

**Documents related to the high ability plan committee.**

**Document 1: my email questions regarding high ability program**

**From:** Wang, Laurence <wangla@wl.k12.in.us>  
**Sent:** Monday, February 27, 2023 5:09 PM  
**To:** Witt, Rachel  
**Cc:** Shawn Greiner  
**Subject:** Board related question about high ability programs

Hi Rachel, good afternoon! Thanks for answering my previous questions.

My understanding of IC 20-36-2-2 (please see below) is, we school board (not superintendent per po2464) should develop a plan and establish a planning committee for high ability programs. (Correct me if I am wrong.) I am wondering, do we have this committee? Or some documents/plans I can read and learn more about this issue.

If you have any questions or need more information/clarifications, please do not hesitate to let me know. I won't think your question is critical or offensive. Otherwise, it would be fine to attach the answer in your Friday notes.

Thanks again.  
Laurence

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 using 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.

## **Document 2: WLCS policy 2464**

### 2464 - PROGRAMS FOR HIGH ABILITY STUDENTS

**In accordance with State law, the Superintendent shall develop and periodically update a plan** to provide appropriate educational experiences to high-ability students in the School Corporation in grades kindergarten through twelve (12).

The plan must include the following components:

A broad-based planning committee that meets periodically to review the Corporation's plan for high-ability students with committee representatives selected from diverse groups representing the school and community.

A student identification system's multifaceted assessments to ensure students not identified by traditional assessments due to 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.

Professional development

Development and implementation of local services for high-ability students including appropriately differentiated curriculum and instruction in core academic areas for each grade.

Evaluation of the local program for high-ability students.

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.

The program must be approved by the School Board and the plan must be available for public inspection, as well as filed with the Indiana Department of Education.

High-ability students shall be considered those who, through valid assessment:

perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal; and is characterized by exceptional gifts, talents, motivation, or interests.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

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### **Document 3: Tippecanoe SC policy 2464**

#### **2464 - PROGRAMS FOR HIGH-ABILITY STUDENTS**

**In accordance with State law, the School Board shall develop and periodically update a plan** to provide appropriate educational experiences to high-ability students in the School Corporation in grades kindergarten through twelve (12).

The plan must include the following components:

A broad-based planning committee that meets periodically to review the Corporation's plan for high-ability students with committee representatives selected from diverse groups representing the school and community.

A student identification system's multifaceted assessments to ensure students not identified by traditional assessments due to 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.

Professional development

Development and implementation of local services for high-ability students including appropriately differentiated curriculum and instruction in core academic areas for each grade.

Evaluation of the local program for high-ability students.

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.

The program must be approved by the School Board and the plan must be available for public inspection as well as filed with the Indiana Department of Education.

High-ability students shall be considered those who, through valid assessment:

perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal, and is characterized by exceptional gifts, talents, motivation, or interests.

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#### **Document 4: White River Valley School District policy 2464**

##### 2464 - PROGRAMS FOR HIGH ABILITY STUDENTS

**In accordance with State law, the Board of School Trustees shall develop a plan** to provide appropriate educational experiences to high ability students in the School District in grades kindergarten through grade 12.

The plan must include the following components:

a broad based planning committee that meets periodically to review the District's plan for high ability students

a student identification system that is multifaceted and includes performance based assessment, potential based assessment, and alternative assessment

professional development

development and implementation of local services for high ability students

systematic program assessment

High ability students shall be considered those who, through valid assessment:

perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal, and

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

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

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