

**Newport Independent Schools**  
**GIFTED/TALENTED STUDENT SERVICES PLAN**

A service plan for gifted students “is an educational plan that matches a formally identified gifted student’s interests, needs and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel” (704 KAR 3:285 as amended August 10, 1999). This information, in conjunction with defined goals and the appropriately selected differentiated education options to meet these goals, comprise the formal service plan. A report of the child’s progress will be made to the parent/guardian at least once a semester.

**Definitions:**

- Acceleration by Grade:** Student skips to the next grade level for the entire day.
- Acceleration by Subject:** Student works on or moves to the next grade level in a subject area (e.g. 4th grader taking 5th grade math)
- Advanced Placement/Honors:** Courses that emphasize higher levels of content (honors) or college level content (AP).
- Collaborative teaching:** G/T teacher provides differentiated instruction to a cluster group of identified students while classroom teacher provides instruction to other students.
- Consultation:** G/T teacher to obtain instructional information or materials for classroom teacher to use with identified students in the regular classroom.
- Differentiation:** Curriculum opportunities are matched with student needs, interests, and abilities. Two types are:
  - Differentiated individual study**—extensions or in-depth study that extend, replace, or supplement beyond the standard curriculum
  - Differentiated experience in cluster group**—identified students study topics or do projects etc. matched to interests, needs, and abilities of the students
- Distance Learning-** Educational opportunities are offered through computer technology, satellite transmission, etc.
- Dual Credit Courses-** High school students earn credit towards high school diploma and a postsecondary degree.
- Enrichment Services:** Differentiated activities that supplement the classroom instruction (e.g. Beta, STLP, electives related to identified area)
- Independent Study:** A self-directed course or study of a selected topic for students under the supervision of a teacher or the auspices of a university.
- Mentorship:** Specialized study with an adult member in the community under the direction of a teacher.
- Resource Services/Pull-Out:** Part-time grouping of identified gifted and talented students based on students’ interests, needs, and abilities and designed for accelerated content, special interest groups, process skills development or various combinations of all.
- Resource services: Appropriate setting** outside the school day (e.g. academic team, FPS).
- Resource services: Consortium** (2 or more schools or districts pooling resources to provide GT services).
- Seminar:** Discussion-based sessions on specific topics focusing on advanced content or higher level process skills.
- Specialized Counseling:** Counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and social-emotional needs of gifted and talented students.
- Travel Study:** Academic based travel which may result in high school or university credit.

## Gifted and Talented Identification Procedures

For the 2023-2024 School Year, these are the procedures for gathering information for Gifted and Talented identification:

1. Using MAP and i-Ready Assessment scores for each school, looking at Reading and Math percentiles. Students must have a score of 96 percentile or above to be considered for identification. We will also look at the Fall, Winter, and Spring to check for accuracy of the scores. We will send out referrals for students to teachers based on this data. KSA can also be used as a screening measure as well once scores are released.
2. Once the Referral process begins, we start a folder on the student. Referrals are not just based on MAP/i-Ready scores; any teacher, administrator, parent, student, etc. can refer a student to the program. Then, we send home a Parent/Guardian permission slip for screening. Once that is received, we can begin using various screening methods.
3. In October, we administered the Cognitive Abilities Test (CogAT) to all 4<sup>th</sup> grade students who are currently in the District. Any student who scores in the 96 percentile or above will be considered for identification in General Intellectual Ability.
4. We will be administering the TerraNova in specific content areas to students in the District who demonstrate potential in specific academic aptitude (Language Arts, Math, Science, Social Studies). Students who score in the 96 percentile or above will be considered for Giftedness in these content areas.
5. We will send out the Roets Leadership Surveys to those who have been referred in the area of Leadership. Students must score in the 96 percentile or above.
6. We will administer the Torrance Test of Creativity to students who have been referred in the area of Creativity.
7. Any students referred in the areas of Visual and Performing Arts will be screened using a rubric as well as other criteria. District Music, Art, Theater, Band, Drama teachers will help with the scoring process of auditions and/or portfolios.
8. In December and May, we are planning to meet with a Gifted Committee from each school, comprised of an administrator from that school, one or two teachers, and the Gifted and Talented teacher. This committee will review the student's file and sign off on the new Gifted and Talented identification of students.

**Newport Independent Schools  
Gifted Student Services Plan**

**Year:** 2023-2024

**Grade Level:** Choose Grade

**Date:** Choose an item.

**School:** Choose a school

Dear Parent/Guardian:

The Newport Independent School District utilized a minimum of three informal/formal measures that identified potential in any of the five areas to determine your child's eligibility for the gifted student services. Your child, \_\_\_\_\_ has been identified for the gifted program in the following area(s):

Specific Academic Aptitude

- General Intellectual
- Creativity
- Leadership

- Language Arts
- Math

- Science
- Social Studies

Visual and/or Performing Arts

- Visual Art
- Vocal Music
- Instrumental Music
- Dance
- Drama

The services included below are designed to meet individual needs and are offered during the regular school day. A review of services will take place each year. Your child's teacher(s) have check marked the services he or she will offer your child this school year. (Definitions of services on reverse):

