

Batesville Community School Corporation High Ability Handbook



Mission

Our mission at Batesville Community School Corporation is to educate all students in an environment of academic excellence, preparing them for productive and responsible citizenship in a global community. Batesville recognizes that some students perform at or show potential for performing at an outstanding academic level. These K-12 students, in all socioeconomic, cultural, and ethnic backgrounds, exhibit academic and social/emotional needs that will be met through a variety of environments and opportunities.

Federal and State Law

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).

IC 20-36-2-2 School corporation high ability programs: criteria

Sec. 2: A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

- (1) The establishment of a broad-based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high-ability students use multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.
- (6) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs.

Characteristics of a High Ability Student

The State of Indiana defines a High Ability (gifted) student as one who: “performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.”

The National Association for Gifted Children (NAGC) defines gifted students as “those who demonstrate outstanding levels of aptitude or competence in one or more domains. Domains include any structured area of activity with its own symbol system and/or set of sensorimotor skills.”

High-Achieving Student	High Ability Student
Remembers the answers	Possess unforeseen questions
Is interested	Is curious
Generates advanced ideas	Generates complex, abstract ideas
Works hard to achieve	Knows without working hard
Answers the questions in detail	Ponders with depth and multiple perspectives
Performs at the top of the group	Is beyond the group
Needs 6-8 repetitions to master	Needs 1-3 repetitions to master
Enjoys the company of age peers	Prefers the company of intellectual peers
Understands complex, abstract humor	Creates complex, abstract humor
Grasps the meaning	Infers and connects concepts
Completes assignments on time	Initiates projects and extensions of assignments
Is receptive	Is intense
Enjoys school often	Enjoys self-directed learning
Absorbs information	Manipulates information
Memorizes well	Guesses and infers well

Is pleased with their own learning	Is self-critical
Receives A's	May not be motivated by grades

Adapted from the work of Dr. Bertie Kingore

Identification Process

BCSC uses norm-referenced tests and qualitative measures to identify high ability students in K-12. All students enrolled in Kindergarten, 2nd, and 5th grades will participate in a formal identification process. If identified as high ability, they will remain in high ability until the next formal grade level identification process (Kindergarten, 2, and 5). Students who are identified in a previous grade level may not be identified during the next round of formal identification. If that is the case, they will not continue to receive high ability services.

Testing Instruments

Cognitive Abilities Test (CogAT)

- Screener given to Kindergarten, 2nd-grade, and 5th-grade students
- Measures cognitive ability in verbal, quantitative, and nonverbal subtests
- Post Screener given to students scoring in the 80th percentile or higher on the Screener

Northwest Evaluation Association Measure of Academic Progress (NWEA MAP)

- Given to students in grades K and two who score in the 80th percentile or higher on the CogAT Screener
- Measures achievement in Reading and Math

ILEARN Checkpoint

- Given to students in grade 5 three times a year (Fall, Winter, Spring)
- Measures achievement in Reading and Math

Scales for Identifying Gifted Students (SIGS)

- Utilized when more information is needed on a given student
- Rating scale completed by teacher

For students K-2

To identify in Math:

1. Any child with a CogAT quantitative national percentile of 96th percentile or higher is automatically identified for math.
2. Any child with a CogAT quantitative/nonverbal partial composite national percentile of 96th percentile or higher is automatically identified for math.
3. Any child with an NWEA score of 97th percentile or higher in math is automatically identified for math.
4. If a child is borderline (for example - 94th-95th percentile on CogAT or 95th-96th percentile on NWEA) the SIGS math scale will be given to the child's teacher to fill out. If the SIGS score is 130 or above, the child will be identified for math.

To identify in Language Arts:

1. Any child with a CogAT verbal national percentile of 96th or higher is automatically identified for language arts.
2. Any child with an NWEA score of 97th percentile or higher in reading is automatically identified for language arts.
3. If a child is borderline (for example - 94th-95th percentile on CogAT or 95th-96th percentile on NWEA), the SIGS language arts scale will be given to the child's teacher to fill out. If the SIGS score is 130 or above, the child will be identified for language arts.

