



**Sumner School District**

*...a great place to learn!*

# Parent

Highly Capable Program  
Nomination Packet  
2009-2010

November 2009

Dear Parent/Guardian:

Thank you for your interest in nominating your child for Sumner School District's Highly Capable Program. If your child qualifies for our program, services would begin the next school year. Here is what you can expect.

Sumner serves students identified as highly capable in grades 3-5 in a self-contained "all day" program housed at Daffodil Valley Elementary. Middle school students attend Lakeridge or Sumner middle school. For the 2010-2011 school year, students in grades 6 and 7 will attend Lakeridge Middle School. Students in grade 8 will attend Sumner Middle School. The middle school Highly Capable Program includes social studies, language arts, math and science.

### **What identifies my child as highly capable?**

According to state guidelines, the identification of students with superior intellectual ability is by testing their cognitive abilities, academic abilities and academic achievement levels.

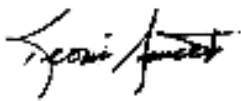
Two qualifying areas are required for the Highly Capable Program:

1. **Cognitive Abilities Test** - students in grades 2 through 7 to measure cognitive ability. Students must achieve a 90% or higher.
2. **Academic Achievement**- students in 2<sup>nd</sup> and 3<sup>rd</sup> grade who achieve a 90% or higher on the Cognitive Abilities test will be invited to take Stanford Achievement academic testing (must achieve 95% or higher in reading or math).

For students in grades 4 through 7, the top 5% district wide WASL scores will be used to measure academic achievement.

If you wish to nominate your son or daughter to be tested for Highly Capable Program, **please complete this nomination packet on the following pages and coordinate with the nominating teacher or staff member to submit.**

We look forward to working with each of you as you proceed through the selection process.



Keoni Smith  
Co-Director of Special Services

Parent Packet

# Highly Capable Services Nomination Timeline



## **November 2 to November 25**

Nomination forms are available online (Sumner School District Web site) and also in the office at all elementary and middle schools. Parents and teacher/staff members may nominate students for Highly Capable Services. All completed nominations need to be submitted to your school office staff no later than November 25, 2009.

## **November 16**

Parent Information Night  
Monday, November 16, 2009  
7:00-8:30 PM  
Daffodil Valley Elementary  
509 Valley Avenue in Sumner

## **January 30**

Nominated students with parent permission for the group Cognitive Abilities assessment will be tested Saturday, January 30, 2010, at Daffodil Valley Elementary School, 1509 Valley Avenue in Sumner. Parents will need to transport their child to and from the test site.

## **March 13**

Students in 2<sup>nd</sup> and 3<sup>rd</sup> grade who achieve a 90% or higher on the Cognitive Abilities test will take the Stanford Achievement Test, Saturday, March 13, 2010, at Daffodil Valley Elementary School, 1509 Valley Avenue in Sumner. Parents will need to transport their child to and from the test site.

## **April**

Test scores are reviewed by the District Selection Committee to determine eligibility. All families and nominating teachers will be provided the outcome regarding student placement.

### **Parent Nomination Packet Checklist**

- Complete Parent Permission for Testing (P-1) – this will allow us to administer a mental abilities test. Your child will NOT be tested without your permission.
- Complete Parent Inventory (Characteristics Survey) for Finding Potential (P-2, P-3, P-4).
- Provide student’s teacher the completed Parent Nomination packet. In return, they will complete the Teacher Nomination packet.
- Teacher or staff member will submit both Parent and Teacher Nomination packets by November 25, to your child’s school office staff.

Families will be notified the week of January 13, of test times and location(s). If you have specific questions not answered by information in the nomination packet, please call Tari Littlefield, Special Services office at (253) 891-6035.

**PARENT PERMISSION FOR TESTING**  
**SUMNER SCHOOL DISTRICT**  
**Highly Capable Program**  
2009-2010

The Sumner School District requires parent permission in order to proceed with assessment for Highly Capable Program. We will administer a group intelligence test (scheduled for January 30, 2010), which will include the Cognitive Abilities Test for all nominated students in grades 2-7 and Stanford Achievement Test to 2<sup>nd</sup> and 3<sup>rd</sup> graders. **Students will not be tested without a parent permission.**

**PARENT PERMISSION FOR TESTING**

**YES,** I give permission for my child to be tested for Sumner School District's Highly Capable Program.

**NO,** I do not wish for my child to be tested for Sumner School District's Highly Capable Program.

STUDENT NAME \_\_\_\_\_  Male  Female

SCHOOL \_\_\_\_\_ CURRENT GRADE \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

NAME OF PARENT/GUARDIAN \_\_\_\_\_ TELEPHONE \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT ADDRESS \_\_\_\_\_ CITY/STATE/ZIP \_\_\_\_\_

NAME OF PERSON COMPLETING THIS FORM (please PRINT) \_\_\_\_\_

RELATIONSHIP TO STUDENT COMPLETING FORM:  Parent  Other \_\_\_\_\_

INDICATE IF THIS STUDENT IS CURRENTLY SERVED BY:

Special Services, IEP       504 Plan       Emergency Care Plan  
 Life Threatening Allergy \_\_\_\_\_

PLEASE INDICATE BELOW HOW YOU WOULD LIKE TO RECEIVE YOUR INFORMATION:

E-mail (provide e-mail address) \_\_\_\_\_

or

Via US Mail (will be sent to the address above)

Parent Packet

**Parent Inventory for Finding Potential**  
“Characteristic Survey”

**Instructions:**

The purpose of this Characteristics Survey is to assist in identifying students who may qualify for the Highly Capable Program. Your careful scoring of statements and specific examples are important to the selection process. If you omit a question, the overall Characteristic score will be affected.

