



# Parent Referrals for Advanced Academic Services

Highly Capable Services are designed for students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Successful candidates are often independent learners who thrive when given progressively challenging opportunities and utilize advanced problem-solving skills. Gifted Learners engage in-depth study and presentation of curriculum matched to their demonstrated skills and capabilities.

A highly capable student **regularly** exhibits the following characteristics:

- a capacity to learn with unusual depth of understanding, retains, what has been learned, and transfers learning to new situations;
- a capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- an ability to learn quickly in their area(s) of intellectual strength and;
- a capacity for intense concentration and/or focus.

The indicators used for student identification by our district identification committee are:

- Surveys are sent to parents, staff, and students. Results are tallied, and comparisons made in terms of trends, areas needing focus, etc. This information is shared with staff and with the Advanced Academic Multidisciplinary Committee. It is kept on file.
- State testing data is reviewed, compiled and shared with staff and the HCP Advisory.
- Individual student data is monitored, documented, and preserved as indicators of growth

Students identified as highly capable qualify for services designed to meet their needs as a learner. These services are tied to grade level standards and provided within the school day. These services **might** include:

Early Entrance to Kindergarten  
Academic Enrichment  
Targeted Instruction  
Advanced/AP courses and Early College

Parents, teachers or other community members may nominate students. If you are interested, please follow these steps:

- Fill out the Parent Permission and Referral Form and the Teacher Referral Form.
- Return ALL completed forms to your child's school office.

If you have any questions, please contact one of the following staff members:

- Fort Stevens/Lackamas: Holly Ackerman, [holly\\_ackerman@ycs.wednet.edu](mailto:holly_ackerman@ycs.wednet.edu)
- Southworth/Mill Pond: Teresa Schultz, [teresa\\_schultz@ycs.wednet.edu](mailto:teresa_schultz@ycs.wednet.edu)
- Prairie/McKenna: Rebecca Fowler, [rebecca\\_fowler@ycs.wednet.edu](mailto:rebecca_fowler@ycs.wednet.edu)
- Ridgeline Middle School: Craig Curry, [craig\\_curry@ycs.wednet.edu](mailto:craig_curry@ycs.wednet.edu)
- Yelm Middle School; Mark Bowden, [mark\\_bowden@ycs.wednet.edu](mailto:mark_bowden@ycs.wednet.edu)
- Yelm High School: Curtis Cleveringa, [curtis\\_cleveringa@ycs.wednet.edu](mailto:curtis_cleveringa@ycs.wednet.edu)



# Advanced Academic Services

Once a student qualifies for Advanced Academics they have services follow that student until high school graduation.

## If your Child qualifies:

- **Differentiation:** Grade K-5 students are served in the regular classroom through differentiation by the classroom teacher.
- **Advanced Grade Placement:** Some students in grades K-8 who qualify for highly capable services may receive accelerated subject placement in the general education program. Students **may** qualify for early entrance to Kindergarten or whole-grade acceleration.
- **Advanced Subject Placement:** Qualified math students might enroll in Pre-Algebra in 7<sup>th</sup> grade and progress through AP Calculus or AP Statistics in high school.
- **Independent Study:** Students contract to complete specific work or projects, usually under the direction of a mentor teacher.
- **Honors Classes:** Classes that offer greater depth, complexity and a faster pace.
- **Advanced Placement:** Formal curriculum developed by the College Board for which high school students can complete a course and take the exam for college credit.

## If your Child does not qualify:

- Parents or guardians **may** choose to file a written letter of appeal to the Office of Student Support **within two weeks** of receipt of this notification. Student continues with current placement through this process.



