statement on the effectiveness/success of the district's GT program in the academics as well as the arts will suffice.)*

As part of our annual program self-evaluation, GT Advisors and the GT Coordinator met in the fall of 2018 to review the program data and to discuss findings in order to develop a Plan of Action to address any identified program shortcomings and inform the future direction of the program's offerings. We continue to discover that the program is an integral part of the educational experience for students identified for gifted and talented services. The high school visual art pullout has become not only a place for students to learn new skillsets, but it has also served as a social/emotional outlet for students. The high school performing art group wrote an original script and performed their play in front of the entire middle and high school groups. Overall, the program and the meeting space that has been created have provided students with a safe space to engage with other students who have the potential to excel in a wide-variety of subject areas.

Students are enthusiastic about the offerings and desire additional time within programming. Students in grades 7 and 8 will continue to meet with the GT Coordinator during one school-wide study and a pullout group per week. Students in grade 6 had a less stressed year and enjoyed their time as a single grade group, which aimed to help the students with their elementary to middle school transition. High school students utilized the 'Open Door' times created by their suggestions. They came to the GT meeting room during open campus and study hall times to either use the space as a study hall or to continue individual/group projects. High school GT began earlier this year because the students wanted to engage in the program for a longer percentage of the school year. We are hoping to help improve and maintain student performance. After evaluating the student feedback, we found that the students are content with the GT program's offerings and we will continue to allow for student voice and choice within the program. The GT Coordinator has gathered additional mindfulness resources and obtained training to expand this offering.

As reported by teachers, students have been good about being prepared for their academic courses and have improved their communication with teachers about missed work. We will continue to have a gifted and talented handbook acknowledgement form in which students will sign after reading the handbook in order to help mitigate any misunderstandings about program expectations. This year, students who enroll in the program will be required to partake in Response to Intervention (RTI) when a referral is made. Teachers have expressed interest in getting gifted and talented certification. Money has been budgeted to allow for those interested to take gifted and talented, college-credit courses. There is also money in the budget to provide resources and training to teachers who want to better serve their gifted and talented students. It was expressed that teachers were concerned about their evaluation process, which requires students to be present in their classes for 80% of the time in order for them to be able to count a student's performance. The GT schedule will flip from afternoon pullout sessions to morning sessions for one quarter during the school year to help alleviate this issue.

Based on individual student performance indicators, no students have been exited at the beginning of the school year. Parents/guardians were contacted in order to discuss the data that the program collects and to address any areas of concern that were identified. Once enrolled in the program, student

performance is evaluated based on the individual's own performance and enrollment decisions are made on a case-by-case basis. Two students were enrolled in the program at the beginning of this school year based on teacher nominations and student performance. One of the students initiated the process with a self-referral, which is a new screening option for students in our district interested in our gifted and talented program's academic offering.

(c.) Include how program effectiveness was determined, whether or not there has been a change in the program

The following data was analyzed to determine program effectiveness during our annual program self-evaluation:

**1. Teacher Survey**

2017/2018 Gifted and Talented – Teacher Survey

Number of Surveys Returned: 19

**The majority of GT students in my classroom keep pace with the content they miss during their weekly GT meetings?**

I agree: 18 I disagree: 1

95% agree that students in the GT program are able to keep pace with the content they miss during weekly GT meetings

**The majority of students who attend GT meetings seek out what content they are missing in my class prior to seeing me the next time they are scheduled to be in my class.**

I agree: 18 I disagree: 1

95% agree that students are effectively communicating with their teachers about missed classwork

**Are there any students you feel should not be included in the weekly GT meetings and other program offerings?**

Yes: 0 No: 19

Feedback excluded to avoid providing identifiable information about student(s). One teacher suggested the addition of a student and filled out a teacher nomination form.

**Are you interested in receiving training and/or resources to better serve the GT students in your classroom and other program offerings?**

Yes: 6 No: 13

32% of teachers who responded would like to receive training and/or resources for the GT students they teach

**Do you have an interest in becoming GT certified?**

Yes: 5 No: 14

26% of teachers indicated their interest in becoming GT certified

**Please use the space below to provide any additional input you may have in regard to the GT program.**

Teacher provided comments:

"I think it's important."

