

## Appendix

Sample letters to a parent of an advanced learning student who qualifies for the ALP.

Dear Parents,

Our district has always provided opportunities for students that have advanced learning potential. In the past, this has been called Enrichment and REACH at the elementary levels. At the secondary level, students have opportunities for advanced courses or honors programs. In order to better this experience for all students in grades K-12, we will consider all of these programs and services under our new Advanced Learning Program (ALP).

For the 17-18 school year, the focus of the ALP will be on grades 1-6. The ALP will provide both small group pull out and/or in class support for students who meet our advanced learner criteria. We are looking at Cognitive ability as the first area for advanced learning.

Your child has been identified as a candidate for the ALP.

\_\_\_\_\_ is the ALP teacher for \_\_\_\_\_ School. S/he can be reached at [\\_\\_\\_\\_\\_@somersschools.org](mailto:_____@somersschools.org). Your child's ALP services are outlined on the following page.

We are committed to collecting a body of evidence that best reflects the abilities of each student. Please take time to fill out the enclosed parent questionnaire and return to your child's ALP teacher at your earliest convenience.

Please contact us with any questions.

Thank you,

## Advanced Learning Program

To the parents of \_\_\_\_\_,

Your child has been identified as a candidate for the Advanced Learning Program. Your child will receive a pull-out program three times per week. During this time your child will work on enrichment activities with \_\_\_\_\_ in a small group.

**Schedule:**

**Days:** Monday Tuesday Wednesday Thursday Friday

**Time:** \_\_\_\_\_

**Room:** Room B-8

Please respond by checking the appropriate box.

Yes, my child has permission to participate in the Advanced Learning Program.

No, my child will not participate in the Advanced Learning Program at this time.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please return this permission form and the parent questionnaire in a sealed envelope to your child's teacher.

Sincerely,

## Advanced Learning Program

To the parents of \_\_\_\_\_,

Your child has been identified as a candidate for the Advanced Learning Program. Your child will receive push-in enrichment from \_\_\_\_\_ who will push into your child's classroom weekly to enrich the curriculum for your child.

Please respond by checking the appropriate box.

Yes, my child has permission to participate in the Advanced Learning Program.

No, my child will not participate in the Advanced Learning Program at this time.

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

Please return this permission form and the parent questionnaire in a sealed envelope to your child's teacher.

Sincerely,

## Parent Questionnaire

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Cell Number: \_\_\_\_\_

Home Number: \_\_\_\_\_

Email address: \_\_\_\_\_

1. What are your child's strengths and interests?

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2. What goal you would like your child to achieve in the Advance Learning Program? (*This may be an academic, personal, or social goal.*)

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3. Is there anything that you would like me to know about your child?

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Thank you!

We will have an exciting year of learning.

Sincerely,

Advanced Learning Program Referral Form(s)

**Staff/Parent Appeal Form for the Advanced Learning Program**

Student Name: \_\_\_\_\_ Name of person making referral: \_\_\_\_\_

Please complete this checklist and the questions below it for the student named above. This information will be considered along with additional school data to inform a decision about placement in to the Advanced Learning Program. Please see ALP Handbook for additional information requested. Thank you.

Characteristics	Seldom or never	Occasionally	Frequently	Almost Always
Develops unevenly, meaning that some areas show advanced development, but not others (i.e., early talking and high levels of vocabulary, yet normal or lagging physical development, early understanding of mathematical concepts, yet emotionally immature).				
Is oversensitive physically, emotionally, sensorily, or intellectually. Imagination can overtake reality at times.				
Begins school with an abundance of knowledge and often complains of being bored; may have some behavior issues at school.				
Is an excellent problem solver, inventing his or her own strategies and solutions.				
Overthinks or analyzes seemingly simple tasks and requires additional time for task completion (i.e., cleaning room, getting in car, eating food).				
Is idealistic and resists unfairness in any form (i.e., household rules, play with friends, or global issues and problems).				
Struggles to connect socially with same-age children. Prefers older or adult friends.				
Displays lack of motivation and effort in school, yet intensely pursues own learning interests and passions independently.				
Has perfectionistic tendencies (i.e. is highly self critical of work, perceives anything less than "perfect" as failure, is highly controlling in play or in the way things must be done).				

