



Hamilton Community Schools

High Ability Plan K-12 Program

HCS Mission Statement:

Our mission is to engage today's learners to be tomorrow's leaders.

Hamilton Community Schools
High Ability Program K-12

High Ability Mission Statement

The mission of Hamilton Community Schools is to provide our high ability students with an engaging, challenging, and rigorous educational experience that enables students to become tomorrow’s leaders.

Indiana Department of Education

Definition of High Ability

The Indiana Code defines a student with high abilities as one who:

1. 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
2. is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

Rationale

The students of Hamilton Community Schools deserve the opportunity to learn something new each day. Hamilton students are provided a rigorous education supported by a well-designed curriculum and highly-qualified teaching staff. Students are recognized as gifted and talented if they have exceptional abilities in any area of learning that far exceeds their grade level peers. A challenge we face is our students ability to believe, from their own experience, that gifted people must also work hard and push themselves to be the best they can. We believe that we have a responsibility to meet the learning needs of all students and that gifted abilities are found in many children regardless of income, cultural background, racial groups, and/or socio-economic status.

Hamilton Community Schools

High Ability Program K-12

Characteristics of a Gifted Student:

- strives for high standards of personal achievement
- is self-directed
- is highly self-motivated and sets personal goals
- is persistent in seeing tasks to completion
- becomes committed to and absorbed in tasks
- tends to be self-critical and evaluative
- is reliable
- prefers to work independently
- displays logical and analytical thinking
- is quick to see patterns and relationships
- masters information quickly
- strives for accurate and valid solutions to problems
- easily grasps underlying principles
- likes intellectual challenges
- jumps stages in learning
- seeks to redefine problems, pose ideas, and formulate hypotheses
- finds as well as solves problems
- reasons things out for himself/herself
- formulates and supports ideas with evidence
- can recall a wide range of knowledge
- independently seeks to discover the why and how of things
- pushes teachers and adults for explanations
- displays a precocious interest in 'adult' problems
- is reluctant to practice skills already mastered
- is easily bored with routine tasks

Hamilton Community Schools
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Goals:

1. Hamilton Community Schools will **differentiate instruction** in all grades and subject areas. This instruction will support the academic needs as well as the social-emotional needs of our high ability students.
2. Hamilton Community Schools staff will be given ongoing **Professional Development** on providing differentiated instruction to their high ability students in all subject areas.
3. Hamilton Community Schools will ensure that all students regardless of race, cultural background, and socio-economic status have the **opportunity to be identified for high ability** services.

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Identification Overview

All students in Kindergarten, 2nd, 6th, and 9th grade are high ability tested during the 2nd quarter. Kindergarten and 1st grade students take the PTCS test. Hamilton’s 2nd, 6th, and 9th graders take the InView test to determine high ability eligibility at Hamilton Community Schools. Any new student in 1st through 10th grade that attends Hamilton is tested for eligibility as well. The High Ability Team will analyze results to identify students that are at or above the 90th percentile in E/LA and/or Math.

The High Ability Team will conduct an in-depth analysis of students that have reached the 85th percentile in either their PTCS or InView test. The High Ability Team will look at current NWEA percentiles above the 87th percentile, MClass data, and academic performance to help determine eligibility for high ability identification versus a potentially high-achieving student.

Grade:	Test:
Kindergarten	PTCS Test for High Ability (All)
1 st	PTCS Test for High Ability (New Students)
2 nd	InView Test for High Ability (All)
3 rd	InView Test for High Ability (New Students)
4 th	InView Test for High Ability (New Students)
5 th	InView Test for High Ability (New Students)
6 th	InView Test for High Ability (All)
7 th	InView Test for High Ability (New Students)
8 th	InView Test for High Ability (New Students)
9 th	InView Test for High Ability (All)
10 th	InView Test for High Ability (New Students)

Hamilton Community Schools

High Ability Program K-12

Subtest Qualifications

To identify specific academic area only students in Reading/Language Arts, an analysis of high ability subtests occurs. These subtests for Reading/Language Arts include: analogies, verbal reasoning with words, and verbal reasoning within context. Sequencing and quantitative reasoning are used to determine math eligibility. All students that fall at or above the 90th percentile in the stated subtests are identified as high ability in that particular subject area. If a student is to score at or above the 90th percentile in Reading/Language Arts and Math Subtests, the student will be identified as General Intellect. This means they have met the district’s qualifications for high ability in both reading/language arts and math.

