

High Ability Handbook

A Resource Guide for Parents, Teachers and Administrators Providing Information about Programing for High Ability Students in Grades K-12



Revised: October, 2018Table of Contents

1. MSD of Decatur Township’s Mission, Vision and Belief Statement 3
2. Purpose of High Ability Program and High Ability Goals 4-5
3. Indiana Codes, Criteria, and Definitions for Servicing High Ability Students 5-6

###### High Ability Programs 6

A) Elementary Level 6-9

1. Description of Program – K-6
2. Identification and Selection
3. Program Expectations/Interventions

B) Decatur Middle School – DMS 9-11

1. Description of Program for Grades 7 and 8
2. Identification and Selection
3. Program Expectations/Interventions

C) Decatur Central High School – DCHS 11-18

1. Description of Small Learning Communities
2. Accelerated Course Offerings
3. Dual Credit and other College Credit Option
4. Core 40 Requirements
5. Core 40 with Academic Honors Diploma

V. Additional Resources 19-20



**Mission:**

The MSD of Decatur Township is Student Invested, Community Connected. We prioritize Student Learning, Safety and Customer Service, fostering a support system for our families.

**Vision:**

Learning pathways for individual aspirations in an ever-changing world.

**Belief Statement:**

A focus on student learning is essential for all of our children as we empower growth and development through a high level of expectations well beyond high school graduation. MSD of Decatur Township Graduates are prepared to achieve their life goals that they have developed through a focus on college and career readiness during their time at the MSD of Decatur Township.



**Purpose of High Ability Program**

The High Ability Program is a result of the expressed interest of the community, school board, school administration, and teachers to ensure that every child will receive the appropriate services in meeting the diverse needs in their area of high ability.

The Goals of the High Ability Program Grades K-12

The goals for meeting the needs of Decatur Township’s High Ability students are:

* To maintain a well communicated defensible identification process intentionally representing all students including typically underserved populations throughout the school district.
* To provide differentiated learning opportunities and best practices in instruction incorporating the areas of general intellectual ability, specific academic aptitude, creative and critical thinking and problem solving skills.
* To provide specialized programming concentrating on best practices as well as providing unique opportunities for enrichment of our gifted learners.
* To support teachers’ instruction in specific aptitude, higher-level thinking and problem solving skills with the goal of students going on to post-secondary opportunities.

The goals for MSD of Decatur Township’s high ability programming in grades K-12 will be reviewed each year by the High Ability Broad Based Planning Committee to ensure the goals are consistent in meeting the diverse needs of high ability students.

Our goals are based on the National Association for Gifted Children’s Pre-K to Grade 12 *Gifted Programming Standards*. The standards provide a basis for policies, rules, and procedures that are essential for providing systematic programs and services to any special population of students. While the standards may be addressed and implemented in a variety of ways, they provide important direction and focus to designing and developing options for gifted learners at the local level.

The Pre-K to Grade 12 Gifted Education Programming Standards are:

1. Learning and Development
2. Assessment
3. Curriculum and Instruction
4. Learning Environments
5. Programing
6. Professional Development

**Standard 1: Learning and Development**

 Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

**Standard 2: Assessment**

 Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

**Standard 3: Curriculum and Instruction**

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

**Standard 4: Learning Environments**

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

**Standard 5: Programing**

 Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

**Standard 6: Professional Development**

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Source: *National Association for Gifted Children* website (<https://www.nagc.org/resourcespublications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>).

#### Indiana Codes, Criteria, and Definitions Relating to Servicing High Ability Students

MSD of Decatur Township adheres to the following definitions, guidelines and criteria for servicing high ability students:

Criteria for High Ability Programsshould include the following criteria and components:

* *Broad Based Planning Committee* is coordinated and organized for the purposes of planning and developing programs for high ability students. This committee meets periodically to review the local education authority’s plan for high ability students. The committee must be comprised of stakeholders from diverse groups representing the school and community.
* *Student Assessments* that identify high ability students using multifaceted assessments to ensure that students who are not identified by traditional assessment because of economic disadvantage, cultural background, underachievement, or disabilities are included in the identification process.
* *Professional Development* is a means of encouraging teachers in a pursuit of learning opportunities that pertains to meeting the diverse needs of high ability students.
* *Development and implementation of local services* for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas as designated by the Indiana State Board of Education for each grade. These are consistent with federal, state, local, and private funding sources.

