

2026

High Ability Program Manual

Brownsburg Community School Corporation



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Brownsburg Community School Corporation

High Ability Program

MISSION STATEMENT

Brownsburg Community School Corporation will provide, within a secure environment, an engaging, relevant educational program with academic opportunities for all students to pursue their maximum intellectual potential. Social and physical opportunities will also be provided to students to encourage them to become well-rounded individuals. Reaching maximum achievement will prepare students to live productively and responsibly in a technical, global society.

INTRODUCTORY BELIEF STATEMENTS & GUIDING PRINCIPLES

(Adapted from NAGC Programming Criterion, 2000)

- ★ Differentiated curriculum forms the necessary foundation of all educational services provided.
- ★ Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the needs of diverse learners.
- ★ Instructional pacing and student grouping must be flexible to allow for the accelerated learning of highly able students as appropriate.
- ★ Learning opportunities for highly able students must consist of a continuum of differentiated options, approaches, and materials.
- ★ Appropriately trained personnel must direct services for the education of highly able learners.
- ★ High ability education must be integrated into the general education program.
- ★ Requisite resources and materials must be provided to support the high ability education program.
- ★ A continuum of programming services must exist for highly able learners.
- ★ Policies for early entrance, grade skipping, ability grouping, and dual enrollment should exist and be followed.
- ★ A written formal program evaluation that is purposeful, efficient, and ethical should be completed periodically.
- ★ Highly able students, especially underachieving high ability students, will receive counseling services and affective curriculum to meet their unique racial, socio-economic, and career needs.
- ★ Staff development for educators who work with the highly able will be comprehensive and consistent.
- ★ Student identification processes for high ability services must be research-based, formal, communicated, cohesive, coordinated, comprehensive, and non-discriminatory against racial, ethnic, or socio-economic background.
- ★ Student identification instruments must measure diverse abilities and talents.
- ★ Student identification procedures must include provisions for informed consent, retention, reassessment, exiting, and appeals.

PROGRAM GOALS & OBJECTIVES

1. Promote increased awareness, recognition, advocacy and support for the unique academic and social/emotional needs of highly able students.
2. Provide a consistent continuum of educational service options, grades K through 12, that accommodates the diverse learning needs of highly able students and provides students with skills necessary for College and Career Readiness.
3. Provide learning environments that offer the level of challenge necessary for intellectual and personal growth.
4. Support staff development and provide assistance to teachers in meeting the needs of highly able students in their classrooms through differentiation techniques.
5. Encourage learning beyond the regular curriculum that emphasizes critical thinking by delving deeper into standards and their application.

DEFINITION OF HIGH ABILITY

“High Ability Student is one who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation or interests.” Indiana Code 20-36-1-3

INDIANA CODE FOR HIGH ABILITY PROGRAMS

Definitions, requirements for state and local educational institutions and further high ability education codes can be found on the Indiana Department of Education website at:

<http://www.doe.in.gov/achievement/individualized-learning/office-high-ability-education>

