

The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.

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, 2017

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

School administrative unit name: Maine Virtual Academy

Name and title of person responsible for gifted and talented program:
Melinda Browne,
Head of School

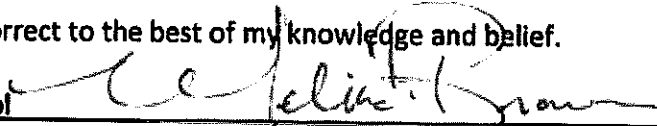
Phone number: 207-613-8900 ext. 2001

Email address: mbrowne@mainevirtual.org

CERTIFICATION:

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

Dr. Melinda Browne, Head of School
Superintendent Name (printed)


Superintendent Signature

Date of Initial submission to Maine DOE: Monday, 18 December 2017
(per granted extension)

Date of 1st Revision to Maine DOE: January 10, 2018

Date of 2nd Revision to Maine DOE: _____

Date of 3rd Revision to Maine DOE: _____


Superintendent
Initials

Superintendent
Initials

Superintendent
Initials

FOR INFORMATION CONTACT:

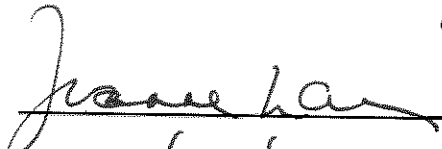
GT.DOE@maine.gov

Reviewed By: _____

State of Maine
Department of Education
Maine DOE Approval:

Gifted and Talented Education Program
Initial Application 2017-18

Date of Approval:



1/29/18

Initial Program Application

The Initial Application shall be submitted by school administrative units (SAUs) that do not have a previously approved Initial Application or by SAUs that are seeking initial program approval.

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

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 (Maine DOE Chapter 104.14, 1-9). For detailed instructions, please refer to the initial application Instructions document on the Gifted and Talented website <http://www.maine.gov/doe/gifted/programcomponents/forms/index.html>.

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

A. Academic program philosophy:

The Maine Virtual Academy (MEVA) recognizes that gifted and talented students should receive a continuum of services from trained teachers who will meet specific student's unique abilities, interests, intelligences, socio-emotional needs, and talents through activities and opportunities that accelerate, extend, enrich, enhance and grow the individual student's experiences and develop the identity of the self-learner. MEVA's Academic Gifted and Talented Program Philosophy is an extension of the mission, vision, and core beliefs of our school; "Every student deserves an opportunity to excel – an honest and real chance to reach their potential."

B. Arts program philosophy:

The Maine Virtual Academy (MEVA) recognizes that it is necessary to meet the needs of the individual gifted student by providing challenging options that accelerate, encourage, develop and enrich the student's exceptional talents so as to realize their unique potential to perform at levels beyond their peers in Visual and Performing Arts (VPA). Our VPA Philosophy accommodates the gifted student's exceptional skills and abilities in the arts.

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).

A. Academic program abstract:

MEVA's Gifted and Talented Program will identify students in grades 7-12.. The G&T program's basis is developed in guidelines with the State of Maine's definition of giftedness in accordance with Chapter 104. Our program will serve the needs of 3-5% of our students who excel, or have the potential to excel, beyond their age peers and therefore require a 7-12 comprehensive and continuous differentiated

curriculum in general academic ability, and specific academic aptitude. We will provide a consultant model of G&T service delivery with direct service based on individual needs. Classroom teachers will differentiate curriculum content and instructional strategies to meet the needs of gifted students on an ongoing basis. The G&T staff will serve as consultant to administrators and teachers in that differentiation process. MEVA's Mission Statement already provides for Annual Individualized Learning Plans which will be used to documents the accommodations for each identified student based on the identified need(s) of that student in terms of both in-class and beyond-the-classroom programming.

