

State of Maine
Department of Education

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

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

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

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

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

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

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

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

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

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

School administrative unit name: RSU 86/MSAD 20

Name and title of person responsible for gifted and talented program:
Marc Gendron, Superintendent of Schools

Phone number: 207-473-4455

Email address: mgendron@msad20.org

CERTIFICATION:

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

MARC GENDRON

Superintendent Name (printed)

11/24/15

Date application submitted to Maine DOE for review:



Superintendent Signature

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By: Patti Drapeau

- Approval
- Approval with concerns
- Non-approval

Maine DOE Authorization:



Date of Approval:

DEC 08 2015

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:

MSAD#20 is committed to a quality education for every student. We recognize the need for a program that will actively address the capabilities of GT students. GT students benefit from a variety of enrichment activities and, in order to develop more fully, need to be identified and provided programming that aligns with their unique characteristics. We believe that approximately 3-5% of our academic students have the potential to excel beyond their age peers in the regular classroom and 5% percent of our students have exceptional talents in the arts.

MSAD#20 believes GT students require clearly differentiated, advanced, conceptually complex, challenging, and diverse educational experiences. GT students benefit from specialized curricula that address their educational needs. Their program must proceed along a developmental continuum that enables and encourages them to become independent and lifelong learners.

MSAD#20 recognizes that addressing the needs of the district's GT students is essential to raising the bar for overall student performance in both academics and the arts. We hope to ensure that students who participate in the program are given the opportunity to reach their optimal level of achievement, both in school and beyond.

Arts program philosophy:

MSAD#20 is committed to a quality education for every student. We recognize the need for a program that will actively address the capabilities of GT students. GT students benefit from a variety of enrichment activities and, in order to develop more fully, need to be identified and provided programming that aligns with their unique characteristics. We believe that approximately 3-5% of our academic students have the potential to excel beyond their age peers in the regular classroom and 5% percent of our students have exceptional talents in the arts.

MSAD#20 believes GT students require clearly differentiated, advanced, conceptually complex, challenging, and diverse educational experiences. GT students benefit from specialized curricula that address their educational needs. Their program must proceed along a developmental continuum that enables and encourages them to become independent and lifelong learners.

MSAD#20 recognizes that addressing the needs of the district's GT students is essential to raising the bar for overall student performance in both academics and the arts. We hope to ensure that students who participate in the program are given the opportunity to reach their optimal level of achievement, both in school and beyond.

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:

Students identified for General Intellectual Ability or Specific Academic Aptitude are provided specialized

academic experiences that align with their specific needs in both the regular classroom and during pull out groups. Enrichment that implements arts integration is provided for students in grades 3-12. The engaging pullout group aims to help meet the social and emotional needs of the GT students. Students meet once a week during the program year in order to interact in a homogeneous GT grade-span cluster group (grades 3-5, grades 6-8, grades 9-12). The meetings provide a variety of diverse opportunities for Socratic discussion, creative problem solving, and complex challenges, in which student products are created to address advanced material. Students work both independently and collaboratively. The creative aspects of the arts are combined with other content areas, which include, but are not limited to brain science, world mythology, robotics, and autobiography. Art is a method used to celebrate student interests, passions, and differences. Celebrating originality and creativity is important to the program in order to help develop the skill sets of future innovators and leaders. Formal identification for GT begins in the 3rd grade and is reviewed on a yearly basis. Options for acceleration, differentiation, independent study, and compacting of curriculum are available for GT students. Teachers in grades K-8 can work with the GT Coordinator in order to implement one or more of the above mentioned options for the identified students in their classroom. Middle school students take part in FIRST LEGO League and Battle of the Books competitions. A GT English course is offered for GT students in grades 9 and 10. The program also participates in the Aroostook Regional Gifted and Talented (ARGT) program in order to provide additional opportunities for students to interact with peers of similar abilities. Every year, the ARGT group hosts several events that include, among others, creativity, problem solving, deductive reasoning, critical thinking, and future goal planning. The events provide opportunities for students in grades 3-12 to hone their innate abilities and provide time for students to interact with GT peers from all over Aroostook County.

