



LEBANON

COMMUNITY SCHOOL CORPORATION

High Ability Local Plan

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Indiana Code for High Ability Students

IC 20-36 ARTICLE 36. HIGH ABILITY STUDENTS

IC 20-36-1

Chapter 1. Definitions

IC 20-36-1-1

Application

Sec. 1. The definitions in this chapter apply throughout this article.

As added by P.L.1-2005, SEC.20.

IC 20-36-1-2

"Domain"

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

As added by P.L.1-2005, SEC.20.

IC 20-36-1-3 "High ability student"

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

As added by P.L.1-2005, SEC.20.

IC 20-36-2

Chapter 2. Programs for High Ability Students

IC 20-36-2-1 State resources program; grants for high ability programs

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
 - (A) Information and materials resource centers.

- (B) Professional development plan and programs.
- (C) Research and development services.
- (D) Technical assistance that includes the following:
 - (i) Student assessment.
 - (ii) Program assessment.
 - (iii) Program development and implementation.
- (E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.
 - (b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:
 - (1) The programs for which the grant is used.
 - (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.2.

IC 20-36-2-2 School corporation high ability programs; criteria

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

- (1) The establishment of a broad-based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.

As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.3.

Philosophy

Students with high abilities require differentiated services, curriculum, and instruction. The school corporation must provide those experiences in order to meet the students' needs and develop their gifts into talents. The development of appropriate high ability education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support. We believe high ability students have unique needs and require special services. We believe high ability students can be twice exceptional and can come from all socioeconomic and cultural backgrounds.

Beliefs

- A continuum of programming services must exist for high ability learners.
- High ability learners must be assessed to determine appropriate educational services. The assessment instruments must have validity and reliability as well as measure diverse abilities and needs. All identification procedures and instruments must be based on current theory and research.
- A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for high ability educational services.
- High ability education programming services must be an integral part of the general education day.
- Flexible grouping of students must be developed in order to facilitate differentiated instruction and curriculum.
- Appropriately qualified personnel must direct services for the education of high ability learners.
- High ability learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.
- High ability learners must be provided with career guidance services especially designed for their unique needs.
- High ability learners must be provided with affective curriculum.
- Underachieving and at-risk high ability student needs must be addressed.
- High ability services must include curricular and instructional opportunities directed to the unique needs of the high ability learner.
- Differentiated curriculum spans K-12 and instructional pace must be flexible.
- Opportunities for acceleration must also be provided.
- A comprehensive staff development program must be provided for all school staff involved in the education of high ability learners.
- Qualified personnel should be involved in the education of gifted learners; therefore, those teachers and counselors require support for their program efforts.
- An evaluation of the program must be efficient, economic, and purposeful. It must also be competently and ethically conducted, then reported.

Mission Statement

The Lebanon Community School Corporation recognizes that regardless of socio-economic, cultural, and ethnic backgrounds, students will perform, show potential to perform, or display at an outstanding level accomplishment in the core academic areas of English Language Arts and mathematics. LCSC is committed to identifying students through systematic, on-going procedures; so, we can provide High Ability Services that nurture an environment that challenges HA students to meet their full potential as lifelong learners.

Program Goals

1. Develop and maintain an articulated quality program K-12 in order to encourage an understanding of the high ability learner within the school community.
2. Build on the basic knowledge and skills required by the Indiana Academic Standards by providing differentiated curriculum, flexible programs, and extended opportunities for the intellectual growth of identified students.
3. Encourage students to demonstrate high achievements; through focused work ethic.
4. Provide opportunities for students to understand their unique qualities in order to develop a realistic concept of themselves and to become contributing members of society.
5. Meet the affective needs of high ability students in the areas of self-concept, self-direction, leadership, and interpersonal skills.

Broad Based Planning Committee

What is the purpose of the committee?

The BBPC is created to be an advisory board that meets periodically to review the local educational plan for high ability students. The BBPC sets goals for the continuous development and implementation of services for high ability students. The committee serves as the keeper of the vision for high ability education. The BBPC members also serve as promotional representatives for high ability education.

What is the responsibility of the BBPC?