Servicing Teacher	Curriculum/ Gifted & Talented Identified Area	Acceleration By Grade	Acceleration By Subject	Advanced Placement Honors Courses	Collaborative Teaching and/or Consultation Services	Differentiation: Individual Study	Differentiation: Cluster Group	Distance Learning	Dual Credit Courses	Enrichment Services During the School Day	Independent Study	Mentorship	Pull Out Setting	Seminars	Special Counseling Services	Travel Study Options	Other:

Please sign below to signify that you have read and reviewed your child's service delivery plan. For additional information and further input on your child's services, please contact Amanda Johnson (Gifted and Talented) by phone: (859) 292-3021 ext.4303 or email: amanda.johnson@newport.kyschools.us

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)

**\*Please keep the white copy for your records and return the signed pink copy to your child's teacher.**

### Specific Academic Aptitude

Evidence (At least *five* criteria must be checked for each Specific Academic area. At least *three* starred items are required)

- \_\_\_\_ \*Achievement of 9<sup>th</sup> stanine (96%) on national norm-referenced assessment (i.e. TerraNova)  
\_\_\_\_ Reading \_\_\_\_ Language \_\_\_\_ Math \_\_\_\_ Science \_\_\_\_ Social Studies Total \_\_\_\_ Date: \_\_\_\_  
\_\_\_\_ Reading \_\_\_\_ Language \_\_\_\_ Math \_\_\_\_ Science \_\_\_\_ Social Studies Total \_\_\_\_ Date: \_\_\_\_
- \_\_\_\_ \*Achievement of 9<sup>th</sup> stanine (96%) on other norm-referenced assessment:  
Date administered: \_\_\_\_ Test Name: \_\_\_\_  
\_\_\_\_ Reading \_\_\_\_ Language \_\_\_\_ Math \_\_\_\_ Science \_\_\_\_ Social Studies Total \_\_\_\_
- \_\_\_\_ \*Measures of Academic Progress (MAP) Results: Reading: \_\_\_\_ / \_\_\_\_  
Date Score Date Score  
Math: \_\_\_\_ / \_\_\_\_  
Date Score Date Score
- \_\_\_\_ \*Collection of evidence from portfolio for work samples that show evidence of working 1 ½ to 2+ years above peers
- \_\_\_\_ Anecdotal records reflecting behavioral characteristics specific to category
- \_\_\_\_ Checklist of inventories of behaviors specific to underachieving or disadvantaged gifted learners
- \_\_\_\_ Continuous progress data i.e. report card, learning logs, progress reports, etc.
- \_\_\_\_ Formal testing data
- \_\_\_\_ Informal assessments
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by parent
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by peers
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by student
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by teacher
- \_\_\_\_ Off-level testing
- \_\_\_\_ Primary review committee recommendation
- \_\_\_\_ Student awards or critiques **Specify with dates:** \_\_\_\_\_
- \_\_\_\_ Student progress data i.e. report card **Specify with dates:** \_\_\_\_\_
- \_\_\_\_ \*Military Compact
- \_\_\_\_ Evidence of formal identification in \*another Kentucky District or State  
District \_\_\_\_ State \_\_\_\_ Area(s) of Identification \_\_\_\_ (Records attached)
- \_\_\_\_ Local Norms
- \_\_\_\_ Special Considerations \_\_\_\_ Special Education \_\_\_\_ Disadvantaged \_\_\_\_ Underachieving

### Leadership

Evidence (At least *five* criteria must be checked for each Specific Academic area. At least *three* starred items are required)

- \_\_\_\_ \*Formal Testing (i.e. Roets, Karnes)
- \_\_\_\_ \*Checklist inventories of behavior specific to psychosocial or leadership (completed by teacher)
- \_\_\_\_ \*Documentation of student willingness to assume leadership roles in class, in the community, and/or in student organizations
- \_\_\_\_ \*Behavioral observations specific to leadership behavior
- \_\_\_\_ Checklist of inventories of behaviors specific to underachieving or disadvantaged gifted learners
- \_\_\_\_ Collection of evidence from portfolio displaying leadership qualities
- \_\_\_\_ Continuous progress data
- \_\_\_\_ Informal testing
- \_\_\_\_ Nomination/Referral/Checklist of behaviors completed by parent
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by peers
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by student
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by teacher
- \_\_\_\_ Primary review committee recommendation
- \_\_\_\_ Sociograms (questionnaires designed to assess leadership characteristics)
- \_\_\_\_ Student awards or critiques **Specify with dates:** \_\_\_\_\_
- \_\_\_\_ \*Military Compact
- \_\_\_\_ Evidence of formal identification in \*another Kentucky District or State  
District \_\_\_\_ State \_\_\_\_ Area(s) of Identification \_\_\_\_ (Records attached)
- \_\_\_\_ Local Norms
- \_\_\_\_ Special Considerations \_\_\_\_ Special Education \_\_\_\_ Disadvantaged \_\_\_\_ Underachieving

### Visual and Performing Arts

Evidence (At least *five* criteria must be checked for each Specific Academic area. At least *three* starred items are required. This applies to EACH Visual and Performing Arts area.)

