



**Snohomish School District
Kindergarten – 3rd Grade
Highly Capable Referral Packet
School year 2021-22**

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:

- Permission Form

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

- HOME Rating Scales

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 HOME Rating Scales to the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290 or to your student's home school.

*Referral packets are due to the district Resource and Service Center by October 27, 2021.

*A completed referral packet on file is your child's entry into the test. Please keep the test schedule for reference as no reminders for testing will be mailed.

Testing:

CogAT testing will take place on Saturday, November 6th, at Emerson Elementary, 1103 Pine Street, Snohomish, WA 98290

Test times:

- Kindergarten and 1st Grade - 8:30 a.m. – 10:30 a.m.
- 2nd and 3rd Grade – Noon – 2 p.m.

Students will be required to wear a mask during testing. All testing materials are provided. If transportation is an issue, please contact the Highly Capable office at 360-563-7258 to make testing arrangements.

*Students who do not qualify for Hi-Cap services must wait a full year to take the CogAT test again.

For questions - Linda Varner at linda.varner@sno.wednet.edu or Julie Francois at Julie.francois@sno.wednet.edu



SNOHOMISH SCHOOL DISTRICT # 201
Snohomish, Washington

2021-22 Permission Form
Kindergarten – 3rd Grade Highly Capable

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 _____ 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

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 office. Referral packets are available through the Snohomish School District website and the student's school. Referral packets are due **October 27, 2021.**

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 go through the Hi-Cap referral process.

What do I do if I want my child considered for Highly Capable services?

Complete a Permission Form and Home Rating Scales 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: Home Rating Scales, School Rating Scales 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 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 and Science. Class expectations and the registration process are communicated to students, families and school staff in the spring. Honors information and course descriptions for Centennial Middle School and Valley View Middle School will be available in the spring. Students may take a math assessment in the spring to determine math placement.

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 a variety of content areas.

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.

See back side

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 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.

SIGS-2

HOME Rating Scales

Scales for Identifying Gifted Students—SECOND EDITION

Child's Name _____

Date of Rating _____ / _____ / _____
Year Month Day

Grade K 1 2 3 4 5 6
 7 8 9 10 11 12

Rater's Name _____

Relationship to Child _____

District Examiner's Name _____

School Name _____

Is the child Hispanic? Yes No

What is the child's race? White Asian Black or African American
 American Indian or Alaska Native Native Hawaiian or other Pacific Islander
 Two or more races Other

What is the child's sex? Male Female

AREAS RATED

- General Intellectual Ability
- Language Arts
- Mathematics
- Science
- Social Studies
- Creativity
- Leadership

SUMMARY OF SCORES (TO BE COMPLETED BY DISTRICT EXAMINER)

	Raw Score	Standard Score	Percentile Rank
General Intellectual Ability			
Language Arts			
Mathematics			
Science			
Social Studies			
Creativity			
Leadership			

DIRECTIONS

Read each statement and decide how often your child exhibits each behavior. As you respond, ask yourself, "To what degree does this child exhibit the behavior listed when compared with their grade-level peers?" Peers are defined as children of similar age, background, and social status. Please respond to all statements, circling one number for each.

- 0 = Never exhibits the behavior in comparison to their grade-level peers
- 1 = Rarely exhibits the behavior in comparison to their grade-level peers
- 2 = Exhibits the behavior about the same as their grade-level peers
- 3 = Exhibits the behavior somewhat more in comparison to their grade-level peers
- 4 = Exhibits the behavior much more in comparison to their grade-level peers

Behavior	Rating				
	Never	Rarely	Same	Somewhat More	Much More
The child . . .					
SCALE 1: GENERAL INTELLECTUAL ABILITY					
1. Has excellent reasoning ability.	0	1	2	3	4
2. Establishes cause-effect relationships easily.	0	1	2	3	4
3. Can analyze an issue from many points of view.	0	1	2	3	4
4. Is able to reach good conclusions based on evidence.	0	1	2	3	4
5. Is an excellent planner and decision maker.	0	1	2	3	4
6. Gathers information to make sense of a situation.	0	1	2	3	4
7. Asks complex questions about a topic.	0	1	2	3	4
8. Is able to rapidly understand novel tasks.	0	1	2	3	4
9. Is able to figure out what is needed to solve a problem.	0	1	2	3	4
10. Can easily relate new information to old information.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____

SCALE 2: LANGUAGE ARTS

Note. For items related to expressive language, the statement refers to both spoken and written language. For example, "has an advanced vocabulary" can refer to advanced spoken vocabulary or advanced written vocabulary.