The BBPC has the responsibility to meet periodically to review services and advise policy makers regarding the services for high ability students. The local school governing body has ultimate responsibility and authority for all student services.

Who should be included in the BBPC?

The BBPC should be a carefully selected, diverse group of individuals who represent all populations in the community. This group must include at least one representative from each of the following categories

- Educators
- Administrators
- Parents
- Students
- Community Members
- Other stakeholders

How often should the BBPC meet?

The BBPC is required to meet once a year, but the LCSC BBPC typically meets 2 times annually.

How can an active, viable committee be sustained?

In order to keep the committee active and viable, members need to remain flexible and open-minded.

Staff Professional Development and Support

LCSC cluster classroom, honors, and AP teachers, as well as home-school liaisons, counselors, and administrators will be offered professional development opportunities throughout the school year. Profession development opportunities include, but are not limited to; workshops hosted by IDOE, workshops hosted by educational service centers, state conference (IAG), College Board, and local professional development hosted by building liaisons and/or district coordinator. Additionally, teachers will have access to coaching and support of district colleagues to collaborate and plan with one another throughout the school year and summer.

Identification and Selection Timeline

FIRST SEMESTER	
August	HA Director meets with Elementary HA liaisons for elementary timeline updates/ KOI training
August	HA Director provide each teacher with their list of HA and PP students. Additionally, HA Director provides each teacher with PP forms for each of their PP identified students.
Aug./Sept.	Elementary Teachers (K-5) training in KOI screening activities for identification by HA Liaisons.
Aug./Sept.	Short sharing session at each school during staff meeting re: What is HA? How to recommend students for testing. By HA Liaisons
Sept./Oct.	Elementary Teachers meet to analyze and score KOI activities
October	Group OLSAT, 5 th
November	Notify 5 th grade teachers of students that scored a 120 or higher on the OLSAT, teachers are required to submit nomination packets for these students.
November	Review student NWEA scores, OLSAT scores, common district assessment, and other student data to create pool of students
Nov./Dec.	Kindergarten CogAT, OLSAT for any student who is new to the district, and students grades 1-8 that do not have an IQ score on record.
Sept/Dec.	Parents and/or teachers nominate students for K-12 HA Services.
SECOND SEMESTER	
January	Notify teachers grade K teachers and grade 1-8 move-ins of students that scored 93 rd percentile or higher on CogAT (grade K) and 120 or higher on the OLSAT, teachers are required to submit nomination packets for these students.
January	HA Director sends out reminder emails to teachers with PP students, reminding them of required paperwork and work samples that have to be submitted for the selection committee's review.
January	LHS notifies HA Director of data needed for LHS nominations.
January	Data analysis of students that are scoring in the 93 rd percentile in NWEA in grades K-8
Jan./Feb.	LHS Selection Committee meets for incoming 9 th graders and any new HS nominations.
February	Orleans Hanna to selected 5 th grade students
February	HA Elementary Liaisons prepare folders for elementary identification
February	HA Director receives all middle school nomination packets and PP packets. All student identifiers are removed and nomination folders are prepared for each student. Including data sheets, assessment printouts, teacher nomination forms KOI, parent nomination forms KOI (if submitted), and student work samples.
Feb/March	LMS Selection Committee to review new nominations and PP student packets
March	HA Director receives all elementary nomination packets and PP packets. All student identifiers are removed and nomination folders are prepared for each student. Including data sheets, assessment printouts, teacher nomination forms KOI, parent nomination forms KOI (if submitted), and student work samples.
March	Elementary Selection Committee Meeting: review new nominations and PP student packets.
Mar./Apr.	Letters sent out for newly identified K-12 students; letters sent out to parents of students who were not selected for participation; letters are sent to parents of students who are being purposefully placed. Appeal process and paperwork are also included in each student letter.
April	Appeal letters accepted K-12
May	Appeal letters reviewed-Designate any further testing or paper work needed for appeals
May	Appeals Committee meets
May	HA Director provides each school with their list of idented and PP students, these lists are used to determine student/teacher placements for the following school year.
May	Broad Based Planning Meeting
June/July	HA Director reviews student homeroom/courses to ensure that identified and PP students are in cluster classrooms/Honors class/AP classes.

