

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

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

DUE by: September 30, 2018

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

School administrative unit name: RSU #4

Name and title of person responsible for gifted and talented program:
Kathy Martin, Director of Curriculum, Assessment & Instruction

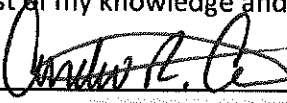
Phone number: 207-375-4273

Email address: kathy.martin@rsu4.org

CERTIFICATION:

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

Andrew Carlton
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: September 25, 2018

Date of 1st Revision to Maine DOE: October 24, 2018


Superintendent Initials

Date of 2nd Revision to Maine DOE: _____

Superintendent Initials

Date of 3rd Revision to Maine DOE: _____

Superintendent Initials

FOR INFORMATION CONTACT: GT.DOE@maine.gov

Reviewed By: Lee Worcester

Maine DOE Approval: 

Date of Approval: 11/26/18

Program Renewal Application

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

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

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

NO CHANGE CHANGE

Describe **CHANGE** here:

- 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.

NO CHANGE CHANGE

Describe **CHANGE** here:

- o Academic program abstract -

The RSU 4 GT Academic Program serves students in grades K-12 in Litchfield, Sabattus, and Wales who excel, or have the potential to excel, beyond their age peers in a regular school program, and who can benefit from services offered by the GT Program. As defined in Chapter 104, these students must have demonstrated exceptional ability, aptitude, skill, or creativity in one or more of the following categories: general intellectual ability and/or specific academic aptitude. These students usually comprise five percent of the school population. Students at the top two percent of the school population may be considered highly gifted.

Instruction for GT students at RSU 4 is guided by proficiency-based education and takes on many forms, being delivered in and out of the regular classroom setting using various instructional strategies. The program utilizes the services of a variety of district personnel, specialists, and classroom teachers in addition to the GT teacher/consultant.

From kindergarten through fifth grade, a variety of instructional strategies are utilized, including cluster grouping, differentiation in the regular classroom, pull-out enrichment, curriculum compacting, and independent research/projects. The classroom teacher will consult with the GT teacher/consultant on delivery of the services and a learning plan will be created targeting specific academic needs.

At the middle school level, instructional strategies employed include acceleration in math, differentiation in the regular classroom, pull-out enrichment, curriculum compacting, and independent research/projects. The enrichment program at the middle school takes a multidisciplinary approach to provide depth and complexity. Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments of alternatives to their learning plans must be made (for example, we have four accelerated 8th grade math students taking Algebra II at the high school).

And at the high school level, identified students receive services through a consult model and Honors and AP classes from tenth through twelfth. Furthermore, some students may participate in the Androscoggin Valley Regional Program for Gifted and Talented, which provides a series of programs in the Creative Arts, Math/Science Applications, Contemporary Maine Issues, and Young Writers. These programs assist identified students in participating in challenging learning experiences with other high school students in the region beyond the many choices provided at the high school. Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments of alternatives to their learning plans must be made (for example, dual enrollment is utilized for high school students who demonstrate need to enroll in college courses for the purpose of acceleration).

o Arts program abstract -

Additionally, the RSU 4 GT Arts Program serves students in grades K-12 in Litchfield, Sabattus, and Wales who excel, or have the potential to excel, beyond their age peers in a regular school program, and who can benefit from services offered by the GT Program. As defined in Chapter 104, these students must have demonstrated exceptional ability, aptitude, skill, or creativity in artistic ability. These students usually comprise five percent of the school population. Students at the top two percent of the school population may be considered highly gifted.

These students usually exhibit the following characteristics: craftsmanship (pride in performance, attention to detail, and excellence), perceptive facility (ease with the pattern design, space, or sound relationships are perceived), creative imagination, aesthetic intelligence (awareness, appreciation, or expression of beauty and grace in textures, colors, lines, shapes, spaces, balance, contrast, rhythm, movement, and sound), aesthetic judgment (sensitivity in manipulation any or all of the variables listen in aesthetic intelligence), and compelled to perform/produce (creating original products or continued experimentation with preferred medium).

To address the needs of students demonstrating these characteristics, instruction for GT students at RSU 4 is guided by proficiency-based education and utilizes the services of a variety of district personnel, specialists, and classroom teachers in addition to the GT teacher/consultant. RSU 4 provides programs in music, art, and drama that allow students:

1. to learn at their appropriate instructional level;

2. to engage in diverse learning experiences offered through a variety of program models
3. to access specialized curricula that are advanced, conceptually complex, and carefully differentiated from the regular curricula;
4. and to learn in instructional settings appropriate to their changing needs.

