



**Lafayette School
Corporation
High Ability Program**

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- Indiana Code for High Ability Programs/Definition of a High Ability Student:

“The Indiana Code defines a student with high abilities 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.”
(Indiana Code 20-36-1-3)

The Lafayette School Corporation accepts this definition and further adds:

“a high ability student requires services and educational experiences not ordinarily offered in the regular school curriculum to develop demonstration or potential aptitudes and talents.”

Lafayette School Corporation High Ability Philosophy, Mission, Vision, and Goals

The Lafayette School Corporation is committed to an educational program that recognizes students' abilities, talents, and different learning needs. LSC's commitment includes a responsibility to high ability learners in order to help maximize their potential.

The Lafayette School Corporation believes that high ability children possess characteristics that require an educational program that will meet their needs. Among these characteristics are:

- an ability to learn at a more rapid rate;
- a wider range of interests;
- an ability to handle abstract thought;
- and an ability to think a greater depth regarding what is taught.

Therefore, the High Ability Program should provide a comprehensive K-12 program with a curriculum that accelerates, enriches, and differentiates learning and makes interdisciplinary connections. The High Ability Program should also strive to have high ability licensed and/or trained teachers in order to better meet the needs of gifted students.

The long range goals for the High Ability Program are for high ability students"

- to have multiple opportunities upon graduation
- to learn something new each day
- to become self-actualized persons and
- to develop a sense of responsibility to themselves, community, and society.

High Ability Program Goals

1. High ability students will pursue challenging, differentiated curriculum that will allow them to become independent learners.
2. High ability students will discover and understand their own uniqueness. They will display positive self-concepts as they pursue their individual interests and needs, and they will develop innovative products.
3. High ability students will understand divergent views and respect individual's viewpoints as they cooperatively and responsibly interact in their community.
4. High ability students will demonstrate high level thinking skills and metacognitive processes in their pursuit of mastering advanced content.
5. High ability students will display a multi-cultural awareness and appreciation of diversity within a global perspective.

Characteristics of Gifted

❖ Quick Learner	❖ Insatiably Curious
❖ Alert	❖ Excellent Memory
❖ Large Vocabulary with strong verbal skills	❖ Advanced Comprehension
❖ Easy Acquisition of Abstract Ideas	❖ Enjoys Problem Solving
❖ Vivid Imagination	❖ Desire to Organize
❖ Wide Range of Interests	❖ Asks Probing Questions
❖ Thinking is Abstract, Complex, Logical, or Insightful	❖ Highly Sensitive
❖ Intense Feelings/ Emotions	❖ Idealistic
❖ Concern with Social or Political issues or Moral Justice	❖ Atypical Connection of Ideas
❖ Impulsive or Eager/ Spontaneous	❖ Strong Determination
❖ Asynchronous Development	❖ Keenly Observant
❖ Self-Critical/Perfectionism	❖ Desire to Learn
❖ Conveys and Picks Up On Humor Well	❖ Strong Responses to Stimuli (Overexcitabilities)
❖ Creative/Original	❖ Leadership Ability

*National Association of Gifted Children www.nagc.org

Lafayette School Corporation High Ability Program Identification Plan

Students are identified at any time during the school year when recommended by a parent, their teacher, or themselves. Program identification is multifaceted and uses the following instruments for elementary and intermediate school:

High Ability Identification in Math

- **Through Ability:** A score of 95th percentile or higher on a norm-references measure of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.
- **Through Achievement:** A score of 95th percentile or higher on a measure of math achievement for self-contained services. In the Lafayette School Corporation, we use the NWEA (Northwest Evaluation Association) assessments. A score of 90th-94th percentile on a measure of math achievement for cluster services.
- **Through Additional Data:** When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales, work samples, and/or additional assessment measures. These additional data pieces will be reviewed to determine appropriate placement for possible high ability identification.

High Ability Identification in Reading

- **Through Ability:** A score of 95th percentile or higher on a norm-references measure of verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of verbal cognitive ability for cluster services.
- **Through Achievement:** A score of 95th percentile or higher on a measure of reading and language achievement for self-contained services. In the Lafayette School Corporation, we use the NWEA (Northwest Evaluation Association) assessments. A score of 90th-94th percentile on a measure of reading and language achievement for cluster services.

- *Through Additional Data:* When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales, work samples, and/or additional assessment measures. These additional data pieces will be reviewed to determine appropriate placement for possible high ability identification.