"Great Job!!!"

"I have already taken many GT classes in NH."

"I am pleased that we continue to support the GT program in our building."

"Why aren't GT students going for 4s? If these are our school's GT students, I would expect that they would be able to go above and beyond their classmates. None of the GT students in my classes attempted 4s this year, with the exception of one who attempted, but did not complete a 4. If you look at the grade book, many more students could be in GT if all they have to do is get 3s."

## 2. Student Survey

### -Elementary

2017/2018 Gifted and Talented Student Survey – Elementary

Number of Surveys Returned: 8 (9 students total)

**Do the GT weekly meetings interfere with your ability to keep pace with your regular classwork?**

N/A: 0	No: 6	Sometimes: 1	Yes: 1	Possible Points: 16
(0)	(0)	(1 point)	(2 points)	Total Points: 3

19% score that indicates that the GT weekly meetings interfere with their ability to keep pace with course content they miss

(Student provided comments: "Sort of. Even though I keep up it gets annoying, but GT is worth it!"/"No, not really. I get 25 minutes to makeup work and stuff. I can go to homework haven"/"Not at all. I can keep up with my work and maintain my good work.

**Do students who are not involved in the GT program make any comments to you about your involvement in the GT program? If so, what do they say?**

N/A: 0	No: 3	Sometimes: 0	Yes: 5	Possible Points: 16
(0)	(0)	(1 point)	(2 points)	Total Points: 10

63% score that indicates that other students do make comments

(Student provided comments: "They ask what we do in GT (x4)"/"Well, they say like, "Great masks in the hall." or, "Why are you dressed like that?" or, "You missed a lot of math." I give them truthful answers!")

**Explain why you think GT is important**

Student provided comments:

"It helps me with speaking in front of people"

"because it helps you learn"

"Well, I think it is important because, it's good to have smart people to mingle and become friends!"

"I think GT is important because we learn important stuff in history and mythology."

"It's important because it's nice that they treat us."

"It's important to kind of express yours smarts or whatever."

"So I get an actual challenge and not get really easy work. You learn things you don't learn in class."

"You can learn things and do things you don't usually do in class"

**What is your favorite component or offering?**

Student provided comments:

All of them (5)

Chess

Crafts

Scratch and programming (2)

**What is your least favorite component or offering?**

Student provided comments:

None (7)

Missing class.

**Do you have any suggestions to improve GT programming?**

Student provided comments:

None (7)

Make it harder and we should do more projects.

**-Middle School**

2017/2018 Gifted and Talented Student Survey - Middle School

Number of Surveys Returned: 13 (14 students total)

**Do the GT weekly meetings interfere with your ability to keep pace with your regular classwork?**

N/A: 0	No: 10	Sometimes: 1	Yes: 0	Possible Points: 26
(0)	(0)	(1 point)	(2 points)	Total Points: 1

4% score that indicates that the GT weekly meetings interfere with their ability to keep pace with course content they miss

(Student provided comments: "Sometimes, but only for science. It wasn't that hard to make up the work, it just took time.")

**Do students who are not involved in the GT program make any comments to you about your involvement in the GT program? If so, what do they say?**

N/A: 1	No: 5	Sometimes: 2	Yes: 3	Possible Points: 26
(0)	(0)	(1 point)	(2 points)	Total Points: 17

65% score that indicates that other students do make comments

(Student provided comments: "Sometimes. Lucky! That's so unfair, you guys always go there, we are special too, everyone is talented"(4)"They sometimes tease us because we are in it and they aren't."/"GT is stupid and is for people who are popular, etc."/"They say, "I'm in GNT, gifted not talented." They make fun of the GT program and say that its stupid and we aren't any better than them. " /"They say GT is stupid and it's unfair that we get to go. " /"Why am I not in GT?" "I bet you do nothing interesting or educated in GT, you just do nothing."/"They say gifted not talented or that some of us made GT only out of pity"

**Explain why you think GT is important**

Student provided comments:

"Because it gives you a challenge, you are recognized for your smarts and talents, and it is a great experience. (3)"

"I think it is important because I know that I got recognized to be in here because I worked hard and now I get extra opportunities to show that I can work hard."

