

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

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Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

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**1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.

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**2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

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Maine Department of Education (05-071) Rules Chapter 104:

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**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

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**104.14 (Initial) Program Approval Application.** The Application for program approval must represent

full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

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\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

*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.*

School administrative unit name: AOS 90; Princeton Elementary SchoolName and title of person responsible for gifted and talented program: Michele Cochran-BarnesPhone number: 796-2253Email address: [mcbarnes@su107.org](mailto:mcbarnes@su107.org)

**CERTIFICATION:**

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

Superintendent Name (printed)  
William Braun

Superintendent Signature



Date application submitted to Maine DOE for review: September 28, 2015  
4th submission December 16, 2015 by Michele Cochran-Barnes

**FOR INFORMATION CONTACT:**

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**

[GT.DOE@maine.gov](mailto:GT.DOE@maine.gov)

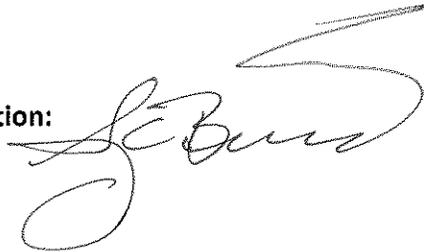
EF-S-206  
Revised May 26, 2015

**DUE DATE: September 30, 2015**

Reviewed By: Lee Worcester

- Approval Reviewed By:  
 Approval with concerns  
 Non-approval

Maine DOE Authorization:



Date of Approval:

12/28/15

### **Initial Application**

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. Refer to the companion *Instructions* document for clarification.

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

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academics and arts).

#### **Academics program philosophy:**

Princeton Elementary School will provide each student the opportunity to achieve his or her potential through a superior education in a safe and challenging environment in order to develop responsible and productive citizens for our diverse and rapidly changing world.

#### **Arts program philosophy:**

Princeton Elementary School will provide each student the opportunity to achieve his or her potential through a superior education in a safe and challenging environment in order to develop responsible and productive citizens for our diverse and rapidly changing world.

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).

#### **Academic program abstract:**

Gifted & Talented students are those whose potential abilities are far above average. These students will benefit from a curriculum that will maintain basic skills yet will challenge them to go far beyond the basics.

Our Gifted & Talented Program will broaden students' interests, will teach sophisticated skills, and will provide a stimulating environment for higher-level thinking, intellectual pursuits, and setting high personal standards in English, Social Studies, Math, and Science and Technology.

Students from grades K-8 will be serviced in our Gifted and Talented Program. Classes will be multi graded, depending upon the identified population.

#### **Program Expectations**

##### *Students will...*

- understand accelerated or advanced content
- develop complex understandings of generalizations, principles, theories, and the structure of the content area
- grasp abstract concepts using thought processes or skills
- use types of resources to obtain information, acquire skills, and develop products
- generate new information and/or products
- transfer learning to new/different disciplines, and situations
- develop personal growth and sophistication in attitudes, appreciations, feelings, intuition
- initiate independent thought and study

**Arts program abstract:**

Our Gifted & Talented Program will broaden students’ interests, will teach sophisticated skills, and will provide a stimulating environment for higher-level thinking, intellectual pursuits, and setting high personal standards. In the arts, students will communicate thoughts and feelings in a variety of modes, thereby providing a more powerful repertoire of self-expression. Because each arts discipline appeals to different senses and expresses itself through different media, each adds a special richness to the learning environment. Arts education helps students learn to identify, appreciate, and participate in the traditional and non-traditional art forms of their own communities and the communities of others. As students imagine, create, and reflect, they are developing the verbal and non-verbal abilities necessary for life-long learning.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

**Academics**

**Goal #1:** to provide identified students the opportunities to achieve his or her intellectual potential through a superior education in a safe and challenging environment.

