

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

**School administrative unit name: Biddeford School Department**

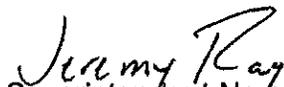
Name and title of person responsible for gifted and talented program: Christopher Indorf

Phone number: 282-8280

Email address: cindorf@biddefordschooldepartment.org

**CERTIFICATION:**

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

  
Superintendent Name (printed) Jeremy Ray

  
Superintendent Signature

Date application submitted to Maine DOE for review:

**FOR INFORMATION CONTACT:**  
Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

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

EF-S-206  
Revised May 26, 2015  
2015

**DUE DATE: September 30,**

Reviewed By: Lee Worcester

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization: 

Date of Approval: 12/15/15

**Initial Application**

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

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

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

**Academic program philosophy:**

The Biddeford School Department embraces the philosophy that students who have demonstrated significant achievement, or have the potential to excel beyond their age peers in the regular school program in all core disciplines, will benefit from differentiated and challenging instruction. We are committed to 1) identifying these students and 2) designing programming and securing opportunities to meet their specific needs.

**Arts program philosophy:**

The Biddeford School Department believes that the arts help children develop freedom of expression, skills in conceptualization, cognitive thinking, positive and accepting attitudes, teamwork and knowledge that can be applied and valued for a lifetime. The Biddeford School Department embraces the philosophy that students who have demonstrated significant artistic abilities or have the potential to excel beyond their age peers in the Visual and Performing Arts will benefit from differentiated and challenging instruction. We are committed to 1) identifying these students and 2) exploring programming and securing opportunities to meet their specific needs.

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

**Academic program abstract:**

The Biddeford School Department is committed to providing the best available learning opportunities and environment for the total school population. The Gifted and Talented Program is designed to meet the specific needs of students who are formally identified as Gifted and Talented (those students performing in the top 3 -5% of our student population). Program elements encompass the district philosophy in providing GT students experiences with inquiry-based learning that may include but not limited to exploratory classroom settings, off-campus hands-on exploration (field trips), and social/emotional evaluation and discussion. The program is constructed in accordance with the guidelines of Maine State Gifted Education Mandates.

Kindergarten - 2nd grade:

Consult with classroom teachers as needed per individual student

3rd - 5th grades:

Consults with classroom teachers for enrichment opportunities in the regular classroom setting.

Teaches concentrated pull out classes during school support blocks.

Literacy Activities centered around bibliotherapy.

Math activities that may include accelerated math courses and math team enrichment.

Integrated thematic units of study for general academic, science, and/or social studies identified students.

#### Independent Studies

Gifted and Talented students have the opportunity to work with the GT teacher to design advanced independent studies tailored to their abilities and interests. Many independent studies involve mentors and/or contact with practicing professionals.

#### Grades 6-8:

Consults with classroom teachers for enrichment opportunities in the regular classroom setting.

Teaches concentrated pull out classes once a week in identified area(s).

Accelerated Math Class(es) as needed.

Literacy Activities centered around bibliotherapy.

Integrated thematic units of study for general academic, science, and/or social studies identified students.

8th Leadership discussion class focusing on career preparation, high school planning, and leadership opportunities within the community.

#### Independent Studies

Gifted and Talented students have the opportunity to work with the GT teacher to design advanced independent studies tailored to their abilities and interests. Many independent studies involve mentors and/or contact with practicing professionals.

#### 9-12:

Honors and Advanced Placement Courses offered in the following areas:

#### Science:

Honors Freshman Science, Honors & AP Biology, Honors & AP Chemistry, AP Physics C Mechanics, and AP Environmental Science

#### Mathematics

Honors Algebra II, Honors Geometry, Honors Probability, AP Statistics, Honors Pre-calculus and AP Calculus

#### English

Honors 9 English, Honors 10 Literature & Communication, AP Literature and Composition, AP English Language and Composition

#### Social Science

Honors Introduction to Social Sciences, AP World History, Honors Geography, AP United States History, AP Psychology

#### World Languages

Honors French and Spanish Language II, III, IV

#### Honors Contracts

In the event AP and/or honors courses have low enrollment numbers, students may be contracted for Honors Credit within the CP classroom setting if he/she has the appropriate prerequisites

and meets the criteria set by the teacher and the GT coordinator. A detailed syllabus and assessment plan must also be proposed and accepted prior to approval of the Contract for Honors.

