HIGH ABILITY HANDBOOK

SCHOOL TOWN of MUNSTER

High Ability Handbook

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DID YOU KNOW?

» This handbook is available online at www.munster.us.

» This handbook is a living document that may change as need arises.

» All forms are available in the appendix of this document.

» This document outlines important dates and deadlines.

» This handbook provides parents, teachers, and students with useful tips for success in high ability programming. See the appendix for resources.

» This document coalesces resources, guidelines, and legal requirements from multiple sources, including the Indiana Department of Education and the National Association for Gifted Students.

Service Coordination for High Ability

The Assistant Superintendent has been designated as the High Ability Coordinator and communicates directly with the following groups:

- IDOE Office of High Ability Education – All important information regarding programming and grant supports.
- Identification Committee – Meet with this committee to review student level data required to support placement in High Ability programs.
- Broad-Based Planning Committee – Meet with this committee to review the continuous development and implementation of the district's high ability services and programs.
- Business Office Personnel – Meet with this department to complete the cash request form and update funds spent/remaining for any amendments and the final report.
- Technology Department Personnel – Connect with this department to ensure correct information and submission of reports.
- Superintendent/School Leaders – Inform the leadership team of high ability professional development opportunities, as well as high ability programs, services, and updates.
- Principals – Provide a list of identified high ability students and inform of professional development opportunities specific to high ability. NOTE: Identification is done at the corporation level and not the building level.
- Teachers – Provide a list of identified high ability students with High Ability designation, and notify them of high ability specific professional development opportunities.
- Parents –Respond to questions/concerns about the district's high ability programs and services. Provide current information on the high ability website.
- Counselors – Consult with them about their role in providing affective education and college/career readiness skills to high ability students.
- High Ability Section on the Corporation Website – Ensure that the high ability information posted is current and easily accessible.

DID YOU KNOW?

» This handbook was created to support School Town of Munster as we partner with the Indiana Department of Education to aspire higher and take high ability education to new heights!

» The handbook provides best practices for identifying and serving high ability students, as well as provides the Indiana Code requirements pertaining to high ability education.

Service Coordination for High Ability

Identification Committee

- Mrs. Colleen Bergren, Assistant Superintendent
- Mrs. Linda Bevil, Principal, James B. Eads Elementary
- Ms. Kelly Boersma, Principal, Frank H. Hammond Elementary
- Ms. Holly Gatley, Instructional Coach, Wilbur Wright Middle School
- Ms. Nicole Guernsey, Principal, Elliott Elementary School
- Mrs. Nicole Laird, Assistant Principal, Wilbur Wright Middle School
- Mr. Robert Snyder, Assistant Principal, Munster High School

Broad-Based Planning Committee

- Mrs. Colleen Bergren, Assistant Superintendent
- Mrs. Sara Reese, Assistant Principal, Ernest R. Elliott Elementary
- Mrs. Linda Bevil, Principal, James B. Eads Elementary
- Ms. Holly Gatley, Elementary and Secondary Instructional Coach
- Mrs. Nicole Laird, Assistant Principal, Wilbur Wright Middle School & STM Parent
- Mr. Ryan Ridgley, Teacher, Wilbur Wright Middle School & STM Parent
- Ms. Trisha Kewon, Social Worker, Wilbur Wright Middle School
- Mr. Robert Snyder, Assistant Principal, Munster High School & STM Parent
- Ms. Melissa Stewart, Teacher, Ernest R. Elliott Elementary
- Ms. Melissa Strohl, Teacher, Frank H. Hammond Elementary
- Ms. Karen Tomko, Teacher, Elementary Literacy Coach
- Various School Town of Munster Students

The local governing body has ultimate responsibility and authority for all student services; the BBPC is not a decision-making group, but it serves as an advisory board to review policies, services, and outcomes. The BBPC is required to meet once a year, but in order to optimally serve the community, the committee meets at least three times during the school year.

Professional Development Supports

- Professional development will be provided based on student, instructional and curricular needs by STM staff and outside resources.
- All teachers supporting students in high ability will be given the opportunity to receive professional development annually.

WHAT ARE THE REQUIREMENTS OF THE COMMITTEES?

Identification:
Identify students with high ability in all grades, K-12, in accordance with the Indiana Definition of High Ability Student.

Broad-Based Planning:

- » Review the five required plans that are to be available for public inspection (511 6 IAC 6-9.1-1).
- » Review implementation of the five required plans.
- » Review the results of the programs for students with high ability, including student assessment results, program effectiveness, and student achievement (IC 20 – 36 – 2).
- » Review of the action plan for improvement related to the five plans.
- » Maintain a collaborative relationship between school staff and the committee.
- » Review a three to five year strategic plan for program development.

Mission-Definitions-Terminology

It is the goal of the School Town of Munster to provide high ability students with intentional, enhanced learning opportunities in order to challenge and enrich intellectual, social and emotional growth as students become lifelong learners, competitive employees and responsible citizens in a global society.

School Town of Munster embraces the following guidelines, developed using the 2010 Pre-K-Grade 12 Gifted Programming Standards published by the National Association for Gifted Children (Appendix B):

1. School Town of Munster provides a range of services in response to students' diverse high ability needs, with appropriately differentiated instruction.

2. School Town of Munster utilizes an unbiased identification process based upon specific, measurable criteria using reliable and valid testing measures.

3. High ability programming implements evidence-based instructional strategies designed to encompass and cultivate critical thinking, creative thinking, problem solving and inquiry-based learning.

4. School Town of Munster strives to offer an environment where high ability students are encouraged to reach their full potential through the development of personal, social, leadership and communication skills.

5. School Town of Munster creates a variety of program options to provide advanced content and differentiated instruction specifically designed for high ability students to achieve maximum growth.

6. High ability programming includes professional development to support both general education and high ability teachers as they respond to the academic and social/emotional needs of high ability learners.

Indiana Definition of High Ability

Pursuant to Indiana Code 20-36-1-3, a high ability student is a student who:

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

DID YOU KNOW?

» Indiana Law: Since July 1, 2007, Indiana schools have been required to identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2).

» Specific identification processes remain a local decision and will vary according to district size, building configurations, demographics, etc.

» In Indiana, the terms "gifted" and "high ability" are used interchangeably.

Mission-Definitions-Terminology

Percentages versus Percentiles

- A percentage is simply a representation of a proportion out of 100. If a student receives a 50% on a spelling test, his/her performance would be considered failing as the student was only able to respond correctly half of the time.
- A percentile is a statistical measure of distribution. For a given set of data, it is the level below which a certain percentage of the data falls. For example, if a student has a percentile ranking at the 50th percentile on a standardized assessment, it means that he or she scored higher than 49 percent of all the students who took the same exam. In the previous example a percentage score of 50% would equate to a failing performance, while a student scoring at the 50th percentile is demonstrating average performance.

Standard Error of Measure (SEM)

The standard error of measure in a test or experiment is closely associated with the error variance, which indicates the amount of variability in a test administered to a group that is caused by measurement error.

Measures of Ability (Aptitude or Potential)

- A norm-referenced test is used to determine an individual’s status with respect to the performance of other individuals on that test.
- Criterion-referenced achievement tests are used to determine the individual's mastery of specific skills or knowledge.

Measures of Achievement (or Performance)

- Achievement tests measure acquired information, and therefore will not likely be reliable predictors of high ability for K-2 students living in impoverished environments.

Standardized Rating Scales

- In School Town of Munster, standardized rating scales are used to provide the most comprehensive observational data available for identifying specific traits of giftedness.

