



Sumner School District

...a great place to learn!

Parent

Highly Capable Program
Nomination Packet
2012



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:

Elementary

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

Grades 6-8 attend Lakeridge Middle School. The Highly Capable Program includes social studies, language arts, math and science.

Important Note

Due to a limited number of spaces available, placement for current 5th graders will be granted in priority based on their cognitive score. All remaining students who qualify will be placed on a waitlist. Due to class capacity at 7th and 8th grade, we will be unable to accept 6th and 7th grade nominations.

What identifies my child as highly capable?

According to state guidelines, the identification of students with superior intellectual ability is done by testing their cognitive abilities, academic abilities and academic achievement levels. Two qualifying areas are required for the Highly Capable Program:

1st Qualifying Area

Academic Achievement- Measurement of Academic Progress (MAP), students must achieve in Math **OR** Reading. Refer to the RIT score below:

<u>Math a RIT total score:</u>		<u>Reading a RIT total score:</u>	
2nd grade:	198 and above	2nd grade:	200 and above
3rd grade:	212 and above	3rd grade:	213 and above
4th grade:	224 and above	4th grade:	222 and above
5th grade:	235 and above	5th grade:	229 and above

2nd Qualifying Area

Cognitive Abilities Test - measures cognitive ability. Students must achieve a 90% or higher. Test will be taken Saturday, February 25.

Note: Measurement of Student Progress (MSP) will be reviewed as additional information.

If you wish to nominate your son or daughter to be tested for Highly Capable Program, **please complete this nomination packet and provide to your child’s teacher before February 8, 2012.**

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

Keoni Smith
Director of Special Services

Parent Packet



Highly Capable Program Nomination Timeline

January 4 – February 8

Nomination forms are available online (Sumner School District Web site) and also at all elementary schools front offices. Parents and teacher/staff members may nominate students for Highly Capable Services. All completed “parent” nominations need to be submitted to your nominating teacher no later than **February 8, by 1:00 p.m.** This will allow time for staff members to complete the “teacher” nomination packet.

January 9

Parent Information Night
Monday, January 9
6:30-7:30 p.m.
Sumner School District, Administration Building
“Board Room”
1202 Wood Ave. in Sumner

February 15

Notification will be sent to families to confirm testing time.

February 25

Nominated students with parent permission will be tested on the Cognitive Abilities assessment, Saturday, **February 25**, 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 for the Cognitive Abilities Assessment. 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 no later than **February 8th**. In return, they will complete the Teacher Nomination packet.

Families will be notified the week of February 15, of test times and location(s). If you have specific questions please call Tari Littlefield, Special Services office at (253) 891-6035.

**PARENT PERMISSION FOR TESTING
SUMNER SCHOOL DISTRICT
Highly Capable Program**

The Sumner School District requires parent permission in order to proceed with assessment for Highly Capable Program. We will administer the Cognitive Abilities Assessment (scheduled for February 25, 2012). **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 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

© 1999 by Karen B. Rogers

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	Regularly	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

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
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

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
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:
