**INTRODUCTION OF STUDENT**

Summary of the data and the questions that the MSC needs to consider in this special case.

**CHAIRPERSON reads:**

EMILY HUERTA is a military dependent and a transfer student to our school as an 8th grader.

She has strengths in ELA and Math but Emily’s mother and her former math teacher remind us that her mathematical talent is very special. These talents began to demonstrate themselves very early in life. Rapidly her interests progressed beyond computational math to those requiring a deep understanding of mathematical and spatial concepts.

Emily has interests in mathematical, logical and spatial games. In childhood she played board games with her family. Now she plays internet games with her friends. But she also likes to read, especially fantasy and science fiction. Friendships are very important to Emily. While she likes to work independently and move at her own pace, she also detests working by herself or being singled out as special.

Our school district has selected various identification instruments, procedures and criteria. Emily arrives with quite a bit of documentation. Are we able to make a determination of eligibility or ineligibility based on the available data or do we need more? If so, what other data should we collect?

The documents are copies, not originals. Feel free to highlight relevant information. Our purpose is to draw INFERENCES from the data, match those inferences to the characteristics of highly capable learners, determine if she is among our “most highly capable,” and, if so, create a program matched with her needs.

Emily has accelerated by two grade levels in Math and has successfully completed Geometry while in 7th grade which puts her ahead of our middle school Math sequence. In addition to Math content, are there other issues we need to consider?