Characteristics of Students with High Abilities

A child with high abilities may exhibit some or most of these characteristics. The characteristic may or may not be manifested in problematic behavior. From: *Identifying Students with High Abilities in Indiana*, Indiana Department of Education, Division of Exceptional Learners (2004)

	Possibly Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resist doing worksheets, and insist on reading own material which is years above grade level.
Learns new things quickly and easily	May exhibit boredom and frustration with repetition and not being allowed to move on or do something else.
Has extensive vocabulary, background knowledge or memory	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; enjoys logic and puzzles	May resist doing repetitive computation drill needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, be sloppy out of boredom, refuse to do homework, and incorrectly assume all will be too easy. May work problems in unconventional ways.
Has a more intense energy level, activity level, or ability to concentrate; may talk fast	May seek active inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn or uncooperative with poor self-regulation.
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, and may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to teacher becoming upset.
Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. May be a day dreamer. May ask tangential questions and seem off track. May question authority.
Great sense of humor	May be the class clown or use humor sarcastically.
Curious, observant	May be off task and have difficulty disengaging to change activities.
Perfectionist	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple-choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children or adults. (May also prefer to play with younger children whom he/she can organize into activities.)
Sensitive to environment	May object to loud noises, bright lights, odors, or have many allergies.

LCSC Identification Criteria for HA Services

IDENTIFICATION CRITERIA-RISING KINDERGARTENERS

The students obtaining a score at or above 90 on the Brigance Kindergarten Screener will be purposefully placed initially in the kindergarten cluster classroom.

IDENTIFICATION CRITERIA-STUDENTS CURRENTLY ENROLLED IN KINDERGARTEN POOL OF STUDENTS FOR CONSIDERATION:

Phase #1 (Facilitated by Teacher)

Minimum of one qualifier #1-6

1. Aptitude/potential assessment: CogAT of 93rdile or OLSAT of 120 higher
2. KOI Teacher Nomination
3. KOI Parent Nomination
4. Lexile Level: Fall or Winter Lexile
Kindergarten: 175 or higher
5. Achievement assessment: NWEA Score 93rdile or higher in Math or Reading
6. Observation/Qualitative assessment: KOI planned experiences screener with at least 1 activity with a score of "1"

Phase #2 (Facilitated by Teacher then turned into Building Liaison)

93rd percentile or higher CogAT OR a Minimum of three (3) qualifiers #1-7

1. KOI Teacher Nomination
2. KOI Parent Nomination
3. Lexile Level: Fall or Winter Lexile
Kindergarten: 175 or higher
4. Winter NWEA Math score at the 93rd percentile or higher
5. Winter NWEA Reading score at the 93rd percentile or higher
6. Free/Reduced Lunch and/or EL

Portfolio includes:

- Teacher Nomination Information & Data Sheet
- KOI Teacher Nomination Form
- KOI Parent Nomination Form (only if a parent submitted a Nomination Form)
- NWEA Student Progress Report
- ILEARN Checkpoint student score reports
- Reveal Math Student Report
- Assessment and Work Samples (for the subject(s) being nominated:
 - Math/Science:
 - Reveal: Math assessment and work samples
 - Science assessment and work samples
 - ELA/Social Studies:
 - CKLA: ELA assessment and work samples
 - Writing Samples: Prompts & Rubrics (scored)
 - Social Studies assessment and work samples
- KOI Scored ("W" or "1")
 - KOI work samples (completed in the fall). The "W" or "1" clearly marked!
- Additional assessments/information for the committee to review.

Phase #3 Committee meets for identification of students for HA services

IDENTIFICATION CRITERIA-CURRENT GRADE 1

POOL OF STUDENTS FOR CONSIDERATION:

Phase #1 (Facilitated by Teacher)

Minimum of one qualifier #1-6

1. Aptitude/potential assessment: CogAT of 93%ile or OLSAT of 120 higher
2. KOI Teacher Nomination
3. KOI Parent Nomination
4. Lexile Level: Fall or Winter Lexile
Grade 1: 425 or higher
5. Achievement assessment: NWEA Score 93%ile or higher in Math or Reading
6. Observation/Qualitative assessment: KOI planned experiences screener with at least 1 activity with a score of "1"