To identify students as General Intellectual:

Students who have been identified as both math and language arts are then identified as General Intellectual

For Students Grades 3-8**To identify in Math:**

1. Any child with a CogAT quantitative national percentile of 96th percentile or higher is automatically identified for math.
2. Any child with a CogAT quantitative/nonverbal partial composite national percentile of 96th percentile or higher is automatically identified for math.
3. Any child with an ILEARN Checkpoint score of 96 or higher in math on the three assessments is automatically identified for math.
4. If a child is borderline (for example - 94th-95th percentile on CogAT or 94th-95th percentile on ILEARN Checkpoints), the SIGS math scale will be given to the child's teacher to fill out. If the SIGS score is 130 or above, the child will be identified for math.

To identify in Language Arts:

1. Any child with a CogAT verbal national percentile of 96th percentile or higher is automatically identified for language arts.
2. Any child with an ILEARN Checkpoint score of 96 or higher in reading on the three assessments is automatically identified for language arts.
3. If a child is borderline (for example - 94th-95th percentile on CogAT or 94th-95th percentile on ILEARN Checkpoints); the SIGS language arts scale will be given to the child's teacher to fill out. If the SIGS score is 130 or above, the child will be identified for language arts.

To identify students as General Intellectual:

Students who have been identified as both math and language arts are then identified as General Intellectual

Transfer Students

Please note that a previous high ability designation in another school district does not automatically transfer or guarantee a high ability identification in Batesville Community School Corporation. Test scores should be within two years of the enrollment date.

Achievement or Cognitive Test Scores should reflect similar cognitive/achievement test data as BCSC. Identification of new students will take place on the timeline below.

Tentative Identification Timeline

September - November:

- ILEARN Checkpoint Administered to grades 3 - 8
- Professional development as needed for high ability classroom teachers

December - February:

- CogAT Screener administered to grades K, 2, and 5
- CogAT administered to new students in non-testing grades
- NWEA administered to grades K and 2
- ILEARN Checkpoint Administered to grades 3 - 8

March - May:

- ILEARN Checkpoint Administered to grades 3 - 8
- Identify high ability students in grades K, 2, and 5

Option to Waive Services

Parents can choose to not enroll their identified child in the High Ability (HA) program. Before making this decision, the parent should be informed of the benefits of high ability services and the potential difficulties that may arise, given the lack of services. After this information is shared, the parent may choose to waive HA services. Written documentation will be kept in the student's permanent file, with the parent's signature and the date the decision was made.

Appeal Procedures

Parents who have concerns about their child's identification may submit a Parent Input Form to the High Ability Coordinator. Once this appeal has been received, data and input will be gathered from the child's teachers, counselor, and/or building principal. A meeting will be scheduled with the High Ability Coordinator, teacher, and building principal. The decision is final and communicated to the student's parent/guardian.

Exit Procedures

The exit procedure aims to help a struggling high ability student succeed in the high ability programming that is offered. As a last resort, this high-ability program can be removed or revised if the student is not able to succeed. A parent, guardian, student, or teacher can initiate the request for consideration of exiting a student from high-ability programming. The following guidelines should be used prior to exit.

Exit Procedures

- A parent, teacher, or student will complete a High Ability Exit Request Form and return it to the High Ability Coordinator.

- Preliminary Conference will be held between the coordinator, building level administrator or counselor, parents, student (when appropriate), and teacher.
- All concerns/issues will be discussed. If needed, an Intervention plan will be written, implementing proposed solutions and strategies for a period of at least nine weeks.
- If needed, a post conference will be held in week nine. The results of intervention strategies will be discussed. Parents, teachers, and the coordinator will determine if a change in placement is needed. The student will either exit or stay in the current placement.
- If an exit is deemed appropriate, the parent signs permission to remove the student from high ability placement and services.