Arts program abstract:

Students identified for Artistic Ability are provided specialized art experiences that align with their specific needs. Opportunities for differentiation and acceleration are provided in the regular classroom, the visual and performing arts classrooms, and during pull out groups. Enrichment that implements arts integration is provided for students in grades 3-12. Students are formally identified for GT programming in the 3rd grade. In high school, identified visual arts students are provided the opportunity to partake in a homogenous, grade span cluster (grades 9-12) that meets once a week during the program year. The students work in a directed study format and meet with the group to discuss the visual arts, study the historical context, and to engage in art activities, which include field trips, in order to provide them a diverse learning experience. Students will critique their art and display their work. The program also participates in the ARGT program in order to provide additional opportunities for students to interact with peers of similar abilities. Every year, the ARGT group hosts visual and performing arts events. The events provide opportunities for students in grades 3-12 to hone their innate abilities and provide time for students to interact with artistic GT peers from all over Aroostook County.

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

Academics:

Goal #1: To provide experiences for identified gifted students that challenge them to meet their potential academically, socially, and emotionally.

Objective: Students will develop skills to explore new ideas and become individually responsible for self reflection, academic, and social growth.

Activities: Students will engage in activities that stretch their logical, critical, and creative reasoning skills.

Goal #2: To identify gifted students and develop program options and challenges to meet needs of identified students.

Objective: To provide differentiated programming through consultation between classroom teachers and personnel for the gifted program.

Activities: Educators and gifted personnel provide acceleration, compacting, differentiation, enrichment, guidance, and cluster grouping to implement services for the gifted students.

Arts:

Goal #1: Provide individualized, differentiated and accelerated opportunities for students identified as gifted and talented artistically and musically.

Objectives: Expose students to individual mentoring, acceleration and support in their gifted area of visual and performing arts.

Activities: Each student will engage in activities that develop self-confidence, pride and a sense of accomplishment. Students will be provided pull-out support and showcase opportunities.

Goal #2: Provide exposure to experts in the visual and performing arts.

Objective: Expose students to professional groups and professional materials in the visual and performing arts. Each student will develop an appreciation and respect for the ways in which others think, work, and express themselves.

Activities: Travel or provide virtual exposure to professional visual and performing arts events.

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:

General Intellectual Ability – The screening procedure shall include objective and subjective assessment methods to identify students with a general intellectual ability in all the academic content areas of Math, ELA, Science, and Social Studies:

1. NWEA: 92 percentile or above on more than one NWEA test (Math, Reading, Language Usage, Science)
2. Grades: 96 percent or above GPA
3. Teacher Nomination: Teacher provides the GT Selection Committee a completed Teacher Nomination Form.
4. Class Rank: Top 5% of grade level

Selection:

A combined amount of 3-5% of the student population will be selected for General Intellectual Ability and Specific Academic Aptitude. The GT Selection Committee will begin their focus on students who meet three of the screening criteria. They will then focus on students who meet more than one of the screening criteria. Students who meet only one screening criteria will only be considered if there is still space available in the program. Additional information may be needed from teachers in order to make sure that a student could benefit from GT programming.

Parents/Guardians will be notified via a letter sent home with the student of their child's selection for involvement in the program. The parent's/guardian's signature will be required on an attached form for either consent or refusal.

Placement:

Upon receiving consent for programming from parents/guardians, GT students in grades 3-8 will be placed in an arts integrated enrichment program and the students will be provided additional options for acceleration, differentiation, independent study, and compacting of curriculum in their general education classes. High school GT students who were identified for their academic ability will be placed in an academic enrichment group. GT students in grades 9-10 will be enrolled in a GT English course. Upon placement, a list of identified students and their services will be provided to the superintendent.

Academic Aptitude:

Screening:

Specific Academic Aptitude – The screening procedure shall include the following objective and subjective

assessment methods to identify students with a specific academic aptitude in either Math, ELA, Science, or Social Studies:

1. NWEA: 92 percentile or above on at least one NWEA test (Math, Reading, Language Usage, Science)
2. Grades: 93 percent or above GPA
3. Teacher Nomination: Teacher provides the GT Selection Committee a completed Teacher Nomination Form.
4. Class Rank: Top 5% of grade level

Selection:

A combined amount of 3-5% of the student population will be selected for General Intellectual Ability and Specific Academic Aptitude. The GT Selection Committee will begin their focus on students who meet three of the screening criteria. They will then focus on students who meet more than one of the screening criteria. Students who meet only one screening criteria will only be considered if there is still space available in the program. Additional information may be needed from teachers in order to make sure that a student could benefit from GT programming.