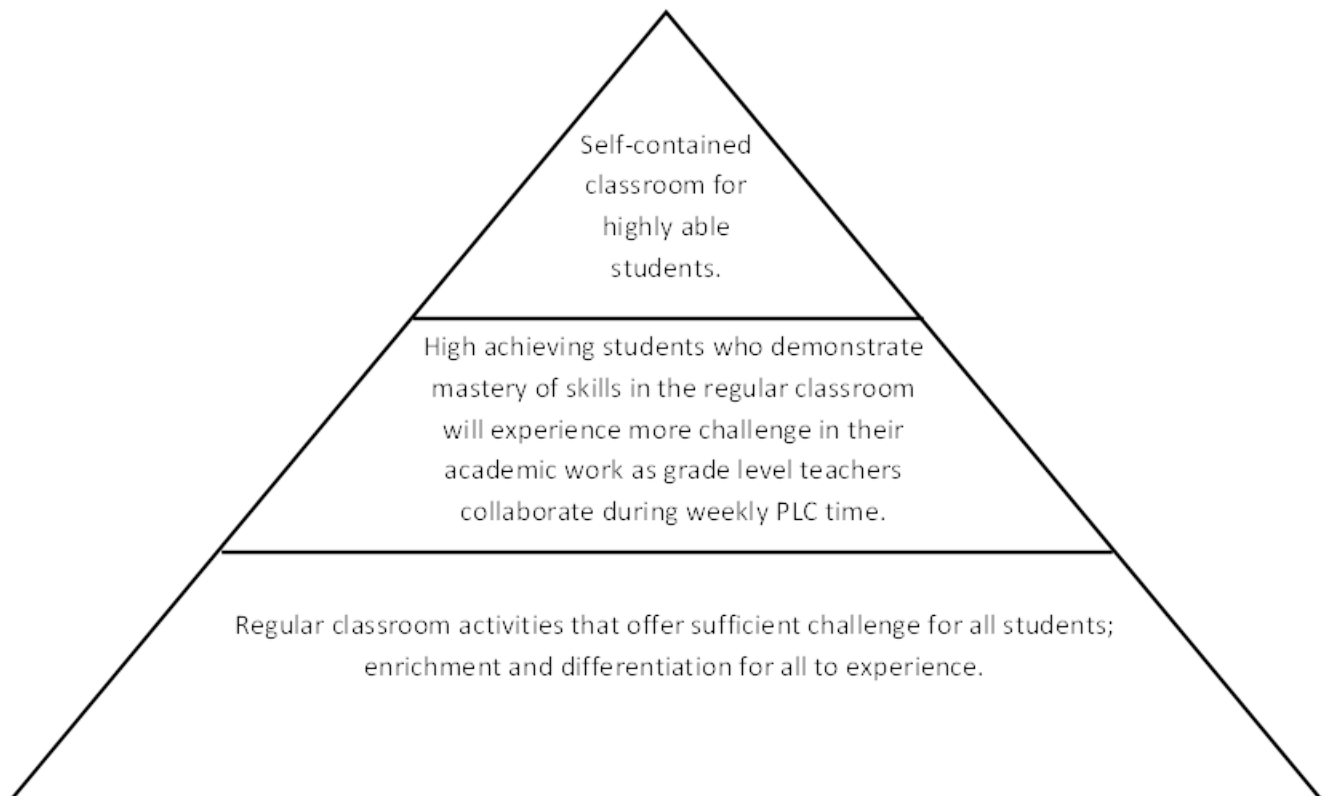
CHARACTERISTICS OF A GIFTED CHILD

Although there are many definitions of giftedness, according to the National Association of Gifted Children, gifted children do have many common characteristics. It is important to note however, that there is a distinction between a child who is bright and does well in school versus a truly gifted child. This chart distinguishes some of those characteristics.

A Bright Child	A Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discussed in detail; elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with learning	Is highly self-critical
Enjoys straightforward, sequential presentation	Thrives on complexity

SERVICE DESCRIPTIONS

Many experts in the field of working with exceptional students now speak about high ability education in terms of levels of service. These educational specialists state that many students are highly able in some area and that even the most highly able students may struggle in some area. In addition, all students benefit from enrichment activities. With this in mind, appropriate high ability services may not be exclusive and strictly defined but should strive to be inclusive and individual.



ELEMENTARY SCHOOL SERVICES (GRADES K-5)

Programming

Identified students in grades two through five may be served in High Ability 2/3, or 4/5 classrooms. These classrooms will employ project learning strategies, compacting, and other methodologies proven to benefit the highly able learner. Curriculum is advanced 1 - 2 years above grade level.

Identification

Incoming Kindergarten: Students who score at a high percentile on the Phelps Kindergarten Readiness Screening are placed in a high cluster kindergarten classroom. The teacher differentiates instruction based on student needs. Teachers will collaborate on how to best differentiate during their weekly professional learning community meetings.

In Grade 1, all students are administered the Cognitive Abilities Test (CogAT). Qualified students then participate in additional assessments including the IOWA Test Reading, Vocabulary, Math, and Computation subtests. At all grade levels, students may participate in the assessments with a strong teacher recommendation. The CogAT and IOWA are used for identification of students in grades 2-4 as needed. Assessment results are used to determine students' strengths/capabilities.

