



Center Grove Community School Corporation

High Ability Handbook- Exit Procedures

If a student, parent, or teacher believes a high ability placement for services is no longer appropriate, he/she may initiate Exit Procedures.

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 and a timeline will be set for completion. At the conclusion of the probationary period, the committee will reconvene to determine the success of the plan.

If the student shows progress with the Improvement Plan, 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.

Exit Procedure

1. Parents, teachers, high ability coordinator, school administrator/counselor, and student, when appropriate, must first meet to review student progress, and decide together on interventions. (See the Student Improvement Plan and Exit Procedure forms.)
2. Interventions will be in place with fidelity for a full grading period before a second meeting is held.
3. A meeting will take place with all parties to review information and determine course of action. Any further decisions are made by the committee after reviewing any progress.
4. If a student is removed from the program, the high ability designation is not removed. All appropriate scheduling decisions will be considered as needed.



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High Ability Student Improvement Plan Form

Student: _____

Area of Concern: _____

Teacher: _____

Date: _____

Plan of Improvement Steps:

1. _____
2. _____
3. _____
4. _____
5. _____

Timeline for Completion:

We will reconvene on the following date to review improvement steps:

Signatures:

Date:

Student _____

Parent: _____

Parent: _____

Teacher: _____

Principal: _____

HA Coordinator: _____



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Exit Procedure Form

Date: _____
Student: _____ Grade/Class: _____
School: _____ Teacher: _____
Parent(s): _____ Person Initiating Exit: _____
Relationship to Student: _____

Reason(s) for considering an exit from High Ability services:

Date(s) of previous parent contact and communication summary:

[Complete the remaining items AT THE CONCLUSION of the probationary period.]

Date of Improvement Plan implementation: _____

Educator input about plan's implementation:

Parent/Guardian input about plan's implementation:

General summary:

Final placement recommendation: _____

Signatures:

Date:

Student: _____	_____
Parent: _____	_____
Parent: _____	_____
Teacher: _____	_____
Principal: _____	_____
HA Coordinator: _____	_____