Subject:	Subtests:
Reading/Language Arts	1. Analogies 2. Verbal Reasoning with Words 3. Verbal Reasoning within Context
Math	1. Sequencing 2. Quantitative Reasoning

Hamilton Community Schools
High Ability Program K-12

Appeals Procedure

An appeal process is in place at Hamilton Community Schools in the event the identification team does not place a child in services, and a teacher, parent, or other person close to the child challenges this decision.

Hamilton Community Schools Appeal Process:

1. The petitioner contacts the building principal who provides an appeal request form.
2. An *Appeal Request Form* (See Appendix 1) is completed and delivered to the principal who delivers the appeal to the District High Ability Coordinator.
3. Coordinator reviews student profile and requests alternative assessments which may include: ISTEP+ Data, MClass Data, NWEA, and any other relevant achievement tests. Authentic student work samples may also be included.
4. Building Level High Ability team reconvenes to consider new data.
5. Coordinator reports results to petitioner.

Hamilton Community Schools
High Ability Program K-12

Appeal Request

The High Ability Identification Team for Hamilton Community Schools uses a well-designed process, consistent with Indiana Code and Rules, and based upon sound measures designed for use with high ability learners, to find those students whose academic needs are far beyond those of typical students of the same age. In this process, students are identified for services through multiple pathways including ability and/or achievement in language arts and/or math.

A formal letter will be sent home to parents informing them if their child has or has not been identified as high ability. (See Appendix 2 and 3)

An appeal process is in place in the event the identification team does not place a child in services and a teacher, parent(s), or other person close to the child challenges this decision.

If the parent(s) would like to appeal our decision an official written appeal must be filed within two weeks of the high ability parent notification date (See Appendix 1)

The purpose of the appeal is to bring new information to the attention of the committee that could lead to a different decision. Please attach additional reports or other evidence to support your appeal.

Hamilton Community Schools
High Ability Program K-12

Exit Procedure Initiated by Parent(s) or Student

If a student and/or parent(s) request(s) to no longer take part in Hamilton Community’s High Ability Program the following steps will be taken:

1. Parent(s) will discuss concerns with the classroom teacher.
2. If a parent(s) still wishes to consider exiting their student from the High Ability Program, a meeting will be scheduled with the building principal, classroom teacher(s), and the parent(s). Possible alternatives to exiting the program will be discussed. For example, temporary or permanent exit, modifications in grade-level curriculum, time allotted in the high ability program, etc.
3. If the parent(s) still wish(es) to remove his or her student from the high ability program, a *High Ability Exit Request Form* must be completed stating the intention of withdrawal. (See Below)

Hamilton Community School
High Ability Exit Request Form

STUDENT NAME _____ DATE _____

GRADE _____ CLASSROOM TEACHER(S) _____

PERSON INITIATING REQUEST

_____ Student

_____ Parent

_____ Teacher

Reason(s) for requesting exit from the High Ability Program: _____

Steps completed prior to this request (submit evidence along with this form):

_____ Phone Calls

_____ Parent-teacher conference(s)

_____ Written communication

_____ Data Review

_____ Other (specify)

Other comments or relevant information: _____

Signature of Person Making Request _____

Teacher Signature _____

Hamilton Community Schools

High Ability Program K-12

Frequently Asked Questions on High Ability Identification

What is the definition of a high ability student? According to Indiana Code, a high ability student (1) 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 (2) is characterized by exceptional gifts, talents, motivations, or interests (IC 20-36-1-3).

What does the PTCS and InView Ability Test measure? The High Ability Test is a group-administered test designed to measure students' learned reasoning abilities in the cognitive domains most closely related to success in school: Verbal Reasoning, Quantitative Reasoning, Analogies, and Sequencing. These reasoning abilities play an important role in reading comprehension, critical thinking, computation, and problem-solving. The test may include any or all of the following batteries:

- The Verbal Battery measures students' abilities to reason with verbal concepts. These reasoning abilities play an important role in reading comprehension, critical thinking, writing, and virtually all verbal-learning tasks.
- The Quantitative Battery measures students' abilities to reason with quantitative symbols and concepts. These reasoning skills are significantly related to problem-solving in mathematics and other disciplines.
- The Sequencing/Analogies Battery measures students' abilities to reason with geometric shapes, figures, and pictures. To perform successfully, students must invent and implement strategies for solving novel problems.

