

# Genesee Joint School District #282 Gifted and Talented 3-Year Plan – 2022/2025



GENESEE JOINT SCHOOL DISTRICT #282

330 W. ASH  
GENESEE, ID 83832  
[WWW.SD282.ORG](http://WWW.SD282.ORG)

APPROVED BY SCHOOL BOARD ON 9/14/22

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## GIFTED AND TALENTED 3 – YEAR PLAN

### IDAHO Code §33-2003

**Gifted and Talented Mandate:** “Each public-school district is responsible for and shall provide for the special instructional needs of gifted and talented children enrolled therein.” (See Chapter 1 in the Best Practices Manual for Gifted and Talented Programs in Idaho).

### IDAPA Code 08.02.03.171.03

**District Plan:** Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the State Department of Education’s Gifted and Talented Coordinator no later than October 15, every three years thereafter and shall include:

- a. Philosophy statement.
- b. Definition of giftedness.
- c. Program goals.
- d. Program options.
- e. Identification procedures.
- f. Program evaluation.

### Committee Members:

Mr. Jon Scrippter	Secondary Counselor	<a href="mailto:jscrippter@sd282.org">jscrippter@sd282.org</a>
Mr. Kelly Caldwell	Secondary Principal	<a href="mailto:kcaldwell@sd282.org">kcaldwell@sd282.org</a>
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Mrs. Heather Kirk	Title One Director	<a href="mailto:hkirk@sd282.org">hkirk@sd282.org</a>

### IDAPA Code 08.02.03.171.06

**Administration:** The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (See Chapter 2 in the Best Practices Manual).

Name: Amy Wareham  
Position: GT Facilitator  
Current E-mail address: [awareham@sd282.org](mailto:awareham@sd282.org)

## Program Considerations Checklist

Program Considerations	Done?
<p><b>1. Funding:</b> Funding is needed during all phases of a program. It will need to be considered in your identification and evaluation process. You need to understand how the funding works and what is inclusive of your program.</p>	Yes/No
<p><b>2. Program Coordinator:</b> Regardless of the size of the program, there must be a district-level staff member responsible for program development, implementation and funding.</p>	Yes/No
<p><b>3. In-Service Training:</b> This could include a needs assessment survey or a committee to train teaching staff in the initial planning portion of the program. This is helpful when beginning a program to educate all staff on the value of having a program. Having such a program will open lines of communication to avoid division between program personnel and all staff. NOTE: The program will more likely succeed with an attitude of helpfulness and support among all staff.</p>	Yes/No
<p><b>4. All Staff and Facility Needs:</b> Districts with multiple schools/buildings often share a GT specialist. Often this teacher functions in an itinerant role and travels between the schools. Other times a central location is established, and students are brought in.</p>	Yes/No
<p><b>5. Community Resources:</b> Community involvement builds support for the entire educational system, not just the GT program. A district may consider organizing a community resource catalog of stakeholders.</p>	Yes/No
<p><b>6. District Program Guide:</b> Individual districts should consider producing a comprehensive district manual or program guide describing all programs and services for GT students in grades K-12.</p>	Yes/No
<p><b>7. Acceleration Policy:</b> A district should develop policy concerning acceleration and continuity of service through grade 12.</p>	Yes/No
<p><b>8. Assignment Policy:</b> District Policy should include a statement about the classroom assignments of students participating in GT Pullout programs. Goals of GT services are to provide more appropriate learning experience, not more work. Districts should take this into consideration when developing their program.</p>	Yes/No

