EXCEL
(Evergreen’s Explorations in Creativity, Excellence, and Leadership)

Grades 1-7 Referral Packet
2006-2007

General Directions –
  o The EXCEL tests are administered in English and measure general reasoning ability and performance in English. Although a language to English dictionary may be used, interpreters can not. If this student is not proficient in reading, listening and reasoning in English, please postpone testing.
  o Referrals are encouraged from parents, teachers, friends, etc., and are accepted from any source.
  o Parents and teacher need to complete the Referral Packet. (Please forward appropriate pages).
  o Referrals are due to the school’s EXCEL Liaison by November 29, 2006.
  o Referrals are due to the Highly Capable Programs office by December 1, 2006.
  o Refer to the Highly Capable Programs brochure for additional information/timelines.

STUDENT INFORMATION

PLEASE PRINT

Student Name: ___________________________ First   Last
Parent Name: ___________________________ First   Last
Address: ________________________________________________________________ City     State     Zip
Home Phone: ___________________________ Work Phone: ______________________
e-mail address: ________________________________  □ Male  □ Female
Date of Birth: ___________________________ Age: ______  Current Grade: ____________
Current School: _________________________Teacher: __________________________ Future Middle School: ____________
(for grade 5 students)

If this student has test data from another school district or from a private psychologist, please check below and attach copies of the testing information (the State of Washington requires both a nationally standardized achievement and a mental abilities test).  □ Yes, information is attached

Does/has this student have/had a sibling in EXCEL? □ No  □ Yes

Who initiated this referral? (check only one)  ● Parent  ● Teacher  ● Other (describe) _____________

To request accommodation due to the presence of a physical, sensory or mental disability, please contact the ADA Coordinator at least forty-eight (48) hours in advance of the event. Jerry Piland, ADA Coordinator, may be contacted at:
  ● Telephone (360) 604-4010  TDD voice  1-(800) 833-6384
  ● Fax (360) 604-4109  Tele-braille:  1-(800) 833-6385
Evergreen School District 114
Highly Capable Programs – EXCEL

Grades 1-7 Referral Packet – 2006-2007

PARENT INPUT

Name of Student ___________________________ Grade ___ School ___________________________ Teacher ________________

Describe in as much detail as possible what it is about your child that suggests he/she:

1. .....is performing, or has the potential to perform within the top ten percent nationwide in mental ability and/or achievement.

2. .....has a need for EXCEL placement which exceeds building services.

3. .....displays a high probability of success in an EXCEL environment.

4. .....would benefit from an EXCEL environment.

5. Will your child require special assistance or accommodations during the testing sessions? ________.
   If so, please describe:

_________________________________________   ________________________________
Signature                                                      Date

DEADLINE: To your school’s EXCEL Liaison by: Wednesday, November 29, 2006
To Highly Capable Programs Manager: Friday, December 1, 2006
RENZULLI-HARTMAN SCALE - PARENT

Student Name ______________________ Current Grade ______ School _________ Teacher ___________

DIRECTIONS: Please read the statements carefully and place an X in the appropriate place according to the following scale of value. Each item in the scale should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

1. If you SELDOM or NEVER observed this characteristic.
2. If you have observed this characteristic OCCASIONALLY.
3. If you have observed this characteristic to a CONSIDERABLE degree.
4. If you have observed this characteristic ALMOST ALL OF THE TIME.

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything or everything.

2. Is individualistic; does not fear being different.

3. Is sensitive to beauty; attends to aesthetic characteristic of things.

4. Is uninhibited and tends to hold strongly to expression of opinions and emotions. (Sometimes radical and spirited in disagreement.)

5. Is unusually aware of his/her impulses and open to the irrational in him/herself; shows emotional sensitivity.

6. Displays a keen sense of humor and sees humor in situations reflective of own cultural background. (May see humor where others do not.)

7. Is a high risk taker; is adventurous and speculative. (Sometimes has different criteria for success.)

8. Is unwilling to accept authoritarian pronouncements without own critical examination.

9. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses. (Sometimes offers unbelievable or "way out" responses.)

10. Displays a good deal of intellectual playfulness, fantasizes, manipulates (i.e. changes, elaborates, adapts, improves, modifies) ideas, objects, or systems.

11. Likes to organize and bring structure to things, people, or situations.

12. Needs little external motivation to follow through on topics or problems that excite him/her. Takes advantage of opportunities to learn and enjoys challenge.

13. Is interested more than usual for age level in many adult issues such as religion, politics, environmental control, etc.

PLEASE COMPLETE NEXT PAGE
14. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)

15. Requires little drill to grasp concepts; is easily bored with routine tasks. (Needs to know reasons for activity.)

16. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

17. Often is self-assertive. (Sometimes even aggressive.)

18. Prefers to work independently; requires minimal directions from teachers (or resists directions.)

19. Is self-critical and strives for perfection; is not easily satisfied with own speed or products. (Sometimes critical of others and not self.)

20. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers; looks for similarities and differences in events, people, and things.

21. Possesses a large storehouse of information beyond the usual interest of age of peers about a variety of topics or interests.

22. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick". (Can be an annoyance in persisting to ask questions.)

23. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc.