B. Arts program abstract:

Our program for gifted and talented students in the areas of Visual and Performing Arts (VPA) will be individualized dependent upon the level and needs of the student and programming options available. Students are identified annually in grades 7-12 in the arts. The identification procedure varies slightly at each grade level and take into account the age and developmental level of students. The visual arts program is tailored to the advanced level of the student in developing individual art portfolios, while also exploring a variety of media and artistic processes while delving into passion projects, students will discover how art can positively impact communities, visit galleries, colleges, museums, have visiting artists/studio space to work on projects in person and/or virtually during the school day. AP courses are offered at the high school level in the areas of the performing arts; music, and theater study. At each level G&T staff will work closely with the VPA teacher, and Head of School, and/or mentors or other professionals (specialists) to assist in setting student goals, documenting and evaluating the program.

3. Provide 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.

A. Academics:

Goal 1:

Student Identification; Standard 4

Gifted learners must be assessed to determine appropriate educational services.

Objective 1: GP4. All student identification procedures and instruments must be based in current theory and research.

4.0 Student assessment data should come from multiple sources and include multiple assessment methods.

Activity 1: Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all. An Identification Committee consisting of the Head of School, GT Teacher/Coordinator, Art Teacher, and Board member, identifies qualified students for gifted and talented services. Performance within the top 3-5% of these assessments determines students considered for

G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening twice exceptional (2E), English as second language (ELS) and low-socio-economic (LSE) student populations.

Goal 2: Professional Development; Standard 6

Gifted Learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Objective 2: GP1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.

1.0 All school staff should be provided ongoing staff development in the nature and needs of gifted learners and appropriate instructional strategies.

Activity 2:

The GT Coordinator will be 690 certified, attend the Annual GT Conference held in Maine each year sponsored by MEGAT, will continue professional membership with the NAGC. The GTC will meet weekly or as needed with regular education teachers to oversee differentiation for gifted learners, the GTC will review webinars and attend any additional workshops focusing on educational strategies for gifted learners and share back with the Head of School to review providing this information to the whole school staff during scheduled professional development time. GTC will be available to all school staff for consult in working with GT students in their classes.

B. Arts:

Goal 1:

Student Identification; Standard 4

Gifted learners must be assessed to determine appropriate educational services.

Objective 1: GP4. All student identification procedures and instruments must be based in current theory and research.

4.0 Student assessment data should come from multiple sources and include multiple assessment methods.

Activity 1: Referrals in the arts will begin with a nomination from a teacher (academic, art/music, private), the student (self), parent or peer. A student application will be completed by all students considered in this process. The arts program then further screens with a Portfolio to include: a Drawing Prompt completed in art class, a rubric of expectations will be used to score these prompt, and 3D Piece- documented by a photo (for virtual school), as well as a choice – any additional art pieces created by the student examples; sketchbook drawing, painting, 3D art, photos. A rubric for scoring the products in the portfolio is used. All other VPA screenings will require: a nomination form (self or parent/teacher/peer), video of a live solo performance, and evidence of academic courses

completed in the area(s) of the VPA to be considered. Evaluations will be scored with a rubric. The three tools together will be used for identification for gifted and talented.

Goal 2: Professional Development; Standard 6

Gifted Learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Objective 2: GP2. Only qualified personnel should be involved in the education of gifted learners.

2.0 All personnel working with gifted learners must be certified to teach in the areas to which they are assigned and must be aware of the unique learning differences and needs of gifted learners at all the grade levels at which they are teaching.

Activity 2:

The arts teacher who holds a professional certification will continue with continuing education credits to hold that certification as well as participate in gifted and talented workshops, seminars, and professional development when available and appropriate. The certified teacher will also meet regularly with the GTC and/or Head of School to review differentiation strategies and ILPs for the gifted student(s) in the class. The certified teacher will make all efforts to participate in peer groups outside of the school district who are equally certified and participate in PLCs focusing on educating gifted students in the arts.