The Arts program offers services to students primarily through differentiation within the classroom and consultation with the GT staff. Additionally, this year, the GT teacher/consultant will collaborate with the arts team to refine the local assessments that will be used for future identification, update rubrics for audition pieces, and evaluate activities for the students already identified.

From kindergarten through fifth grade, services are primarily delivered using a consultant model with content specialists providing differentiation in the classroom. This year, we will be working on having periodic pull-out enrichment program with art and music specialist.

At the middle school level, services are primarily delivered using a consultant model with content specialists providing differentiation in the classroom. In addition to this, highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments of alternatives to their learning plans must be made (for example, we have several accelerated 8th grade band students taking band at the high school).

And at the high school level, services are primarily delivered using a consultant model with content specialists providing differentiation in the classroom. Some students may participate in the Androscoggin Valley Regional Program for Gifted and Talented, which provides a program in the Creative Arts and assist identified students in participating in challenging learning experiences with other high school students in the region beyond the many choices provided at the high school. Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments of alternatives to their learning plans must be made (for example, dual enrollment is utilized for high school students who demonstrate need to enroll in college courses for the purpose of acceleration).

3. Provide a detailed explanation of any changes to the two goals, objectives and activities for the K-12 gifted and talented academic program and two goals, objectives and activities for the K-12 gifted and talented arts program.

NO CHANGE

CHANGE

Describe CHANGE here:

- o Academics program goals, objectives, activities -

Goal:

In order to "reach and teach all children to achieve academic excellence", RSU 4 will provide GT students opportunities for diverse and appropriate learning experiences which will develop and challenge the students' learning potential while also extending the current curriculum.

Objectives:

1. Conduct a strength/needs assessment for each student, by consulting student records, data, classroom teacher, guidance, and/or parent(s) input, and student surveys to assist in planning learning activities.
2. Supplement and build upon the skills and knowledge of the regular curriculum in order to meet the unique abilities, strengths, and needs of the gifted and talented students at RSU 4.
3. Deliver instruction that:
 - Promotes critical thinking and reasoning abilities
 - Promotes creative and productive thinking
 - o Develops and expands thinking skills
 - Utilizes differentiated strategies for learning
 - Promotes personal development

Activities:

Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas. The curriculum design will be focused on the following:

Creative and Productive Thinking. Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas.

Problem-Solving. Students will learn strategies for rational decision-making and apply them to problems and issues in today's world.

Thinking Skills. Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions.

Communication. Students will use communication to construct knowledge through a variety of strategies.

Research. Students will make effective decisions about the identification, implementation, and presentation of ideas.

Personal Development. Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society.

K-5

1. Individualized learning plans will be created based on strength/needs assessment.
2. Small group pull-out instruction is provided to work on learning activities that are engaging, more conceptually complex, multidisciplinary, or go to greater depths in content. Self-directed students will also complete independent studies, participate in learning centers, online education, or compete in contests that align with curriculum and strengths.
3. Educators in gifted, general, and special education programs will collaboratively plan, develop, and implement services for learners with gifts and talents.

6-8

1. Individualized learning plans will be created based on strength/needs assessment.
2. Small group pull-out instruction will be provided to work on learning activities that are engaging, more conceptually complex, multidisciplinary, or go to greater depths in content. Self-directed students will also complete independent studies, participate in learning centers, online education, or compete in contests that align with curriculum and strengths.
3. Accelerated math will be available to students by placement at the next grade level for math.

9-12

1. Educators in gifted, general, and special education programs will collaboratively plan, develop, and implement services for learners with gifts and talents.
2. Students in the GT program will be offered a variety of programming options such as advanced placement courses, distance learning courses, dual enrollment in college courses, early graduation, grade acceleration, honors courses, independent study, mentor programs, seminars, the AVEC program, and subject advancement.

Goal:

The academic program for gifted and talented students in RSU 4 will develop, implement, and manage services for the gifted student.

Objectives:

1. Services will be provided by coordination between the GT Coordinator, GT teacher/consultant, the regular classroom teacher, guidance, and any other educator who can effectively help accelerate or enrich the gifted student's learning.
2. The GT Teacher/Consultant will meet with teachers to develop a course of action to best meet the educational needs of GT students that could include the following: differentiated curricula utilizing cluster grouping, curriculum compacting, and independent research/projects.
3. The GT Teacher/Consultant will share strategies that:
 - Promote critical thinking and reasoning abilities
 - Develop and expand thinking skills
 - Utilize differentiated strategies for learning
 - Promote personal development

- Arts program goals, objectives, activities -
No change; however, we will be studying our current method of identification this year to be sure we are using best practices as outlined by NAGC and plan to make recommendations for the next identification cycle in the spring.