- \_\_\_\_ \*Auditions/Portfolio Area: \_\_\_\_ Art \_\_\_\_ Instr. Music \_\_\_\_ Vocal Music \_\_\_\_ Dance \_\_\_\_ Drama Evidence attached \_\_\_\_
- \_\_\_\_ \*Checklist inventories/Nomination of behavior specific to each gifted category (completed by teacher)
- \_\_\_\_ \*Checklist inventories/Nomination of behavior specific to each gifted category (completed by parent)
- \_\_\_\_ \*Evidence of formal identification in another Kentucky district  
District \_\_\_\_ State \_\_\_\_ Area(s) of Identification \_\_\_\_ (Records attached)
- \_\_\_\_ \*Products-paper, video, audio, pictures
- \_\_\_\_ Awards or critiques of performances **Specify Area(s):** \_\_\_\_\_
- \_\_\_\_ Letters of recommendations-Formal
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by parent
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by peers
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by student
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by teacher
- \_\_\_\_ Portfolio assessment by specialists or professional: Area: \_\_\_\_ Art \_\_\_\_ Instr. Music \_\_\_\_ Vo. Music \_\_\_\_ Dance \_\_\_\_ Drama Evid. att. \_\_\_\_
- \_\_\_\_ Portfolio of visual or performing arts ability
- \_\_\_\_ Questionnaires
- \_\_\_\_ Anecdotal Records
- \_\_\_\_ Continuous Progress Data/Formal Testing Data
- \_\_\_\_ \*Military Compact
- \_\_\_\_ Evidence of formal identification in \*another Kentucky District or State  
District \_\_\_\_ State \_\_\_\_ Area(s) of Identification \_\_\_\_ (Records attached)
- \_\_\_\_ Primary Review Committee for those entering 4<sup>th</sup> grade
- \_\_\_\_ Special Considerations \_\_\_\_ Special Education \_\_\_\_ Disadvantaged \_\_\_\_ Underachieving

### Creativity

Evidence (At least *four* criteria must be identified)

- \_\_\_\_ Anecdotal records/records of original ideas, products, or problem solving
- \_\_\_\_ Behavioral checklist specific to creative behavior
- \_\_\_\_ Checklist of inventories of behaviors specific to underachieving or disadvantaged gifted learners
- \_\_\_\_ Collection of evidence from portfolio demonstrating student performance
- \_\_\_\_ Continuous progress data
- \_\_\_\_ Creative work samples
- \_\_\_\_ Formal Testing Data - Standardized Creativity Tests i.e. Torrance, Williams, etc.)  
Test Name: \_\_\_\_ Date administered: \_\_\_\_
- \_\_\_\_ Informal assessment measures
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by parent
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by peers
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by student
- \_\_\_\_ Nomination/Referral/Checklist of inventories completed by teacher
- \_\_\_\_ \*Military Compact
- \_\_\_\_ Primary review committee recommendation
- \_\_\_\_ Student awards or critiques **Specify with dates:** \_\_\_\_\_
- \_\_\_\_ Evidence of formal identification in \*another Kentucky District or State  
District \_\_\_\_ State \_\_\_\_ Area(s) of Identification \_\_\_\_ (Records attached)
- \_\_\_\_ Special Considerations \_\_\_\_ Special Education \_\_\_\_ Disadvantaged \_\_\_\_ Underachieving

## Screening and Identification Procedures Visual and Performing Arts

The screening and identification process for identifying students gifted in visual and performing arts includes the following components:

1. Nomination of the student for screening/assessment (except when every student in a given grade will be screened).
2. Evaluation of the student using a behavioral checklist.
3. An evaluation of the student on a performance assessment using a scoring rubric.

### Nomination Component (Visual and Performing Arts Nomination Form)

Using the *Visual and Performing Arts Nomination Form*, a student may nominate him or herself, or be nominated by an educator, parent, or peer. After a student is nominated, parental permission is obtained to screen the student before beginning the behavioral checklist and performance evaluation. If a student is nominated by his or her parent, permission for the school district to screen/access the student in the area is implied.

### Behavior Checklist Component (Behavior Checklist)

To be identified as gifted in the visual and performing arts, a student must score in the *identification* range on a behavioral checklist.

If a student scores below the *screening* score range on the behavioral checklist, the student will not be identified and screening/assessment will stop. If a student scores within the *screening* score range on the behavioral checklist, the student will be evaluated a second time using a different rater.

### Performance Evaluation Component (Performance Scoring Rubric)

To be identified as gifted in the visual and performing arts, a student must receive a qualifying score on the behavioral checklist and score in the *identification* range on the performance evaluation.

Students who score below the *screening* range on the performance evaluation should not be identified as gifted. These students should be considered 'screened' in the district's screening data. Students who score within the *screening* range on the performance evaluation will be given a second opportunity to complete the performance assessment.

Scoring criteria (evaluation rubric) will be shared with students before the performance evaluation\*. There is no required length for the performances; however the performances should be of sufficient length to give the individuals rating the performances and adequate opportunity to evaluate the student based on the evaluation criteria.

