



## Madison Consolidated Schools High Ability Appeal and Exit Procedure

**Appeal Procedure:** For any parent or guardian who would like to appeal the identification process or outcome of MCS High Ability screening, a formal appeal will be made to the High Ability Coordinator and Director of Curriculum, Instruction, and Assessment of Madison Consolidated Schools within 10 school days of High Ability placement notification. The request should include evidence parents wish to have considered by the review committee such as student work samples, portfolio, outside testing, etc. The High Ability Coordinator and Director of Curriculum will forward the appeal to the MCS High Ability Board and proceed with processing the appeal. The MCS High Ability advisory board will then determine the placement and qualifications of the student by reviewing supporting evidence. For any new student who transfers into MCS, the advisory board has the right to place, or not place, the new student in the high-ability program of Madison Consolidated Schools. Should the advisory board deny a student's placement into high-ability programming, and the parent(s) or guardian(s) disagree with the decision, they have the right to request a high-ability evaluation that includes the multiple measures of determination used by Madison Consolidated Schools.

**Exit Procedure:** For any parent or teacher request to remove a student from High Ability designation based on academic proficiency or other circumstances, this request must occur after the first grading period of the academic year. Once a teacher or parent makes a formal request to exit the program, an initial meeting will take place with the teacher, the High Ability Coordinator, parents, and if appropriate, the student. The exit request party must complete the formal High Ability Exit Request Form. At this meeting the child's progress to date and concerns over performance should be documented. Interventions will be developed and put into place once agreed upon by all parties. Upon completion of the next grading period, a second meeting should be held during which time the child's progress under the interventions should be evaluated, and future placement should be determined. If the child is removed from the high-ability program, the high-ability designation should be removed from the child's STN.



## High Ability Placement Appeal | Request for High Ability Evaluation

Parent or Guardian:

Please know that the initial decision of high-ability placement was based on valid student data and the best professional placement decision for your child. Please support your request with additional data or information that you want the review committee to consider. You may attach additional documents to this form that you believe the committee should review. This can include documents such as a parent letter, a new diagnosis of a disability that impacts student performance, student work samples completed independently, information from an outside tutor or enrichment program leader, copies of testing reports for other psychological | academic testing agencies, etc. Please note that you should not request additional information from your child's teacher as they will already be asked to share information with the High Ability Advisory Committee. Any decision made by the High Ability Advisory Committee regarding student placement is considered final and cannot be appealed. The decision will be shared with the requesting parties in writing.

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Date: \_\_\_\_\_  
Name of Student: \_\_\_\_\_  
Grade: \_\_\_\_\_ School: \_\_\_\_\_  
Person Initiating Request: \_\_\_\_\_ Parent | \_\_\_\_\_ Teacher

Reason(s) for the appeal to enter the Madison Consolidated Schools High Ability Program:

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Signature of person making the request: \_\_\_\_\_



# High Ability Program Exit Request

Parent or Guardian:

For any parent or teacher request to remove a student from High Ability designation based on academic proficiency or other circumstances, this request must occur after the first grading period of the academic year. Once a teacher or parent makes a formal request to exit the program, an initial meeting will take place with the teacher, the High Ability Coordinator, parents, and if appropriate, the student. The exit request party must complete the formal High Ability Exit Request Form. At this meeting the child's progress to date and concerns over performance should be documented. Interventions will be developed and put into place once agreed upon by all parties. Upon completion of the next grading period, a second meeting should be held during which time the child's progress under the interventions should be evaluated, and future placement should be determined. If the child is removed from the high-ability program, the high-ability designation should be removed from the child's STN.

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Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Person Initiating Request: \_\_\_\_\_ Parent | \_\_\_\_\_ Teacher

Reason(s) for requesting exit from the Madison Consolidated Schools High Ability Program:

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Steps complete prior to this request: \_\_\_\_\_ Phone Calls \_\_\_\_\_ P/T Conference \_\_\_\_\_ Letter(s)

Signature of person making the request: \_\_\_\_\_