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

NO CHANGE

CHANGE

Describe CHANGE here:

- General intellectual ability identification -
Screening: Our testing process begins with an examination of our total population using STAR360 and/or other state literacy and math assessments (usually at the end of grades two, fifth, and eighth grade). Nomination forms are provided (GT criteria and descriptions are included in this form) to teachers. From this initial pool of students, the following steps are taken for the purpose of identification:
 - Cognitive Abilities Test (CogAT) 95th to 99th percentile (Objective)
 - MEA results (Objective)
 - Dibels Test (Objective)
 - Observational Data and Work Samples (Subjective)
 - Behavioral Checklist (Subjective)
 - Students can also be referred by parents, peers, or members of the community, as well as self-referred.

- Specific academic areas identification -
Screening: Our testing process begins with an examination of our total population using STAR360 and/or other state literacy and math assessments (usually at the end of grades two, fifth, and eighth grade). Nomination forms are provided (GT criteria and descriptions are included in this form) to teachers. From this initial pool of students, the following steps are taken for the purpose of identification:
 - Cognitive Abilities Test (CogAT) 95th to 99th percentile (Objective)
 - MEA results (Objective)
 - Dibels Test (Objective)
 - Observational Data and Work Samples (Subjective)
 - Behavioral Checklist (Subjective)
 - Students can also be referred by parents, peers, or members of the community, as well as self-referred.

- Arts identification – No Change
No change; however, we will be studying our current method of identification this year to be sure we are using best practices as outlined by NAGC and plan to make recommendations for the next identification cycle in the spring.
- Transfer students – No Change
- Exit procedures – No Change
- Appeals procedures – No Change

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

NO CHANGE CHANGE

Describe CHANGE here:

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

NO CHANGE CHANGE

Describe CHANGE here:

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

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full- or Part-Time in GT
Ruth L. Cote	Yes	Teacher	K-12	Full-Time

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

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

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

NO CHANGE

CHANGE

Describe CHANGE here:

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

Last year, our gifted and talented teacher that has been with the RSU for over twenty-five years decided to retire. For the last year of her tenure, we held various meetings throughout the year to determine the effectiveness of the current program for both academics as well as the arts. There are components of the program that are working effectively for our learners. Based on the results of our program review, it was concluded that the following changes would occur for the upcoming year:

Academic:

The two PK-2 schools are implementing a new mathematics program called Investigations. The GT program is going to realign the services to dovetail with the scope and sequence of this program to better serve the needs of our students.

Carrie Ricker, a school that serves grades three through fifth, will be implementing a new literacy program called Lucy Calkins Units of Study. The GT program is going to realign the services to dovetail with the scope and sequence and progressions of scoring of this program to better serve the needs of our students.

The academic program at our middle and high schools will remain the same for the upcoming year.

Arts:

Based on our feedback, it was determined that our current program is currently effective. We have determined that changes in the local budget increased hours of our art and music teachers at the elementary level for the upcoming 2018-2019 school year. It was determined that once the schedules were determined that opportunities for more enrichment activities for the elementary students than we are currently doing might be feasible. We will pilot some programs to better meet our student's artistic needs.

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

Initially, information about the effectiveness of the GT program comes from the review of the learning plans for each student in the spring. Specifically, it shows student progress and provides recommendations for the following year. Our consulting teacher collects information on student progress and shares the results with the GT review committee.

Performance data collected across grade levels for all identified students provides an overview of the effectiveness of our program at each grade level. Data is collected from local assessments such as STAR and Dibels, as well as statewide assessments such as the MEA and classroom grades as reported in Jumprope. In addition, data is being recorded longitudinally to show how an identified student is performing across grade levels, including CogAT scores from GT screenings. This allows us to see if we are effectively meeting the needs of students over time.

Surveys make up the last section of our program evaluation. Students, parents, teachers and administrators are all invited to provide feedback about our program at the conclusion of each school year. The results are collected and reflected upon by the team.

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)*

1. Salary and benefits for GT Teacher/Consultant:

We have one full-time GT teacher for the entire district.

2. Professional Development:

Each year our GT teacher attends the MEGAT Conference.

3. Travel Reimbursement:

This is to ensure that our teacher gets reimbursed to go to the MEGAT Conference and also pays for in-district transportation.

4. Supplies, Books and Periodicals:

Instructional books from Prufrock Press, materials for our STEM/Maker workshops connected with units of instruction, Genius Hour projects, novels and nonfiction books for our gifted readers that extend the units of study, classroom supplies, and supplies to be replenished for CogAT testing. The Torrance Creativity Test would be used as an additional measure after additional screening. Students who have received nominations and/or match screening criteria will be further assessed with The Torrance Creativity Test.