Request for Review

A request for a review of records can be made by a parent on behalf of a student who is not selected for high ability programming. The request can include evidence a parent wishes to have considered by the review committee such as student work samples, portfolio, outside testing, etc. Current teacher input is sought, and all evidence is then reviewed by the committee which will make the final determination for placement for the next school year. (See *Appendix for a copy of the **Request for Review Form***)

Improvement Plan

If a student is struggling in the high ability program, the teacher, administrator, and parent will work collaboratively to develop a **Student Improvement Plan**. The goal of the 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, a timeline will be set for completion and then the committee will reconvene to monitor the progress of the plan. The committee might determine to maintain the plan, change the interventions, add additional supports, or discuss if the child might need to be exited from the program. It is important to note that the interventions should include changes in student and teacher action. (See *Appendix for copies of the **Student Improvement Plan***).

Exit Procedures

Students who are not successful may be exited from the high ability program at any time. This process may be initiated by the school or by the parent. If the parents request for the student to be exited, the school staff should attempt a **School Improvement Plan** prior to exiting the student. (See *Appendix for copies of the **Exit Procedure Form***)

MIDDLE SCHOOL SERVICES (GRADES 6-8)

Programming

High ability students in grades six through eight may experience acceleration and/or enrichment in language arts, mathematics, science and world language instruction. Differentiation is emphasized as an important methodology. Service under the differentiation philosophy may take on a variety of service plans based upon the student's needs. Each school's guidance department is ready to discuss these options. Some options may include, but are not limited to:

- High Ability/Honors classes
- Cohort classes/cluster groupings
- Individual options and internships
- Subject or grade advancement

Identification

In the winter/spring of their 5th grade year, students are identified for high ability services in the middle school. All fifth-grade students will take a CogAT screener. Based on teacher recommendation and the CogAT scores, students may take the IOWA subtests of reading and vocabulary to determine if a high ability English placement is appropriate. Placement in Math 7 will be contingent on earning an above proficient on math ILearn and a C or better in math class. Some students will also take a curriculum based assessment to determine if Pre-Algebra is an appropriate placement. Students continue through middle school in High Ability programming unless they are exited from the program. Students may also enter the High Ability program at any grade through demonstration of advanced proficiency of grade level curriculum and/or additional assessments, such as those taken by previously identified HA students.

Improvement Plan

If a student is struggling in the high ability program, the teacher, administrator, and parent will work collaboratively to develop a **Student Improvement Plan**. The goal of the 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, a timeline will be set for completion and then the committee will reconvene to monitor the progress of the plan. The committee might determine to maintain the plan, change the interventions, add additional supports, or discuss if the child might need to be exited from the program. It is important to note that the interventions should include changes in student and teacher action. (See *Appendix for copies of the Student Improvement Plan*).

Exit Procedures

Students who are not successful may be exited from the high ability program at any time. This process may be initiated by the school or by the parent. If the parents request for the student to be exited, the school staff should attempt a **School Improvement Plan** prior to exiting the student. (See *Appendix for copies of the Exit Procedure Form*)

HIGH SCHOOL SERVICES (GRADES 9-12)

Programming

Differentiation occurs for high ability students in both English and Mathematics instruction through the course selection process as guided by their counselors. (Specific course information can be found on the BHS website in the ***Brownsburg High School Program of Studies***) Highly able freshmen will participate in Honors or Advanced courses in English, Mathematics and other content and start a course progression leading them on a path for College and Career Readiness. Pre-Advanced Placement courses are available in Biology I, Chemistry I, and Physics. These classes at the high school offer highly able students an opportunity to be involved in a college preparatory curriculum, providing a program more suited to these students' needs and future plans. These courses will also provide the rigor necessary to prepare students to succeed in Advanced Placement and Dual Credit courses.

Advanced Placement (AP) courses will be offered to students who desire advanced instruction in various areas. Any student opting to take AP courses will be required to take the appropriate AP exam if s/he wants to receive a weighted grade for the course. Currently, BHS offers 26 AP courses in science, mathematics, foreign language, art, and social studies.

College credit courses are also available. These are cooperative programs between Brownsburg High School and state universities such as Indiana University, Ball State University, IUPUI, Marian University, Ivy Tech and Vincennes Universities. Students have the option to take the course not only for high school credit but also for college credit. Students bear the responsibility for the cost of taking these courses for college credit. Dual credit courses include English, Math, Science, Engineering and Medical options, as well as others. When students have taken all available BHS courses, they may enroll in area universities in order to meet requirements for graduation.

