Based upon *Gifted Education Program Guide****,*** *DoDEA 2590.2-G, January 2006*

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| **1. DISTRICT COORDINATOR/ ADMINISTRATOR of HCP PROGRAM**  Ensure school compliance with WAC 392-170-- Highly Capable Program.  Work in coordination with the building principal to appoint a standing Multidisciplinary Selection Committee (MSC) for each school.  Articulate district identification protocol, including procedures for receiving referrals from students, parents, educators, and community.  Plan eligibility committee meetings for each school year to be held at least quarterly, enabling students nominated within the quarter to be reviewed. Participate in MSC meetings or designate a replacement for these meetings.  Monitor record keeping for each student reviewed by the MSC.  Ensure that each identified student is matched to appropriate program services in a timely manner and in accordance with district’s K-12 program services continuum.  Ensure that the Profile of Strengths/Eligibility Status Record is completed and placed in the cumulative file for all reviewed students. Ensure that these documents are sent to the next school with the student’s official records.  Ensure that a list of referred students and their eligibility status is maintained at the school.  Receive and address appeals of MSC decisions according to district procedures. | **2. SPECIAL TEACHER who has training, experience, advanced skills, and knowledge in the education of HCP learners.**  Facilitate the review of student screening at all grades.  Prepare referrals on all students found through screening and nomination.  Request parent or guardian permission for assessment and review of students. Request individual referrals from professional staff. Receive referral information from parents or guardians.  Prepare “Profile of Strengths” portfolio for each referred student. Information in the folders will be used by the MSC while the student is enrolled in the school.  Facilitate assessments of individual students as appropriate. Assist the MSC to understand the characteristics and needs of HCP learners and how the MSC may infer these characteristics from the data.  Maintain records of meetings and individual students.  Facilitate placement of students into appropriate program services.  Facilitate the review of referred students on a quarterly basis, at a minimum, and of transferring students as soon as possible after a transfer.  Complete the Profile of Strengths/Eligibility Status record and place it in the cumulative file for all referred students.  Enter necessary data to the student information system (CEDARS) data clerk.  Maintain a current school list of referred students and their status. | **3. PSYCHOLOGIST or other qualified practitioner with training to interpret cognitive and achievement test results.**  Participate in all scheduled Multidisciplinary Selection Team meetings.  Review all available data on each student referred to the committee.  Share expert knowledge of measurement with the Committee; interpret cognitive and achievement test results.  Assist district administrator for the Highly Capable Program to ensure non-discrimination in the use of tests All tests and other evaluation materials used in he assessment shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement. This professional judgment shall be documented in writing. (390-170-060).  Ensure tests have current norms, are psychometrically valid and reliable, and do not discriminate  With other committee members, determine eligibility, or ineligibility status for each student considered by the committee.  Maintain confidentiality regarding information on students and on committee proceedings. | **4. COUNSELOR** (or other optional invited member as relevant to the case)  Students, identified through multiple measures, are provided differentiation in academic areas as well as social and emotional support.  Counselors may be asked to serve on the school’s Multidisciplinary Selection Committee (MSC). Using data from multiple sources, committee members determine whether referred students will be eligible or ineligible for services.  Assist the MSC to understand that identified students may be out of sync with their age peers. Emotional maturity may not match intellectual ability. Students may need help with social skills, issues of sensitivity, and the establishment of realistic expectations.  A partnership between teachers of the gifted, school counselors, and parents should be established to identify specific needs at each school Assist the MSC to select appropriate services for each student, including counseling and career services:   * Many parents of gifted students need support in setting reasonable expectations for their children. * Many HCP students need counseling support for HCP issues such as perfectionism, underachievement, social skills, executive function, coping skills, and understanding themselves. * Gifted secondary students require specialized academic advising; help with scheduling; help with career planning that recognizes the special issues and concerns of the HCP learner. |