5. Due, Fees and Memberships:

\$110 for MEGAT conference with membership and \$119/yr for NAGC membership.

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)
Ruth L. Cote	\$51,615.54	\$17,205.18
Subtotal	\$68,820.72	

Auxiliary Staff Costs

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
N/A		
Subtotal	\$0	\$0

Independent Contractor Costs

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
N/A			
Subtotal		\$0	\$0

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

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
Instructional Books from Prufrock Press: Analogies 101 Series, Hands-On STEAM Explorations for Young Learners: Problem-Based Investigations for Preschool to Second Grade, Teaching Tenacity, Resilience, and a Drive for Excellence: Lessons for Social-Emotional Learning for Grades 4-8, Schoolwide Enrichment model, Makerspaces in School: A Month-by-Month Schoolwide Model for Building Meaningful Makerspaces, Reader's	\$650.00	Instructional Books from Prufrock Press for Seminars: Genius Hour: Passion Projects That Ignite Innovation and Student Inquiry (2 copies), Inquiry and Innovation in the Classroom: Using 20% Time, Genius Hour, and PBL to Drive Student Success (2 copies) Philosophy for Teens, Teaching Graphic Novels in the Classroom: Building	\$450.00

<p>Theater...and So Much More! (Grades 3-4), IIM: Teaching Research Skills in Grades K-5 - CCSS Edition, IIM: Student Booklet Grades K-5, Philosophy for Kids, 10 Performance-Based Projects for the Language Arts Classroom: Grades 3-5, 101 School Success Tools for Students With ADHD, Lollipop Logic: Critical Thinking Activities (Book 1 and 2)</p>		<p>Literacy and Comprehension (and companion Graphic Novels ordered from Amazon) Perfect 800: Advanced Strategies for Top Students - SAT Verbal</p>	
<p>STEM materials from Amazon to use for learning activities connected with Investigations Math, STEM competitions such as NatGeo Challenge and Design Process work: 2 Makey Makeys, LED Lights, 3MM batteries, copper tape, conductive thread, Lilypad sewable electronics kit, chart paper, manipulatives, clay, Chibitronics, Bare Conductive, Manual: Invent to Learn: Making, Tinkering, and Engineering in the Class</p>	<p>\$450.00</p>	<p>Supplies for GT art/music such as Scholastic Art Magazine, The Torrance Creativity test for the second phase of identification, kits for enrichment centers for gifted students to use in the regular classroom, art activity books, music resource books and music education CDs</p>	<p>\$400.00</p>

<p>CogAT Answer Sheets, Pkg. 50, Levels A–H</p>	<p>\$75.00</p>	<p>Supplies for use at the four schools and for a “GT showcase” night for families:</p> <ul style="list-style-type: none"> • Display boards • Chart paper • Sticky notes • Paper • Folders • Dry erase boards 	<p>\$150.00</p>
<p>K-8 Opinion, Information, and Narrative Texts for students in the gifted and talented program to use during pull out enrichment blocks (desired titles included in the following lists below, will purchase the best match for students from these titles):</p> <p>K-8 Informational</p> <ul style="list-style-type: none"> • Tiny Creatures: The World of Microbes • You Are Stardust • Farm Anatomy: The Curious Parts and Pieces of Country Life (Julia Rothman) • Curiosity: The Story of a Mars Rover • Life-Sized Animal Tracks • Earth! My First 4.54 Billion Years (Our Universe) • See Inside Maths • The 50 States: Explore the U.S.A. with 50 fact-filled maps! • Sir Cumference and the First Round Table series • Abraham Lincoln and Frederick Douglass: The Story Behind an 	<p>\$825.00</p>		

<ul style="list-style-type: none"> ○ American Friendship • I Feel Better When There is a Frog in My Throat: History's Strangest Cures • The New Way Things Work • Children of the Dust Bowl: The True Story of the School at Weedpatch Camp • Throw Your Tooth on the Roof: Tooth Traditions from Around the World • Eye to Eye: How Animals See The World • Mr. Ferris and His Wheel 			
<p>5-8 Informational STEM Block Books</p> <ul style="list-style-type: none"> • Science Comics: The Brain: The Ultimate Thinking Machine • The Basics of Cell Life with Max Axiom, Super Scientist (Graphic Science) • Things Come Apart: A Teardown Manual for Modern Living • The LEGO Architect • Lift-the-Flap Fractions and Decimal • Amazing Visual Math • The Art of Tinkering • Make: Paper Inventions: Machines that Move, Drawings that Light Up, and Wearables and Structures You Can Cut, Fold, and Roll 			

