HIGH ABILITY PROGRAM INFORMATION

PROGRAM OVERVIEW

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1. Corporation Mission

Students of all ages are empowered as lifelong learners to acquire knowledge to meet the new realities of the 21st Century in a learning environment which promotes excellence and fosters mutual respect, and the realization of the utmost potential.

2. Corporation Bylaws and Policy

In accordance with State law, Board of School Trustees shall develop a plan to provide appropriate educational experiences to high ability students in the School Corporation in grades kindergarten through grade 12.

The plan must include the following components:

A. A broad based planning committee that meets periodically to review the Corporation's plan for high ability students;

B. A student identification system that is multifaceted and includes performance based assessment, potential based assessment, and alternative assessment;

C. Professional development;

D. Development and implementation of local services for high ability students;

E. Systematic program assessment.

High Ability students shall be considered those who, through valid assessment:

A. perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains:

1. general intellectual;

2. general creative;

3. specific academic, technical and practical arts;

4. visual and performing arts;

5. interpersonal; and

B. is characterized by exceptional gifts, talents, motivation, or interests.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

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3. Program Mission

Our mission is to provide high-ability students with challenging and meaningful learning opportunities that support their academic growth, creativity, and individual strengths. We strive to meet the unique needs of each student through differentiated instruction, critical thinking, problem-solving, and opportunities for advanced learning.

4. Definitions

The Indiana Department of Education requires school districts to identify high ability students, K-12, and provide them with appropriately differentiated curriculum and instruction. The state defines a high ability (gifted) student as one who: “performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.” We identify students as high ability in one of the following categories: General Intellectual, Math only, or Language Arts Only.

5. Broad Based Planning Committee

Every academic year, a collective of stakeholders comprising educators, school counselors, administrators, parents, students, and community members convenes to deliberate on the Charles A Beard Memorial Schools High Ability program. This committee meets annually to examine the school's mission and evaluate the adequacy of the high ability program in catering to the needs of exceptional learners.

TIMELINE

Level	Time Frame	Activity
All Levels	July- August	1. Students new to CAB will indicate on enrollment

		paperwork previous participation in High Ability programming. 2. Students making appeals or requesting an evaluation for possible placement in High Ability programming will participate in screening testing. 3. Prior to the school year, notification is sent to parents of 1st - 8th grade students who participated in screening testing to indicate results and placement.
Grades K-2	Fall, Winter, Spring	Students will take the i-Ready and NWEA tests.
Grades 3-8	Fall, Winter, Spring	Students will take the ILEARN Checkpoints
Grades K, 2, 5	Winter	All students will take the CogAT test as a measure of student ability.
Grades K-8	Spring	Students who score at or above the 96th percentile in reading, math, or both on the CogAT, ILEARN Summative, NWEA, or i-READY assessment will be considered for the High Ability Program. 2. Students identified will be placed and remain in the High Ability program unless an exit process is completed.

		3. Notification is sent to parents to indicate results and placement. 4. Parents who wish to appeal the high ability decisions may submit an appeals form to the District High Ability Coordinator.

IDENTIFICATION

ELEMENTARY

At the elementary level of Charles A. Beard Schools, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual. Identification tools include the Cognitive Abilities Test (CogAT 7), Northwest Evaluation Association Tests (NWEA), and teacher input rubric.

Kindergarten and second grade students are given the CogAT 7 assessment. These assessment scores along with teacher input rubrics are used by the High Ability Committee for final qualifications.

Grades K-3 are given the NWEA assessment which can also be used to determine eligibility Additionally, students in the 95th percentile who receive a teacher recommendation will be given the SIGS assessment. Recommendations are made if the assessment identifies exceptional gifts, talents, motivations, or interests. The High Ability Committee considers these assessment scores, along with SIGS results, for final qualification.

Individual requests for assessment can be made for students at any time, not just the above mentioned grade levels. Requests can be made by teachers, parents, or the student themselves.

If, at the end of the identification process, teachers, parents, or students disagree with the committee's determination, they can initiate an appeal of the identification. A statement will then be requested by the parent, teacher, and student when applicable. Scores and statements will then be reviewed by the Superintendent. The Superintendent's decision will be held as final.

INTERMEDIATE

As in the elementary level, at the intermediate level, students are identified for High Ability Math, High Ability Language Arts, or High Ability General Intellectual. At 5th grade, students are given the CogAT 7 assessment. Results of the above stated

assessments as well as teacher recommendation rubrics are used to determine qualification for High Ability services.

Grades 3-8 are given the ILEARN Checkpoints which is used to help identify students. Additionally, students in the 95th percentile who receive a teacher recommendation will be given the SIGS assessment. Recommendations are made if the assessment identifies exceptional gifts, talents, motivations, or interests. The High Ability Committee considers these assessment scores, along with SIGS results, for final qualification.