Kindergarten

At registration (Kindergarten roundup), parents are asked to fill out a checklist about their student. A parent meeting is held in April to describe the program, and parents can then sign up for a testing time. Students are tested by the program assistant using the KBIT-2. Scores are reviewed, and parents are notified of student acceptance.

Grade 1

During the previous school year, all Kindergarten students are given the CogAT Screener. Students scoring in the top 20% are then given the CogAT Battery in January of their Kindergarten year. An identification committee reviews those scores. Those students meeting criteria mentioned above will be placed in either a self-contained or a cluster model classroom for first grade. Teachers are also asked to nominate students they believe would qualify in January. Cognitive and achievement data is gathered for each of those students. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms.

Grade 2

Teachers are also asked to nominate students they believe would qualify in January of the previous year. Data is gathered for each of those students. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms. Students also take the Cog-AT Battery test. An identification committee reviews ability and achievement scores. Those students meeting criteria mentioned above will be placed in either a self-contained or a cluster model classroom for third grade.

Grade 3

Teacher nominate students they believe would qualify in January of the previous year. Data is gathered for each of those students based on the criteria above. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms. Additionally, in January of the 3rd-grade year, teachers are asked to nominate students. Cognitive and achievement data is gathered for each of those students. A committee meets and reviews data to determine placement in either self-contained or cluster model classrooms for fourth grade.

Grade 4/Intermediate/ Junior High

In intermediate and junior high, the multifaceted identification process continues through 4th, 5th, 6th, 7th, and 8th grade.

- **Through Ability:** All 4th and 6th-grade students are given the Otis-Lennon test in the fall. A score of 95th percentile or higher of non-verbal cognitive ability for self-contained services. A score of 90th-94th percentile on a norm-references measure of non-verbal cognitive ability for cluster services.
- **Through Achievement:** A score of 95th percentile or higher on a measure of math achievement for self-contained services. In the Lafayette School Corporation, we use the NWEA (Northwest Evaluation Association) assessments. A score of 90th-94th percentile on a measure of math achievement for cluster services.
- **Through Additional Data:** When a score on either the ability or achievement assessment does not meet criteria for either the self-contained or cluster model, then additional data is required. This additional data may consist of teacher rating scales, teacher recommendation, work samples, and/or additional assessment measures. These additional data pieces are reviewed to determine appropriate placement for possible high ability identification.

A placement committee meets in spring to review data and determine placement for each student. Some courses in junior high are eligible to be taken for high school credit.

Grades 9-12

Students in grades 9-12 self-select honors and AP courses. Counselors fill out a form to identify students based on grades, teacher recommendations, past ability, and achievement assessment scores. Students must have at least three data points to be identified as high ability.

New to Lafayette School Corporation Students

When students are new to the Lafayette School Corporation, parents can request screening be done for high ability placement. Parents can make this request by contacting the High Ability office at 765-771-6036. Transcripts from previous schools attended shall be shared with Lafayette School Corporation. Students will be screened using multiple assessments consisting of NWEA, CogAT, or Kbit. Placement will be determined after screening is complete.

High Ability Programing:

Elementary (K-4)-

<u>Cluster grouping at the child's home school</u>	Students who score in the 88 th -94 th percentile on placement tests or do not wish to leave their home school placement are put into cluster class at their home school. Those identified students receive differentiated instruction as well as extension activities from their teacher.
<u>Self-Contained High Ability at Edgelea</u>	Students who score in the 95 th percentile or above on placements tests have the option to be placed in self-contained grade level classes at Edgelea Elementary.

Intermediate/Jr. High School (5-6)/ (7-8)

<u>Challenge</u>	Students identified and placed in this program have STEM –which is Mathematics and Science. Students in these classes not only work at a grade level or two grade levels above Additionally students have Humanities classes –which is English Language Arts and Social Studies. Students in these classes not only work at a grade level or on grade level with a faster pace and higher expectations.
<u>Excel</u>	Students identified and placed in this program have STEM –which is Mathematics and Science. Students in these classes not only work at a grade level or two grade levels above Additionally students have Humanities classes –which is English Language Arts and Social Studies. Students in these classes not only work at a grade level or on grade level with a faster pace and higher expectations.