Phase #2 (Facilitated by Teacher then turned into Building Liaison)

93%ile CogAT or 120 OLSAT Score or higher OR a Minimum of 3 qualifiers #1-6

1. KOI Teacher Nomination
2. KOI Parent Nomination
3. Lexile Level: Winter Lexile
Grade 1: 425 or higher
4. Winter NWEA Math score at the 93%ile or higher
5. Winter NWEA Reading score at the 93%ile or higher
6. Free/Reduced Lunch Status and/or EL

Portfolio includes:

- Teacher Nomination Information & Data Sheet
- KOI Teacher Nomination Form
- KOI Parent Nomination Form (only if a parent submitted a Nomination Form)
- NWEA Student Progress Report
- ILEARN Checkpoint student score reports
- Reveal Math Student Report
- Assessment and Work Samples (for the subject(s) being nominated:
 - Math/Science:
 - Reveal: Math assessment and work samples
 - Science assessment and work samples
 - ELA/Social Studies:
 - CKLA: ELA assessment and work samples
 - Writing Samples: Prompts & Rubrics (scored)
 - Social Studies assessment and work samples
- KOI Scored ("W" or "1")
 - KOI work samples (completed in the fall). The "W" or "1" clearly marked!
- Additional assessments/information for the committee to review.

Phase #3 Committee meets for identification of students for HA services

IDENTIFICATION CRITERIA-CURRENT

GRADES 2 AND 3

POOL OF STUDENTS FOR CONSIDERATION:

Phase #1 (Facilitated by Teacher)

Minimum of one qualifier #1-6

1. Aptitude/potential assessment: CogAT of 93%ile or OLSAT of 120 higher
2. KOI Teacher Nomination
3. KOI Parent Nomination
4. Lexile Level: Fall or Winter Lexile
Grade 2: 625 or Higher
Grade 3: 750 or Higher
5. Achievement assessment: NWEA Score 93%ile or higher in Math or Reading
6. Observation/Qualitative assessment: KOI planned experiences screener with at least 1 activity with a score of "1"

Phase #2 (Facilitated by Teacher then turned into Building Liaison)

93%ile CogAT or 120 OLSAT Score or higher OR a Minimum of 3 qualifiers #1-7

1. KOI Teacher Nomination
2. KOI Parent Nomination
3. Lexile Level: Winter Level
Grade 2: 625 or Higher
Grade 3: 750 or Higher
4. Winter NWEA Math score at the 93%ile or higher
5. Winter NWEA Reading score at the 93%ile or higher
6. Winter NWEA Language Usage score at the 93%ile or higher
7. Free/Reduced Lunch Status and/or EL

Portfolio includes:

- Teacher Nomination Information & Data Sheet
- KOI Teacher Nomination Form
- KOI Parent Nomination Form (only if a parent submitted a Nomination Form)
- NWEA Student Progress Report
- ILEARN Checkpoint student score reports
- Reveal Math Student Report
- Assessment and Work Samples (for the subject(s) being nominated:
 - Math/Science:
 - Reveal: Math assessment and work samples
 - Science assessment and work samples
 - ELA/Social Studies:
 - CKLA: ELA assessment and work samples
 - Writing Samples: Prompts & Rubrics (scored)
 - Social Studies assessment and work samples
- KOI Scored ("W" or "1")
 - KOI work samples (completed in the fall). The "W" or "1" clearly marked!
- Additional assessments/information for the committee to review.

Phase #3 Committee meets for identification of students for HA services

IDENTIFICATION CRITERIA

CURRENT GRADE 4-5 STUDENTS

POOL OF STUDENTS FOR CONSIDERATION:

Phase #1 (Facilitated by Teacher)

Minimum of one qualifier #1-7

1. Aptitude/potential assessment: CogAT of 93%ile or OLSAT of 120 higher
2. KOI Teacher Nomination
3. KOI Parent Nomination
4. Lexile Level: Fall or Winter Lexile
 Grade 4: 850 or Higher
 Grade 5: 1050 or Higher
5. Achievement assessment: NWEA Score at the 93%ile or higher in Math, Reading, or Language
6. Previous school year's Spring ILEARN Above Proficiency in Math and/or E/LA
7. Observation/Qualitative assessment: KOI planned experiences screener with at least 1 activity with a score of "1"

