

NOTE: ONLY COMPLETE AS MUCH OF PAGE TWO AS REFLECTS YOUR CURRENT PLANNING STATUS.

A. TOTAL ENROLLMENT

Total enrollment for each grade level in your district (enter enrollment from AIM).

K	1	2	3	4	5	6	7	8	9	10	11	12	Total

B. GIFTED STUDENT IDENTIFICATION

Number of gifted students identified at every grade level (from AIM) If none are identified, indicate by using "0". Leave blank if the district does not identify at this level.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total

Identified gifted students are _____ % of the total enrollment from Section A.

C. GIFTED STUDENTS SERVED BY THIS PROJECT

Number of identified gifted students served by this project at every applicable grade level.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total

D. SCREENING/IDENTIFICATION /PLACEMENT COMMITTEE

The screening/identification/placement committee is composed of _____ members consisting of:
(Check all that apply.)

- Parents
 Teachers
 Principals
 Counselors
 Other _____

E. CRITERIA TO SELECT STUDENTS

Multiple criteria used to select students for the program are:

TEST NAME	CUT OFF*
<input type="checkbox"/> Group IQ test(s) _____	_____
<input type="checkbox"/> Individual IQ test(s) _____	_____
<input type="checkbox"/> Achievement test(s) _____	_____
<input type="checkbox"/> Creativity test(s) _____	_____
<input type="checkbox"/> Checklists:	
<input type="checkbox"/> Teachers	<input type="checkbox"/> Parents
<input type="checkbox"/> Self	<input type="checkbox"/> Peers
<input type="checkbox"/> Student grades	<input type="checkbox"/> Administrators
<input type="checkbox"/> Student products (portfolio) (specify) _____	<input type="checkbox"/> Other (list) _____

*Cut-off scores should not be absolutes but should serve as guidance to the placement team as they examine all data collected and used in the decision-making process.

INSTRUCTIONS FOR COMPLETING NEED, OBJECTIVE AND STRATEGIES

This section allows the district to propose a program planning project. In subsection 1 (below), select the items that represent your planning. (Number 1 is required.)

The Measurable Objective in subsection 2 (below), is provided for you. ***You will notice that your objective will be to produce a district plan that includes, at minimum, components (a) through (f) of the appendix to the gifted and talented standard, which is Administrative Rules of Montana (ARM) 10.55.804.***

In subsection 3, Activities/Strategies and Budget Details (next page), select the strategy that best describes the approach the district will employ to achieve the measurable objective. You may select one or more strategy. Complete the budget narrative showing the estimated grant funds allocated to each strategy.

1. Need (select all that apply)

- 1. Technical assistance/professional development on plan development and the nature and needs of gifted students. (Required)
- 2. Development of student identification and placement criteria including multiple measures. See Application, page 2.
- 3. Development and implementation of program services for students as per Statement of Assurances, Application, page 1.

2. Measurable Objective (required outcome)

The District will complete the Gifted and Talented Framework (plan) component of its comprehensive education plan pursuant to ARM 10.55.804 by June 30, 2008.

Note: A copy of ARM 10.55.804 is attached as page 5.

3. Budget Detail (grant funds only)

Activity/Strategy (check all that apply)	GRANT FUNDS ONLY	
	Salary and Benefits	Operating
<input type="checkbox"/> 1. Technical assistance/consultation	\$	\$
<input type="checkbox"/> 2. Staff release time/substitutes	\$	\$
<input type="checkbox"/> 3. In-service training	\$	\$
<input type="checkbox"/> 4. Materials, resources	\$	\$
<input type="checkbox"/> 5. Other (describe)	\$	\$
TOTAL	\$	\$

The budget detail request must be the same dollar amount as funds requested on page 1. While district's cash match does not need to match item for item, it must consist of district expenditures on gifted education.

MONTANA BOARD OF PUBLIC EDUCATION

ADMINISTRATIVE RULES OF MONTANA (ARM)

SUB CHAPTER 8 EDUCATIONAL OPPORTUNITY

10.55.804 GIFTED AND TALENTED

- (1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
- (2) Each school shall comply with all federal and state laws and regulations addressing gifted education.
- (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework considering a full range of alternatives for addressing student needs. (History: Sec. 20-2-114, MCA; IM Sec. 20-2-121, MCA; NEW 989 MAR p. 342, Eff. 7/1/89; AMD 2000 MAR p. 3340, Eff. 12/8/00.)

*Refer to Montana School Accreditation Standards and Procedures Manual Glossary

GLOSSARY REFERENCE: FRAMEWORK FOR GIFTED AND TALENTED EDUCATION SERVICES

GIFTED AND TALENTED: schools shall provide educational services to students commensurate with their needs, as follows:

- (a) Identification of talent areas and student selection criteria according to a written program philosophy;
- (b) A curriculum which reflects student needs;
- (c) Teacher preparation;
- (d) Criteria for formative and summative evaluation;
- (e) Supportive services; and
- (f) Parent involvement.