

PROCEDURES AND STANDARDS FOR IDENTIFICATION OF LEARNERS WITH HIGH ABILITY

An adequate plan for the identification of high ability learners requires the use of multiple criteria in an effort to be inclusive. This process is based on triangulation of data obtained from an intelligence test, achievement test, and a teacher observation form.

3rd - Grade 12

(current K-2 students that are currently eligible will be grandfathered)

Screening

Students may enter the screening pool through direct referral by parent, educator, peer, or other individual who knows the child, at any time during the school year. In addition, the High Ability Learner Facilitator reviews all achievement test scores to identify students who have scored above the 90th percentile.

Parents/guardians of transfer students will complete a form at the time of registration indicating the type of services received at their previous school.

Following screening, parents are notified by letter that the identification process has been initiated for their child. At that time, the parents will be asked for written permission to continue with testing and/or collection of additional data. Formal assessment is scheduled upon receipt of the written parental permission.

Selection

After the collection of all required data, student profiles will be completed based on the tests and observation scores. Students must accumulate a total of 10 or more points on the Student Profile to meet the eligibility requirements of the program.

Placement in the Program

After the determination of eligibility, a letter is sent to the parents notifying them of the decision and soliciting permission for placement. Commencement of services begins upon receipt of written parental permission. A parental decision not to participate may be made without penalty or sanction.

Within the first 30 days of each school year, parents will be informed in writing of the student's identification, how the student was identified, and programs/instructional strategies available to the student.

Students who have previously been identified as high ability learners and transfer into the Plattsburgh Community School District will be automatically placed in the HAL

Regulation No. 5414A

Program for one year. Prior to starting their second school year in the HAL program, the students' most current profiles will be reviewed to determine continued eligibility.

A list of identified students and their areas of high ability will be provided to classroom teachers by the High Ability Learner Facilitator. The district will provide the Nebraska Department of Education with an annual report of identified students and information regarding identification criteria.

A decision not to place a student in the program will be followed by:

- 1) Notification of the student by the HAL facilitator in a one on one conference.
- 2) Notification of the parent, in writing, with the option of a conference if requested.
- 3) Recommendations of alternatives, if necessary, to the parent and classroom teacher.

Parent Right to Appeal

If parents disagree with the placement decision, they may submit a written appeal to the Superintendent. The Superintendent will gather necessary information and inform the parents of the decision regarding the appeal.

Change in Services

The appropriateness of a student's services is periodically reviewed and may result in continuation of the same services, a change in services, or initiation of exit procedures. The High Ability Learner Facilitator collects data on each identified second-grade (for grandfathered students), fifth-grade, and eighth-grade student and reviews this information throughout the second semester to determine the student's eligibility status. A review of all other students can occur at any time the appropriateness of services is questionable.

Parents are notified in writing that a review of the student's services is occurring and, in that letter, are invited to comment on the placement appropriateness. After the review of all data, a determination is made in regard to continuation of services. Parents are then notified of the decisions by the end of September of the next school year.

As a result of the review, it may be determined that a student no longer meets eligibility requirements and discontinuation of services to that student may be recommended. The High Ability Learner Facilitator informs the parents of the decision and the appeal process.

Parents may request, in writing, to have the student stop receiving services. The High Ability Learner Facilitator will contact the parents to determine the reason(s) for the request and then inform the principal that the child will no longer receive services. The

student is eligible to receive services at a later date upon written request from the parents and verification that the student is still eligible to receive services.

Plattsmouth Community School District



**High Ability Learner
Student Profile**

Student _____ **Grade** _____

**Cognitive Abilities Test
CogAT/OLSAT**

**Achievement Test
MAP Reading/Math**

**Teacher Observation
SIGS Scales \geq 90th %ile**

Cognitive Abilities Test		Achievement Test		Teacher Observation	
Score	Points	Subtest or Composite %ile	Points	Score	Points
120 - 124	4	90-91	1	1 Scale	1
125 - 129	5	92	2	2 Scales	2
130 - 134	6	93	3	3 Scales	3
135 - 139	7	94	4	4-5 Scales	4
140 - 144	8	95-up	5	6-7 Scales	5
145 - up	9				

Score _____

Score _____

Score _____

Points _____

Points _____

Points _____

10 points are required to qualify

Student's total points: _____

Student qualifies: Yes No

If yes, date the student entered the program: _____

Date of Adoption: September 10, 2007

Reviewed: July 14, 2008, July 13, 2009, July 12, 2010, July 11, 2011, Jan. 9, 2012

Revised: September 10, 2012

Reviewed: Apr. 8, 2013, Apr. 14 2014, Apr. 13, 2015, Apr. 11, 2016, Apr. 10, 2017,

Reviewed: Apr. 9, 2018

Revised: Sept. 10, 2018

Reviewed: June 10, 2019, August 10, 2020, May 10, 2021, May 9, 2022, May 8, 2023,
May 13, 2024