

# **Genesee Joint School District #282**

## **Gifted and Talented 3-Year Plan – 2026/2029**



Genesee Joint School District #282

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

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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:

Kelly Thompson	Secondary Counselor	<a href="mailto:kthompson@sd282.org">kthompson@sd282.org</a>
Mr. Pete Crowley	Secondary Principal	<a href="mailto:pcrowley@sd282.org">pcrowley@sd282.org</a>
Mrs. Amy Wareham	Title 1/ GT Facilitator	<a href="mailto:awareham@sd282.org">awareham@sd282.org</a>
Mrs. Wendy Moore	Superintendent	<a href="mailto:wmoore@sd282.org">wmoore@sd282.org</a>
Mrs. Heather Kirk	Elementary Principal	<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

The Best Practices Manual for Gifted and Talented Programs in Idaho: Chapter 2, pgs. 12-13

Program Considerations	Done?
<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.	Yes/No
<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.	Yes/No
<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.	Yes/No
<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.	Yes/No
<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.	Yes/No
<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.	Yes/No
<b>7. Acceleration Policy:</b> A district should develop policy concerning acceleration and continuity of service through grade 12.	Yes/No

Program Considerations	Done?
<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 a more appropriate learning experience, not more work. Districts should consider this when developing their program.	Yes/No

<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.	Yes/No
<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 reassessment is an important part of GT programs.	Yes/No
<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.”	Yes/No
<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: <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> Decision of the GT team	Yes/No

## Philosophy Statement

A statement of philosophy expresses a rationale or basis for a district’s program. The philosophy statement should govern the gifted program. (See Chapter 2 in the Best Practices Manual, pg. 11)

The mission of Genesee School, in partnership with families and the community, is to provide every student with the skills to become lifelong learners and responsible, productive citizens in a changing world. Gifted students, whose abilities and achievements exceed their grade level, require differentiated instruction and specialized opportunities to reach their highest potential. The Genesee Gifted and Talented Program seeks to identify students from all backgrounds through multiple measures and to provide an enriched curriculum that fosters 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).

Idaho Code §33-2001 states Gifted and Talented students are those who demonstrate exceptional abilities or potential that require differentiated learning experiences to fully develop in several talent areas, including intellectual, academic, creativity, leadership, and visual/performing arts.

## 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. You should have a minimum of three and a maximum of five goals. (See Chapter 6 in the Best Practices Manual).

### Goals:

- Provide professional development for GT facilitators, administrators, classroom teachers, or counselors. Provide financial assistance to attend Edufest, as well as other professional development opportunities.
- Expand enrichment opportunities through IDLA, dual credit, or other opportunities to support unique learning needs and develop maximum potential through differentiated instruction.
- Ensure students from all backgrounds who possess exceptional ability or potential have equitable access to advanced learning opportunities.
- Provide an enriched curriculum or differentiated instruction that fosters creativity, critical thinking, problem solving, persistence, collaboration, and effective communication.

## 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 a regular classroom	Experiences provided in gen ed classrooms that are in-depth and supplemental to the regular curriculum are purposefully planned with the needs, interests, and capabilities of specific students in mind.	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 projects.  <b>Creativity:</b> Open-ended task or problem-solving.  <b>Leadership</b> -Group projects or leadership position.

			<b>Visual or Performing Art:</b> Show knowledge through visual arts or music.
Independent Projects	Research and/or development of self-selected topic aligned with student interests 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 or coding opportunities</p> <p><b>Intellectual:</b> Powerpoint, video, podcast, write an original piece</p> <p><b>Creativity:</b> 3D Model or opportunities to explore real-world concepts or applications</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 the school setting.	<b>Five Talent Areas:</b> Allow for learning to continue throughout the summer months.
Learning Exploratory Centers	Designated area designed to enrich, accelerate or introduce students	5.2.3 Educators plan coordinated learning activities within and across a specific	<b>Five Talent Areas:</b> Create learning centers with task cards or folders of



	to interest-based projects.	grade level, content area, course, and class.	ideas that students can choose from. Have a 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  Spelling Bee  Geography Bee  Poetry and Art competitions  Band 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,	<b>Five Talent Areas</b>  Academic: Combine subjects for integrated or challenging tasks. Allow students to

		and programming option.	<p>accelerate through standard content</p> <p>Intellectual: Choice Boards or Must Do/May Do choices</p> <p>Opportunities to explore a topic of personal interest in depth</p> <p>Creativity: Opportunities to explore or solve a real-world problem</p> <p>Leadership: leadership Opportunities across subject areas and grade levels</p> <p>Visual / Performing Arts Opportunities to create pieces to display or perform</p>
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Middle and High School (Grades 6-12):

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

Enrichment	Definition	Evidence-Based Practice (NAGC)	Examples: Five Talent Areas
Independent Projects	Research and development of a self-selected topic	5.1.4. Educators use individualized learning options	Academic: Research paper on a specific time period

	aligned with students' interests and skills agreed upon by the teacher.	such as mentorships, internships, online courses, and independent study	Intellectual: Presentation on a novel. Creativity: 3D Model. Leadership: Bulletin board of main characters in a novel. Visual/Performing Arts: Skit, music/band production.
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  Spelling Bee  BPA  FFA  Geography Bee  Poetry and Art competitions  Band Competitions or performances
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, and 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 the 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, acceleration, and grouping practices	Five Talent Areas: Similar to placement tests, schools can offer examinations where students can skip one or more courses by performing well on a test of the material, showing that the student has mastery of the subject.
Dual Enrollment	Qualified students may take college courses concurrently while in high school	5.1.1 Educators use multiple approaches to accelerate learning within and outside the school setting.	Five Talent Areas: Allows students opportunities to enroll in college courses prior to high school graduation, giving them enrichment

			experiences with college-level work.
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## Identification Process

The identification process should align to national/state guidelines and mirror the district's goals and programming options. (See Chapter 3 in the Best Practices Manual).

