



Teacher 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;
- 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
- Southworth/Mill Pond: Teresa Schultz, teresa_schultz@ycs.wednet.edu
- Prairie/McKenna: Rebecca Fowler, rebecca_fowler@ycs.wednet.edu
- Ridgeline Middle School: Craig Curry, craig_curry@ycs.wednet.edu
- Yelm Middle School; Mark Bowden, mark_bowden@ycs.wednet.edu
- Yelm High School: Curtis Cleveringa, curtis_cleveringa@ycs.wednet.edu



Teacher Referral Form for Advanced Academic Services

Student's Last Name		Middle		First	
Current School	School Year	Current Grade Level		<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth
Name of Person Completing Form		Language Other than English?		How long have you known this child? Years Months	
Fall Student Scores: earlyReading: aRead: CBM: earlyMath: aMath: SBA:		Winter Student Scores: earlyReading: aRead: CBM: earlyMath: aMath:		This student: <input type="checkbox"/> Has qualified for advanced services in another school district <input type="checkbox"/> Has a 504 plan <input type="checkbox"/> Has an IEP	
I am referring this student for: (check all that apply) <input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics					

1. In what areas does the student demonstrate academic achievement significantly above their peers? (ie. math, reading)

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

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

Please return to Building Advanced Academic Site Coordinator Date received: _____