4. Provide a description of the identification procedures (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.

A. General Intellectual Ability:

Screening:

Screening students for GT services begins in grade 7, full population screenings will take place in all grades 7-12. Referrals, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals to our school and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all. An Identification Committee consisting of the Head of School, GT Teacher/Coordinator, Art Teacher, and Board member, identifies qualified students for gifted and talented services. Performance within the top 3-5% of these assessments determines students considered for G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening twice exceptional (2E), English as second language (ELS) and low-socio-economic (LSE) student populations.

Selection:

The GTC will review the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher referrals for every student in 7-12 annually and present the information the Head of School and GT Coordinator. The committee reviews all assessments in a blind scoring process given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to 5 % of students who excel, or have the potential to excel, beyond their age peers in general academic ability.

Placement:

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and given to the Head of School.* (Chapter 104,09 #'s 2 and 3). Students identified in general intellectual ability will be differentiated for in the regular education classroom. An effort will be made to "cluster" students so that the Consultant model can be successful and so that identified students have the opportunity to engage with their peers. Acceleration to the next grade level is considered if such placement will best meet the gifted students' academic needs. The GTC will also provide support to the classroom teacher in differentiation strategies and materials for the general intellectually gifted learner.

B. Academic Aptitude:

Screening:

Screening students for GT services will begin in grade 7, full population screenings will take place in all grades 7-12. Referrals, screening and identification are available annually through off year screening. Our school will identify for General and Specific Academic Aptitude in the areas of language arts, math, social studies and science and will take into account intelligences and socio-emotional needs. Screenings will take place in all grades 7-12. Referrals, screening and identification are available annually through off year screening. This makes programming accessible to new arrivals in the district and students found to have a strength or need not previously identified. Local and state achievement assessments, and cognitive abilities screening, and teacher evaluation as well as performance assessments are used to screen all students. Performance within the top 3-5% of these assessments determines students considered for G&T identification. All segments of the school population are considered for placement. Alternative benchmark screening with use of these tools is considered in screening 2Es, ELS and LSE student populations.

Selection:

The GTC will review the nationally-normed cognitive ability scores, achievement test scores, local assessments, and/or teacher referrals for every student in 7-12 annually and present the information the Head of School and GT Coordinator. The committee reviews all assessments in a blind scoring process given scoring benchmarks in each assessment criteria keeping with the district's goal of identifying up to 5 % of students who excel, or have the potential to excel, beyond their age peers in general academic ability.

Placement:

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and given to the Head of School.* (Chapter 104,09 #'s 2 and 3). Students are identified in the academic areas of language arts, math, science, social studies and/or general aptitude and ability. For each academic identified area students will receive differentiated instruction in the classroom. Acceleration to the next grade level specific to a student's academic ability is considered if such placement will best meet the gifted students' academic needs. The GTC provides support to the classroom teacher in differentiation strategies and materials for the gifted learner.

C. Artistic Ability:

Screening:

Referrals in the arts will begin with a nomination from a teacher (academic, art/music, private), the student (self), parent or peer. A student application will be completed by all students considered in this process.

The arts program then further screens with a Portfolio to include:

- A Drawing Prompt completed in art class. A rubric of expectations will be used to score these prompts.
- 3D Piece- documented by a photo (for virtual school)
- Choice – any additional art pieces created by the student examples; sketchbook drawing, painting, 3D art, photos
- In process work can be included.

A rubric for scoring the products in the portfolio is used.

All other VPA screenings will require: a nomination form (self or parent/teacher/peer), video of a live solo performance, and evidence of academic courses completed in the area(s) of the VPA to be considered. Evaluations will be scored with a rubric. The three tools together will be used for identification for gifted and talented.

Selection:

An Identification Committee consisting of the Head of School, GT Teacher/Coordinator, Art Teacher, and Board member will identify qualified students for gifted and talented services by reviewing the data of the students; student products, nomination forms, videos, and rubrics. Names will not be used during the identification process. The committee will use the information to determine who is identified in the arts.