#### Independent Studies

Gifted and Talented students have the opportunity to work with an instructor and GT teacher to design advanced independent studies tailored to their abilities and interests. Many independent studies involve mentors and/or contact with practicing professionals. A detailed syllabus and assessment plan must be proposed and accepted prior to approval of the Independent Study.

#### Online Advanced Courses

Choices vary from year to year.

#### College Courses/Dual Enrollment

Associations with the University of New England, the University of Southern Maine and York County Community College entitle qualifying students to take college courses at reduced fee or no fee.

#### **Arts program abstract:**

All students in the Biddeford Schools participate in art classes in grades K-12. The current middle school schedule does not assure that all their students participate in art classes all 3 years. However, all students have the opportunity to participate in at least one art class over the three-year time span. At the Biddeford High School, art is offered as a fine arts elective. All students in the district have the opportunity to show their work in the biennial K-12 Art Show.

Visual Arts 3-5: Teachers differentiate instruction and expose all students to new opportunities, techniques and mediums to help them develop their ability, their creativity and keep them engaged and challenged. Talented and motivated students are encouraged and provided with opportunities to stretch and grow. Advanced programming, layered lessons and individual opportunities may be offered for extended learning as applicable.

Performing Arts 3-5: Talented and motivated students are encouraged and provided with opportunities to stretch and grow within the regular classes. Opportunities for talented students to practice and perform in special capacities are arranged for motivated and talented students.

Performing Arts 6-8: GT Band and chorus classes (alternating days – all year long) are offered to motivated students. Formally identified GT musical students and talent pool students make up these classes.

Homogeneous group lessons are offered to instrumental students weekly.

Honor festivals: Talented students have the opportunity to prepare for, audition for, and perform in the York County Junior High Festival (grades 7 & 8) and the District I Music Festival (grade 6).

Music Booster Scholarships for talented students are available toward USM Jr. Music Academy, Maine Jazz Camp, and towards private/semi-private lessons. Small ensemble and solo performances are available in evening performances of the band and chorus. One day workshops can be offered for GT VPA students by working artists in the community and surrounding areas.

Performing Arts 9-12: Band and chorus are offered to interested students as electives. Talented vocal and instrumental students have the opportunity to prepare for, audition, and perform in District 1 and All-State Festivals. Band students may also be recommended for the Sousa Festival. Auditioned Groups at BHS including Chamber Chorus, Jazz Ensemble & Jazz Combo provide opportunities for talented students. Small ensemble and solo performances are available in evening performances of BHS Vocal Concerts, Symphonic Band, Jazz Ensemble and Jazz Combo. BHS Band Boosters Scholarships to music summer camps are available. Talented students may audition and participate in the York County Regional Fine Arts Program. Teacher-led activities include after school and lunch lessons, teacher demonstrations, and guidance and ongoing support for talented students.

#### Visual Arts 6-8:

2D and 3D art classes are offered

Layered lessons and differentiation allow students to work at their own pace and go in divergent directions with a project within the structure of the regular classroom

An Art GT class for 6th, 7th and 8th graders is an option for formally identified and talent pool students when individual schedules allow. The goal is to provide extra time in the day to hone artistic skills and mediums.

Chalk on the Walk and other community events provide enrichment opportunities for students.

#### Visual Arts 9-12:

A variety of courses in drawing, including painting, pottery, art journaling, and photography are offered to interested students.

Talented students may choose to participate in the York County Regional Fine Arts Program.

Courses at local colleges are available to students.

Advanced Independent Studies are an option.

Artist-in-residency programs and mentoring experiences are encouraged.