Does the ability test tell me whether or not my child is truly gifted? The Indiana Department of Education instructs districts to identify students who perform, or show potential to perform, at an outstanding level of accomplishment when compared to students of the same age, experience, or environment. These students require differentiated curriculum, instruction and/or programming options during regular school hours in order to best meet their academic needs. While we have many high performing students at Hamilton Community Schools, most of their needs can be effectively met within the general education classroom even though they may perform very well on standardized tests compared to other students in the state and nation. We recognize that our students are gifted in a variety of ways, but the focus of the High Ability Program is to identify and serve students who have a high general intellect as well as strengths in language arts and math.

Will my child receive more work if he or she qualifies for high ability placement? High expectations are in place for all students that attend Hamilton Community Schools. Any student

the qualifies for our High Ability Program will not receive more or less work than their peers although their work may look different based on standards being addressed.

If my child does not qualify for the High Ability Program, how will that affect his/her futures opportunities? Your child will receive a strong academic experience at Hamilton Community Schools in the regular classroom and will have an opportunity to be considered for a High Ability Program in grades K, 2nd, 6th, and 9th. High-performing students are considered for placement in the high ability math program every year based on classroom and standardized test performance. All students, including those who are not placed in the High Ability Program during elementary and middle school, have the opportunity to enroll in Honors, Advanced Placement, and Dual Credit courses at Hamilton. This type of placement depends on their grades, performance on various assessments, and personal academic goals.

Hamilton Community Schools
High Ability Program K-12

Curriculum and Instruction Plan

Grade:	Option:
K-6th Grade (Elementary)	Differentiated Instruction provided in all classrooms/subject areas, High Ability Math Class
7th-8th Grade (Middle School)	Differentiated Instruction provided in all classrooms/subject areas
9th-12th Grade (High School)	Differentiated Instruction provided in all classrooms/subject areas, Advanced Placement and Honors Classes, Dual Credit Courses

Hamilton High School
Dual Credit Course Offerings
2017-2018

Ivy Tech: Dual Credit Offerings



Principles of Marketing (5914)- MKTG 101

Prerequisites: None

WRITING: A student is program-ready in writing if he/she has one of the following:

- ACCUPLACER Standard 80 sentence skills
- ITCC ACCUPLACER Diagnostic Write Placer 4
- ACT 17 English
- SAT 2015 and earlier 460 Writing
- SAT 2016 and forward 27 Writing and Language Test
- PSAT 2014 and earlier 46 Writing Skills
- PSAT 2015 and forward 26 Writing Skills
- High School GPA 2.6 4-point scale or 7.8 12-point scale, Core 40, six semesters completed

READING: A student is program-ready in reading if he/she has one of the following:

- ACCUPLACER Standard 76 Reading
- IDOE/ITCC ACCUPLACER Diagnostic 69
- ACT 18 Reading
- SAT 2015 and earlier 460 Reading
- SAT 2016 and forward 25 Reading Test
- PSAT 2014 and earlier 46 Critical Reading
- PSAT 2015 and forward 25 Critical Reading
- High School GPA 2.6 4-point scale or 7.8 12-point scale, Core 40, six semesters completed

MATH: A student is program-ready in math if he/she has one of the following:

- ACCUPLACER Standard 40 Elementary Algebra or 60 Arithmetic;
- IDOE/ITCC ACCUPLACER Diagnostic 34;
- ACT 18 Math;
- SAT 2015 and earlier 460 Math; SAT 2016 and forward 500 Math;
- PSAT 2014 and earlier 46 Mathematics;
- PSAT 2015 and forward 24.5 Mathematics;
- High School cumulative GPA 2.6 on a 4-point scale or 7.8 on a 12-point scale, Core 40, six semesters completed

Trine University: Dual Credit Offerings



English

Comp 1/ADV ENG CC ENG 103 TRINE (1124)

English Composition I- ENG 103

Intensive training in methods of exposition leading to the ability to write coherent, clear, and persuasive essays.

Recommended Grade Level: 11, 12

- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses
- Teacher recommendation
- Credits: 1 semester course, 1 credit per semester; may be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas

Prerequisites: Adequate SAT verbal score or ACT English score, class rank, and high school GPA, or successful completion of noncredit preparatory English courses

- Approval of department chair

Comp 2/ADV ENG CC ENG 113 TRINE (1124B)

English Composition II- ENG 113

Continuation of ENG 103. Concentration on research paper and library methods.

