



HIGHLY CAPABLE PROGRAM SERVICES PARENT REFERRAL FORM

Student's Legal Name: _____ Date of Birth: _____

School: _____ M/F Grade: _____ Teacher: _____

Parent/Guardian Name(s): _____ Email: _____

Street Address: _____ City: _____ State: _____ Zip Code: _____

Main Telephone: _____ Other Telephone: _____

I would like my child to be considered for highly capable program services. I understand testing with the Cognitive Abilities Test (CogAT) is part of the evaluation process and will be completed by a highly capable program coordinator at my child's school. The CogAT scores, my child's scores from common standardized assessments, parent input, and teacher input will be considered as part of the evaluation, and a multidisciplinary selection committee will review all the information collected. I understand I will receive a letter concerning the outcome of the full evaluation; to appeal this outcome, I can contact Ann Ottmar at aottmar@cheneyisd.org within 15 days of receiving the notification. Identified highly capable students will be served in a variety of ways; I have reviewed the enclosed details about services in Cheney Public Schools. I understand I may, at any time, exit my child from highly capable programming; to initiate this process, I can contact Ann Ottmar at aottmar@cheneyisd.org.

Signature: _____ Date: _____

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

A. My child is an intense learner. This is demonstrated through

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

Examples of A, 1-5: _____



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B. My child is an analytical thinker. Analytical thinking is demonstrated through

- | | <i>Almost
Always</i> | <i>Often</i> | <i>Seldom</i> | |
|----|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | an understanding of ideas and complex concepts |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues others find frustrating |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | learning new skills and concepts quickly |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | an awareness of relationships, using metaphors or analogies, making mental connections |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion |

Examples of B, 1-5: _____

C. My child is a creative producer. Creative productive thinking is demonstrated through

- | | <i>Almost
Always</i> | <i>Often</i> | <i>Seldom</i> | |
|----|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | generating different ideas, adapting readily to new situations |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | creating detailed projects, turning the simple into complex, adding details, embellishing |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | questioning, asking complex questions not typical of age group |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless |

Examples of C, 1-5: _____

D. My child is highly motivated in areas of interest. Motivation is demonstrated through

- | | <i>Almost
Always</i> | <i>Often</i> | <i>Seldom</i> | |
|----|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | working well independently |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | exceeding expectations, doing more than what is required on assignments of interest |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | working cooperatively as a team member, receptive to the ideas of others |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | eagerness to complete assignments of interest on time or prior to due date |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | assuming leadership positions, leading the group |

Examples of D, 1-5: _____



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Additional Comments: Please include any additional information on characteristics, abilities, and/or aptitudes of your child you believe should be brought to the attention of the review committee.

Please return form to your child's teacher, to be directed to Ann Ottmar below:

Ann Ottmar
Highly Capable Coordinator
559-4566
Windsor Elementary 204E
aottmar@cheneysd.org

Kelly Niccols
Director of Secondary Teaching and Learning
559-4535
Cheney Public Schools
kniccols@cheneysd.org