High Ability Identification Assessments and Percent of Students Assessed

Grade	CogAT	NWEA	ILEARN	PSAT	SIGS	GES
K and 1^{st}	100%	100%	N/A	N/A	10 -20%	10 -20%
2^{nd}	100%	100%	N/A	N/A	10 -20%	10 -20%
5^{th}	100%	100%	100%	N/A	10 -20%	10 -20%

Types of Assessments Utilized for High Ability Identification

Measures of Ability

» The Cognitive Abilities Test (CogAT)

Measures of Achievement

» Northwest Evaluation Association Tests (NWEA)

» Achievement Screener-ILEARN

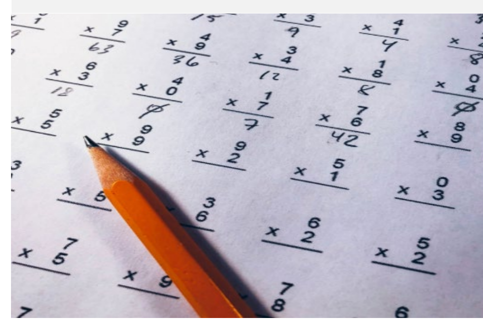
» PSAT

Standardized Rating Scale for Math and Language Arts

» Scales for Identifying Gifted Students (SIGS)

Standardized Rating Scales for Leadership, Creativity, and Motivation

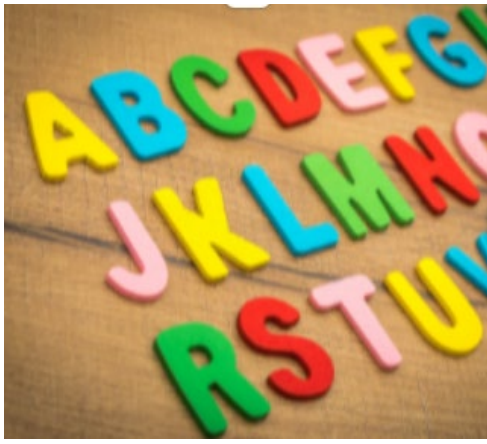
» The Gifted Evaluation Scales (GES)



SCHOOL TOWN of MUNSTER

Identification Pathways

English Language Arts



Grades K-1: MONITOR STATUS ONLY

Pathway #1
Performed at or above the 97th percentile on the verbal reasoning assessment on the CogAT.

Pathway #2
Performed at or above the 96th percentile on the MAP Reading Fluency Language Comprehension Screener assessment.

Pathway #3
Performed at or above the 95th percentile on the CogAT measure of verbal reasoning.
OR
Performed at the 94th percentile on the MAP Reading Fluency Language Comprehension Screener assessment.
AND
Demonstrated outstanding potential or performance in qualitative measures of assessment specific to language arts using a gifted evaluation scale.

Grades 2-5: High Ability Identification

Pathway #1
Performed at or above the 97th percentile on the verbal reasoning portion of the CogAT.

Pathway #2
Performed at or above the 96th percentile on both the Fall and Winter NWEA reading and language arts assessments.

Pathway #3
Performed at or above the 95th percentile on the CogAT measure of verbal reasoning.
OR
Performed at the 95th percentile on the measures of achievement in reading and language arts subtests on both the Fall and Winter NWEA assessments.
AND
Demonstrated outstanding potential or performance in qualitative measure of assessment specific to English language arts using a gifted evaluation scale.

*****Any student who performed above proficiency on the English Language Arts portion of the current school year's ILEARN will be further screened for placement in the high ability program.

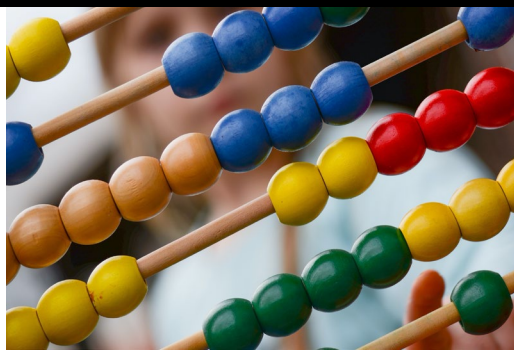
Grades 6-12
Students may request honors/advanced/AP placement through their School Counselor during scheduling. Requests must be supported through standardized test results, grades and/or work samples which demonstrate potential success within the course.

DID YOU KNOW?

» School Town of Munster recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of English language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and the school corporation recognizes the need to identify such students through systematic, on-going procedures.

» **Students in grades K-2 are placed on MONITOR STATUS. Students test for high ability identification at the end of 2nd grade, and high ability programming begins in 3rd grade.**

Identification Pathways



Mathematics

Grades K-1: MONITOR STATUS ONLY

Pathway #1
Performed at or above the 97th percentile on the quantitative reasoning portion of the CogAT.

Pathway #2
Performed at or above the 96th percentile on both the Fall and Winter NWEA mathematics assessments.

Pathway #3
Performed at the 95th percentile on the quantitative reasoning portion of the CogAT.
OR
Performed at the 95th percentile on the measures of achievement in mathematics for both the Fall and Winter NWEA assessment.
AND
Demonstrated outstanding potential or performance in qualitative measure of assessment specific to mathematics using a gifted evaluation scale.

Grades 2-5: High Ability Identification

Pathway #1
Performed at or above the 97th percentile on the quantitative reasoning portion of the CogAT.

Pathway #2
Performed at or above the 96th percentile on both the Fall and Winter NWEA mathematics assessments.

Pathway #3
Performed at the 95th percentile on the quantitative reasoning portion of the CogAT.
OR
Performed at the 95th percentile on the measures of achievement in mathematics for both the Fall and Winter NWEA assessment.
AND
Demonstrated outstanding potential or performance in qualitative measure of assessment specific to mathematics using a gifted evaluation scale.

***Any student who performed above proficiency on the mathematics portion of the current school year's ILEARN will be further screened for potential placement in the high ability program.

Grades 6-12
Students may request honors/advanced/AP placement through their School Counselor during scheduling. Requests must be supported through standardized test results, grades and/or work samples which demonstrate potential success within the course.

WHAT IF I AM A STUDENT WHO IS NEW TO SCHOOL TOWN OF MUNSTER?

- High ability services and program identification are determined locally. Students coming to the School Town of Munster from another district will be required to meet the STM high ability criteria to be placed in high ability programming.
- Standardized test data from the sending district may be submitted to the Assistant Superintendent for Curriculum and Instruction for review.
- In the event that the sending school's documentation does not support placement into high ability, students in grades 6-12 may participate in testing provided by the district for course placement.
- Students new to the district in grades K-5 will be assessed in alignment with CogAT assessment schedule.
- Board Policy 5120 provides the building principal assign students to the grade, classes, groups and programs based on the needs of the students and the Board.

Identification Pathways

Math Continued

Beginning with the 2026-2027 school year, pursuant to Indiana Code (IC) 20-30-18-3, all public and charter middle schools are required to automatically enroll any middle school student who meets the following criteria in a middle school advanced math course:

1) Achieves a score of "above proficiency" on the ILEARN Mathematics assessment in grades 5, 6, or 7; and
2) Earns a grade of "C" or higher in their current mathematics coursework.

Unfortunately, the IDOE announced the ILEARN scores for the 25 – 26 school year will not be available until after the school year begins in 26 – 27.

Science

Identification for high ability programming occurs in grades 5-11. Students in 5th grade will be assessed for their 6th grade year.

Grades 5-8

Pathway #1
Performed at or above the 97th percentile on the quantitative reasoning portion of the CogAT.

Pathway #2
Performed at or above the 96th percentile on both the Fall NWEA math assessment, and Winter NWEA math assessment.

Pathway #3
Performed within the standard error of measure equal to at least 95th percentile for the composite score on CogAT**.**
OR
Performed at the 95th percentile on the measures of achievement in mathematics for both the Fall and Winter NWEA assessment.
AND
Demonstrated outstanding potential or performance in qualitative measure of assessment specific to mathematics using a gifted evaluation scale.

***** Any student who performed above proficiency on the science portion of the current school year's ILEARN will be further screened for potential placement in the high ability program.

Grades 9-12

Students may request honors/advanced/AP placement through their School Counselor during scheduling. Requests must be supported through standardized test results, grades and/or work samples which demonstrate potential success within the course.

DID YOU KNOW?

"Technical and practical arts" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
(1) vocational-technical education;
(2) business technology education;
(3) family and consumer sciences; and
(4) technology education

"Visual and performing arts" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:
(1) art;
(2) dance; music; and
(3) theater arts.

Identification Calendar

January

- CogAT Testing
  - All kindergarten, 2nd, and 5th graders
  - Students new to the district in 1st, 3rd, and 4th grade

End of April

- Assessment information and preliminary identification determinations will be mailed home for students requiring additional assessment for identification (SIGS).

May 15

- Deadline for SIGS to be electronically submitted, if required. Late submissions will not be accepted.

June 1

- Elementary and Middle School appeal submissions due.
- Honors course requests determination meeting for Munster High School students.

Early June

- Elementary and Middle School identification committees review and rule on appeals.
- Munster High School determination meetings.

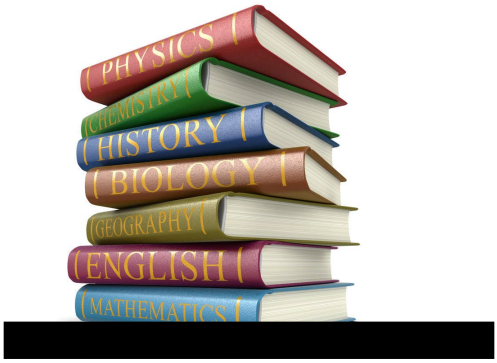
By June 15

- Elementary and Middle School parents notified of appeal status.

