



## High Ability Learner (HAL) Plan

### Required (According to Rule 3)

- 1) District's philosophy on HAL services
- 2) District's operational definition of high ability learner
- 3) Goals and objectives of the local program for HAL
- 4) Identification procedures/processes
  - a. Use multiple assessment measures and appraisals (inclusive)
  - b. Students with equal access to identification opportunities
  - c. Identify talents that are not readily apparent in students, as well as those that are obvious
- 5) Description of the continuum of services, options, strategies
- 6) Differentiated curriculum
  - a. Curriculum acceleration
  - b. Curriculum enrichment
  - c. Compacting curriculum
  - d. Student Grouping
  - e. Mentoring/Shadowing
  - f. Affective Curriculum
    - i. Specialized Counseling
- 7) Program evaluation process
  - a. Self-evaluation and/or self-assessment
  - b. Perception survey data
- 8) Future planning
  - a. Process for continuing to improve services
- 9) Staff development training and support
- 10) Program management outline
  - a. Personnel roles
  - b. Communication plan
    - i. w/ students' teachers
    - ii. w/ students' parents
  - c. Budget planning

### Recommended Additions

- 1) Equity statement regarding identification and services provided
- 2) Appeals Process
  - a. Recommend cognitive assessment, if one hasn't been part of identification process
- 3) Definition of Twice-Exceptional (2E)

### Other

- 1)
- 2)
- 3)