High School

<u>Honors Classes</u>	<u>Freshman level courses</u>
<u>AP Classes</u>	These courses give students the opportunity to take course comparable to college level classes. These courses are more rigorous and are often recognized by colleges during the admissions process. Each course concludes with AP exams or an assessment to demonstrate mastery of course content.
<u>Dual Credit</u>	Dual credit courses allow students to earn college credit from Ivy Tech Community College, Purdue University, or Vincennes University before graduating high school. Before entrance, prerequisite courses and other requirements must be completed.

Homework Philosophy

Homework is an expected part of the High Ability Program. It is expected that students will do the work independently with little or no parent intervention. Each grade level in the High Ability Program has a consistent homework routine and an expectation policy in place. Practice and reinforcement at home of skills learned in school provides a beneficial connection for the High Ability student. Each student is given an assignment notebook to write down homework assignments each day.

Here are some specific guidelines:

- Homework helps each child learn study skills and organization and how to become a more independent learner.
- Each teacher has a policy in place for late or missed assignments.
- Please check with the teacher and become familiar with his/her expectations.
- In Kindergarten, first and second grades, teachers and parents help more with organization and responsibility so students can learn to be consistent with turning in assignments.
- By third and fourth grades, the teachers expect the children to be more independent and become responsible for all of their work, for example: filling out their own assignment notebooks, completing assigned work, turning it in on time, and packing their own backpacks at home and at school each day.
- The amount of time spent on homework varies by grade level, night, and the child.
- Here are some guidelines:
 - Grades K & 1 =15-20 minutes
 - Grades 2 & 3 =20-45 minutes
 - Grade 4 = 45 minutes
- If your child is CONSISTENTLY spending longer each evening than the teacher expects, please let the teacher know.

Appeals Process

<u>Who may appeal?</u>	<u>When may placement and case review be requested?</u>	<u>What information is required for appeal?</u>	<u>What steps should be followed?</u>
<p>Parents, teachers, principals, and/or students may appeal a placement decision.</p>	<p>New students: Students who enroll in LSC will be considered at that time if needed. An annual review of all student placements is conducted in the Spring. Students who were enrolled in gifted education programs in another school corporation may need additional assessments before placement decisions can be made. The coordinator of the program arranges for additional testing to be done as needed for all new students and previously enrolled students before entering the academic G/T Middle School or Junior High programs.</p> <p>Active students: After a teacher has counseled with the student, communicated with the parents to accommodate students' needs, and the student has attempted to meet the expectations for the class, action may be initiated by the teacher or parent. If parents, student or teacher do not agree with the recommendation for placement or non-placement for elementary program services, a request for a review by the program coordinator. Secondary student or parents wishing to appeal placement decision should contact the building coordinator who will communicate with the program coordinator. It is suggested a contract/RTI Plan be used to document interventions.</p>	<p>The coordinator reviews available records, asks for more information if needed, and recommends any changes to the parent and explains the rationale for suggested changes in placement for services. Additional information May include: additional test information, special recognitions, evidence that previous test results were invalid, evidence that personal problems interfered with student performance, or other relevant information.</p>	<ol style="list-style-type: none"> 1. Parent or teacher may request a case review by completing and returning a request form to the building or program coordinator. 2. Counselors and principals and other interested parties may also be involved. 3. The coordinator completes a case review form, indicating what options were considered, what new information was available and recommendation is being made. Persons not agreeing with the recommendation of the group, have an opportunity to take the appeal to the Superintendent or his/her designee. <p>If a parent wishes to appeal a decision of the coordinator, a conference may be requested with the Superintendent. The coordinator will provide all documentation to the Superintendent, and is also responsible for overseeing the application of Rule 511 and the Gifted Education Waivers.</p>

Exit Procedures:

If a student, parent, or teacher believes high ability placement services are no longer appropriate, he or she may follow the steps below:

1. Arrange a conference with the high ability coordinator, high ability assistant, teacher, and high ability building representative (when applicable) to discuss concerns and further actions.
2. The teacher and/or high ability building representative (when applicable) will arrange a conference with the parties involved, including the parent, the student (when applicable), administrator and the teacher providing services. This conference will discuss concerns and options for support.
3. High ability building coordinator, parent, student, teacher and administrator examine issues of concern and discuss interventions that may be implemented.
4. Participants agree on an intervention plan for a minimum of one nine-week grading period to implement interventions.
5. At the end of the intervention timeline, the parent, student, teacher and administrator meet to review progress and determine whether or not the student should exit services.
6. If an exit is deemed appropriate, the parent signs permission on the exit form to remove the student from high ability placement and services.
7. Parent permission for exit and documentation of meetings/interventions are sent to the high ability coordinator.
8. High ability coordinator removes high ability flag for student in PowerSchool database.