# Parent Referral and Permission for Advanced Academic Services

|  |                    |  |  |                      |
|--|--------------------|--|--|----------------------|
| <b>Student's Last Name</b>   |                    | <b>Middle</b>  | <b>First</b>                           |                      |
| <b>Current School</b>  | <b>School Year</b> | <b>Current Grade Level</b>   | <input type="checkbox"/> <b>Male</b>   | <b>Date of Birth</b> |
|  |                    |  | <input type="checkbox"/> <b>Female</b> |                      |
| <b>Parent/Guardian Name</b>  |                    | <b>Language Other than English?</b>  | <b>Phone 1:</b>                        |                      |
| <b>Mailing Address</b>   |                    | <b>City/State</b>  | <b>Phone 2:</b>                        |                      |
| <b>I am referring this student for: (check all that apply)</b><br><input type="checkbox"/> <b>English Language Arts</b><br><input type="checkbox"/> <b>Mathematics</b> |                    | <b>This student:</b><br><input type="checkbox"/> <b>Has qualified for advanced services in another school district</b><br><input type="checkbox"/> <b>Has a 504 plan</b><br><input type="checkbox"/> <b>Has an IEP</b> |  |                      |

Please rate this student on the following characteristics:

|  | 3<br>Usually | 2<br>Sometimes | 1<br>Seldom |
|--|--------------|----------------|-------------|
| 1. Unusual alertness, even in infancy                                    | _____        | _____          | _____       |
| 2. Rapid learner; puts thoughts together quickly                         | _____        | _____          | _____       |
| 3. Excellent memory  | _____        | _____          | _____       |
| 4. Unusually large vocabulary and complex sentence structure for age     | _____        | _____          | _____       |
| 5. Advanced comprehension of word nuances, metaphors, and abstract ideas | _____        | _____          | _____       |
| 6. Enjoys solving problems, especially with numbers and puzzles          | _____        | _____          | _____       |
| 7. Self-taught reading and writing skills as preschooler                 | _____        | _____          | _____       |
| 8. Deep, intense feelings and reactions                                  | _____        | _____          | _____       |
| 9. Highly sensitive  | _____        | _____          | _____       |
| 10. Thinking is abstract, complex, logical, and insightful               | _____        | _____          | _____       |
| 11. Idealism and sense of justice at early age                           | _____        | _____          | _____       |
| 12. Concern with social and political issues and injustices              | _____        | _____          | _____       |
| 13. Longer attention span with intense concentration                     | _____        | _____          | _____       |
| 14. Preoccupied with own thoughts-daydreamer                             | _____        | _____          | _____       |
| 15. Learns basic skills quickly and with little practice                 | _____        | _____          | _____       |

**Please complete the back of this form**

- 16. Asks probing questions \_\_\_\_\_
- 17. Wide range of interests (or extreme focus in one area) \_\_\_\_\_
- 18. Highly developed curiosity \_\_\_\_\_
- 19. Interest in experimenting and doing things differently \_\_\_\_\_
- 20. Puts ideas and things together that are not typical \_\_\_\_\_
- 21. Keen and/or unusual sense of humor \_\_\_\_\_
- 22. Desire to organize people/things through games or complex schemas \_\_\_\_\_
- 23. Vivid imaginations (and imaginary playmates when in preschool) \_\_\_\_\_

Reproduced from: L Webb, J., Gore, J., Amend, E., Devries, A. (2007) A parent's guide to gifted children.

1. What areas does your child demonstrate academic achievement significantly above their peers? (ie. math, reading)

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2. Briefly describe specific examples of exceptional behavior, learning characteristics, creative products and/or problem solving abilities your child exhibits **regularly**.

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3. Include any other information that will help the Advanced Academics Multidisciplinary Committee fully understand your child and the needs that they have. Please include language or cultural differences or evidence of academic underachievement which might cause lower test scores.

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**I give permission for my child to be tested for eligibility to receive advanced academic services.**

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**In addition, I give permission for my child to receive advanced academic services (if he/she qualifies).**

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

|  |
|--|
| <p><b><u>YCS Staff</u></b></p> <p>Date received by: _____</p> <p>Print Name: _____</p> |
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**Please return this form to your school or the district office.**