Recommended Grade Level: 11, 12

- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses
- Teacher recommendation
- Credits: 1 semester course, 1 credit per semester; may be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas

Prerequisites: ENG 103 or ENG 104

LIT/ADV ENG CC ENG 153 TRINE (1124A)

Introduction to Literature- ENG 153

Introduces the student to literature of some complexity and sophistication, developing a critical vocabulary and skills in reading on an advanced level. Analysis of genre: short fiction, poetry, and drama.

Recommended Grade Level: 11, 12

- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses
- Teacher recommendation
- Credits: 1 semester course, 1 credit per semester; may be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas

Prerequisites: None

SPEECH/ADV ENG CC SP 203 TRINE (1124C)

Effective Speaking- SP 203

Application of communication principles to improve extemporaneous public speaking and listening skills. Considers principles of audience analysis and rhetorical invention, worthy and effective evidence and inductive reasoning, speaker and source credibility, organization and outlining, effective speaker-audience interaction, listening for comprehension, and critical listening.

Recommended Grade Level: 11, 12

- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 1 semester course, 1 credit per semester; may be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas

Prerequisite: ENG 113 or ENG 133

Math

COLLEGEALG/ADV MATH CC MA 113 TRINE (2544)

College Algebra- MA 113

Topics include: rational algebraic expressions, quadratic equations, nonlinear systems, partial fractions, binomial expansion, synthetic division, determinants, powers, radicals, logarithms.

Recommended Grade Level: 9, 10, 11, 12

- Recommended Prerequisite: Algebra II or Integrated Mathematics III

Prerequisites: Adequate SAT/ACT mathematics score or approval of department chair.

Science

BIOLOGY/BIO 104 TRINE (3090)

General Biology- BIO 104

An introduction to the basic principles of biology with an emphasis on: biological chemistry, cell biology, metabolism, genetics, diversity of organisms, evolution, and ecology. A background in high school chemistry is strongly recommended. Open to non-science majors only. This course cannot be substituted for BIO 114 for either science or engineering majors.

Recommended Grade Level: 11, 12

Prerequisites: None

Social Sciences

PSYCHOLOGY/PSYCH 113 TRINE (1532A)

Principles of Psychology- PSY 113

Introduction to the scientific study of human and animal behavior. Course covers all of the major areas within psychology, including development, learning, intelligence, personality, attitudes, altered states of consciousness, abnormal behavior, and psychotherapy.

Recommended Grade Level: 12

- Recommended Prerequisites: United States History or History and World Civilizations

Prerequisites: None

Impact Institute- Dual Credit Offerings



There are no prerequisites for any of these classes. However, a strong desire to pursue a career in the specific industry is recommended. Students are eligible for dual credits, but are **NOT** guaranteed to earn them.

- ❖ Auto Body Collision Repair
- ❖ Automotive Technology
- ❖ Computer Aided Drafting
- ❖ Cosmetology
- ❖ Construction
- ❖ Criminal Justice
- ❖ Culinary Arts
- ❖ Health Occupations Education
- ❖ Interactive Media
- ❖ Precision Machining
- ❖ Primary Healthcare
- ❖ Welding

Hamilton Community Schools

K-12 High Ability Program

Professional Development Plan

- Hamilton Community’s K-12 Instructional Coach works closely with staff to provide ongoing professional development that focuses on our high ability population. With differentiated instruction as a district goal, ongoing professional development takes place where best practices are modeled to the staff on project based learning and student choice activities.
- A high ability book study began during the 2016-2017 school year entitled, “Teaching Gifted Kids in Today’s Classroom,” by Susan Winebrenner. The effectiveness of this goal is measured by students’ projected growth target on NWEA. This projected target is provided to each student individually from Fall to Spring for those students identified as High Ability.

Hamilton Community Schools

High Ability Program K-12

Counseling and Guidance Plan

Hamilton Community Schools employs a full-time Counselor available for students in grades K-12th. Our Guidance Counselor is involved in the planning and training of our gifted population so that their curriculum is integrated into the services we provide to our high ability students.

At the elementary level, bullying, trusting/healthy relationships, friendship, honesty, etc. have been recent presentations conducted by support staff. All high ability students are given an equal opportunity to join social/emotional group sessions as requested by student, parent(s), and/or teacher.

High school students are also seen on a formal, individual basis each year. The four-year course plan is reviewed and notes are recorded regarding post-secondary plans, testing, academic progress, and course scheduling for the following year by the school's Guidance Counselor.