High Ability Program Counseling Plan

Counseling and guidance services for students identified as high ability are provided by counselors in the elementary, intermediate, junior high, and high school buildings. Teachers also use techniques to help meet the social and emotional needs of the high ability students in their classrooms. The high school has a counselor designated as the "High Ability" counselor and the high school Director of Guidance is also the high ability building coordinator who works to ensure that the goals of the counseling program are met.

The goal of the guidance and counseling plan is to meet the corporation wide learner goals:

- ♦High ability students will have multiple opportunities upon graduation*
- ♦High ability students will accept their own uniqueness and will develop positive self-concepts as they creatively pursue their individual interests and needs.*
- ♦High ability students will accept divergent views and respect each individual's uniqueness as they cooperatively and responsibly interact with society.*

Objectives for the guidance and counseling component of the High Ability Program were developed by a committee of teachers, counselors, the Director of Curriculum and the former assistant superintendent and assistant superintendent. The objectives are:

Social Awareness:

1. High ability students will learn skills related to social adaptation, cooperation, and competition.
2. High ability students will develop appreciation for the similarities and differences between themselves and others.
3. High ability students will become aware of their strengths and weaknesses and appraise themselves appropriately.
4. High ability students will objectively assess the behavior of themselves and others, set reasonable expectations, accept praise, and recognize acceptable levels of performance in different contexts.

Skill Development:

1. High ability students will develop study skills needed to cope with academic challenges and carrying expectations to completion.
2. High ability students will learn and apply decision making skills to areas of interest and need.
3. High ability students will demonstrate their abilities in educational testing situations by applying test taking skills.

Career and Life Planning:

1. High ability students will assess their personal strengths and weaknesses in various aptitude areas and make appropriate choices for continuing education and career.
2. High ability students will explore career implications through independent study and firsthand experience.
3. High ability students will gain focus and direction from real life role models.

In order to meet these goals and objectives, teachers and counselors will use activities from the corporation developed activity notebook, "Special Handling Children with Care." Also, such techniques as group and individual counseling, bibliotherapy, and teaching stress management skills will be used. A teacher-parent library on the social-emotional needs of high ability learners is available in the coordinator's office at Hiatt Administration Center.

Professional Development Plan

The High Ability Program for the Lafayette School Corporation is embedded into the district philosophy that it is the responsibility of education to meet the needs of all students and help them to develop their talents and abilities. It is therefore imperative that curriculum, instruction, assessment, and professional development be intertwined and work together to improve the teaching/learning process. Each of the Lafayette School Corporation's eight elementary schools, one intermediate school, one junior high, and two high schools have a School Improvement Plan as outlined by Public Law 22. It is the expectation that teachers who are designated as "High Ability" teachers participate in the development and implementation of each school's plan and take part in the professional development activities that promote the increased student achievement of the school's students.

In addition, the goals of Professional Development for the High Ability Program are:

1. To encourage each teacher teaching in the High Ability Program to complete a high ability licensure or university course work toward licensure and extensive professional development in order to more fully understand the academic, social, and emotional needs of high ability learners.
2. To encourage each teacher teaching in the High Ability Program to join local, state, and/or national professional groups that enhance the practice of teaching high ability learners and disseminate this knowledge through meetings, conferences, list services, and journals. Such organizations include but are not limited to: the Lafayette Parents of Gifted Children, the Indiana Association for Gifted Children, and the National Association for Gifted Children.
3. To meet with High Ability teachers at each grade level in a study group format to discuss curriculum issues that include but are not limited to standards, acceleration, enrichment, scope, and sequence, materials, homework, parental communication. These groups are expected to continue to meet throughout the year in order for curriculum, instruction, and assessment to work together to promote optimum student achievement and development of talents.
4. To provide in-services that ensure all teachers have knowledge of the characteristics, social and emotional needs, and strategies that will enable high ability learners to be challenged with appropriate curricular experiences, become independent learners, and expert communicators. These strategies include but are not limited to: diagnostic/prescriptive teaching; infusion of higher level, creative, and critical thinking skills into the curriculum; curriculum compacting; differentiating curriculum; problem-based learning; acceleration; enrichment; research skills; and advanced technology skills.
5. To encourage each teacher to become technologically competent and integrate his/her High Ability curriculum with technology.