<p><b>9. Student Transfer Policy:</b> The GT services and identification criteria vary within Idaho and across the country. To ensure the continuation or onset of appropriate services, students identified as GT by one district, and who have transferred to a new district, should have their records reviewed by the new team.</p>	<p>Yes/No</p>
<p><b>10. Exits, Removals and Requests for Reviews:</b> In planning the identification process, the procedures for handling exits, removals and requests for review need to be outlined. Regular re-assessment is an important part of GT programs.</p>	<p>Yes/No</p>
<p><b>11. Parent Rights:</b> Parents have rights that districts must honor. For example, districts must inform parents about the identification of their children and the programs and services available. The Family Educational Rights and Privacy Act (<a href="#">FERPA</a>) mandates several parent rights. “It is important that school districts notify parents of their rights to inspect and review their child’s educational records. Each educational agency/institution shall permit a parent or eligible student to inspect and review the educational records of the student.”</p>	<p>Yes/No</p>
<p><b>12. Student Files, Documentation and Record Keeping:</b> Every student who is identified as GT within the school district will have a confidential file documenting the need for services. The student’s file should include the following materials:</p> <ul style="list-style-type: none"> <li>• Referral and consent for testing</li> <li>• Summary of test results</li> <li>• Assessment documentation (e.g. checklists, nominations, test reports, anecdotal information, portfolio rating scale)</li> </ul> <p>Decision of the GT team</p>	<p>Yes/No</p>

**Philosophy Statement**

The mission of the Genesee School, in partnership with family and community, is to provide all students with academic and life skills enabling them to become lifelong learners and responsible, productive citizens of our ever-changing community and world. Gifted students demonstrate potential and achievement that far exceed their chronological age. Recognition of the unique needs and talents of the individual student guides the Genesee Gifted and Talented Program striving to motivate, challenge, and educate students to achieve their highest level of performance. Stake holders recognize the need for differentiated instructions, specialized programs, and related services. Genesee school strives for proportionate representation from all groups of the local population using multiple criteria and instruments to target diverse populations for identification. A well-rounded education will provide students with a wide

selection of academic subjects with opportunities for an enriched curriculum that cultivates creativity, problem solving, persistence, communication, collaboration, and critical thinking.

## Definition of Giftedness

Each school district should have a definition of giftedness that captures their G/T program. (See Chapter 1 in the Best Practices Manual).

“Gifted and talented children” means those students who are identified as possessing demonstrated or potential abilities that give evidence of high-performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. (Idaho Code §33-2001)

Those who exhibit outstanding levels of competence or aptitude in one or more domains or areas.

- a) Intellectual: Indicated by a student’s advanced intellectual development or potential as compared to his or her chronological age group including one who learns rapidly, is inquisitive, observant, and excited about learning.
- b) Academic Area: Determined by the student’s high achievement, specific aptitude, or advanced comprehension and capabilities in one or more academic areas such as reading, writing, mathematics, spelling, science, and/or social studies.
- c) Creativity: Those who exhibit advanced or unique ideas, solutions, behaviors and insight producing alternative solutions and independent thinking.
- d) Leadership: Demonstrated by students who guide, direct, inspire, and influence others having a high expectation for self and desire to be challenged. Students also demonstrate good judgement, self-confidence, and responsibility.
- e) Visual and Performing Arts: Exhibited 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

Program goals are general statements of what the program intends to accomplish. They describe learning outcomes in general terms and provide a blueprint for implementation. They should describe the knowledge, skills, and values expected and should align with the philosophy statement while clearly stating the intentions of the program.

Goals:

- Provide Professional development for GT facilitators, classroom teachers and counselors. Provide financial assistance to attend professional development opportunities.
- Recognize students from all cultural and economic groups who possess exceptional academic and intellectual potential compared to others of their age, experience or environment.
- Expand enrichment opportunities through IDLA to support unique learning needs and develop maximum potential through differentiated instruction.

### Program Options

Program development should include deciding how identified students are to be served, the personnel responsible for providing services, the different types of programming to be offered and how to differentiate curriculum to meet student needs. (See Chapter 6 in the Best Practices Manual)

1. Programming refers to a continuum of services that addresses the interests, strengths, and needs of students.
2. Programming should align with the district’s philosophy statement, definition, and goals.
3. The ideal G/T program includes many options of curricular modification that are designed to meet the needs of students.
4. Comprehensive programming provides appropriate educational opportunities and program flexibility.

