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Brownsburg Community School Corporation
High Ability Program

MISSION STATEMENT

Brownsburg Community School Corporation will provide, within a secure environment, an engaging, relevant educational program with academic opportunities for all students to pursue their maximum intellectual potential. Social and physical opportunities will also be provided to students to encourage them to become well-rounded individuals. Reaching maximum achievement will prepare students to live productively and responsibly in a technical, global society.

INTRODUCTORY BELIEF STATEMENTS & GUIDING PRINCIPLES
(Adapted from NAGC Programming Criterion, 2000)

★ Differentiated curriculum forms the necessary foundation of all educational services provided.
★ Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the needs of diverse learners.
★ Instructional pacing and student grouping must be flexible to allow for the accelerated learning of highly able students as appropriate.
★ Learning opportunities for highly ably students must consist of a continuum of differentiated options, approaches, and materials.
★ Appropriately trained personnel must direct services for the education of highly able learners.
★ High ability education must be integrated into the general education program.
★ Requisite resources and materials must be provided to support the high ability education program.
★ A continuum of programming services must exist for highly able learners.
★ Policies for early entrance, grade skipping, ability grouping, and dual enrollment should exist and be followed.
★ A written formal program evaluation that is purposeful, efficient, and ethical should be completed periodically.
★ Highly able students, especially underachieving high ability students, will receive counseling services and affective curriculum to meet their unique racial, socio-economic, and career needs.
★ Staff development for educators who work with the highly able will be comprehensive and consistent.
★ Student identification processes for high ability services must be research-based, formal, communicated, cohesive, coordinated, comprehensive, and non-discriminatory against racial, ethnic, or socio-economic background.
★ Student identification instruments must measure diverse abilities and talents.
★ Student identification procedures must include provisions for informed consent, retention, reassessment, exiting, and appeals.
PROGRAM GOALS & OBJECTIVES

1. Promote increased awareness, recognition, advocacy and support for the unique academic and social/emotional needs of highly able students.
2. Provide a consistent continuum of educational service options, grades K through 12, that accommodates the diverse learning needs of highly able students and provides students with skills necessary for College and Career Readiness.
3. Provide learning environments that offer the level of challenge necessary for intellectual and personal growth.
4. Support staff development and provide assistance to teachers in meeting the needs of highly able students in their classrooms through differentiation techniques.
5. Encourage learning beyond the regular curriculum that emphasizes critical thinking by delving deeper into standards and their application.

DEFINITION OF HIGH ABILITY

“High Ability Student is 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.” Indiana Code 20-36-1-3

INDIANA CODE FOR HIGH ABILITY PROGRAMS

Definitions, requirements for state and local educational institutions and further high ability education codes can be found on the Indiana Department of Education website at: http://www.doe.in.gov/achievement/individualized-learning/office-high-ability-education
CHARACTERISTICS OF A GIFTED CHILD

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 of those characteristics.

<table>
<thead>
<tr>
<th>A Bright Child</th>
<th>A Gifted Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around, yet tests well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discussed in detail; elaborates</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feelings opinions</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Completes the assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates new designs</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with learning</td>
<td>Is highly self-critical</td>
</tr>
<tr>
<td>Enjoys straightforward, sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
</tbody>
</table>
Many experts in the field of working with exceptional students now speak about high ability education in terms of levels of service. These educational specialists state that many students are highly able in some area and that even the most highly able students may struggle in some area. In addition, all students benefit from enrichment activities. With this in mind, appropriate high ability services may not be exclusive and strictly defined but should strive to be inclusive and individual.


**PROGRAMMING**

Identified students in grades kindergarten through five may be served in High Ability K/1, 2/3, or 4/5 classrooms. These classrooms will employ project learning strategies, compacting, and other methodologies proven to benefit the highly able learner. Curriculum is advanced 1 ½ -2 years above grade level.

**IDENTIFICATION**

Incoming Kindergarten: Students who score at a high percentile on the Phelps Kindergarten Readiness Screening are invited to participate in further assessment for high ability services. With parent permission, these students are assessed with several measures for cognitive and/or academic abilities. Results are examined by a committee, which includes the K/1 High Ability teacher, to determine appropriate placement for the kindergarten year.