"It helps give us more of a structured idea of school, but it also helps us have a more complex learning environment, while also having fun and letting us show our creativity and our strongest abilities and subjects."

"I think it's important for us to connect with others at the same level, and continue to expand our brains (going above and beyond normal classwork)"

"I personally think that GT is important because it gives GT students to challenge themselves outside of the classroom and learn new things. Also, I think us kids can meet more people like ourselves if we can't find that in the classroom."

"It helps us learn farther about other things and expand our learning abilities. It is a fun way to learn more about stuff we may need when we are older. It helps us



make friends and gives us something to do if we are done with all of our work, for instance, The Battle of the Books."

"It gives kids that are smarter than other kids a break to challenge themselves."

"It gives kids who are academically ahead a chance to have a challenge, and do school work with peers like them."

"I think GT is important because it gives the kids that have an easy time in school a challenge."

"It gives higher aimed and hard working students a chance to meet with others that share the same traits."

"I KNOW GT is important because it gives the kids who feel that the schoolwork is a little below their level a chance to use other parts of the brain that is left untouched. They feel that they don't fit in, they just fit out so GT gives them an opportunity to talk with people who are experiencing the same thing. It gives us a challenge, which is lacking because the schoolwork is a little too easy, but it is crucial for learning."

**What is your favorite component or offering?**

Student provided comments:

FIRST LEGO League (5)

Everything

Field trips, i.e. Problem Solving Day

I love just being able to go in on Wednesday afternoons. It is something I always look forward to, no matter what we are doing. I enjoyed creating my autobiography.

I like being able to do environmental work and I love being able to construct ideas on how to put an end to some of the world's most critical problems.

The freedays

Being able to express my strengths in academics, and also art while still having fun.

Playing games and working together (2)

Art

**What is your least favorite component or offering?**

Student provided comments:

None (8)

Not having it more than once a week. (2)

Doing Presentations

FIRST LEGO League (2)

**Do you have any suggestions to improve GT programming?**

Student provided comments:

None (8)

More meeting times, or longer meeting periods. (3)

"I think we should definitely learn more things about Lego League or things in general. For example, going outside and learning things. For Lego League, I think we have to encourage each other more and keep better focus."

"Have the high schoolers be able to go to a separate Lego League just for them.

Also do more out-of-school trips and activities to improve our learning and have a good time."

"More quotes and room decor for the GT room made by GT students. Like the quotes."

"I honestly wish that we could create a debate team and those debates could be taken into consideration by the school. For example, the debate on whether music should be allowed in study halls."

**-High School**

2017/2018 Gifted and Talented Student Survey - High School

Number of Surveys Returned: 13 (14 students total)

**Do the GT weekly meetings interfere with your ability to keep pace with your regular classwork?**

N/A: 0      No: 12      Sometimes: 1      Yes: 0      Possible Points: 26  
(0)      (0)      (1 point)      (2 points)      Total Points: 1

4% score that indicates that the GT weekly meetings interfere with their ability to keep pace with course content they miss

(Student provided comments: "If anything my weekly GT meeting keep me motivated to get my work accomplished."/" No. I designed my schedule so that it wouldn't as much as possible. I like how you can go to class if you feel that you need to."/" Sometimes, my classes have gotten harder and I need to apply myself more. Depending on the class I am missing it may or may not affect me.")

**Do students who are not involved in the GT program make any comments to you about your involvement in the GT program? If so, what do they say?**

N/A: 0      No: 9      Sometimes: 3      Yes: 4      Possible Points: 26  
(0)      (0)      (1 point)      (2 points)      Total Points: 8

31% score that indicates that other students do make comments

(Student provided comments: "They ask if its any fun and if I like it, which I do."/" They mostly just ask about what it's like to be in the program, and sometimes ask about how to get in."/" Basically jealousy that we get to go on big trips. It's like we can't talk about it or else they will get mad."/" Yes, they say that it's good that I'm participating in it.")

**Explain why you think GT is important**

"I think it's important because it's a place where one you can work on what you need to get done and get advanced help but also it's a safe spot to unleash your creativity."