Definition of High Ability Students

*High Ability Student in Indiana according to IC 20-36-1* is a student who:

* performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain compared to other students of the same age, experience, or environment and

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

* *General Intellectual* – pertains to the understanding of facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.
* *Specific Academic* – means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as: English and Language Arts, Social Studies, Foreign Languages, Mathematics, and Sciences.

Please refer to the following website to access Indiana Code and Rules Affecting High Ability Students:

<https://www.doe.in.gov/highability/indiana-code-high-ability-education>

High Ability Programs at Elementary Schools, K-6

All students in kindergarten, 2nd grade and 5th grade throughout the district take the CogAT Complete assessment. The CogAT is a measure of potential that looks at general thinking and problem-solving skills of students, and indicates how well the student uses these skills to solve verbal, quantitative, and nonverbal problems. Using information from both the CogAT Complete and STAR winter achievement scores, a district-wide identification committee uses an anonymous process to

review the student scores and determinations of placement in the specific areas of language arts, math, and general intelligence.

Any student receiving a score in the 96th percentile or above on either the CogAT or STAR assessments will automatically be placed in the corresponding area. If students are very close (94th – 95th percentile on either CogAT or STAR), we use the Scales for Identifying Gifted Students (SIGS) as our final measure. The SIGS is a norm-referenced rating scale designed to assist school districts in the identification of students as gifted. It assesses seven areas: general intellectual ability, language arts, mathematics, science, social studies, creativity, and leadership. The High Ability Committee meets again once this additional data is available to make a final decision about these students. All parents/guardians are notified by the end of April the school year prior to identification.

1. **Current Kindergarteners**
2. Paper/pencil CogAT 7 Complete Results \*\*ALL students are assessed
3. STAR Math & Reading Scores
4. SIGS for “bubble” students (94th – 95th percentile on either CogAT or STAR)
5. **Current 1st Graders**
6. Paper/pencil CogAT Screener Results
7. Winter STAR Math & Reading Scores
8. SIGS
9. **Current 2nd Graders**
	1. CogAT 7 Complete Results \*\*ALL students are assessed
	2. Winter STAR Math & Reading Scores
	3. SIGS for “bubble” students (94th – 95th percentile on either CogAT or STAR)
10. **Current 3rd- 4th Graders**
	1. Paper/pencil CogAT 7 Screener Results
	2. Winter STAR Math & Reading Scores
	3. SIGS
11. **Current 5th Graders**
	1. CogAT 7 Complete Results \*\*ALL students are assessed
	2. Winter STAR Math & Reading Scores
	3. SIGS for “bubble” students (94th – 95th percentile on either CogAT or STAR)
12. **Current 6th Graders**
	1. Paper/pencil CogAT 7 Screener Results
	2. Winter STAR Math & Reading Scores
	3. SIGS

Students new to Decatur Township who were previously serviced in another school district in a high ability program will be provisionally placed with a high ability cluster and will be added to the list of students to consider for the high ability program during that school year’s identification process.

If parents/guardians disagree with the decision of the committee and wish to appeal the decision, they may do so within a two (2) week period following notification letters by putting their request in writing to either the building principal or district High Ability Coordinator. ***(See Appendix A for High Ability Appeal Form)*** If an appeal is received, the High Ability Coordinator administers an additional measure of potential to compare with other data points. Final decisions on appeals will be made by the end of the school year, and parents/guardians will be notified of the decision.

Enrichment Program, Kindergarten

Early intervention for students of high ability at kindergarten consists of specially designed enrichment opportunities to introduce students to a variety of activities enhancing critical and creative thinking and problem-solving skills. Kindergarten students will be served at Liberty Early Elementary by their respective classroom teachers, and provisional identification will be determined by the end of the spring semester.

Cluster Grouping – Grades 1-6

In setting the cluster sizes for each grade level at each building, the following guidelines are strongly suggested in order to provide equity in programming as well as opportunity for other students to be flexibly grouped into different activities over the course of the year:

When there are 0-9 identified high ability students at the grade level in one building, all students will be grouped into one general education classroom. When the number is 10-17, the students will be divided between two general education classrooms. Class size clusters would appear as:

 0 - 9 HA Students would be placed in one general education classroom

 10 – 17 HA Students would be divided between two general education classrooms

 18 – 26 HA Students would be divided among three general education classrooms

In grade levels where teachers work in teams, 0-9 students should be placed on one team, and 10 – 17 students should be placed on two different teams. In order to accommodate new students during the school year and to keep enrollments balanced, schools which are organized into teams should distribute their students across teams so that all HA students are not on one team.

