Crawford Public Schools
High Ability Learner Program

Definition:

High Ability Learner: Learner with high ability shall mean a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields, and who requires services or activities not ordinarily provided in the school in order to develop those capabilities fully. (LB 647, State of Nebraska)

Philosophy:

The Crawford Public School System shall provide or recommend educational programs for the high ability learners via encouragement, skill development, learning experiences, and competency and interest enhancement.

Program Goals:

The "school system in conjunction with stakeholders" shall provide or recommend a program of educational experiences designed to meet the individual needs of high ability learners through:

1. Assessment and identification of student of high academic ability in third through grades twelve.
2. Services for identified student that may incorporate enrichment modifications/ accommodations, teaching methods, activities, and/or instructional material designed to meet the needs of high ability learners.
3. Communication of the various aspects and successes of the program for high ability learners to staff, students, parents and the community.
4. Evaluation of program goals, activities, materials and procedures.

Program Objectives:

1. Develop awareness about the nature and needs of high ability learners.
2. Create with stakeholders an organizational structure that will facilitate curricular, extra-curricular and social/emotional experiences for high ability learners.
3. Contribute adequate research and resources to meet the program goals.
4. Allow flexibility in learning environments so students can pursue interests and advanced study.
5. Provide opportunities for professional development in the area of high ability learner education.
6. Make information available to parents and staff about student identification, curricular and instructional options, and program evaluation procedures.

Student Objectives:

1. The student will demonstrate independent learning skills and self-direction in planning and implementing projects.

2. The student will identify and develop advanced research methods necessary to pursue higher level topics.
3. The student will demonstrate advanced knowledge and levels of competency in areas of academic, intellectual, creative and artistic strengths and interests.
4. The student will be assisted with skills and decision-making activities to develop independent learning.
5. The student will demonstrate an interest in his/her own future as a creative and productive person by exploring various options which are congruent with his/her own abilities, interests and values.
6. Students will be invited to participate in enhanced cognitive, social, emotional development as well as problem solving, analysis, synthesis, and evaluation opportunities.
7. Students will assist in areas of program evaluation.

Identification System:

Crawford Public Schools has developed School-Based Enrichment Teams to identify learners with high ability that:

1. Uses multiple assessment measures to ensure that students in different talent areas and at different ages may be identified.
2. Provides students with equal access to identification.
3. Includes assessment procedures that can accommodate students who develop at different rates and whose interest may change as they mature.
4. Are guided by the School-Based Enrichment Team

School-Based Enrichment Team:

1. Each educational building will have a School-Based Enrichment team that may be composed of, but not limited to: (a) building administrator; (b) building counselor; (c) a classroom teacher.
2. Building teams will review student appropriate data to determine which students in their respective buildings qualify for the H.A.L. program. The team will report to District Coordinator.

Identification Procedures:

A matrix of measures will be used to identify high ability learners within the first thirty (30) days of the beginning of the academic year. The matrix of measures will include data from:

1. Norm- Referenced Tests:
    a. Spring NWEA-MAPS subject tests (Reading, Language Arts, Science, and Math) for students in grades K-2.
    b. NSCAS subject tests (ELA, Math, and Science) for students in grades 3-8.
2. Teacher Observation Data:
    a. Traits, Aptitudes, and Behaviors (TABs) Observation Sheet
3. Teacher/Parent Referral
    a. Teachers and parents may refer a student for the H.A.L. program.
    b. The referred student must meet the matrix requirements to be identified as a high ability learner.

Notification Procedures:
The Parents or legal guardians of those students that are identified as high ability learners will be notified by formal letter within thirty (30) days of the beginning of the school year.

Process for Appeals:
Formal appeals must be based upon a claim of misapplication or misinterpretation of the identified criteria and not on the use of some additional form of criteria. Parents should follow the established chain of command when appealing the decision of the School-Based Enrichment Team. The chain of command is as follows:

a. Meet with the School-Based Enrichment Team
b. Meet with the building administrator
c. Submit the district Parent/Student complaint form to the Superintendent of Schools.

Continuum of Program Services, Options and Strategies:
The services, options, and strategies at Crawford Public Schools may vary as they are appropriate for each objective and may include:

1. Differentiated Curriculum – The regular curriculum is adjusted as the need arises to meet the individual needs of students
2. Curriculum Acceleration – Students move through the regular curriculum at an accelerated pace by:
    a. Skipping grade levels when deemed appropriate
    b. Mid-year graduation
    c. Dual credit classes at CPS and accredited colleges
3. Curriculum Enrichment – Students who demonstrate great promise in specific areas of the curriculum are allowed to work on specialized projects more challenging than those within the regular curriculum.
4. Student Grouping – Students are grouped according to their abilities in some areas of the curriculum.
5. Mentoring/Shadowing – Students are allowed to shadow community members off campus in order to gain greater expertise in area(s) in which student has demonstrated high ability.

Evaluation and Future Planning:
The Crawford Public Schools will conduct an *annual evaluation of the H.A.L program* that will include faculty, students', and parents' input in assessing the planning and implementation of student experiences, exchanging information and ideas relating to all aspects of the program, and using evaluative data to make appropriate modifications in program policies and practices.

Staff Development:
The Crawford Public Schools may provide staff development opportunities to build capacity of personnel to serve high ability learners appropriately and effectively.

Management Plan:

Coordination of the H.A.L Program will be provided through a position assignment. This person will be responsible for filling out all of the required H.A.L. reports with the State and for organizing and chairing the annual review of the district's H.A.L program.

School-Based Enrichment teams will be established at the Elementary and Secondary schools. Each will be responsible for identifying H.A.L. students in their respective buildings. The enrichment teams will report to H.A.L. Coordinator those students that qualify for the H.A.L. program and provide the coordinator with a list of services that may be provided to H.A.L. students in their respective buildings.