

# Gifted & Talented District Plan

<b>School District:</b>	Genesee Joint School District 282
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## Philosophy Statement

Compatible with the educational goals and objectives of the Genesee Joint School District #282, we recognize the unique value, needs, and talents of the individual student. The guiding characteristic of the Genesee Gifted and Talented Program is to provide gifted students with extensions of learning which afford them opportunity for exploring, experiencing, expressing, as well as developing a sense of individual responsibility to the school community and to a changing society. Enhancing the "self" as a learner and a producer is the paramount concern. The emphasis of the program is on learning processes which focus on individual strengths and which will propel the student on a life-long commitment to learning.

## Definitions of Gifted and Talented

Genesee School District defines giftedness as superior ability in at least (2) of the five categories of intellectual, academic, creative, leadership, performing arts/visual arts, and at least (1) of the identifying categories being in Intellectual or Academic ability.

### *Categories of Giftedness*

- Intellectual ability: indicated by the student's advanced intellectual development as compared to his or her chronological age group. An individual intelligence test is required for eligibility.
- Academic ability: determined by the student's high achievement in one or more academic areas, and on performance assessments and/or standardized tests.
- Creative ability: shown by student's who have advanced insight or new and unusual ways of perceiving, who can produce unique alternative solutions to problems, or who notice significant differences or similarities within the environment. Teacher (or other school personnel) or parent observations, surveys or interviews, and/or results of creativity tests should provide the necessary information.

- Leadership ability: as demonstrated or inferred by the student's ability to guide, direct, inspire; or influence others. This ability is often observed by the willingness of others to accept his or her leadership in various activities.
- Performing arts/visual arts ability: demonstrated by students who originate, produce, perform, or respond at exceptional levels in such areas as the arts, music, dance, drama, drawing, painting, photography, or sculpture.

## **Program Goals**

- Identify the gifted population, ages 5 through 18, on an ongoing basis.
- Develop program components to meet state mandates and local needs by differentiating instruction in the regular education classroom and providing opportunities for enrichment and acceleration.
- Provide ongoing professional development for the GT Facilitator, regular education teachers and parents.
- Provide adequate funding to carry out the mission of the GT program through a combination of District funds, Title V funds and state GT funding.
- Develop a professional library of materials available to all faculty members and parents.
- Develop individual plans for each identified student based on their needs within the capabilities of the program
- Evaluate the effectiveness of the program on an annual basis.

## **Program Options**

### *Elementary (K-6)*

The GT program at Genesee School encompasses grade kindergarten through sixth grade. The classroom teacher is primarily responsible for the education of these children with the support of the GT facilitator.

The following activities may be included in the elementary program:

- Differentiated instruction based on student interest, learning style, content, process and product.

- Curriculum compacting
- Professional development for staff and parents
- Enrichment and acceleration
- Academic competition
- Special projects or activities providing peer interaction
- Guidance component

Each student participating in the program will have an individual plan developed cooperatively by the classroom teacher, GT Facilitator, and parent, with input from the student.

### ***Secondary***

The secondary GT program will be offered to students in grades seven through twelve. The components may include:

- Differentiated instruction based on student interest, learning style, content, process and product.
- Curriculum compacting
- Professional development for staff and parents
- Accelerated math offerings
- Advanced placement courses and/or dual enrollment
- Online courses (IDLA, others)
- Individual mentor opportunities
- Challenge (individual student-directed projects for credit)
- Academic competition
- Special projects or activities providing peer interaction
- Academic testing preparation
- Guidance component

Each student participating in the GT program would have an individual plan developed cooperatively with the facilitator, counselor, parent, student, and teacher(s).

## **Identification Procedures**

### ***Screening Process***

The ISAT (Idaho Standards Achievement Test) is administered to third through eighth grade and tenth grade students annually. Students scoring at or above the 90<sup>th</sup> percentile on each of the component tests (math, reading, language usage) will be referred to the GT Committee for further consideration. Other potential screening assessments include the Direct Writing, Math Assessments and the Idaho Reading Indicator. Students scoring a 4 on the performance assessments or at the 90<sup>th</sup> percentile on at least two consecutive

administrations of the IRI will be referred to the GT Committee for further review. Further identification tools may include parent and teacher checklists, Torrance Tests of Creative Thinking (TTCT), Slosson Intelligence Test-Revised (SIT-R3), Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV), Wechsler Adult Intelligence Scale-Third Edition (WAIS-III), student GPA, portfolios, or expert evaluation, as appropriate.