### 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 are administered yearly
  - ii. Student Grades
  - iii. Amira Reading
  - iv. Istation assessments or Imagine Math Benchmarks
  - v. Scoring 95<sup>th</sup> percentile on at least two different administrations will be referred to G/T committee
  - vi. Personal interview
- 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 the score is between 90-95<sup>th</sup> percentile, 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).

The following evaluation tools may be used to track students in the Gifted and Talented Program:

- Isats (yearly)
- Amira and Istation assessments (monthly and yearly)
- Grades

- Advanced coursework enrollment
- Teacher input and observations
- Student self-assessment
- Gift and Talented Longitudinal Tracking Template (Google Drive)

## Appendix

See examples below

In drive “GT” (samples displayed below)

- GT Parent Permission
- Parent Input Letter
- Parent of Elementary Student Checklist
- Teacher of Elementary Student Checklist

Date \_\_\_\_\_

Dear \_\_\_\_\_

We would like to invite \_\_\_\_\_ to be part of our Gifted and Talented Education Program at Genesee School. We use a variety of formal and informal measures to determine eligibility, including students' recent standardized academic testing scores, classroom assessments, current and past grades, a parent rating scale, and a teacher rating scale.

\_\_\_\_\_ scored exceptionally well on the ISATs and was given an academic test using the WIAT. Based on this criteria and his performance on the assessments, this student will be formally placed in the Gifted and Talented Program. This program will allow him/her to be pulled out of the regular classroom for either one-on-one or small group enrichment in addition to providing support within the classroom.

Genesee School District's Gifted and Talented (G/T) program seeks to support children demonstrating exceptional ability or talent through additional academic services. The State of Idaho defines gifted and talented (GT) as:

"Gifted and talented children" mean 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).

Because we strive to meet \_\_\_\_\_ needs, it is very important to set up a GT plan for him/her each year. This plan will help determine how he/she will progress for the rest of the school year. If you are interested providing any input into his GT plan, please let me know and we can schedule a meeting. In order for \_\_\_\_\_ to participate please sign, date, and return the permission slip below as soon as possible.

If you have any questions or concerns, please feel free to contact Amy Warcham, G/T Facilitator  
awarcham@sd282.org

*I would like to participate in Genesee's Gifted and Talented program.*

Student's Signature: \_\_\_\_\_

*My child has permission to participate in this program.*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Genesee School District**  
**Parent Permission for Assessment**

Student Name \_\_\_\_\_

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

DOB: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Your permission is requested to complete the screening procedures to determine the most appropriate educational services for your child regarding Gifted and Talented Services. Please sign and return the permission form located at the bottom of this letter. You will be contacted to review the results of the assessment.

Following the assessment a meeting with you will be scheduled to discuss the results and make recommendations. Please contact me if you have any questions or concerns.

**Check one:**

- ☐ Permission is given to assess my child. ☐
- ☐ Permission is denied.

Parent/Guardian Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Respectfully,

Amy Wareham

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Please rate you child on the following characteristics by checking the appropriate number, using the following criteria:

1 - Seldom or never observe this characteristic.

3 - Frequently observe this characteristic.

2 - Occasionally observe this characteristic.

4 - Almost always observe this characteristic.

	Characteristic	1	2	3	4	Total
1	Has unusually large vocabulary					
2	Has ideas that are often very original and imaginative in one or more areas					
3	Has an unusually good memory					
4	Is alert and keenly observant; responds quickly					
5	Has a long attention span					
6	Uses longer sentences than peers					
7	Reasons things out; thinks clearly; recognizes relationships; comprehends meanings					
8	Is curious about places outside immediate environment					
9	Is informed about a variety of areas					
10	Shows a high level of sensitivity and empathy					
11	Has an excellent sense of humor					
12	Is an independent worker					
13	Has a variety of interests					
14	Is a leader in several kinds of activities; is able to influence others to work toward desirable goals					
15	Has outstanding talent in a special area (indicate area(s): ----- -----					
	Total					

### Genesee Gifted and Talented Parent Permission Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*I would like to participate in Genesee's Gifted and Talented program. I understand that participation will offer me opportunities beyond the classroom and I am still responsible for all of my classroom work.*

Student's Signature: \_\_\_\_\_

*My child has permission to participate in this program. I understand that my child may be offered opportunities in addition to his regular school day and he/she is still responsible for completing classroom work unless otherwise specified.*

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

E-mail: \_\_\_\_\_

Please sign and return this form to your child's teacher as soon as possible.

Thanks,

Amy Wareham  
G/T Facilitator  
[awareham@ol282.org](mailto:awareham@ol282.org)