Opportunities to participate in academic competitions are in place. These include Quiz Bowl, Spell Bowl, Super Bowl, and Robotics. A mentorship program is also in place. Students may participate in a work-related mentorship with, for example, a doctor, a lawyer, or an engineer, or they may apply to participate in a creative arts mentorship position. Finally, students are encouraged to participate in the various summer enrichment programs offered by many universities.

Identification

Students are admitted to honors classes based on current success in high ability classes or teacher recommendation. However, BHS maintains an open enrollment policy in honors classes except where specific prerequisites are indicated. Approximately 15% of students in an individual grade level are recommended for honors classes, but non-recommended students who wish to take these more challenging courses may pursue scheduling them by completing the appeals process. Students recommended for honors programs may opt not to be placed in those classes with parent permission.

Because of BCSC's desire for greater numbers of students to be enrolled in college level courses, students may demonstrate eligibility for these classes by achieving the bulleted items below:

- strong scores on the PSAT and/or ILearn,

- the recommendation of a teacher in the content area,
- a personal commitment to a rigorous curriculum, and/or
- an intent to take the college-level examination.

Request for Review

The student's current teacher in the content area being appealed must complete a "High Ability Checklist" for the student. The student must also provide his or her grades and a sample of his/her applicable academic work. A high school assistant principal may also schedule an interview. Finally, an appeals committee will review the documentation and make a final determination.

Exit Procedures

Removal from an honors course is based on inappropriate placement, parent request, or low performance. When a student's performance does not meet the standards established for an honors class, communication occurs among the parents, the student, the honors teacher, the guidance counselor, and the department chairperson (if necessary) to examine the problem. If the honors placement is not appropriate, the student will move to a regular class. However, if the student is placed correctly but not performing at an acceptable level, an improvement plan is generated and assistance is provided to help the student reach his or her potential. A student is only removed after s/he has been given time to improve but shows no improvement.

PROCEDURES FOR NEW STUDENTS

Parents of new students should indicate on enrollment paperwork whether or not their child has participated in high ability programming at a previous school. Parents should supply supporting data from a previous school district or private testing to determine if the child fits a profile of a student to be tested for Brownsburg's HA programming. If appropriate, a child may then be invited to an assessment session to determine eligibility for our programs. Placement in a previous district is not an automatic placement in BCSC, as districts often have different measures and criteria for placement. The assessments used to determine placement for new students will be the same as those used for identification of current BCSC students.

GUIDANCE & COUNSELING

ELEMENTARY

Kindergarten through fifth grade students increase their understandings about themselves through the reading and discussion of materials dealing with issues such as perfectionism, hiding one's abilities, taking appropriate risks, and accepting differences. These students are also taught organizational techniques, time management strategies, and study skills that help them become more effective students. For students with chronic study or management problems, assistance can be provided through the high ability teacher or school counselor. Lessons may be addressed to the whole class, if appropriate, so that our youngest learners are growing in their understanding of high ability education.

MIDDLE SCHOOL

Individual assistance is provided for middle school highly able students having social or academic difficulties. Strategies for organization and time management can be continued at the middle school level by each high ability team of teachers or the grade level counselor. Counselors are also available to work individually with

students who have difficulties with the social issues related to their giftedness. Motivation, perfectionism, etc. can all be addressed through individual and small group counseling sessions.

HIGH SCHOOL

The high school guidance department works with students in scheduling appropriately challenging classes or by introducing the student to alternative educational providers. Guidance counselors on each team are available for individual counseling in grades 9-12.

PROFESSIONAL DEVELOPMENT PLAN

Educators, K-12, are encouraged to attend local workshops on differentiation, as they become available. Teachers are invited to attend the state (DOE•IAG) high ability conference and any workshops sponsored through the Educational Service Centers and other organizations related to high ability studies. Guidance counselors are encouraged to attend any workshops or programs pertaining to the social and emotional needs of highly able students.

To promote and support differentiated instruction, teachers are provided opportunities to develop differentiated lessons, to collaborate with fellow teachers in the development of differentiated projects, or to improve the curriculum. Support is available to teachers who are working with the high ability students. Administrators also attend workshops and programs pertaining to the education of highly able students.