*Note: Final decisions with cluster grouping are the building principal’s discretion after consulting with the District High Ability Coordinator.*

Expectations for Teachers of High Ability Cluster:

* Must differentiate above the core curriculum
* Must use varying levels of service within the high ability classroom:
	+ Compacting
	+ Acceleration
	+ Enrichment
	+ Problem Solving
	+ Creative Thinking
* Knowledge and use of Bloom’s Taxonomy
* Knowledge and use of Depth of Knowledge questioning strategies
* Grade 3-6 teachers must implement high ability designed units
* Attend and participate in evening parent meetings as required by the teacher’s grade level, building, and district expectations
* Attend High Ability Professional Development sessions offered by the district

High Ability Exit Procedures

If a student, parent/guardian, or teacher believes a high ability placement for services is no longer appropriate, he or she may:

1. Arrange a conference with the parties involved, including the parent and the teacher providing services. This conference may be a telephone conference. Depending on the age, the student might need to be included.
2. Parent, student, teacher, and administrator (or designee) examine issues of concern and discuss interventions that may be implemented. ***(See Appendix B for High Ability Intervention Form)***
3. Participants agree on a probationary period of 4-6 weeks to implement interventions.
4. At the end of the probationary period, the parent, student, and teacher meet to review progress and determine whether or not the student should exit services.
5. If an exit is deemed appropriate, the parent signs acknowledgement that the student is no longer placed and receiving services in the High Ability Program.
6. Signed acknowledgment for exit and documentation of meetings/interventions are sent to the high ability coordinator. Copies of parent acknowledgement will be provided to parent and placed in student’s permanent file.
7. High Ability Coordinator removes high ability designation for student in Skyward.

High-Ability Program at Decatur Middle School (DMS)

Language Arts

The curriculum focuses on literacy strategies and includes the following content: literature, grammar, writing and research, and vocabulary development. The goal of the high ability program offerings is to allow students to expand their knowledge and skills through research, inquiry, reasoning, and decision-making skills.

Language Arts, Grade 7 – The High Ability Language ArtsClasses follow a curriculum that aligns with the Indiana State Standards and provides differentiated instruction that promotes independent and challenging learning activities. The following are articulated goals in the Language Arts realm:

* Reading assignments require students to engage in comparative literature selections in which they analyze and interpret what has been read.
* Writing assignmentsreflect in-depth thinking, planning, and execution. The focus is clear, mature expression using exceptional vocabulary, structure, and content.
* Class discussions are critical in the development of critical thinking and analysis of various genres.

Language Arts, Grade 8 –The High Ability Language Arts Class is differentiated by offering challenge and rigor in exploring areas of interest beyond the basic curriculum. The classroom environment is structured to foster independent learning and self-efficacy. Students are involved in creating a variety of group and individual projects, including interdisciplinary units of study that further enhance their learning. High Ability students evaluate and respond to nonfiction texts and scholarly articles tied to the curriculum. In response to literary readings, students engage in shared inquiry discussion and higher-level thinking as they analyze literature through the examination of the author’s style, tone, and literary devices. Learners are tasked with composing a variety of expository, narrative, and argumentative writings.

Math

High ability students in the math department are provided more mathematical rigor, move at an accelerated pace, and go into more depth on mathematical topics.

Math, Grade 7 Pre–Algebra is the curriculum for seventh grade. Pre-algebra is embedded with the seventh grade curriculum standards. Along with these concepts, students are exposed to multi-step equations and inequalities, the properties and rules of exponents, linear functions using slope-intercept form and systems of equations and linear inequalities. Qualifying students are placed in the 8th grade Algebra A/B course.

Math, Grade 8 Algebra A/B is the curriculum for eighth grade. These students learn all of the standards for a high school Algebra course and complete the same final exams. The first semester consists of learning hot to write, graph, and solve linear equations, inequalities, and systems. Second semester instruction focuses on quadratics and algebraic problems involving exponents and radicals. Students have the opportunity to earn two (2) high school credits for class if they score adequately on both final exams and earn a B- average or above in the course.