Students in grades K-2 will be initially screened using the Idaho Reading Indicator given three times annually. Any student scoring at or above the 90<sup>th</sup> percentile on at least two consecutive administrations of the IRI will receive further review using teacher and parent rating scales. The GT Committee will then review the rating scales to determine if further testing using the Slosson and/or the Reynolds Intellectual Assessment Scales (RIAS) is merited.

***Screening Process Protocol and Responsibility***

Steps to identification	Responsibility	Criteria
1. Assessment results review (ISAT or other)	GT Facilitator	90%tile +
2. Parent contact and permission granted	Classroom teacher and/or GT facilitator	Based on assessment results
3. Slosson administered	GT Facilitator	Based on assessment results
4. WISC IV or RIAS	School Psychologist	Slosson cut score of 125+
5. Teacher and parent checklists	GT Facilitator/ classroom teacher	Can be utilized at any time during the process
6. GPA data gathered	Counselor or GT facilitator	
7. Other assessments administered, if warranted	School Psychologist	Committee input
8. Matrix form filled in	GT facilitator	
9. Committee meets and completes placement form	GT facilitator arranges date	
10. Parent contact with final determination	GT Facilitator	

***Eligibility***

Students qualify based on the selection matrix using the formal and informal assessments listed below: (appendix A).

Formal assessments include:

- ISAT

- WISC-IV/WAIS-III
- Torrance Tests of Creative Thinking
- Reynolds Intellectual Assessment Scales (RIAS)
- Slosson SIT-R3
- Idaho reading Indicator
- Direct Math Assessment
- Direct Writing Assessment

Informal assessments include:

- Teacher checklist/recommendation
- Parent checklist
- GPA for upper elementary and secondary students
- Recommendation from staff or experts (talent in visual or performing arts, unusually creative or leadership ability)
- Portfolio assessment

The GT selection committee will be composed of the following members: guidance counselor or school psychologist, administrator, teacher(s) and the GATE facilitator.

## **Program evaluation**

Surveys will be sent by the GT facilitator to students, parents and teachers to evaluate:

- Whether district GT program goals are being met.
- Different components of GT program; e.g., differentiated instruction, curriculum compacting, identification and selection, professional development, materials, enrichment activities.
- In-district and out-of-district professional development activities.
- Determine the extent to which classroom teachers utilize curricular and instructional adaptations for GT students.

Appendix A

**Genesee Joint School District No. 282**  
***Selection Matrix – Gifted & Talented Program***

Name of Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

	Intellectual	Academic	Creative	Leadership	Performing Arts
ISAT					
WISC-IV/WAIS-III					
Torrance					
RIAS					
SIT-R3					
IRI					
DMA					
DWA					
Teacher checklist					
Parent checklist					
GPA					
Expert					
Portfolio					
<b>Total</b>					
<b># of assessments</b>					
<b>Average score</b>					

**Directions:** Place the number of points from the table (Appendix B) for each formal and/or informal assessment in the appropriate box. Total the points at the bottom of the column. Divide the total by the number of assessments performed. Write in the average of the relevant assessments.

The professional judgment of the committee, based upon the results from the matrix above, will be used to qualify a student for the program based on individual needs or circumstances.

**It is recommended that this student is:**

- eligible for the GATE program**
- not eligible for the GATE program**

**Date:** \_\_\_\_\_

**Committee members:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

<b>Assessment</b>					
ISAT	99 %tile 5	98 %tile 4	95-97 %tile 3	92-94 %tile 2	90-91 %tile 1
WISC	133+ 10	130-132 8	126-129 6	123-125 4	120-122 2
Torrance	98+ 5	96-97 4	94-95 3	92-93 2	90-91 1
RIAS	133+ 10	130-132 8	126-129 6	123-125 4	120-122 2
Slosson	133+ 5	130-132 4	126-129 3	123-125 2	120-122 1
IRI	95 %tile 5	90-94 %tile 3			
DMA	4.0 5	3.5 4	3.0 3		
DWA	4.0 5	3.5 4	3.0 3		
Teacher	4	3	2	1	
Parent	4	3	2	1	
GPA	3.8-4.0 5	3.5-3.7 4	3.2-3.4 3	3.0-3.1 2	2.7-2.9 1
Expert	5	4	3	2	1
Portfolio	5	4	3	2	1