6. To ensure that all elementary High Ability teachers and interested secondary High Ability teachers are trained in Junior Great Books in order to use the program and inquiry more effectively.
7. To promote local, state, and national conference opportunities for High Ability teachers in order for them to learn from other practitioners and network with other professionals.
8. To promote an attitude of modeling lifelong learning for students by teachers sharing their learning and growth experiences.
9. To facilitate grant writing opportunities to promote teacher and student learning opportunities.

In order to reach these goals, the High Ability Program will:

1. Inform teachers of high ability scholarship offers to help with the cost of university classwork in high ability education.
2. Use high ability grant monies to promote conference attendance, technology training, Junior Great Books training, and purchase needed materials.
3. Encourage all High Ability teachers to actively participate in School Improvement and building professional development initiatives and share their knowledge, expertise, and materials with colleagues.
4. The coordinator will provide yearly in-service opportunities for High Ability teachers and parents in characteristics and needs of high ability students and strategies for teaching high ability students.
5. Hold meetings of High Ability staff to discuss curriculum and program issues and develop study groups and work teams to help solve concerns.

It is the intent of the High Ability program to supplement building level professional development opportunities by providing learning and sharing opportunities that will not only benefit high ability students, but also increase the learning opportunities for all teachers and students.

*Revised March 2017

Program Evaluation

The High Ability Program Coordinator, assistant coordinator, and Broad Based Planning Committee are responsible for conducting a comprehensive and systematic evaluation of the effectiveness of our program. Subsequently, these parties update the current plan based on the evaluation. Program evaluation includes the beliefs and goals, student identification and placement, curriculum and instruction and program design. The evaluation process includes surveys of students and families, achievement measures, participation in academic competitions, and success in AP courses and exams. Based on all the data gathered, the BBPC, program coordinator, and assistant construct a plan of action for overall improvement.

Broad Based Planning Committee

Members of the Broad Based Planning Committee

The committee includes a diverse representation of members from the following groups:

- Educators
- Parents
- Students
- High Ability Coordinator
- High Ability Assistant
- Other Stakeholders

These members of this group are organized for the purpose of planning, developing, and evaluating programs for high ability education in the Lafayette School Corporation. Members should hold a value for and support in high ability educational programming. The High Ability Coordinator and High Ability Assistant keeps record of all members, including contact information, meeting dates, agendas, and meeting minutes.

Purpose of the Broad Based Planning Committee

The purpose of this committee is to focus on continuous development of the High Ability program as well as implementation of programs.

- Representation of key stakeholders
- Sounding board for programmatic ideas
- Keeper of the vision for high ability education
- Assessor of the degree to which program goals are being met
- Impetus for improvement
- Ambassador for high ability services in the community

Although the local governing body has ultimate responsibility and authority for all student services, the committee has the role of planning and reviewing policies and services. Suggested roles for the Broad Based Planning Committee include:

- Review the 5 required written plans that are to be available for public inspection (511 IAC 6-9.1-1)
 - Multifaceted Student Assessment Plan
 - Curriculum & Instructional Strategies Plan

- Counseling & Guidance Plan
 - Systematic Program Assessment Plan
 - Professional Development Plan
- Review implementation of the 5 required plans
 - Review the results of the programs for students with high ability, including student assessment results, program effectiveness, or student achievement. (IC 20 – 36 – 2)
 - Prepare an action plan for improvement related to the 5 plans
 - Develop a collaborative relationship between school staff(s) and the committee
 - Develop a 3–5 year strategic plan for program development

Shuler, C. (2018) IDOE High Ability Coordinator Handbook. P.5-6

Glossary of Terms

Ability Grouping: Students are grouped by ability and readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is NOT synonymous with "tracking."

Ability Test (also called a measure of potential or aptitude): Evaluating the potential performance of high ability students usually through the use of intelligence or cognitive ability tests that test more than one reasoning ability: verbal, quantitative and nonverbal.

Academic Excellence: Expecting each student to work at maximum level toward a set of external standards as defined by state, district, and/or school. Learning and performing for each student should be at a challenge level commensurate with each student's skills and developed abilities.

Accelerated Learning: Pacing students through the curriculum at a rate commensurate with their advanced ability. Students may or may not be formally identified as high ability to participate in some forms of accelerated learning. Gifted students need more than just acceleration; they need enrichment of their learning experiences as well.