Social Studies

Differentiated instruction is always a work in progress. Differentiation, by definition can and should take many forms, depending upon the unique needs and abilities of our students from one class to another. This is no less true of students in high ability placements. In order to present a clear and unified vision of what differentiation looks like in our classrooms, the Decatur Middle School Social Studies Department has established the following guidelines for our high ability students:

Social Studies, Grade 7 The High Ability Social Studies class strives to provide students with the opportunity to grow academically through a challenging and engaging curriculum. Our students are assigned projects throughout the year, with many being interdisciplinary with their language arts class(es). Students are taught using above grade level text, and teachers use a variety of methods to conduct highly engaging discussion opportunities. This course focuses on world cultures. We specifically focus on world governments, ancient and contemporary world history, as well as the religious and cultural practices of the countries we study.

Social Studies, Grade 8 The High Ability Social Studies class allows students who are able to be accelerated through some content due to demonstrated mastery; this “found” instructional time can be used for these students to go deeper into the content to achieve a more complete level of mastery. Since high ability students often master content at a faster pace than the typical learner and they are able to use more complex reading selections, grammar, vocabulary, and problems to solve in U.S. History. These students focus on big ideas that tie together, as well as, connecting these same concepts to current events requiring critical thinking and problem solving of complex issues. Some of these issues include expectations and rights of citizens in a democratic society and factors that unite and divide a country.

Science

The students focus on more complex labe, mathematics and intensive studied in focused topics. They are given the opportunity to delve more deeply into the science content and process. Writign and thinking are expected to be at a higher proficiency and with more depth for high ability students. Students have the opportunity to go deeper into subject matters and to progress at a faster pace while collaborating with their peers and experts from the scientific community. Activities, labs, and homework are differentiated incorporating more rigors.

Science, Grade 7 The High Ability Science class studies the scientific method/problem solving, rocks and minerals, plate tectonics, geologic time and fossils, energy, Newton’s laws, cells and cellular reproduction, and levels of organization in the body.

Science, Grade 8 The High Ability Science class studies the scientific method/problem solving, genetics, heredity, introduction to chemistry, and ecology and weather.

*Note*: In the event that a student of high-ability is in need of more intense acceleration, there is a plan to accommodate the individual student’s need, including attending classes at Decatur Central High School.

It should also be noted, students in Algebra A/B who do not earn a “B” or higher (82%) will be re-enrolled in Algebra A/B at DCHS.

Identification and Selection

High-ability students entering Decatur Middle School have been previously identified. If unidentified students exhibit the need for high ability services, teacher recommendation, STAR scores, ILEARN, and grades will be considered in placing students in high ability classes.

High Ability Program at Decatur Central High School (DCHS)

The MSD of Decatur Township is dedicated to prepare all students for college and career readiness in the 21st Century. The Small Learning Community (SLC) structure at Decatur Central High School provides a personalized learning experience for all students. Each of the five (5) SLCs has its own unique “flavor” in terms of the way that teaching and learning takes place within the SLC. In addition to specialized SLC focused courses, students have a wide variety of elective courses, Advanced Placement, and dual credit opportunities to explore in their four-year plan of study. During the 8th grade year, an open house is hosted at DCHS where 8th grade students and parents have an opportunity to learn more about each of the SLCs. The students then fill out an SLC selection form to indicate a preference for a choice of a community for high school. Students are strongly encouraged to make a choice based on their own individual interests. The five (5) SLCs are described below:

**Choice Academy**

The Choice Academy focuses upon social, global, and environmental responsibility, using a Service Learning Model. Students participate in numerous service projects, including the Million Meal Marathon and Global Youth Service Day. They provide an Earth Day Museum that is visited by hundreds of elementary students annually. Juniors design their own service proejcts in a class pairing English 11 and Community Service. Seniors in PEP, a class pairing U.S. Government, Economics, State and Local Government, and Topics in Social Science, design and teach interactive lessons about human rights to elementary students in the district.

**Edge Academy**

The Edge Academy is the school of Media Arts and Communication at Decatur Central. Edge fosters 21st century citizens who excel in media arts by developing and adopting the seven pillars of communication: advertising, broadcast and digital journalism, magazine, graphic design, photography, newspaper, and public relations.

**ICE Academy**

The ICE Academy creatively teaches curriculum through the arts. It is our belief that an arts-based curriculum can motivate, engage, and promote creative thinking in the core subjects of language arts, math, science, and social studies. Our mission is to tap into the students’ creative mindset to solve problems and create an environment that will prepare students for college and careers.