Phase #2 (Facilitated by Teacher then turned into Building Liaison)

93%ile CogAT or 120 OLSAT Score or higher OR a Minimum of 3 qualifiers #1-7

1. KOI Teacher Nomination
2. KOI Parent Nomination
3. Lexile Level: Winter Lexile
 Grade 4: 850 or Higher
 Grade 5: 1050 or Higher
4. Winter NWEA Math score at the 93%ile or higher
5. Winter NWEA Reading score at the 93%ile or higher
6. Winter NWEA Language Usage score at the 93%ile or higher
7. Free/Reduced Lunch Status and/or EL

Portfolio includes:

- Teacher Nomination Information & Data Sheet
- KOI Teacher Nomination Form
- KOI Parent Nomination Form (only if a parent submitted a Nomination Form)
- NWEA Student Progress Report
- ILEARN Checkpoint student score reports
- Reveal Math Student Report
- Assessment and Work Samples (for the subject(s) being nominated:
 - Math/Science:
 - Reveal: Math assessment and work samples
 - Science assessment and work samples
 - ELA/Social Studies:
 - CKLA: ELA assessment and work samples
 - Writing Samples: Prompts & Rubrics (scored)
 - Social Studies assessment and work samples
- KOI Scored ("W" or "1")
 - KOI work samples (completed in the fall). The "W" or "1" clearly marked!
- Additional assessments/information for the committee to review.

Phase #3 Committee meets for identification of students for HA services.

IDENTIFICATION CRITERIA

CURRENT GRADES 6-8 STUDENTS

POOL OF STUDENTS FOR CONSIDERATION

Phase #1 (Facilitated by teacher, guidance counselor, and/or liaison)

Minimum of one qualifier #1-7

1. Aptitude/potential assessment: CogAT of 93%ile or OLSAT of 120 higher
2. Teacher Nomination
3. Parent Nomination
4. Self-Nomination
5. Achievement assessment: NWEA Score at the 93%ile or higher in Math, Reading, or Language
6. Achievement assessment: iReady Fall Score
 - Grade 6: 525 or Higher
 - Grade 7: 538 or Higher
 - Grade 8: 553 or Higher
7. Previous school year's Spring ILEARN Above Proficiency in Math and/or E/LA

Phase #2 (Facilitated building liaison)

93%ile CogAT or 120 OLSAT Score or higher OR a Minimum of 3 qualifiers #1-7

1. Teacher Nomination
2. Parent Nomination
3. Self-Nomination
4. (if available) Winter NWEA Math score at the 93%ile or higher
5. (if available) Winter NWEA Reading score at the 93%ile or higher
6. (if available) Winter NWEA Language Usage score at the 93%ile or higher
7. Winter iReady Score
 - Grade 6: 536 or Higher
 - Grade 7: 549 or Higher
 - Grade 8: 560 or Higher
8. Free/Reduced Lunch and/or EL

Portfolio includes:

- Nomination Information & Data Sheet
- KOI Teacher(s) Nomination Form
- KOI Parent Nomination Form (only if a parent submitted a Nomination Form)
- Dated Work and Assessment Samples
- NWEA Student Progress Report (printed from NWEA)
- iReady Winter Diagnostic Results (page 1 only)
- ILEARN Checkpoint student score reports
- Spring ILEARN scores
- Additional assessments/information may be utilized as needed.

Phase #3 Committee meets for identification of students for HA services

IDENTIFICATION CRITERIA

CURRENT GRADES 9-11 STUDENTS

POOL OF STUDENTS FOR CONSIDERATION

Phase #1 (Facilitated by teacher, guidance counselor, and/or liaison)

Minimum of one qualifier #1-6

1. Aptitude/potential assessment: CogAT of 93%ile or OLSAT of 120 higher
2. Current enrollment in honors course(s) by discipline area
3. Teacher Nomination
4. Parent Nomination
5. Self-Nomination
6. 8th grade ILEARN Above Proficiency in Math and English
7. 93rd percentile in PSAT, SAT, and/or ACT

