

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: Biddeford School Department

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

Phone number: 207-282-8280

Email address: cindorf@biddefordschools.me

CERTIFICATION:

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

JEREMY RAY
Superintendent Name (printed)

[Signature]
Superintendent Signature

Date of Initial submission to Maine DOE: 9/24/18

Date of 1st Revision to Maine DOE: 10/10/18

Date of 2nd Revision to Maine DOE: 10/15/18

Date of 3rd Revision to Maine DOE: _____

[Signature]
Superintendent Initials
[Signature]
Superintendent Initials
[Signature]
Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Kee Worcester

Maine DOE Approval: [Signature]

Date of Approval: 10/17/18

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.



Describe **CHANGE** here:

- o Academic program philosophy -

- o 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.



CHANGE

HANGE

Describe **CHANGE** here:

- o Academic program abstract -

- o 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.



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



CHANGE



HANGE

Describe CHANGE here:

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



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.

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

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

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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.)*

3-5 English/Language Arts Evaluation Narrative: Verbal and/or Nonverbal COGAT scores and Reading/Writing Standardized test scores are used to identify GT ELA students. 6 students were identified as GT ELA for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 3 or 50% of those students exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. 2 students or 33% met grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. 1 student or 17% did not meet grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of ELA classes is effective.

3-5 English/Language Arts & Social Studies Evaluation Narrative: Since we use Verbal and/or Nonverbal COGAT scores and Reading/Writing Standardized test scores to identify Social Studies GT students and our programming to meet these identified students' needs includes an interdisciplinary approach to instruction, the evaluation of these two subject areas are done together. 11 students were identified as GT ELA/Social Studies for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 8 or 73% of exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. 2 or 18% of those students met grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. 1 student or 9% did not meet grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of ELA/SS interdisciplinary classes is effective.

3-5 Mathematics Evaluation Narrative: Quantitative and/or Nonverbal COGAT scores and Mathematics Standardized test scores are used to identify Science GT students. 8 students were identified as GT Math for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 6 or 75% exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. 2 or 25% of those students met grade level expectations on fall to spring standardized test scores and met expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of Math classes is effective.

3-5 Mathematics & Science Evaluation Narrative: Since we use Quantitative and/or Nonverbal COGAT scores and Mathematics Standardized test scores to identify Science GT students and our programming to meet these identified students' needs includes an interdisciplinary approach to instruction, the evaluation of these two subject areas are done together. 6 students were

identified as GT Math/Science for grades 3, 4, and 5 for the 2017-18 school year. Of those students, 6 or 100% exceeded grade level expectations on fall to spring standardized test scores and exceeded expectations in the GT and regular classrooms. Collectively, this data indicates that the programming of interdisciplinary classes is effective.

6-8 English/Language Arts & Social Studies Evaluation Narrative: Since we use Verbal and/or Nonverbal COGAT scores and Reading/Writing Standardized test scores to identify Social Studies GT students and our programming to meet these identified students' needs includes an interdisciplinary approach to instruction, the evaluation of these two subject areas are done together for those who were identified in both ELA and Social Studies, and therefore, took part in the Integrated Studies GT class (pull-out) or the STEM Integrated Humanities class (push-in). There were a total of 15 students in grades 6 through 8 that were identified in both ELA and Social Studies. Of these students, 7 students or 47% exceeded expectations in GT and regular classrooms and on standardized testing spring to spring or fall to spring. 33%, 5 students, met expectations in GT and regular classrooms and on standardized testing spring to spring or fall to spring. The remaining three students, 20% of identified students, did not meet expectations in the GT and/or regular classrooms nor on standardized tests spring to spring, fall to fall. Collectively, this data indicates that the programming of the Reading/Social Studies interdisciplinary classes is effective.

6-8 English/Language Arts Evaluation Narrative: There was one student who was identified in ELA (Reading & Writing), who exceeded expectations in GT and regular classrooms and on standardized testing spring to spring or fall to spring.

6-8 Social Studies Evaluation Narrative: There were two students at the middle school level who were identified in Social Studies only. One student met and the other exceeded expectations in the regular and GT classrooms, and on standardized tests, also indicating an effective GT Social Studies program.