Parents/Guardians will be notified via a letter sent home with the student of their child's selection for involvement in the program. The parent's/guardian's signature will be required on an attached form for either consent or refusal.

Placement:

Upon receiving consent for programming from parents/guardians, GT students in grades 3-8 will be placed in an arts integrated enrichment program and the students will be provided additional options for acceleration, differentiation, independent study, and compacting of curriculum in their general education classes. High school GT students who were identified for their academic ability will be placed in an academic enrichment group. GT students in grades 9-10 will be enrolled in a GT English course. Upon placement, a list of identified students and their services will be provided to the superintendent.

Artistic Ability:

Screening:

Artistic Ability – The screening procedure shall include the following measures:

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 letter highlighting their interest in the program and explains what they hope to achieve by being included in the program

Selection:

The GT Selection committee will aim to select 5% of the student population for the visual and performing arts. Teachers of the visual and performing arts will be involved in the process. The GT Selection committee will begin their focus on students who were nominated by visual and performing arts teachers. If student products or self-referrals are provided, visual and performing arts teachers will be asked to provide their expertise to help guide the GT Selection committee.

Parents/Guardians will be notified via a letter sent home with the student of their child's selection for involvement in the program. The parent's/guardian's signature will be required on an attached form for either consent or refusal.

Placement:

Upon receiving consent for programming from parents/guardians, GT students in grades 3-8 will be placed in an arts integrated enrichment program and the students will be provided additional options for acceleration, differentiation, independent study, and compacting of curriculum in their art classes. High school GT students

who were identified for their artistic ability will be placed in a visual and performing arts enrichment group. Upon placement, a list of identified students and their services will be provided to the superintendent.

Process for transfer students:

Upon entering the district, student cumulative folders will be reviewed to identify any students who potentially qualify for the program. If the student was previously identified and serviced in their last district, the GT Selection Committee will review the identification documentation and compare it to the local identification system. If the student qualifies for GT services under the local identification criteria, then the student will automatically be eligible for services. If the student does not qualify for services in MSAD#20, then the previous school district will serve as a referral and the student will have the option of going through the MSAD#20 identification process. If the student does qualify based on the newly acquired data, then the student will be placed in the program.

Parent/Guardian Notification – If Transfer Student Screening identifies a potential GT student, parents will be notified via a phone call from the GT Coordinator of the process that will be followed. Parents/Guardians will be notified via a letter sent home with the student of their child’s identification for involvement in the program. The parent’s/guardian’s signature will be required on an attached form for either consent or refusal. If the student is not chosen to participate in the program, a letter will be mailed home and the GT Coordinator will call the parent to notify them of the decision.

Exit Procedure:

Enrollment in the program is not guaranteed after initial identification. Students are expected to actively engage in the program’s activities, display an interest in the objectives of the program, and be responsible for their progress in school. The following are ways in which a student may be exited from the program.

1. Parent and Student Request: Students may exit the program at any time through the request of the parent and student.
2. Teacher Request: Students may exit the program with the request of a teacher and with the agreement of the GT Selection Committee after fully considering the uniqueness of the gifted student and his or her individual progress.
3. Student Academic Performance: Students may exit the program if they do not remain up-to-date on assignments, classwork, and mastery of material covered in their general education classes.
4. MSAD#20 GT Standards: Students may exit the program based on their failure to comply with the program’s GT Representative Participation Policies.
5. Annual Enrollment Review: Students may exit the program after the GT Selection Committee conducts the Annual Enrollment Review.

Parent/Guardian Notification – If a student is being exited from the program, the GT Coordinator will communicate with a Parent/Guardian via a phone call and will share the data used to make the decision.

Annual Enrollment Review Procedure

In order to ensure that all children have an equal opportunity to be considered for selection and placement in GT programming, to ensure that the program is functioning with the initial identification high achievement standards and to remain within the 3-5% student population enrollment criteria for academics and 5% student population enrollment criteria for the visual and performing arts, current student data will be reviewed before the start of a new program year. Student growth, maintenance, and decline indicators will be considered by reviewing student percentile scores on NWEA tests, grades, overall GPA, and class rank. Student performance within the program will be taken into consideration. A review of any student who has not received a teacher nomination within the last three years will also take place. The GT Selection Committee will make recommendations on who will continue in or be exited from the program.