Placement:

As part of the identification process in all areas screened a complete list of identified students, their identified area(s), and programming of services is compiled and given to the Head of School.* (Chapter 104,09 #'s 2 and 3).

Students identified in the arts will have the option of individualized programming in cluster group settings, and/or advanced placement in AP or college level courses in the area of identification. The GTC and Head of School will determine outside recommendations to mentors and/or live instructional coaches when appropriate and/or available.

D. Describe review of identification policies:

At the end of each academic year the GTC and Head of School, along with the GT Committee will review our GT Plan and screening procedures for identifying students in the academics and arts. Review will include; the screening process, the screening tools, the benchmark scores used to screen and identify students, and related data used to screen and identify students. Student ILPs will also be reviewed as well as feedback from students, parents and teachers in relation to the screening and identification process. A list of formally identified students will be given to the Head of School each year which will include identified students, as well as identified students who have transferred out of the program.

E. Process for transfer students:

In the event a student transfers from a different district and was previously identified and serviced in that district, the MEVA GT Committee will review the identification documentation, which may include contact with the gifted and talented program coordinator from the previous district, and compare it to our school identification system. If the student does qualify for gifted and talented services in academics or the arts under MEVA identification criteria, then the student will be eligible for services, If the student is referred and was not identified in the previous district the student will be screened within 30 days of enrollment at MEVA using all tools as stated in our identification process. The GT Committee will meet to complete this process in the same manner as off year testing. Within any criteria situation the parent/guardian of the student is contacted to discuss the procedures and policies.

F. Exit Procedure:

When the match between an identified student's needs and what the program is providing is not working well, or the student does not produce the level of work or exhibit the level of growth that his/her ability level shows to be possible the GT Committee will review the appropriateness of assessments and placement. The GT Committee will meet with the student's LC (learning coach)parent/guardian(s) to review observations and assessments

before any decision is made. If the review process proves to be that a program delivery process change is needed in order to allow the student to better access the curriculum content, every attempt is made to correct the situation. If the review process shows that the content and rigor of the programming are not a good match for the student's needs, a recommendation to exit is made. The student is then assigned a one-year Monitor status and is re-screened at the end of that year.

G. Process for appeals:

An appeal is first considered by the Head of School and the GT coordinator. If an appeal of identification is accepted the student is placed on monitor status for a period of one year. Upon completion of a one year monitor status the student will be tested with an off year cognitive abilities screening tool, local assessment, achievement scores and teacher evaluation. The GT Committee will meet to review all the data for possible identification. Appeals are reviewed annually. Within any criteria situation the parent/guardian of the student is contacted to discuss the procedures and policies.

5. Provide a description of the staff development that takes place in order to implement the program(s). Teacher training in differentiation, and administrative expectations that differentiation will be used are two of the key elements of this plan. In-service meetings on differentiation focusing on GT students, for both Head of School and teachers will be ongoing. The GT Committee will be a part of the support system as differentiation becomes the primary way of meeting gifted students' needs. Regular education staff will be offered the opportunity to attend the Annual MEGAT conference, annual MDOE mentor G&T training workshop, as well as offered continuing education credits of the gifted and talented through graduate courses, webinars and conferences offering CEU's in gifted education, the GTC will be available to meet weekly for discussion of the program and to work closely with classroom teachers servicing our identified students.

6. Provide a description of the management structure that includes roles and responsibilities of the staff.

The GTC will coordinate screening, testing, placement, ILPs and programming directly and with the Head of School. The GTC will work closely with classroom teachers of gifted students to differentiate for the needs of the gifted learner. Teachers certified teaching in the arts in our GT VPA program will be overseen by the GT Coordinator and Head of School.

A. 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- or Part-Time in GT
Melinda Browne	No	Administrator	7-12	Part Time GT
Patricia Howe	No*waiver submitted	Teacher	7-12	Part Time GT Teacher/Full Time Coordinator

*Waiver submitted awaiting final transcript for last course of 4 required courses for 690 Endorsement – all 4 courses have been MDOE approved and completed.

