



HIGHLY CAPABLE REFERRAL & PERMISSION TO TEST - FALL 2022

(THIS SIGNED REFERRAL FORM IS REQUIRED PRIOR TO TESTING.)

Students must be at least 5 years old by 8/31/2022 to test. If a student is 5 years by WA State deadline 12/31/2022, the student must be accepted by Edmonds District Early Entrance for kindergarten. First graders – must be at least 6 years old by 8/31/2022 to test. (Same rules for early entrance 1st graders – must be 6 by 12/31/2022.)

Student Last Name (Please print)	First Name	Middle	Date of Birth (MM/DD/YYYY)	Gender
Home Address		Zip	September 2022 Grade	
School Currently Attending (School's Address if not an Edmonds District School) *See Below			Race / Ethnicity: (Check all that apply) <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White	
Which Edmonds School District schools are your neighborhood schools? (Please list all)				
Elementary	Middle	High		
Student's Native Language?	For grades three and higher, does your child need the test directions read any of the following languages? Circle one: Arabic Cantonese Mandarin Russian Somali Spanish Vietnamese			
If your child requires special testing accommodations as specified in an IEP or a 504 Plan , check here: <input type="checkbox"/> Attach the accommodation page of the IEP or 504 Plan to this document.				
How was your student referred? Please Circle Screening Procedure School/District Staff Parent/Guardian Self Peer Other				
Parent/Guardian Last Name (Please print)	First Name	Email		Phone
Parent/Guardian Last Name (Please print)	First Name	Email		Phone

*If your child is **not** currently enrolled in an Edmonds School District School, you **must** attach proof of residency, (i.e., PUD, gas, or garbage bill; homeowner's statement or insurance policy; lease or renter's statement or receipt of payment; renter's or homeowner's insurance policy) to this document.

Prior to submitting this referral:

1. **Complete** this entire document, including parent signature and the attached **Parent Reflection Form** for your child.
2. **Remove** the **Teacher Inventory Form** from the back of this packet, complete the Student Identification Section at the top of the page, and then **give it to your child's teacher**. Your child's teacher will return it directly to the Highly Capable Program.
3. **Attach** a copy of your student's **last report card**, except for current kindergarten students.
4. **If** your student is homeschooled or attends a school other than an Edmonds School District school, also **attach** any standardized testing such as Stanford, CAT, ITBS, MAP, etc.

I give permission for my child to be assessed for the Edmonds School District Highly Capable Program. The assessment process begins with the Cognitive Abilities Test, which is three hours long; *(I understand that my child will be required to sit calmly and follow directions for up to three hours with minimal breaks.)* All available data will be considered by the Multidisciplinary Selection Committee for identification and placement of students who have the greatest need for highly capable services. The multidisciplinary selection committee's decision is final.

Parent/Guardian Signature _____ Date _____

Must be received in the Highly Capable Program office no later than 4:30 p.m. on November 30, 2022.

Mail, email, fax, or deliver to the above address along with any supporting documentation, (i.e. report cards, test scores, proof of residency).

Identification and Placement in the Highly Capable Program

The Multi-disciplinary Selection Committee (MSC) uses multiple criteria and reviews the performance data for all tested students. Students identified for Highly Capable will have a preponderance of evidence from multiple criteria that shows the student is amongst the most highly capable, has evidence of clear need for highly capable services, and would benefit the most from inclusion in the Highly Capable Program. The MSC is assisted by the District Assessment, Research, and Evaluation Office to compile and understand the student's assessment profile. District assessment records, academic achievement data, parent and teacher referral information, other district's test scores, plus any other pertinent information available will be considered in the process. Students will not be affected in a negative way if there is a missing test score or other data.

Highly Capable Programming

At the elementary level, identified students are served through a full-time, self-contained program housed at Terrace Park School. At the middle school level, students are served through a part-time self-contained program housed at Brier Terrace Middle School. These classrooms differentiate the strong, standards-based, regular Edmonds curriculum by providing an environment which allows students to identify and solve complex problems, explore concepts in greater depth and complexity, and develop and create unique products. Using the National Association for Gifted Children Standards, the curriculum, instruction, and pacing are much different than a regular classroom or an Honors program.