In Grade 1, all students are administered the Cognitive Ability Test (CogAT). Qualified students then participate in additional assessments including the IOWA Test of Basic Skills Reading, Language and Math subtests. At all grade levels students may participate in the assessments with a strong teacher recommendation. The CogAT and IOWA are used for identification of students in grades K, 2-4 as needed. Assessment results are used to determine students’ strengths/capabilities.

**REQUEST FOR REVIEW**

A request for a review of records can be made by a parent on behalf of a student who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by the review committee such as student work samples, portfolio, outside testing, etc. This supporting evidence is then reviewed by the committee which will make the final determination for placement for the current school year. (See Appendix for a copy of the Request for Review Form)

**EXIT PROCEDURES**

Students who are not successful may be exited from the high ability program at any time. This process may be initiated by the school or by the parent. Before a student is removed from programming, a committee made up of the parent, teacher, and school administrator/counselor, will meet to establish a Student Improvement Plan. The goal of the Improvement Plan is to set forth interventions which will assist the student in being successful in the high ability placement. Improvement steps will be identified, a timeline will be set for completion and then the committee will reconvene to determine the success of the plan. If improvements have been made, additional supports can be added to continue the placement. If the interventions have not assisted the student in being successful, then the student may be exited from the program. (See Appendix for copies of the Student Improvement Plan and Exit Procedure Form)
MIDDLE SCHOOL SERVICES (GRADES 6-8)

Programming
High ability students in grades six through eight may experience acceleration and/or enrichment in language arts, mathematics, social studies, science and world language instruction. Differentiation is emphasized as an important methodology. Service under the differentiation philosophy may take on a variety of service plans based upon the student’s needs. Each school’s guidance department is ready to discuss these options. Some options may include, but are not limited to:

- Subject or grade advancement
- Cohort classes/cluster groupings
- Individual options and internships
- High Ability classes

Identification
In the winter/spring of their 5th grade year, students are identified for high ability services in the middle school. Students continue through middle school in High Ability programming unless they are exited from the program. Students may also enter the High Ability program at any grade through demonstration of advanced proficiency of grade level curriculum and/or additional assessments, such as those taken by previously identified HA students.

Request for Review/Appeal
A request for a Review of Records can be made by a parent on behalf of a student who is not selected for high ability programming. The request should include evidence a parent wishes to have considered by the review committee such as student work samples, portfolio, outside testing, etc. This supporting evidence is then reviewed by the committee which will make the final determination for placement for the current school year. (See Appendix for a copy of the Request for Review Form)

Exit Procedures
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**High School Services (Grades 9-12)**

**Programming**

Differentiation occurs for high ability students in both English and Mathematics instruction through the course selection process as guided by their counselors. (Specific course information can be found on the BHS website in the *Brownsburg High School Program of Studies*) Highly able freshmen will participate in Honors or Advanced courses in English and Mathematics and start a course progression leading them on a path for College and Career Readiness. Pre-Advanced Placement courses are available in Biology I, Chemistry I, and Physics. These classes at the high school offer highly able students an opportunity to be involved in a college preparatory curriculum, providing a program more suited to these students’ needs and future plans. These courses will also provide the rigor necessary to prepare students to succeed in Advanced Placement and Dual Credit courses.

Advanced Placement (AP) courses will be offered to students who desire advanced instruction in various areas. Any student opting to take AP courses will be required to take the appropriate AP exam if s/he wants to receive a weighted grade for the course. Currently, BHS offers 23 AP courses in science, mathematics, foreign language, art, and social studies.

College credit courses are also provided. These are cooperative programs between Brownsburg High School and Indiana University, Ball State University, IUPUI, Marian University, Ivy Tech and Vincennes Universities. Students have the option to take the course not only for high school credit but also for college credit. Students bear the responsibility for the cost of taking these courses for college credit. Dual credit courses include English, Math, Science, Engineering and Medical options, as well as others. When students have taken all available BHS courses, they may enroll in area universities in order to meet requirements for graduation.

Opportunities to participate in academic competitions are in place. These include Quiz Bowl, Hoosier Spell Bowl, Academic Super Bowl, Academic Decathlon, and Brain Game. Students may participate in Project XL, a creative arts competition sponsored by Indiana Farm Bureau Insurance. A mentorship program is also in place. Students may participate in a work-related mentorship with, for example, a doctor, a lawyer, or an engineer, or they may apply to participate in a creative arts mentorship position. Finally, students are encouraged to participate in the various summer enrichment programs offered by many universities.