DID YOU KNOW?

School Town of Munster recognizes that some students perform at, or show the potential to perform at, an outstanding level of accomplishment in the core academic areas of language arts and mathematics. These students are found in all socio-economic, cultural, and ethnic backgrounds, and the school corporation recognizes the need to identify such students through systematic, on-going procedures.

Curriculum



All students in the School Town of Munster receive high quality curriculum and instruction with a focus on differentiation to enhance individual student learning. In order to meet the specific needs of high ability students, the curriculum is accelerated and compacted.

Grades 3-5

Beginning in grade 3, elementary high ability instruction in language arts has been developed utilizing the William & Mary series text *Navigators*. A Navigator is a collection of questions and activities that are intended to support group or independent study of selected novels or picture books. The Navigator series was developed by the Center for Gifted Education at the College of William & Mary as a resource in gifted education. Math instruction is one year accelerated. Note: Students who are newly identified for placement into honors math in the spring of 5th grade will be placed into a double block of math in 6th grade to accelerate their learning. Provided students maintain the grade requirements for in 6th grade, they will be placed in Honors Pre-Algebra in 7th grade.

Grades 6-8

At Wilbur Wright Middle School, the William & Mary curriculum is used in Honors Language Arts 6, 7, and 8 along with *Springboard* by College Board. The William & Mary language arts units focus on analytic and interpretive skills in literature, persuasive writing skills, linguistic competency, listening/oral communication skills, reasoning skills, and understanding overarching concepts. Math classes continue to be minimally one year advanced with students taking Honors Math 6, Honors Pre-Algebra 7, and Pre-AP Algebra I in grade 8. Occasionally, a student may be two or more years accelerated. In those cases, the student's academic performance will be reviewed and an appropriate placement in the math course meeting his or her needs will be offered. The decision for final placement will be determined by a committee of educators, administrators, and school counselors. The Assistant Superintendent of Curriculum and Instruction has final determination for placement. The honors science curriculum in grades 6 and 7 have been compacted and accelerated. Honors Science 6 includes content standards for all of 6th grade and part of 7th grade; Honors Science 7 includes the remaining 7th grade content standards and all of the 8th grade science standards. Honors Biology, a credit-bearing high school course, completes the high ability science continuum of curriculum for 8th grade.

Grades 9-12

High ability students at Munster High School in Honors English 9 and 10 use the *Springboard* program published by College Board to advance language arts skills. The district utilizes *Springboard* in order to more succinctly prepare students to move into AP English Literature and AP English Language as juniors and seniors, respectively. High ability math students can take Pre-AP Geometry, Pre-AP Algebra II (24 – 25), and Honors Pre-Calculus prior to taking AP math courses like AP Calculus AB, AP Calculus BC, and/or AP Statistics. High ability students can choose from a multitude of AP, dual credit honors, advanced, and concurrent enrollment courses across the curriculum.

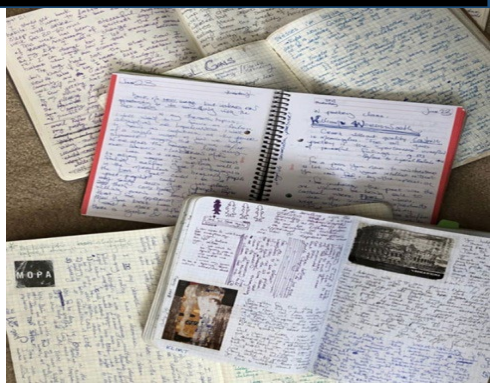
DID YOU KNOW?

» William & Mary language arts units are based on Paul's Reasoning Model (1992), which incorporates a ladder of higher level, critical thinking skills.

» The William & Mary high ability language arts curriculum units have received the Winner of a National Association for Gifted Children Curriculum Division Award for Outstanding Curriculum over several years.

» High ability math students need to engage in mathematical discussions and problem-solving activities in order to create the "aha" moments where understanding is stretched.

Curriculum



Quality Points

Once students matriculate to the high school or enroll in high school courses at the middle school, the high school transcript will reflect additional weighting for honors, advanced, and AP courses. This means those courses will receive an additional quality point. Concurrent enrollment classes may or may not use a weighted grading scale. If the concurrent class does not have AP, Honors, or Advanced in the title, the course does not utilize the weighted scale. The table below charts the calculation of the additional quality point in the student's GPA:

Weighted Courses			Unweighted Courses	
A	5.00		A	4.00
A-	4.67		A-	3.67
B+	4.33		B+	3.33
B	4.00		B	3.00
B-	3.67		B-	2.67
C+	3.33		C+	2.33
C	3.00		C	2.00
C-	2.67		C-	1.67
D+	2.33		D+	1.33
D	2.00		D	1.00
D-	1.67		D-	0.67
F	0.00		F	0.00

Weighted High School Courses

AP Biology
AP Chemistry
AP Calculus AB and BC
AP Computer Sci A
AP Computer Sci Principles
AP Economics
AP English Lang. & Comp
AP English Lit. & Comp
AP Environmental Science
AP Human Geography
AP Physics C Elec/Magnet
AP Physics C Mechanics
AP Psychology
AP Spanish V
AP Statistics
AP Studio Art
AP U.S. Government
AP U.S. History

Advanced Courses

Advanced French IV
Advanced French V
Advanced Microbiology
Advanced Newspaper 2 & 3
Advanced Sociology
Advanced Spanish IV
Advanced Yearbook II
Advanced Yearbook III
Honors Physics
Honors Pre-Calc. Alg. & Trig.
PLTW Civil Eng. & Arch.
PLTW Cybersecurity
PLTW Digital Electronics
PLTW Med Interventions
Topics in Computer Sci.
Information Technology
Internship*

Pre-AP Courses

Pre-AP English 9
Pre-AP English 10
Pre-AP Algebra I
Pre-AP Geometry w/ Statistics
Pre-AP Algebra II
Pre-AP Algebra and Trig.
Pre-AP World History and Geography
Pre-AP Biology I
Pre-AP Chemistry I

DID YOU KNOW?

» Munster High School currently offers over 40 AP, Advanced and Honors courses in art, science, math, computer science, English, social studies, and world languages, in addition to 32 Dual Credit courses.

» Students who pass an AP exam with a score of 3 or better
  » Perform well in subsequent college courses in the discipline
  » Are more likely to major in their AP subject or related discipline, particularly in STEM subjects
  » Take more—not less—college coursework in the discipline
  » Are more likely to graduate college within four years
  » Find opportunities that lead to success (especially true of underrepresented students).
» According to the *Princeton Review*, colleges consider the rigor of courses students take when they apply for admission.

Service Options for High Ability Students

The following service options are provided for high ability students in School Town of Munster:

- **Self-Contained Classrooms** In this model all of the students in the class have been identified as high ability, and all of the instruction can be at the appropriate pace and level. This model provides the most opportunity for appropriately differentiated curriculum and instruction in core content areas.

- **Between-Class Ability Grouping by Subject Area** In this model, the schedule is constructed so that all students at the grade level have math at the same time and all have language arts at the same time. During the two subject specific times, students are grouped at their instructional level with the identified high ability learners in the same group with a teacher trained in high ability supports. The remainder of the day, students would be in heterogeneous classrooms.

- **Modified-Cluster Grouping** In this model, students are grouped to provide a narrowed instructional range in each class; however, all classes have a group of grade-level learners. One class has high ability and a group of grade-level learners. Other classes have some above grade-level students, a grade-level group, and some below grade-level students. This model requires fidelity of implementation to remain true to the model throughout the year (with transfers in and out).

DID YOU KNOW?

When planning appropriate programming and services for students of high ability, School Town of Munster must consider:

» How high ability students will be grouped, organized, or provided supports for the most effective learning;

» What training the teacher has or needs to most effectively teach and plan learning experiences for students of high ability;

» What content, standards, and pace are most appropriate for these students; and

» What instructional models, strategies, projects, and products are most appropriate for promoting academic growth.

Counseling and Guidance Plan

Introduction and Rationale

Each child, regardless of ability, has his/her own personality characteristics that lead to certain social and emotional needs. In addition, each child has needs that arise because of the situation or environment in which he/she lives. Children with high abilities, however, may have additional affective needs resulting from their 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 level peers. It is important to provide a systematic and differentiated program of affective services, K-12, for these students; this proactive approach will facilitate development of their high potential and promote their positive adjustment.