Individual requests for assessment can be made for students at any time, not just the above mentioned grade levels. Requests can be made by teachers, parents, or the student themselves.

If, at the end of the identification process, teachers, parents, or students disagree with the committee's determination, they can initiate an appeal of the identification. A statement will then be requested by the parent, teacher, and student when applicable. Scores and statements will then be reviewed by the Superintendent. The Superintendent's decision will be held as final.

1. Advanced Placement Program

The Advanced Placement Program is a course of study designed to give students opportunities similar to those of the college freshman year. It is a rigorous curriculum designed for the most committed students. AP courses require large amounts of outside preparation, yet they offer unique opportunities for college preparation.

At the completion of the AP course, students have the opportunity to take an AP test. This process allows the students to receive college credit for the course. The amount of credit assigned depends upon both the student's score and the guidelines of the specific college the student will attend. In all cases, AP courses are designed for students who plan to enroll in a four-year degree program.

Due to the unique curriculum of the AP program, AP instructors recommend students show high aptitude in each specific AP course area. Qualifiers, similar to those of any Gifted and Talented program, exist. Therefore, because of these qualifiers and because numerous other opportunities for the college-bound student exist, admission to the AP program will be by invitation only.

After your child receives an AP invitation letter and after you and your child decides to commit to the rigors of that program, please sign and return the invitation letter. A school-parent-student partnership is essential for success in an AP course.

2. Qualifying for Dual Credit

KHS has an exciting opportunity to offer Dual High School/College credit classes. These classes are taught by KHS Faculty that have been trained by a college to provide dual credit. There are several courses offered at KHS. These classes are rigorous and taught like college courses. The classes require an application and approval process that will be explained to your child in the course as well as a fee

upwards of $25 a credit hour. ACP Courses Require a 2.7 GPA. ACP/Dual Credit classes fulfil a requirement for the Academic Honors diploma with 6 credits needed.

APPEALS PROCESS

Charles A. Beard Memorial School Corporation recognizes high ability students as learners who perform at, or demonstrate the potential to perform at, advanced levels in language arts, mathematics, or both, compared to students of the same age and educational experience. These students may demonstrate exceptional academic skills, advanced reasoning, creativity, strong motivation, or an interest in exploring topics in greater depth.

We understand that no single assessment or identification measure fully captures a student's abilities. Parents or guardians who believe their child may qualify for high ability services but was not identified through the initial process may submit an appeal for further review.

Appeal requests must be submitted during the first two weeks of May using the district-developed High Ability Appeals Form. Families must explain their concerns regarding the identification decision and provide justification for why they believe the assessment results may not accurately reflect their child's abilities or potential.

The appeal review may include:

- A review of achievement scores, ability testing results, and other relevant assessment data.
- An examination of classroom performance, student work samples, academic growth, teacher observations, and other relevant qualitative information.
- Input from teachers and staff familiar with the student's academic strengths, learning needs, and performance.
- Alternative norm-referenced ability and/or achievement assessments, administered at no cost to the family, when available evidence indicates that previous assessment results may not accurately reflect the student's abilities.
- Following the review and any additional assessments deemed necessary, a committee trained in high ability identification and programming will review the new and existing data to make a final determination regarding eligibility for high ability services.

Parents or guardians will be notified of the final decision. Each appeal will be considered individually, with decisions based on the available evidence and the student's educational needs.

For questions about the appeals process or to request the district-developed appeals form, families may contact their child's classroom teacher or a school administrator. *The Appeal Form can be found on the last page of this document.*

EXIT PROCEDURE

Students identified for the Charles A. Beard Memorial School Corporation High Ability Program do not require annual re-evaluation and will remain in the program unless concerns arise regarding their academic performance, progress, or suitability for the placement. The purpose of the exit procedure is to ensure that appropriate supports and interventions are provided before a change in placement is considered.

Any member of the student's support team may initiate the exit process. Parents/guardians and staff may also submit a written request for consideration of removal from the program.

The exit procedure includes the following steps:

Initial Meeting: A meeting will be held with the high ability teacher, high ability coordinator, and parents/guardians to review the student's progress to date, document concerns regarding the current academic placement, and collaboratively develop interventions to support the student's success.

Intervention Period: The agreed-upon intervention plan will be implemented with fidelity for a minimum of one grading period. Progress will be monitored and documented throughout this period to determine the effectiveness of the interventions.

Follow-Up Meeting: At the conclusion of the intervention period, the high ability identification committee will meet to review the student's response to the interventions, evaluate progress, and determine the most appropriate future placement.

The committee will consider the student's academic needs and progress when determining continued placement or removal from the High Ability Program. Parents/guardians will be notified of the decision and any recommended next steps.