B. Indicate the Auxiliary Staff: Educational Technician

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

7. Provide a detailed description of the annual program self-evaluation process including how program effectiveness will be determined.

At the end of each academic year MEVA will collect feedback from students, parent, administrators, and classroom teacher surveys, for self-evaluation to determine the effectiveness of the program. In addition, Individual Learning Plans (ILP) are used to monitor progress of students being serviced in the Gifted and Talented Program. Data driven achievement scores from in-house 8 week Interim, and state assessments will be used to evaluate the effectiveness of our gifted and talented program

on student growth. These can include but are not limited to; NWEA, MEA, SAT, USATestPREP, formative and summative assessments, and report card data. In addition, we review our annual expenditures, identification process, and policies to evaluate the Consult Model effectiveness.

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.)*

MEVA will provide services to our identified gifted students in all academic subject areas and the arts by extending, enriching, and accelerating their learning experiences when appropriate within the school day. The costs to be incurred by our gifted and talented program will provide the gifted students in our school with; presentations, demonstrations and instruction by professionals in the fields of the arts, math, science, social studies and language arts. Costs incurred will also provide continuing professional development in the area of gifted and talented education to staff through conferences, courses, educational texts and curriculum models all designed and offered for educators of gifted students. Costs will also be incurred for purchasing and scoring of our selection tool, the Online CoGAT Cognitive Abilities tests, that only students who are screened and selected for the gifted and talented program based upon benchmark scores from Achievement Tests will take. These selected students will be in grades 7-12, as well as inclusive of off-year and/or new students coming into our district who qualify based on the same criteria and benchmarks.

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 NEO (New Educational Ontology) 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)
Melinda Browne	\$904.05(5% of salary as Administrative time overseeing the GT program)	\$3400.95(5% of salary as Administrative time overseeing the GT program)
Subtotal	\$904.05	\$3400.95

Auxiliary Staff Costs

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

Independent Contractor Costs

Independent Contractor Name	Area of Expertise	Elementary (contract amount)	Secondary (contract amount)
Patricia Howe GT Consultant/Program Coordinator	GT	\$630.00	\$2370.00
Subtotal		\$630.00	\$2370.00

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

A. Educational Materials and Supplies:

Elementary: Name of Material/Supply	Cost	Secondary: Name of Material/Supply	Cost
CoGAT Complete Screening Tool Set for GT screening only (\$11.44 per student x 122 students)	\$293.18	CoGAT Complete Screening Tool Set for GT screening only (\$11.44 per student x 122 students)	\$1102.93
Sakura Pigma 30061 Micron Blister Card Ink Pen Set, Black, Ass't Point Size 3CT Set [GT art only (20 students)]	\$35.36	Sakura Pigma 30061 Micron Blister Card Ink Pen Set, Black, Ass't Point Size 3CT Set [GT art only (20 students)]	\$133.04
Watercolor Art Set for adults and kids. Best field sketch kit for painters on the go, travel pocket size. 24 paint colors incl refillable water brush pen / mixing palette / FREE paper. Set [GT art only (20 students)]	\$92.36	Watercolor Art Set for adults and kids. Best field sketch kit for painters on the go, travel pocket size. 24 paint colors incl refillable water brush pen / mixing palette / FREE paper. Set [GT art only (20 students)]	\$347.44
Derwent Graphic Drawing Pencils, Medium, Metal Tin, 12 Count (34214) Set [GT art only (20 students)]	\$46.49	Derwent Graphic Drawing Pencils, Medium, Metal Tin, 12 Count (34214) Set [GT art only (20 students)]	\$174.90
XL Mix Media Pad, 7"X10" Side Wire Set [GT art only (20 students)]	\$29.27	XL Mix Media Pad, 7"X10" Side Wire Set [GT art only (20 students)]	\$110.13
Prismacolor Premier Colored Pencils, Manga Colors, 23-Count Set [GT art only (20 students)]	\$34.65	Prismacolor Premier Colored Pencils, Manga Colors, 23-Count Set [GT art only (20 students)]	\$130.35
Subtotal	\$531.31	Subtotal	\$1998.79