Achievement Test: A test that measures the extent to which a student has mastered the skills and knowledge of a particular subject and/or grade level.

Advanced Placement (AP): Any of the approximately 35 classes endorsed by the College Board in which a secondary student can earn college credit by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s). AP Scores are in the range of 1-5, with scores of 3, 4, or 5 being highly correlated with college graduation.

Affective Learning: Incorporating into the curriculum opportunities for students to address social and emotional issues, attitudes, and appreciations of self and others.
Alternative Assessment: Assessments that provide additional information about a child's ability beyond what may be gleaned from traditional testing. Also referred to as other forms of assessment.

At-Risk: Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

Authentic Assessment: Process of evaluating student learning using student products or performance instead of traditional standardized tests.

Behavioral Rating Scale/Checklist: A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics.

Caution: When using these for identification, it is important that the items on the scale or checklist be relevant to the specific services to be provided.

Between-Class Grouping: The practice of “trading students” among teachers at a particular grade level so that each teacher has a narrower range of abilities for the chosen subject or topic

Cluster Grouping: The practice of identifying a small group of high ability students at a grade level and placing them in the same classroom at that grade level with a teacher who is best suited and qualified to work with high ability students.

Core Curriculum: The common knowledge and skills to be learned by all students of a particular grade; reading, writing, mathematics, history, social studies, and science constitute the core curriculum.

Credit by Examination: The student is awarded advanced standing credit or the ability to be placed in a higher level class) by successfully completing some form of mastery test or activity.

Criterion-Referenced Test: A test to determine whether the student has achieved specific skills or concepts, such as grade level standards. Each individual is compared with a preset standard for acceptable achievement, not compared to other students. This type of test may limit the demonstration of knowledge for students with high ability.

Cross-Grade Grouping: The practice of placing students in a particular subject so that they are with other students who are ready for instruction at that particular grade level, regardless of their current grade in school.

Curriculum Compacting: A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to “buy time” which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

Curriculum & Instructional Strategies Plan: A plan that details how the curriculum and instruction are differentiated in breadth or depth of content to meet the needs of one or more high ability students in each grade level, K-12. It also indicates how the curriculum for high ability students is differentiated from the general education curriculum to promote such things as higher order thinking, decision making, creative problem solving, and effective researching. This should include a Scope and Sequence or Curriculum Map to show the K-12 articulation of the curriculum for high ability students.

Differentiation: Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all, the curriculum areas dependent on the individual needs of students. Differentiation in general can be by readiness, interest or learning style.

However, when differentiating for students with advanced potential, curriculum and instruction should be at an appropriately high level of challenge first, and then can be further differentiated along other dimensions.

Disaggregated Data: Data that is separated by race, ethnicity, free/reduced lunch, language proficiency, gender, presence of an IEP, or accommodations.

Domain: "Domain" includes the following areas of aptitude and talent frequently covered in state definitions: general intellectual, creativity, specific academic, visual and performing arts, and leadership. Additional domains of talent may be mentioned in specific state definitions.

Dual/Concurrent Enrollment: This practice allows a student of high ability to attend classes in more than one building level during the school year and receive credit for a parallel course at a higher level. This can also be when high school students take high school and college classes simultaneously.

Early Entrance: Students begin their elementary school or college education prior to the designated chronological age of entrance.

Early Graduation: Acceleration options have allowed the number of years a student spends in mastering the K – 12 curriculum to be shortened and makes possible early high school graduation.

Early Matriculation: Enrollment in college before completion of the usual seven or eight semesters of high school. This usually involves meeting diploma requirements through a combination of course completions and demonstration of proficiency in one or more required areas.

Enrichment: Activities that supplement the core curriculum. Such activities may or may not be specified in the curriculum; they are frequently selected by the teacher and/or students in a given classroom. Enrichment, by itself, is not enough for high ability students. However, both enrichment and acceleration are elements of a good curriculum for high ability students.

General Intellectual: "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

Gifted and Talented: There is no single, widely accepted definition of "gifted" or "talented." Identification criteria used to determine who will participate in services or programs may vary by state and/or by local district.

Governing Body: Local Education Agency or board of education (school board).

Grade Skipping: Students progress through grade level instruction skipping one or more grades.