The BHS Art Club offers students the chance to explore new opportunities and work on Pre-AP portfolio work.

We hope to offer an in-house AP course before long.

Weekend and summer art opportunities are also options (Haystack, etc.)

AP4ALL Art History is also a course option for gifted students.

#### Visual & Performing Arts 9-12:

York County Regional Fine Arts Program

Y.C.R.F.A. is an arts collaborative hosted at BHS which offers challenging instruction to formally identified GT fine arts students in the areas of dance, theater, vocal music, instrumental music, sculpture and writing, dependent on staffing availability year-to-year.

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

**Academics:**

**Goals:**

To establish and promote a differentiated educational program which nurtures, challenges and provides Biddeford's identified Gifted and Talented students with academic opportunities to develop skills and broaden their educational experiences and interests.

To assist identified students in gaining realistic understanding of their potential and to develop an awareness of each person's uniqueness and value in a diverse population.

To create a network of support and learning experience which maximizes each student's talents by working closely with the student, all staff, parents and other classmates.

To encourage Gifted and Talented students in their development of social, emotional, and self-esteem strategies to support peer and/or staff interactions and self-evaluation. The importance of including these program elements are vital to success and growth in the classroom and GT setting.

**Objectives:**

To assist students in developing independent study skills, research methods, a repertoire of problem-solving strategies, and higher level thinking and articulation skills.

To promote interaction with students of similar and differing abilities and provide them with curriculum enrichment, acceleration as needed, and high level academic learning experiences.

To encourage development of self-understanding and self-appraisal, and to emphasize the importance of becoming responsible life-long learners and potential leaders.

**Activities:**

GT enrichment curricula is provided within the content academic areas. The programming is serviced by gifted and talented endorsed staff, regular classroom teachers under the direction of GT staff, and contracted services of professionals as needed through pull-out, push-in, and off-site learning models adhering to district vision and Common Core, NGSS, MLR and NAGC standards. Program components include but are not limited to grade level enrichment; content area enrichment, pacing and/or acceleration in Math and Reading; independent study is considered per student request/interest and availability; grade level acceleration per screened standardized test scores, classroom performance and district guidelines is considered in extenuating individual cases.

**Arts:**

**Goals:**

To provide differentiated instruction and opportunities to artistic students of all abilities and to

offer formally identified GT students the opportunities to be challenged in the regular classroom setting. Enrichment programming will be offered when appropriate and given budgetary and/or staffing resources.

**Objectives:**

To provide opportunities for leadership within the artistic classroom. To provide additional artistic opportunities outside of the classroom whenever appropriate and to provide additional resources when appropriate.

**Activities:**

Talented students are encouraged and provided with opportunities to stretch and grow within regular classes grades K-12. Opportunities for talented students to practice and perform in special capacities are arranged for motivated and talented students. In some particular grades, GT and/or enrichment classes and opportunities are offered. The programming is serviced by regular classroom teachers under the direction of GT staff, and/or contracted services of professionals as needed through pull-out, push-in, and off-site learning models.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

**General Intellectual Ability:**

**Screening:**

\*End of Grade 2: Nonverbal COGAT administered to all 2nd graders; Students who score 70% or higher, and/or with teacher or parent recommendation are administered the Verbal and Quantitative COGAT tests.

End of Grade 6: Quantitative and Verbal COGAT subtests are administered to high achieving and/or teacher, parent or self recommended students.

Standardized test scores are analyzed - STARS (district), To be determined (state), Science MEA Grades 5, 8, 11

For High School level students, PSAT, SAT and AP scores are analyzed for identification.

\* **Denotes 2nd grade only**

**Selection:**

Students who score 90% or higher on the Quantitative and/or Nonverbal subtests, 90% or higher on all Math standardized tests administered in a given year, and have a teacher recommending checklist in Math and/or Science

Students who score 90% or higher on the Verbal and/or Nonverbal subtests, 90% or higher on all English/Language Arts standardized tests administered in a given year, and have a teacher recommending checklist in Reading, Writing, and or Social Studies

Students who are formally identified by the GT committee in 3 or more core academic areas given the above selection process are considered General Academic Gifted and Talented.