Phase #2 (Selection Committee)

Students being considered for high ability identification should demonstrate the need for more rigorous courses. Therefore, additional input will be provided for use at this point of the process. The HA Selection Committee may use any of the following information to determine whether a student is eligible for the high ability program:

- Aptitude/potential assessment: CogAT of 93%ile or OLSAT of 120 higher
- Teacher Nomination along with work and assessment samples
- Parent Nomination
- Student Self-Nomination
- Any Standardized testing available (93%ile or higher) including but not limited to:
 - NWEA
 - PSAT
 - AP Potential
 - SAT
 - ACT

Appeal Process

Upon receiving the letter from the LCSC Identification and Selection Committee High Ability Services, parents may wish to appeal the recommendation of placement or lack of services recommended for their student. Parents are to complete the appeals form, sent to the parent in the notification letter, and return their appeal to the High Ability Director. Once the form for appeal has been received, the appeals committee will meet. Parents will be notified as to the LCSC Appeals Committee's recommendation. If parents still disagree with the recommendation, a request for a final appeal may be made by submitting a written request for a review of the decision to the LCSC Superintendent, Dr. John Milleman.

LCSC PROGRAM for High Ability Students

Elementary Program-Grades K-5

The elementary program will provide services to high ability students at their school of attendance (home school). Students will be grouped with others of high ability characteristics in order to form a cohort of student academic peers. Where possible, schools will employ a modified Gentry Cluster Group Model. These classrooms will be referred to as "Cluster Classrooms." Classroom teachers will use various strategies and approaches designed to support High Ability learners. Differentiated instruction will focus primarily on reading/language arts and math. In addition, teachers will incorporate strategies that promote critical thinking and problem solving in social studies and science. Kindergarten students in the top 5%ile of the kindergarten round-up will be placed in the cluster rooms.

There are two designations for HA services. One is that a child has been identified as a High Ability student and will be grouped as such and officially identified as a high ability student. The other designation is **purposeful placement (PP)**. In the case of purposeful placement, a child continues to be grouped with the other identified students, but will not be placed on the official identified list. Sometimes the data or portfolio information is not conclusive, so rather than not identify the student, we recommend to purposefully place the student for one year in order to gather additional data. The high ability services are the same for the student, but the purposefully placed student will be reviewed regularly during the school year in the area of purposeful placement to see if the student should indeed be identified in the area.

Middle School Program

Students are identified for inclusion in LMS High Ability Classes through the high ability student selection process. The LCSC High Ability student identification process includes a review of a variety of assessment data as well as input from administrators, teachers, parents and students. Students continuing in honors classes in the same discipline need not reapply as long as they are meeting the expectations for the curriculum.

Current course offerings include:

<u>English</u>	<u>Mathematics</u>	<u>Science</u>	<u>Social Studies</u>
English 6 Honors	Math 6 Honors	Science 6 Honors	Social Studies 6 Honors
English 7 Honors	Math 7 Honors	Science 7 Honors	Social Studies 7 Honors
English 8 Honors	Math 8 Honors	Science 8 Honors	Social Studies 8 Honors
	Algebra 1		
	Algebra 1 Honors		
	Geometry Honors		

Lebanon High School

The Lebanon High school component of the LCSC Program for High Ability Students is comprised of Honors Classes, Advanced Placement (AP) classes, and classes for dual high school and college credit. The purpose of all of these courses is to challenge high ability students and prepare them to continue their advanced studies at a post-secondary institution.

Current AP, dual credit, and college credit courses are kept current in the Lebanon High School Course Description Guide.

College Level Pathway Students selecting a college level course will receive rigorous instruction involving more independent and self-directed learning, research, academic writing, debate and presentation. These rigorous courses are taught as college classes and are listed as AP, Pre-AP, Honors, or Dual Credit. This pathway will require students to spend significant time outside of the classroom studying, reading, and writing. Students who select courses in this pathway are planning to earn college credit in high school, attend a four-year college with increased admission standards, and/or pursue competitive academic programs after high school. Lebanon High School Program for High Ability Students. The Lebanon High school component of the LCSC Program for High Ability Students consists of Honors Classes, Advanced Placement (AP) classes, and classes for dual high school and college credit. The purpose of all these courses is to challenge high ability students and prepare them to continue their advanced studies at a post-secondary institution. Although students are encouraged to enhance their education by taking honors classes, honors classes are not specifically required for the Academic Honors Diploma.