**Goal #2:** to provide identified students the opportunities for self-expression.

**Objective #1:** to provide instruction to meet the needs of identified students.

**Activities:**

<i>Grade Span</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>
prek-2	❖ differentiation ❖ tier time	❖ differentiation ❖ tier time	❖ differentiation	❖ differentiation
3-5	❖ differentiation ❖ tier time	❖ differentiation ❖ tier time	❖ differentiation	❖ differentiation
6-8	❖ differentiation ❖ accelerated G/T class ❖ independent study	❖ differentiation ❖ WIN time ❖ acceleration ❖ online coursework	❖ differentiation ❖ acceleration ❖ online coursework	❖ differentiation

**Objective #2:** to provide identified students the opportunities to explore their interests

**Activities:**

<b>Grade Span</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
prek-2	<ul style="list-style-type: none"> <li>✦ independent reading</li> <li>✦ learning centers</li> </ul>	<ul style="list-style-type: none"> <li>✦ learning centers</li> <li>✦ enrichment of student choice topics</li> </ul>	<ul style="list-style-type: none"> <li>✦ enrichment of student choice topics</li> </ul>	<ul style="list-style-type: none"> <li>✦ enrichment of student choice topics</li> </ul>
3-5	<ul style="list-style-type: none"> <li>✦ independent reading</li> <li>✦ choice research projects</li> </ul>	<ul style="list-style-type: none"> <li>✦ learning centers</li> <li>✦ enrichment of student choice topics</li> </ul>	<ul style="list-style-type: none"> <li>✦ choice research projects</li> <li>✦ independent study</li> </ul>	<ul style="list-style-type: none"> <li>✦ choice research projects</li> <li>✦ independent study</li> </ul>
6-8	<ul style="list-style-type: none"> <li>✦ independent reading</li> <li>✦ choice research projects</li> </ul>	<ul style="list-style-type: none"> <li>✦ enrichment of student choice topics</li> <li>✦ online coursework</li> </ul>	<ul style="list-style-type: none"> <li>✦ choice research projects</li> <li>✦ independent study</li> <li>✦ online coursework</li> </ul>	<ul style="list-style-type: none"> <li>✦ choice research projects</li> <li>✦ independent study</li> </ul>

**Arts:**

**Goal #1:** to provide identified students the opportunities to achieve his or her visual and performing arts potential through a superior education in a safe and challenging environment.

**Goal #2:** to provide identified students the opportunities for self-expression.

**Objective #1:** to provide instruction to meet the needs of identified students.

**Activities:**

<b>Grade Span</b>	<b>Instrumental Music</b>	<b>Vocal Music</b>	<b>Dance</b>	<b>Drama</b>
prek-2	<ul style="list-style-type: none"> <li>✦ differentiation from certified music teacher</li> </ul>	<ul style="list-style-type: none"> <li>✦ differentiation from certified music teacher</li> </ul>	<ul style="list-style-type: none"> <li>✦ enrichment from certified dance instructor</li> </ul>	<ul style="list-style-type: none"> <li>✦ participation in yearly production</li> </ul>
3-5	<ul style="list-style-type: none"> <li>✦ differentiation from certified music teacher</li> </ul>	<ul style="list-style-type: none"> <li>✦ differentiation from certified music teacher</li> </ul>	<ul style="list-style-type: none"> <li>✦ enrichment from certified dance instructor</li> </ul>	<ul style="list-style-type: none"> <li>✦ participation in yearly production</li> </ul>
6-8	<ul style="list-style-type: none"> <li>✦ differentiation from certified</li> </ul>	<ul style="list-style-type: none"> <li>✦ differentiation from certified</li> </ul>	<ul style="list-style-type: none"> <li>✦ enrichment from certified</li> </ul>	<ul style="list-style-type: none"> <li>✦ participation in yearly</li> </ul>

	music teacher	music teacher	dance instructor	production
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**Objective #2:** to provide identified students the opportunities to explore their interests