**Identification**

Students are admitted to honors classes based on current success in high ability classes or teacher recommendation. However, BHS maintains an open enrollment policy in honors classes except where specific prerequisites are indicated. Approximately 15% of students in an individual grade level are recommended for honors classes, but non-recommended students who wish to take these more challenging courses may pursue scheduling them by completing the appeals process. Students recommended for honors programs may opt not to be placed in those classes with parent permission.

Because of BCSC’s desire for greater numbers of students to be enrolled in college level courses, students may demonstrate eligibility for these classes by achieving the bulleted items below:

- strong scores on the PSAT and/or PLAN,
- the recommendation of a teacher in the content area,
- a personal commitment to a rigorous curriculum, and/or
- an intent to take the college-level examination.
**Request for Review**
The student's current teacher in the content area being appealed must complete a “High Ability Checklist” for the student. The student must also provide his or her grades and a sample of his/her applicable academic work. A high school assistant principal may also schedule an interview. Finally, an appeals committee will review the documentation and make a decision.

**Exit Procedures**
Removal from an honors course is based on inappropriate placement, parent request, or low performance. When a student's performance does not meet the standards established for an honors class, communication occurs among the parents, the student, the honors teacher, the guidance counselor, and the department chairperson (if necessary) to examine the problem. If the honors placement is not appropriate, the student will move to a regular class. However, if the student is placed correctly but not performing at an acceptable level, an improvement plan is generated and assistance is provided to help the student reach his or her potential. A student is only removed after s/he has been given time to improve but shows no improvement.

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**PROCEDURES FOR NEW STUDENTS**
Parents of new students should indicate on enrollment paperwork whether or not their child has participated in high ability programming at a previous school. Parents should supply supporting data from a previous school district or private testing to determine if the child fits a profile of a student to be tested for Brownsburg’s HA programming. If appropriate, a child may then be invited to an assessment session to determine eligibility for our program. Placement in a previous district is not an automatic placement in BCSC, as districts often have different measures and criteria for placement. The assessments used to determine placement for new students will be the same as those used for identification of current BCSC students.

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**GUIDANCE & COUNSELING**

**Elementary**
Kindergarten through fifth grade students increase their understandings about themselves through the reading and discussion of materials dealing with issues such as perfectionism, hiding one's abilities, taking appropriate risks, and accepting differences. These students are also taught organizational techniques, time management strategies, and study skills that help them become more effective students. For students with chronic study or management problems, assistance can be provided through the high ability teacher or school counselor. Lessons may be addressed to the whole class, if appropriate, so that our youngest learners are growing in their understanding of high ability education.

**Middle School**
Individual assistance is provided for middle school highly able students having social or academic difficulties. Strategies for organization and time management can be continued at the middle school level by each high ability team of teachers or the grade level counselor. Counselors are also available to work individually with students who have difficulties with the social issues related to their giftedness. Motivation, perfectionism, etc. can all be addressed through individual and small group counseling sessions.
**HIGH SCHOOL**

The high school guidance department works with students in scheduling appropriately challenging classes or by introducing the student to alternative educational providers. Guidance counselors on each team are available for individual counseling in grades 9-12.

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**PROFESSIONAL DEVELOPMENT PLAN**

Educators, K-12, are encouraged to attend local workshops on differentiation, as they become available. Teachers are invited to attend the state (DOE•IAG) high ability conference and any workshops sponsored through the Educational Service Centers and other organizations related to high ability studies. Guidance counselors are encouraged to attend any workshops or programs pertaining to the social and emotional needs of highly able students.

To promote and support differentiated instruction, teachers are provided opportunities to develop differentiated lessons, to collaborate with fellow teachers in the development of differentiated projects, or to improve the curriculum. Support is available to teachers who are working with the high ability students. Administrators also attend workshops and programs pertaining to the education of highly able students.

Finally, teachers are encouraged to earn high ability endorsement on their licensure, to participate in small group discussions about best practices in high ability education, to attend self-selected workshops and seminars on progressive approaches to high ability education, and to follow-up these beneficial learning opportunities with on-site, job-embedded activities.

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**SYSTEMATIC ASSESSMENT PLAN**

The Broad Based Planning Committee is responsible for directing and conducting the evaluative process, reviewing and updating the current program plan of improvement annually. Program evaluation is systematic with the following areas evaluated on a regular basis: beliefs and goals, student identification and placement, curriculum and instruction, and program design. The evaluation process involves the generation of concerns and critical questions that guide the data gathering process. The information collection strategies used are discussions, interviews, standardized test results (including both ISTEP Pass+, Acuity and DIBELS data), and other sources of information. Based on the analysis of the data collected, the BBPC formulates a plan of action to improve the overall program for high ability students.