**Placement:**

Students who are Identified as General Academic are discussed with regular classroom teachers for enrichment opportunities in the classroom throughout the year.

Students who are identified Gifted and Talented in Math are automatically placed in the accelerated/top math class.

All students who are identified Gifted and Talented General Academic are placed in a pull-out Integrated Studies class (interdisciplinary inquiry-based units covering topics in Science and/or Social Sciences) that is taught by the Gifted and Talented Teacher at least once a week.

### **Academic Aptitude:**

#### **Screening:**

\*End of Grade 2: Nonverbal COGAT administered to all 2nd graders; Students who score 70% or higher, and/or with teacher or parent recommendation are administered the Verbal and Quantitative COGAT tests.

End of Grade 6: Quantitative and Verbal COGAT subtests are administered to high achieving and/or teacher, parent or self recommended students.

Standardized test scores are analyzed - STARS (district), To be determined (state), Science MEA (grades 5, 8, 11)

For High School level students, PSAT, SAT and AP scores are analyzed for identification  
Teacher recommendation checklists are collected.

**\* Denotes 2nd grade only**

#### **Selection: All selected GT students are identified by the GT committee.**

Math - Students scoring 90% or higher on Quantitative COGAT, 90% or higher and/or Distinguished (4/5) on at least one standardized test administered in a given year, and have a teacher recommending checklist in Math are identified Gifted and Talented keeping within the state mandated 3-5%.

ELA - Students scoring 90% or higher on Verbal COGAT, 90% or higher and/or Distinguished (4/5) on at least one standardized test administered in a given year, and have a teacher recommending checklist in Reading and/or Writing are identified Gifted and Talented keeping within the state mandated 3-5%.

Science - Students scoring 90% or higher on Quantitative COGAT, 90% or higher or Distinguished (4/5) on at least one Math standardized test administered in a given year, and/or Distinguished (4) on MEA Science Standardized Test, and a teacher recommending checklist in Science are identified Gifted and Talented keeping within the state mandated 3-5%.

Social Studies - Students scoring 90% or higher on Verbal COGAT, 90% or higher and/or Distinguished (4/5) on at least one ELA standardized test administered in a given year, and have a teacher recommending checklist in Social Studies/Sciences keeping within the state mandated 3-5%.

#### **Placement:**

Math - Students formally identified Gifted and Talented Math are automatically placed in accelerated/top math classes and discussions for enrichment opportunities within the regular classroom setting are held with the classroom teacher and or team. These students are also given the opportunity to join the math team at all buildings.

Science - Students formally identified Gifted and Talented Science are placed in a pull-out Science class that is taught by the Gifted and Talented teacher at least once a week and discussions for enrichment opportunities within the regular classroom setting are held with the classroom teacher and or team.

Social Studies - Students formally identified Gifted and Talented Social Studies are placed in a pull-out

Social Studies class that is taught by the Gifted and Talented teacher at least once a week and discussions for enrichment opportunities within the regular classroom setting are held with the classroom teacher and or team. Students who are formally identified in both Social Studies and ELA receive combined services in these two areas with multi-disciplinary units during their pull-out GT classes.

English/Language Arts - Students formally identified Gifted and Talented Reading (ELA) are placed in a pull-out ELA class taught by the Gifted and Talented teacher at least once a week and Students and discussions for enrichment opportunities within the regular classroom setting are held with the classroom teacher and/or team. This class focuses on literature analysis, writing topics and structure, and creative writing.

### **Artistic Ability:**

#### **Screening:**

3-5 Music - standardized musical aptitude test, performance assessments, observation, student interest, and additional summative assessments (checklist) keeping within the state mandated 3-5% for combined VPA students.

3-12 Visual - Portfolio of work, observation, student interest and teacher checklist keeping within the state mandated 3-5% for combined VPA students.

