

CHALLENGE PROGRAM

Anacortes School District 103

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<http://www.asd103.org/>

Cindy Simonsen

Director, Learning & Instruction

Email: csimonsen@asd103.org



WELCOME TO THE ANACORTES SCHOOL DISTRICT CHALLENGE PROGRAM

2010 Key Dates

Tuesday, April 6, 2010

Challenge Program

Information Night

Anacortes School District Board Room,
6:30 pm

April 12-15, 2010

Elementary Classroom observations

Please contact Kat Grossman, 293-1212,
to schedule a time to visit and observe
a classroom in action.

Middle School Classroom observations

Please contact Mr. Verbano by phone,
293-1230 ext. 384, or by email
lverbano@asd103.org if you are inter-
ested in observing.

April 16, 2010

Parent Nomination Forms Due

Elementary and Middle School

Please return completed parent
nomination forms to the district office.

April 26-30, 2010

Challenge Assessment

You will be notified by mail of your stu-
dent's scheduled testing time and loca-
tion.

Late May/Early June

Student Selection and Notification

You will be notified by mail of your stu-
dent's status no later than Friday, June
11, 2010.

Thank you for your interest
in our district's Challenge Pro-
gram.

Our program provides
"differentiated" instructional
classes for highly capable and
highly motivated students in
grades one through eight.

Students in this program
display a high degree of
"intellectual aggressiveness"
and have been identified as
having superior intellectual
ability as demonstrated by one
or more of the multiple criteria
specified in Washington State
WAC 392-127-035 (cognitive
ability, academic achievement
and exceptional creativity).

Students selected for this
program typically rank in the
top three to seven percent of
students as measured on stan-
dardized assessments.

Based on research practices
adopted by the Challenge Re-
view Committee, these stu-
dents are grouped together in
multi-age classes for their in-
structional program.

Students are selected based
on an identification matrix
which includes standardized
academic assessments, class-
room performance, teacher
recommendation, parent rec-
ommendation and intellectual
abilities.

If you have a child who
demonstrates advanced aca-
demic skills, intellectual ag-
gressiveness, extreme curiosity
and/or advanced reasoning
skills then please complete the
parent nomination form in-
cluded in this flyer. Copies of
this nomination form are also
available at each of the ele-
mentary schools, at Anacortes
Middle School, and at the Dis-
trict Office. If you are nominat-
ing your child for the Challenge
Program, we encourage you to
discuss your child's potential
for success in the program
with the teacher during confer-
ences.

We request that you com-
plete and return the parent
nomination form to the Ana-
cortes School District office by
Friday, April 16, 2010.

Challenge Program Goals

- *To meet the educational needs of highly capable and highly motivated students within the Anacortes School District.*
- *To encourage development of enriched and extended learning opportunities for interested students within the Anacortes School District.*

Challenge Program Information Night

Please join us Tuesday, April 6
at 6:30 pm in the District Board
Room (upstairs in the Middle
School) for a Challenge Pro-
gram Information Night. Our
Challenge Program staff will
review program curriculum,
goals and selection process for
both elementary and middle
school students..

CHALLENGE PROGRAM STAFF

Mary Wahlgren, 1st Grade Cluster, Island View Elementary 360-293-3149 ext. 611

email: mwahlgren@asd103.org

Roxann Heffelfinger, Primary Challenge Teacher, Island View Elem. 360-293-3149 ext. 618

email: rheffelfinger@asd103.org

Terri Bakke-Schultz, Intermediate Challenge Teacher, Island View 360-293-3149 ext. 616

email: tbakkschultz@asd103.org

Larry Verbano, Middle School Challenge Bloc Teacher 360-293-1230 ext. 384

email: lverbano@asd103.org

How are students assessed?

Several testing instruments and data surveys may be used to determine eligibility. Some examples are:

- Current grades and classroom performance
- WASL/MSP testing
- Primary Reading DRA
- Primary Math EMDA
- NWEA Measures of Academic Progress
- CogAT: K-12 instrument that measures students' verbal, quantitative and non-verbal reasoning abilities

In addition, students may be asked to submit examples of student work or products.

How are students selected?

Each student's scores from teacher and parent questionnaires, standardized testing and ratings will be placed on a matrix where they will be weighted and combined into a single score. The weightings will be adjusted so the achievement and ability scores, normed by age, will receive consideration.

The selection and screening committee will review all information and make final selection decisions. Selection will be based on their weighted matrix score and on the basis of other information allowing for professional judgment in the interpretation of scores.

Placement of students will depend on available space and district resources. Vacant classroom positions will be filled by sequential reference to the list of students on the ranked matrix scores.

ELEMENTARY CHALLENGE PROGRAM

The Grades 2-6 Challenge Program consists of two classrooms housed at Island View Elementary School in two connected classroom spaces. Both classrooms serve students in a mixed age model. One classroom is considered the "younger students" and the other is the "older students." Students receive physical education, music and additional instruction from specialists. Mrs. Hefelfinger teaches the younger students and Mrs. Bakke-Schultz teaches the older students.

The Challenge Program moves faster through basic skills in reading, writing and mathematics with less repetition. This allows time to explore a variety of topics in greater depth. Thinking skills and problem solving are emphasized. Students are expected to meet rigorous academic expectations. Topics are addressed in thematic, integrated settings as much as possible. The arts and service learning are emphasized and the older students devote a lot of time to mathematics and writing.

Parent volunteers are utilized in many different capacities. Parent time and participation is a highly valued component of the Challenge Program.