Screening/assessment activities may include (but are not limited to):

- Solo or small group performances (formal or informal settings)
- Free improvisation
- Structured audition activities
- Workshop activities observed by the rater
- Small group activities

\*A 'display of work' evaluation rubric will be used to identify students who are gifted in the visual arts. The 'display of work' portfolio should represent the best work of the student and may include:

- Works of art created in or out of class
- Photographs to three-dimensional works of art (e.g. sculptures)
- Artistic photographs
- Original artistic scenic designs for theatrical productions
- Original fashion/costume designs or completed pieces
- Original architectural drawings of student-designed structures
- Electronic works (e.g. animations, digital drawings/paintings, video/media)

Visual and Performing Arts Nomination Form

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

School \_\_\_\_\_ Date \_\_\_\_\_

Name of Referring Person \_\_\_\_\_

Relationship to Student: (please check one)  Parent  Teacher  Peer  Self

This student is being nominated for ability in: (please check all that apply)

Dance  Drama  Music  Visual Art

1. Has this student taken private lessons in the area(s) checked above?

No

Yes How many years? \_\_\_\_\_

Name of studio or teacher \_\_\_\_\_

2. Is this student enrolled in a school arts program?

No

Yes How many years? \_\_\_\_\_

How often does the class meet? \_\_\_\_\_

How long are the classes? \_\_\_\_\_

3. Has this student had the opportunity to discuss and critique the art form checked above?  Often  Occasionally  No

4. Does this student participate in arts-based extracurricular activities or clubs?

No

Yes How many years? \_\_\_\_\_

Please list them \_\_\_\_\_

*Permission to Screen/Asses*

I give permission for my child, \_\_\_\_\_, to participate in the screening/assessment for possible identification of giftedness in the visual and performing arts.

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

**NIS Primary Talent Pool Nomination/Referral Form**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_ Date \_\_\_\_\_  
Name of Referring Person \_\_\_\_\_  
Relationship to Student: (please check one) \_\_\_ Parent \_\_\_ Teacher \_\_\_ Peer \_\_\_ Self

The following items checked are indicators that this student is exhibiting high potential:

- Available formal test data: Test(s) \_\_\_\_\_ Date \_\_\_\_\_ Score(s) \_\_\_\_\_
- Anecdotal records
- Checklist inventories of behaviors specific to gifted categories (see below)
- Collection of evidence demonstrating student performance
- Continuous progress data
- Diagnostic data (screening measure): Please specify \_\_\_\_\_
- Parent interview/questionnaire
- Petition system
- Primary review committee recommendation
- Other, specify: \_\_\_\_\_

*Please complete the following checklist(s) of characteristics that describe the TYPICAL behavior of this student.*

**General Intellectual**

- Learns rapidly/easily and usually likes to learn alone.
- Retains what he/she has heard or read without much rote drill.
- Able to do general academic work one or two years above other students of his/her age group.
- Is curious and has a wide variety of interests or may be intensely interested in a single area of study.
- Seems to know many things that have not been taught.
- Abstract thinker, recognizes relationships, and takes pleasure in intellectual activity.

**Specific Academic—Language Arts**

- Reads a great deal—books selected are usually above grade level.
- Has a large and/or rich vocabulary—enjoys using 'big' words and uses them correctly.
- Can express the feelings of the characters in stories to make them appear to be real.
- Writes more than other students and appears to enjoy the process of composition.
- Can introduce, develop, and conclude a story interestingly.
- Likes to use their imagination to compose poems, original stories, play, and journalizing.

**Specific Academic—Math**

- Reasons effectively—likes logic problems and puzzles.
- Grasps the abstract nature of mathematics easily.
- Grasps concepts of spatial relationships.
- Enjoys trying to solve difficult problems.
- Likes to solve problems through discovery.
- Intuitive—likes deductive and inductive reasoning.
- May be resistant to drill and practice.

**Specific Academic—Science**

- Interested in science books and science programs on TV.
- Has science related hobbies—collections of/likes gadgets.
- Learns science concepts quickly.
- Curious about natural relationships and wants to understand how things work.
- Comes up with good questions or ideas for experiments.
- Persistent—sticks with investigations in spite of difficulties.

*Please see additional areas on the back of this form. Thank you.*



### **Specific Academic—Social Studies**

- ☐ Sensitive to social issues—concerned with moral and ethical questions.
- ☐ Has a lot of up to date information on current events.
- ☐ Reads or watches television programs dealing with global awareness.
- ☐ Shows interest in learning a foreign language.
- ☐ High interest level in issues of environment, endangered species, etc.
- ☐ Enjoys learning about the past, present, and future.

### **Leadership**

- ☐ Able to influence others to work toward desirable/undesirable goals.
- ☐ Looked to by others when something must be decided.
- ☐ Willing to and does initiate activities that involve peers.
- ☐ Able to figure out what is wrong with an activity and show others how to do it better.
- ☐ Transmits his/her own enthusiasm for a task to others.
- ☐ Can judge the abilities of others and find a place for them in group activities.