Parent/Guardian Notification – At the beginning of each program year, parents/guardians will be contacted by the GT Coordinator via a phone call to provide a status update. Data will be shared to indicate a student's exiting or continued involvement in the program. Any concerns about continuing students will be shared.

Process for appeals:

An appeal for an individual student may be requested at any time by parents, administrators, teachers or other professionals directly involved with the student. The GT Selection Committee will conduct the review. As a result of the review the committee may decide to:

1. Include the student in the program
2. Deny placement in the program
3. Exit the student from the program

Parents may request a final appeal by contacting the Superintendent of Schools.

An appeal may be made to the superintendent of schools to:

1. Review the information from the GT Selection Committee
2. Reconsider the eligibility of a child for inclusion in the GT program
3. Review the placement of a child already in the program
4. Review the removal of a student from the program

Parent/Guardian Notification – A letter will be mailed home indicating the decision made during the Appeal Procedure.

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

MSAD#20 is supportive of professional training and development of the district's staff. Financial support and release time will be allocated to encourage teachers who will be providing direct services to GT students to professionally train within the GT field. These professional development opportunities will include college courses, conferences, and workshops, both physical and online. MSAD#20 is an active member of the ARGT program and will encourage teachers to participate in the program's offerings.

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

Annually, the GT Selection Committee, which will consist of at least three qualified professionals, will select students for placement in the program.

The GT Selection Committee shall include, but is not limited to, the following staff:

1. School Administrator
2. GT Teacher and/or GT Advisor
3. GT Coordinator

GT Selection Committee Responsibilities:

1. Review the information collected on students who have met the screening criteria.
2. Collect additional information or materials when appropriate.
3. Select students for placement in the program based upon an in-depth assessment of the collected information, which should include 3-5% of the district's population for either General Intellectual Ability or Specific Academic Aptitude and 5% of the district's population for Artistic Ability.

- 4. Oversee the Annual Enrollment Review.
- 5. Assure that the selection process is equitable.

Superintendent – The Superintendent will ensure that the district has established a process for the identification of children for the program for each school in the administrative unit and that the process is reviewed annually.

Building Principals – Principals in each school will serve on the GT Selection Committee and will ensure that the identification process is non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. They will also oversee Transfer Student Screening.

Teachers – Teachers will be expected to be aware of the students in their classroom who have been identified for programming and to provide alternative learning experiences for these students. They will provide requested feedback to the GT Coordinator during the Screening and Identification Procedure and the Program Assessment and Evaluation Procedure. Teachers will be expected to collaborate with GT staff in order to better service the district’s identified students.

GT Coordinator – The GT Coordinator will be responsible for oversight of the program, will complete the annual GT application, will serve as an advocate for the students served by the program, and will be the main point of contact for GT programming issues, questions, or concerns. The GT Coordinator will make sure that individuals who have a GT role within MSAD#20 know what is expected of them and will also communicate with the entire staff about programming. The GT Coordinator will communicate with the students and parents about their participation in the program and will maintain records on each child’s participation. The GT Coordinator will be the Chair of the GT Selection Committee, will collect all the data required of the group, and will oversee the Annual Enrollment Review Procedure and the Program Assessment and Evaluation Procedure, which includes the development of a Plan of Action to address program shortcomings. The GT Coordinator will notify the Superintendent of students selected to participate in the program after having collected written permission from parents/guardians. State of Maine Gifted and Talented Endorsement K-12 (690) is required.

GT Teachers – GT Teachers will work with the coordinator to align offerings with student needs. They will provide classroom opportunities that are advanced and complex in nature to better meet the needs of the district’s GT students. At least one GT Teacher will serve on the GT Selection Committee. State of Maine Gifted and Talented Endorsement K-12 (690) is required.

GT Advisors – GT Advisors will help the GT Coordinator provide oversight of the quality of the district’s programming. GT Advisors will serve on the GT Selection Committee and will help develop a Plan of Action that addresses any program shortcomings identified during the Program Assessment and Evaluation Procedure. GT Advisors will be expected to present at one staff meeting about their GT contributions. Both a State of Maine Gifted and Talented Endorsement K-12 (690) and a current teaching role within the district are required.

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
Renee Felini	Yes	Teacher/Coordinator	K-12	Part-time
Darlene Ouellette	Yes	Teacher	7-10	Part-time
Marc Gendron	No	Administrator	K-12	Part-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.