Finally, teachers are encouraged to earn high ability endorsement on their licensure, to participate in small group discussions about best practices in high ability education, to attend self-selected workshops and seminars on progressive approaches to high ability education, and to follow-up these beneficial learning opportunities with on-site, job-embedded activities.

SYSTEMATIC ASSESSMENT PLAN

The Broad Based Planning Committee is responsible for directing and conducting the evaluative process, reviewing and updating the current program plan of improvement annually. Program evaluation is systematic with the following areas evaluated on a regular basis: beliefs and goals, student identification and placement, curriculum and instruction, and program design. The evaluation process involves the generation of concerns and critical questions that guide the data gathering process. The information collection strategies used are discussions, interviews, standardized test results (including ILEARN, and DIBELS data), and other sources of information. Based on the analysis of the data collected, the BBPC formulates a plan of action to improve the overall program for high ability students.

ADDITIONAL INFORMATION

Early Entrance to Kindergarten

At this time, BCSC is not accepting students for Early Entrance to Kindergarten.

Broad Based Planning Committee

Each school year, a group of stakeholders (educators, school counselors, administrators, parents, students, community members, etc.) meet to discuss the Brownsburg Community School Corporation High Ability program. This Broad Based Planning Committee meets yearly to examine the mission of our schools and determine if the high ability program is meeting the needs of these exceptional learners. Programming effectiveness is examined, goals are developed, state requirements are reviewed and revisions are discussed.

High Ability Assessment Schedule - tentative

Assessment for the following school year's high ability placements begins in late fall/early winter and is concluded by Spring Break. Parents are notified of the assessments through ParentSquare, school newsletters and parent permission forms (if applicable). Parents whose students participate in testing with parent permission required receive notification of their child's placement/non-placement in high ability programming for the next school year around Spring Break. This notification includes the requirements for placement as well as their child's individual assessment results. An Elementary High Ability Parent Meeting for students new to the program occurs in the spring. The schedule below outlines the testing that is done for all students. However, students who are not in the tested grades could still be recommended by their teacher for high ability testing. Off grade level testing coincides with the timeline for the tested grades.

➤ **Elementary**

November	Schools administer the CogAT to all first graders; results are tabulated; students meeting criteria move forward in the screening process with academic testing
Early February	1 st grade academic screening pool participates in IOWA testing for ELA and Math subjects
March-April	Results are reviewed and Parent letters sent notifying placement decisions
Late April	Parent Information Night at BCSC Central Office for parents new to the program

➤ **5th Grade to Middle School**

November	Schools administer the CogAT Screener to all fifth graders; results are tabulated; students meeting criteria move forward in the screening process with academic testing
Mid-January	Preliminary list of 5 th grade students sent to buildings for review.
End of January	ILearn scores are reviewed to determine who needs to take the math placement test and/or ELA assessments (IOWA) (after permission forms are returned)
March-April	Results are reviewed and Parent letters sent notifying placement decisions

➤ **Middle School World Language**

Jan/Early Feb	Buildings administer World Language test to all students
March	Results are reviewed and Parent letter sent notifying placement decisions.

All Parent Requests for ***High Ability Placement Review*** should be submitted to the school office by the deadline indicated on the review application. The correct form can be located on the BCSC website.

Placement Criteria

➤ **Elementary**

Incoming Kindergarten: (for K)

- High percentile on the Phelps Kindergarten Readiness Assessment for placement in a high cluster kindergarten classroom.

Grade 1: (for 2/3)

- In general, 94th percentile* or above on CogAT, IOWA Reading/Math assessments; high Lexile

Grades 2-4: for (2/3 or 4/5)

- In general, 94th percentile* for IOWA Reading/Math assessments, high Lexile. A CogAT may be used when additional information is needed.

*Percentile may be adjusted to fill classroom quota and maximize staffing

Other supporting data may be considered as needed: ILEARN scores; teacher recommendation based on classroom data; SIGS assessment

➤ **Middle School**

5th grade students will be placed in 6th grade Math unless they meet the criteria for more advanced placement:

Math 7:

- Math ILEARN – Highly Proficient
- Earns a “C” or higher in math coursework

Pre-Algebra:

- Meets the Criteria for Math 7 AND
- Scored 19+ on the local Part B Math Assessment (mastery of 7th grade standards)

5th grade students will be placed in 6th grade HA English if they have achieved all of the following:

- ELA ILEARN – Highly Proficient
- An IOWA Reading Total at or above the 94th percentile*.

