

High Ability Learners Program

LAUREL-CONCORD-COLERIDGE SCHOOL
2025-2026
District Plan

High Ability Program Coordinators

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PHILOSOPHY

Laurel-Concord-Coleridge School is committed to an educational program that recognizes the unique characteristics of the student and strives to realize all aspects of the student's development.

The district is committed to meeting the needs of those students who demonstrate a special talent or high ability that is not appropriately met through the regular curriculum.

Laurel-Concord-Coleridge School's High Ability Learner (HAL) Program utilizes a variety of teaching strategies and curriculum approaches to challenge and motivate students to advance to the fullest aspects of the student's development.

BELIEF STATEMENTS

Laurel-Concord-Coleridge School adheres to belief statements outlined by the Nebraska Department of Education Rule 3 and has developed the HAL Program on the beliefs that:

- High ability learner capabilities are evidenced in all races, creeds, national origins, genders, physical abilities, and economic strata.
- All learners with high ability should have an education free from economic and cultural bias.
- Individuals with high abilities have unique learning needs.
- Learners with high ability come from diverse economic and cultural settings and must be identified. Services shall be provided to address their educational needs contingent upon available local, state and federal funding.
- Educators have a responsibility to be adequately trained to meet the needs of learners with high ability.
- Community understanding and involvement is critical in the education of learners with high ability.
- Parents are valued partners in the education of learners with high ability.
- Learners with high ability require a variety of challenging experiences that will enable them to demonstrate their potential.
- Educational excellence for learners with high ability requires a commitment of financial and human resources.

DEFINITION OF HIGH ABILITY LEARNER

Laurel-Concord-Coleridge School adheres to the definition of a high ability learner as stated in Rule 3 of the Nebraska Department of Education:

“Learner with high ability means 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 accelerated or differentiated curriculum programs in order to develop those capabilities fully.” [as defined in Nebraska Revised Statute Sec. 79-1107(3)]

GOAL

The goal of the High Ability Learner Program is to provide quality educational experiences designed to meet the individual needs and rights of identified high ability learners.

OBJECTIVES

- Develop awareness about the nature and needs of high ability learners.
- Design and implement an organizational structure that will facilitate curricular, extra-curricular and social emotional experiences for high ability learners.
- Provide adequate human and material resources to meet the program goals.
- Allow flexibility in the learning environments so that students can pursue individual interests and advanced areas of study.
- Provide opportunities for professional development in the area of high ability learner education.
- Make information available to parents and staff about specific areas of programming such as student identification, curricular and instructional offerings, and program evaluation procedures.

HIGH ABILITY LEARNER IDENTIFICATION

The goal of the High Ability Learner identification process will be to identify those students who possess special academic or intellectual abilities and/or creative abilities so that enrichment or acceleration may be provided within the classroom setting.

Laurel-Concord-Coleridge School will:

- Use multiple assessment measures and appraisals (Norm-Referenced Assessments, CogAT Complete, teacher nomination form) to identify students in different talent areas and at different ages in an effort to be inclusive rather than exclusive.
- Provide students with equal access to identification opportunities.

- The identification process shall include provision for parents, guardians, or other persons exercising legal or actual charge or control over the child to appeal any decision of the school regarding the identification of their child as a high ability learner.
- Students and parents will be notified within the first 30 days of school of their qualification for the HAL program.
- Teachers will be provided a list of the students qualifying for the HAL program within the first 30 days of school.

DESCRIPTION OF THE CONTINUUM OF PROGRAM SERVICES

Laurel-Concord-Coleridge School shall serve identified high ability learners through differentiation and enrichment of curriculum, considering the need for compacted or accelerated curriculum and opportunities for affective growth to assist high ability learners in making long-range decisions about school and career choices.

EVALUATION AND FUTURE PLANNING

Laurel-Concord-Coleridge School will determine the effectiveness of the district's plan for providing services to high ability learners. The effectiveness of the plan will be determined based on strengths and weaknesses in areas such as: Goals & Performance Measures, Identification, Differentiated Programming, Personnel, Budget, Professional Development, Review & Evaluation, and Advocacy & Public Relations.

Results from the yearly evaluation will be utilized to revise the district's future plans for serving high ability learners.

PROGRAM MANAGEMENT AND BUDGET PLAN

The Superintendent of Schools shall be responsible for implementing the high ability learner programs for Laurel-Concord-Coleridge School. Duties and responsibilities shall be delegated to other school employees as deemed necessary.

The Superintendent of Schools will prepare the budget for the high ability learner program as part of the regular annual budget process. Such budget will include an amount deemed necessary for materials and supplies to serve the high ability learners.

STAFF DEVELOPMENT TRAINING AND SUPPORT

LCC School dedicates resources and staff development time to train and support the district's HAL Program Facilitator, members of the HAL Committee, as well as all certified teachers. The district's HAL plan will be shared with all staff and will be reviewed annually by the HAL Committee, with recommendations provided to the HAL Program Facilitator and district administration. LCC School will provide staff development opportunities within the district and will also support and consider professional learning opportunities outside of the school district at the state and regional levels.

PROGRAM MANAGEMENT

Personnel Roles

LCC School has a certified teacher whose professional responsibilities include leadership and facilitation of the district's High Ability Learner Program. The HAL Program Facilitator also assumes responsibility for leadership of the district's HAL Committee, and also serves as a liaison with district administration. The HAL Committee's teacher membership includes representation from each of the district's building levels. The HAL Committee functions to advise and support the work of the HAL Program Facilitator and teachers serving HAL students throughout the district.

Plan for Communicating with Parents/Public

Clarity and consistency of communication with students' parents is of significant importance for the HAL Program. While the school district will provide students with equal access to identification opportunities, parents and guardians may appeal any decision of the school regarding the identification of their child as a high ability learner by contacting their child's principal and submitting the concern in writing. Students and parents will be notified within the first 30 days of school of their qualification for the HAL Program. Teachers will be provided a list of the students qualifying for the HAL Program within the first 30 days of school.

Communication, including publicity of HAL Program activities, honors, and achievements may occur using local media sources, including but not limited to newspapers, social media platforms, and the school district website. Parents will follow the district procedures when choosing to exempt students from such publicity.

Budget

The LCC Board of Education supports and provides financial resources for the district's HAL Program. The school district applies for and accepts matching funding through the Nebraska Department of Education on an annual basis in support of the HAL Program. The Board

annually provides an opportunity to receive public input regarding school district budget development.

Facilities

HAL Program participants and teachers have access to LCC School facilities.

Supplies

Access to necessary instructional materials, supplies, and equipment will be provided to HAL Program facilitator, classroom teachers, and students in accordance with the district's purchase requisition procedures.