6-8 Mathematics & Science Evaluation Narrative: Since we use Quantitative and/or Nonverbal COGAT scores and Mathematics Standardized test scores to identify Science GT students and our programming to meet these identified students' needs includes an interdisciplinary approach to instruction, and therefore, took part in the Integrated Science GT class (pull-out) or the STEM Science class (push-in), the evaluation of these two subject areas are done together for those who were identified in both Science and Math. 25 students were identified as GT Math/Science for grades 6, 7 and 8 for the 2017-18 school year. Of those students, 11 or 44% of those students exceeded grade level expectations on spring to spring or fall to spring standardized test scores and exceeded expectations in the GT and/or regular classrooms. 7 or 28% of those students met grade level expectations on spring to spring or fall to spring standardized test scores and met expectations in the GT and regular classrooms. There were 7 students, 28%, did not meet expectations on spring to spring standardized test scores nor in GT and/or regular classrooms. This is higher than in the past, however, in most of these cases, the students did not participate in or attendance was inconsistent to GT classes offered. One student who was identified in Math & Science transferred to a different school early in the fall, and therefore, this student is not included in the totals of this narrative. Collectively, this data indicates that the programming of interdisciplinary science and math classes is effective.

6-8 Mathematics Evaluation Narrative: There was one student who was identified in Math only, and this student met expectations on spring to spring standardized test scores and in GT and/or regular classrooms.

6-8 Science Evaluation Narrative: There were two students who were identified in Science. One of the students met expectations while the other exceeded expectations, indicating an effective GT science programming experience.

9-12 Mathematics & Science Evaluation Narrative:

Since we use Quantitative and/or Nonverbal COGAT scores and/or Mathematics Standardized test scores to identify Science GT students, the evaluation of these two subject areas are done together for those who were identified in both Math and Science. 15 students at the high school level were identified in both Math and Science for the 2017/2018 school year. Of those students, 8 or 53%, exceeded honors, AP, and/or CP grade level and standardized test expectations from fall to spring. 47%, 7 students, met honors, AP and/or CP grade level and standardized test expectations from fall to spring. There were zero students that did not meet the expectations.

9-12 Mathematics Evaluation Narrative:

3 Students were identified in Math only. One student met while the other two exceeded honors/AP level and standardized test expectations from fall to spring.

9-12 Science Evaluation Narrative:

9 students were identified in Science only. 4 of the 9, 44% exceeded honors/AP level expectations from fall to spring. The remaining 66%, or 5 students, met the expectations.

Collectively, all of the above data indicates that the high school level programming of science and mathematics remain strong performance areas for our students.

9-12 English/Language Arts & Social Studies Evaluation Narrative:

Since we use Verbal and/or Nonverbal COGAT scores and/or Reading/Writing Standardized test scores to identify Social Studies GT students, the evaluation of these two subject areas are done together for those who were identified in both ELA and Social Studies. 26 Students were identified as such for the 2017/2018 school year, 46% (12 students) having exceeded; 42% (11 students) met; 16% (3 students) did not meet honors, AP, and/or CP grade level and standardized test expectations from fall to spring. Collectively, this data indicates that the high school programming of English and Social Science CP, Honors, and AP classes is effective.

9-12 English/Language Arts Evaluation Narrative:

At the high school level, one student was identified in English/Language Arts only. This student did not meet the AP, and/or CP grade level and standardized test expectations from fall to spring. This student had a predominantly Center of Technology course load this year.

9-12 Social Studies Evaluation Narrative: There were 7 students who were identified in the area of the Social Sciences. Of these, 4 exceeded (57%) and 3 met (43%) AP, and/or CP grade level and standardized test expectations from fall to spring.

Overall, the Social Sciences continue to attract and challenge our top students academically.

3-5 Visual and Performing Arts Evaluation Narrative: There were 20 students identified GT in Visual and Performing Arts in grades 3,4, and 5 for the 2017-18 school year. Of those students, 13 or 65% exceeded expectations in the GT and regular classrooms based on classroom observations, concerts and/or show pieces, and work samples and/or performances, and 3 or 15% met grade level expectations based on classroom observations, concerts and/or show pieces, and work samples and/or performances. 4 or 20% did not meet expectations in the GT and regular classrooms based on classroom observations, concerts and/or show pieces, and work samples and/or performances. Collectively, this data indicates that the elementary level VPA programming is effective.

