

MUSKEGO-NORWAY SCHOOLS

PROGRAMMING REFERRAL

Student Name:		Date of Birth:	Grade:	<input type="checkbox"/> Male
				<input type="checkbox"/> Female
School Attending: <input type="checkbox"/> CM <input type="checkbox"/> ME <input type="checkbox"/> MV <input type="checkbox"/> LV <input type="checkbox"/> TC <input type="checkbox"/> BL <input type="checkbox"/> LD <input type="checkbox"/> MHS			Classroom Teacher:	
Name of Parent/Guardian:		Address:		Telephone:
Person Making Referral:		<input type="checkbox"/> Administrator <input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Self Staff	Case Manager:
				Date:
Check which kind of programming referral this is:		<input type="checkbox"/> Gifted & Talented	<input type="checkbox"/> Non-Traditional	

Directions: Below and attached is a list of diverse abilities, talents and strengths. A Collaborative Support Team (CST) meeting will be convened to consider this referral, and will utilize this document as a starting-point for discussion and program planning. Please complete any/all of the items that you believe apply to this student and return this Programming Referral to your child's school office and a school CST representative will be in contact with you to establish a CST meeting date and time.

Note: Inclusion of formative/summative assessment data (including state assessment results), work samples, products, and any pertinent performance related evidence, should be brought to the CST meeting to develop a clear understanding of the student's strengths and abilities.

I. INTELLECTUAL EVIDENCE

- High Test Scores on an Intellectual Measure: Test: _____ Score: _____
- Other related evidence (describe or list in the space below):

II. ACADEMIC ABILITY

Content Area	Achievement Data			Other Sources of Evidence		
	Source	School Year	Results	Source	School Year	Results
Reading						
Writing						
Mathematics						
Science						
Social Studies						
Other:						

III. LEADERSHIP, CREATIVITY & ARTISTIC STRENGTHS

Please check those in which the student demonstrates exceptionality.

Leadership

<input type="checkbox"/>	Sets goals and accomplishes them on or ahead of time.	<input type="checkbox"/>	Brings structure and organization to situations
<input type="checkbox"/>	Uses strategies to help others accomplish a goal (i.e., coaching, guiding, directing, delegating)	<input type="checkbox"/>	Adapts readily to new situations
<input type="checkbox"/>	Takes initiative	<input type="checkbox"/>	Sees the big picture
<input type="checkbox"/>	Assumes responsibility	<input type="checkbox"/>	Is a risk taker
<input type="checkbox"/>	Demonstrates a high level of self-assurance	<input type="checkbox"/>	Is a decision-maker
<input type="checkbox"/>	Communicates ideas effectively	<input type="checkbox"/>	Considers other points of view
<input type="checkbox"/>	Directs group activities	<input type="checkbox"/>	Gets ideas clearly across to others
<input type="checkbox"/>	Draws others to themselves		
Other:			

Creativity

<input type="checkbox"/>	Displays a great deal of curiosity	<input type="checkbox"/>	Integrates parts to the whole
<input type="checkbox"/>	Generates a large number of original ideas from different Perspectives	<input type="checkbox"/>	Accepts disorder and may be oblivious to time constraints (but within the disorder there is a logic for the student)
<input type="checkbox"/>	Is a flexible and elaborative thinker	<input type="checkbox"/>	Invents solutions to established problem
<input type="checkbox"/>	Is innovative	<input type="checkbox"/>	Asks many and unusual questions which may be advanced, embarrassing, or controversial; unaffected by peer criticism
<input type="checkbox"/>	Displays a keen sense of humor	<input type="checkbox"/>	Loves variety and novelty
<input type="checkbox"/>	Exhibits an active imagination	<input type="checkbox"/>	Enjoys controversial and unusual questions
<input type="checkbox"/>	Displays excitement, engagement, and a longer attention span when interested in a focal area		
Other:			

Artistic

<input type="checkbox"/>	Visualizes relationships or objects in space	<input type="checkbox"/>	Paints, draws, sculpts, photographs, or arranges media in a Way that suggests unusual talents
<input type="checkbox"/>	Expresses and communicates different feelings through visual arts	<input type="checkbox"/>	Demonstrates a high level of appreciation for the visual world
Other:			

Performing Arts

<input type="checkbox"/>	Changes lyrics to songs to communicate thoughts	<input type="checkbox"/>	Dances, sings, or performs in a non-prescribed way
<input type="checkbox"/>	Sings, plays an instrument adeptly alone or with others	<input type="checkbox"/>	Expresses and communicates different feelings through the performing arts
<input type="checkbox"/>	Composes music	<input type="checkbox"/>	Demonstrates a high level of appreciation for the performing Arts
Other:			

Psychomotor

<input type="checkbox"/>	Shows expressive body language in dance and other movement activities	<input type="checkbox"/>	Demonstrates remarkable strength, balance, form and coordination
<input type="checkbox"/>	Exhibits complex motor coordination	<input type="checkbox"/>	Achieves athletic prominence
<input type="checkbox"/>	Prefers to dramatize situations through movement rather than verbalize them		
Other:			

IV. OTHER SUPPORTING INFORMATION/DATA:

V. CST Meeting Minutes

Student Name: _____

Directions: The CST facilitator should complete this section with the CST participants.

Step 1: Briefly narrate the outcome of the team's discussion in the space below.

Step 2: Determine which programming plan best meets the needs of this student:

- Continue the current level of differentiated programming
- Develop a *Non-Traditional Plan* using the Educational Plan form
- Develop a *Gifted and Talented Educational Plan* using the Educational Plan form