1. Explain why the Advanced Learning Program might be appropriate for this student.
2. Describe any special interests, talents or projects this student pursues independently.
3. List the student's academic and/or social challenges (if any).
4. Describe any sensitivities the student displays.
5. Please add any additional information you would like us to know about this student.
6. If this student qualifies for ALP services, how do you feel the program can help the student?

## Advanced Learning Program Parent Referral Form Student Characteristic Checklist

Please check characteristics in each box that this student regularly demonstrates.

### Cognitive Ability

- Capable of reasoning like someone 2-4 years older
- Uses advanced vocabulary
- Enjoys problem-solving and other intellectual activities
- Understands and learns quickly
- Seeks mental stimulation
- Highly sensitive to human issues, to beauty, and nature
- Has a more sophisticated sense of humor
- Asks questions, seeks meaning
- Enjoys interacting with intellectual peers/adults/older adults
- May have less effective interpersonal skills
- Intense, high energy level
- Multiple interests and talents
- Tends to be a perfectionist

### Creative Thinking

- Has a large number & variety of ideas and questions
- Has unique, original ideas
- Enjoys solving problems in areas of interest
- Tolerant of ambiguity
- Likes open-ended assignments
- Non-conforming in thinking, manner of dress
- Risk-taker in thinking and problem-solving
- Willing to be different
- Unique sense of humor
- Enjoys creating stories or plays
- Draws cartoons and/or creates characters

### Math

- Thinks logically, mathematically, "scientifically"
- Enjoys abstract problems and topics
- Has a strong number sense
- Quickly sees patterns
- Enjoys puzzles and chess
- Solves problems intuitively, but may not be able to explain how
- Explains data, statistics
- Persistent in learning about math topics
- Pursues math activities in free time

### Reading/Writing

- Reads widely/avidly/fluent, in and out of class
- Uses advanced vocabulary
- Interested in words and word relationships
- Exhibits understanding of language structure
- Plays with language
- Recognizes and appreciates quality literature
- Writes descriptively; communicates a story
- Applies literary devices to writing
- Understands and processes key ideas
- Writes with voice, in variety of forms
- Enjoys writing for creative outlet

In addition to the characteristics above, this student displays unusually high performance and/or interest in:

Leadership   
  Science   
  Social Studies   
  Art   
  Music   
  Drama   
  Dance

This student has participated in:

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Chess</li> <li><input type="checkbox"/> Debate Team</li> <li><input type="checkbox"/> Future Problem-Solving</li> <li><input type="checkbox"/> In-the-Know</li> <li><input type="checkbox"/> Inventing</li> <li><input type="checkbox"/> Math competitions</li> <li><input type="checkbox"/> Media Production</li> <li><input type="checkbox"/> Literary Magazine/Newspaper/Yearbook</li> <li><input type="checkbox"/> Student Government</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Art Shows</li> <li><input type="checkbox"/> Destination Imagination</li> <li><input type="checkbox"/> Summer Programs for high-achieving students</li> <li><input type="checkbox"/> Technology Programs</li> <li><input type="checkbox"/> Community activism or volunteer work</li> <li><input type="checkbox"/> Extended research</li> <li><input type="checkbox"/> Literary magazine/newspaper/yearbook</li> <li><input type="checkbox"/> Science Fairs</li> <li><input type="checkbox"/> NYSSMA</li> <li><input type="checkbox"/> Other: _____</li> </ul> |
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Please give specific examples of this child's unique abilities, either in this box or in an attachment.

Parent Signature: \_\_\_\_\_