

Multifaceted ID Plan Components	Description
District Mission Statement for High Ability Program	<p><i>The mission of Seymour Community Schools is to Teach, Learn, Apply, and Assess. Seymour Community Schools recognizes that high ability students need to be identified in all populations and provided a rigorous, differentiated curriculum. Our schools will provide a continuum of services K-12 to develop talents, enrich learning, and extend opportunities in the areas of General Intellectual, Math, and Language Arts. Seymour believes these educational experiences will challenge and empower each student to develop to his or her fullest potential.</i></p>
District Definition of High Ability Student	<p>A high ability student is one who performs at, or shows potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum in the areas of language arts and/or mathematics and general intellectual.</p>
District Services for High Ability Students	<p>Elementary:</p> <p>Early Entrance to Kindergarten will be considered on an individual basis following our board policy.</p> <p>Grade Skipping will be considered on an individual basis following our board policy.</p> <p>Service Options for Kindergarten through Grade 5:</p> <p>Cluster grouping for High Ability student for Four Block Language Arts instruction in home rooms, Identification of students for the REACH program at 4<sup>th</sup> and 5<sup>th</sup> grades, Flexible Math Skill Groups during common math blocks using a differentiated curriculum under the Curry/Sumara model of curriculum.</p> <p>Junior Great Books is an option for use at each building for the High Ability Cluster.</p> <p>Differentiated Instruction</p> <p>Middle:</p> <p>Grade Skipping will be considered on an individual basis following our board policy.</p> <p>High Ability students are offered Advanced Language Arts, Reading, and math classes leading to Algebra 1 at the 8<sup>th</sup> grade level.</p> <p>High School: In grades 9-12 , students who are identified as having high ability are encouraged to take Honors courses, Advanced Placement courses and Dual Credit courses when possible.</p>

Multifaceted ID Plan Components	Grade Levels	Measures	Selection Procedures
<p><i>If a student qualifies under <b>all</b> three of the screening measures, they will be identified as High Ability in the content areas they qualified in, such as Math and Language Arts or General Intellectual if the student is high in both content areas. If a student qualifies under 2 of the screening measures, High Ability Identification will be determined by the ID committee.</i></p>			
<p><b>Norm-Referenced Aptitude Measure</b> (also referred to as ability or intelligence measure)</p>	Elementary	Kindergarten and Grade 3: Cognitive Abilities Test (CogAT)	Cognitive Abilities Test: 95%tile or higher
	Middle	<b>8<sup>th</sup> Grade:</b> Cognitive Abilities Test (CogAT)	Cognitive Abilities Test: 95%tile or higher
	High School	PSAT with the AP Potential Tool	Students who show potential to score a 3 or better on the AP exam
<p><b>Norm-Referenced Achievement Measure (or other evidence of ability to perform <u>above</u> grade level)</b></p>	Elementary	STAR Early Literacy, STAR Reading, and STAR Math <i>* When funds are more available an additional achievement measure will be considered.</i>	95%tile or higher (using general norms and with the consideration of the standard error of measure)
	Middle	STAR Reading and STAR Math <i>* When funds are more available an additional achievement measure will be considered.</i>	95%tile or higher (using general norms and with the consideration of the standard error of measure)
	High School	Grades	Top 5% of each grade level according to class rank
<p><b>Qualitative Indicators</b></p>	Elementary	<p>K&amp;3: Scales for Identifying Gifted Students (SIGS) teacher form</p> <p>Grades K-2 (<i>optional</i>): Kingore Observation Inventory (KOI)</p>	<p>95%tile or higher (using general norms)</p> <p>KOI: 95%tile or higher using local norms and with the consideration of the standard error of measure</p>

	Middle	Scales for Identifying Gifted Students (SIGS) or Home Rating Scale(HRS)	95%tile or higher (using general norms)
	High School	Scales for Identifying Gifted Students (SIGS) or Home Rating Scale(HRS) Self-Nomination will also be considered	95%tile or higher (using general norms)
<b>Multifaceted ID Plan Components</b>	<b>Description</b>		
<b>Appeals Procedure</b>	As stated in Board Policy, a parent of a student who requests reconsideration is asked to complete an appeal form stating the reasons why he/she feels that the student should be identified for high ability. The identification committee will review the student's record and the appeal form, and inform the parent in writing of the decision. Copies of the appeal form are available through contacting the High Ability Coordinator at 812-522-2596.		
<b>Exit Procedure</b>	<p>As stated in Board Policy, the student, parent, or high ability teacher may initiate the procedure.</p> <ol style="list-style-type: none"> <li>1. Phone calls, parent-teachers conferences, and written communications regarding concerns should be used first to resolve any issues on the parent, student, or teacher's part.</li> <li>2. If these actions have been utilized with no satisfactory result being accomplished, then a formal conference should be convened. The High Ability Coordinator, teacher, parent, student (if advisable), and building principal will attend.</li> <li>3. If a decision is made at the conference to exit or withdraw the student from the program, an exit form is completed. The High Ability Coordinator will approve the exit form and keep it on file.</li> <li>4. If either party disagrees with the decision, a written appeal may be filed with the superintendent.</li> </ol>		

**School Corporation: Seymour Community Schools**

**High Ability Coordinator and Contact Information: Julie Kelly 812-522-2596**

**Date: 2-2-11**