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

Elementary: Item name	Cost	Secondary: Item name	Cost
N/A			
Subtotal		Subtotal	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
N/A			
Subtotal		Subtotal	

D. Staff Tuition/Professional Development:

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
NE Annual MEGAT Conference (2 staff members, one GT and one Regular Ed)	\$52.50	NE Annual MEGAT Conference (2 staff members, one GT and one Regular Ed)	\$197.50
NAGC Annual Membership GT staff	\$24.99	NAGC Annual Membership GT staff	\$94.01
CoGAT Webinar Mandatory Trainings (3 x \$200)	\$126.00	CoGAT Webinar Mandatory Trainings (3 x \$200)	\$474.00
Subtotal	\$203.49	Subtotal	\$765.51

E. Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	\$904.05	\$3400.95
Auxiliary Staff		
Independent Contractors	\$630.00	\$2370.00
A. Materials & Supplies	\$531.31	\$1998.79
B. Other Allowable Costs		
C. Student Tuition		
D. Staff Tuition/PD	\$203.49	\$765.51
Total	\$2268.85	\$8535.25

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From Maine Department of Education

Department Of Education

Certification Application Lookup

Last Name: Browne

Date Of Report: 01/10/2018
 Applicant: MELINDA BROWNE
 Application Status: New correspondence was received on 11/07/2017.

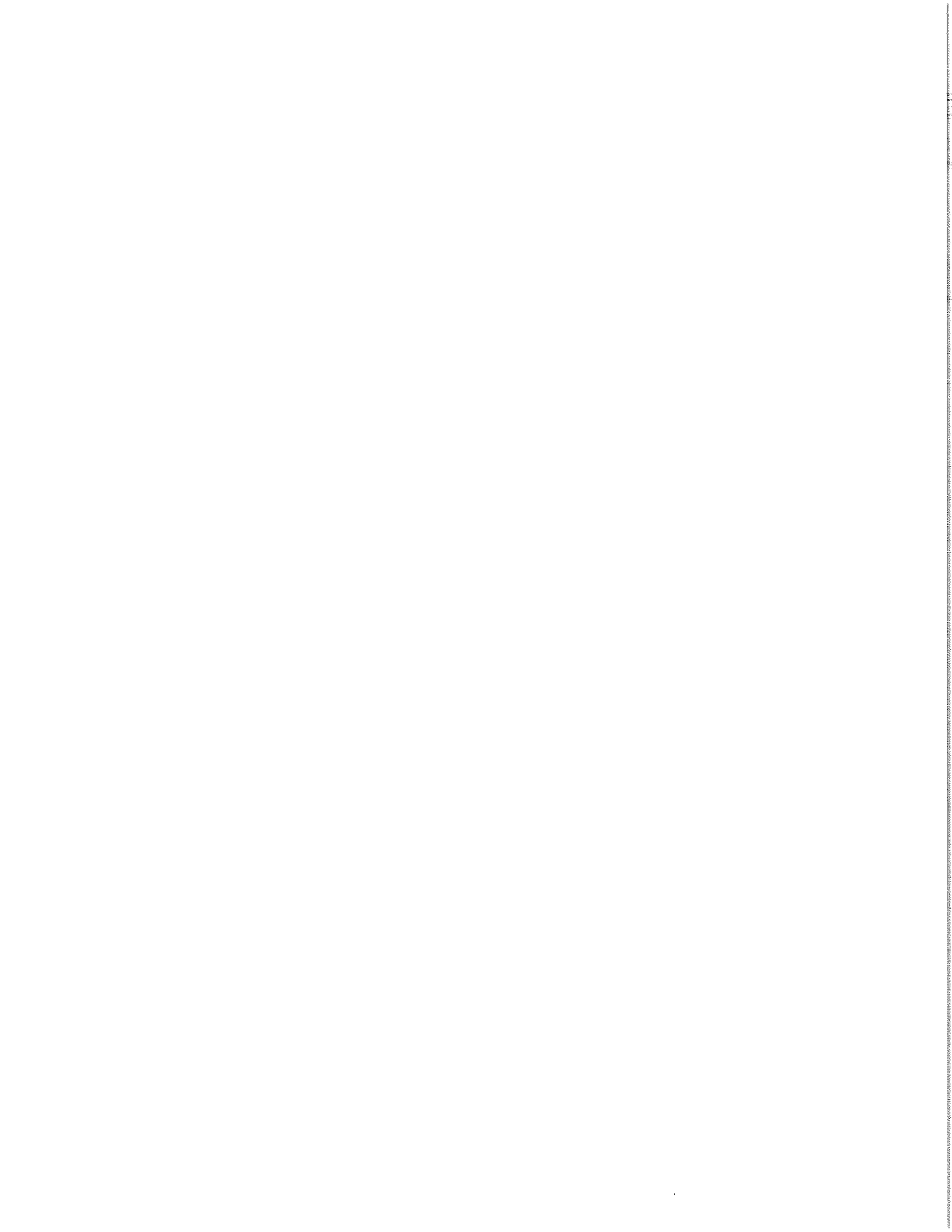
Applicant Endorsements on File:

