



Payette
SCHOOL DISTRICT

Payette Joint School District #371

Gifted & Talented Three-Year Plan (2025–2028)

Philosophy Statement

Payette Joint School District believes advanced potential exists in every school, grade, and demographic group. We are committed to providing equitable access to challenging learning experiences, accelerating or extending instruction when needed, and cultivating strengths across Idaho's five talent areas which include specific academic, intellectual, creativity, leadership, and visual/performing arts.

Learners are identified early, progress is monitored regularly, and services are adjusted so that every identified learner makes measurable growth each year.

This philosophy aligns with the district mission of providing rigorous, equitable, and student-centered learning opportunities for all.

Definition of Giftedness (Idaho)

"Gifted and talented children" are students who show demonstrated or potential high performance in one or more of the following: specific academic, intellectual, leadership, creativity, or visual/performing arts, and who require services not ordinarily provided in order to fully develop such capabilities. (Idaho Code §33-2001).

Program Goals (2025 - 2028)

1. **Identify & Include** - Conduct universal screening in grades K, 2, 5, and 8 using local norms so identification reflects district demographics and increases access for underserved groups (rural, multilingual, low-income, twice-exceptional).
2. **Match Services to Need** - Provide a K-12 continuum of differentiated, enriched, and accelerated learning opportunities aligned to individual strengths and the five Idaho talent areas.
3. **Measure Growth** - Set individual growth targets and monitor progress through district and state data, portfolios, and above-level assessments; review annually for program improvement.
4. **Build Capacity** - Offer yearly professional learning on identification, differentiation, acceleration, and social-emotional support for gifted and twice-exceptional learners.



5. **Engage & Communicate** - Maintain a public G/T website with the family guide, referral pathways, calendar, and translated resources; ensure consistent two-way communication with families.

Program Options (Continuum of Services K–12)

Level	Primary Service Options	Levels
K - 4	Flexible reading/math groups, weekly enrichment seminar, independent projects, subject acceleration	Creative reasoning tasks, “passion projects,” math extensions
5 - 8	Cluster/flex groups in ELA, math, science; bi-weekly enrichment block; early access to high-school courses	Socratic seminars, design challenges, Algebra I/Geometry, world-language study
9 - 12	Advanced academic and CTE pathways; mentorships and independent study; flexible scheduling	Dual-credit/AP, CTE capstones, research/service leadership, scholarships & showcases

All Schools provide core differentiation, curriculum compacting, and tiered services within the MTSS framework. Soft Skills and executive-function supports are embedded for gifted and twice-exceptional learners.

Staffing & Roles

- **District G/T Coordinator:** Oversees program design, training, evaluation, and compliance.
- **Building Leads:** Manage referrals, screening logistics, and service monitoring.
- **Counselors & Psychologists:** Coordinate assessments and supports for twice-exceptional learners.
- **Teachers:** Implement tiered differentiation and monitor learner progress.

Identification Procedures

Guiding Principles: Multi-criteria, multiple sources, universal opportunities, and local norms to improve equity.

1. **Universal Screening & Referrals**

- Conducted in grades K, 2, 5, 8 using i-Ready, ISAT, IRI, and classroom performance data.
- Referrals accepted year-round from families, staff, or students via simple forms.



- Outreach includes translated materials and direct communication with underrepresented families.
- 2. **Multi-Measure Body of Evidence**
 - **Formal:** standardized achievement, ability/aptitude (CogAT or equivalent), creativity/arts adjudication.
 - **Informal:** portfolios, performance tasks, rating scales, observations, interviews, grades, products.
 - **Sources:** teachers, parents, community/subject experts, and the learner.
 - Placement decisions are never based on a single criterion.
- 3. **Underserved & Twice-Exceptional Learners**
 - Local norms highlight students performing in the top 10% locally, even if national percentiles are lower.
 - Teams review subtest patterns, translated or culturally appropriate tools, and portfolios to identify talent across all groups.
 - Twice-exceptional learners receive individualized consideration balancing strengths and support needs.
- 4. **Decision-Making & Placement**
 - A building G/T Team (administrator, counselor, teacher, coordinator) reviews the full body of evidence, matches services to needs, and documents placement in the learner's confidential G/T file.
 - Families receive decisions in plain language, with translation as requested.
- 5. **Re-Evaluation, Transfers, and Appeals**
 - Annual progress check each spring; services adjusted as needed.
 - Parents may request a review or appeal at any time.
 - Transfer records reviewed within 30 days to ensure continuity.

Compliance Reference: Meets IDAPA 08.02.03.171 screening and multi-indicator identification requirements.

Program Evaluation

Conducted each spring to guide continuous improvement.

Focus Area	Questions & Evidence
Student Outcomes	Are learners meeting growth targets and producing advanced work? (i-Ready/ISAT data, projects, portfolios)
Access & Equity	Do identification and participation mirror district demographics? (local-norm review, subgroup analysis)



Fidelity & Quality	Are services implemented as designed? (logs, “look-fors,” walkthroughs)
Stakeholder Voice	What do surveys show about satisfaction and impact? (students, families, staff)

Improvement Actions: Our findings inform our next-years goals, PD focus, and resource allocation.

Public Reporting: A one-page annual summary will be shared with the Board of Trustees and posted on the district G/T webpage.

Professional Learning & Governance

This plan follows the Idaho Best Practices Manual and the state 3-Year Plan Template. The district designates a certificated Gifted and Talented Coordinator to manage development, supervision, implementation, and reporting.

Appendices (submitted with plan)

- [Payette G/T Program Guide](#) and [Website Posting](#)
- Referral & [Consent](#) Forms
- [Screening & Assessment Inventory and Decision Matrix](#)
- Parent Communication Templates ([entry/denial/appeal](#))
- [Annual Evaluation Instruments \(survey samples, “look-fors”\)](#)

Compliance Statement

This plan fulfills Idaho Code §33-2003 and IDAPA 08.02.03.171 requirements for district Gifted and Talented education.