

*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 26

Name and title of person responsible for gifted and talented program:  
Sharon Brady - Special Services Director

Phone number:

207-866-7110

Email address:

sbrady@rsu26.org

**CERTIFICATION:**

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

Meredith Higgins  
Superintendent Name (printed)

Meredith Higgins  
Superintendent Signature

Date of Initial submission to Maine DOE: September 28, 2018

Date of 1<sup>st</sup> Revision to Maine DOE: **November 19, 2018**

Date of 2<sup>nd</sup> Revision to Maine DOE: **January 10, 2019**

Date of 3<sup>rd</sup> Revision to Maine DOE:

**FOR INFORMATION CONTACT: GT.DOE@maine.gov**

Reviewed By: Lee Worcester

Maine DOE Approval: Jane Lae

Date of Approval: 1/22/19

### **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 -
  
  
  
  
  
  
  
  
  
  
- 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.

NO CHANGE       CHANGE

Describe CHANGE here:

- Academics program goals, objectives, activities -
  
  
- Arts program goals, objectives, activities -

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 -
  
  
- Specific academic areas identification -  
Chapter 104 Coordinator" can be replaced with "Chapter 104 Teacher"
  
  
- Arts identification -  
Chapter 104 Coordinator" can be replaced with "Chapter 104 Teacher"
  
  
- Transfer students -  
The Special Education Department will now review new/transfer files at the K-5 level, and the guidance office will review at the 6-12 level.  
  
Chapter 104 Coordinator" can be replaced with "Chapter 104 Teacher"

- Exit procedures -  
Chapter 104 Coordinator” can be replaced with “Chapter 104 Teacher”

- Appeals procedures -

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:

The position of Chapter 104 coordinator was eliminated, so the responsibilities under that position have been absorbed by the Chapter 104 teachers for all grades K-12. The section titled “The Chapter 104 Coordinator” can be renamed “The Chapter 104 teacher” and all grade spans should be labeled as K-12. The section currently titled “The Chapter 104 Teacher” can be eliminated.

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
Wendy Pearson	Yes	Teacher	K-5	FT
Karen Frye	Yes – Conditional pending	Teacher	K-12	FT
Sharon Brady	No	Administrator	K-12	PT

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.)*

The Chapter 104 Steering Committee annually reviews the Chapter 104 screening and selection processes for Academic and Visual & Performing Arts Identification for the previous year, to ensure fairness and equity and effective services for students. The Committee also evaluates Chapter 104 program goals from both the previous and current years and reviews any changes to the current RSU 26 Chapter 104 Program Plan. The committee found that the academic and arts programs were both effective.

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

- Each student's Personal Learning Plan Is reviewed at least twice a year through consultation between Chapter 104 staff, classroom teacher, and the student to determine progress toward the goals in the PLP.
- Increased staffing has allowed an Increase In direct services to Chapter 104 students.
- Student Interest Surveys specific to each content area were used to provide greater customization of student services.
- Services were expanded at the high school with a focus on post-high school trajectories (fields of Interest, career possibilities, and college prerequisites)
- Chapter 104 staff participated In professional development opportunities through conferences and workshops.
- Subject-level acceleration pathways are being developed far students ready to enroll in above-grade level classes.
- Expanded opportunities for exceptional middle and high school students In the Arts

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)*

Curriculum materials providing advanced language arts units for gifted students, materials promoting critical thinking and reasoning and encouraging abstract and creative thinking, accessories to use with Dash robot to promote coding and problem solving with GT students, GT professional development books. Supplemental science, math, and social studies resource books for upper elementary Chapter 104 students; literature and literature guides for Chapter 104 ELA groups in grades K-8; and science periodicals to supplement curricula for identified middle school students.

Materials/Supplies: Paper, pencils, markers, sticky notes, folders, binders, journals, math manipulatives, plan books, math games, sketchbooks, art supplies for Chapter 104 Art Workshops and projects, college/career transition materials.

Honorariums for visiting artists and musicians who provide workshops for Chapter 104 students.

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)
Wendy Pearson	53,115.70	
Karen Frye	79,396.17	19,849.05
Sharon Brady	8,488.46	4,244.22
<b>Subtotal</b>	<b>141,000.33</b>	<b>24,093.27</b>

**Auxiliary Staff Costs**

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
<b>Subtotal</b>		

**Independent Contractor Costs**

Independent Contractor Name	Area of expertise	Elementary (contract amount)	Secondary (contract amount)
Susan Smith	Art	300.00	
Katelyn Bray	Music	50.00	
Isaac Bray	Music	50.00	
Sarah Cousins	Music		100.00
<b>Subtotal</b>		<b>400.00</b>	<b>100.00</b>

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
The Basics of Critical Thinking	22.99	College Planning for gifted students	24.95
Kneaded Erasers	12.96	Music Books/Sheets	100.00
Grey 11" X 14" sketch pads "	14.84		
Carving Block Cutters	39.96		
4" X 6" Soft linoleum carving blocks	39.92		
Scratch art scratch foam boards	6.30		
Individual Sketchbooks	59.84		
Gravity Maze Game	29.99		
Balance Benders: Logic & Algebraic Reasoning	9.99		
Pentominoes	9.89		
Working with Pentominoes	13.99		
Jacob's Ladder Reading Comp. Program: NF Gr.4	39.95		
Jacob's Ladder Program Gr. 1-2	39.95		
Affective Jacob's Ladder Prog. Gr. 4-5	39.95		
Poetry & Fairy Tales: LA Units for Gifted Students Gr. 3	39.95		
Wonder Workshop sketch pack for Dash robot (coding)	129.99		
Differentiating Instruction for Gifted Learners: A Case Studies Approach	45.00		
Getting Started with Latin	21.37		
10 minute critical thinking Activities for Algebra	21.00		
Algebra activities kit	21.27		



Mensa: Logic Brainteasers	10.40		
Red Hot Root Words, Mastering Vocabulary	24.95		
Mensa 10-Minute Crossword Puzzles	8.18		
Challenge Your Brain Math & Logic Puzzles (Mensa)	8.45		
Gifted Books, Gifted Readers: Literature Activities to Excite Young Minds	46.71		
The Quickwrite handbook	28.50		
<b>Subtotal</b>	<b>786.29</b>	<b>Subtotal</b>	<b>124.95</b>

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

Elementary: Item name	Cost	Secondary: Item name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

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

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

Elementary: Course/Workshop Title	Cost	Secondary: Course/Workshop Title	Cost
MEGAT Conference fee	75.00	MEGAT Conference fee	75.00
GFED 670, Psychology of the Gifted (Millersville University)	1300.00	EDE 529 - Social and Emotional Needs of Gifted	1300.00
<b>Subtotal</b>	<b>1375.00</b>	<b>Subtotal</b>	<b>1375.00</b>



**E. Totals**

<b>Subtotals from charts above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	141,000.33	24,093.27
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>	400.00	100.00
<b>A. Materials/Supplies</b>	<b>786.29</b>	124.95
<b>B. Other Allowable Costs</b>		
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>	1375.00	1375.00
<b>Total</b>	143,561.62	25,693.22