



**SNOHOMISH SCHOOL DISTRICT #201  
KINDERGARTEN – 3RD GRADE  
HIGHLY CAPABLE REFERRAL PACKET  
*For school year 2020-21***

**This packet contains all of the forms needed to apply for the K-3 Highly Capable Program. Highly capable services are provided in the general education classroom at the student’s home school.**

**Contents:**

**1. Permission Form**

To be filled out by the parent/guardian of the student.

**2. Parent/Guardian Form (student learning, motivation and creativity)**

To be filled out by the parent/guardian of the student.

**Upon receiving these two forms, we will send your student’s teacher a Teacher Form to fill out and be returned to our office.**

Please return the permission form and the parent/guardian form to the district Resource and Service Center located at 1601 Avenue D in Snohomish (drop box by main entrance or mail in) or to your student’s home school.

**\*Referral packets are due to the district Resource and Service Center by **November 2, 2020.****

**Testing will take place at the district Resource and Service Center - 1601 Avenue D, Snohomish 98290**

**TESTING SCHEDULE:**

- **Kindergarten: Friday, November 6, 1:30 p.m. - 3:30 p.m.**
- **1st grade: Saturday, November 7, 8:30 a.m. – 10:30 a.m.**
- **2nd grade: Saturday, November 7, 11:30 a.m. – 1:30 p.m.**
- **3rd Grade – *Cascade View, Cathcart, Dutch Hill, Emerson, Little Cedars:*  
Saturday, November 14, 8:30 a.m. -10:30 a.m.**
- **3rd Grade- *Machias, Riverview, Seattle Hill, Totem Falls:*  
Saturday, November 14, 11:30 a.m.-1:30 p.m.**

Testing will take place in smaller groups at the district office. Students need to wait in their cars until 10 minutes before their test time and to line up on the marks on the sidewalk outside the building for social distancing. A health questionnaire will need to be completed and students will have their temperature taken prior to entering the building. All testing materials are provided. If transportation is an issue, please contact the Highly Capable Program office at 360-563-7258.

For questions - Linda Varner at [linda.varner@sno.wednet.edu](mailto:linda.varner@sno.wednet.edu) or Julie Francois at [Julie.francois@sno.wednet.edu](mailto:Julie.francois@sno.wednet.edu)



SNOHOMISH SCHOOL DISTRICT # 201  
Snohomish, Washington

**2020-21 Permission Form  
Kindergarten – 3rd Grade Highly Capable Program**

Student \_\_\_\_\_ Grade \_\_\_\_\_  
First name (as registered at school) & last name (as registered at school)

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

Check here if 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 (home) \_\_\_\_\_ (cell) \_\_\_\_\_ E-mail \_\_\_\_\_

Please check any areas below that are appropriate (optional):

Another language routinely spoken at home:  Yes  No What language? \_\_\_\_\_

In special programs?  ELL  Highly Capable  IEP  504

**If your student is on a 504 plan or has an IEP, please call 360-563-7258 to make testing arrangements**

Other \_\_\_\_\_

**By signing this form, the parent or guardian gives permission for Snohomish School District #201 to test the student whose name appears on this form for the purpose of highly capable testing and placement.**

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

\_\_\_\_\_  
Date

**Kindergarten – 3rd Highly Capable Program  
Parent/Guardian Form  
(student learning, motivation and creativity)  
FOR SCHOOL YEAR 2020-21**

<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>ELL:</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 Program 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 – (one score per question)</b>	<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– (one score per question)</b>	<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 Program selection committee to make placement decisions. Your name and the student name are kept confidential during this process.

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 Monday, November 2, 2020**

## ***For Parent Information***

***Please Detach from Referral Packet***

### **Information about the Highly Capable Program for K-3 students**

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

#### **Referral**

Parents need to complete a referral packet and turn it in to either the elementary school office or the Resource and Service Center located at 1601 Avenue D in Snohomish. Teachers will return the completed teacher form to the Highly Capable Program office. Referral packets are available through the Snohomish School District website and the student's school. Referral packets are due **November 2, 2020**.

#### **Testing for students**

Students will be given the cognitive abilities test. See front cover for testing times and dates. STAR reading and math, WA Kids and ESGI test results may be used as indicators for students who may benefit from highly capable services.

#### **What do I do if I want my child considered for highly capable services?**

Complete a permission form and parent/guardian form which are included in the K-3 highly capable referral packet. You may want to talk with your child's teacher before deciding whether to refer your student.

#### **Placement process**

The Multidisciplinary committee will review multiple criteria: Parent/guardian form, teacher form and the CogAT assessment data to determine if the student will be identified to receive highly capable services. Following the multidisciplinary committee meeting a letter with your student's CogAt scores and placement decision will be mailed home. Highly capable services are provided in the regular classroom at the student's home school during the school day.

## **FOR PARENT INFORMATION**

*Please detach from application*

### **Program options**

#### **K-3 Highly Capable Program options**

In grades K-3 students who have been identified will receive Highly Capable Program 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 kindergarten through 3rd grade students with critical, creative and evaluative thinking opportunities in their classrooms.

#### **Elementary 4-5-6 Highly Capable Program options**

Beginning in grade four, those students who are referred and qualify are placed in the 4-5-6 Highly Capable Program which is offered at each elementary school. This program is a multi-age, 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 language arts, social studies and science. Class expectations and the registration process are communicated to students, families and school staff in the spring. Honors information for Centennial Middle School and Valley View Middle School will be out in the spring.

#### **High School Program options**

The district will offer high school students the following program alternatives that may include accelerated learning opportunities, academic grouping arrangements that provide intellectual and interest peer group interactions, along with depth and complexity in the content area.

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, Advance Placement (AP) courses, Running Start, College in the High School, advanced courses in CTE (including Tech Prep) and the arts.

## **FOR PARENT INFORMATION**

*Please detach from application*

### **Program options**

**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 Program 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/legal 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/legal 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.

**Appeal process** - Parents/legal guardians have the right to appeal the multidisciplinary selection committee's decision. Individuals appealing the selection committee's decision must submit a letter requesting review of 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 within **30 days of receiving the placement letter and results**. The district's appeals committee will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. The Appeals committee is composed of the Highly Capable Program specialist, two administrators, a Highly Capable Program teacher (provided that if a special education 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/legal guardian will be notified of the decision in writing. The decision of the appeals committee is final.