24. Reads a great deal on his/her own; does not avoid difficult or adult-level material; shows a preference for biographies, autobiographies, encyclopedias, atlases, travel, folk lore, poetry, science, history, and drama.

25. Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people, or things. (Sometimes skeptical.)

26. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, imagery, elaboration, fluency in any language. (Sometimes rambles on and on, or talks too much.)

27. Catches on quickly; retains and uses new ideas and information.

COMMENTS:

________________________________________________________________________

________________________________________________________________________

Parent Signature: ___________________________ Date ___________________________
Highly Capable Programs
AGREEMENT FOR EXCEL PARTICIPATION

Should your child’s test scores meet eligibility requirements (you will be notified by US Mail), it is necessary to have this form completed and on file. We are including this form in the Referral Packet to save future mailing costs and to streamline our process. Completion of this form, as well as the Program Preference Form, is for our potential future use should your child qualify for and be placed in an EXCEL classroom. Please understand, and stress to your child, that completing the forms now does not necessarily mean that s/he will participate in EXCEL. Also, please clarify to your child what this form means and to what they are agreeing.

This form remains valid from year to year, as long as your child is enrolled in the Highly Capable Programs. You may want to make a copy for your records.

Please sign, date, and return this form as part of the Referral Packet, or you may mail it to:
Charlotte Akin, Highly Capable Programs Manager
Evergreen Public Schools – ASC Blue
P O Box 8910
Vancouver, WA 98668-8910

1. Maintain regular and punctual attendance;
2. Maintain satisfactory performance and progress;
3. Complete all projects and assignments according to the specified criteria;
   1. Consistently complete homework and home study within the guidelines assigned by the teacher(s).
   2. Actively participate in classroom discussions, activities, and lessons at a level consistent with ability;
   3. Behave in accordance with Evergreen School District guidelines, the school's rules and regulations, and the classroom teacher's established management system. A student's behavior, attitude, or work habits may not interfere with another student's learning.
4. Adhere to the Exit Process, which involves the teacher, student, parents, the Highly Capable Programs Manager, and sometimes the school administrator. Contact the Highly Capable Programs Manager to request exiting the EXCEL Program.
5. All placements are provisional and may undergo periodic review to ensure that each student is demonstrating consistent progress. Should the determination be made that a student is not demonstrating consistent progress, a conference to discuss alternatives will be scheduled with parents, teacher, and the Highly Capable Programs Manager. This may result in a change of placement.

I have read, understand, and agree to the listed conditions and expectations:

Student’s PRINTED Name

Parent Signature

Date

Student's Signature

Current Grade / Current School
Dear Parents:

Options available through the Highly Capable Programs are the Pull-Out (with cluster grouping in the regular classroom for four days/week) or Full-Time programs at the elementary level, and EXCEL Block for secondary students. Please refer to this year’s Highly Capable Programs brochure for details.

Eligibility does not guarantee that placement can be made. Space within the EXCEL classrooms is a primary factor in all placements. If your child is eligible but cannot be placed because the class is full, your child's name will be added to a waiting list.

Should your child meet the eligibility requirements, describe below which option you prefer for your child and why. Please be as complete as possible in explaining your preference. You may wish to consult your child's teacher, Highly Capable Programs Building Liaison, or the Highly Capable Programs Manager prior to completing this page.

Please check preference for the 2007-2008 school year:

**Elementary:**
- □ EXCEL at Burton, Pull-Out grades 2-5 (one day per week)
- □ EXCEL at Image, Full-Time, grades 3-5 (5 days per week)  
  (requires strong academic ability)
- □ EXCEL at Illahee, Full-Time, grades 3-5 (5 days per week)

**Middle School:**
- □ Frontier grade 6
- □ Frontier grade 7
- □ Frontier grade 8
- □ Pacific grade 6
- □ Pacific grade 7
- □ Pacific grade 8
- □ Shahala grade 6
- □ Shahala grade 7
- □ Shahala grade 8
- □ Wy’east grade 6
- □ Wy’east grade 7
- □ Wy’east grade 8

Please describe in as much detail as possible the reasons for your preference.

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Evergreen School District 114
Highly Capable Programs – EXCEL

Grades 1-7 Referral Packet – 2006-2007

STUDENT INPUT

Name_________________________Current Grade_________________________School_________________________Teacher: __________

1. Do you want to participate in EXCEL?

2. Please explain:

3. What other information about yourself would you like to share?
TEACHER INPUT

Name of Student________________________________________ Current Grade____________
School_________________________________________ Teacher _______________________

1. Are there any constraining factors which may influence performance on standardized assessment? (e.g. culturally or linguistically diverse, I.E.P. or 504 plan, other) If so, please explain and attach copies.

2. How well does the student perform academically?

3. In what ways do you think the student would benefit from participating in the EXCEL program?

4. What are the student's strengths......weaknesses?

5. Describe how the standard curriculum has been modified to meet this student's special needs within the regular classroom.

6. Do you believe this student would be successful in an EXCEL program? If so, which one? Please explain.

7. Other comments:

Please also complete, sign, and date the Renzulli-Hartman Scale.
**RENZULLI-HARTMAN SCALE - Teacher**

**Student Name__________________________** **Current Grade_______** **School________________________**

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COMMENTS:

Teacher Signature_________________________________________ Date:______________________

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