Type	Class	Level	Endorsements	Valid	Expires
CHRC APPROVAL					
Professional	Administrator Certificate	GRADES K-12	Administrator of Special Education	02/22/2016	02/22/2021
PROVISIONAL	Teacher Certificate	GRADES 7-12	Teacher of Students with Disabilities	07/01/2016	07/01/2018
PROVISIONAL	Teacher Certificate	GRADES 7-12	Mathematics	07/01/2016	07/01/2018
PROVISIONAL	Teacher Certificate	GRADES 7-12	Science-Physical	07/01/2016	07/01/2018
PROVISIONAL	Education Specialist Certificate	GRADES K-12	Special Education Consultant	01/04/2016	07/01/2018
TEMPORARY	Administrator Certificate	GRADES K-12	Superintendent of Schools	07/01/2017	07/01/2018
TEMPORARY	Administrator Certificate	GRADES K-12	Building Administrator	07/01/2017	07/01/2018
TEMPORARY	Administrator Certificate	GRADES K-12	Curriculum Coordinator	07/01/2017	07/01/2018

Note: If last name and SSN do not match exactly to the data in the Certification System, then the correct certification results may not be displayed or may indicate "No Certification Found at this time"

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Department Of Education

Certification Application Lookup

Last Name: Howe

Date Of Report: 01/10/2018
 Applicant: PATRICIA HOWE
 Application Status: New correspondence was received on 12/08/2017.