### **Creativity**

- ☐ Has a large number of clever ideas and solution to problems.
- ☐ Alert and curious—constantly asking questions about everything and anything.
- ☐ Imaginative—may have a strong sense of fantasy.
- ☐ May be uninhibited in expressions or opinions—is sometimes radical or tenacious.
- ☐ High risk-taker, adventurous, speculative.
- ☐ Has excellent sense of humor and may see humor in situations others do not see.

### **Visual and Performing Arts—Dance**

- ☐ Uses body as an instrument of expression.
- ☐ Enjoys forms of dancing and movement to music.
- ☐ Uses movement to recreate an emotion or environment.
- ☐ Able to think of many ways of solving movement problems.
- ☐ Displays grace and fluidity of movement.
- ☐ Likes to dance for other people.

### **Visual and Performing Arts—Drama**

- ☐ Eager to participate in classroom plays or skits.
- ☐ Effectively uses voice, gestures, and facial expressions to communicate feelings.
- ☐ Commands and holds the attention of a group when speaking.
- ☐ Able to evoke emotional responses from listeners—can get people to laugh, frown, feel tense, etc.
- ☐ Can imitate others—is able to mimic the way people speak, talk, gesture, etc.
- ☐ Readily shifts into the role of another character.

### **Visual and Performing Arts—Music**

- ☐ Indicates ability to perceive fine differences in sound (pitch, volume, duration, timbre, etc.).
- ☐ Easily remembers melodies and can reproduce them accurately.
- ☐ Displays sensitivity to the rhythm of music.
- ☐ Shows a sustained interest in music activities.
- ☐ Can express feelings or emotions through sound or music.
- ☐ Makes up original tunes which depict emotional and dramatic situations.

### **Visual and Performing Arts—Art**

- ☐ Makes up original art products.
- ☐ Shows an uncommonly high interest in visual art activities.
- ☐ Spends a great deal of time drawing or doodling.
- ☐ Seems to have a need or compulsion to create.
- ☐ Combines various artistic media for expression.
- ☐ Resourceful—capable of ‘finding’ art or ‘making’ art.

***Please attach any additional information you believe is relevant or demonstrates high potential.  
Please send this form to the Gifted/Talented Teacher. Thank you.***

**Newport Independent Schools**  
**Primary Talent Pool Progress Report (Grades K-3)**

Student: \_\_\_\_\_ Grade: Choose grade level Gender: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ School: Choose a school School Year: \_\_\_\_\_

**Your child has been identified in the Primary Talent Pool in the following area/s:**

<u>General Intellectual</u> _____ <u>Creativity</u> _____ <u>Leadership</u> _____	<u>Specific Academic Aptitude</u> _____ <u>Language Arts</u> _____ <u>Math</u> _____ <u>Science</u> _____ <u>Social Studies</u> _____	<u>Visual/Performing Arts</u> _____ <u>Visual Art</u> _____ <u>Dance</u> _____ <u>Instrumental Music</u> _____ <u>Vocal Music</u> _____ <u>Drama</u> _____
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**Goals of the Program:**

*Student will:*

1. Demonstrate achievement in the area(s) of identification
2. Develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.
3. Complete high-level products/performances in the area(s) of identification.
4. Develop goal setting, self-directed learning, leadership, and decision-making skills in the area(s) of identification.

Service Options	Curriculum Area	1 <sup>st</sup> Semester
Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher-grade level, Dual Credit)		
Academic Competition or Optional Extracurricular Offering		
Advanced Placement and/or Honors Courses		
Collaborative Teaching and/or Consultation Services		
Special Counseling Services		
Differentiation: Individual Study in the Regular Classroom		
Differentiation: Cluster Group in the Regular Classroom		
Distance Learning (Video and/or Other Online Course)		
Enrichment Services		

<b>During the School Day</b>		
<b>Independent Study</b>		
<b>Mentorships</b>		
<b>Resource Services (Pull Out Setting, Other Appropriate Instructional Setting, Consortium)</b>		
<b>Seminars</b>		
<b>Travel Study Options</b>		
<b>Special Schools or Self Contained Classroom; Grades Four (4) Through twelve (12) Only</b>		
<b>Other and/or Progress Notes</b>		

NIS Gifted and Talented Nomination/Referral Form (4-12)  
***General Intellectual, Specific Academic, Leadership, Creativity***

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

School \_\_\_\_\_ Date \_\_\_\_\_

Name of Referring Person \_\_\_\_\_

Relationship to Student: (please check one)  Parent  Teacher  Peer  Self

This student is being nominated for ability in: (please check all that apply)

- General Intellectual       Specific Academic:       Leadership       Creativity
- Language Arts
- Reading
- Writing
- Math
- Science
- Social Studies

Statement of evidence observed in student:

*(Statement may include superior academic strengths observed in classroom performance, home/community, or interests related to the student's giftedness or talents. Please see the reverse side of this form for gifted and talented characteristics specific to each area listed above.)*

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Permission to Screen/Assess

I give permission for my child, \_\_\_\_\_, to participate in the screening/assessment for possible identification in the gifted and talented program.