School Town of Munster's counseling support plan includes the following:

- A K-12 support system documenting coverage of common social/emotional issues faced by high ability students
- College and career readiness topics and activities
- Targeted supports such that the high ability curriculum interfaces with the Indiana guidance and counseling standards

The plan is a collaborative effort among the high ability coordinator, teachers of gifted students, and school counselors.

Social and Emotional Issues

The social and emotional issues listed in the "Did You Know?" sections are common among high ability students and, as such, would be important to address in the curriculum. Some topics may be covered in multiple years with an increasing degree of sophistication or through addressing a different facet of the same issue.

Overexcitabilities

Gifted students may have "intensities" that could manifest themselves in one or more of these areas (Dabrowski's Theory):

- Intellectual intentness and focus on a particular topic
- Greater sensitivity to environment (appreciation for music or art, sensitivity to loud noises or bright lights, more allergies, etc.)
- Surplus of physical energy
- Vivid imagination and creativity
- Heightened emotional sensitivity (reaction to criticism, perfectionism, empathy, attachment).

DID YOU KNOW?

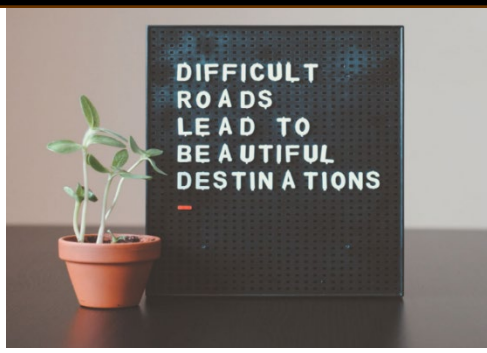
Peer pressure: High ability children may struggle more with peer pressure; they are already feeling different from their peers as a result of their ability differences, yet still want to fit in socially.

Competitiveness: High ability children are frequently accustomed to doing well and may need guidance in developing healthy attitudes toward competition with others.

Social skills: Because of advanced vocabulary, increased intensity, and/or different interests, high ability children may experience difficulty interacting socially with the same-age peers.

Dealing with stress: High ability students may feel stress from perceived expectations and demands from others and self.

Counseling and Guidance Plan



Asynchronous Development

Physical, cognitive, and emotional development may be at different places within the same child:

- Presents a number of problems for the child with exceptional abilities
  - » Adults, accustomed to advanced verbal reasoning from the child, may fail to understand emotional outbursts more typical of his/her chronological age.
  - » Children may find it difficult to communicate with age peers who are considerably below their intellectual level, even if they are at the same level emotionally.
- In general, the greater the level of ability, the greater the discrepancies

Perfectionism

- High ability students may place unrealistically high standards for performance on themselves. This may result in anxiety, frustration, or self-blame for less than-perfect performance.
- High Ability students may feel as though others (parents or teachers) have unrealistically high expectations. This may result in fear of failure, avoidance of challenges, depression, and connection of self-worth to performance.
- High ability students may develop unrealistically high standards for the performance of others.

Self-esteem/Identity issues

High ability students may experience difficulty constructing their identities, which may lead to lowered self- esteems. Difficulty with identity development may result from any of the following:

- Lack of understanding of higher abilities and their implications ¬ Feeling different from one's same-age peers
- Behaviors inconsistent with gender role expectations (e.g., sensitivity in gifted boys, assertiveness in gifted girls)
- Being identified as learning disabled as well as having high abilities
- Differences resulting from cultural, linguistic, or SES differences.

DID YOU KNOW?

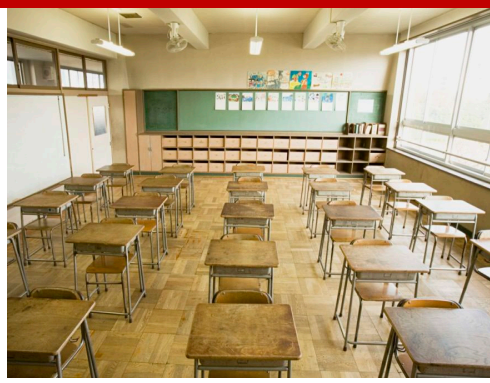
Responsibility: High ability children may be given more responsibilities by teachers and parents and therefore may need guidance in learning how to manage these responsibilities to self and others. Acceptance: High ability children need guidance in developing appreciation for others with different abilities.

Family dynamics: High ability may influence family dynamics with regard to expectations and parental pressure.

Study habits: High ability students often lack good study skills, as they frequently can earn solid grades without effort. In later grades, when faced with challenging coursework for the first time, high ability students lacking study skills may avoid the challenge, fail, or experience undue stress and self-doubt from lack of preparation.

Leadership skills: As high ability individuals often seek out, or are called upon to assume leadership positions, they need guidance in developing these skills.

The Appeals Process



Grades 2 - 5 Appeal Process

The School Town of Munster has established a formal appeals process for students who do not meet the criteria for High Ability Programming. Requests for Appeal must be submitted by the specified deadline, as indicated on the district website. In accordance with Indiana's definition of high ability, the application should include supporting evidence and/or samples of the student's work, demonstrating academic ability and/or achievement significantly surpassing that of their peers. Parents, teachers, or administrators have the option to appeal a decision on behalf of a student who did not qualify for the high ability program. The outlined procedures apply, encompassing situations where a student may qualify in one domain but not another.

1. The parent, teacher, or administrator must electronically submit a **Request for Appeal Grades 2 - 5** via this link. The appeal request must be accompanied by the following documentation and/or multiple samples of student work that demonstrates the student's advanced competency in achievement and/or aptitude. This information will be used by the appeal committee to make a final determination. Appeal requests submitted without supporting documentation will be considered incomplete and will not be acted upon. Parents requesting an appeal may provide test results from an outside source at the expense of the parents.

   - **Documenting Academic Achievement**
     - Include documentation and/or samples of student work that demonstrates academic skills **far beyond the performance/behavior of typical peers**.
     - Documentation in language arts could include, but is not limited to, standardized assessment data; work samples demonstrating application, analysis, synthesis, and evaluative skills; evidence of advanced vocabulary, sophisticated syntax, novel language use, and/or interpretive analysis of complex literary or nonfiction texts.
     - Documentation in mathematics could include, examples that demonstrate the student's ability to apply ideas from one mathematical problem to another, use of creative strategies to solve complex mathematical problems, success with advanced math concepts, and/or knowledge about a variety of mathematical topics.
   - **Documenting Aptitude**
     - Include documentation and/or samples of student work that demonstrates general intellectual ability **far beyond the performance/behavior of typical peers**.
     - Documentation may include, examples of excellent reasoning ability, analysis of issues from many points of view, ability to reach sophisticated conclusions based on evidence, ability to rapidly understand novel tasks, and tendency to seek answers to questions.
     - While external aptitude tests are permissible, they are not obligatory, and the associated costs will be the responsibility of the student's family. The test must be conducted by a licensed psychologist operating independently and without affiliation to any specific public or private school. The submission of documentation demonstrating an intelligence quotient of at least 126 on either the Wechsler Intelligence Scale for Children or the Stanford-Binet Intelligence Scale will be considered. However, this criterion is only relevant if the specific focus is on general aptitude.

DID YOU KNOW?

- Request for Appeal Grades 2 - 5
- The required domains of high ability education that Indiana schools must identify and serve are the General Intellectual and Specific Academic domains.
- The School Town of Munster serves the Specific Academic domains of English language arts, mathematics, and science.
- Each district should have a Broad-Based Planning Committee comprised of educators, parents, students, and community members.
- The purpose of the Broad-Based Planning Committee is to review the continuous development and implementation of the services and programs for high ability students.

The Appeals Process Continued

2. The following parameters must be followed when submitting documentation for review:
   a. All items must be submitted electronically via the Request for Appeal Grades 2 - 5;
   b. Only documentation submitted electronically will be considered;
   c. Appeal requests outside of the appeal window will not be reviewed.

3. The Assistant Superintendent of Curriculum and Instruction will meet with the appeal committee, consisting of building and district administrators and their designees. The appeal committee will review the information provided and make a careful decision on a case-by-case basis that is in the best interest of the student. Parents will receive written notification of the appeal decision within two weeks of the appeal window closing. **All appeal decisions are final.**

4. Students who are approved for High Ability programming through the appeals process must demonstrate their ability to succeed. Students who experience difficulty with the pace or rigor of the course, are unable to maintain the minimal grade requirements, or do not meet other course expectations may be reassigned to a more appropriate class as per the district's exiting procedure.

