

**Scribner-Snyder Community Schools
High Ability Learner Identification and Plan
2026-2027**

MISSION

The mission of the Scribner-Snyder Community School system is to develop individuals who function at their full potential and who look forward to rich, productive, and satisfying lives. The attainment of jobs, homes, families, and places in community life will give them the opportunity to serve their fellowman.

High Ability Learner Team:

HAL Coordinator: Casey Gustafson

Curriculum Director: Megan Stock

Members: Jenn Tedrow, Leah Fischer, Malia Nemecek

Philosophy

The Scribner-Snyder Community Schools Board of Education and the staff of Scribner-Snyder Community Schools recognizes that the student population includes students with exceptional abilities. The District is committed to providing a program to meet these needs.

The purpose of the High Ability Learner (HAL) Program is to provide opportunities to students so that they can broaden and extend their learning process and enhance their social responsibility. Therefore, the District encourages the support to be integrated with the regular school program to increase opportunities.

Definition - State of Nebraska -LB 647 contains the following definition of a learner with high ability: Learner with high ability shall mean a student who gives evidence of high-performance capability in such areas of intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully. [(Sec 79-1107(3))]

Goals and Objectives: The goal of the HAL program is to provide a differentiated program that will meet the needs of our districts' high ability learners in grades 3-8. The program will:

- Evaluate the high ability program goals, activities, materials, and procedures.
- Follow the identification procedures as suggested/provided by ESU2 RESTORE Grant Team for high ability learners
- Make all staff members aware of the identification procedures for HAL students

- Provide professional development opportunities to staff to promote a better understanding of the needs of high ability learners, and the services available to meet those needs

Identification and Data Collection for HAL

- Identification
 - Identify high ability learners within the general population using established, quality assessments:
 - Assessments used to identify potential high ability learners:
 - MAP Assessment
 - NSCAS Assessment
 - C.A.R.S Assessment
 - Frequency of Assessments:
 - MAP Assessment
 - Twice a year in grades 3-5; three times a year in 6-8
 - NSCAS
 - Spring (once a year) grades 3-8
 - C.A.R.S.
 - C.A.R.S. (only given if a student falls between 75%-94%)
 - is broken into 2 assessments (one for grades 4th and 5th and another for grades 6th through 8th)
 - If a student qualifies for C.A.R.S., they can only take each C.A.R.S. assessment ONE time
- Data Collection
 - Data from MAP and NSCAS is assessed after each benchmark period and put into a spreadsheet for record keeping
 - Students in the 95% or higher qualify for HAL
 - Students in the 75%-94% qualify to take C.A.R.S. assessment
 - ESU2 RESTORE Staff score C.A.R.S and use their criteria to determine if a child's score qualifies them for HAL

Parent Notification

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- Enrichment possibilities for HAL Students
 - Differentiated instruction of content, process, product
 - Accelerate core instruction / Flexible pacing
 - Flexible grouping of students

- Core Program
 - The district will utilize high quality instructional materials to create a strong core program in all subject areas that differentiates instruction for ALL students.

Continuum of services, options, and strategies

Differentiated Curriculum	Alternative Assignments
Curriculum Compacting	Contract Learning
Curriculum Acceleration	Learning Centers
Curriculum Enrichment	Before and After School Enrichment
Flexible Student Grouping	Field Trips
Compacting Curriculum	Whole Class or Whole School
Enrichment	
Advanced Placement	Community Sponsored Programs
Advanced Elective Classes	Competitions
Independent Study	Career Counseling, Exploration and
Guidance	
Dual Enrollment	Social and Emotional Counseling
Cluster Grouping	Extra-Curricular School Offerings
Mentorships/Shadowing	Pull-Out and/or Push-In

Program Evaluation and Future Planning

Annual evaluations of the HAL MTSS program shall be conducted by the District's MTSS team using District data. This information may come from, but is not limited to, assessments, students, parents, teachers, administrators, counselors, and community members. Students will be continually asked to evaluate learning opportunities and activities. Information gathered will be used to determine the strengths and weaknesses of the HAL MTSS program. Student needs, program design, curriculum, learning environment, student identification, staff development, and other resources will be evaluated. Using information gathered from the evaluation process, adjustments will be made to improve services in the future.

The HAL MTSS team will conduct regular meetings to review screening and assessment data, discuss student progress, and adjust interventions accordingly.

Provide Staff Development

Ongoing training and support for teachers will be provided to effectively identify, nurture, challenge, understand the needs of, and understand the services provided to high-ability learners within the classroom. Teachers will be informed of the students identified as high ability learners.

All staff will be made aware of the district-wide plan for learners with high ability, have an understanding of the characteristics of such students, be able to design and implement classroom experiences which utilize differentiation of curriculum and instruction, and be able to assess the work and progress of learners of high ability. Contingent upon local, state, or federal funding, money shall be allotted to provide for materials and activities relating to program development and implementation, as well as for support services and professional development to allow for successful completion of district goals.

Appeal

An appeal of a non-identification decision by the District-wide High Ability Learner Team can be presented for consideration at any time. A written request for appeal should be sent to the High Ability Learner Coordinator. The coordinator will then contact the HAL Team regarding a reconsideration meeting.

Exit Policy:

Written approval shall be received from the student, parent, and teacher, with a written narration of the reason(s) for exiting the high ability learner program. Students shall be dismissed from the high ability program if they refused to attend class, routinely do not complete assignments, and voice dissatisfaction with the gifted program. The school counselor, and principal will be informed before such measures occur, and the high ability coordinator, guidance counselor, and principal will meet with the student to discuss reasons for dropping out of the program. Contact in regards to these matters will be made with legal guardians or parents.

Program Management Outline

The high ability learner program shall be under the leadership of the high ability learner coordinator, principal, and school superintendent. These individuals will direct the services for the education of the gifted and complete the budget planning.

A listing of students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers by the school district administration by September 30th of each year to further test or begin services for the year.

By September 30th of each school year, the school district administration shall make available to parent or guardians of identified learners with high ability, information about how their child has been identified.

Implementing a multi-tiered support system for identifying high-ability learners is essential to ensure that these students receive the appropriate educational opportunities and support they need to reach their full potential. This plan outlines a systematic approach to identification and intervention, fostering a learning environment that maximizes the development of high ability students while meeting their unique educational needs.

SEE MTSS TEAM FOR CURRENT DECISION RULES

Students who have a score at the 75th percentile or higher on the Fall Reading and Math MAP test and/or the Winter Reading and Math MAP test will automatically move to Tier 2.

Students who score at the 97th percentile or higher on the CoGAT or similar assessment will automatically move to Tier 3.