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



**Newport Independent Schools**  
**Gifted and Talented Services**  
*Collection of Documentation/Evidence for Formal Identification Grades 4-12*

**Student Name:** \_\_\_\_\_  
Last First Middle Nickname  
**Date of Birth:** \_\_\_/\_\_\_/\_\_\_ **School/Grade:** \_\_\_\_\_ **School/Grade:** \_\_\_\_\_ **School/Grade:** \_\_\_\_\_

**Date(s) Reviewed:** \_\_\_\_\_

**Area(s) of consideration:**  
*(check all that apply)*

**General Intellectual Ability**  
 Date of Identification \_\_\_\_\_

**Specific Academic Aptitude**

**Reading/Language Arts**  
Date of Identification \_\_\_\_\_

**Math**  
Date of Identification \_\_\_\_\_

**Science**  
Date of Identification \_\_\_\_\_

**Social Studies**  
Date of Identification \_\_\_\_\_

**Leadership**  
 Date of Identification \_\_\_\_\_

**Visual/Performing Arts**

**Art**  
Date of Identification \_\_\_\_\_

**Music – Instrumental/Vocal**  
Date of Identification \_\_\_\_\_

**Dance**  
Date of Identification \_\_\_\_\_

**Drama**  
Date of Identification \_\_\_\_\_

**Creativity**  
 Date of Identification \_\_\_\_\_

**General Intellectual Ability**

**Evidence (At least five areas must be checked. At least three starred items are required)**

\*Achievement of 9<sup>th</sup> stanine (96%) on individual or group intellectual assessment (nonverbal) i.e. CogAt  
 Date: \_\_\_\_\_ Score \_\_\_\_\_ Test: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ Test: \_\_\_\_\_

\*Achievement of 9<sup>th</sup> stanine (96%) on norm-referenced test:  
 Date: \_\_\_\_\_ Score \_\_\_\_\_ Test: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ Test: \_\_\_\_\_

\*Achievement of 9<sup>th</sup> stanine (96%) on individual or group intellectual assessment (verbal) i.e. CogAt  
 Date: \_\_\_\_\_ Score \_\_\_\_\_ Test: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_ Test: \_\_\_\_\_

\*Behavioral checklist inventories specific to General Intellectual Ability (completed by teacher)

\*Collection of evidence from portfolios (or work samples that show evidence of exceptionally high level compared to peers)

Anecdotal records reflecting characteristics specific to General Intellectual Ability

Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

Continuous progress data i.e. report card, learning logs, progress reports, etc.

Informal assessments

Nomination/Referral/Checklist of inventories completed by parent

Nomination/Referral/Checklist of inventories completed by peers

Nomination/Referral/Checklist of inventories completed by student

Nomination/Referral/Checklist of inventories completed by teacher

Observation (documented) of applied advanced reasoning ability (1 ½ to 2 years+ above peers)  
 Date documented: \_\_\_\_\_

Student awards or critiques

\*Military Compact

Local Norms

Evidence of formal identification in \*another Kentucky District or State  
 District \_\_\_\_\_ State \_\_\_\_\_ Area(s) of Identification \_\_\_\_\_ (Records attached)

Special Considerations \_\_\_\_\_ Special Education \_\_\_\_\_ Disadvantaged \_\_\_\_\_ Underachieving

**The Gifted and Talented Identification and Placement Committee feels that the evidence \_\_\_\_\_ meets \_\_\_\_\_ does not meet the requirements for the formal identification of the above student at this time and supports the need for gifted and talented services.**

**Date:** \_\_\_\_\_ **Committee Members:** \_\_\_\_\_



MOVING FORWARD TOGETHER ▶▶▶▶

To Whom It May Concern,

The attached referral forms are on the student/s in your class that scored in the **96 percentile or above in a particular area on the MAP Assessment Test this school year**. This score could be used as a piece of evidence to identify the student/s into the Gifted and Talented Program.

**HOWEVER, THIS SCORE DOES NOT AUTOMATICALLY IDENTIFY STUDENT/S INTO THE GIFTED AND TALENTED PROGRAM. WE NEED YOUR RECOMMENDATION ON WHETHER YOU SEE THIS AS AN AREA OF STRENGTH FOR YOUR STUDENT/S.** Therefore, we need you to fill out the following referral sheet on each student and place them in the Gifted and Talented mailbox in your office.

If you see qualities from your student/s in the areas marked and/or other areas on this form, please check the boxes and make comments. The more information that we have on your students will help us in the identification process. If you **DO NOT** see these students as candidates for the Gifted and Talented Program, please put this information on the form as well. This form is confidential and will not be viewed by anyone other than the Gifted and Talented Department. We need your valued input in order to decide whether to identify the student/s into the G/T Program.

**\*Please note that some students may already be identified as Gifted and Talented, but we are sending this referral to add an area (or areas) to their identification based on their MAP scores.**

Thank you in advance for your time. We really appreciate your help!

Sincerely,

**Amanda M. Johnson**  
District Gifted & Talented  
Newport Independent Schools  
95 West 9<sup>th</sup> Street  
Newport, KY 41071  
Phone: 859.292.3021 ext.4303  
Email: [amanda.johnson@newport.kyschools.us](mailto:amanda.johnson@newport.kyschools.us)

The Newport Independent School District will partner with families and the community to nurture, educate, and instill core values in all students to ensure they reach their fullest potential.