6-12 Performing - Performance assessments, observation, student interest and dedication to outside practice, and teacher checklist keeping within the state mandated 3-5% for combined VPA students.

**Selection: Students are initially identified by Visual and Performing Arts staff then discussions including the GT staff occur to finalize the formally identified students per the state mandated 3-5%.**

Students are scored based on the above screening tools and students who receive the highest overall scores are formally identified keeping within the state mandated combined VPA 3-5% .

#### **Placement:**

3-5: Provide opportunities for leadership within the regular classroom setting, additional opportunities outside of the classroom whenever appropriate, and provide additional resources as needed/requested by identified students and/or their families.

6-8: Students formally identified as Artistic are placed in our honors Art and/or Music (band and chorus) classes as scheduling allows. A workshop session with a working artist (see independent contractors elementary) in the areas of vocal, writing, painting, theater, and/or jazz improv will be offered to enhance talents and promote the RFA program at the high school. Students are also given opportunities to join clubs for extended enrichment.

9-12: Students formally identified as Artistic are given first priority in the Regional Fine Arts program, can take courses in the arts that build annually on their skills and talents, offer clubs and productions for extended enrichment.

#### **Process for transfer students:**

Student files are screened for Aptitude and standardized testing scores. If students do not have a current (within 4 years) Aptitude test score in their file, the appropriate level COGAT is administered.

The process for screening regular students is followed. Transfer students who meet all identifying criteria are formally identified and placed accordingly keeping within the state mandated 3-5%.

**Exit Procedure:**

The Biddeford School Department has a revolving identifying process in which identification is done in the fall of each new school year. Students who no longer qualify given updated standardized test scores are verbally told they will be considered for identification in future years. Letters of those who are formally identified are sent home with students in the fall for parent signatures allowing or not allowing their students to receive offered services.

If a student is not demonstrating academic or emotional readiness set forth by the criteria and/or expectation at any given time within the school year of formal identification, a meeting with all stakeholders is held to determine the source of decline and next steps. Determination will be made to continue on a probationary status in the Gifted and Talent program or to discontinue GT programming for that student. Parents/guardians will be asked to sign a written description of all program changes and/or exit.

Additionally, a student and/or his or her parent/guardian may request that the student be allowed to exit the program at any time. A student may also request to exit the program with parent permission. If parents do not give permission for the child to exit the program, a meeting between the Gifted and Talented teacher, an administrator, the parent, the student and/or the classroom teacher will take place to determine appropriate action.

**Process for appeals:**

An appeal may be made to the Gifted and Talented teacher, building Principal, and/or Assistant Superintendent:

- Review the criteria for eligibility for service and review student data
- Reconsider the eligibility of a child for inclusion in the G/T program
- Review the placement of a child already in the program
- Review the removal of a student from the program

As a result of the appeal the following actions will be taken:

1. Include the student in the program
2. Deny placement in the program
3. Exit the student from the program
4. Revise the student's educational program
5. Take other action deemed necessary or appropriate.

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

Gifted and Talented teachers will attend professional development at least once a year in the areas of gifted and talented and/or classroom differentiation. These may include but are not limited to State sponsored GT workshops and conferences, NEGAT and/or MEGAT conferences and workshops, graduate level courses, webinars, regular GT team meetings, RISC Standards Based instruction (per district-wide vision).

Regular classroom teachers may attend the above staff development opportunities for gifted and talented and/or classroom enrichment learning to further their differentiation for formally identified students in their classrooms and collaboration with the Gifted and Talented teacher(s).