Program Evaluation Plan

The effectiveness of Hamilton Community School’s High Ability Program will be evaluated annually to ensure we are meeting the individual needs of all our students. Adjustments will be made as needed. The tool below will be used as a guide:

Program Design Items	No Evidence	Some Evidence	In Place	Comments
1. There is a written philosophy and/or mission statement related to high ability students.				
2. There is a written definition of which students the district considers to have particular needs that require specialized services.				
3. There are written goals and objectives for these services.				
4. There is a written description of the services at each grade level and in each area served.				
5. Services provided align with how high ability is defined.				
6. High ability students are grouped together for instruction in their area(s) of talent.				
7. Services are constructed so that there is a continuum of services to meet the broad range of needs of individual high ability students.				
8. Policies are in place to allow early entrance, grade skipping, early credit, and early graduation according to individual student need.				
9. The roles of personnel at the district and in the classroom are clearly defined.				
A district-wide stakeholder group exists and meets on a regular basis to review district services for high ability students.				
Identification Items	No Evidence	Some Evidence	In Place	Comments
11. The district uses a norm-referenced measure of ability in each of the areas for which program services are offered(i.e. math, language arts)				

Commented [None1]:

12. The district uses a norm-referenced measure of achievement with adequate ceilings to assess achievement above grade level in each of the areas for which program services are offered.				
13. The district uses qualitative indicators of achievement in each of the areas for which program services are offered.				
14. Students are identified in all grade levels for which services are provided.				
15. The formal identification process is repeated at targeted grade levels including (but not limited to) kindergarten, 2nd grade, 6th grade and 9th grade.				
16. The appeals process allows for teachers, parents, or other persons close to the child to challenge the decision of the selection committee by filling out the appropriate forms.				
17. The exit procedure includes periods of intervention no less than on grading period to determine if a student can be successful in the program with supports.				
Curriculum and Instruction Items	No Evidence	Some Evidence	In Place	Comments
18. There is a written curriculum in the core subject areas and other areas served by the district that is specific to students identified as high ability K-12.				
19. Student learning goals are clear, and evidence of how the learning will be demonstrated is clearly stated.				
20. The written curriculum has clear evidence of vertical alignment from grade to grade in K-12.				
21. There is clear evidence of acceleration of curriculum in areas served.				
22. There is clear evidence of enrichment of curriculum in areas served.				
23. Instruction and learning experiences are clearly differentiated to focus on higher order thinking.				
24. There is evidence of teaching communication, collaboration, research, critical thinking, and problem solving.				

25. The pace of instruction is appropriate for high ability students.				
26. There is evidence of student use of technology for creating content, learning content, and communicating content.				
27. Assessments are aligned to curriculum goals.				
28. Pre-assessment is used to determine individual instructional plans.				
29. Post-assessment is used to demonstrate student growth and attainment of stated learning goals.				
Affective Needs Items	No Evidence	Some Evidence	In Place	Comments
30. A written, differentiated, affective curriculum that addresses social and emotional needs of high ability students is available and used by teachers.				
31. Affective curriculum teaches students about social and emotional characteristics as well as potential issues they may face.				
32. Documentation of differentiated college guidance for high ability students is available (e.g. field trips, independent study, projects, speakers, or shadowing experiences pertaining to college exploration).				
33. Documentation of differentiated career guidance for high ability students is available (e.g. field trips, independent study, projects, speakers mentors, or shadowing experiences pertaining to college exploration).				
Professional Development Items				
34. Personnel working with high ability students are provided opportunities for continuing professional development in the area of gifted education.				
35. Parents of high ability students are provided with opportunities for professional development about the characteristics and needs of this population.				
Program Evaluation Items				
36. The district uses multiple strategies to assess high ability student performance and growth.				

37. All components of the high ability program are periodically reviewed by individuals who are knowledgeable about high ability learners and competent in the evaluation process. The results are used for continuing program improvement.				
38. The evaluation report for all educational services involving high ability students includes both strengths and areas of challenge for the program and is accompanied by a plan with implications for improvement and renewal over time.				
39. The results of the program evaluation are presented to the local school board, the stakeholder group, and accessible to all constituencies of the program.				

Hamilton Community Schools

High Ability Program K-12

Glossary of Terms

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.

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

Dual Credit: 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.

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.

General Intellect: “General intellectual” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines. In Indiana, the term is used for those high ability students who qualify for services in both Language Arts and Math.

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

High Ability Student: In Indiana this is defined in this way: "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.

AP/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. When this is the case, the teacher should further differentiate within the class so the curriculum and instruction are appropriately challenging for students with identified high ability in that academic domain.

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.

Professional Development Plan: The plan describes the opportunities provided by the school district to promote professional growth in all areas of high ability services.