**NEWPORTWILDCATS.ORG**

☎ 859.292.3001

☎ 859-292-3073

📍 30 West 8th Street, Newport, KY 41071



MOVING FORWARD TOGETHER ▶▶▶▶

To Whom It May Concern,

The attached referral forms are on the students in your class that scored in the **96 percentile or above** in a particular area on the **MAP Assessment Test** this school year. This score could be used as a piece of evidence to identify the students in the Primary Talent Pool (PTP).

**HOWEVER, THIS SCORE DOES NOT AUTOMATICALLY IDENTIFY STUDENTS IN THE PRIMARY TALENT POOL. WE NEED YOUR RECOMMENDATION ON WHETHER YOU SEE THIS AS AN AREA OF STRENGTH FOR YOUR STUDENTS. Therefore, we need you to fill out the following referral sheet on these students and put them in the Gifted and Talented Mailbox.**

If you **DO NOT** see these students as candidates for the talent pool, please put this on the form. This form is confidential and will not be viewed by anyone other than yourself and the Gifted and Talented teachers. **We need your valued input in order to decide whether to identify the student/s or not.**

Thank you in advance for your time. We really appreciate your help!

Sincerely,

**Amanda M. Johnson**  
District Gifted & Talented  
Newport Independent Schools  
95 West 9<sup>th</sup> Street  
Newport, KY 41071  
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📍 30 West 8th Street, Newport, KY 41071



MOVING FORWARD TOGETHER ▶▶▶▶

Dear Parent/Guardian,

Congratulations, your child has been selected to receive services in the Primary Talent Pool. The goal of the Primary Talent Pool Program is to help all children achieve at high levels and develop new skills in the areas they were identified. Newport Independent School District used a minimum of three identification measures that identified potential in any of the five general areas: General Intellectual, Creativity, Leadership, Specific Academic Aptitude, and Visual and Performing Arts.

If you have any questions concerning the Primary Talent Pool Program, please do not hesitate to email or call. My contact information is provided for you at the bottom of this page. We strive to provide a challenging program for all children as the achievement of our students is our primary goal.

We look forward to working with your child.

Respectfully,

**Amanda M. Johnson**  
District Gifted & Talented  
Newport Independent Schools  
95 West 9<sup>th</sup> Street  
Newport, KY 41071  
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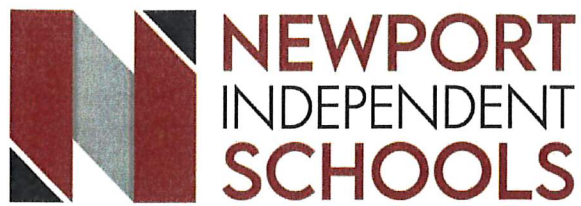
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Ⓧ 30 West 8th Street, Newport, KY 41071





MOVING FORWARD TOGETHER ▶▶▶▶

Dear Parent/Guardian,

Congratulations, your child has been selected to receive gifted and talented services in the Gifted and Talented Program. The Newport Independent School District informs parents and/or guardians of their child's progress in the Gifted and Talented Program.

Newport Independent School District used a minimum of three identification measures that identified potential in any of the five general areas: General Intellectual, Creativity, Leadership, Specific Academic Aptitude, and Visual and Performing Arts.

**Progress in the Gifted and Talented program will be noted on your child's report card on the 2<sup>nd</sup> and 4<sup>th</sup> grading quarter report cards.** Annually, you will also receive a Gifted Student Services Plan (GSSP). This Gifted Student Services Plan (GSSP) will give a description of the services that your child is receiving. If your child is identified in any other areas in the future, you will receive an updated copy of this plan.

If you have any questions concerning the Gifted and Talented Program, please do not hesitate to email or call us. Our contact information is provided for you at the bottom of this page. We strive to provide a challenging program for all children as the achievement of our students is our primary goal.

We look forward to working with your child.

Respectfully,

**Amanda M. Johnson**  
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MOVING FORWARD TOGETHER ▶▶▶▶

Dear Parent/Guardian,

Congratulations, your child has been selected to receive gifted and talented services. The goal of the Gifted and Talented Program is to help all children achieve at high levels and develop new skills in the areas they were identified. Newport Independent School District utilized a minimum of three identification measures that identified potential in any of the five general areas: General Intellectual, Creativity, Leadership, Specific Academic Aptitude, and Visual and Performing Arts. Your child showed high potential in the areas checked on the attached Gifted Student Services Plan (GSSP). Please sign the GSSP and return to your child's teacher. If your child is identified in any other areas in the future, you will receive an updated copy of this plan.

At the completion of the 2<sup>nd</sup> and 4<sup>th</sup> grading quarters (1<sup>st</sup> and 2<sup>nd</sup> semesters), you will also receive a Gifted and Talented Progress Report along with your child's Report Card. This progress report will update you on your child's progress in the Gifted and Talented Program and give a description of the services that your child is receiving. The gifted and talented teachers, along with regular classroom teachers will provide these services throughout the school year for your child.

