



Snohomish School District Kindergarten – 3rd Grade Highly Capable Referral Packet School Year 2023-2024

This packet contains all the referral forms needed for testing and to be considered for the K-3 Highly Capable Program provided in the general education classroom at the student's home school. **All second-grade students will be automatically screened, whether a referral packet is returned or not.** Third-grade students interested in receiving Highly Capable services this year may also complete a referral packet now. If third grade students are only interested in the 4/5/6 Highly Capable Program, the referral and screening window for the 2024-2025 school year will open in the spring.

Contents

- Permission to Test Form (to be completed by the parent/guardian)
- Parent/Guardian Student Inventory (to be completed by the parent/guardian)
- Teacher's Student Inventory Form (deliver to your child's teacher)
- Parent information (to be retained at home)

Please return the Permission to Test Form and the Parent/Guardian Student Inventory 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 **November 8, 2023.**

Testing Information

Referred students will be assessed at their home school, during the school day, in December or January. You will receive notification of testing date(s) by email from your school or from the district office.

All testing materials are provided. Results will be mailed to parents/guardians. Students who do not qualify for Highly Capable services must wait until the next school year before a new referral can be submitted.

Placement process

The multidisciplinary committee will review multiple criteria: Parent/Guardian Student Inventory, Teacher's Student Inventory, and assessment data to determine if the student will be identified to receive Highly Capable services. Following the multidisciplinary committee meeting in January, a letter with your child's scores and the placement decision will be mailed home. Highly Capable services will begin in February 2024.

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



**2023-2024 Permission to Test Form
Kindergarten – 3rd Grade Highly Capable Program Testing**

Student _____ Grade _____
First and 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 _____

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):

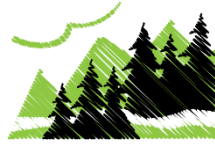
Another language routinely spoken at home: No Yes What language? _____

In special programs? ___ MLL ___ Highly Capable ___ IEP ___ 504 ___ Other _____

By signing this form, the parent/guardian gives permission for Snohomish School District to test his/her child for the purpose of highly capable placement.

Parent/guardian Signature

Date



Parent/Guardian Student Inventory Form

Student learning, motivation and creativity for school year 2023-2024

Name of student	Birthdate	Grade	Student ID#	Date
School	Teacher	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No ELL: <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**

LEARNING CHARACTERISTICS – (one score per question)	Rarely	Sometimes	Often	Most of the time
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.				
Please continue on back				

MOTIVATIONAL CHARACTERISTICS – (one score per question)	Rarely	Sometimes	Often	Most of the time
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.				

CREATIVITY – (one score per question)	Rarely	Sometimes	Often	Most of the time
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: _____

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

1. _____

2. _____

Parent/guardian signature: _____

Date: _____

Return by Wednesday, November 8, 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.



Teacher's Student Evaluation Form

Student learning, motivation and creativity for school year 2023-2024

Name of student	Birthdate	Grade	Student ID#	Date
School	Teacher	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**

LEARNING CHARACTERISTICS – (one score per question)	Rarely	Sometimes	Often	Most of the time
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.				
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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.				
Please continue on back				

MOTIVATIONAL CHARACTERISTICS – (one score per question)	Rarely	Sometimes	Often	Most of the time
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.				
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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 Wednesday, November 8, to the highly capable office at the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290.



Information about the 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 highly capable program fosters 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.

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 K-3 students with critical, creative and evaluative thinking opportunities in their classrooms.

4/5/6 Highly Capable Program options

Beginning in 4th grade, 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 math. Information and course descriptions will be available in the spring; class expectations and the registration process are communicated to students, families and school staff.

High school program 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 **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 (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 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.