Middle School Appeal Process

As students enter middle school many are transitioning from childhood to early adolescence. It is a time marked by physical, emotional, and cognitive changes, including the onset of puberty, increased independence, and the beginning of more complex social interactions. Due to these multifaceted dynamics student academic acceleration will be determined by the student's ability to succeed in a particular course. Placement tests will be administered to those students who do not qualify through High Ability identification, but demonstrate academic, social and emotional potential for success in the course or seek to be admitted into an accelerated course. Please contact Mrs. Nicole Laird, WWMS Assistant Principal, with questions regarding course placement and appeals in grades 6 - 8.

High School Appeal Process

As students continue to develop academically, socially and emotionally they may seek more challenging curricula aligned to their future career or current interests. Students who wish to request placement in a weighted course may discuss this option with their school counselor during their annual scheduling meeting. School Counselors will provide guidance on course requests based on the student's past academic performance, their attendance and professional knowledge of the student's goals and abilities. Please contact Mr. Robert Snyder, MHS Assistant Principal and Director of Guidance, with questions regarding course placements in grades 9 - 12.

Q: Is there a definition of "giftedness"?

A: According to the Elementary and Secondary Education Act: *Students, children or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.* Note: States and districts are not required to use the federal definition, although many states base their definitions on the federal definition.

Q: How many gifted children are in the United States?

A: The U.S. Department of Education's Office of Civil Rights estimates that six (6) percent of public school children are enrolled in gifted and talented programs.

Exiting the Program

Grades 3-5

High ability students are required to maintain specific grades in order to demonstrate that the rigor, pace, and intensity of instruction create an environment where the student can be successful. All schools in the School Town of Munster use a formal exit procedure for students no longer benefiting from high ability services.

- Students are required to maintain at least an 83% each nine weeks. If a student drops below an 83% at any time in the grading period, the high ability teacher will contact the parent to discuss solutions.
- At the end of a grading period, if a student falls below an 83% for the first time, the process for exiting the high ability program will begin.
- An initial meeting should take place with the high ability teacher, an administrator and/or designee, and (if appropriate) the student.
  - ➢ At this initial meeting, the child's progress to date and concerns over performance should be documented.
  - ➢ Interventions should be developed with all stakeholder input.
- Interventions should be put into place with fidelity for no less than one grading period following the initial meeting.
- Upon completion of the next grading period, a second meeting should be held to evaluate the child's progress under the interventions.
- If after two consecutive grading periods the student's grade falls below 83%, the student will be exited from the high ability program and receive differentiated instruction in the classroom appropriate to the student's current level of performance.
- The Exit Interview form (Appendix) must be completed by the high ability teacher and placed in the student's permanent record.

Grades 6-8

High ability students are required to maintain specific grades in order to demonstrate that the rigor, pace, and intensity of instruction create an environment where the student can be successful. All schools in the School Town of Munster use a formal exit procedure for students no longer benefiting from high ability services.

- Students are required to maintain at least an 80% (B-) each nine weeks. If a student drops below an 80% (B-) at any time in the grading period, the high ability teacher will initiate contact with the student and parent to discuss solutions.
- If the student's performance does not improve, the high ability teacher, an administrator and/or school counselor (or school designee), and (if appropriate) the student should meet to develop an intervention plan.
  - ➢ At this meeting, the child's progress to date and concerns over performance should be documented. Interventions should be developed with all stakeholder input.
- Interventions should be put into place with fidelity for no less than three weeks following the initial meeting.
- Upon completion of the next grading period, a second meeting should be held to evaluate the child's progress under the interventions.
  - ➢ If a student improves over the next grading period and meets minimum grade requirements, he/she will continue in the high ability program.
  - ➢ A student who continues to perform below 80% (B-) after two grading periods will be reassigned to a non-high ability course.
- Students who exit the high ability program will be reassigned to their corresponding grade level course in the content curriculum. The following table outlines the course spectrum for students who exit the high ability course in math, science, or English language arts.
- The Exit Interview Form (Appendix) must be completed by the high ability teacher and placed in the student's permanent record.

DID YOU KNOW?

- High ability math instruction in the School Town of Munster is one year ahead of that given to the general population.
- During the admissions process, colleges and universities often recalculate high school grades according to an unweighted grading scale.
- Pre-AP and AP courses at Munster High School are open to all students.
- Students pursuing an Academic Honors Diploma and receiving a grade below a C- must retake that semester. Both grades remain on the transcript, and both grades are calculated into the cumulative GPA.
- The Indiana Department of Education has an Office of High Ability, which provides stakeholders with legal and pedagogical resources: www.doe.in.gov/highability

Exiting the Program

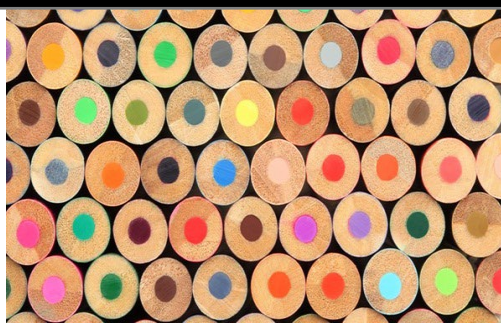
Grades 6-8 (Continued)

Subject	High Ability Course	Next Course in Sequence
Math	Honors Math 6	6th grade Math
	Honors Pre-Algebra	7th grade Math
	Pre-AP Algebra I	Pre-Algebra
	Pre-AP Geometry	Algebra
English Language Arts	Honors Language Arts 6	Language Arts 6
	Honors Language Arts 7	Language Arts 7
	Honors Language Arts 8	Language Arts 8
Science	Pre-AP Biology	8th grade Science

- Additional considerations:
  - ➢ Pre-AP and Honors courses at Wilbur Wright Middle School mirror courses from Munster High School. Grades are calculated every semester, and for credit-bearing courses, semester grades contribute to the student's cumulative high school GPA.
  - ➢ Parents/students may request reassignment from an honors class to the next appropriate course after the first 9-week grading period or continue in the current placement through the semester.
  - ➢ It is imperative that students taking credit-bearing courses, such as Pre-AP Algebra 1 and Honors Biology, are timely about class changes since failure to drop by the end of the 9th week will result in the student's completing the semester and the semester grade going on the high school transcript.

Grades 9-12

- An initial meeting should take place with the high ability teacher, an administrator and/or school counselor, and (if appropriate) the student.
  - ➢ At this initial meeting, the child's progress to date and concerns over performance should be documented. Interventions should be developed and agreed upon by all parties.
- Interventions should be put into place with fidelity for no less than one grading period following the initial meeting.
- Upon completion of the next grading period, a second meeting should be held to evaluate the child's progress under the interventions.
- Additional considerations:
  - ➢ Grades are calculated every semester, and for credit-bearing courses, semester grades contribute to the student's cumulative high school GPA.
  - ➢ Parents/students may request reassignment from an honors class to the next appropriate course after the first 9-week grading period or continue in the current placement through the semester.
  - ➢ It is imperative that students taking credit-bearing courses are timely about class changes since failure to drop by the end of the 9th week of the semester will result in the student's completing the semester and the semester grade going on the high school transcript.



FAQs

Q: What happens if an emergency impacts a student's academic performance?
A: If a student experiences a catastrophic event or medical emergency that negatively affects his/her academic performance, parents may request an appeal to the minimum grade requirement. The appeal must include formal documentation of the event or medical condition, records of all correspondences between parents and school, and minutes from meetings at the school regarding the matter. This appeal must be submitted to the Assistant Superintendent of Curriculum and Instruction prior to the end of the impacted semester. Appeals are reviewed by committee, and determinations are final.

Q: What forms will be completed during this process?
A:

- If an intervention plan is initiated, the High Ability Intervention Form will record input from multiple stakeholders (see Appendix).
- When a student exits the high ability program, the teacher will complete the High Ability Exit Interview Form (see Appendix).

Appendices

HONORS 6th GRADE MATH, Yearlong course, Grade 6
Prerequisite: Placement based on STM high ability student identification process. Student must maintain a "B-"average per semester.
Honors 6th grade math students will be learning the 7th grade Indiana Academic Standards. This will prepare them for pre-algebra. The curriculum will focus on fractions, decimals, operations with rational numbers, ratios, proportional relationships, percents, decimals, expressions, equations, linear equations, inequalities, properties, geometry, statistics and problem solving. Special attention is given to solving higher-level equations, expressions, and proportional relationships. An introduction will also be given on linear functions and angle relationships.