Guidance and Counseling Plan: The plan outlines the differentiated services within the district to meet the specific affective needs and educational career plans of the students of high ability. It may include topics such as: ☐ academic program planning, ☐ career & life planning, ☐ organization & management skills, ☐ the

meaning of giftedness, ☑ stress management, and ☑ individual-, small-, or large-group counseling sessions.

Heterogeneous/Homogeneous Grouping: Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

High Ability Student: This is sometimes a relative term; a sample definition would be: "high ability student" means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

Honors Class: Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated and/or enriched when compared to the general education curriculum. Traditionally, students who meet prerequisite criteria are accepted into these courses. These courses may include students other than those identified as high ability by the school district.

Independent Study or Self-Directed Study: Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study. It is good to have carefully constructed outlines of expectations and product rubrics to ensure rigor and the meeting of program goals.

Individualization: Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

Individualized Education Plan/Program (IEP): A written document that describes how a student will access a variety of high ability services that may include the use of several service options.

Intelligence Quotient (IQ): A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts IQ as one of the many ways to measure a student's academic potential.

International Baccalaureate (IB): A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics

curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization. Programs are available for elementary and middle school, but these are not part of the diploma program.

Magnet School or Magnet Program: Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as high ability students. Since space is usually limited, special entrance requirements may apply.

Mandated Program: A legally required program or action authorized by law.

Mentorships: The practice of placing a student with an expert or practicing professional in a particular area of interest to the student. The student would learn about or study the interest area intensely with the mentor. This is usually an option that occurs outside of the normal school day.

Multifaceted Assessment: means collecting and analyzing data to identify the educational needs of high ability students through the following: ☐ Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities usually through the use of achievement tests. Potential-based assessment, which includes assessing verbal, quantitative, and nonverbal reasoning to evaluate the potential performance of high ability students. This evaluation can be through the use of instruments, such as standardized intelligence or cognitive ability tests. ☐ Other forms of assessment, frequently descriptive in nature and known as qualitative assessments. Qualitative measures such as rating scales, portfolios, structured observations or interviews can provide important information about advanced performance or advanced ability if they are selected/designed to provide information about abilities in areas of services provided. Multifaceted Assessment Plan: outlines the instruments used to identify students of high ability and must include at least one norm-referenced performance-based measure, one norm referenced potential-based measure, and one other form of assessment.

Nomination: A referral process for consideration of a student into a specialized program.

Norm-Referenced Test: A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

Off-Grade Level Tests: A test that is one or more grade or age level(s) above the student's actual grade placement or age used to assess a student's ability or achievement.

Portfolio Assessment: A collection of student products used to measure student progress and achievement. A collection of student products is often used to determine the appropriateness of placement. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected.

Potential-Based Assessment: Evaluating the potential performance of students of high ability through the use of instruments, such as: standardized intelligence tests or tests of verbal, quantitative and non-verbal reasoning.

Professional Development Plan: The plan describes the opportunities provided by the school district to promote professional growth in all areas of high ability services. This plan may include: assistance for personnel to attain university coursework or licensure in gifted education district in-services for teachers, administrators, paraprofessionals, and volunteers; staff release time for attending workshops, seminars, conferences, etc; resources within the corporation; and study groups within the corporation.

Program for Students of High Ability: "Program" means the range of educational services differentiated in depth and breadth designed to meet the needs of one or more students of high ability through activities such as compacting, acceleration, enrichment, critical thinking, and problem solving.

Pull-out Program: Students with advanced potential are pulled from their regular classrooms to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences. To be effective in increasing student achievement in a particular subject area, this option needs to replace the regular grade level instruction in one or more areas of core curriculum and occur on a daily basis.

Qualitative Assessment: Measures that provide more descriptive information about a child's ability or performance in a given area such as portfolio, rating scales. They are not tests.

Reliability: The consistency of an instrument/test over time; the accuracy and repeatability of a measurement.

Screening Measure: A brief, less reliable instrument used to find the top 20-25% of each demographic subgroup that will take a longer identification measure.

Self-Contained Classroom: A programmatic term defining a homogeneous setting of students with common needs and/or abilities. The class can include multiple grades or ages.

Socio-emotional: The social and emotional needs of the student; affective domain.

Specific Academic: One of the domains of high ability. "Specific academic" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as English language arts, social studies, foreign languages, mathematics, and sciences.

Stakeholder: Persons with interest in the programming for students of high ability; e.g. administrators, school board members, community members.