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.

Self-Contained Classroom: A programmatic term defining a classroom in which all the students have been identified as high ability in math, language arts, or both. The class can include multiple grades or ages.

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.

Please visit the IDOE’s Glossary of Terms for more terms related to High Ability:

<https://www.doe.in.gov/sites/default/files/highability/high-ability-glossary-terms.pdf>

INDIANA REQUIREMENTS FOR SERVING HIGH ABILITY STUDENTS

The Office of High Ability Education administers grants that support school corporations in the development of local programs and services for high ability students and provides resources, workshops, and materials suited to the needs of the high ability population.

Effective July 1, 2007, Indiana schools shall 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).

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 (IC 20-36-1-3).

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

The Indiana Code sets forth certain requirements for Indiana school corporations related to the education of students with high ability. Indiana Administrative Code gives further explanation for some of these requirements. The requirements are summarized below.

The corporation must:

1. Identify students with high ability in all grades, K-12, in accordance with the Indiana Definition of High Ability Student. The Indiana definition is: “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. While there are additional domains of high ability that may be served (for example, visual and performing arts), the required domains of high ability that Indiana schools must identify for are the General Intellectual and Specific Academic domains. For now, the designations are for students with high ability in Language Arts (HA-LA), students with high ability in Math (HA-Math), and students who have high ability in both Language Arts and Math (HA – General Intellectual)
2. Record the relevant designation on the Student Test Number (STN). HA-LA, HA – Math, or HAGeneral Intellectual
3. Provide “appropriately differentiated curriculum and instruction” to identified students in the relevant core content area(s).
4. Provide professional development in high ability education.
5. Establish a Broad Based Planning Committee that will meet at least once per year to review the program.
6. Evaluate the program.
7. Align with the strategic and continuous school improvement and achievement plans.

8. Report annually to the IDOE on the programs and how the state grant to the corporation for high ability programs was used.
9. Report on the results of the program, including student achievement and program effectiveness.

Appendix

Appendix 1- Appeal Request Form

Hamilton Community Schools
903 S Wayne Street
Hamilton, IN 46742
Phone: 260-488-2513 ~ Fax: 260-488-2348

Commented [None2]: This is where the actual forms would go. You would make a reference to Appendix 1, 2, or 3 on the actual page the document is mentioned.

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Commented [None4]: Appendices go at the very end of a document. So all of these need pulled out and placed at the end.

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Student's Name:	
Grade:	
Name of individual making appeal:	
Relationship to the student:	
Email:	
Phone:	

Signature of Individual Requesting Appeal: _____

Hamilton Community Schools
903 S Wayne Street
Hamilton, IN 46742
Phone: 260-488-2513 ~ Fax: 260-488-2348

Date: _____

Dear Parents/Guardians of: _____

Grade: _____

This letter is to inform you that at this time your child did not qualify for Hamilton Community School's High Ability Program. Please be aware that all students in grades K, 2nd, 6th, and 9th are given the High Ability Test. We also test any new students in grades 1st-10th every year.

Your child will still be provided with differentiated instruction in all grades/subject areas and have the opportunity to test again, in the future, depending on his or her grade level.

If you wish to appeal this finding, please fill out an *Appeal Request Form* no later than _____.

Please feel free to contact the school should you have any questions or concerns. As always, thank you for your ongoing support of Hamilton Community Schools.

Sincerely,

Kristyn Watkins

K-12 Instructional Coach

Appendix 3- Parent Notification

Commented [None7]: same

Hamilton Community Schools
903 S Wayne Street
Hamilton, IN 46742
Phone: 260-488-2513 ~ Fax: 260-488-2348

Date: _____

Dear Parents/Guardians of: _____

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Grade: _____

During the 2017-2018 school year, the teachers and I have worked closely to identify high-achieving and intellectually-gifted students who may benefit from placement in the corporation's High Ability Program. We're pleased to inform you that your child has met the district's eligibility criteria and has been identified as one of those students.

Area of Identification:

_____ General Intellect (Reading and Math)

_____ Math

_____ Reading

Placement in the High Ability Program may mean several options depending on the grade level and individual needs of your child which includes:

- Differentiated Instruction (All grades)
- High Ability Math Instruction (K-6th)
- Advanced Placement Classes (High School)
- Dual Credit Classes (High School)

Please feel free to contact the school should you have any questions or concerns pertaining to your child's placement in our High Ability Program.

Sincerely,

Kristyn Watkins

K-12 Instructional Coach