"Not only does it allow for students to express their talents and interests in new and unique ways, it also gives non-GT Students a driving force to strive for. They can look at the fun activities or the neat perks and say, "I want that too!" That could push them to try harder, learn more, push themselves more. It's good motivation, and once you're in, it's a good influence for you and others."

"It gives students an opportunity to advance their talents, alleviate their stress, and bond with alike students."

"It encourages individual creativity and provides a way for students to vent their emotions, as well as find ways to stimulate their minds."

"I think GT is important because it helps me to get better at art and I can be in an environment where people share the same passions as me."

"It allows me to have an outlet to relax and enjoy a moment in school without stressing over school work right that second."

"It expands on our scholarly interests other than what is offered within the classroom."

"GT is important because it allows me to experience things that I would not have otherwise."

"GT gives me an opportunity to explore interests in an accepting environment."

"It gives other students a chance to answer questions in class that they might not get to answer otherwise. It gives GT students the opportunity to learn outside of the classroom."

"Where do I begin? GT is AMAZING and I wouldn't be where or who I am today without it!! It taught me self-confidence, creativity, problem solving, communication skills, and that just the tip of the iceberg!! I learned so much about art and acting and who I am as a person. I met my best friends, laughed until it hurt (and beyond), and grew as a person. GT is important because it gives students amazing opportunities and relationships and the chance to do all the things listed above."

"I think GT is important because it lets kids have an outlet for creative ideas."  
"Opportunities"

**What is your favorite component or offering?**

Everything (4)

Art (2)

I like the amount of field trips and out-of-school opportunities we are presented throughout the year. I also like the freedom we have to do what we want within the limits that it pertains to education.

ARGT Presents (2)

Opportunities

Making Videos

My favorite thing about GT is EVERYTHING!!!!!! Especially that it gave me a chance to explore my future career where there wasn't anything else offered in the school.

The advice of like-minded individuals.

My favorite component is the meditation at the beginning because it gives me a chance to take a mental break.

Field Trips (4)

**What is your least favorite component or offering?**

None (11)

It is very limited in scheduling

I wish the school took it more seriously

Mindfulness

**Do you have any suggestions to improve GT programming?**

I think it'd be helpful if being in GT was a bit more noticed because it's really a big accomplishment to be improved in certain classes and for some all classes and not many others realize that.

Needs more cowbell.

More Brain Bees

This year went very good with providing a variety of interests and opportunities.

Everything is great (2)

None (7)

More variation in the guided meditation exercises.

It's awesome!! I wish there were more hours in the day just so I could be at GT longer!! I would suggest having each GT group as a specified "class" for one of the blocks just to make sure everyone can go but I know how the schedule is...

**3. Student Performance Indicators (collected and analyzed to identify student Growth, Maintenance, and/or Decline in the identified academic or arts areas)**