Stakeholder Planning Committee: means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students of high ability.

Standardized Test: A standardized test is one that is administered under standardized or controlled conditions that specify where, when, how, and for how long children may respond to the test items. Standardized tests should meet acceptable standards for technical qualities in construction, administration, and use.

Subject-based Acceleration: Any option that allows a gifted student to gain exposure to advanced content and skills beyond the average curriculum standards that are expected for a certain age or grade.

Subject Skipping: Allows a student to be placed in classes with older students for part of the day (or with materials from higher grade placements) in one or more subject areas.

Systematic Program Assessment Plan: The plan shows the procedures for assessing the effectiveness of the district's program for high ability services. It may include topics such as: schedule for reviewing and updating the current program, instruments and methods for evaluating program effectiveness, procedures for data collection, and recommendations for change.

Twice-Exceptional: Students with needs and characteristics of more than one special population, e.g. gifted and learning disabled.

Underachieving: A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/or academic.

Validity: The degree to which a test/assessment measures what it purports to measure.

Reference: Rogers, K. (2007). Lessons learned about educating the gifted and talented: A synthesis of the research on educational practice. *Gifted Child Quarterly*, 51(4), 382-396

<https://www.doe.in.gov/highability>

Resources for Parents-

- LSC Parent Padlet- <https://padlet.com/mfisher2018/LSCHighAbility>
- The High Ability Program Office at Edgelea Elementary.
2910 South 18th Street
Lafayette, Indiana 47909
There is a supply of books for parents of gifted children on such topics as perfectionism, parenting tips, counselling needs, etc.
Call Mandy Fisher for more information (765)772-4780
- The Indiana Association of the Gifted- www.iag-online.org
A group of parents and educators state-wide who advocate for gifted and talented children. A newsletter entitled Images is produced four times each year and a state-wide conference for teachers and parents is held each March or April in Indianapolis.
- The National Association of Gifted Children (NAGC)- www.nagc.org
1707 L Street, NW, Suite 550
Washington DC 20036
(202)785-4268
A national group of educators, parents, and university personnel dedicated to improving educational opportunities for the nation's gifted and talented youth. This organization sponsors a yearly national conference and two publications: Gifted Child Quarterly and Parenting for Potential.
- The Gifted Education Resource Institute-<https://www.education.purdue.edu/geri/>
Purdue University
1446 Liberal Arts and Education Building
West Lafayette, IN 47907
(765) 494-7236
GERI provides summer programs and Super Saturday programs.
You can contact Dr. Marcia Gentry, the Director of GERI for additional information.
- Hoagies' Gifted Education Page- www.hoagiesgifted.org
Welcome to Hoagies' Gifted Education Page, the all-things-gifted site, full of resources, articles, books and links to help and support parents, teachers, and gifted children alike. Pick your entrance, but explore them all!

FORMS

Lafayette School Corporation
High Ability Program Exit Procedures

If a student, parent, or teacher believes high ability placement services are no longer appropriate, he or she may:

9. Arrange a conference with the high ability coordinator, high ability assistant, teacher, and high ability building representative (when applicable) to discuss concerns and further actions.
10. The teacher and/or high ability building representative(when applicable) will arrange a conference with the parties involved, including the parent, the student (when applicable), administrator and the teacher providing services. This conference will discuss concerns and options for support.
11. High ability building coordinator, parent, student, teacher and administrator examine issues of concern and discuss interventions that may be implemented.
12. Participants agree on an RTI plan for a minimum of one nine week grading period to implement interventions.
13. At the end of the RTI Timeline, the parent, student, teacher and administrator meet to review progress and determine whether or not the student should exit services.
14. If an exit is deemed appropriate, the parent signs permission to remove the student from high ability placement and services.
15. Parent permission for exit and documentation of meetings/interventions are sent to the high ability coordinator.
16. High ability coordinator removes high ability flag for student in database.

Summary of commitment to support intervention plan _____

After reviewing the “Student Exit Procedures” for the High Ability and Honors Program and participating in a conference, we will:

_____ withdraw _____ from the High Ability/Honors Program.
(Student’s Name)

_____ keep _____ in the program after completing the support intervention plan
(Student’s Name)

_____	_____	_____	_____
Teacher	Date	Student	Date
_____	_____	_____	_____
High Ability Building Representative	Date	Parent	Date
_____	_____	_____	_____
Administrator	Date	High Ability Coordinator	Date