1. Has an advanced vocabulary.	0	1	2	3	4
2. Enjoys talking about ideas or feelings generated by what is read or what is read to them.	0	1	2	3	4
3. Prefers advanced-level books; enjoys difficult reading material.	0	1	2	3	4
4. Explains precisely and clearly.	0	1	2	3	4
5. Reads or speaks with expression to create meaning.	0	1	2	3	4
6. Uses language in unusual or novel ways.	0	1	2	3	4
7. Reads critically (i.e., reads with careful judgment and evaluation).	0	1	2	3	4
8. Uses mature themes and vocabulary.	0	1	2	3	4
9. Can find many ways to express ideas so that others will understand.	0	1	2	3	4
10. Is able to discuss literature or other issues at an interpretative (explanatory) level.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____

SCALE 3: MATHEMATICS

1. Applies ideas from one mathematical problem to another.	0	1	2	3	4
2. Is persistent in finding solutions to mathematical problems.	0	1	2	3	4
3. Understands mathematical principles quickly.	0	1	2	3	4

Behavior	Rating				
	Never	Rarely	Same	Somewhat More	Much More
The child . . .					
4. Easily distinguishes between relevant and irrelevant information in mathematical problems.	0	1	2	3	4
5. Is successful with advanced-level mathematical concepts.	0	1	2	3	4
6. Develops multiple strategies to solve mathematical problems.	0	1	2	3	4
7. Uses correct mathematical language.	0	1	2	3	4
8. Has knowledge about a variety of mathematical topics.	0	1	2	3	4
9. Is discovery oriented (i.e., likes to find answers to mathematical problems).	0	1	2	3	4
10. Intuitively knows the answer to many mathematical problems.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____

SCALE 4: SCIENCE

1. Enjoys investigating and exploring science-related topics.	0	1	2	3	4
2. Is able to formulate sound hypotheses based on evidence.	0	1	2	3	4
3. Understands the scientific process.	0	1	2	3	4
4. Asks analytical questions (i.e., questions about the elements or parts of a problem).	0	1	2	3	4
5. Can apply a scientific finding from one situation to another.	0	1	2	3	4
6. Is effective in deductive reasoning (i.e., can start with the big idea and break it into parts).	0	1	2	3	4
7. Can quickly figure out cause-effect relationships.	0	1	2	3	4
8. Observes events closely.	0	1	2	3	4
9. Understands how scientific events are related.	0	1	2	3	4
10. Is persistent in conducting scientific investigations.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____

SCALE 5: SOCIAL STUDIES

1. Has an intense curiosity about world and current events.	0	1	2	3	4
2. Makes judgments based on right and wrong.	0	1	2	3	4
3. Enjoys nonfiction books about social studies topics.	0	1	2	3	4
4. Makes connections between the past and present.	0	1	2	3	4
5. Appreciates the differences among world cultures.	0	1	2	3	4
6. Seeks to understand why people, cultures, or groups act the way they do.	0	1	2	3	4
7. Has a passion for a particular period of history (e.g., Crusades, Civil War).	0	1	2	3	4
8. Understands the importance of using trustworthy sources.	0	1	2	3	4

Behavior	Rating				
	Never	Rarely	Same	Somewhat More	Much More
The child . . .					
9. Seeks to understand issues from many points of view.	0	1	2	3	4
10. Has an understanding of how people's environments affect their lifestyles.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____

SCALE 6: CREATIVITY

1. Seeks to create rather than imitate.	0	1	2	3	4
2. Is persistent in finding solutions to problems.	0	1	2	3	4
3. Enjoys taking risks (e.g., doesn't mind consequences of being different, not afraid to try something new).	0	1	2	3	4
4. Does not mind uncertainty.	0	1	2	3	4
5. Enjoys time alone (particularly when engaged in the creative process).	0	1	2	3	4
6. Is an excellent improviser.	0	1	2	3	4
7. Has a passionate interest or talent (e.g., art, poetry, creative writing, or science).	0	1	2	3	4
8. Is attracted to the complex and unique.	0	1	2	3	4
9. Likes adventure; is energetic.	0	1	2	3	4
10. Values own creativity.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____

SCALE 7: LEADERSHIP

1. Is sought out by peers for advice, companionship, and ideas.	0	1	2	3	4
2. Is sensitive to the needs and concerns of others.	0	1	2	3	4
3. Adjusts easily to new situations.	0	1	2	3	4
4. Is considered a "peacemaker" by peers.	0	1	2	3	4
5. Has self-discipline.	0	1	2	3	4
6. Has an advanced level of ethical understanding.	0	1	2	3	4
7. Is goal oriented.	0	1	2	3	4
8. Inspires loyalty from others.	0	1	2	3	4
9. Is supportive of peers.	0	1	2	3	4
10. Expresses concern for and interest in community and world issues.	0	1	2	3	4
TOTAL	= 0	+	+	+	+

Examples (if five or more 4s): _____