6 – 10 Visual and Performing Arts Evaluation Narrative:

There were 21 students identified in Visual and Performing Arts in grades 6, 7, and 8 for the 2017/2018 school year. Of those students, 13, 62%, exceeded expectations; 5 students, 24%, met expectations; and 3, 14%, did not meet expectations in the regular and/or GT classrooms based on observations, concerts and/or show pieces, and work samples and/or performances. The number of students not meeting expectations had greatly decreased since last year. This is due to diligence on the part of administration, counselors, and teachers of making sure identified students are placed in their talent area classes first. The three who did not meet expectation have become more interested in pursuing engineering/robotics Unified Arts classes.

9-12 Visual and Performing Arts Evaluation Narrative:

There were 27 students identified GT in Visual and Performing arts in grades 9, 10, 11, and 12 for the 2017/2018 school year. 20 students, 74%, exceeded expectations; 3 students, 11%, met expectations; and 4 students, 15%, did not meet expectations in the CP and advanced courses and/or clubs based on observations, concerts and/or show pieces, and work samples and/or performances. Of those who did not meet expectations, 50% (2 students) did not participate in any course or club offerings last year to be evaluated. One of the students had a traumatic death in the family early in the year and her attendance to school suffered as a result; she only attended school the 4th quarter of the year, which was too late to perform in any cumulative productions. The fourth student did not meet expectations because he could not participate in the program due to a scheduling conflict. Overall, more and more students are continuing in the music and arts programming offered at the high school and performing well.

3 – 5 GT Programming Survey Narrative:

GT identified students in grades 3, 4, and 5 were asked 4 questions regarding their GT programming experiences for the 2017/2018 school year. 22 students completed the survey, below are the questions and results.

Question 1: How challenged did you feel challenged in your GT classes this year?

Results: Most of the time= 68%; Some of the time = 32%;

Question 2: In my GT group is it more important to think and understand than memorize?

Results: Always: 46% Most of the time: 41% Some of the time: 13%

Question 3: Do you feel your learned a lot this year?

Results: Always: Yes: 100% No:

Question 4: On a scale of 1-5 (with five being the highest, rate your experience in GT

Results: 5: 55% 4: 36% 3: 9%

Conclusion – The majority of students surveyed feel challenged with the academic GT programming at the elementary level and will continue in the program if identified again next year.

6-8 GT Programming Survey Narrative:

GT identified students in grades 6 through 8 were asked 5 questions regarding their GT programming experiences for the 2017/2018 school year. Below are the questions and results.

Question 1: When you had GT classes, did you feel challenged enough?

Results: YES = 34%; MOST OF THE TIME = 17%; DURING SPECIFIC PROJECTS = 33%; NO/Not enough GT class time = 16%

Question 2: Did you think GT class once a week was enough?

Results: YES/once or twice a week = 33%; NO = 67%

Question 3: What is your suggestion for scheduling GT classes so that you don't miss too much class time but have enough time for GT projects too?

Results: Tuesdays & Thursdays = 16%; During the Unified Arts blocks = 17%; Rotate classes that we miss for GT class = 16%; During Tiger Time = 17%; No Suggestion = 34%

Question 4: Would you participate in GT classes if they were offered as a UA?

Results: YES = 50%; MAYBE = 16%; NO = 34%

Question 5: If you are or were a member of the Math Team at any point, did you like Math Team during Tiger Time?

Results: YES = 67%; NO = 16%; NEVER A MEMBER = 17%

Conclusion - Scheduling GT classes continues to be a challenge. Based on these survey results, the students want more GT time but would prefer not to miss regular class time. Having GT become a class seems to be the overall recommendation from the students' perspective.

9-12 GT Programming Survey Narrative:

GT identified students in grades 9, 10 & 11 were not surveyed this year due to the fact that nothing for their programming changed. Due to scheduling and lack of time, the same conclusion below will be addressed for school year 2018/2019 at the secondary level.

Conclusion – The majority of GT students feel challenged in their honors, AP and independent study courses. The majority also wishes the GT programming continued on into high school in some capacity. This is a discussion the GT team and high school administration should have.

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

Program effectiveness was determined by analysis of student data fall to spring and/or spring to spring that includes STAR and/or PSAT/SAT testing, teacher evaluations, and student surveys.