If you would like the Selection Committee to consider results of independent cognitive evaluations by qualified professionals, copies need to be attached to the Parent Nomination packet.

The emphasis of the program, as defined by state regulations, is academic performance. This survey is one of three measures.

## “Characteristics Survey”

Parent Inventory for Finding Potential

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If you have observed the following behaviors in your child, circle the number that indicates your response. One response per item.

Behavior or characteristic	Seldom or Never	Sometimes	Regularl y	Almost Always
1. Reflective – when asked a complex question or given a new task, tends to take time to think before jumping in	1	2	3	4
2. Connective- makes connections with what is already known or tries to apply new information to other contexts	1	2	3	4
3. Focused – stays attentive and alert when new or complex information is being given, long attention span	1	2	3	4
4. Retentive – remembers information in vast quantities easily	1	2	3	4
5. Enjoys School – loves attending school and even “plays” school at home	1	2	3	4
6. Enthusiastic – enters into most activities with eagerness	1	2	3	4
7. Sensitive to Problems – ready to question or change situations, see inconsistencies, suggest improvements	1	2	3	4
8. Abstract Thinker – makes generalizations and draws conclusions that summarize complex information easily	1	2	3	4
9. Persistent in Own Interests- tries to follow through on self-initiated work	1	2	3	4
10. Curious – pursues interests to satisfy own curiosity, wants to know why and how	1	2	3	4
11. Perceptive – is alert, observant beyond years	1	2	3	4
12. Aesthetically Responsive – responds to beauty in arts and nature	1	2	3	4
13. Independent Thinker – follows own ideas, rather than others’	1	2	3	4
14. Sensitive to Others – easily understands how others feel or think, easily hurt by others’ negative actions	1	2	3	4
15. Independence – uses own set of values to dictate behavior; concerned with free expression of own ideas	1	2	3	4
16. Sensitive to Ideas, Stories – upset with sad, negative, hurtful events related through some form of communication	1	2	3	4
17. Independent in Action – plans, organizes activities, evaluates results	1	2	3	4
18. Processing Speed – learns new information easily, recalls rote information rapidly	1	2	3	4
19. Verbal – learned to read considerably earlier than age mates, uses extensive vocabulary	1	2	3	4

<b>Behavior or characteristic</b>	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
20. Fair – looks out for welfare of others, compassionate, concerned with justice and fairness	1	2	3	4
21. Sense of Humor – can laugh at self, enjoys lighter moments, sensitive to hidden meanings, puns	1	2	3	4
22. Self-accepting – understands, accepts own feelings, thoughts, and how best to learn; views self realistically	1	2	3	4
23. Intense – highly motivated and skilled in a specific subject area or domain	1	2	3	4
24. Self-Critical – mistrusts own ability, lower self-concept than age, hard on self in self-evaluation	1	2	3	4
25. Achievement Need – strong drive to be “the best”, be recognized as expert, master domain of knowledge or set of skills	1	2	3	4
26. Persistent in Assigned Tasks – concerned with completion and follow through	1	2	3	4
27. Elaborative – concerned with detail, complexity, involved with implications of situation	1	2	3	4
28. Dominant – asserts self with influence in group situations	1	2	3	4
29. Uneven – is not balanced in skill and ability; very good in some things but not everything	1	2	3	4
30. Flexible – approaches ideas from number of perspectives; is adaptable	1	2	3	4
31. Structure – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests	1	2	3	4
32. Risk-taking – takes mental, emotional, and physical risks easily	1	2	3	4
33. Tolerant of Ambiguity – comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve	1	2	3	4
34. Confident – feels can produce at will; positive about own abilities	1	2	3	4
35. Inner Locus – attributes success and failure to own efforts and ability	1	2	3	4
36. Fluent – produces large number of ideas easily	1	2	3	4
37. Original – uses original methods, creates unusual, unique products	1	2	3	4
38. Imaginative – freely responds to ideas, producing mental images, fanciful insights	1	2	3	4
39. Physically expressive – enjoys physical activities as means for self-expression	1	2	3	4
40. Energy Level – has available pep and vigor for carrying on most activities	1	2	3	4
41. Task Analytic – breaks down tasks into sequential steps through backwards planning	1	2	3	4

<b>Behavior or characteristic</b>	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
42. Global Scanner – scans complex information quickly to pick out important items	1	2	3	4
43. Perceptual Perspective Taker – can orient self and figures in space easily	1	2	3	4
44. Popular – others enjoy and want to be with this person	1	2	3	4
45. Accepting of Others – relates to others with genuine interest, concern; seeks out others, is warm	1	2	3	4
46. Physically Able – is coordinated, agile, participates well in organized games	1	2	3	4
47. Socially Mature – able to work with others, can give and take, sensitive to others’ wants	1	2	3	4
48. Happy – cheerful, has satisfied look on face most of the time	1	2	3	4
49. Emotionally controlled – expresses and displays emotions appropriately	1	2	3	4
50. Stable – can cope with normal frustrations of living; adjusts easily to change	1	2	3	4
51. Associative – finds similarities, differences between cognitive, verbal, and visual pairs easily	1	2	3	4

**Comments:**

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