



Highly Capable Programs

Endeavour Referral Form

Bethel School District
Highly Capable Programs
516 176th St E.
Spanaway, WA 98387

Brian Loffer, Director
bloffer@bethelsd.org

Judy Armijo, Secretary
jarmijo@bethelsd.org

Phone: (253) 683-6952

Fax: (253) 683-6995

www.bethelsd.org/programs/highly_capable

Program Descriptions

Program Name	Grades Served	Brief Description
<i>Challenge</i>	1 st – 6 th	1-day-per week pull-out program.

Challenge serves approximately 250 qualified 1st -6th grade students living in the Bethel attendance area. Challenge is a one-day-a-week “pull-out” program. Students are bused from their home school to Shining Mountain Elementary, where they attend class with peers from other elementary schools. Buses return students to their home school at the end of the day.

While attending Challenge, students participate in creative problem solving through performance projects, puzzles, mind-benders and class activities. They work through a sequential math/logic program to increase math problem solving skills. They are “Challenged” to write more clearly and in greater depth, with a focus on fictional and research writing, as they study topics new to them. Topics might include ancient cultures, inventions, etc. They learn about art and artists and create their own works of art. Students learn to work and relate to other students with high abilities and stretch each other in a collaborative manner. These relationships often last many years. The goal of these activities is to “Challenge” students to think and work to their highest level.

Program Name	Grades Served	Brief Description
<i>Endeavour</i>	3 rd – 6 th	Full-time program

The Endeavour program is a full-day, full-week setting for highly capable students who may need more than 1-day per week highly capable services. Endeavour is currently located at Shining Mountain Elementary. There are two classrooms, a 3rd/4th grade split and a 5th/6th grade split. The typical path for students is to start the program in 3rd grade and have had prior experience in the *Challenge* program. Students who qualify are bused from their homes and back. In addition to meeting grade-level requirements, students learn new and higher-level concepts and produce high quality work.

Program Name	Grades Served	Brief Description
<i>Junior High Honors*</i>	7 th – 8 th	Communication Arts / Social Studies block

Students in the 7th-8th grade who qualify (or have already qualified for an elementary highly capable program) are enrolled in Honors Humanities classes. The humanities – Social Studies and Communication Arts – are offered during the regular day. In the Honors program, students work in an enriched curriculum covering similar topics to that of regular classes, but at a faster pace and in more depth. Challenging activities engage highly capable students in their studies and foster peer relationships with other highly able students.

NOTE: Junior high school students are also eligible for higher-level math courses. Placement in math courses is based on test scores and teacher recommendations and is not part of the highly capable testing. This acceleration of the math sequence can provide challenge for highly capable students and allow for students to participate in upper level math in high school.

Program Name	Grades Served	Brief Description
<i>High School Honors*</i>	9 th - 10 th	Communication Arts / Social Studies block

Students in 10th grade who qualify can enroll in Honors courses, which are taught in the areas of Social Studies and Communication Arts. These courses are more advance and fast paced. They can also continue in their accelerated math sequence.

Program Name	Grades Served	Brief Description
<i>Advanced Placement</i>	10 th -12 th	AP Courses in multiple subjects

Advanced Placement (AP) courses are offered at the high school level and available to all students that meet the pre-requisites. Class discussions, with highly able peers, provide thoughtful study on a variety of topics. These courses prepare students to take AP tests. If a student chooses to take an AP exam, and passes it at the appropriate level, they can receive college credit. AP courses are rigorous and challenging. Offerings are available in all major subject areas.

*NOTE: Grades will be reconfigured in 2012-13 to 9th – 12th grade high schools and 7th – 8th grade junior highs. Program formats may be adjusted to meet the new grade level configuration. Look back to our website www.bethelsd.org/programs/highly_capable for updates on any program changes.



Bethel School District Highly Capable Program
ENDEAVOUR REFERRAL FORM

NOTE: Students must be an existing or newly qualified *Challenge* student in order to be referred for placement into the *Endeavour* program.

DIRECTIONS: Please separate this pink form from the purple informational packet and complete both the front & back. Return the completed pink form to your child's school by **May 1, 2012**

Student Information

Student Name:		Current Grade:
School:	Teacher:	

Person Completing this Referral

Name:
Relation to Student: <input type="checkbox"/> Parent <input type="checkbox"/> Other:

Parent Permission (only complete if you are the parent): I give my permission for possible placement in the Highly Capable Program.

Parent Signature:	Date:	Student Birthdate:
Mailing Address (street, city, state zip):		Phone Number :

PART A: Free-Response

Describe your student's highly capable needs and why they would be best served in a full-time highly capable program.

PART B: Renzulli-Hartman Scale

Please read the statements carefully and use the scale below to place an X in the appropriate checkbox. 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.

Scale:

- 1: SELDOM or NEVER observed this characteristic
- 2: Observed this characteristic OCCASSIONALLY
- 3: Observed this characteristic to CONSIDERABLE degree.
- 4: Observed this characteristic ALMOST ALL OF THE TIME.

SECTION 1		1	2	3	4	
1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything or everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Is individualistic; does not fear being different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Is sensitive to beauty; attends to aesthetic characteristics of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Is uninhibited and tends to hold strongly to expression of opinions and emotions. (sometimes radical and spirited disagreement.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Is unusually aware of his/her impulses and open to the irrational in him/herself; shows emotional sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Displays a keen sense of humor and sees humor in situations reflective of own cultural background. (May see humor where others do not.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Is a high risk taker; is adventurous and speculative. (Sometimes has different criteria for success.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Is unwilling to accept authoritarian pronouncements without own critical examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Displays a good deal of intellectual playfulness, fantasizes, manipulates (i.e. changes, elaborates, adapts improves, modifies) ideas, objects, or systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Combined Total
ADD TOTALS OF EACH COLUMN 1-4. Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for the column.) Provided the combined sum of each column in the box to the far right. →						
SECTION 2		1	2	3	4	
11.	Likes to organize and bring structure to things, people, or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.	Is interested more than usual of age level in many adult issues such as religion, politics, environmental control, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

--Continue on to final page--

SECTION 2 (continued from previous page)

		1	2	3	4	
15.	Requires little drill to grasp concepts; is easily bored with routine tasks. (Needs to know reasons for activity.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.	Is quite concerned with right and wrong, good and bad; often evaluates and passes on judgment on events, people, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.	Often is self-assertive (Sometimes even aggressive.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.	Prefers to work independently; requires minimal directions from teachers (or resists directions.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.	Is self-critical and strives for perfection; is not easily satisfied with own speed or products. (Sometimes critical of others and not self.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADD TOTALS OF EACH COLUMN 1-4. Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for the column.) Provided the combined sum of each column in the box to the far right. →						Combined Total

SECTION 3

		1	2	3	4	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21.	Possesses a large storehouse of information beyond the usual interest of age of peers about a variety of topics or interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25.	Has a ready grasp of underlying principles; can quickly make valid generalizations about events, people, or things. (Sometimes skeptical.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27.	Catches on quickly; retains and uses new ideas and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ADD TOTALS OF EACH COLUMN 1-4. Provide the sum of each column (example 3 checks in the 2 column would be a sum of 6 for the column.) Provided the combined sum of each column in the box to the far right. →						Combined Total

If you have any questions about completing this form or the testing process, you may contact the Bethel School District office of Assessment and Highly Capable Programs at (253) 683-6952.