If you have any questions concerning the Gifted and Talented Program, please do not hesitate to email or call us. My contact information is provided for you at the bottom of this page. We strive to provide a challenging program for all children as the achievement of our students is our primary goal.

We look forward to working with your child.

Respectfully,

**Amanda M. Johnson**  
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Dear Parent/Guardian,

Student progress reporting for the Gifted and Talented program will appear on your child's 2<sup>nd</sup> and 4<sup>th</sup> quarter report cards. The progress is determined by the input of classroom teachers in collaboration with gifted services. Your child will receive one of the following grade markings:

- "N": As reflected in GSSP, progress needs improvement/does not reflect potential
- "S": As reflected in GSSP, progress meets expectation
- "O": As reflected in GSSP, progress exceeds expectations

Attached you will find a **Gifted Student Service Plan (GSSP)** for your child. This gives a description of the services that your child is receiving. The GSSP will be sent home annually. If your child should be identified in any other area(s) in the future, you will receive an updated copy of this plan.

Since your child has been identified as gifted/talented, he or she is serviced through a differentiated, supplemented, and/or modified curriculum to further develop their individual interests, needs and abilities. This includes some of the advanced level/enrichment classes taken at Newport High School.

If you have any questions concerning the Gifted and Talented Program, please do not hesitate to email or call. My contact information is provided for you at the bottom of the page. As the achievement of our students is our primary goal, we strive to provide challenging programming for all children. We enjoy the opportunity to work with your child.

Respectfully,

**Amanda M. Johnson**  
District Gifted & Talented  
Newport Independent Schools  
95 West 9<sup>th</sup> Street  
Newport, KY 41071  
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### General Intellectual

- \*Understands complex concepts
- \*Draws inferences between content areas
- \*Sees beyond the obvious
- \*Thrives on new or complex ideas
- \*Enjoys hypothesizing
- \*Intuitively knows before being taught
- \*Uses an extensive vocabulary
- \*Does in-depth investigations
- \*Learns rapidly in comparison to peers
- \*Manipulates information

### Specific Academic

- \*Strong memorization ability
- \*Advanced comprehension
- \*Intense interest in a specific academic area
- \*High academic capacity in special-interest area
- \*Pursues special interests with enthusiasm
- \*Operates at higher abstraction level than peers
- \*Asks poignant questions
- \*Discusses and elaborates in detail

### Leadership

- \*Takes an active role in decision making
- \*High expectations for self and others
- \*Expresses self with confidence
- \*Foresees consequences/implications of decisions
- \*Follows through on a plan
- \*Appears to be well-liked by peers
- \*Ideas expressed and accepted by others
- \*Sought out by others to accomplish a task

### Creativity

- \*Independent/Flexible thinker
- \*Exhibits originality in oral/written expression
- \*Generates many ideas to solve a given problem
- \*Possesses a keen sense of humor
- \*Creates and invents
- \*Intrigued by creative tasks
- \*Risk taker
- \*Resists conformity

*Please obtain parent/guardian signature and then send this form to the Gifted/Talented Mailbox at your school.*

*Thank you.*

**Newport Independent Schools**  
**Gifted and Talented Student Progress Report (Grades 4-12)**

Student: \_\_\_\_\_ Grade: Choose a grade Gender: Choose one Date: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_ School: Choose a school School Year: 2023-2024

**Your child has been identified in the Gifted and Talented Program in the following area(s):**

<input type="checkbox"/> General Intellectual <input type="checkbox"/> Creativity <input type="checkbox"/> Leadership	<u><b>Specific Academic Aptitude</b></u> <input type="checkbox"/> Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<u><b>Visual/Performing Arts</b></u> <input type="checkbox"/> Visual Art <input type="checkbox"/> Dance <input type="checkbox"/> Instrumental Music <input type="checkbox"/> Vocal Music <input type="checkbox"/> Drama
---	--	--

**Goals of the Program:**

*Student will:*

1. Demonstrate achievement in the area(s) of identification
2. Develop process skills including creative/critical thinking, research, and problem solving in the area(s) of identification.
3. Complete high-level products/performances in the area(s) of identification.
4. Develop goal setting, self-directed learning, leadership, and decision-making skills in the area(s) of identification.

Service Options	Curriculum Area	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Various acceleration options (e.g., early exit from primary, grade skipping, content and curriculum in one (1) or more subjects from a higher-grade level, Dual Credit)			
Academic Competition or Optional Extracurricular Offering			
Advanced Placement and/or Honors Courses			
Collaborative Teaching and/or Consultation Services			
Special Counseling Services			
Differentiation: Individual Study in the Regular Classroom			
Differentiation: Cluster Group in the Regular Classroom			

<b>Distance Learning (Video and/or Other Online Course)</b>			
<b>Enrichment Services During the School Day</b>			
<b>Independent Study</b>			
<b>Mentorships</b>			
<b>Resource Services (Pull Out Setting, Other Appropriate Instructional Setting, Consortium)</b>			
<b>Seminars</b>			
<b>Travel Study Options</b>			
<b>Special Schools or Self Contained Classroom; Grades Four (4) Through twelve (12) Only</b>			
<b>Other and/or Progress Notes</b>			