**Activities:**

<b>Grade Span</b>	<b>Instrumental Music</b>	<b>Vocal Music</b>	<b>Dance</b>	<b>Drama</b>
prek-2	❖ differentiation from certified music teacher allowing student choice	❖ differentiation from certified music teacher allowing student choice	❖ enrichment from certified dance instructor allowing student choice	❖ audition for a part in our yearly production
3-5	❖ differentiation from certified music teacher allowing student choice ❖ solos in school performances	❖ differentiation from certified music teacher allowing student choice ❖ solos in school performances	❖ enrichment from certified dance instructor allowing student choice	❖ audition for a part in our yearly production
6-8	❖ differentiation from certified music teacher allowing student choice ❖ solos in school performances	❖ differentiation from certified music teacher allowing student choice ❖ solos in school performances	❖ enrichment from certified dance instructor allowing student choice	❖ audition for a part in our yearly production

4. Provide a description of the identification processes (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.

**General Intellectual Ability:**

**Screening:** In the spring, once the entire school population has completed their assessments, the identification team, consisting of select classroom teachers from kindergarten to eighth grade, the Title I teacher, the gifted and talented teacher, and the Principal will meet for screening. This team will review the data used from the following instruments focusing on those students who score significantly higher than their peers:

*grades k-2*

1. Teacher recommendations (gifted behavior rating scale, skills checklist based on observation of advanced skills and abilities from excellent production in the classroom)
2. Individual Assessments (DRA, Dibels, STAR Testing, Unit Assessments)
3. Local Assessments (District Writing Prompt)

4. Parent referral
5. Student referral

*grades 3-8*

1. Teacher recommendations (gifted behavior rating scale, skills checklist based on observation of advanced skills and abilities from excellent production in the classroom)
2. Individual Assessments (STAR testing, Unit Assessments, STATE testing)
3. Local Assessments (District Writing Prompt)
4. Parent referral
5. Student referral

**Selection:** Students who are performing significantly above their peers on any of the screening tools will be considered for the gifted and talented program. The target score for selection will include 3-5% of our school population. The team makes a final decision based on recommendations and assessment scores.

**Placement:** Before the end of the school year, parents of eligible children will be notified of their child's placement by letter. Following the letter, the gifted and talented teacher will schedule a conference with the parents. At this conference, the gifted and talented teacher, Principal, classroom teacher and parents of identified students (and students when appropriate) will develop a plan for instruction. Parents will be provided with copies of a description of their child's program, and will sign to indicate their approval. Students will begin the program at the beginning of the school year. Throughout the year, communication will be ongoing between the parents and the teacher.

**Academic Aptitude:**

**Screening:** In the spring, once the entire school population has completed their assessments, the identification team, consisting of select classroom teachers from kindergarten to eighth grade, the Title I teacher, the gifted and talented teacher, and the Principal will meet for screening. This team will review the data used from the following instruments focusing on those students who score significantly higher than their peers:

*grades k-2*

1. Teacher recommendations (gifted behavior rating scale, skills checklist based on observation of advanced skills and abilities from excellent production in the classroom)
2. Individual Assessments (SAGES, DRA, Dibels, STAR Testing, Unit Assessments)
3. Local Assessments (District Writing Prompt)
4. Parent referral
5. Student referral

*grades 3-8*

1. Teacher recommendations (gifted behavior rating scale, skills checklist based on observation of advanced skills and abilities from excellent production in the classroom)
2. Individual Assessments (SAGES, STAR testing, Unit Assessments, STATE testing)
3. Local Assessments (District Writing Prompt)
4. Parent referral
5. Student referral

**Selection:** Students who are performing significantly above their peers on any of the screening tools will be considered for the gifted and talented program. The target score for selection will include 3-5% of our school population. The team makes a final decision based on recommendations and assessment scores.

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identified students (and students when appropriate) will develop a plan for instruction. Parents will be provided with copies of a description of their child's program, and will sign to indicate their approval. Students will begin the program at the beginning of the school year. Throughout the year, communication will be ongoing between the parents and the teacher.

**Artistic Ability:**

**Screening:** The following three measures will be used to identify a student as exhibiting "visual or performing arts ability" (music, art, drama) superior to that of children of similar age:

1. Demonstrated through a display of work (portfolio), an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
2. Exhibited sufficient performance on an approved checklist (Scales for Rating the Behavioral Characteristics of Superior Students: Renzulli) of behaviors related to a specific arts area.
3. Children may be referred by a teacher or parent or by others such as a psychologist, principal, community member, gifted coordinator, professional arts instructor, or even themselves.