Elementary:

While the classroom teacher is primarily responsible for the education of these children, the G/T teacher or facilitator will provide support and assistance including but not limited to:

Enrichment	Definition	Evidence Based Practice (NAGC Pgm standard)	Examples: 5 Talent Areas
Enrichment in regular classroom	Experiences provided in gen ed classrooms that are in depth and supplemental to regular curriculum. Purposefully planned with needs, interested and capabilities of	5.1.2 Educators use enrichment opportunities to extend and enrich learning opportunities within and outside the classroom setting.	<b>Academic:</b> Opportunity for content mastery.  <b>Intellectual</b> – Allow for design/building structures in content project.

	specific students in mind.		<p><b>Creativity:</b> Open ended task or problem solving.</p> <p><b>Leadership</b> -Group projects or leadership position.</p> <p><b>Visual/ Performing Art:</b> Show knowledge through visual or creative arts.</p>
Independent Projects	Research and/or development of self-selected topic aligned with student interested and advanced skills approved by the teacher.	5.1.4 Individualized learning opportunities such as mentorships, internships, online courses, and independent studies.	<p><b>Academic:</b> Research paper</p> <p><b>Intellectual:</b> Powerpoint, video, podcast</p> <p><b>Creativity:</b> 3D Model</p> <p><b>Leadership</b> – Bulletin board of main characters.</p> <p><b>Visual /Performing Arts</b> – Skit or musical production of a novel..</p>
Summer Enrichment program	Enrichment classes or courses offered during summer months.	5.2.1 Enrichment options are utilized to extend learning opportunities within and outside school setting.	<p><b>Five Talent Areas:</b> Allow for learning to continue throughout the summer months.</p>
Learning Exploratory Centers	Designated area designed to enrich, accelerate or	5.2.3 Educators plan coordinated learning activities within and	<p>Five Talent Areas;</p> <p>Create learning centers with task</p>



	introduce students to interested based projects.	across a specific grade level, content area, course, and class.	cards or folders of ideas that students can choose from. Have checklist for students to document items as completed.
Social Emotional Learning	Classes that provide opportunities for students to apply the knowledge, attitudes and skills necessary to understand and manage emotions.	5.3.1 Educators provide guidance and counseling for individual students regarding interests, strengths, challenges, needs and values.	<b>Five Talent Areas:</b> Planned activities that assist GT students in planning their academic career before, during and after high school, and that also address social emotional needs.
Competitions	Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.	5.1.2 Educators use options to extend learning opportunities within and outside of the school setting.	<b>Five Talent Areas:</b> Robotics  Geography Bee  Poetry and Art competitions
Differentiated Curriculum	Curriculum designed to meet needs of students and differentiated according to content	5.2.3 Educators plan coordinated learning activities within and across a specific grade level, content area, course, class and programming option.	<b>Five Talent Areas</b>  Academic: Excusing students from remaining problems if they complete 5 hard ones successfully first.  Intellectual: Choice Boards

			<p>Creativity: Notebooks for creative exercises</p> <p>Leadership: Talk about qualities of leadership in subject matter</p> <p>Visual / Performing Arts – identify patterns in music</p>
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Jr High/ Middle and High School (Grades 7-12):

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

Enrichment	Definition	Evidence Based Practice (NAGC)	Examples: Five Talent Areas
Independent Projects	Research and development of self-selected topic aligned with students interests and skills agreed upon by teacher.	5.1.4. Educators use individualized learning options such as mentorships, internships, online courses and independent study	<p>Academic: Research paper on a specific timer period</p> <p>Intellectual: Presentation on a novel.</p> <p>Creativity: 3D Model. Leadership: Bulletin board of main characters in a novel.</p> <p>Visual/Performing Arts: Skit, music or drama production.</p>
Competitions	Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.	5.1.2 Educators use options to extend learning opportunities within and outside of the school setting.	<p><b>Five Talent Areas:</b></p> <p>Robotics</p> <p>BPA</p> <p>FFA</p>