**-Fall and Spring NWEA/Star 360**

**Elementary School (Grades 3-5)**

NWEA Math Assessment: 38% Growth, 50% Maintenance, 13% Decline

NWEA Reading Assessment: 22% Growth, 33% Maintenance, 44% Decline

NWEA Language Usage Assessment: 50% Growth, 25% Maintenance, 25% Decline

**Middle School (Grades 6-8)**

Star 360 Math Assessment: 25% Growth, 25% Maintenance, 50% Decline

Star 360 Reading Assessment: 36% Growth, 9% Maintenance, 55% Decline

**High School (Grades 9-12)**

Star 360 Math Assessment: 0% Growth, 0% Maintenance, 100% Decline

Star 360 Reading Assessment: 0% Growth, 0% Maintenance, 100% Decline

**-Quarter 1 GPA/Grades and Quarter 4 GPA/Grades**

**Elementary School (Grades 3-5)**

ELA: 22% Growth, 78% Maintenance, 0% Decline

Math: 38% Growth, 50% Maintenance, 13% Decline

General: 0% Growth, 100% Maintenance, 0% Decline

Visual and Performing Arts: 0% Growth, 100% Maintenance, 0% Decline

**Middle School (Grades 6-8)**

ELA: 42% Growth, 42% Maintenance, 17% Decline

Math: 50% Growth, 38% Maintenance, 13% Decline

Visual and Performing Arts: 86% Growth, 14% Maintenance, 0% Decline

**High School (Grades 9-12)**

ELA: 0% Growth, 43% Maintenance, 57% Decline

Math: 29% Growth, 43% Maintenance, 29% Decline

General: 0% Growth, 100% Maintenance, 0% Decline

Visual and Performing Arts: 44% Growth, 44% Maintenance, 11% Decline

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)*

All the materials, supplies and other costs mentioned in this document are specific to the GT program and refer to activities and curriculum not provided in the general education curriculum.

In grades 3-12 GT students are placed in an enrichment pullout group, which focuses on content not covered in general education classrooms. In the grade-span cluster groups students learn chess, exercise their critical and creative problem skills, practice deductive reasoning, complete special projects, and engage in creative endeavors. This year, students in the GT program will be provided an enrichment opportunity that will have an overarching concept of brain science. This is an educational opportunity only provided to GT students. Brain science materials and supplies are

needed to enhance the curriculum in the grade-span cluster groups. Elementary students will be provided their own brain text to learn about brain anatomy and functions, which also doubles as a coloring book, and they will create a plaster brain. Plaster, mold and finishing materials will be needed to create plaster brains. Middle and high school students will reflect in thinking journals, which will be provided for them. Both middle and high school students will read and have access to neurology texts. Middle school students will create presentations based on their personal interests. High school students will get more in depth with their own research on brain science concepts. Middle and high school students will create 'life masks' to emulate the famous death mask of Phineas Gage, a famous case study in neurology. Plaster bandages and finishing materials will be needed to create the 'life masks'.

Creative problem solving tasks will be assigned during GT pullout meetings and supplies will be necessary to conduct these challenges. Additional resources and materials will be procured to improve GT programming and to help K-8 classroom teachers to better serve the GT students in their rooms. High school visual arts students will be provided good quality art supplies for their individual artwork, which will include a sketchbook, and they will be encouraged to try new materials. The high school visual arts pullout is conducted in a directed study format with students meeting to critique and complete art projects with new and interesting materials. As part of the offering, they will learn basic concepts of scientific illustration and photorealism in drawing. They will also get to create a batik art piece. Students will be taken to local ARGTE events that address their specific needs, i.e. Competitive Problem Solving, Girls/Guys and Goals, Battle of the Books, Visual Arts Day, and Performing Arts Day. ARGTE field trips and competitions are utilized in order to provide students the time to meet other students in the region with similar abilities and to challenge their strengths. Both middle and high school students will compete in a Battle of the Books competition. Both groups will get to partake in a writing workshop and meet an author of one of the books they are reading. The GT students in grades 7 and 8 will be traveling to FIRST LEGO League competitions, in which visual arts students contribute with their design capabilities. High school students are enrolled in an enrichment pullout group based on their identified area. In grades 9-10, students get the opportunity to take a GT English course taught by a GT endorsed teacher. High school students will be traveling to Boston in order to expose the students to several educational institutions in an urban setting, which will include a live performance and a fine arts museum. Staff salaries (with benefits) will be supplemented proportionately to time they contribute to the GT program. The GT Coordinator will work with the Aroostook Regional Gifted and Talented group to provide GT specific professional development opportunities for its members. Teachers will be provided the opportunity to take GT courses to work toward or maintain their GT endorsements.

9. For those school units requesting approval of *allowable program costs* for State subsidy, please complete the following budget information. Amounts budgeted for the SAUs Gifted and Talented Program must be reported in the NEO 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**

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Renee Felini	\$37730	\$14149
Darlene Ouellette		\$9549
<b>Subtotal</b>	<b>\$37730</b>	<b>\$23698</b>

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>	<b>\$0</b>	<b>\$0</b>

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
<b>Subtotal</b>		<b>\$0</b>	<b>\$0</b>

Please list individual product names and costs associated with the district's Gifted and Talented Program.

