

# HIGHLY CAPABLE PROGRAM

## Parent/Guardian/Community Member Recommendation Form Grades K-1

We value your input and will carefully review your evaluation. Forms should be returned to the school office **on or before** \_\_\_\_\_.

Student's **Legal** Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Parent/Guardian/Community Member Name(s): \_\_\_\_\_

Current Address: \_\_\_\_\_

City, State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Current Teacher: \_\_\_\_\_

### Parent/Guardian Permission:

I would like the above-noted child considered for Highly Capable Program services. I understand that the testing will be completed by the assessment team and/or school psychologist.

I do not give consent for the above-noted child to be tested or considered for Highly Capable Program placement.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For each statement, check the word that best describes the child. Please cite specific examples.**

### A. The child is an intense learner. This is demonstrated through:

	<i>Almost Always</i>	<i>Often</i>	<i>Seldom</i>
1. determination to complete assignments and projects successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. using advanced vocabulary, incorporating it into conversation or writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. possessing a large amount of factual knowledge used accurately, reading extensively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. social awareness, concern for fairness, prejudice, and equity issues beyond age level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Over→**

C/H School District does not discriminate on the basis of sex, race, religion, creed, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained guide dog or service animal in its programs, employment, and/or activities. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups. District programs will be free of sexual harassment. The following employees have been designated to handle inquiries regarding the nondiscrimination policies: Kelley Boyd, Civil Rights Compliance Coordinator, 410 W Locust Street, Coulee City, WA 99115, (509) 632-5231, kboyd@achsd.org; James Evans, Title IX Coordinator, 410 W Locust St Coulee City WA 99115, (509) 632-5231, jevans@achsd.org; Dan O'Connor, Section 504 Coordinator, 410 W. Locust St. Coulee City, WA 99115, (509) 632-5231 doconnor@achsd.org

**B. The child is an analytical thinker. Analytical thinking is demonstrated through:**

- |   | <i>Almost<br/>Always</i> | <i>Often</i>             | <i>Seldom</i>            |
|---|--------------------------|--------------------------|--------------------------|
| 6. an understanding of ideas and complex concepts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. learning new skills and concepts quickly.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. an awareness of relationships, using metaphors or analogies, making mental connections.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Examples: \_\_\_\_\_

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**C. The child is a creative producer. Creative, productive thinking is demonstrated through:**

- |   | <i>Almost<br/>Always</i> | <i>Often</i>             | <i>Seldom</i>            |
|---|--------------------------|--------------------------|--------------------------|
| 11. generating different ideas, adapting readily to new situations.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. creating detailed projects, turning the simple into complex, adding details, embellishing.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. questioning, asking complex questions not typical of age group.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Examples: \_\_\_\_\_

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**D. The child is highly motivated in areas of interest. Motivation is demonstrated through:**

- |  | <i>Almost<br/>Always</i> | <i>Often</i>             | <i>Seldom</i>            |
|--|--------------------------|--------------------------|--------------------------|
| 16. working well independently.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. exceeding expectations, doing more than what is required on assignments of interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. working cooperatively as a team member, receptive to the ideas of others.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. eagerness to complete assignments of interest on time or prior to due date.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. assuming leadership positions, leading the group.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Examples: \_\_\_\_\_

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**Additional Comments:** *Please be as specific as possible in commenting on any characteristics, abilities, and/or aptitudes of the child that you feel should be brought to the attention of the Identification and Placement Committee.*

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