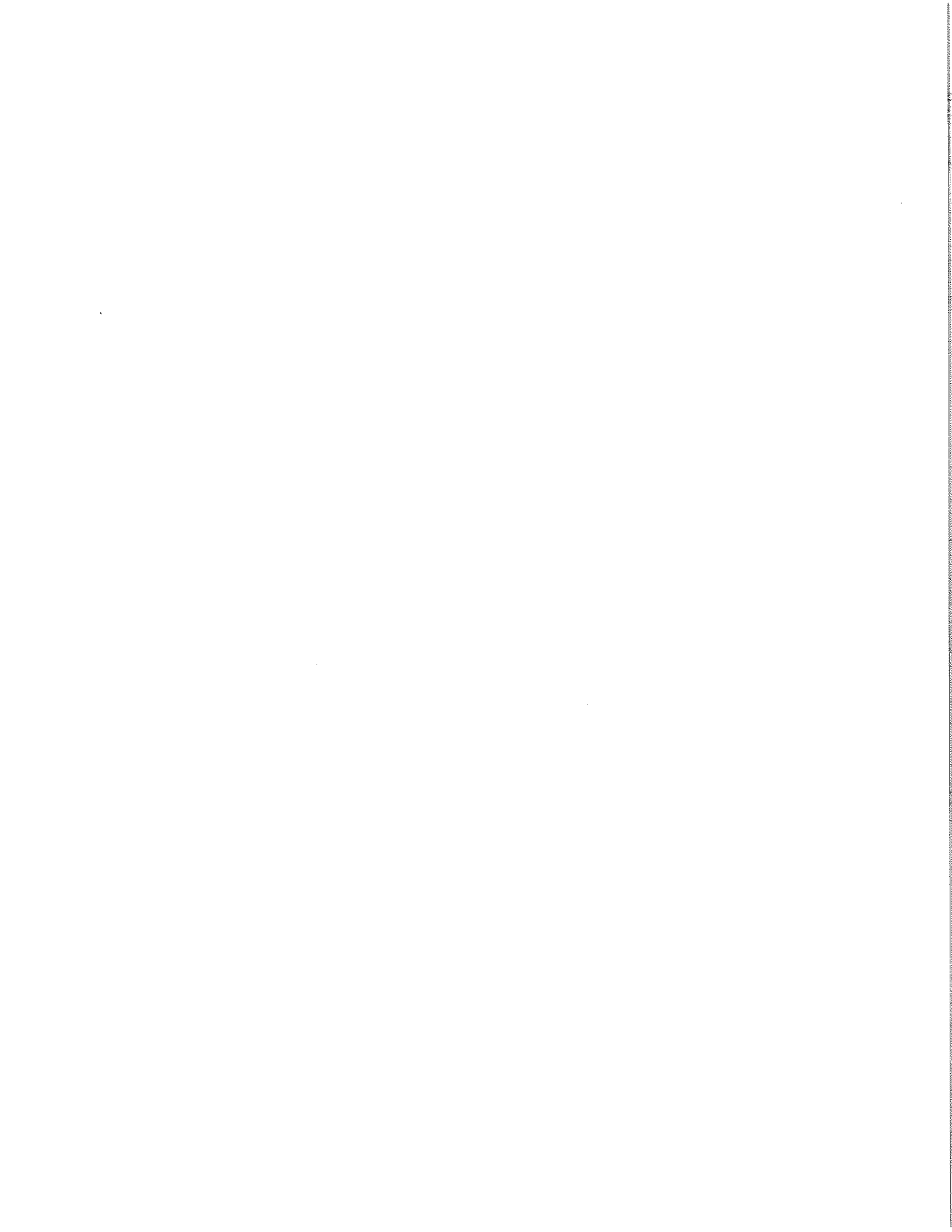
Applicant Endorsements on File:

Type	Class	Level	Endorsements	Valid	Expires
TEMPORARY	Teacher Certificate	GRADES K-8	General Elementary	07/01/2017	07/01/2018

Note: If last name and SSN do not match exactly to the data in the Certification System, then the correct certification results may not be displayed or may indicate "No Certification Found at this time"

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- [Bullying Reporting System](#)
- [Staff](#)
- [Graduation Data](#)
- [School & Program Approvals](#)
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Department Of Education

Certification Application Lookup

Last Name: UTH

Date Of Report: 01/10/2018
 Applicant: ALICIA UTH
 Application Status: No new information available.

Applicant Endorsements on File:

Type	Class	Level	Endorsements	Valid	Expires
CHRC APPROVAL				04/21/2015	04/21/2020
TEMPORARY	Teacher Certificate	GRADES K-12	Visual Arts	07/01/2017	07/01/2018

Note: If last name and SSN do not match exactly to the data in the Certification System, then the correct certification results may not be displayed or may indicate "No Certification Found at this time"

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