**Highly Capable Coop Meeting**

**November 5, 2014**



**PROTOCOL**

**Purpose:**

1. To review collected assessment data and find each student eligible or ineligible for program services of the Highly Capable Program. (If unsure, indicate what further data the committee requires before making determination.)
2. If found eligible, assess the individual’s learning needs and match the needs to at least 2 services on the K-12 Services Continuum.

**Materials:**

1. **Special Teacher/Chair--“Student Introduction”**
2. **District Coordinator/Administrator—“Eligibility/Decisions Form”** Coordinator assists the Chair by recording decisions and taking minutes of the meeting on this form. Have each committee member sign off at the end.
3. **Each member** of the Multidisciplinary Selection Committee (MSC) shall have a copy of:
   1. **Program Summary, 4 pages.**
   2. **Completed “Profile of Strength / Eligibility Status Record”**
4. One “Portfolio “ **folder** per student **for the table**. Portfolios contain artifacts ….
   1. **Letter from parent**
   2. **Letter from former teacher**
   3. **Emily’s interest survey**
   4. **Learning plan, former school**

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| **TIME**  **35 min.** | **TASK #1** |
| 1 min. | **PSYCHOLOGIST** Passes out materials. |
| 2 min. | **CHAIR reminds MSC of importance of CONFIDENTIALITY,** then reads “Student Introduction.” MSC members listen; review their copy of the “Portfolio of Strength.” |
| 5 min. | **MSC MEMBERS** circulate and read artifacts in the folder. |
| 15 min. | **CHAIR** leads discussion and **DISTRICT COORDINATOR** summarizes key points on the “Decisions” form.   * Does the student exhibit HCP learner characteristics? (pg. 1 Program Summary) * In what domain(s) does the student demonstrate exceptional ability or achievement? Verbal? Mathematical? Spatial? * Is the data reliable and valid? Does data triangulate within each domain of strength to suggest exceptional performance or potential? * Does the data meet assessment criteria? Is it sufficient to meet our district criteria, or do we need to do further data collection? * When considering the data as a whole, does the learner have exceptional needs that require special programming? * Are there any limiting factors that need to be considered? |
| 2 min. | **CHAIR** asks each **MSC** member to vote:   * Eligible? * Ineligible? * Need more information. If so, what?   **DISTRICT COORDINATOR** records the decision.  . |
| 10 min. | **MSC** review the district’s K-12 services and continuum (pgs. 3-4 Program Summary)  **CHAIR** leads discussion with **MSC** members   * The student requires 2 or more services. What services best match the learner’s needs? (pg. 3 Program Summary) * Looking at the course scope and sequence (pg. 4 of Program Summary) what services are available NOW and in the GRADES to come? * Does the student have a need for special services (Counseling? College/career readiness?) Define. * Does the student have need for individual or additional services (clubs, academic competitions, mentorship, internship, etc.?) (pg. 3-4 Program Summary) * If a needed service is not on the continuum and is feasible, what should we devise?   **DISTRICT COORDINATOR** records service recommendations and circulates the “Decision Form” for each member to sign that he/she participated, even if he/she does not agree. |
| TASK #2 | |
|  | **Break out of your roles and discuss the MSC process.**  **Please view the Power Point slide for the discussion questions.** |