**New Tech School of IDEAS**

The New Tech School of IDEAS is - **I**nvention, **D**esign, **E**ngineering, **A**pplication, and **S**ervice: where Project Based Learning (PBL) is at the heart of the instructional approach. Students are engaged and challenged daily using new technologies. Working independently and in teams, students complete rigorous, real-world assignments. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems, preparing them for college and the careers of the 21st century.

**The School of Quest and Inquiry**

Q & I focuses on the student-centered learning process of Inquiry, in which the teacher acts as the facilitator of the learning process. The inquiry-approach encourages students to learn to question things. The students collaborate with others and exchange ideas. A goal for students is to learn to think critically and at a higher level and to solve problems both independently and collaboratively. The teacher creates real-world learning environments that employ a context in which learning is relevant and meaningful to the students. Teachers include activities that involve the student as an active learner. Teachers integrate projects as a vehicle through which they facilitate the inquiry process.

Honors, Advanced Placement, and Dual Credit Courses

There are a variety of courses in different subject areas that are specifically designed to be more challenging and rigorous to prepare students for higher-level course work as they progress through each year of high school. Honors level, AP, and dual credit courses are open and available to all students; however students who have participated in the High Ability program are strongly urged to take a full load of these courses. There are choices offered within the core academic areas as well as elective areas.

Honors Courses: At the high school level, students can be recommended or they can self-select into honors level courses. Students selecting honors level courses must be prepared for the challenging nature and rigor of the courses. Honors level courses follow a *weighted* grading scale. The following are considered honors courses:

 English 9 Honors Geometry Honors Biology I Honors

 English 10 Honors Algebra II Honors Chemistry II

 Latin IV Honors Pre-Calculus/Trigonometry Honors World History & Civilization Honors

Advanced Placement Courses: The College Board establishes the curriculum and course content in Advanced Placement courses. An Advanced Placement (AP) course is designed to prepare students to take the AP exam given in May of each year. A score of a 3, 4 or 5 on the AP exam will allow students to earn college credit in that specific course. By earning college credit, students can potentially save tuition fees when transferring credits to the college of their choice. All Advanced placement courses are *weighted* courses. Advanced Placement offerings include:

 AP English Language and Composition AP Calculus AB AP European History

 AP English Literature and Composition AP Calculus BC AP U.S. History

 AP Spanish Language AP Physics C: Mech AP U.S. Government and Politics

 AP Computer Science Principles AP Physics C: Elect AP Macroeconomics

 AP Computer Science A AP Psychology

Dual Credit Courses: Students may earn high school credit and college credit for some courses (dual credit). At this time, there are two universities DCHS is partnering with for dual credit; Tech Community College and Vincennes University EXCEL program. Credits earned through these colleges may transfer to other state universities. In order for students to be enrolled in dual credit courses they have to meet admission requirements. The dual credit offerings include:

Ivy Tech Community College *Professor on Loan* Ivy Tech Community College

\*English Composition (ENGL 111) Introduction to Engineering Design

\*Exposition and Persuasion (ENGL 112) Principles of Engineering

\*Fundamentals of Public Speaking (COMM 101) Computer Integrated Manufacturing

\*Introduction to Business (BUSN 101) Intro to Adv Manufacturing and Logistics

\*Principles of Marketing (MKTG 101) Biomedical Innovations

\*Introduction to Criminal Justice Systems (CRIM 101) \*Finite Mathematics

\*Introduction to Criminology (CRIM 105)

\*Introduction to American Government and Politics (POLS 101)

 Vincennes University EXCEL

\**weighted* courses \*Biology 100 & 101/ Lab

**Area 31 Career Center**

Students enrolled in an Area 31 Career Center have an opportunity to earn college credit in every program. Some programs also have industry approved certifications available to earn. High Ability students often shy away from career exploration through the career center programs, but this is an excellent way to be able to gain valuable real-world experiences in a career field of interest. With careful planning, it is possible to take courses at the career center and still take Advanced Placement and other dual credit courses at DCHS. Students can potentially earn both a Core 40 with Academic Honors and a Core 40 with Technical Honors diploma.