SERVICES

ELEMENTARY

Service options at the elementary level will be met in any combination of the following ways:

- **Cluster Grouping** - identified high ability students are grouped together in a classroom. Each classroom at each grade level has either a group of high ability students or a group of high achieving students, along with other students of mixed ability. All of our elementary teachers are highly qualified to differentiate instruction and to challenge all learners. Those teachers with the high ability cluster have received additional training on the unique needs of gifted learners.
- **Early Entrance-** students who qualify will enter kindergarten earlier than is expected.
- **Flexible Pacing-** the content and pacing of Reading and/or Math instruction are matched to the student's abilities and needs. Students are pre-tested and begin learning right where they are ready.
- **Curriculum Compacting-** allows highly able students to "compact" or eliminate material already mastered in Reading and Math.
- **Subject Acceleration** – on occasion some students go to a different grade level for instruction.

INTERMEDIATE

Service options at the intermediate level will be met in any combination of the following ways:

- **Cluster Grouping** - identified high ability students are grouped together in a classroom. Each classroom at each grade level has either a group of high ability students or a group of high achieving students, along with other students of mixed ability. All of our elementary teachers are highly qualified to differentiate instruction and to challenge all learners. Those teachers with the high ability cluster have received additional training on the unique needs of gifted learners.
- **Flexible Pacing-** the content and pacing of Reading and/or Math instruction are matched to the student's abilities and needs. Students are pre-tested and begin learning right where they are ready.
- **Advanced Classes –** allows for preparation for qualification of AP courses at the high school level.

HIGH SCHOOL

KHS offers many advanced credit options including-

- ACP Speech/S121 Public Speaking (IU East)
- ACP Composition /W131 Elementary Composition I (IU East)
- AP Chemistry (Ivy Tech)
- AP Physics (Ivy Tech)

KHS has an exciting opportunity to offer Dual High School/College credit classes. These classes are taught by KHS Faculty that have been trained by a college to provide dual credit. These are the courses-

- ACP Speech/S121 Public Speaking (IU East)
- ACP Composition /W131 Elementary Composition I (IU East)
- AP Chemistry (Ivy Tech)
- AP Physics (Ivy Tech)

GUIDANCE AND COUNSELING

Elementary School (Grades K–3)

Students develop a better understanding of themselves through reading and discussion of topics such as perfectionism, recognizing and sharing their abilities, taking appropriate risks, and accepting differences. They also learn organizational strategies, time management, and study skills to support their academic success. Students who experience ongoing challenges with study habits or organization may receive additional support from the high ability teacher or student interventionist. When appropriate, lessons may be provided to the entire class to build awareness and understanding of high ability learners and their needs.

Intermediate School (Grades 4–8)
High ability students may receive individual support for social or emotional challenges related to their academic abilities and giftedness. High ability teachers and our school counselor can provide continued guidance in organization, time management, and study skills. Individual and small-group counseling may also address concerns such as motivation, perfectionism, peer relationships, and other social or emotional needs.

High School (Grades 9–12)
The high school guidance department helps students select appropriately challenging courses and explore alternative educational opportunities when appropriate. Our counselor is available to provide individual support for academic, social, and emotional concerns. College and career counseling is also provided to help students select courses and pursue opportunities aligned with their individual interests, strengths, and long-term goals.

PROFESSIONAL DEVELOPMENT

Educators in Grades K–12 are encouraged to attend local workshops on differentiation, the state high ability conference, and professional learning opportunities offered by organizations focused on high ability education. Guidance

counselors are encouraged to participate in workshops and training that address the social and emotional needs of high ability students. High Ability grant funds are used annually to support professional development.

NEW STUDENTS

Has your child been identified as a High Ability student in another school district? If so, please specify this information during the online registration process. Our High Ability coordinator will assess your child's records and determine the most suitable placement, considering our local criteria for identification. This placement may or may not align with a High Ability program.

If your child hasn't been previously identified for a High Ability program, they will undergo testing according to the established CAB Identification Process. If you believe your child should be considered for High Ability placement outside of our regular testing cycles, please fill out an appeals form for an expedited review

C A BEARD MEMORIAL SCHOOLS HIGH ABILITY PARENT APPEAL FORM

Student Name:_____

Current Grade Level and School: _____

Parent(s) Name(s):_____

Address:_____

Phone Number:_____

Reason for Request of Appeal:_____

Please know that the committee made their decision based upon valid data and upon what they believe to be the best placement for your child. Please support your appeal with information that you would like the committee to consider. You may attach additional sheets or write on the back of this form, if needed. Boredom, GPA, and grades alone are not a valid reason for appeal. If any outside testing has been done, please submit a copy of the testing reports.

Signature:_____

Date:_____

Send all appeals to Sara Stevenson, Knightstown Elementary School, 8632 N-109, Knightstown, IN 46148 (765) 345-2151