The curriculum areas at LHS that currently have specific courses for high-ability students are English, Mathematics, Science, Social Studies and Fine Arts. Students identified as possibly needing high ability services will be placed in a pool. The pool is generated by students who request honors classes through the scheduling process. Students requesting consideration for the honors classes are given a nomination form which may be filled out by a parent, a teacher of the discipline in which the student has selected the honors course, or the student himself. A Selection Committee at LHS reviews the list of students nominated by one of these means and makes the final recommendation to the school principal. This nomination process is also available for students' requesting enrollment in rigorous courses who have not been recommended

through the high ability identification process. Students continuing in honors classes in the same discipline need not reapply if they are meeting the expectations for the curriculum.

Current course offerings include: English Mathematics Social Studies Science Fine Arts Pre-AP English 9 (H) Geometry (H) Pre-AP World History Pre-AP Chemistry (L) (H) *AP 2D Studio Art Pre-AP English 10 (H) Algebra II (H) *AP European History Pre-AP Biology (L)(H) *AP English Literature & Pre-Calculus (H) Economics (H) (1sem) *AP Chemistry (L) Composition 11 (H) Trigonometry (H) *AP US Gov't & Politics (1 sem) *AP Physics 1, Algebra-Based (L) *AP English Language & *AP Calculus AB *AP Biology (L) Composition 12 (H) *AP Calculus BC *AP US History *AP Computer Science A *AP Economics (Micro) English 12**Advance College Project Indiana Calculus I/II**Advanced College Project Indiana Elementary Composition W131 (3 credit hours, 1 sem) Calc I 33 (M211) (4 credit hours, 2 semesters) Literacy Interpretation L202 (3 credit hours, 1 sem) Calc II (M212) (4 credit hours, 2 semesters) English 12**Advance College Project Indiana Elementary Composition W131 (3 credit hours, 1 sem) Literacy Interpretation L202 (3 credit hours, 1 sem)

The AP Program: The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases, they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board. Over 90 percent of the nation's colleges and universities have an AP policy granting incoming students' credit, placement, or both, for qualifying AP Exam grades. More information is available at www.collegeboard.org

The ACP Program: The Advance College Project (ACP) is a partnership program between Indiana University and participating high schools within the states of Indiana, Ohio, and Michigan. ACP offers college credit to qualified high school seniors who enroll in IU general education courses that are offered at their local high schools during the regular school day and taught by certified high school teachers who hold adjunct lecturer status with Indiana University. ACP is for high school students, generally juniors and seniors, who have adequate preparation and the desire for more advanced work. Through its course offerings, ACP provides an opportunity for high school students to begin college work while in high school. ACP is not a gifted and talented program. ACP courses are actual college courses intended to allow a wide range of students to engage in college level work for college credit. ACP courses are designed for students who have both a solid academic foundation, whose interests can be furthered by acquiring college credit prior to high school graduation, and who make a serious commitment to completing the ACP course successfully. ACP courses provide both high school and college credit (concurrent enrollment), and therefore, allow students to fulfill requirements for high school graduation and requirements for college admission while beginning a college transcript. The same general standards that apply for admission to Indiana University apply to students seeking to enroll in ACP courses. However, student

participation in ACP courses does not constitute admission to IU. More Information is available at www.acp.indiana.edu/

Outside Course Work- It is the intent of the Administration and Student Services Department to provide LHS students an opportunity to use outside credit as a means of enhancing curricular offerings (Advanced classes not offered at LHS), of attaining dual credit (Simultaneous High School and College Credit), and/or of recovering credit missed by failing classes (Maximum 4).

Continuum of Services (based on the work of Dr. Donald Treffinger)

LCSC provides specific placement options and instruction for HA students. Below is a description of some opportunities available.