**Project Lead The Way (PLTW) Courses**

In addition to the challenge posed by the career center courses, DCHS offers a variety of career and technical classes through Project Lead the Way courses in two different pathways 1) Biomedical Sciences and 2) Engineering. The courses in each pathway are designed to be taken as a cluster of courses from beginning to end of the sequence. The two pathway course sequences are listed below:

**Biomedical Sciences** **Engineering**

Principles of Biomedical Sciences Introduction to Engineering Design

Human Body Systems Principles of Engineering

Medical Interventions Computer Integrated Manufacturing

Biomedical Innovations Civil Architecture and Design

 Engineering Design and Development

The Academic Honors Diploma and the Technical Honors Diploma are a means to encourage students to pursue a rigorous, advanced course of study during the high school years. This opportunity has been established as part of Indiana’s education for academic excellence and is available to all students with the desire to pursue the Academic Honors Diploma or Technical Honors Diploma.

Post-secondary Opportunities will be available for students to take at least one college course while a student at Decatur Central High School.

(See attached information for ACADEMIC HONORS DIPLOMA and TECHNICAL HONORS DIPLOMA requirements.)

**Additional Resources**

|  |
| --- |
| **Core40_GreyScl44 credits required****Effective beginning with students who enter high school in 2012-13 school year (class of 2016).** |
| **Course and Credit Requirements** |
| **English/Language Arts** | **8 credits** |
| Including a balance literature, composition and speech. |
| **Mathematics** | **6 credits** |
| 2 credits: Algebra I2 credits: Geometry2 credits: Algebra II*Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a* ***math*** *or* ***quantitative reasoning*** *course each year in high school* |
| **Science** | **6 credits** |
| 2 credits: Biology I2 credits: Chemistry I or Physics I or  Integrated Chemistry-Physics2 credits: any Core 40 science course |
| **Social Studies** | **6 credits** |
| 2 credits: World History and Civilization or  Geography/History of the World2 credits: U.S. History1 credit: U.S. Government1 credit: Economics |
| **Directed Electives** | **5 credits** |
| World LanguagesFine ArtsCareer and Technical Education |
| **Physical Education** | **2 credits**or extracurricular substitution |
| **Health and Wellness** | **1 credit**or substitute 3 FACS classes  |
| **Electives\*** | **10 credits** (College and Career Pathway courses recommended) |
|  **44 Total Credits Required** |

**with Academic Honors** *(minimum* ***47*** *credits)*

## To be considered for receiving Core 40 with Academic Honors Diploma, students must complete all of the Core 40 courses listed in the Core 40 Diploma requirements diploma section with a “C-” or above in each course and with a total grade point average of a “B-” (2.66) or above.

 **Class of 2016 and beyond**

For the **Core 40 with Academic Honors** diploma, students must:

* Complete all requirements for Core 40.
* Earn 2 additional Core 40 math credits.
* Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two different languages).
* Earn 2 Core 40 fine arts credits.
* Earn a grade of a “C-” or better in courses that will count toward the diploma.
* Have a grade point average of a “B-” (2.66) or better.
* Complete one of the following:
1. Earn 4 credits in 2 or more Advanced Placement courses and take corresponding AP exams.
2. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list.
3. Earn *two* of the following:
4. A minimum of 3 verifiable transcripted college credits from the priority course list;
5. 2 credits in AP courses and corresponding AP exams;
6. 2 credits in IB standard level courses and corresponding IB exams.
7. Earn a composite score of 1250 or higher on the SAT and a minimum score of 560 on math and 590 on the evidence based reading and writing section.
8. Earn an ACT composite score of 26 or higher and complete written section.
9. Earn 4 credits in IB courses and take corresponding IB exams.

**with Technical Honors** *(minimum* ***47*** *credits)*

 **Class of 2016 and beyond**

For the **Core 40 with Technical Honors** diploma, students must:

* Complete all requirements for Core 40.
* Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
	1. State approved, industry recognized certification or credential, or
	2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits.
* Earn a grade of “C-” or better in courses that will count toward the diploma.
* Have a grade point average of a “B-” (2.66) or better.
* Complete one of the following,
1. Any one of the options (A - F) of the Core 40 with Academic Honors.
2. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
3. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
4. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80