A cluster model is used for first graders. In a cluster model, students are placed in a first grade classroom together and receive differentiated instruction. Students receive advanced academic work and support from the teacher.

MIDDLE SCHOOL CHALLENGE BLOC PROGRAM

The 2010-2011 Challenge Bloc will involve three class periods each day devoted to the integrated subject areas of world history and culture (Eastern Hemisphere), world literature, and language arts with an emphasis on writing.

History, from prehistoric times to the Renaissance will form the framework of our study with concepts drawn from all fields of the social sciences and humanities, i.e., economics, government, law, geography, art, etc.

The year will begin with a simulated archeological dig. Each class will develop an imaginary culture which will

include the six "cultural universals" found in every culture regardless of the time or place it existed: Government & Law, Trade & Economics, Religion & Philosophy, Art & Esthetics, Science & Technology, and Daily Life. Students will create tangible artifacts to represent those universals to be "discovered" and interpreted by the other class. In this way, the idea of "culture" will be demystified for the rest of the year's study of various cultures throughout history.

As students study history, we will read and analyze literature selections written either during or about the

time period studied. Literature selections will often provide the models for students' original writing, both analytical and creative. In addition to an emphasis on writing skills, the language arts curriculum will involve the skill strands of reading comprehension, critical thinking skills, and language mechanics (spelling, punctuation, grammar, and usage). These language arts strands will be integrated as closely as possible with the study of history and literature.

Placement Appeal Process

1. Contact Cindy Simonsen, Director of Learning and Instruction, 293-1214.
2. If not satisfied, you may appeal to the Superintendent's Office, 293-1211.
3. Final appeal option is to the School Board at their next regularly scheduled board meeting. Contact the Superintendent's Office, 293-1211.

Anacortes School District complies with all federal and Washington State rules and regulations and does not discriminate on the basis of race, color, creed, national origin, families with children, sex, marital status, sexual orientation, age, Vietnam-era status, or disabled Veteran status, or the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a disabled person. Applications from all groups are encouraged. Inquiries regarding compliance and/or grievance procedures may be directed to Cindy Simonsen, **Title IX/RCW 28A.640 and Affirmative Action Officer** and/or Maggie Thompson, **Section 504 Coordinator and ADA Coordinator** at 2200 M Avenue, Anacortes, WA 98221; telephone (360) 293-1200.

Anacortes School District is a drug, alcohol, and tobacco-free workplace. Anacortes School District is an Equal Opportunity Employer.

Challenge Program **PARENT NOMINATION FORM FOR 2010-2011**

Please complete this form and return to the Anacortes School District office by **April 16, 2010.**

Student Name: _____ Current Grade: _____ Birthdate: _____

Parent's Name(s): _____ Telephone: _____

Address (Street, City, Zip): _____

Current School: _____ Teacher: _____ Today's Date: _____

Is student fluent in English? _____ Is student fluent in another language? Please list: _____

By completing this questionnaire and signing below, I grant permission for _____ to be tested and evaluated for Highly Capable Services and/or programs, and for information in the student's school records to be copied for program placement purposes. If my child qualifies I am requesting placement in the Challenge Program.

Signature of parent or guardian

Please circle the appropriate number before each phrase. Please provide detail explaining your rating. You are welcome to attach additional sheets if needed.

KEY: Almost Never— 1 Sometimes— 3 Often— 4
Seldom— 2 Almost Always— 5

1 2 3 4 5 (1) Uses unusually advanced vocabulary: _____

1 2 3 4 5 (2) Moves quickly from discussing a simple issue to considering the larger picture: _____

1 2 3 4 5 (3) Shows interest and curiosity about a variety of topics: _____

1 2 3 4 5 (4) Finds opportunities for starting new projects and being creative: _____

1 2 3 4 5 (5) Is aware of detail and is a keen observer: _____

1 2 3 4 5 (6) Is a good problem solver in intellectual or social situations: _____

1 2 3 4 5 (7) Remains interested in one topic for a long time: _____

1 2 3 4 5 (8) Is highly imaginative in writing, music, art or play: _____

1 2 3 4 5 (9) Remembers details of things that happened long ago: _____

1 2 3 4 5 (10) Recognizes relationships and makes logical associations (in discussing current events or religion, grasping complicated game rules, etc): _____

1 2 3 4 5 (11) Has a 'need to know' or a 'desire to excel'. Is a perfectionist: _____

1 2 3 4 5 (12) Exhibits unusual ideas or approaches to problem solving (makes up new game rules, figures out a new way to fix the car): _____

1 2 3 4 5 (13) Learns quickly and easily that which is important to self: _____

1 2 3 4 5 (14) Does highly complex mental tasks (playing chess, programming a computer, doing complex puzzles, etc): _____

1 2 3 4 5 (15) Can select learning options or set goals (in sports activities, career planning, etc): _____

1 2 3 4 5 (16) Is venturesome and eager to try new things: _____

1 2 3 4 5 (17) Displays a keen sense of humor: _____

1 2 3 4 5 (18) Can anticipate outcomes of stories: _____

1 2 3 4 5 (19) Needs little external motivation to complete own projects: _____

1 2 3 4 5 (20) Enjoys fantasy, imaginary games, manipulating or elaborating ideas: _____

_____ Sum of circled numbers in items 1-20

You are welcome to describe any other behaviors of your child which lead you to believe he/she may be highly capable. Please identify any talents they have demonstrated (attach additional sheets as needed)

Please complete this form and return to the Anacortes School District office, 2200 M Ave. (2nd Floor), Anacortes, WA 98221 by April 16, 2010.