The following procedure will be utilized to evaluate and assess the program and to develop a Plan of Action to address any program shortcomings:

1. Teacher Survey (spring)
2. Student Survey (spring)
3. Student Performance Indicators will be collected and analyzed to identify student Growth, Maintenance, and/or Decline in the identified academic or arts areas:
 - Fall and Spring NWEA Percentile Scores (Math, Reading, Language Usage)
 - Quarter 1 GPA/Grades and Quarter 4 GPA/Grades
4. GT Advisors and GT Coordinator will meet to review program data and discuss findings to develop a Plan of Action to address any identified program shortcomings and inform the future direction of the program's offerings (spring)

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

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 begin keeping 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. Students will be taken to local ARGT 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. High school students will compete in a local Brain Bee. ARGT 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. Middle school students will compete in a Battle of the Books and will be travelling 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 attend the MEGAT conference this fall. Four staff members will be taking a GT course to work toward their GT endorsements.

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

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Renee Felini	\$21230	\$7681
Darlene Ouellette	\$9776	\$1637
Marc Gendron	\$750	\$750
Subtotal	\$31756	\$10068

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

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

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
FIRST LEGO League supplies	\$700	Brain Science Books/Curriculum/ Materials (Title include: Minds, Brains, and Computers, The Future of the Mind, Head Cases, The Playful Brain, Cerebrum 2013, Mind Brain, & Education, Brain Imaging, Human Brain, Phineas Gage)	\$400
Books for Battle of the Books/ Curriculum (6 titles: Secret Life of Bees, Skeleton Key, Al Capone Does My Shirts, Sea of Trolls, My Thirteenth Winter, and Life As We Knew It)	\$300	Thinking Journals/Sketchbooks (lined and unlined resources for students to continue recording Metacognition and original artwork)	\$369
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)	\$500	Deductive Reasoning/Creative Problem Solving/Logic Resources/ Supplies (i.e. sudoku, advanced word search challenges, brain teasers, deductive reasoning perplexors, word winks, supplies for Destination Imagination type challenges, chess)	\$300
Plaster Brain/Mold Making/ Curriculum/Supplies (rubber caulking, spray release, plaster, dust masks, acrylic paints)	\$500	Life Mask/Plaster/Curriculum/ Supplies (plaster bandages, vaseline, gesso)	\$300
Deductive Reasoning/Creative Problem Solving/Logic Resources/ Supplies (i.e. sudoku, advanced word search challenges, brain teasers, deductive reasoning perplexors, word winks, supplies for Destination Imagination type challenges, chess)	\$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. stretched canvas, high-quality acrylic paints, gesso, plaster bandages, batik wax, fabric dyes, heavy weight papers)	\$900
Brain Science Books/Curriculum/ Materials (Phineas Gage, My First Brain Book, model brain)	\$400		
Life Mask/Plaster/Curriculum/ Supplies (plaster bandages, vaseline, gesso)	\$300		
Thinking Journals/Sketchbooks (lined and unlined resources for students to continue recording Metacognition and original artwork)	\$250		
Subtotal	\$3250	Subtotal	\$2269

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Mileage (ARGT events and GT student attended events)/Travel for Professional Development (MEGAT Conference, State GT Workshops, events pertaining to student support and current educational opportunities)	\$990	Travel Mileage (ARGT events and GT student attended events)/Travel for Professional Development (MEGAT Conference, State GT Workshops, events pertaining to student support and current educational opportunities)	\$400
FIRST LEGO League Competition	\$400	Boston Field Trip (14 passengers)	\$4710
Subtotal	\$1390	Subtotal	\$5110

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
Aroostook Regional Gifted and Talented Events	\$1085	Aroostook Regional Gifted and Talented Events	\$800
FIRST LEGO League	\$515		
Subtotal	\$1600	Subtotal	\$800

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
University of Phoenix - Guidance and Counseling of GT Students (2 Staff)	\$1200	University of Phoenix - Guidance and Counseling of GT Students (2 Staff)	\$1200
Subtotal	\$1200	Subtotal	\$1200

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$31756	\$10068
Auxiliary Staff		
Independent Contractors		
A. Materials & Supplies	\$3250	\$2269
B. Other Allowable Costs	\$1390	\$5110
C. Student Tuition	\$1600	\$800
D. Staff Tuition/PD	\$1200	\$1200
Total	\$39196	\$19447