<ul style="list-style-type: none"> • Make: Wearable Electronics: Design, prototype, and wear your own interactive garments • The Art and Craft of Geometric Origami • Mistakes That Worked: 40 Familiar Inventions & How They Came to Be 			
<p>K-8 Creativity/Growth Mindset</p>			
<ul style="list-style-type: none"> • What Do You Do With an Idea? • The Book of Mistakes • Your Fantastic Elastic Brain: Stretch It, Shape It • The Word Collector • The Girl Who Never Made Mistakes • More Than a Test Score: Teens Talk About Being Gifted, Talented, or Otherwise Extra-Ordinary • Wild Ideas: Let Nature Inspire Your Thinking 			
<p>K-8 Literature</p>			
<ul style="list-style-type: none"> • The Polar Express • Jumanji 30th Anniversary Edition • Archibald Frisby • Matilda • Mercy Watson Thinks Like a Teacher Classroom Set • Marcelo In The Real World • El Deafo • The Ark 			

<ul style="list-style-type: none"> • Surviving the Applewhites • Inside Out and Back again • Alice in Wonderland • Bridge to Terabithia • Cheaper by the Dozen • The Chronicles of Narnia • D’Aulaire’s Book of Greek Myths • From the Mixed-Up Files of Mrs. Basil E. Frankweiler • The Mysterious Benedict Society • The Jungle Book • Charlotte’s Web • My Side of the Mountain • The Wonderful Wizard of Oz • Tuck Everlasting • A Christmas Carol • The Little Prince • A Wrinkle in Time • War of the Worlds • Rocket Boys/October Sky (The Coalwood Series #1) • Grimm’s Fairy Tales • The Princess and the Pig • The One and Only Ivan • Johnny Tremain • Little House on the Prairie <p>3-5 Opinion Mentor Texts</p> <ul style="list-style-type: none"> • Should There Be Zoos? • Detective LaRue: Letters from the Investigation 			
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<ul style="list-style-type: none">• You Think It's Easy Being the Toothfairy• I Am the Dog, I Am the Cat• The Perfect Pet• All the Places to Love• The Reluctant Dragon <p>K-8 Biographies/Memoirs/Personal Narratives:</p> <ul style="list-style-type: none">• The Right Word: Roget and His Thesaurus• Star Stuff: Carl Sagan and the Mysteries of the Cosmos• Nina: Jazz Legend and Civil-Rights Activist Nina Simone• Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist• Adventures to School: Real-Life Journeys of Students from Around the World• Her Story: 50 Women and Girls Who Shook Up the World• Hidden Figures: The True Story of Four Black Women and the Space Race• Six Dots: A Story of Young Louis Braille• The Breadwinner• Enchanted Air: Two Cultures, Two Wings: A Memoir• I Am Malala: How One Girl Stood Up for Education and Changed			
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the World (Young Readers Edition) <ul style="list-style-type: none"> • The Boy Who Harnessed the Wind: Young Readers Edition • A Long Walk to Water: Based on a True Story • The Distance Between Us: Young Reader Edition • Grace Hopper: Queen of Computer Code (People Who Shaped Our World) • Oh, the Things They Invented!: All About Great Inventors (Cat in the Hat's Learning Library) • Malala's Magic Pencil • Charles and Emma 			
Subtotal	\$2,000.00	Subtotal	\$1,000.00

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

Elementary: Item name	Cost	Secondary: Item name	Cost
Travel Reimbursement for GT Teacher/Consultant <ul style="list-style-type: none"> • In-district travel • Travel to MEGAT conference 	\$650.00		
Subtotal	\$650.00	Subtotal	\$0

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

Elementary: Program name	Cost	Secondary: Program name	Cost
		AVEC	\$7,500.00
Subtotal	\$0	Subtotal	\$7,500.00

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
Megat Conference with membership	\$485.00		
NAGC membership	\$119.00		
Subtotal	\$604.00	Subtotal	\$0

E. Totals

Subtotals from charts above	Elementary Costs:	Secondary Costs:
Professional Staff	\$51,615.54	\$17,205.18
Auxiliary Staff	\$0	\$0
Independent Contractors	\$0	\$0
A. Materials/Supplies	\$2,000.00	\$1,000.00
B. Other Allowable Costs	\$650.00	\$0
C. Student Tuition	\$0	\$7,500.00
D. Staff Tuition/PD	\$604.00	\$0
Total	\$54,869.54	\$25,705.18
Total RSU #4 Budget: \$80,574.72		