



Snohomish School District

4/5/6 Highly Capable Referral Packet Overview

For school year 2025-2026

This packet contains all the Parent/Guardian and Student 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.

Contents

- Permission Form (to be completed by the parent/guardian of the student) **due by Thursday, March 6, 2025.**
- Parent/Guardian Student Inventory Form (to be completed by the parent/guardian of the student or other interested party) **due by Thursday, March 6, 2025.**
- Student Self Inventory Form and Personal Reflection (to be completed by the student) **due by Thursday, March 6, 2025.**
- 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 by March 6th or to your child's home school by March 4th. Once we've received a complete family packet, our office will request a Teacher's Student Inventory Form to your student's current teacher. **Referral packets are due to the District Resource and Service Center by Thursday, March 6, 2025.** You may choose to submit the forms electronically through ParentSquare or turn in your packet to your child's school office, but they must be turned in by March 4th in order to arrive at the district office on time.

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, January 29, 2025, from 6-7 p.m. at the district Resource and Service Center, 1601 Avenue D, Snohomish, WA 98290. More information can be found in the calendar on the district website.

Testing Information

Referred students will be assessed, with parent/guardian permission, 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 and no preparation is required. 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 or 360-563-7258 or Brianne Loomis at brianne.loomis@sno.wednet.edu or 360-563-7296.



4/5/6 Highly Capable Program Testing Permission Form

For school year 2025-2026

Student _____ Grade _____
First and last name as registered at school

Birthdate _____ Current school _____ Teacher _____

Next year's school (2025-2026) _____ Next year's grade (2025-2026) _____

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 _____

Please check who best describes who referred your student for Highly Capable:

School/District Staff Parent/Guardian Student Peer 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 Highly Capable Program Parent/Guardian Student Inventory Form

For school year 2025-2026

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.				
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.				

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 Program 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 Thursday, March 6, 2025, to the Highly Capable Program office at the district Resource and Service Center located at 1601 Avenue D, Snohomish, WA 98290 or to your child's home school by March 4.



4/5/6 Highly Capable Program Student Self Inventory Form

For school year 2025-2026

Due to school office by March 4 or to the district Resource and Service Center by March 6, 2025.

Student Name: _____ Student ID#: _____

School: _____ Teacher: _____

Students who have been referred should complete the following questions from their perspective. 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.				



4/5/6 Highly Capable Program

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 Multi-Disciplinary Placement 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 to make placement recommendations for Highly Capable Program services. Following the Multi-Disciplinary Placement 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 16, 2025. Students who are not recommended for placement for Highly Capable Program services may file an appeal.

Snohomish School District 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 Highly Capable Program 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 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.

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.