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

Gifted and Talented programs are adequately staffed with qualified professionals who possess the appropriate certification. While building principals often interact on a daily basis with GT instructors about logistics and issues concerning students, the assistant superintendent of schools has ultimate supervisory/hiring/firing responsibility for the instructors. The GT instructors meet with the assistant superintendent regularly throughout the year to collaborate on program planning, grant writing, etc. Beginning this year, commensurate with Maine's Teacher Evaluation Law, ancillary staff such as gifted and talented teachers will need to be evaluated using different data than "regular" classroom teachers. Current guidance from the Department of Education is scant, but the school department is sanguine that with the hiring of Mr. Lomonte in the DOE's Educator Effectiveness office, questions about how to fairly evaluate teachers who fall under a CBA (or statutory) definition of "teacher" but whose role is materially different, may be clarified. When a model is approved by the DOE, we will be able to provide an annual "summative effectiveness rating" for GT teachers, just as we do for regular instruction staff.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Jessica Larson	Yes	Teacher	6-12	Full-Time
Suzanne Tighe	Yes	Teacher	K-8	Full-Time

Indicate the Auxiliary Staff: Educational Technician

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

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

Gifted and Talented teachers will survey formally identified students at the end of each school year for program evaluation and student feedback for improvement(s). The students' standardized test scores are reviewed for fall to spring and/or spring to spring growth in

identified academic areas. Continuous student interest in the arts programming is evaluated year to year. Gifted and Talented teachers meet with academic and/or artistic classroom teachers as needed to discuss concerns of decreasing interest and/or lack of performance of formally identified students.

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

To cover teacher salaries, programming supply, book, and material costs including Independent Studies at the high school level as needed, field trip entrance fee/student tuition and busing costs, contracted services, and fees and dues in order to implement the activities and programs described above in the program abstracts, the costs to be incurred total \$153,799.20.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
Suzanne Tighe (change of staff from projected budget last year; salary difference is why budget projection was off)	\$74,194	
Jessica Larson	\$49,668.22	\$11,812.56
<b>Subtotal</b>	<b>\$123,862.22</b>	<b>\$11,812.56</b>

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

<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>
Tim Clorius	\$500	

Linda Sturdivant	\$500	
Melissa Manseau	\$500	
Andrew Periale	\$500	
Josh King	\$500	\$500
Subtotal	\$2500	\$500

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

**A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Novels and/or collections for enriching standard middle school curricula: poetry, dystopian societies and moral issue discussions: <i>Complete Collection of Poetry by Edgar Allen Poe</i> (5 @ \$5 ea), <i>1984</i> (8 @ \$6 ea), <i>Animal Farm</i> (5 @ \$9 ea), <i>Uncle Tom's Cabin</i> (8 @ \$3 ea) - Amazon.com	\$150	Crystal System Reference Slide Set \$39.99; Magnetic Earth Layers Program \$63.99; Minerals chart \$17.50; Pocket Magnifiers \$14; Crystal/Mineral Lab kit \$52.95; Geometry of Crystal Lab Kit \$99.96 - Ward's Science (For Mineralogy Independent Study - Sam Roy)	\$300
History & Government middle school curricula supplemental materials: <i>Post Reconstruction Era: Engaging with History in the Classroom</i> (\$39.99); <i>Jury Trials Simulation</i> (\$23) - Prufrock Press	\$63		
Mystery Unit middle school writing curricula supplemental materials: <i>Mystery at Golden Ridge Farm</i> (\$18); <i>Writing Mysteries</i> (\$15) - Prufrock Press	\$33		
Stock Market Game for middle school Math enrichment during CLB time: <i>Stock Market Game</i> (\$15) - Prufrock Press	\$15		
Middle school Mythology Unit supplemental materials: <i>Greek Mythology for Teens</i> (\$19.95); <i>Mythology for Teens</i> (\$19.95) - Prufrock Press	\$40		
Enrichment of middle school American History Unit: <i>Top Secret Files Series</i> (8 titles @ \$9 ea; x2 for 2 buildings) - Prufrock Press	\$128		

