



**Snohomish School District**  
**Highly Capable Program Referral Packet**  
***Fall Window: Kindergarten – 2nd Grade Screening & Referral***  
**School Year 2024-2025**

This packet contains all the referral forms needed for students in Kindergarten through 2nd grade for testing and to be considered for highly capable services. In grades K-3, highly capable services are 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.** *Please note, this referral packet is for students in grades K-2. Students in grades 3-6 will participate in the Spring Screening and Referral window – please check our website for updates.*

### **Contents**

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

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 October 30, 2024.**

### **Testing Information**

Referred students will be assessed at their home school, during the school day, in November or December. 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 placement 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, the placement decision, and information on appeals will be mailed home. Highly Capable services will begin in February 2025.

For questions contact Brianne Loomis at [brianne.loomis@sno.wednet.edu](mailto:brianne.loomis@sno.wednet.edu) (360-563-7296) or Belinda Kelly at [belinda.kelly@sno.wednet.edu](mailto:belinda.kelly@sno.wednet.edu) (360-563-7258).

***Parent/guardian information***  
***Please detach from application and retain at home***



## **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 and learning opportunities. These strategies may include differentiation, project-based learning and learning opportunities around critical, creative and evaluative thinking.

### **Snohomish SD Highly Capable Program**

#### **Elementary School: Grades K-3**

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.

#### **Elementary School: Grades 4-6**

Beginning in 4th grade, students who are already receiving HiCap services, or students who are referred and qualify in the prior spring, are offered placement in the 4/5/6 Highly Capable Class which is offered at each elementary school. This is a full-time, multi-grade level 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: Grades 7-8**

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

#### **High School: Grades 9-12**

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 placement committee's decision by submitting a letter requesting review of the 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 placement committee
2. Reversing the decision of the multidisciplinary placement 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 placement 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 placement 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 placement committee will determine if identification procedures are necessary for students wishing to reenter the program in the future.



**2024-2025 Permission to Test Form**  
**Fall HiCap Program Testing**  
**(Kindergarten – 2nd Grade)**

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):

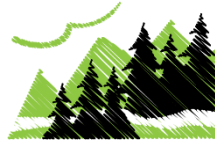
Another language routinely spoken at home: No  Yes  What language? \_\_\_\_\_

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



SNOHOMISH  
SCHOOL  
DISTRICT

## Parent/Guardian Student Inventory Form

Kindergarten – 2nd Grade Fall HiCap Screening and Referral Window

**DUE BY 10/30/2024**

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.				

<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 Placement 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 placement committee.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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

**Return by Wednesday, October 30, 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

Kindergarten – 2nd Grade Fall HiCap Screening and Referral Window

**DUE BY 11/8/2024**

<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</b> – (one score per question)	<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.				
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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.				
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8. Demonstrates artistic appreciation and understanding, has unusual ability in fine arts, such as painting, drama and music.				
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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 Placement 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, November 8th, to the highly capable office at the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290.**