

APPEALS, REFERRALS, & EXITING

The Union-North United High Ability Identification Team implements a well-designed, multifaceted identification process consistent with Indiana Code and Rules; it is based upon sound measures designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district.

An appeal process is in place in the event the High Ability Identification Team does not place a child in services during a pathway year (Grades K, 2, 5, and 8) and a teacher, parent, or other person close to the child challenges this decision. An official written appeal using this form must be filed by the deadline listed below.

An appeals process allows the committee to review further information that shows good cause to reconsider the selection criteria or, if deemed appropriate, evaluate additional support documentation to consider high ability identification.

Please note: An appeal does not re-evaluate student data already considered in the official identification process. Data that demonstrates the student performs at an outstanding level, well beyond age peers in English Language Arts or Math will be reviewed by the High Ability Identification Team.

All students are considered for high ability services during pathway years (K, 2nd, 5th, and 8th grade). If a child moves into the Union-North United School Corporation, a High Ability Referral Form may be submitted for consideration of services.* The high ability coordinator will review the data from the previous corporation to determine the fit within the Union-North United School Corporation's high ability program

High Ability Exit Procedures

Exit procedures can be followed when a student is not benefitting from the high ability services provided.

Students who are not successful with high ability placement may be exited from programming at any time. This process may be initiated by the school or by the parent. A committee made up of the parent, teacher, school administrator/counselor, and high ability coordinator will meet to establish a Student Improvement Plan (see appendix).

The goal of the Student Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline will be set for completion, and then the committee will reconvene to determine the success of the plan.

If improvements have been made, additional supports can be added if necessary to continue the placement. If the interventions have not assisted the student in being successful, then the student may be exited from the program.