Level One: Services for available for **All** Students -depending on the grade level

Learning Workstations	Enrichment Clusters
Learning Contracts	Flexible Grouping
Cross-age Grouping	Differentiated Instruction

Level Two: Services for **Many** Students

- Science Fair
- School-based Clubs
- Academic Teams

Level Three: Services for **Some** Students

- Honors or HA classes
- Advanced Placement Courses
- Cluster Grouping

Level Four: Services for a **Few** Students

- Early Admission
- Grade Advancement
- Dual Enrollment
- Early Graduation

Curricular Differentiation

- Greater focus on higher-level thinking tasks
- More extended, complex tasks
- Expectation of more sophisticated 'products' as well as selection of product alternatives
- Expectation that lower-level outcomes will be achieved more readily; therefore, appropriate pacing and acceleration occur
- Promotion of open-ended and creative responses to material including development of originality, fluency, flexibility, and elaboration of thought processes
- Broadened scope of learner experiences
- Emphasizes study of topics from multiple perspectives
- Provision for thematic and interdisciplinary exploration
- Use of a variety of resources
- No upper limit on expectations
- Facilitation emphasis by the teacher in lieu of the traditional lecture
- More conceptual or abstract tasks
- More focus on analysis or interpretation using inference, deductive and inductive reasoning, analogies, and evaluation
- Development of research skills and methods of inquiry

Instructional Methods

- Multiple texts, resources
- Varied time allotments
- Interest Centers
- Contracts
- Compacting
- Group Investigations
- Tiered Assignments
- Multiple Intelligence Assignments
- Graphic Organizers
- Simulations
- Learning Logs
- Complex Instruction
- Independent Study
- Community-Based Products
- Negotiated Criteria
- Graduated Rubrics
- Varied Audio-Visuals
- Varied Computer Programs

HA Affective Interventions and Instruction

The HA staff members have been given resources to assist in addressing the affective needs of HA students within their classrooms and school buildings. Depending on the needs of the individual students, the following guidance is provided.

- HA students grouped within the classroom to discuss attributes.
- HA students grouped to discuss topics chosen by the leading staff member. This may be within the classroom or grade level, between grade levels, or building-wide.
- HA students grouped within a few grade levels to share in a learning experience.
- HA students grouped building-wide to share socially or to share a common goal for a service project.
- HA guided reading groups identify HA characteristics in book characters.
- Counselors or Home/school liaisons meet with individual students or groups of students as needed.
- Lunch buddies, organized small groups, and counsel time are just a few examples of types of groups that meet outside the classroom, within the school day.
- LMS Lunchtime Socrates Café.

Academic Acceleration Policy

At LCSC, we recognize that academic acceleration is an empirically validated educational intervention for high ability students (Colangelo, Assouline, & Gross, 2004). The research consistently demonstrates the academic benefits to students and allows the conclusion that students are not negatively affected in the social-emotional domains.

Although we realize not every student is a viable candidate for acceleration, we recognize that many types of acceleration exist and many students with high ability benefit from different types and degrees of acceleration. All requests for acceleration, regardless whether from parent, teacher, student, or other individual, will begin with the completion of the Iowa Acceleration Scale. If a student appears to be a candidate for acceleration, the teacher/parent/student/and principal will work together to create an individualized plan for the student.

Exit Procedure

If a parent/guardian would like their student to no longer received high ability services, they are to contact the school's principal or Director of Student Services. At the request of the parent/guardian a meeting is to be held between the parent, student, and school staff to discuss ramifications of the change. During the meeting the following are to be discussed and documented on the district's Parent Request for Change in Services:

- Current High Ability services.
- Change in services being requested.
- Reason for the requested changes.

- Data Review:
 - Aptitude/potential assessment scores: CogAT, OLSAT, Orleans Hanna
 - Achievement/performance assessment scores: NWEA, iReady, ILEARN checkpoints, ILEARN, PSAT, SAT
 - Observation/Qualitative assessments: Kingore Observation Inventory
 - Grade history (for the course(s) being changed)
 - Additional student assessments and work samples
- List and/or description of interventions that have been used (along with data for the intervention).
- Requested date of change in services.

The Parent Request for Change in Service must first be signed by the parent/guardian, then the building High Ability Liaison, and then by the building Principal. No changes will be made until approved and sign-off by the Director of High Ability.

Revised Date: June 2025