HONORS PRE-ALGEBRA, Yearlong course, Grade7
Pre-requisite: "B-"or higher in both semesters in Honors 6th Grade Math or placement based on STM high ability student identification process.
Honors Pre-Algebra students will be learning the Indiana Academic Standards for grade 8. The standards include computational skills with rational numbers, equations, functions, graphing, geometry, statistics, and problem solving. In addition, students will solve higher order thinking equations, learn additional methods for writing and graphing linear equations, solve more complex systems of equations, and complete algebraic proofs.

Pre-AP ALGEBRA I, Yearlong course, Grade 8
Prerequisite: "B-" or higher both semesters in Honors Pre-Algebra.
Honors Algebra I formalizes and extends the mathematics students learn in the previous honors math courses. Five critical areas comprise Honors Algebra I: Relations and functions; linear equations and inequalities; quadratic and nonlinear equations; systems of equations and inequalities; and polynomial expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions.

HONORS SCIENCE, Yearlong Course, Grade 6
Prerequisite: Placement based on STM high ability student identification process.
Students in this course study all sixth grade science standards plus half of the seventh grade science standards. Individual topics taught are energy, earth/space, matter, and life sciences. Students are required to take a midterm and final exam. In addition, students will be engaged in ongoing, independent research in the form of two semester projects. Project 1 requires a scientific method based investigation while project 2 requires students to work through the experimental process.

HONORS SCIENCE, Yearlong Course, Grade 7
Prerequisite: "B-" or higher in Honors Science the previous year or placement based on STM high ability student identification process.
Students in seventh grade honors science study 7th grade standards plus half of the 8th grade standards in preparation of taking Honors Biology as 8th graders in the following school year. Topics covered include atoms, elements and compounds, chemical reactions, engineering materials, weather and climate, forces, and sound/light energy. Students are required to take a midterm and final exam. In addition, students will be engaged in on-going independent research through two semester projects.

Pre-AP BIOLOGY, Yearlong course, Grade 8
Prerequisites: "B-" or higher in 7th grade Honors Science or placement based on STM high ability identification process.
This is an accelerated course with focus on the major branches of biology: cellular, molecular, genetics, ecology, and evolution. Students will explore the functions and relationships of living things along with their effects on humans.

Included are lectures, discussions, lab work, and on-going independent research through two semester projects. It is an excellent interface for students who plan to take Honors Chemistry and AP Biology.

HONORS ENGLISH LANGUAGE ARTS, Yearlong course, Grade 6
Prerequisite: "B-" or better average of both semesters in previous Honors English class or placement based on STM high ability student identification process.
Honors English Language Arts 6 is based on the Indiana College and Career Readiness Standards of reading, writing, and language study; 21st-Century Skills; and the National Association of Gifted Children Curriculum and Assessment Standards. The course encompasses an in-depth, integrated study of literature, composition, and vocabulary that emphasizes reading, writing, discussion, listening, and speaking activities. Students read novels, short stories, informational texts, plays, and poetry providing higher level text complexity. The course utilizes curriculum from the College of William & Mary during the first semester and the Indiana Department of Education High Ability Language Arts Curriculum Project for the second semester.

HONORS ENGLISH LANGUAGE ARTS, Yearlong course, Grade 7
Prerequisite: "B-" or better average of both semesters in previous Honors English class or placement based on STM high ability student identification process.
Honors English/Language Arts 7 is a college- and career-readiness course based on the Indiana Academic Standards of reading, writing, and language study. The course encompasses an in-depth, integrated study of literature, composition, and vocabulary that emphasizes reading, writing, discussion, listening, and speaking activities. Students read novels, short stories, informational texts, plays, and poetry. The course utilizes curriculum from the College of William & Mary during the 1st semester and the Indiana Department of Education High Ability Language Arts Curriculum Project for the 2nd semester. The goals of this class are to develop analytical and interpretive skills in literature; to develop persuasive writing skills; to develop linguistic competence; to develop listening/oral communication skills; to develop reasoning skills; to understand the concept of change, connections, and power in order to prepare themselves for the next level in the high ability program. Specific projects in this class include: independent reading and writing assignments on multicultural literature; an independent grammar unit; a research project on an issue surrounding book censorship; various short writing pieces; debating issues relating to the roles of individuals and society; and student-led literature circles.

HONORS ENGLISH LANGUAGE ARTS, Yearlong Course, Grade 8
Prerequisite: "B-" or better average of both semesters in previous Honors English class or placement based on STM high ability student identification process.
Honors English/Language Arts Grade 8 course uses the College of William & Mary and Indiana High Ability curriculum units that are differentiated curricula based on research-based materials with high-powered, student-driven strategies. First semester students study the 1940s: A Decade of Change. This unit examines the historical events and social issues of the 1940s through the literature of the decade. Numerous opportunities for reading, writing, listening, linguistic competency, speaking, and research are incorporated into the unit. Second semester students study Leaders, Legacies, and Leverage. Poetry and short story selections in the unit provide different perspectives on leadership, power, conflict resolution, and legacies. Readings include works from Frederick Douglass, Kurt Vonnegut, William Blake, David Thoreau, Bob Dylan, and Percy Shelley. Students are challenged to use higher-level thinking skills through problem-based learning and research involving scientific reports and informational text. Students will come away from the unit having a firm grasp on what it means to be in a position of power and leadership, from the responsibilities and rewards to the possible pitfalls and perfidy.

HONORS VISUAL ARTS, Semester Course, Grades 7 & 8
Prerequisite: Application, drawing test and portfolio submission.
Content in Honors Visual Arts includes experiences with multiple mediums. Students are encouraged to develop their own artistic styles and visions through drawing, painting and sculpting. Students will be required to look critically at other artists work along with their own, in order to further develop a unique art style. Fundamental skills and concepts are expounded upon with instruction being a highly differentiated experience based on each student's intrinsic artistic

skills. Students will gain a strong foundation in art history and aesthetics, by examining and critiquing an array of art works. The class will culminate with students displaying their work in a student art exhibition and individual portfolios. Students selected for Honors Visual Arts are not required to qualify through the School Town of Munster high ability identification process.

Pre-AP ENGLISH 9, Yearlong course, Grade 9
Prerequisite: "B-" or better each semester in previous Honors English class or placement based on STM high ability student identification process.
Honors English 9 is a college- and career-readiness course based on the College Board and Indiana Academic Standards of reading, writing, and language study. The course encompasses an in-depth, integrated study of grammar, composition, vocabulary, and literature that emphasizes reading, writing, discussion, listening, and speaking activities. Students read novels, essays, speeches, biographical and autobiographical writing, short stories, informational texts, drama, and poetry. Writing instruction centers on improving student mastery of the Six +1 Traits of Writing (Idea Development, Organization, Voice, Sentence Fluency, Word Choice, Conventions, and Presentation). The composition program is structured, creative, and interpretive and built into the grammar and literature units. Finally, language skills, such as vocabulary and grammar study, are addressed both in isolation and in conjunction with reading and writing activities. Formal grammar instruction stresses all areas of language study: syntax, mechanics, usage, and agreement. Since the course is organized in contextual units in conjunction with the College Board Springboard Grade 9 textbook, all aspects of English study are integrated, particularly speaking and writing units, with reading material. Finally, Honors English 9 serves as the gateway course to diagnose and address gaps in reading and writing skills before the Indiana ISTEP+ exam in Honors English 10. Honors English 9 meets the graduation requirement for the Core 40 Diploma with Honors.

Pre-AP ENGLISH 10, Yearlong course, Grade 10
Prerequisite: "B-" or better each semester in previous Honors English class or placement based on STM high ability student identification process.
Honors English 10 is a college- and career-readiness course based on the College Board and Indiana Academic Standards of reading, writing, and language study. The course encompasses an in-depth, integrated study of grammar, composition, vocabulary, and literature that emphasizes reading, writing, discussion, listening, and speaking activities. Students read novels, essays, speeches, biographical and autobiographical writing, short stories, informational texts, drama, and poetry. Writing instruction centers on improving student mastery of the Six +1 Traits of Writing (Idea Development, Organization, Voice, Sentence Fluency, Word Choice, Conventions, and Presentation). The composition program is structured, creative, and interpretive and built into the grammar and literature units. Finally, language skills, such as vocabulary and grammar study, are addressed both in isolation and in conjunction with reading and writing activities. Formal grammar instruction stresses all areas of language study: syntax, mechanics, usage, and agreement. Since the course is organized in contextual units in conjunction with the College Board Springboard Grade 10 textbook, all aspects of English study are integrated, particularly speaking and writing units, with reading material. Finally, Honors English 10 prepares students for AP English. Honors English 10 meets the graduation requirement for the Core 40 Diploma with Honors.