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)

To cover teacher salaries, programming supplies, book and material costs including independent studies at the high school and middle school levels as needed, field trip entrance fee/student tuition and busing costs, contracted services, professional development for GT teachers, and fees and dues in order to implement the activities and programs described in the program abstracts, the costs to be incurred total **\$159,936.09 for the 2018/2019 school year.**

Field trips to places in Massachusetts such as museums, The Freedom Trail, Theatrical performances as well as in Maine/New Hampshire such as Challenger Space Center, Wells Reserve, The Telling Room, *USS Albatross* Museum and other educational events/activities offered at other locations that require student tuition and transportation are taken during the school day with only identified students in the educational unit of study area for the trip's purpose. Examples: Humanities students identified in ELA and Social Studies will participate in field trips that have a humanities-based itinerary, and/or educationally based performances. Students identified in the areas of Math and/or Science will participate in trips to the Museum of Science, MIT and technology based trips, and to Challenger Space Center and Wells Reserve. Students who are identified in ELA will participate in field trips to destinations such as the Telling Room for writing residencies and workshops taught by their staff and performances based on classic literature books, stories and poems. Students who are identified in VPA areas would participate in travels to museums of the arts, and performances for music and/or theater.

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) |
|--------------------------------|----------------------------------------------|---------------------------------------------|
| Jessica Larson | \$36,144.00 | \$36,144.00 |
| Suzanne Tighe | \$65,884.54 | |
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| Subtotal | 102,028.54 | 36,144.00 |

Auxiliary Staff Costs

| Auxiliary Staff Name | Elementary (salary with benefits) | Secondary (salary with benefits) |
|-----------------------------|----------------------------------------------|---------------------------------------------|
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| <p><i>Have Left, Diamond Boy, Girl In The Blue Coat, I Am Malala, I Will Always Write Back: How One Letter Changed Two Lives, Stonewall: Breaking Out in the Fight for Gay Rights, Symphony for the City of the Dead, X: A Novel; Author Study Collection Laurie Halse Anderson 8 titles: Ashes, Catalyst, Chains, Fever 1793, Forge (Book 2 of Seeds of America Trilogy), The Impossible Knife of Memory, Speak, Wintergirls</i></p> | | | |
| <p>Pitsco (Supplies) - STEM based kits and materials for hands-on experiences with the GT Science Integrated Studies class(es)</p> | <p>\$439.24</p> | <p>Supplies and/or Books for GT Identified Independent Studies for 3 students</p> | <p>\$200</p> |
| <p>BookSource/Amazon/Books a Million/ (Books & Periodicals) historical and realistic fiction and biographies and informational text for GT integrated ELA/Social Studies identified groups (Wrinkle in Time Graphic Novel (7 copies), Shipwreck at the Bottom of the Sea (7 copies), Lincoln, a photobiography (7 copies), Freedom Walkers (copies), Comprehension and Critical Thinking Grades 4 & Grade 6, Ice Story (3 copies), Towers Falling (4 copies), Skylark and Wallcreeper (4 copies), Two Roads (4 copies), Press Here to Start (2 copies), .</p> | <p>\$569.11</p> | | |
| <p>Prufrock Press (Books & Periodicals) materials for Math and Social Studies Integrated Unit for GT identified groups: .Challenging Common Core Math Lessons Series Grade 5 Top Secret Files Serie (World War II, The Cold War, The American Revolution 3 of each)) 10 Performance-Based Projects for the Language Arts Classroom</p> | <p>\$166</p> | | |
| <p>Academic Awards</p> | <p>\$72.50</p> | | |
| <p>Pitsco (Supplies) STEM based kits and materials for hands-on experiences with the GT Science Integrated Studies class(es)</p> | <p>\$100</p> | | |
| <p>Independent Study Materials for one GT Identified Student to complete a Service Learning project to build a bench in memory of a former staff member: metal, wood, tool kits, drafting supplies, etc.</p> | <p>\$200</p> | | |

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| Subtotal | \$2,285.85 | Subtotal | \$500 |

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

| Elementary: Item name | Cost | Secondary: Item name | Cost |
|-------------------------------------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------|-------------------|
| | | Travel non-PD (travel between buildings/districts by 9-12 GT teacher for Regional Fine Arts [RFA] program) | \$150 |
| Math Meet Transportation: 3 5-6 meets; 1 5-8 meet (see dates and times below) | \$507.30 | Field Trip Transportation (GT Science Sam Rhine Genetics and GT Social Studies Salem, MA see tuition below) | \$453.82 |
| Challenger Space Center Field Trip Busing Costs to Bangor (see Student Tuition below; 8:30 am - 8:00 pm 11.5 hrs) | \$1700 | Field Trip Transportation for RFA VPA Program | \$900 |
| Portsmouth Historical Tours Field Trip transportation costs (<i>USS Albacore & Isles of Shoals</i> - see) | 755.84 | | |
| Boston Museum of Art Field Trip Busing Costs (see Student Tuition below) | \$800 | | |
| Subtotal | \$3,763.14 | Subtotal | \$1,503.82 |