Differentiated Curriculum Kits for Advanced Learners within the GT Integrated Studies classes: Middle School Series Ages, Conflicts, Connections, Images & Powers - Prufrock Press	\$199		
To support student interest in Mythology: Treasury of Greek Mythology, Treasury of Norse Mythology, Treasury of Egyptian Mythology (fiction to go with them) Odin's Ravens, Thor's Serpents, The Iliad, The Odyssey	\$139.85		
To support student interest in ancient cultures: The Bronze Bow, Ancient Maya, Ancient Civilizations, When on Earth, Historium	\$88.88		
Bibliotherapy (reading about other gifted children fiction and nonfiction): Boys in the Boat, Unwanted Series, Counting by 7's, Wonderstruck, The Inventions of Hugo Cabret, The Marvels, The Boy Who Harnessed the Wind, I am Malala, The Boy Who Challenged Hitler	\$264.86		
To support student interest in US History: Our Presidents Rock, I Wish I Knew That U.S. President, Gettysburg, The Mostly True Adventures of Homer P. Figg, Founding Mothers	\$17.99		
Science Topics: Space Encyclopedia, Human Body	\$49.94		
Prufrock Press: Project Based Learning for Gifted Students, Red Hot Root Word Series, Ancient Roots and Ruins, Thinking Through Analogies, Clues, Differentiated Curriculum Kits Intermediate Series, Philosophy for Kids, Hands-On Engineering, Practice Problems for Creative Problem Solving, Spatial Reasoning, Units of Instruction for Gifted Learners, Super Smart, One Hour Mysteries Series	\$494.40		

Elementary STEM: Toothpick Bridges and Masterpiece Topic Bridges (architecture)	\$108.95		
Prufrock Press: Creative Kids subscription (to encourage students to submit writing for publication)	\$24.95		
<b>Subtotal</b>	<b>\$1,767.92</b>	<b>Subtotal</b>	<b>\$300</b>

**B. Other allowable costs:**

<b>Elementary: Item name</b>	<b>Cost</b>	<b>Secondary: Item name</b>	<b>Cost</b>
Travel non-PD (travel between buildings/districts)	\$300	Travel Professional Development (GT teacher 9-12 for workshop travel expenses .5 teacher)	\$50
Travel Professional Development (GT teachers K-8 for workshop travel expenses 1.5 teachers)	\$350	Field Trip Transportation (Sam Rhine)	\$150
Math Meet Transportation (3 5-6 & 1 5-8 day field trips)	\$653	Field Trips Transportation (RFA)	\$1,600
Total Field Trip Busing Costs (see Student Tuition below for field trip destinations)	\$3,223	Travel non PD (travel between buildings)	\$80.50
<b>Subtotal</b>	<b>\$4,526</b>	<b>Subtotal</b>	<b>\$1,880.50</b>

**C. Student Tuition:**

<b>Elementary: Program name</b>	<b>Cost</b>	<b>Secondary: Program name</b>	<b>Cost</b>
So. Maine Elementary Math Leagues (5-6) Registration \$175 each grade	\$350	RFA (\$185 per student)	\$3,500
Massachusetts Field Trip (Salem, Camp Cournedale, Boston Museums)	\$500	Sam Rhine Genetics Conference (\$20 per person)	\$200
Bangor Space Challenge Simulation	\$800		
Meridian Stories: registration fee for GT classes	\$150		
Challenger Learning Center Blast-Off	\$400		
The Telling Room (Portland, ME)	\$200		
So. Maine Math League (7-8) Registration \$75 each (last meet school day trip)	\$150		
<b>Subtotal</b>	<b>\$2,550</b>	<b>Subtotal</b>	<b>\$3,700</b>

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
MEGAT 2015 (Lewiston) conference	\$250		
MEGAT 2016 annual membership fee	\$150		
<b>Subtotal</b>	<b>\$400</b>	<b>Subtotal</b>	<b>\$0</b>

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	\$123,862.22	\$11,812.56
<b>Auxiliary Staff</b>	\$0	\$0
<b>Independent Contractors</b>	\$2500	\$500
<b>A. Materials &amp; Supplies</b>	\$1,767.92	\$300
<b>B. Other Allowable Costs</b>		\$4,526
<b>C. Student Tuition</b>	\$2,550	\$1,880.50
<b>D. Staff Tuition/PD</b>		\$3,700
		\$400
<b>Total</b>	<b>\$135,606.14</b>	<b>\$18,193.06</b>