**A. Educational Materials and Supplies:**

<b>Elementary: Name of Material/Supply</b>	<b>Cost</b>	<b>Secondary: Name of Material/Supply</b>	<b>Cost</b>
Books for Battle of the Books/Curriculum (7 titles: Lord of the Flies, In the Shadow of the Sun, The Unwanteds, Once, Ungifted, Harbor Me, Worlds Afire)	\$400	Books for Battle of the Books/Curriculum (7 titles: The Girl from Everywhere, The Meg, The Guernsey Literary and Potato Peel Pie Society, Monster, Chasing King's Killer, The Crucible and Related Readings, Requiem)	\$400
Deductive Reasoning/Creative Problem Solving/Logic Resources/Brain Breaks/Supplies (i.e. sudoku, advanced word search challenges, brain teasers, deductive reasoning perplexors, word winks, supplies for Destination Imagination type challenges, chess, yoga resources)	\$300	Visual Art Student Materials/Supplies for Directed Study and Pullout (examples include materials that are not offered in the general Art curriculum, i.e. porcelain clay, plaster bandages, batik wax, fabric dyes, heavy weight papers)	\$700
K-8 Classroom Materials/Supplies for Differentiation/Acceleration (examples include small group or individual units for students in the classroom in content areas of strength, i.e. Rube Goldberg software for iPads, physics unit about rollercoasters, ELA Challenging Units for Gifted Students)	\$250	Thinking Journals/Sketchbooks (lined and unlined resources for students to continue recording Metacognition and original artwork)	\$200
Thinking Journals/Sketchbooks (lined and unlined resources for students to continue recording Metacognition and original artwork)	\$200	Brain Science Books/Curriculum/Materials (Phineas Gage, plaster bandages, Vaseline, gesso)	\$200
Plaster Brain/Mold Making/Curriculum/Supplies (rubber caulking, spray release, plaster, dust masks, acrylic paints)	\$300		
Brain Science Books/Curriculum/Materials (My First Brain Book, model brain)	\$250		
FIRST LEGO League supplies	\$800		
<b>Subtotal</b>	<b>\$2500</b>	<b>Subtotal</b>	<b>\$1500</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Mileage (ARGT events and GT student attended events, events pertaining to student support, i.e. award events and student recognition activities and events, and current educational opportunities)	\$1400	Travel Mileage (ARGT events and GT student attended events, events pertaining to student support, i.e. award events and student recognition activities and events, and current educational opportunities)	\$500
LEGO Robotics Travel: 2 Teams	\$600	ARGT Boston Museum Trip (14 passengers: transportation and admission fees)	\$4500
<b>Subtotal</b>	<b>\$2000</b>	<b>Subtotal</b>	<b>\$5000</b>

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

Elementary: Program name	Cost	Secondary: Program name	Cost
Aroostook Regional Gifted and Talented Events	\$1550	Aroostook Regional Gifted and Talented Events	\$950
FIRST LEGO League Registration: 2 Teams	\$500		
<b>Subtotal</b>	<b>\$2050</b>	<b>Subtotal</b>	<b>\$950</b>

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

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
University of Phoenix - Critical Thinking Skills for Gifted and Talented Learners or other GT Course/Professional Development	\$600	University of Phoenix - Critical Thinking Skills for Gifted and Talented Learners or other GT Course/Professional Development	\$600
Travel Mileage for Professional Development (ARGT Meetings, State Meetings, MEGAT)	\$450	Aroostook Regional Gifted and Talented Professional Development, includes ARGT Membership Fee	\$750
<b>Subtotal</b>	<b>\$1050</b>	<b>Subtotal</b>	<b>\$1350</b>

**E. Totals**

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$37730	\$23698
Auxiliary Staff	\$0	\$0
Independent Contractors	\$0	\$0
<b>A. Materials/Supplies</b>	<b>\$2500</b>	<b>\$1500</b>
<b>B. Other Allowable Costs</b>	<b>\$2000</b>	<b>\$5000</b>
<b>C. Student Tuition</b>	<b>\$2050</b>	<b>\$950</b>
<b>D. Staff Tuition/PD</b>	<b>\$1050</b>	<b>\$1350</b>
<b>Total</b>	<b>\$45330</b>	<b>\$32498</b>