



**Snohomish School District**  
**4/5/6 Highly Capable Referral Packet**  
**School year 2024-2025**

This packet contains all the forms needed for testing and to be considered for the 4/5/6 Highly Capable Program. Highly capable services for grades 4/5/6 are provided in a self-contained program offering learning opportunities around depth, complexity and acceleration. All 3rd grade students will be screened whether a referral packet is returned or not.

**Contents**

- Permission Form (to be completed by the parent/guardian of the student) **due by Thursday, February 29, 2024.**
- Parent/Guardian Student Inventory Form (to be completed by the parent/guardian of the student or other interested party).
- Student Self Inventory Form and Personal Reflection (to be completed by the student).
- Teacher's Student Inventory Form (deliver to your child's teacher).
- Parent/Guardian Information (to be retained at home).

Please return the Permission to Test Form, the Parent/Guardian Student Inventory, and the Student Self Inventory/Personal Reflection Forms to the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290 or to your child's home school. The completed Teacher's Student Inventory Form will be sent to the Highly Capable office directly by your child's teacher. Referral packets are due to the District Resource and Service Center by **Thursday, February 29, 2024.**

**Parent/Guardian Information Night**

There will be an important 4/5/6 Highly Capable Parent/Guardian Night for all parents/guardians interested in the elementary 4/5/6 Highly Capable Program on Wednesday, February 7, 2024, from 6-7 p.m. at the district Resource and Service Center, 1601 Avenue D, Snohomish, WA 98290.

**Testing Information**

Referred students will be assessed on the Cognitive Abilities Test (CogAT) in their current school during regular school hours. Test dates and times will be in the early spring. Families will receive notification of testing date(s) by email from your child's school or from the district office. All testing materials are provided. Students already identified for K-3 highly capable services do **not** need to complete a referral packet and will receive placement information for the 4/5/6 Highly Capable Program at the end of May.

For questions, contact Belinda Kelly at [belinda.kelly@sno.wednet.edu](mailto:belinda.kelly@sno.wednet.edu) or 360-563-7258 or Linda Varner at [linda.varner@sno.wednet.edu](mailto:linda.varner@sno.wednet.edu) or 360-563-7296.



### 4/5/6 Highly Capable Program Testing Permission Form

For school year 2024-2025  
due by February 29, 2024

Student \_\_\_\_\_ Grade \_\_\_\_\_  
First and last name as registered at school

Birthdate \_\_\_\_\_ Current school \_\_\_\_\_ Teacher \_\_\_\_\_

Next year's school (2024-25) \_\_\_\_\_ Next year's grade (2024-25) \_\_\_\_\_

Check here if student will be seeking a variance to next year's school and indicate which school.

Optional:  Asian  White  Native Hawaiian or Other Pacific Islander  
 Black/African American  Hispanic  American Indian/Alaskan Native

Parent/Guardian Name \_\_\_\_\_  
First Name Last Name

Mailing Address \_\_\_\_\_  
Street City State Zip

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

How did you find out about the referral process?  
by school or district staff  by parent/guardian  by self  by peer  by screener

Please check any areas below that are appropriate (optional):  
Another language routinely spoken at home: No  Yes  What language? \_\_\_\_\_

In special programs? MLL  Highly Capable  IEP  504  Other \_\_\_\_\_

**By signing this form, the parent or guardian gives permission for Snohomish School District to test their child for the purpose of highly capable placement.**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Out-of-district students** – If your child does not live in the Snohomish School District and will need a variance to attend a Snohomish School District school, please attach a check for \$100 made payable to the Snohomish School District. This is a non-refundable testing fee. If your student does not live in the Snohomish School District, but currently attends a Snohomish School District school, you do not need to pay.



