

Some Characteristics of Academically Gifted Students

- Reads earlier and with greater comprehension
- Learns basic skills readily
- Demonstrates more complex processing of information than average child
- May have inconsistent development (e.g. excellent in math but socially immature)
- Makes abstractions

Remember, gifted children may also like to be "on stage," be disorderly, rebellious or daydreamers. Do not discount children who demonstrate these behaviors.

Webster Elementary School
ACAT program

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ACAT-Alternative
Classrooms for the

Academically
Talented

Lora Boka, Principal
David Zyczynski, ACAT Facilitator

Selection process

Parents or teachers of kindergarten through grade four youngsters may nominate their students from November through February. Notification occurs in Livonia Public Schools *Dialog*, on its website, as well as in notes carried home by LPS students.

Students take standardized achievement and ability tests. We also use qualitative data for selection, including parent and teacher recommendations. There is no cost for the testing. Please refer to our website for more information about selection criteria.

Selected students are invited to visit Webster in the spring before a decision is required. Youngsters attend Webster the following September.

Curriculum and Delivery System – The Integrative Education Model

Students, grades K-4, who meet our selection criteria, can become full time students in the ACAT program (Grades 1-6.) The program's home is at Webster, which also houses a center program for students with cognitive and autistic impairments.

ACAT is supported by a principal and the ACAT Teacher Facilitator and additional support staff.

Students learn in multiage classrooms, called "families." This is the method of choice and provides teachers to possibly have students for more than one year and to place students in flexible groups. The alternative classroom structure provides a nurturing environment, a differentiated curriculum and the opportunity for essential

interaction among children with like abilities, interests and talents.

The delivery system is based on the research and work of Dr. Barbara Clark and is called the Integrative Education Model (IEM.) Clark uses current knowledge of the brain and its functioning to suggest strategies to optimize learning for children. Complex and challenging cognitive activities, choice and perceived control, movement and physical encoding, a responsive learning environment and use of empowering language are foundational to our program.

The curriculum is an outgrowth of LPS Core Curriculum but is differentiated through pacing, depth and methodology.

For more information about our curriculum, delivery system and selection process, please visit our website. You will also find necessary forms to nominate a child for the ACAT program. <http://lpswebster.ss5.sharpschool.com/>