

Maywood Public School
High Ability Learner Program
Revised 2026

Nebraska, Rule 3 Definition

“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 full.”

Maywood’s Operational Definition of High Ability Learner

The high ability program will be available to all races, genders, physical abilities, of all students at MPS. Students in this program will not be subject to economic or cultural bias. Educators are expected to push all students, students that are identified as a high ability student will be allowed in class and out of class to perform their talents in a variety of ways. Parents will be a part of the process as well. Making the parents aware their student is identified as a high ability learner will be done via a letter.

High ability students are gifted and will be allowed to showcase their talents to other students and schools. This will also challenge them and broaden their thinking at a higher level. Thinking and problem-solving at a high level is something all students need to do. Some students are just able to do it sooner than others.

We assess all students via NCSAS spring assessment. Students in grades K – 8 will be assessed using I-ready in place in mathematics and reading. The data collected, will be used to determine who qualifies as a high ability learner. Students who score at or above the 80th percentile on standardized tests or one grade level above in core subjects will be eligible for the high ability learner program. Our H.A.L. coordinator also takes recommendations from teaching staff on prospective students and parents who may be a good candidate for this program. The H.A.L. coordinator meets with the administration to discuss the students selected each year. Notices are sent to the parents in a formal letter.

The high ability learners will be identified to the teaching staff. Teachers will look to challenge the students with differentiated learning concepts to these students. Some activities may include web programs, digital media, divergent thinking exercises, field trips, ACT preparation, technology opportunity, and distance learning classes. Art coursework for example, is utilized to expand artistic creativity and problem solving. Students are allowed to take classes at area community colleges or state colleges during their junior and senior year. Lower grades are allowed to advance grade levels to take more challenging course work. The Maywood screening process is designed to include as many students as possible.

HAL Program Goals & Objectives

The goal of the HAL program is to provide a differentiated program that will meet the needs of Maywood’s district high ability learners. The program will strive to:

- Identify students who demonstrate potential abilities of high performance in recognized areas of giftedness such as intellectual, social, physical and emotional needs.
- Provide advanced learning opportunities for all students.

- Provide educational services that meet the needs of all high ability learners.
- Provide professional development opportunities to staff in order to promote a better understanding of the needs of high ability learners.
- Staff will be made aware of gifted identification procedures of the gifted plan.
- To meet the students' intellectual, social, physical and emotional needs.
 - Within the regular education classroom a variety of instructional techniques will be utilized to create challenging learning engagement. This may occur through instructional alternatives such as alternative assignments, advanced placement, differentiated curriculum and group and independent studies will be used as appropriate.
 - Flexible grouping, ability grouping, achievement, cluster and cross age will be provided when appropriate.
 - Enrichment programs will include but are not limited to within-class enrichment, whole class enrichment, before and after school programs, field trips, schoolwide enrichment, utilization of learning centers, extra-curricular programs, community sponsored programs, and pull out programming.
 - The counselor will be available to assist teachers and students in meeting individual student needs.

HAL Identification Procedures

The high ability learners will be identified to the teaching staff. Teachers will look to challenge the students with differentiated learning concepts to these students. Some activities may include, web programs, digital media, divergent thinking exercises, field trips, ACT preparation, technology opportunity, and distance learning classes. Art coursework for example is utilized to expand artistic creativity and problem solving. Students are allowed to take classes at a higher-grade levels during their junior and senior year.

Out of school competitions and events will be offered for high ability learners. This allows them to compete and see other students their same age and skills. They can communicate with them and learn from them as well. This is a great experience for them all. One example, would be Inter-high day competitions in which students compete in a variety of exams and skills tests across the academic curriculum. Students also attend career-fair activities, expanding student awareness of career opportunities. Students are afforded dual-credit coursework at during their junior – senior years.

The H.A.L. Coordinator will take assessment data, teacher and parent recommendations into consideration for admittance in the Gifted program. Teacher nominations will be utilized for visual and performing arts students. Teachers will complete a nomination form.

Parents, guardians or other adults exercising legal charge or control over a student will be notified of results of the gifted assessment results.

Exit Policy:

Written approval shall be receive 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 H.A.L program if they refuse 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. The team will meet with the student to discuss reasons for dropping out of the program. Parents and/or legal guardians will be contacted in regards to these matters.

Additional Services, Options and Strategies

- Acceleration
- Curriculum Enrichment
- Flexible Grouping
- Curriculum Compacting
- Advanced Placement
- Advanced Elective Classes
- Independent Study Options
- Dual Enrollment
- Cluster Grouping
- Mentorships/Shadowing
- Extra-Curricular School Offerings
- Counseling & Guidance
- Career Exploration
- Pull-Out or Push-In

Evaluation

Annual evaluation of the H.A.L. program shall be conducted annually utilizing any of the following measures: surveys, interviews, and program evaluation aligned to AQuESTT. Information gathered will be used to determine the strengths and weaknesses of the H.A.L. program and areas of needed improvement. Student needs, program design, curriculum, learning environment, student identification, staff development will be evaluated.