Pre-AP GEOMETRY, Yearlong course, Grade 9 & 10
Prerequisite: "B"- or higher both semesters in Honors Algebra I or placement based on STM high ability student identification process.
This course emphasizes the same computational skills, deductive reasoning, and mathematical concepts as Geometry, but differs in the amount and depth of material covered. Special attention is given to proofs, similarity of triangles, right-triangle trigonometry, circles, coordinate geometry, area, volume, and truth tables.

HONORS ALGEBRA II, Yearlong course, Grades 10, 11 & 12
Prerequisite: "B-" or higher both semesters in Honors Geometry or placement based on STM high ability student identification process.
Honors Algebra II emphasizes the same computational skills, deductive reasoning, and mathematical concepts as Algebra II, but differs in the amount and depth of material covered. Special attention is given to solving higher-level equations, coordinate geometry, exponential and logarithmic functions, conic sections, and proofs.

HONORS PRE-CALCULUS/TRIGONOMETRY, Yearlong course, Grades 11 & 12

Prerequisite: "B-" or higher both semesters in Honors Algebra II or placement based on STM high ability student identification process.
Honors Pre-Calculus emphasizes the same reasoning skills and mathematical concepts as Pre-Calculus, but differs in the amount and depth of material covered. Special attention is given to extending concepts and proofs. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. Concurrent Enrollment- Ivy Tech**

Pre-AP CHEMISTRY, Yearlong course, Grades 9, 10 & 11
Prerequisite: "B-" or higher both semesters in Honors Biology or placement based on STM high ability student identification process.
This course covers all the material in Chemistry 1 plus units on thermochemistry, atomic structure/bonding and an introduction to equilibrium. The pace is accelerated, the topics are covered in more detail and the mathematics are geared toward students who are more proficient in the subject. This is a quantitative reasoning course.

HONORS PHYSICS I, Yearlong course, Grades 10, 11 & 12
Prerequisites: "B-" or higher in Honors Biology and "B-" or higher in Honors Geometry and concurrently enrolled in Algebra II or placement based on STM high ability student identification process.
This course covers all the material in Physics I, plus additional units on equilibrium, fluids, nuclear physics, special relativity, and modern physics. The pace is accelerated and the mathematics is more involved than in Physics I.

AP COMPUTER SCIENCE A, Yearlong course, Grades 11 & 12
Suggested prerequisite: A "B-" average in Algebra II
The purpose of this class is to introduce students to high level, object-oriented programming using the Java language. This course is designed for students with a computer programming background who desire a more challenging programming course. Some of the topics covered will include variables, classes, objects, algorithms, decision statements, loops, strings, arrays, array Lists, methods, inheritance, interfaces, and recursion. Programming skills and conceptual understanding are developed through a problem-solving, hands-on approach. Successful completion of this course will prepare the student for the AP Computer Science A exam in May.

AP COMPUTER SCIENCE PRINCIPLES, Yearlong course, Grades 9, 10, 11, 12
Suggested prerequisite: Algebra I
The AP Computer Science Principles course is designed to introduce students to the central ideas of computing and computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing and computer science can change the world. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is rigorous and rich in computational content and engages students in the creative aspects of the computer science field. This course is designed for college-bound students looking to gain in depth computer knowledge to be used in any field of study. This course is taken prior to AP Computer Science A. Successful completion of this course will prepare students for the AP Computer Science Principles exam in May.

AP ART HISTORY, Yearlong course, Grades 10, 11, 12
Suggested prerequisite for Grade 10: An "A-" in both semesters in English 9 or "B-" or higher in Honors English 9.
Suggested prerequisite for Grades 11 and 12: "B-" or higher in English 10 or English 11.
AP Art History is a survey of the history of art from Paleolithic times to the present. The course employs slides, text, and lecture-based learning to help students analyze and appreciate how art affects history and history affects art. Students may elect to take the AP exam to earn college credit. Prospective students should have strong verbal/writing skills and a thorough background in history.

AP STUDIO ART, Yearlong course, Grade 12

Suggested Prerequisites: Introduction to 2D Art, Drawing, Painting, Painting 2, and two additional semester credits from any of the following: 2D II, Digital Design, Ceramics, Photography, and/or Sculpture.
This class is designed for seniors only who are college-bound art students looking to complete a 2D Design, Drawing, or 3D Design Portfolio. If 2 semesters of Sculpture and 2 of Ceramics are taken in place of the Painting 1 & 2, Digital, and 2D II options, the students may choose to pursue the 3D Portfolio. Students will complete college level portfolios containing 24 works digitally recorded, and provide five actual pieces of art, to be presented to the National Committee of the College Board in early May. Submissions are judged on quality, dedicated works dealing with a particular artistic theme or "Concentration", and breadth and scope of work. After AP review, students may receive college credit. This course requires students to utilize a rigorous out-of-class time requirement which includes at least 2.5 hours of drawing weekly as well as the hours needed to complete the portfolio for the AP requirement.

AP SPANISH V, Yearlong course, Grade 12
Suggested Prerequisite: "B-" or higher in Spanish IV.
A literature and composition class conducted in Spanish. The reading selections represent a variety of literary genres: short story, poetry, and non-fiction (journalism, editorials, and essays). Students are expected to discuss these works orally and in writing. Vocabulary and advanced grammar are covered to help students prepare for the AP Spanish exam and college placement exams.

AP ENGLISH LITERATURE AND COMPOSITION, Yearlong course, Grade 11
Suggested Prerequisite: "B-" or higher in Honors English 10 or "A-" in English 10.
This rigorous, college-level course is intended for the serious, accelerated student. Through careful reading, critical analysis of a cross-section of British, American, and world literature, and extensive writing, students will deepen their understanding of how writers use language to provide meaning and pleasure. Students read novels, poetry, short stories, and plays from a wide range of time periods and cultures. In addition, students write extensively in both informal and formal settings. Students will learn the skills required to successfully complete the objective reading questions and three analytic essays on the AP English Literature and Composition exam in the spring. Concurrent Enrollment-Purdue Northwest.**

AP ENGLISH LANGUAGE & COMPOSITION, Yearlong course, Grade 12
Suggested Prerequisite: "B-" or higher in AP English Literature and Composition or "A-" in English 11.
This rigorous college-level class is intended for the serious, accelerated student. This course emphasizes elements of effective writing, especially persuasion, by evaluating a variety of texts, including essays, biographies, literary criticism, autobiographies, journals, and news articles. This course focuses on identifying and discussing the art of rhetoric; students learn to manipulate language for rhetorical effect. Students are expected to write essays in various rhetorical modes and use technology to research and prepare papers. They are also required to participate in class discussions and make class presentations. Students will learn the skills required to successfully complete the objective reading questions and three analytic essays on the AP English Language and Composition exam in the spring. Concurrent Enrollment-Purdue Northwest.**

AP STATISTICS, Yearlong course, Grades 11 & 12
Suggested Prerequisite: "B-" or higher each semester in Algebra II or "C-" or higher each semester in Honors Algebra II.
This course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions about data. Students will be exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. This course is equivalent to a one semester college statistics course and provides students with the knowledge to take the AP Statistics exam. Students are expected to take the AP Statistics exam. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. Concurrent Enrollment-Purdue Northwest.**

AP CALCULUS AB, Yearlong course, Grade 12
Suggested Prerequisite: "B-" or higher each semester in Pre-Calculus or "C-" or higher each semester in Honors Pre-Calculus.

The course begins with the study of limits and derivatives and their applications to problem solving. The next part focuses on the integral—first using limits and later formalized using specific rules. The remainder of the course builds integration techniques and stresses applications. Graphing calculator mastery is essential. This course is equivalent to one semester of college calculus and provides students with the knowledge to take the AP Calculus AB exam. Students are expected to take the AP Calculus AB exam. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. Concurrent Enrollment-Ivy Tech.**

AP CALCULUS BC, Yearlong course, Grade 12
Suggested Prerequisite: "B-" or higher each semester in Pre-Calculus or "C-" or higher each semester in Honors Pre-Calculus.
The course begins with the study of limits and derivatives and their applications to problem solving. The next part focuses on the integral—first using limits and later formalized using specific rules. The remainder of the course builds integration techniques and stresses applications. Graphing calculator mastery is essential. This course is equivalent to one semester of college calculus and provides students with the knowledge to take the AP Calculus AB exam. Students are expected to take the AP Calculus AB exam. It is recommended that students have a TI-83 or TI-84 graphing calculator for use at home. Concurrent Enrollment-Ivy Tech.**

AP CHEMISTRY, Yearlong course, Grades 11 & 12
Suggested Prerequisite: "B-" or higher in Chemistry
This course is the equivalent to a first-year college chemistry course. Emphasis is placed on chemical calculations, the mathematical formulation of principles, and advanced laboratory work. The course will prepare students to take the AP exam.