**Selection:** The target score for selection will include 3-5% of our school population.

**Placement:** Before the end of the school year, parents of eligible children will be notified of their child's placement by letter. Following the letter, the gifted and talented teacher will schedule a conference with the parents. At this conference, the gifted and talented teacher, Principal, classroom teacher and parents of identified students (and students when appropriate) will develop a plan for instruction. Parents will be provided with copies of a description of their child's program, and will sign to indicate their approval. Students will begin the program at the beginning of the school year. Throughout the year, communication will be ongoing between the parents and the teacher.

**Process for transfer students:**

Based on record review, input from sending school, and parent input transfer students will go through the screening process. The essence of review does not differ if the student was previously identified at GT vs. not previously identified as GT. We assess students' capabilities and determine appropriate placement. This process takes place within a week of a transfer.

**Exit Procedure:**

Students and parents may request to be exited from our GT program. Our team looks at the reasons why the request is made. We then make appropriate accommodations to meet a student's needs. Sometimes, when requested, a meeting is set up with the student, parent, teacher and principal. The principal reviews the best placement for the student and makes the final decision.

**Process for appeals:**

1. letter of appeal (to be entered or exited; to include why) from the parent submitted to the principal
2. formal meeting between parent/principal/teacher
3. final decision to be made by principal

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

Our Team will establish an annual professional development plan to meet the needs of staff. Professional training and development will be made available through courses, conferences, and workshops to individual staff as needed.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

The Principal, with Administration Certification, will be the supervisor of the gifted and talented academics and arts programming. He/She will be directly responsible for selecting the program coordinator, and will actively communicate with personnel to ensure program goals are being met.

A staff selection criterion for gifted and talented arts programming will be as follows:

- the designated coordinator of gifted and talented arts programming will be certified teachers with teaching responsibilities
- other professionals who assist with program activities, who are not full or part-time employees of the school unit, and provide instructional or consulting services, may work in the capacity of independent contractors

The role of the classroom teacher will be to communicate with the gifted and talented academics and arts supervisor, provide completed behaviors checklists, and follow through on any differentiated curriculum.

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-Time or Part-Time in GT
Michele Cochran-Barnes	yes	Teacher	K-8	part-time G/T

Indicate the Auxiliary Staff: Educational Technician

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

7. Provide a description of the annual program self-evaluation process.

To meet the goals of the Gifted and Talented Program at Princeton Elementary a yearly analysis of the program will exist. For identified students in our gifted and talented program, the evaluation process will include:

- rubric for performance or portfolio evaluation
- survey of programmatic elements to be completed by teachers or instructors, students, and parents of participating students
- program attendance and grades

8. Provide a description of the costs to be incurred to implement the program(s).

Certified professional staff ½ salary and benefits. Online courses for advanced students.

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 Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

<b>Professional Staff Name</b>	<b>Elementary (salary with benefits)</b>	<b>Secondary (salary with benefits)</b>
<b>Michele Cochran-Barnes</b>	<b>32,658</b>	
<b>Subtotal</b>		

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

<b>Independent Contractor Name</b>	<b>Elementary (contract amount)</b>	<b>Secondary (contract amount)</b>

Subtotal		

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

**A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
online math courses (thinkwell.com)	250.00		
<b>Subtotal</b>		<b>Subtotal</b>	

**B. Other allowable costs:**

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

**C. Student Tuition:**

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

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

<b>Elementary: Title</b>	<b>Cost</b>	<b>Secondary: Title</b>	<b>Cost</b>
Subtotal		Subtotal	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>	<b>32,658.00</b>	
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
A. <b>Materials &amp; Supplies</b>	<b>250.00</b>	
B. <b>Other Allowable Costs</b>		
C. <b>Student Tuition</b>		
D. <b>Staff Tuition/PD</b>		
<b>Total</b>	<b>32,908.00</b>	