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

| Elementary: Program name | Cost | Secondary: Program name | Cost |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| So. Maine Elementary Math Leagues (5-6) Registration \$175 each grade (math meet dates: 12/13 9:30 – 11:45, 1/29 9:30 – 11:45, 3/14 9:30 – 11:45, 5/2 9:30 – 12:00) | \$350 | Regional Fine Arts/RFA Tuition (VPA GT program offering resident artists in areas of Oil Painting, Musical/Theater, Creative Writing, Jazz Improv, Vocals) \$210 per student to pay resident artists' costs | \$3,360 |
| So. Maine Math League (7-8 BMS) Registration \$75 each grade meet 5/2 9:30 – 12:00 | \$150 | | |
| The Telling Room (Writing 2 workshops taught at school by Telling Room staff for 3 rd & 4 th) | \$2,100 | | |

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| graders \$600; Writing residency taught by Telling Room staff for 5 th graders \$1500) | | | |
| Freedom Trail Tour, <i>Hamilton</i> @ Boston Opera House and train travel ticket package for GT students and teachers (4 Elementary Level @\$202.33) | \$809.32 | <i>Hamilton</i> @ Boston Opera House and train travel ticket package for GT students (2 Elementary Level @\$202.34) | \$404.68 |
| Challenger Space Center Mission Simulation to Bangor for GT 5th - 8th Science & Math Students with function room rental | \$825 | | |
| Houghton Mifflin CoGAT online testing materials Grade 2/Level 7 for GT ID Selection | \$770.00 | | |
| Noetic Math Contest 3rd and 4th grades both Fall and Spring contests (each @ \$39) | \$156 | | |
| Noetic Math Online Challenge Math (Fall and Spring) | \$39.90 | | |
| Portsmouth Historical Tours Field Trip for <i>USS Albacore</i> Museum Tour & Isles of Shoals Harbor Tour | 755.84 | | |
| Chamber Theater Productions Encore! (plays acting out the following literary works: <i>The Raven</i> , <i>The Monkey's Paw</i> , <i>The Tell Tale Heart</i> , <i>The Legend of Sleepy Hollow</i> , <i>The Necklace</i> , <i>The Celebrated Jumping Frog of Calaveras County</i>) for GT Writers Groups \$20 per student/15 students 7&8 | \$300 | | |
| Well Reserve Traveling Trunk Rentals for GT integrated science groups (estuaries, trees, safari in a box) @\$75 each for 3 weeks for each for grades 6-8 | \$225.00 | | |
| Well Reserve Traveling Trunk Rentals for GT integrated science groups (estuaries and safari in a box) @\$75 each for 3 weeks for each for grades 3-5 | \$150.00 | | |
| Subtotal | \$6631.06 | Subtotal | \$3,764.68 |

D. Staff Tuition/Professional Development:

| Elementary: Course/Workshop Title | Cost | Secondary: Course/Workshop Title | Cost |
|-------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------|-------|
| GT Summer Confratute UCONN – Renzulli Center for Creativity for 1.5 GT teachers (tuition 1,925) | \$1,925 | GT Summer Confratute UCONN – Renzulli Center for Creativity for .5 GT teachers (tuition \$615) | \$615 |

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| Rutgers Gifted Education One Day Conference Registration for 1.5 GT teachers | \$300 | Rutgers Gifted Education One Day Conference Registration for .5 GT teachers | \$100 |
| | | 2 Days of 2e Virtual Conference Registration (On Demand through April 2019) | \$125 |
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| Subtotal | \$2,225 | Subtotal | \$840 |

E. Totals

| Subtotals from charts above | Elementary Costs: | Secondary Costs: |
|------------------------------------|--------------------------|-------------------------|
| Professional Staff | 102,028.54 | 36,144.00 |
| Auxiliary Staff | | |
| Independent Contractors | | \$250.00 |
| A. Materials/Supplies | \$2,285.85 | \$500.00 |
| B. Other Allowable Costs | \$3,763.14 | \$1,503.82 |
| C. Student Tuition | \$6,631.06 | \$3,764.68 |
| D. Staff Tuition/PD | \$2,225 | \$840.00 |
| Total | \$116,933.59 | \$43,002.50 |