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**ADDITIONAL INFORMATION**

**Early Entrance to Kindergarten**

Any child who attains the age of five (5) on or before August 1st of a school year, will be admitted to the kindergarten program of the School Corporation. If the child is younger than five (5) years and the parent(s)/guardian(s) of the child wish to enroll the child in the kindergarten program they must make an appeal application to the Superintendent.
The child's fifth birthday must be on or before August 31st in order to make such an appeal application. The application shall be made no later than fifteen (15) business days prior to the first day of school. The Superintendent will make the final determination of whether the child will be admitted to the kindergarten program. Further information on this process can be found on the BCSC website under School Board Policy and Administrative Guidelines.

The Superintendent shall advise the parent(s)/guardian(s) of his/her final decision in writing.

**Broad Based Planning Committee**

Each school year, a group of stakeholders (educators, school counselors, administrators, parents, students and community members) meet to discuss the Brownsburg Community School Corporation High Ability program. This Broad Based Planning Committee meets yearly to examine the mission of our schools and determine if the high ability program is meeting the needs of these exceptional learners. Programming effectiveness is examined, goals are developed, state requirements are reviewed and revisions are discussed.

**High Ability Assessment Schedule - tentative**

Assessment for the following school year’s high ability placements begins in late fall/early winter and is concluded by Spring Break. Parents are notified of the assessments through school newsletters and parent permission forms (if applicable). Parents whose students participate in testing with parent permission required, receive notification of their child’s placement/non-placement in high ability programming for the next school year by Spring Break. This notification includes the requirements for placement as well as their child’s individual assessment results. An Elementary High Ability Parent Meeting for students new to the program occurs in the spring.

- **Elementary**
  - November: Schools administer the CogAT to all first graders; results are tabulated; students meeting criteria move forward in the screening process with academic testing.
  - Early February: 1st grade academic screening pool participates in IOWA testing for ELA and Math subjects.
  - March: Results are reviewed and Parent letters sent notifying placement decisions.
  - Early April: Parent Information Night at BCSC Central Office for parents new to the program.

- **5th Grade to Middle School**
  - Mid-January: Preliminary list of 5th grade students sent to buildings for review.
  - End of January: After permission forms are returned, students participate in Math assessments (locally developed) and/or ELA assessments (IOWA).
  - March: Results are reviewed and Parent letters sent notifying placement decisions.

- **Middle School World Language**
  - January: Establish pool for World Language test based on Course Request sheets and current data.
  - Jan/Early Feb: Buildings administer World Language test to qualified students.
  - March: Results are reviewed and Parent letter sent notifying placement decisions.

All Parent Requests for **High Ability Placement Review** should be submitted to the school office by the deadline indicated on the review application. The correct form can be located on the BCSC website.
Placement Criteria

➢ Elementary

Incoming Kindergarten: (for K/1)
- High percentile on the Phelps Kindergarten Readiness Assessment for invitation to further testing
- Academic and cognitive assessments TBD as we evaluate/adopt Indiana Department of Education recommendations

Current Kindergarten: (for K/1)
- Local norms will be determined and listed here after administration of CogAT/IOWA assessments.

Grade 1: (for 2/3)
- 94th percentile or above on CogAT, IOWA Reading and Math assessments; high Lexile

Grades 2-4: for (2/3 or 4/5)
- In general, 94th percentile for IOWA Reading and Math totals, high Lexile. A CogAT may be used when additional information is needed.

Other supporting data may be considered as needed: Lexile Level; ISTEP scores in the Pass+ category; ISTEP+ Writing Application scores of 5 or 6; teacher recommendation based on classroom data

➢ Middle School

5th grade students will be placed in 6th grade HA Math according to the results of the Math Placement Test based on the following criteria:

Math 7:
- Pass+ on most recent Math ISTEP+
- Scored a 19+ on the Part A Math Assessment (mastery of 6th grade standards)

Pre-Algebra:
- Pass+ on most recent Math ISTEP+
- Scored 22+ on the Part B Math Assessment (mastery of 7th grade standards)