Professional Development Plan

Professional development opportunities in high ability education are made available to all teachers within the corporation based on their needs. These opportunities may include workshops facilitated by the High Ability Coordinator and/or teachers within BCSC. Professional development outside of the district may include conferences and/or workshops directly related to high ability education. Additional training will be provided based on their needs, directly related to the diverse needs of the high ability student population.

BCSC created a Canvas course for high ability staff members to be district-certified in the area of high ability. It is recommended that teachers of high ability students complete this course for a broad understanding of the academic and social-emotional needs of high ability learners. All high ability teachers will have access to the content and resources throughout the school year.

Broad-Based Planning Committee

The Broad-Based Planning Committee (BBPC) is an advisory board consisting of the High Ability Coordinator, BCSC Administration, teachers, school counselors, and parents. This group of diverse stakeholders meets periodically to discuss high-ability programming, including curriculum, professional learning for teachers, and identification of students. The committee will also periodically review the High Ability program to meet the needs of all high ability students, including twice exceptional and English Learners. The evaluation will review the components of the program, including assessment and identification, curriculum and instruction, guidance and counseling, professional development, and evaluation.

Programming

Batesville Primary School

Students in grades K–2 who are identified as high ability are placed in self-contained classrooms where they receive accelerated and enriched instruction in both math and language arts. The curriculum is designed to be more complex and challenging, with differentiated content and assignments that align with each student’s individual ability

level. Instruction is tailored to meet the advanced learning needs of these students, providing them with opportunities to think critically and work at a pace that matches their capabilities.

Teachers incorporate a variety of extension activities to deepen understanding and promote higher-level thinking. Learning centers are used to foster collaboration among peers, offer hands-on experiences, and deliver personalized instruction specifically designed for high-ability learners. These strategies ensure that students are engaged, challenged, and supported as they develop their academic strengths.

Batesville Intermediate School/Batesville Middle School

In grades 3–8, students identified as high ability in Math and/or Language Arts are placed into accelerated classes in those specific subject areas. These students are grouped with peers of similar ability levels to receive instruction that moves at a faster pace and covers more complex material. Teachers in these classes design learning experiences that go beyond the core curriculum, incorporating extension activities such as STEM projects, advanced problem-solving tasks, and novel studies to challenge and engage students.

The curriculum used in these classes is designed to align with students' advanced learning needs, offering opportunities for in-depth exploration and higher-level thinking. Activities are often differentiated to match individual strengths and encourage independent learning. In addition, students are given choices in their topics or activities, which fosters greater engagement and ownership of their learning. This approach supports deeper understanding and helps cultivate critical thinking, creativity, and academic confidence in high-ability learners.

Batesville High School

In grades 9-12, students have access to a range of advanced academic opportunities tailored to meet their individual needs and goals. These include Honors classes, Dual-Credit courses, Advanced Placement (AP) classes, Early Graduation options, and Mentorship Programs. Each of these pathways is designed to provide rigorous instruction and prepare students for post-secondary education or career success.

Students work closely with Batesville High School counselors and Ivy Tech advisors to select courses and diploma tracks that align with their interests and future plans. This collaborative process ensures that students receive the guidance they need to make informed decisions about their academic journey while pursuing meaningful and challenging learning experiences.

Social and Emotional Needs of High Ability Students

High ability learners not only have advanced academic needs but also benefit from targeted social and emotional support. School counselors work closely with classroom teachers to identify specific areas where students may need guidance. Common topics

include fear of failure, anxiety, perfectionism, stress management, organization, team dynamics, and navigating social situations. In grades K–5, counselors provide support through both large and small group sessions, ensuring all high ability students have access to resources as needs arise.

In grades 6–12, counselors continue to collaborate with teachers by offering insight and strategies related to the unique challenges high ability students face. They are also available for individual meetings to address personal concerns, which often differ from those of their peers. While average to below-average students may discuss more home-related issues, high-ability students frequently focus on academic pressures, future planning, and goal setting. College preparation begins early, often accompanied by discussions about entering the workforce or military, with a focus on achieving upward mobility and securing above-average compensation.

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