- Elementary School Highly Capable Programming – Students are grouped with other highly capable learners in all classes
- Middle School Highly Capable Programming
 - Students are grouped with other highly capable learners in English Language Arts, Science and Social Studies
 - Students are placed into mathematics with general population students, using the district math placement process
 - Students attend PE, Electives, and Lunch with the general population

Appeal Process

Decisions of the Multi-disciplinary Selection Committee (MSC) can be appealed during the three weeks following receipt of scores. Appeals may only be made based upon one of the following conditions:

1. An extraordinary circumstance occurred during testing that may have negatively affected the validity of the test results (i.e., traumatic event or an illness preventing completion of the test).
2. A misapplication or miscalculation of the assessment data by the selection committee due to an incorrect birthdate or grade level used in calculating the student's score.

The following procedures are in place for an appeal:

1. An appeal form is available through the Highly Capable Program Office or website.
2. All completed appeal forms and supporting evidence must be submitted to the Highly Capable Program office by the specified appeals deadline. Outside cognitive testing or evaluations will not be accepted as supporting documentation for the appeals process.
3. The appeal will be initially reviewed by the Highly Capable Program office shortly after the appeals deadline. At that time, the Highly Capable Program office will render a decision either to deny the appeal or approve retesting of the student based on the evidence provided. A written summary of the initial review and decision will be sent to the person filing the appeal, and a copy of the summary will also be included in the student's highly capable testing file.
4. Students retesting will have their results reviewed by the MSC within two weeks after close of the retesting window.

The Multi-disciplinary Selection Committee (MSC) appeal decision is final.

Exit Highly Capable Programming

Parents may request that their student no longer take part in Highly Capable Programming at any time. Any student that is exited from the program and then chooses to re-enter in the future may need to complete the selection process again.

Students who are not successful in Highly Capable will be re-evaluated as needed by the MSC. Prior to any decision to change student placement, parents will be notified and meetings with the teacher, principal, counselor, and district Highly Capable administrator to discuss possible changes will be held.



HIGHLY CAPABLE PROGRAM

PARENT/GUARDIAN REFLECTION FORM

STUDENT LEARNING, MOTIVATION, CREATIVITY CHARACTERISTICS)

Name of Student	Date of Birth (MM/DD/YYYY)	Grade	Date
School	Teacher		

Directions: Please read the statements below carefully and rate your student according to the following scale. Please be as accurate as possible. Provide only one check mark per question that best reflects your student. **This survey will be kept at the district's Highly Capable office.**

- If you have **rarely** observed this characteristic (less than 10% of the time)
- If you have **sometimes** observed this characteristic (approximately 25% of the time)
- If you have **often** observed this characteristic (approximately 50% of the time)
- If you have observed this characteristic **most of the time** (75% to 100% of the time)

LEARNING CHARACTERISTICS – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age or grade level.				
2. Possesses large storehouse of information about a variety of topics (beyond the usual interests of students his/her age).				
3. Has quick recall and mastery of factual information.				
4. Has quick insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick."				
5. Has ready grasp of underlying principles and can quickly make valid generalizations about people, events, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.				
7. Reads a great deal on his/her own; prefers adult or books for much older students; does not avoid difficult material.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.				

MOTIVATIONAL CHARACTERISTICS – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Becomes absorbed and involved in certain topics or problems; Persistent in seeking task completion.				
2. Is easily bored with routine tasks.				
3. Needs very little if any external motivation to follow through in work that initially excites him/her.				
4. Strives toward perfection; is self-critical; is not easily satisfied with their own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" topics and issues such as religion, politics, and/or ethical issues – more than usual for age level.				
7. Often is self-assertive (sometimes aggressive); stubborn in his/her beliefs.				
8. Likes to organize and bring structure to things, people, and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				

CREATIVITY – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Is curious about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, and clever responses.				
3. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression; fantasizes and imagines (“I wonder what would happen if...”); manipulates ideas and improvises commonplace materials.				
6. Has a keen sense of humor and may see humor in situations that may not appear humorous to others.				
7. Responds emotionally to stories, events and the needs of others.				
8. Is individualistic and is not afraid to be different.				
9. Criticizes constructively; is unwilling to accept rules without reasons or critical examination.				