## 4/5/6 Parent/Guardian Student Inventory Form

For school year 2024-2025

Due by February 29, 2024

<b>Name of student</b>	<b>Birthdate</b>	<b>Grade</b>	<b>Student ID#</b>	<b>Date</b>
<b>School</b>	<b>Teacher</b>	<b>IEP:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>MLL:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>504 Plan:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>TITLE I/LAP:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Other:</b> _____		

**Directions:** Please read the statements below carefully and rate your student according to the following scale. Provide only one check mark per question that best reflects your student. **This survey will be kept at the district’s Highly Capable office. Copies will not be placed in the student’s cumulative file.**

If you have **rarely** observed this characteristic

If you have **sometimes** observed this characteristic

If you have **often** observed this characteristic

If you have observed this characteristic **most of the time**

<b>LEARNING CHARACTERISTICS – (one score per question)</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the time</b>
1. Has unusually advanced vocabulary for age/grade. Reads advanced level books outside school.				
2. Knows about a variety of topics beyond the usual interests of age peers.				
3. Has quick recall and mastery of information; catches on quickly.				
4. Asks many questions; tries to discover the how and why of things, asks for reasons.				
5. Has ready grasp of underlying principles. Can quickly make valid generalizations about people, events or things.				
6. Is a keen and alert observer. Usually “sees more” or “gets more” out of a story, film, etc. than others.				
7. Independent in work and is self-directed. Works well independently. Looks for opportunities to learn and enjoys challenge.				
8. Reasons things out, sees logical, and common-sense answers.				

<b>MOTIVATIONAL CHARACTERISTICS</b> – (one score per question)	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the time</b>
1. Becomes involved in certain topics or problems. Is able/willing to concentrate on an activity or task for unusual periods of time, persistent in task completion.				
2. Does not need much drill and practice to grasp concepts.				
3. Works to ability level, enjoys being challenged, and looks for opportunities to learn.				
4. Has high expectations; may be critical of own efforts.				
5. Works cooperatively in a group setting, respects the learning environment of all students.				
6. Is interested in “adult” topics.				
7. Is self-assertive and may be unwilling to change ideas.				
8. Likes to organize people, things and situations.				
9. Is concerned with right and wrong, good and bad.				
<b>CREATIVITY</b> – (one score per question)	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the time</b>
1. Is curious about many things, constantly asking questions.				
2. Can think of many ideas or solutions to problems and questions. Predicts from present information.				
3. Is uninhibited in expression of opinion; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression. Fantasizes, imagines and builds on ideas. Improvises with commonplace materials.				
6. Has a keen sense of humor.				
7. Responds emotionally to stories, events and needs of others.				
8. Demonstrates artistic appreciation and understanding, has unusual ability in fine arts, such as painting, drama and music.				
9. Is individualistic and is not afraid to be different.				
10. Criticizes constructively; unwilling to accept rules without reasons.				

To the best of your ability, please complete this entire section and provide examples where applicable. Your input is used and valued by the Highly Capable Selection Committee to make placement decisions.

Child's hobbies, interests, unusual accomplishments: \_\_\_\_\_

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Academic areas where child demonstrates excellence: \_\_\_\_\_

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Please include at least two specific comments that you believe would be helpful for the selection committee:

1. \_\_\_\_\_

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2. \_\_\_\_\_

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Parent/guardian signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Return by Thursday, February 29, 2024 to the Highly Capable office at the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290 or to your child's home school.**



## 4/5/6 Student Self Inventory Form

For school year 2024-2025

Due by February 29, 2024

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Please show whether you agree or disagree with each of the statements by marking one of the spaces.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am a good student and do my best.				
2. I am very sociable and know how to get along with other people.				
3. Other people recognize that I am an intelligent person.				
4. I enjoy math problems.				
5. I am one who likes to work independently on special projects.				
6. I enjoy debating or discussing an idea.				
7. I enjoy "losing myself" in a good book or in imagination.				
8. I have a good sense of humor.				
9. I am able to come up with a large number of ideas or solutions to problems				
10. I am able to take charge of planning and completing a project.				
11. I like to study subjects that are challenging or even difficult.				
12. I often use music, art, or drama to express my feelings.				
13. I feel strongly about things and often express my feelings, even if I think others will disagree.				
14. I spend more time than I would need to on assignments because I enjoy the learning.				