AP PHYSICS C, MECHANICS, Semester course, Grade 12
Suggested Prerequisite: 'A-' in Physics I or a 'B-' or higher in Honors Physics I.
This course covers classical Newtonian mechanics on a level typical of a first-semester science or engineering major at a competitive university, including: kinematics, forces, energy, momentum, torques, rotation, gravitation, and simple harmonic motion. Advanced algebra, trigonometry, and calculus are applied to the material. Students are prepared to take the AP exam.

AP PHYSICS C, ELECTRICITY AND MAGNETISM, Semester course, Grade 12
Suggested Prerequisite: "A-" in Physics I or a "B-" or higher in Honors Physics I.
The course covers classical electromagnetism on a level typical of a second-semester science or engineering major at a competitive university, including electric force, electric field, potential difference, Gauss's law, simple DC and RC circuits, magnetic force, magnetic field, Biot-Savart law, Ampere's law, Faraday's law, and RL, RLC, and LC circuits. Advanced algebra, trigonometry, and calculus are applied to the material. Students are prepared to take the AP exam.

AP BIOLOGY, Yearlong course, Grades 11 & 12
Suggested Prerequisites: "B-" or higher in Biology I, Chemistry, and English.
The course is divided into molecular and cellular biology and includes: cells, enzymes, energy transfers in cells, cell division, the chemical nature of genes, and origins of life. Also covers plant and animal reproduction and development, hereditary evolution, ecology, and behavior of the organism. It is recommended that this class be taken during senior year. It is helpful to have completed Honors Microbiology, Anatomy and Physiology, or Human Genetics.
AP ENVIRONMENTAL SCIENCE, Yearlong course, Grades 11 & 12
Suggested Prerequisites: "B-" or higher in Biology, and "B-" or higher in Chemistry or Physics.
This course is designed to provide students with the principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human caused, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This course is interdisciplinary.

AP HUMAN GEOGRAPHY, Yearlong course, Grades 9, 10, 11 & 12

Suggested Prerequisites: An "A-" in previous social studies course and an "A-" in previous English course.
AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine culture, human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course is equivalent to a semester college course and prepares students to take the AP exam providing the student the opportunity to receive college credit.

AP U.S. HISTORY, Yearlong course, Grade 11
Suggested Prerequisites: "A-" in a previous history course and "B-" or higher in Honors English 10 or "A-" in English 10.
This course covers political institutions, public policy, social change, cultural and intellectual developments, diplomacy and international relations, and economic developments. It provides students with the factual base and analytical skills to deal critically with historical problems. This course is equivalent to a full-year introductory college course and prepares students to take the AP exam providing the student the opportunity to receive college credit. Concurrent enrollment- Ivy Tech.**

AP PSYCHOLOGY, Yearlong course, Grades 11 & 12
Suggested Prerequisites: "A-" in a previous history course and "B-" or higher in Honors English or "A-" in English.
AP Psychology is an introduction to the systematic and scientific study of the behaviors and mental processes of human beings and animals. Students are exposed to research methods, biological bases of behavior, sensation and perception, state of consciousness, learning, cognition, motivation and emotion, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The course prepares students for the AP exam. Concurrent enrollment- Ivy Tech.**

AP GOVERNMENT, Semester course, Grade 12
Suggested Prerequisites: "B-" or higher in AP U.S. History or "A-" in U.S. History and B- or higher in Honors English 11 or "A-" in English 11.
This course provides an in-depth analysis of the U.S. government and politics. Subjects covered include political beliefs and behaviors, political parties, interest groups, mass media, Congress, the presidency, federal courts, and civil right and liberties. Students are prepared to take the AP exam for college credit. Concurrent enrollment-Ivy Tech.**

AP ECONOMICS, Semester course, Grade 12
Suggested Prerequisites: "B-" or higher in Algebra II and "B-" or higher in A.P. U.S. History or "A-" both semesters in U.S. History.
AP Economics (Microeconomics) examines how individuals, firms, and organizational structures make economic decisions. The curriculum focuses on the concept of supply and demand to demonstrate how: market prices are determined; those prices influence an economy's allocation of goods and services; factors of production are allocated in the production process; goods and services are distributed throughout the economy. Students learn to evaluate the strengths and weaknesses of economic decision makers based on the concepts of efficiency and equity, and the effects of government intervention on a free-market economy. Students are prepared to take the AP exam. Concurrent enrollment-Ivy Tech.**

**Any student enrolled at Munster High School may take an AP course; placement in the high ability program is not required for any AP course at MHS.*
***Dual enrollment approval and status are subject to change annually. Determinations are made according to the partnering postsecondary institutions' guidelines*

Sample 2nd Grade Letter

March 24, 2023

Re: High Ability Identification

Dear Parent or Guardian of [2ND Grade Student],

Recently, your student completed the *Cognitive Abilities Test*™ (*CogAT*®) resulting in data to support instructional programming. The School Town of Munster strives to provide exceptional academic experiences for all students and this data is essential to our goal. The State of Indiana also requires students to be assessed for advanced cognitive potential as part of the screening for High Ability identification and academic programming in Kindergarten, 2nd and 5th grade.

Three pathways lead to High Ability identification and placement in Honors English Language Arts and Mathematics. Your student's assessment data for High Ability identification are below and the High Ability identification pathways are on the back of this letter. Also, included with this correspondence are the *CogAT*® Profile Narrative and NWEA Student Profile Report

The mission of the School Town of Munster is to help students demonstrate academic growth and social responsibility in a supportive and intellectually challenging learning environment. ALL STUDENTS regardless of High Ability identification and/or placement in Honor's courses are immersed in learning environments to support academic excellence. If information is required to determine High Ability identification, a Scale for Identifying Gifted Students (SIGS) will be included in this letter and must be returned to your child's teacher by Friday, April 7, 2023.

***CogAT*® Age Score Percentile**	
Quantitative	Verbal
90	92

NWEA MAP Achievement Percentile		
	Math	Reading
Fall	97	88
Winter	98	87

High Ability Identification	
Math	ELA
Y	N

Please contact your student's school principal or visit www.munster.us for additional information regarding High Ability identification, appeals and placement. We look forward to continuing to serve all students through a challenging and stimulating learning environment.

Sincerely,

Colleen S. Bergren
Assistant Superintendent

SCHOOL TOWN of MUNSTER

Sample 5th Grade Letter

March 24, 2023

Re: High Ability Identification

Dear Parent or Guardian of «First» «Last»,

Recently, your student completed the *Cognitive Abilities Test*™ (*CogAT*®) resulting in data to support instructional programming. The School Town of Munster strives to provide exceptional academic experiences for all students and this data is essential to our goal. The State of Indiana also requires students to be assessed for advanced cognitive potential as part of the screening for High Ability identification and academic programming in Kindergarten, 2nd and 5th grade.

Three pathways lead to High Ability identification and placement in Honors English Language Arts, Mathematics, and Science. Your student's assessment data for High Ability identification are below and the High Ability identification pathways are on the back of this letter. Also, included with this correspondence are the *CogAT*® Profile Narrative and NWEA Student Profile Report. If your student previously qualified for High Ability the scores below will not change their High Ability status if they receive a SIGS or DNQ.

The mission of the School Town of Munster is to help students demonstrate academic growth and social responsibility in a supportive and intellectually challenging learning environment. ALL STUDENTS regardless of High Ability identification and/or placement in Honor's courses are immersed in learning environments to support academic excellence. If additional information is required to determine High Ability identification, a Scale for Identifying Gifted Students (SIGS) will be included in this letter and must be returned to your child's teacher by Friday, April 7, 2023.

***CogAT*® Age Score Percentile**		
Quantitative	Verbal	Composite
85	95	88

NWEA MAP Achievement Percentile			
	Math	Reading	Science
Fall	87	97	86
Winter	93	97	85

High Ability Identification		
Math	ELA	Science
N	Y	N

Please contact your student's school principal or visit www.munster.us for additional information regarding High Ability identification, placement or appeals. We look forward to continuing to serve all students through a challenging and stimulating learning environment.

Sincerely,

Colleen S. Bergren
Assistant Superintendent