



Noblesville Schools
Counseling Plan: High Ability Students

Counseling activities in Noblesville Schools address the academic and affective needs of all students, including the additional affective needs of High Ability students: “increased capacity to think beyond their years, greater intensity in response, combinations of unique interests, personality characteristics, and conflicts that are different from those of their age mates.” The Counseling Plan for High Ability students includes various components.

Counselors and teachers in grades K – 5 conduct activities from the Second Step program, which includes parent activities as well. Counselors and teachers are familiar with the affective needs of HA students and provide support through individual responses and counseling services. A Multi-Tiered System of Supports (MTSS, formerly RtI and PBIS) exists in each school and provides checks and interventions tailored to students’ individual needs.

In grades 6 – 8 counselors visit classes throughout the school year to conduct lessons on topics such as diversity, stress management, social justice, learning style assessments, and organizational skills. These lessons not only touch on particular characteristics of some HA students; they are also differentiated especially for classes that contain HA students. Twice-exceptional students in certain classes may also participate in Second Step and Why Try? lessons.

Academic counseling increases in the middle grades, with regular screening of student grades and test scores, and subsequent meetings with students and their parents. MTSS plans are created to meet students’ needs, both academic and affective. Four-year high school course plans are developed, GPAs are introduced, and students are prepared for the high school environment, requirements, and opportunities.

High school counseling focuses on social-emotional, career, and academic development. Counselors assist students with their exploration of aptitude and interests, involvement in school and community activities, and other elements of a successful high school experience. Students are encouraged to select challenging and relevant courses; grades, AP Potential, and various standardized test scores are used to guide High Ability students to appropriate courses and experiences.