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### 4/5/6 Teacher’s Student Inventory Form

For school year 2024-2025

Due by March 22, 2024

<b>Name of student</b>	<b>Birthdate</b>	<b>Grade</b>	<b>Student ID#</b>	<b>Date</b>
<b>School</b>	<b>Teacher</b>	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No MLL: <input type="checkbox"/> Yes <input type="checkbox"/> No 504 Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No TITLE I/LAP: <input type="checkbox"/> Yes <input type="checkbox"/> No Other: _____		

**Directions:** Please read the statements below carefully and rate your student according to the following scale. Provide only one check mark per question that best reflects your student. **This survey will be kept at the district’s Highly Capable office. Copies will not be placed in the student’s cumulative file.**

- If you have **rarely** observed this characteristic
- If you have **sometimes** observed this characteristic
- If you have **often** observed this characteristic
- If you have observed this characteristic **most of the time**

<b>LEARNING CHARACTERISTICS – (one score per question)</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the time</b>
1. Has unusually advanced vocabulary for age/grade. Reads advanced level books outside school.				
2. Knows about a variety of topics beyond the usual interests of age peers.				
3. Has quick recall and mastery of information; catches on quickly.				
4. Asks many questions; tries to discover the how and why of things, asks for reasons.				
5. Has ready grasp of underlying principles. Can quickly make valid generalizations about people, events or things.				
6. Is a keen and alert observer. Usually “sees more” or “gets more” out of a story, film, etc. than others.				
7. Independent in work and is self-directed. Works well independently. Looks for opportunities to learn and enjoys challenge.				
8. Reasons things out, sees logical, and common sense answers.				



<b>MOTIVATIONAL CHARACTERISTICS</b> – (one score per question)	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the time</b>
1. Becomes involved in certain topics or problems. Is able/willing to concentrate on an activity or task for unusual periods of time; persistent in task completion.				
2. Does not need much drill and practice to grasp concepts.				
3. Works to ability level, enjoys being challenged, and looks for opportunities to learn.				
4. Has high expectations; may be critical of own efforts.				
5. Works cooperatively in a group setting, respects the learning environment of all students.				
6. Is interested in “adult” topics.				
7. Is self-assertive and may be unwilling to change ideas.				
8. Likes to organize people, things and situations.				
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<b>CREATIVITY</b> – (one score per question)	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Most of the time</b>
1. Is curious about many things, constantly asking questions.				
2. Can think of many ideas or solutions to problems and questions. Predicts from present information.				
3. Is uninhibited in expression of opinion; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression. Fantasizes, imagines and builds on ideas. Improvises with commonplace materials.				
6. Has a keen sense of humor.				
7. Responds emotionally to stories, events and needs of others.				
8. Demonstrates artistic appreciation and understanding, has unusual ability in fine arts, such as painting, drama and music.				
9. Is individualistic and is not afraid to be different.				
10. Criticizes constructively; unwilling to accept rules without reasons.				

To the best of your ability, please complete this entire section and provide examples where applicable. Your input is used and valued by the Highly Capable Selection Committee to make placement decisions.

Child's hobbies, interests, unusual accomplishments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Academic areas where child demonstrates excellence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher's recommendation (please check one)

1 – No       2 – Questionable       3 – Perhaps       4 – Yes       5 – Yes without reservation

**Return by Friday, March 22, 2024, to the Highly Capable office at the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290.**

**Parent/guardian information**

**Please detach from application and retain at home.**

**Information about the 4/5/6 Highly Capable Program**

Students who perform or show potential for performing at significantly advanced academic levels when compared to their peers may benefit from receiving highly capable services. The 4/5/6 Highly Capable Program develops special abilities of highly capable students by fostering academic excellence through a variety of instructional strategies based on student needs and learning opportunities. These strategies may include differentiation, project-based learning and learning opportunities around critical, creative, and evaluative thinking.