*Percentile may be adjusted to fill classroom quota and maximize staffing

Science– Students in 8th grade may take Integrated Chemistry and Physics if they will be taking algebra OR geometry during their 8th grade year and have generally maintained an A/B average in science.

7th grade students will be placed in a World Language class for their 8th grade year by earning 11/15 points on a rubric that evaluates 3 data points

- Semester One 7th grade English grade (Students in HA ELA will receive a +1 weight)
- Scale Score on 6th grade ELA ILEARN
- World Language Placement Test

Points	Grades	ILEARN	WL Test
5	A+, A	5660+	93-100
4	A-	5604-5659	85-92
3	B+, B	5544-5603	75-84
2	B-	5492-5543	67-74
1	C	5130-5491	0-66

High School – For further information on High Ability criteria at the High School level, please see the complete description in the *Brownsburg High School Program of Studies*.

For more information

Stakeholders who would like more information or who would like to be a part of the Broad Based Planning Committee should contact the High Ability Program Coordinator/Director of Curriculum and Instruction, Laurie Johnson at 317-852-5726.

Appendix



**Brownsburg Community School Corporation
HIGH ABILITY PROGRAM
STUDENT IMPROVEMENT PLAN**

Student's Name:

Participants:

Date:

Baseline Data (1st time assessment):

Current Performance Level:

BOY/MOY/EOY expectation for this skill:

SMART Goal: .

Instructional Strategy/Intervention used to work towards meeting goal

READING	MATH	WRITING
(ex., Hands-on letter tile practice building words with consonant blends; Practice with high frequency words through the use of fluency phrases)	(ex., Daily computation practice using base ten block manipulatives; Practice with fact triangles online to increase computational fluency)	(ex., Sentence starters to prompt writing; Utilizing note cards to group ideas by topic for paragraphing within essays)
•		

Goal Met/Continue Monitoring

Continue Plan

Adjust Goal/Strategy

Move to

Date(s) of Review



**Brownsburg Community School Corporation
HIGH ABILITY PROGRAM
EXIT PROCEDURE**

STUDENT: _____ **GRADE/CLASS:** _____

SCHOOL: _____ **TEACHER:** _____

PARENT(S): _____ **DATE:** _____

REASON FOR REFERRAL: _____

DATE OF EXIT CONFERENCE: _____

PERSONS IN ATTENDANCE:

**DATES OF PREVIOUS PARENT CONTACT
& COMMUNICATION SUMMARY:** _____

DATE OF IMPROVEMENT PLAN IMPLEMENTATION: _____

COMMENTS ABOUT PLAN'S IMPLEMENTATION:

EDUCATOR COMMENTS: _____

PARENT(S) COMMENTS: _____

GENERAL SUMMARY OF CONFERENCE: _____

FINAL PLACEMENT RECOMMENDATIONS: _____



**Brownsburg Community School Corporation
HIGH ABILITY PROGRAM
EXIT PROCEDURE**

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SIGNATURES

DATE

Student

Parent

Teacher

Principal

Brownsburg Community School Corporation High Ability Placement Request for Review

This form is available via a Microsoft Form, which is shared with parents during the High Ability Identification process:

Placement decisions are based upon valid student data and the best professional placement decision for your child.

A link will be provided upon successful submission of this request form where you may upload and submit supporting documents or additional data that you want the review committee to consider which were not available for the initial identification decision (i.e. parent letter, student work samples completed independently, information from an outside tutor or enrichment program leader, copies of testing reports from other psychological/academic testing agencies, etc.).

You should not request additional information from your child's teacher as he/she will have already been asked to provide student performance data to the committee.

The High Ability Review Committee consists of building level administrators, central office administrators, instructional coaches and high ability teachers. A letter will be emailed to parents indicating the final decision of the Review Committee.

Child's Name:

Your child's PowerSchool ID:

Current School:

Child's current grade level:

Placement decision to be reviewed:

Why do you feel that High Ability/advanced math/world language is the best placement for your child?

Email address(es) where the Review Committee's decision should be sent:

Parent signature: