

Table of Contents

Mission Statement, High Ability Philosophy, High Ability definition and Code.....	2
High Ability Program Goals and Objectives.....	3
Service Descriptions by Level (Programming and Identification)	
Lakeland Primary School.....	4
Lakeland Intermediate School	5
Lakeland Jr./Sr. High.....	6
What is Gifted or High Ability?.....	7-8
Differing Social and Emotional Needs of High Ability Students.....	9
What are Twice Exceptional Students?.....	10
What is Asynchronous Development?.....	11
High Ability Myths and Facts.....	12
High Ability Does Not Always Equal a Good Student.....	13
National Association of Gifted Children’s Bright Versus Gifted Chart.....	14
Traits of Giftedness in Four Main Categories.....	15
High Ability Learners and Resulting Positive and Negative Behaviors.....	16
High Ability Appeals Process and Forms.....	17-19
High Ability Student Improvement Plan and Exit Plan Information and Forms	20-21
High Ability Resource List.....	22-25

Lakeland School Corporation Mission Statement

Lakeland School Corporation will educate and prepare ALL students for career and life success.

Lakeland School Corporation High Ability Philosophy

We believe students with outstanding abilities are derived from all cultural groups, across all economic strata, and in all academic areas. We are committed to meeting the diverse needs of all children through specific, intentional learning opportunities. These have been designed to maximize student opportunities to develop and show high ability achievement. We encourage continuous staff development and collaboration among teachers, parents, administrators, and community members to better meet the needs of high ability students.

Definition of High Ability Students

Lakeland School Corporation recognizes that High Ability students are those students who perform at or demonstrate the potential for performing at an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment, and are characterized by exceptional gifts, talents, motivations, or interests. The educational needs and/or academic growth of High Ability students cannot be met through traditional, grade level curriculum.

IC 20-36-1 Sec. 3

Indiana Code for High Ability Programs

Definitions, requirements for state and local educational institutions and further information on high ability codes can be found on the Indiana Department of Education website.



High Ability Program Goals & Objectives

Each year, a group of stakeholders (educators, counselors, administrators, parents, and community members), of whom our broad based planning committee is comprised, meet to discuss Lakeland School Corporation's High Ability Program. The committee seeks to examine the mission of the program and determine whether the program is meeting the needs of these exceptional learners. Updates may be made to improve program components based on the findings of a systematic evaluation of the goals and objectives; identification, appeals and exit processes; curriculum and instruction; and program design.

1. Lakeland School Corporation will support identified high ability students from all populations within our school corporation by:
 - Providing enrichment opportunities and differentiation within the classroom to increase the likelihood of students reaching their potential.
 - Using a multifaceted process for identification in order to create the most inclusive program.
 - Providing teachers with professional development to them assist them in identifying gifted characteristics in students (especially those traits unique to underserved populations).

2. Lakeland School Corporation will provide a variety of differentiated experiences based on the needs of high ability students by:
 - Utilizing coaching strategies
 - Providing professional development
 - Providing technology to assist teachers in developing lessons and enrichment activities that meet the needs of the gifted students within their classrooms.

3. Lakeland School Corporation will actively seek to meet the social-emotional needs of our gifted population by:
 - Working with our guidance staff to support our high ability students with their academic, social and emotional needs.
 - Organizing cluster groups for high ability students on a regular basis in order to promote interaction with their peers on social and academic levels.

4. Lakeland School Corporation will evaluate the High Ability Program yearly to ensure alignment with the Indiana State Standards, and monitor continuity in the program's progression.

Lakeland Primary School High Ability Services

Identification

All students in kindergarten through second grade are considered “watch” for high ability potential. Students in second grade are given the CogAT Screener during the second half of the school year to determine which students should be further evaluated for potential high ability services. The students who score a 7, 8 or 9 Local Stanine on the CogAT Screener will be given the CogAT Full Battery Test. Those students who score a 7, 8, or 9 in one or more of the three CogAT categories, against students across the nation in the same grade, will be offered high ability services (the average of the two mathematical components, Non-Verbal and Quantitative, must equal 7 or higher to be identified as high ability in math).

Additionally, kindergarten, first and second grade students may be recommended for placement in the high ability potential program based upon scores earned on NWEA (those who score in the 96th percentile or above), qualitative data (data that can be observed and described in a non-numerical fashion) and academic achievement before potentially testing into Lakeland School Corporation’s High Ability Program for third grade.

Programming

Lakeland Primary School High Ability Potential students may benefit from any of the following:

- Acceleration: when students move through traditional curriculum at a more rapid pace than peers in the same grade level
- Curriculum Compacting: when teachers make adjustments to traditional curriculum for those students who have already mastered the material, and replace mastered content with new content, enrichment, or other activities
- Differentiation: when teachers tailor instruction to meet individual needs
- Grouping: when educators group high ability students to allow appropriate levels of challenge and complexity
- Pull-Out: when high ability students are regularly pulled out of class for specialized instruction

Appeals

An appeals request may be made by a parent or guardian on behalf of a student who is not selected for participation in high ability potential programming. Please see the Appeals Process section of the handbook for additional information concerning the process.

Exit Procedures and Student Improvement Plans

Students who are not successful may be removed from the High Ability Program at any time, and the process may be initiated by the school or parent. Please see the Exit Procedures and Student Improvement Plans section of the handbook for additional information concerning the process.

Lakeland Intermediate School High Ability Services

Identification

Students in sixth grade are given the CogAT Screener to determine which students should be further evaluated for potential high ability services. The students who score a 7, 8 or 9 Local Stanine on the CogAT Screener will be given the CogAT Full Battery Test. Those students who score a 7, 8, or 9 in one or more of the three CogAT categories, against students across the nation in the same grade, will be offered high ability services (the average of the two mathematical components, Non-Verbal and Quantitative, must equal 7 or higher to be identified as high ability in math).

Additionally, sixth grade students may be recommended for placement in the high ability program based upon a combination of scores earned on NWEA (those who score in the 96th percentile or higher), qualitative data (data that can be observed and described in a non-numerical fashion) and academic achievement.

Furthermore, students may qualify for high ability services in math, English, or both. Those students who qualify in math or English will be labeled as High Ability in math or High Ability in English. Those who qualify for services in both subjects will be labeled as General Intellectuals.

Programming

Lakeland Intermediate School High Ability students will participate daily in a 30 minute pull-out program dedicated to meeting the unique academic and social-emotional needs of high ability students. Lakeland Intermediate School High Ability students may also benefit from any of the following:

- Acceleration: when students move through traditional curriculum at a more rapid pace than peers in the same grade level
- Curriculum Compacting: when teachers make adjustments to traditional curriculum for those students who have already mastered the material, and replace mastered content with new content, enrichment, or other activities
- Differentiation: when teachers tailor instruction to meet individual needs
- Grouping: when educators group high ability students to allow appropriate levels of challenge and complexity
- Pull-Out: when high ability students are regularly pulled out of class for specialized instruction
- Between Class or Between Grade Grouping: when students are traded between classrooms and/or grade levels in order to meet the needs of high ability students

Appeals

An appeals request may be made by a parent or guardian on behalf of a student who is not selected for participation in high ability potential programming. Please see the Appeals Process section of the handbook for additional information concerning the process.

Exit Procedures and Student Improvement Plans

Students who are not successful may be removed from the High Ability Program at any time, and the process may be initiated by the school or parent. Please see the Exit Procedures and Student Improvement Plans section of the handbook for additional information concerning the process.

Lakeland Jr./Sr. High School High Ability Services

Identification

Students in eighth grade are given the CogAT Screener to determine which students should be further evaluated for potential high ability services. The students who score a 7, 8 or 9 Local Stanine on the CogAT Screener will be given the CogAT Full Battery Test. Those students who score a 7, 8, or 9 in one or more of the three CogAT categories, against students across the nation in the same grade, will be offered high ability services (the average of the two mathematical components, Non-Verbal and Quantitative, must equal 7 or higher to be identified as high ability in math).

Additionally, eighth grade students may be recommended for placement in the high ability program based upon a combination of scores earned on NWEA (those who score in the 96th percentile or higher), qualitative data (data that can be observed and described in a non-numerical fashion) and academic achievement.

Ninth through twelfth grade students may receive high ability services based on NWEA (9th graders who score in the 96th percentile or above), PSAT (10th graders who score in the 96th percentile or above), and the SAT (11th graders who score in the 96th percentile on the Math, Reading or Writing sections of the SAT).

Programming

Lakeland Junior High School High Ability students may benefit from any of the following:

- Flexible grouping and differentiated instruction
- Honor English and/or math classes
- Opportunities to earn high school credits as an 8th grade student
- Availability of specialized social-emotional counseling services

Lakeland High School High Ability students may benefit from any of the following:

- Flexible grouping and differentiated instruction
- Honor English and/or math classes
- Opportunities to earn high school credits as an 8th grade student
- Availability of specialized social-emotional counseling services
- Advanced Placement courses
- Dual-Credit courses through several university partnerships, CPT Certification, OSHA Certification

Appeals

An appeals request may be made by a parent or guardian on behalf of a student who is not selected for participation in high ability potential programming. Please see the Appeals Process section of the handbook for additional information concerning the process.

Exit Procedures and Student Improvement Plans

Students who are not successful may be removed from the High Ability Program at any time, and the process may be initiated by the school or parent. Please see the Exit Procedures and Student Improvement Plans section of the handbook for additional information concerning the process.

What is “Gifted” or “High Ability”?

"Giftedness" or "high ability" characteristics present themselves differently in every child, just as every individual is unique and exhibits his or her personality. A high ability child might be a motivated high-achiever, but it is equally possible that the child's abilities might not even be evident at first glance. A high ability student may be one who has strengths in particular academic areas but is average (or struggles) in others. To identify the many different types of giftedness beyond the precocious learner, we need to recognize giftedness across a broad spectrum of children with varying abilities, which may include twice-exceptional students who are high ability learners but are also:

- *learning disabled

- *students whose skills may be masked by socio-economic factors or

- *gifted underachievers who have fallen into behavioral patterns because they have not been sufficiently stimulated and challenged.

While it is difficult to identify precisely what giftedness is, or even to define it in a single statement, there are a handful of perspectives that may be used to gain a better overall understanding of the concept, including:

The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully. —THE JACOB JAVITS GIFTED AND TALENTED STUDENTS EDUCATION ACT

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

— NATIONAL ASSOCIATION FOR GIFTED CHILDREN

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 with other students of the same age, experience, or environment; and*
- 2. is characterized by exceptional gifts, talents, motivation, or interests.*

"Domain" includes the following areas of aptitude and talent:

- 1. General intellectual*
- 2. General creative*
- 3. Specific academic*
- 4. Technical and practical arts*
- 5. Visual and performing arts*

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching, and counseling in order for them to develop optimally. —THE COLUMBUS GROUP

A student's "giftedness" or "high ability" can affect a broad spectrum of his or her life (such as leadership skills or the ability to think creatively) but can also be very specific (such as a special aptitude in math or reading). The term "giftedness" refers in general to this spectrum of abilities without being dependent on a single measure or index. It is generally recognized that approximately three million children in the United States, or approximately 10% of the population when you consider all who might be identified in one or more domains.

There are challenges involved with raising and educating these high ability children as their talents and idiosyncrasies may present themselves in many different ways. High ability students in a typical heterogeneous classroom (i.e., a class with a mix including high ability and learning disabled students, but consisting mostly of "average" learners) might exhibit a higher performance capability and master subjects at a fraction of the time it takes the rest of their class. These students require specifically tailored instruction and benefit from being allowed to explore subjects in greater depth and complexity (rather than just being given "more" work) so that they can continue learning at an accelerated pace.

On the other hand, there may be personal and/or socio-economic factors that could contribute to a high ability child exhibiting negative behaviors or not being the "best student" in class (see: Characteristics of High Ability Children). In such cases, specific strategies might be needed to nurture the child's inherent talents. Remember, high ability learners include those who have "the potential for showing an exceptional level of performance" based on their innate advanced cognitive abilities. It is crucial that we provide a continuum of appropriate educational services—both in and out of the classroom—to encourage every child so that they may strive to reach that potential.

High Ability vs. Gifted Terminology

You will notice both the terms "gifted" and "high ability" often used interchangeably. When describing characteristics and services for students with higher intellectual capabilities, the state of Indiana now uses the term "high ability" almost exclusively when referring to these students. To clarify, "high ability" and "gifted" are intended to have the same meaning throughout all IAG documentation. There are simply ways in which the word "gifted" fits better into the content of the information given. High Ability, like the word "gifted," applies to those whose academic abilities and potential are greater than those of their peers.

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

Differing Social and Emotional Needs of High Ability Students

Being high ability doesn't just mean that children are "smarter" than their peers. High ability children not only demonstrate a greater cognitive understanding of academic concepts, but they also exhibit a heightened awareness of their environment and surroundings. From an early age, they understand and internalize abstract concepts that do not directly impact them, which they process and translate into intense emotions and feelings.

Without experiencing something first hand, a high ability child may develop personalized fears based upon their observations. For example, they may see an injured professional athlete and may then refuse to engage in sports for fear of getting hurt themselves. Alternatively, a young child who has been exposed to news stories of war and bloodshed in a distant country may suddenly develop a fear for their safety. Similarly, other emotions may manifest extreme behaviors due to the high ability child's greater empathy at an earlier age. A child who is passionate about animals and learns of a species' long-ago extinction may become depressed over the welfare of animals that haven't roamed the planet for hundreds of years.

This is not to say that high ability children are alone in making these connections, but they do tend to develop these emotions earlier and stronger than their non-high ability peers. Moreover, it is often this difference that separates high ability kids in social settings and can make them uncomfortable in same-aged environments. High ability children may not understand why their non-high ability classmates don't possess the same feelings they do and may disassociate from others who don't share their sympathies and compassions.

Conversely, appearing to be "different" than the rest of the class because of their academic or out-of-school interests can result in children being singled out, ostracized, or teased by other students. High ability children can feel alone in their environments without like-minded friends who share their same interests or passions. It is important to provide high ability children with environments where they can interact—socially and academically—with their emotional and intellectual peers, and this often does not equate with the same-aged settings that schools and other organizations tend to use as a model. High ability children frequently blossom in an atmosphere where they can interact instead with other high ability children, older children, or interested adults.

It is not unusual to hear high ability children express how they finally felt comfortable with themselves after going to an academic summer camp with kids who are just like them. It is precisely for this reason that we need to focus on these specific needs of high ability kids, for the very nature of who they are depends on their social and emotional well-being. High ability kids are inquisitive and driven learners because it is essential to who they are. For them, learning is an emotional experience. They don't just learn because they can... they want and need to learn. Knowledge is their passion and what excites them. To help them thrive, we must ensure that they can mature in a secure and supportive environment that nurtures their innate inquisitive nature.

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

What are Twice Exceptional Students?

It is often taken for granted that high ability children are, as a group, students who will score high on intelligence tests and perform well in school. Increasingly there is recognition of high ability children who also have conditions that interfere with their ability to learn (e.g., learning disabilities, ADHD, processing difficulties, etc.). It is essential that these twice-exceptional (2e) students have attention paid to both their extremes; they should have remediation for their weaknesses, as warranted, but there needs to be a focus on promoting their strengths and talents at the same time.

Appropriately addressing all of these children's needs happens far too infrequently, however. With all of the possible combinations of gifted abilities and learning disabilities, there is no cookie-cutter way to classify a twice-exceptional child. It is important to have these children assessed by a professional trained in both high ability and special education. Without identifying 2e students, we run the risk of not being able to recognize their exceptionalities, which may result in one of the following three scenarios:

- A 2e student may be identified as high ability but seen as underperforming in school. In this case, their giftedness may mask their disability to the point where it is only recognized when school becomes more rigorous, and the child begins to fall behind.
- Conversely, a child may be identified as learning disabled, but the student's disability may instead mask their giftedness. In this instance, the student never has the opportunity to excel in their area(s) of strength because they are never recognized and nurtured.
- More often than not, however, a student with both exceptionalities of abilities and disabilities will find themselves languishing in the general classroom because their extremes mask each other to the extent that they appear to possess average academic aptitude.

Teachers may often misunderstand these students because they can be intelligent and frustrating at the same time. They may see students as lazy, disruptive, or under-performing if they don't recognize the duality of the 2e child's extremes. For this reason, it is essential for parents to advocate for their children and to make sure that they are not only identified appropriately but that they also receive services in the classroom that adequately address both their abilities and disabilities. As with any learning disabled (LD) student, twice-exceptional children should have an individualized education plan (IEP) that meets their particular needs, but they can also benefit from developing a specific support plan for each classroom. Accommodations may include but are not limited to preferential seating, allowing them to work or test in a quiet space, breaking assignments into segments, or allowing them extra time to complete their work. Twice exceptional students, similar to all high ability students, also benefit from being allowed to work on independent research projects in areas of their interests and strengths. Support strategies should be individualized for each child to ensure that their disabilities don't prevent them from taking full advantage of their equally exceptional strengths.

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

What is Asynchronous Development?

Another challenging aspect of raising high ability children is the asynchronous development they exhibit as they grow. While typical kids' intellectual, physical, and emotional development progresses at comparable rates (e.g., an average kindergartener will have similar intellectual and physical abilities, as well as the emotional maturity, of his same-aged classmates), in high ability children we often find that development in these areas is out of sync and they do not progress at the same rate.

For this reason, high ability children may demonstrate characteristics of many differentiated children at once. While chronologically they are eight years old; they may display the intellectual maturity of a fifteen-year-old when explaining and analyzing a complex math problem. At the same time, however, they may be barely able to ride a bike or may write illegibly with the fine motor skills of a five-year-old. Also, when asked to share a toy with a sibling, they may regress to the emotional maturity of a two-year-old.

It is this variability in behavior and perception that sometimes makes it difficult for high ability children to “fit in” with their surroundings, especially when so much of their environment is structured by chronological age— a benchmark for high ability children that may be the least relevant to their development. In the social arena, it is often hard for high ability kids to relate to same-aged peers because they are often well beyond their non-high ability age-mates intellectually (yet may lag behind emotionally). Physical issues also arise, especially in boys, when their intellectual development outpaces their motor skills, and they can become frustrated by their body's inability to keep up with what their mind wants it to do. Parents need to recognize that high ability kids' social, emotional, and intellectual needs may not be satisfied by their same-aged peers and they will likely need opportunities to interact with other high ability children, older children, or even adults.

These asynchronous developments can have a direct impact in the classroom as high ability students are frequently faced with frustrating situations they don't have the emotional maturity to handle. Children may act out when frustrated in school (for example, when they become bored from having to perform repetitive work they have already mastered), and they run the risk of being labeled a “behavior problem” if teachers don't recognize the mismatch between intellectual ability and emotional development. We need to remember that advanced intellectual capacity is not necessarily synchronized with social or emotional maturity. The kindergartener who reads about black holes and the speed of light may be intellectually sophisticated, but the temper tantrums he throws should not be entirely unexpected because, after all, he is still only in kindergarten.

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

High Ability Myths and Facts

Myth #1: High ability students will achieve in school without guidance.

Fact: Without guidance and support, high ability students may lose motivation or underachieve.

Myth #2: High ability students should be given a large quantity of work at the average grade level.

Fact: High ability students need a high degree of educational challenge, not more work at an average or repetitious level.

Myth #3: High ability students are “teacher pleasers” and easy to teach.

Fact: For high ability students to maintain high levels of achievement, teachers must make curricular adjustments. Without appropriate modifications, high ability students may develop behavior problems.

Myth #4: High ability students will make straight A’s.

Fact: High ability students will not always perform well in school, especially if unmotivated.

Myth #5: High ability students are nearly always from upper-middle-class professional families.

Fact: High ability students are from diverse racial, ethnic, and socio-economic backgrounds.

Myth #6: High ability students are socially popular with their peers.

Fact: High ability students are often ostracized socially, especially at the secondary level.

Myth #7: High ability students learn best on their own.

Fact: High ability students benefit from being grouped with their intellectual peers for a significant part of their instructional day.

Myth #8: Extra attention given to high ability students fosters snobbery and is likely to lead to an elitist class.

Fact: Giftedness is fragile. Every child deserves an education that is appropriate to individual needs. Children at both extremes of the ability spectrum need special education.

Myth #9: High ability students are best served when tutoring. **Fact:** When high ability students consistently tutor others, often they are not learning anything new. This can create unhealthy self-esteem issues for both the tutored and the high ability student.

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

High Ability Does Not Always Equal a Good Student

A note before we begin this section: just because a child is a high ability learner doesn't mean that he or she is going to be the school valedictorian or even the best pupil in a given class. High ability refers to the way these children think and learn and not necessarily their behaviors and attitudes toward school. As illustrated throughout this booklet, there are a variety of obstacles that may keep them from reaching their true potential. It is especially important that their special academic needs be addressed in the classroom so that they can achieve to the best of their ability.

If we examine some of the myths about high ability learners in the previous section, we see many misconceptions that often lead to poor performance in the classroom, many surrounding how high ability kids are taught. Like all children, high ability students deserve to be motivated and educated in a manner consistent with their needs. More often than not it is inappropriate instructional methods that lead to underperformance. For example, high ability kids who are routinely subjected to whole-group instruction (i.e., where the entire class is taught the same material, at the same pace, at the same time) may quickly become frustrated by having to go over the same information they mastered after just one or two repetitions. These kids may quickly lose motivation and tune out or, worse, exhibit behavioral problems that disrupt the class. Similarly, high ability kids aren't always willing to learn in the manner or at the pace that teachers prefer to teach. And it is important to remember, just because students are labeled "high ability" doesn't mean that they are equally so in every discipline. A high ability child may be an advanced learner in mathematics but may be on par with the rest of the class (or even learning disabled) in another area, such as writing.

One way of defining a high ability student is someone who shows or has the potential of showing, high levels of achievement in a number of areas. Therein lies the challenge classroom teachers face. Not only must they teach to the whole class, but for high ability learners, they must also identify the particular areas and styles of learning that allow the students to work toward that high level of achievement. This may mean they have to alter their teaching methodology on a student-by-student basis, differentiating instruction to meet the needs of all their students at all ability levels. But for high ability learners, this differentiation is often the key to whether they succeed in class or whether they come to be seen as an underperforming and problem student.

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

Bright versus Gifted

Although there are many definitions of giftedness, according to the National Association of Gifted Children, gifted children do have many common characteristics. It is important to note, however, that there is a distinction between a child who is bright and does well in school versus a truly gifted child. This chart distinguishes some such characteristics.

A Bright Child	A Gifted Child
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail; elaborates
In the top group of achievers	Beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps meanings	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Is alert	Is keenly observant
Is pleased with their own learning	Is highly self-critical
Enjoys straightforward, sequential presentation	Thrives on complexity

Traits of Giftedness

No gifted individual is exactly the same, each with his own unique patterns and traits. There are many traits that gifted individuals have in common, but no gifted learner exhibits traits in every area. This list of traits may help you better understand whether or not your child is gifted.

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneous
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasizing	High expectations of self and others, often leading to frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcerned about social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted* (7th ed.) Upper Saddle River, NJ: Pearson Prentice Hall.

Characteristics of High Ability Learners and Resulting Positive and Negative Behaviors

Characteristics	Positive Behavior	Negative Behavior
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, underachievers
Reads intensively	Reads, uses library on own	Neglects other responsibilities
Perfectionist	Exceptional accomplishments	Intolerant of mistakes, reluctant to try new things
Retains quantity of information	Ready recall and responses	Resists repetitions, "know it all"
Long attention span	Sticks with tasks of personal interest	Resists class routine, dislikes interruptions
Imaginative, curious, many interests	Asks questions, gets excited about ideas, takes risks	Goes on tangents, no follow through, disorganized
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert, observant	Recognizes problems	Impolitely corrects adults
Good sense of humor	Able to enjoy subtleties of thought	Plays cruel jokes/tricks on others
Comprehends, recognizes relationships	Able to solve problems alone	Interferes in the affairs of others, can be bossy
Aesthetic insight, awareness	Appreciation of the arts	Imposes personal values/judgements on others
Highly verbal, extensive vocabulary	Fluent with words and numbers, leads peers in positive ways	Leads others into negative behaviors, monopolizes discussion
Individualistic, strong-willed	Asserts self and ideas, has small circle of friends, sense of own uniqueness	Stubborn in beliefs, inflexible in thinking
Self-motivated, self-sufficient	Requires minimum teacher direction or help	Aggressive, challenges authority

Source: <https://www.iag-online.org/resources/IAG-Parent-Guide-2018.pdf>

Appeals Procedures

Lakeland School Corporation's High Ability Committee, comprised of administrators, teachers, parents and community members, uses a well-designed, multifaceted identification process, which aligns with Indiana Code and Rules, and is based upon sound measures designed specifically for the identification of students whose academic needs are far beyond the needs of typical students of the same age within our district. Through this process, students are identified for services in Language Arts and/or Mathematics.

An appeals process is in place in the event the identification team does not place a child in services in a normal High Ability testing year (Grades K, 1, 2, 6 & 8) and a parent or guardian wishes to challenge this decision. A written appeal, using the official form, which may be obtained from any Lakeland school office must be submitted within two weeks of the high ability parent notification date, as published in the school newsletter.

All required documentation must be submitted with the completed appeals form in order for the appeal to be considered. Incomplete forms will not be considered.

Following the two week appeals window, the Lakeland School Corporation High Ability Committee will meet to review the appeals form and provided documentation. The committee may request additional information and/or an interview with the parent(s)/guardian(s) and the student. The committee will make a determination and notify those involved within two weeks of the closing of the appeals window. All committee decisions are final, and the student will not be eligible for high ability testing through the school again until the next grade level screener is offered.

Acceptable alternative tests for identification include: CogAT, Stanford Binet (L-M), Wechsler Intelligence Scale for Children (4th edition), Woodcock Johnson, Otis-Lennon (OLSAT), Hemmon-Nelson, Ravens Progressive Matrices, Matrix Analogies Test. SAGES, PSAT, NWEA, TOMAGS, InView, GATES Reading, Stanford Math, and Terra Nova.

Lakeland School Corporation High Ability Program Appeals Form

Student Name		Grade	
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Home Address	Phone	
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Name of Person Making the Appeal	
---	--

Relationship to Student	
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Phone number of Person Making the Appeal	
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Email of Person Making the Appeal	
--	--

Appeal Request For:	English Language Arts	YES or NO	Mathematics	YES or NO
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Supporting Data	<p>Please attach supporting documentation for consideration. Refer to the Appeals Process section of the High Ability Handbook for appropriate supporting documentation options. Applications submitted without supporting documentation will be considered incomplete and will not be considered.</p> <p><small>*Please note that submitted items will NOT be returned.</small></p>
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Detailed Reason for Appeal	
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By signing this form, I affirm the following statements:

- I have read the appeals process and understand my rights to appeal the eligibility status of the aforementioned student's placement in Lakeland's High Ability Program.
- I understand that this form and additional documentation must be submitted to the High Ability Coordinator in person at the district office, by fax (260-463-4800) to the attention of Aimee Shaw, by mail 0825 E 075 N LaGrange, IN 46761, or by email to ashaw@lakelandlakers.net no later than two weeks after the announcement in the school newsletter that High Ability placement letters have been mailed. No exceptions.
- The High Ability Committee will review provided documentation and will respond to the appeal within two weeks of the final day to submit appeals.
- I understand that the High Ability Committee may request additional assessments or data collection and may interview the student, parents, or person submitting the appeal.
- I understand that all appeal decisions are final until the next planned High Ability Program testing year for the student.

Signature of Person Appealing	
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Date Signed	
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Student Improvement Plans

Admission and continued participation in Lakeland's High Ability Program are based upon several factors, which include:

- Test Scores
- Classroom performance and grades
- Task commitment
- Participation
- Teacher and parent input
- Overall academic progress
- Benefit of the program to the student

Since cognition is variable, it may become necessary to reevaluate a student's achievement and placement within the high ability program. Teachers and administrators may initiate the process of creating a Student Improvement Plan by filling out a Student Improvement Action Plan form and submitting it to the High Ability Coordinator. This form will indicate interventions already attempted, the academic and/or behavioral areas where improvement is needed, suggested school interventions, and interventions to be implemented at home to support student success. At the primary and intermediate levels, participants and their parents/guardians agree to a period, not less than one month, to see improvement with the implementation of interventions. Students at Lakeland Jr./Sr. High will be given until the end of the trimester to show improvement.

Program Exit Procedures

Following the implementation of a Student Improvement Plan, should the student fail to make improvements, the parent, teacher, or administrator may initiate the process of exiting a student from the program by filling out the High Ability Program Exit form. If a parent/guardian did not initiate the process, an administrator will contact them to notify them of the procedures. The administrator or parent/guardian may request a conference before the paperwork is finalized. If an exit from the program is deemed an appropriate measure, the parent/guardian will sign the form, and the student will no longer be eligible for services. Students may test back into the program during the next screening cycle for their grade level, but will be admitted on a probationary basis.

Lakeland School Corporation High Ability Student Improvement Plan

Student Name		Grade	
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Subject of concern	
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Name of person requesting plan	
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Explanation of improvement needed in academic and/or behavioral areas	
--	--

Interventions already implemented	
--	--

Interventions to be implemented at home to support student success	
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Timeline for improvement	
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Signatures:		Date
Student		
Parent/Guardian		
Teacher		
Principal		

High Ability Resources

(as compiled by Indiana Association for the Gifted)

Associations/Organizations

Indiana Association for the Gifted:

<http://www.iag-online.org/>

Indiana State Department of Education High Ability Home Page

<https://www.in.gov/doe/students/high-ability-education/>

National Association for Gifted Children (NAGC): <https://www.nagc.org/>

The Association for the Education of Gifted Underachieving Students
<https://www.aegus1.com/>

Center for Gifted Education at the College of William & Mary
<https://education.wm.edu/centers/cfge/>

Center for Gifted Studies and Talent Development, Ball State University
<https://www.bsu.edu/academics/centersandinstitutes/giftedstudies>

The Davidson Institute for Talent Development
<http://www.davidsongifted.org/>

Duke University Talent Identification Program
<https://tip.duke.edu/>

Gifted Homeschoolers Forum
<https://giftedhomeschoolers.org/>

Hoagies' Gifted Education Page
<http://www.hoagiesgifted.org/>

Johns Hopkins Center for Talented Youth (CTY)
<https://cty.jhu.edu/>

National Research Center on the Gifted and Talented
<https://nrcgt.uconn.edu/>

Neag Center for Gifted Education and Talent Development, University of Connecticut
<https://education.uconn.edu/tag/neag-center-for-gifted-education-and-talent-development/>

Northwestern's Center for Talent Development (CTD)
<https://www.ctd.northwestern.edu/>

Purdue University's Gifted Education Resource Institute (GERI)
<https://www.education.purdue.edu/geri/>

Stanford University's Education Program for Gifted Youth (EPGY)
<https://summerinstitutes.spcs.stanford.edu/>

Supporting Emotional Needs of the Gifted (SENG)
<http://www.sengifted.org/>

University of Iowa Center for Gifted Education and Talent Development
<https://www2.education.uiowa.edu/belinblank/>

World Council for Gifted and Talented Children
<https://www.world-gifted.org/>

Extension Resources

Critical Thinking Press

<https://www.criticalthinking.com/>

Free Spirit Publishing

<https://www.freespirit.com/>

Gifted Education Press

<http://www.giftedepress.com/>

Great Potential Press

<https://www.greatpotentialpress.com/>

Prufrock Press

<https://www.prufrock.com/>

Pieces of Learning

<https://piecesoflearning.com/>

MindWare

<http://www.mindware.orientaltrading.com/>

Podcasts, Twitter Feeds, Websites, & Miscellaneous

Gifted Challenges

<https://giftedchallenges.blogspot.com/>

Gifted Parenting Support

<http://giftedparentingsupport.blogspot.com/>

Indy Gifted Twitter @indygifted

The Mind Matters Podcast

<https://www.mindmatterspodcast.com/>

My Little Poppies

<https://my-little-poppies.com/category/giftedtwice-exceptional/>

Texas Association for the Gifted and Talented
Twitter chat Thursdays at 8:00pm. #gtchat Tilt

Parenting

<http://www.tiltparenting.com/>

Books

Extension:

Family Math

Stenmark, J., Thompson, V., and Cossey, R. (1986) Berkley, CA: Lawrence Hall of Science

Family Math: The Middle School Years, Algebraic Reasoning and Number Sense

Thompson, V., Mayfield-Ingram, K., and Williams, A. (1998) Berkley, CA: Lawrence Hall of Science

Summer Bridge Workbooks (These books are available at all grade levels in both math and language arts.) Utah: Rainbow Bridge Publishing

High Ability Education

Genius Denied

Davidson, B. and Davidson, J. (2004) New York, NY: Simon and Schuster

A Nation Deceived How Schools Hold Back America's Brightest Students Vol. 1 & 2
Colangelo, N., Assouline, S. G., and Gross, U. M. (2004) Iowa City, IA: The University of Iowa

Light Up Your Child's Mind

Renzulli, J. and Reis, S. (2009) New York, NY: Little, Brown and Company

Parenting

A Parent's Guide to Gifted Children

Webb, J., Gore, J., Amend, E., and DeVries, A. (2007) Scottsdale, AZ

Gifted Kids' Survival Guide for Ages 10 and Under

Galbraith, J. (2009) Minneapolis, MN: Free Spirit Publishing

Great Potential Press Growing up Gifted (6th ed.) Clark, B. (2002) Upper Saddle River, NJ: Merrill Prentice Hall

Helping Gifted Children Soar
Strip, C., and Hirsch, G. (2000) Scottsdale, AZ:
Great Potential Press

Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings
Fonseca, C. (2015) Waco, Texas: Prufrock Press Inc.

The Gifted Teen Survival Guide: Smart, Sharp, and Ready for (Almost) Anything
Galbraith, J. (2011) Minneapolis, MN: Free Spirit Publishing

Keys to Parenting the Gifted Child
Rimm, S. (2006) Scottsdale, AZ: Great Potential Press

Letting Go of Perfect: Overcoming Perfectionism in Kids
Adelson, J. and Wilson, H. (2009) Waco, Texas: Prufrock Press Inc.

Light Up Your Child's Mind: Finding a Unique Pathway to Happiness and Success
Renzulli, J., Reis, S., and Thompson, A. (2009) Boston, MA: Little, Brown and Company

Living with Intensity: Understanding the Sensitivity, Excitability, and Emotional Development of Gifted Children, Adolescents, and Adults
Daniels, S. and Piechowski, M. (2008) Scottsdale, AZ: Great Potential Press

Make Your Worrier a Warrior
Peters, D. (2013) Scottsdale, AZ: Great Potential Press

Mindsets for Parents: Strategies to Encourage Growth Mindsets in Kids
Ricci, M., and Lee, M. (2016) by Ricci & Lee Waco, Texas: Prufrock Press Inc.

No: Why Kids - of All Ages - Need to Hear It and Ways Parents Can Say It
Walsh, D. (2007) New York, NY: Simon and Schuster

Parenting Gifted Children
Delisle, J. R. (2006) Waco, Texas: Prufrock Press Inc.

Parenting Gifted Children 101: An Introduction to Gifted Kids and Their Needs
Inman, T. and Kirchner, J. (2016) Waco, Texas: Prufrock Press Inc.

Parenting Gifted Kids: Tips for Raising Happy and Successful Gifted Children
Delisle, J. (2006) Waco, Texas: Prufrock Press Inc.

The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life
Brooks, R. and Goldstein, S. (2004) New York, New York: McGraw Hill Minneapolis, MN: Free Spirit Publishing

Smart but Scattered
Dawson, P. and Guare, R. (2009) New York, NY: Guilford Press

The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up for Your Gifted Child
Walker, Sally (2002) Minneapolis, MN: Free Spirit Publishing

When Gifted Kids Don't Have All the Answers: How to Meet Their Social Emotional Needs
Galbraith, J. and Delisle, J. R. (2015) Minneapolis, MN: Free Spirit Publishing

Twice Exceptional

Learning Outside the Lines

Mooney, J. and Cold, D. (2014) New York, NY: Simon and Schuster - Touchstone

Look Me in the Eye

Robison, J. (2008) New York, New York: Three Rivers Press

Make Your Worrier a Warrior: A Guide to Conquering Your Child's Fears

Peters, D. (2003) Columbus, OH: Great Potential Press

My Thirteenth Winter: A Memoir

Abeel, S. (2005) New York, NY: Scholastic Publishing

Taking Charge of ADHD, Third Edition: The Complete, Authoritative Guide for Parents

Barkley, R. (2013) New York, NY: Guilford Press

Thinking in Pictures and Other Reports From My Life With Autism

Grandin, T. (1995) New York, NY: Doubleday

Underachievement

Becoming an Achiever

Coil, C. (1994) Dayton, OH: Creative Learning Consultants

Pieces of Learning Encouraging Achievement

Coil, C. (1999) Dayton, OH: Pieces of Learning

Why Bright Kids Get Poor Grades: And What You Can Do About It

Rimm, S. (1995) New York, New York: Three Rivers Press