**Placement process**

The multidisciplinary committee will review multiple criteria for each student, which includes: Parent/Guardian Student Inventory, Teacher's Student Inventory, Student Self Inventory/Personal Reflection, and assessment data (CogAT scores, Star Reading and Math) to determine if the student will be identified to receive Highly Capable services. Following the multidisciplinary committee meeting in the spring, a letter with your child's CogAT scores, placement decision, and information on appeals will be mailed home by May 24, 2024. Students who do not qualify for Highly Capable services may file an appeal.

**Program options**

**K-3 highly capable options**

In grades K-3 students who have been identified will receive highly capable services at their home school in the classroom. Challenging learning opportunities may include cluster grouping, pre-assessment, acceleration, open ended questioning strategies, compacting of the curriculum, independent study, flexible and interest grouping, extension options and problem solving. There will be an emphasis on providing our K-3 students with critical, creative and evaluative thinking opportunities in their general education classrooms.

**4/5/6 Highly Capable Program options**

Beginning in 4th grade, those students who have been identified to receive highly capable services are placed in the 4/5/6 Highly Capable Program which is offered at each elementary school. This program is a full-time class that emphasizes depth, complexity and acceleration. Differentiated instruction within each classroom may include one or more of the following strategies: pre-assessment, tiered lessons, open ended questioning strategies and higher-level thinking skills. There are opportunities for students to make independent choices when appropriate in content, process and product.

**Middle school honors program options**

Middle school honors classes offer advanced pathway courses in English language arts and math. Information and course descriptions, along with the registration process, will be available in late spring.

**High school options**

The district will offer high school students program alternatives that may include accelerated learning and advanced placement opportunities. There are a variety of options at the high school level to provide rigorous learning opportunities for students through acceleration, abstract thinking, complexity, and depth. Students may self-select honors courses, Advance Placement (AP) courses, Running Start, College in the High School, advanced courses in CTE (including Tech Prep) and the arts.

### **Appeal Process**

Parents/guardians of a student who does not qualify have the right to appeal the multidisciplinary selection committee's decision by submitting a letter requesting review of the selection/placement decision. The written request must include reasons for the appeal and any outside standardized assessment data that represents evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic or creative abilities. The appeal request and supporting evidence must be submitted to the Highly Capable Program specialist **by June 20, 2024**.

The district's Appeals Committee will review the student's assessment profile data, and additional evidence provided in the request for appeal. The appeals committee is composed of the Highly Capable Program specialist, an administrator, a highly capable program teacher (if a highly capable teacher is not available, a classroom teacher shall be appointed), and a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results.

The decision of the appeals/multidisciplinary selection committee may include:

1. Upholding the original decision of the multidisciplinary selection committee
2. Reversing the decision of the multidisciplinary selection committee
3. Request for further testing

A decision will be made by the appeals committee within ten school business days after the final due date of written appeals. The parent/guardian will be notified of the decision in writing. The decision of the Appeals Committee is final.

### **Exit Process**

The exit process may be initiated for students who no longer demonstrate a need for Highly Capable Program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation. A multidisciplinary selection committee will convene a meeting to review the student's profile to determine if the placement and services are appropriate for the student, based on academic, social/emotional, behavioral and/or attendance information. The multidisciplinary selection committee may request additional evidence of student capabilities and/or willingness to participate in the program. If the committee determines that the student no longer qualifies for Highly Capable Program services, it may be recommended that the student is exited from the program. The parent will be notified in writing of the committee's decision and any steps to appeal the decision will be provided.

A parent/guardian may request that the student be withdrawn from the program, or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program specialist or school administrator to discuss the request. If the parent/guardian desires to withdraw the student from the program, the student will be exited from the program. A multidisciplinary selection committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.