Core 40 with Academic Honors Diploma Frequently Asked Questions

|  |  |
| --- | --- |
| Are the choices found in the Core 40 Academic Honors Diploma affordable for school systems and low-income students? | Schools:1. Beginning July 2004, all schools were required to offer AP math and science for students who qualify (IC 20-10.1-22.2-5). The Indiana General Assembly has provided funding for schools to provide these courses. Some schools offer AP courses as online courses.Low-income Students:1. Currently, the Indiana General Assembly is providing funding for AP exams in math (Calculus and Statistics) and science (Chemistry, Biology, Physics, Environmental Science).Both College Board and ACT provide no-cost assessments for low-income students to take the SAT and ACT, respectively. |
| How is math credit earned in eighth grade handled in the Core 40 with Academic Honors? | The eight (8) mathematics credits must be earned after the student enters high school. If the student completes any of the required mathematics courses prior to entering high school, the student must complete additional Core 40 mathematics courses in high school.Rationale: The purpose of taking math in eighth grade is to give students the opportunity to 1. Take an additional math course in eighth grade, or 2. Take a math course in high school over an extended period of time. To ensure that students take as much math as possible during the high school years (to better prepare them for post-secondary placement tests and to help them avoid remedial post-secondary courses). Students earning the Core 40 Diploma with Academic Honors must take eight math credits in high school even if they earned two math credits in eighth grade. |
| Do students have to earn a certain score on the AP test if they choose that option for the Core 40 with Academic Honors Diploma? | No, the Core 40 with Academic Honors language only stipulates that students take the AP exam, not that they score at a certain level. This is due to the timing of the test. Seniors receive the results of their AP tests in the summer following their senior year, making it impossible to require a score on the AP exam for the Core 40 with Academic Honors Diploma. |
| Do students earning the Core 40 with Academic Honors have to earn their foreign language credits after the students enter high school? | No, students may begin earning their foreign language credits prior to entering high school. However, students planning to enroll in foreign language courses in college are strongly encouraged to take foreign language during their senior year. |

****

**Appendix A: High Ability Identification Appeal Form**

Decatur Township’s High Ability Identification Team uses a well-designed process, consistent with Indiana Code and Rules, based upon sound measured designed for use with high ability learners in order to find those students whose academic needs are far beyond those of typical students of the same age in our district. In this process, students are identified for services through multiple pathways including ability and/or achievement in Language Arts and/or Math. Please see the district website for a thorough explanation of the Identification Process.

An appeal process is in place 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. **An official written appeal using this form must be filed within two weeks of the high ability parent notification date.**

**Notification Date:** Click here to enter a date.

**Date of Appeal:** Click here to enter a date.

|  |  |
| --- | --- |
| **Student Name:** Click here to enter text. | **School:** Choose an item. |
| **Grade:** Choose an item. |

|  |  |
| --- | --- |
| **Name of Individual Filing the Appeal:** Click here to enter text. | **Relationship to Student:** Click here to enter text. |
| **Address:** Click here to enter text. |
| **Email:** Click here to enter text. | **Phone:** Click here to enter text. |

An appeal does not re-evaluate student data already considered in the official identification process. Scoring at the Pass Plus level on ISTEP+, high grades, or strong performance on classroom benchmark assessments are not valid reasons for an appeal. The purpose of the appeal is to bring new information to the attention of the committee that could lead to a different decision.

Please explain your rationale for filing this appeal (\*please attach additional reports or other evidence): Click here to enter text.

***Appeals Procedure:***

* The High Ability Coordinator reviews the new information provided and the student profile. The Coordinator may request alternative assessments to be completed by the student at the school. These may include alternate measures of ability and/or achievement, approved work samples, and/or interviews.
* The Identification Team reconvenes to consider all appeals and any new data.
* The Coordinator reports results to the petitioner.

Signature

***Please submit this form to your child’s building principal within the two week window. Appeals will be forwarded to Linda Watkins, Director of Exceptional Learners.***

****

**Appendix B: High Ability Intervention Form**

**Student Name:** Click here to enter text.

**Team members** (may include: parents, teacher, instructional coach, HA coordinator, HA committee member):

|  |  |
| --- | --- |
| **Name** | **Relationship to Student** |
| 1. Click here to enter text.
 | Click here to enter text. |
| 1. Click here to enter text.
 | Click here to enter text. |
| 1. Click here to enter text.
 | Click here to enter text. |
| 1. Click here to enter text.
 | Click here to enter text. |

**Please describe the issue(s) of concern:** Click here to enter text.

**Intervention(s)**

**Start Date:** Click here to enter a date. **Review Date:** Click here to enter a date.

Intervention 1: Click here to enter text.

Intervention 2: Click here to enter text.

Intervention 3: Click here to enter text.

Parent Signature Date

Student Signature Date

Teacher Signature Date