			Geography Bee  Poetry and Art competitions
Mentorships	A program that pairs students with someone who has advanced skills and experiences in a particular discipline.	5.1.4 Educators use individualized learning options such as mentorships, internships, online courses and independent studies.	<b>Five Talent Areas:</b>  Mentor relationships with dedicated scholars, artists, business people that can help with college/career planning, priorities and long-term goals.
Virtual/ Online Courses	Courses providing content and/or pace appropriate for GT students	5.1.5. Educators leverage technology to increase access to high-level courses by providing digital learning options.	Five Talent Areas: Virtual /online courses allow for flexibility and student-centered learning and help with differentiated instruction.
Curriculum compacting	The content and pacing of curriculum/ instruction are matched to students' abilities and needs.	5.1.1. Educators use multiple approaches to accelerate learning within/outside the school setting.	Five Talent Areas: Students remain in gen. ed classroom, but work at an independent pace.
Credit by Examination	Credit given towards high school graduation based on an examination covering the content ordinarily included in the subject	5.6.1 School create and approve evidence-based policies and procedures to guide and sustain all components of the program, including assessment, identification,	Five Talent Areas: Similar to placement tests, schools can offer examinations where students can skip on or more courses by performing well on a test of the material, showing that the student has mastery of the subject.

		acceleration and grouping practices	
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## Identification Process

### **IDAPA Code 08.02.03.171.04**

**04. Screening.** *The district's process for identifying gifted and talented students shall include the following steps:*

- a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and*
- b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and*
- c. The district shall match student needs with appropriate program options.*

### **IDAPA Code 08.02.03.171.05**

**05. Assessment.** *Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources:*

- a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity.*
- b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades.*
- c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject experts, and the students themselves.*

## Screening Processes:

- a. Teacher of Elementary Student Checklist
- b. Parent of Elementary Student Checklist
- c. Expert nomination
- d. Informal checklists (for creativity, leadership, arts)
  - i. Student prepared evidence/work samples from non-academic/intellectual areas
  - ii. Letter of recommendation

- iii. Portfolio
- iv. Studies of factors contributing to student underachievement resulting from handicapping or disadvantaged students shall be considered
- e. Types of screening testing (list specific screening tools)
  - i. ISAT/state testing scores administered yearly
  - ii. Student Grades
  - iii. iStation Reading and Math test administered monthly
  - iv. CBM data
  - v. Scoring 95<sup>th</sup> percentile on at least two different administrations will be referred to G/T committee
- f. Eligibility
  - i. Two grade levels above
  - ii. Scores Advanced in one or more areas
  - iii. WISC, RIAS, or W-J
- g. Criteria for Placement in gifted programs
  - i. Scoring at or above the 95<sup>th</sup> percentile
  - ii. If score is between 90-95%tile, checklists and portfolios will be considered.
  - iii. G/T Teacher or Facilitator will meet with parents and teachers to determine G/T plan.

## Program Evaluation

Program Evaluation examines the overall effectiveness of the program and provides an opportunity to receive feedback. The primary reason for the evaluation is to give administrators guidance for future directions in how to refine their programs to better meet the needs of gifted learners (or accelerated learners). Students identified with gifts and talents should meet expected yearly progress as a result of improving components of gifted education programming. (See Chapter 7 in the Best Practices Manual).

Please use the following [RUBRIC](#) to evaluate your program.

## Appendix

- Board Policy 320.11 Instruction: Gifted and Talented Program – Will be reviewed Oct. 2022. [..\BOARD\2022-23\October 2022\GT Policy 310.11.doc](#)
- [GT parent permission.pdf](#)
- [Parent input letter 2022.pdf](#)
- [Parent of Elementary Student Checklist.pdf](#)
- [Teacher of Elementary Student Checklist.pdf](#)