HIGHLY CAPABLE PROGRAM TEACHER INVENTORY FORM

(STUDENT LEARNING, MOTIVATION, CREATIVITY CHARACTERISTICS)

(Student Identification Section)

Name of Student		Date of Birth (MM/DD/YYYY)	Grade	Date
School	Teacher	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No 504 Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No Other: _____		ELL: <input type="checkbox"/> Yes <input type="checkbox"/> No TITLE I/LAP: <input type="checkbox"/> Yes <input type="checkbox"/> No

Teacher 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 CUM file.

- If you have **rarely** observed this characteristic (less than 10% of the time)
- If you have **sometimes** observed this characteristic (approximately 25% of the time)
- If you have **often** observed this characteristic (approximately 50% of the time)
- If you have observed this characteristic **most of the time** (75% to 100% of the time)

LEARNING CHARACTERISTICS – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Has unusually advanced vocabulary for age or grade level.				
2. Possesses large storehouse of information about a variety of topics (beyond the usual interests of students his/her age).				
3. Has quick recall and mastery of factual information.				
4. Has quick insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things or people "tick".				
5. Has ready grasp of underlying principles and can quickly make valid generalizations about people, events or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.				
7. Reads a great deal on his/her own; prefers adult level books; does not avoid difficult material.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out and sees logical and common sense answers.				

MOTIVATIONAL CHARACTERISTICS – <i>(one score per question)</i>	Rarely	Sometimes	Often	Most of the Time
1. Becomes absorbed and involved in certain topics or problems; Persistent in seeking task completion.				
2. Is easily bored with routine tasks.				
3. Needs very little if any external motivation to follow through in work that initially excites him/her.				
4. Strives toward perfection; is self-critical; is not easily satisfied with their own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" topics and issues such as religion, politics, and/or ethical issues – more than usual for age level.				
7. Often is self-assertive (sometimes aggressive); stubborn in his/her beliefs.				
8. Likes to organize and bring structure to things, people and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				

<u>CREATIVITY</u> – (one score per question)	Rarely	Sometimes	Often	Most of the Time
1. Is curious about many things; is constantly asking questions about anything and everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, and clever responses.				
3. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; tenacious.				
4. Is a high risk-taker; is adventurous and speculative.				
5. Creates stories, plays, written expression; fantasizes and imagines (“I wonder what would happen if...”); manipulates ideas and improvises common-place materials.				
6. Has a keen sense of humor and may see humor in situations that may not appear humorous to others.				
7. Responds emotionally to stories, events and the needs of others.				
8. Is individualistic and is not afraid to be different.				
9. Criticizes constructively; is unwilling to accept rules without reasons or critical examination.				

The Highly Capable classrooms are designed for students who are academically advanced or demonstrate high intellectual capability. Successful candidates are often independent learners who thrive on progressively challenging opportunities, utilize advanced problem-solving skills, and an in-depth study of curriculum matched to their demonstrated skills and capabilities. Using the National Association for Gifted Children Standards, the curriculum, instruction, and pacing is considerably more advanced and at a higher level than a regular classroom.

TEACHER’S RECOMMENDATION:

Based on the above-described nature of the program and your knowledge of this student, please give your overall recommendation by selecting one of the following:

- 4** - I strongly believe this program is a **great fit** for this student.
- 3** - I believe this program is a **good fit** for this student.
- 2** - I believe this program could be a good fit but **have reservations**.
- 1** - I strongly believe this program is **not** a good fit for this student.

Please include specific comments that you believe would be helpful for the selection committee:

TEACHER SIGNATURE

DATE

Teachers: Please return this completed form directly to the Highly Capable Office.

Due By: December 30th

Edmonds School District
Attn: Highly Capable Program
20420 68th Ave W Lynnwood, WA 98036
cassb@edmonds.wednet.edu, 425-431-7089 FAX