5th grade students will be placed in 6th grade HA English if they have achieved all of the following:
- Pass+ on the most recent ISTEP+ ELA
- An IOWA Reading Total at or above the 94th percentile.
- A 5 or 6 on the Writing Application portion of the most recent ISTEP+ ELA test.
- A 4 on the Language Convention portion of the most recent ISTEP+ ELA test.
- A Lexile of 1000L or higher

Science and Social Studies – Students who have successfully completed HA ELA 6 will be enrolled in High Ability Social Studies for 7th grade. They will remain in HA Global Studies for 8th grade unless exited. Students who have successfully completed Pre-Algebra in 6th grade will be enrolled in High Ability Science for 7th grade. They will be enrolled in Biology for 8th grade unless an exit procedure occurs.
7th grade students will be placed in a World Language class for their 8th grade year by earning 12/15 points on a rubric that evaluates 3 data points

- Semester One 7th grade English grade
- Scale Score on 6th grade ELA ISTEP+
- World Language Placement Test

<table>
<thead>
<tr>
<th>Points</th>
<th>Grades</th>
<th>ISTEP+</th>
<th>WL Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A+, A</td>
<td>715-849</td>
<td>93-100</td>
</tr>
<tr>
<td>4</td>
<td>A-</td>
<td>579-714</td>
<td>85-92</td>
</tr>
<tr>
<td>3</td>
<td>B+, B</td>
<td>529-578</td>
<td>75-84</td>
</tr>
<tr>
<td>2</td>
<td>B-</td>
<td>478-528</td>
<td>67-74</td>
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<tr>
<td>1</td>
<td>C</td>
<td>0-477</td>
<td>0-66</td>
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</tbody>
</table>

High School – For further information on High Ability criteria at the High School level, please see the complete description in the Brownsburg High School Program of Studies.

For more information
Stakeholders who would like more information or who would like to be a part of the Broad Based Planning Committee should contact the High Ability Program Coordinator/Coordinator for Curriculum & Special Programs, Mrs. Julie Van Liew at 317-852-5726.
Appendix
Brownsburg Community School Corporation  
HIGH ABILITY PROGRAM  
STUDENT IMPROVEMENT PLAN

| STUDENT: |  |  |
| Subject of Concern: |  |  |
| Teacher: |  |  |
| Date of initial parent or guardian notification: |  |  |

<table>
<thead>
<tr>
<th>Plan of Improvement Steps</th>
<th>Timeline for Completion</th>
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<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
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<tbody>
<tr>
<td>Student</td>
<td></td>
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<tr>
<td>Parent</td>
<td></td>
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<tr>
<td>Teacher</td>
<td></td>
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<tr>
<td>Principal</td>
<td></td>
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</tbody>
</table>
Brownsburg Community School Corporation
HIGH ABILITY PROGRAM
EXIT PROCEDURE

STUDENT: ___________________________  GRADE/CLASS: ___________________________

SCHOOL: ___________________________  TEACHER: ___________________________

PARENT(S): ___________________________  DATE: ___________________________

REASON FOR REFERRAL: ________________________________________________________

DATE OF EXIT CONFERENCE: ____________________________________________________

PERSONS IN ATTENDANCE: ______________________________________________________

DATES OF PREVIOUS PARENT CONTACT & COMMUNICATION SUMMARY:

DATE OF IMPROVEMENT PLAN IMPLEMENTATION: ________________________________

COMMENTS ABOUT PLAN’S IMPLEMENTATION: _________________________________

EDUCATOR COMMENTS: __________________________________________________________

PARENT(S) COMMENTS: __________________________________________________________

GENERAL SUMMARY OF CONFERENCE: ____________________________________________

FINAL PLACEMENT RECOMMENDATIONS: ___________________________________________
<table>
<thead>
<tr>
<th>SIGNATURES</th>
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<tr>
<td>Student</td>
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<tr>
<td>Principal</td>
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Brownsburg Community School Corporation
HIGH ABILITY PROGRAM
Resources

Indiana Department of Education
http://www.doe.in.gov/achievement/individualized-learning/office-high-ability-education

Indiana Department of Education Gifted Resource Guide

Indiana Department of Education – Guiding Students with High Abilities: Social and Emotional Considerations

National Association for Gifted Children
http://nagc.org/

College Board
http://apcentral.collegeboard.com/apc/Controller.jsp

Hoagie’s Gifted Education Page – apps for gifted students
http://www.hoagiesgifted.org/gifted_apps.htm