

Diller-Odell High School

PO Box 188
Odell, NE 68415
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Diller-Odell Elementary School

PO Box 8
Diller, NE 68342
402-793-5570

High Ability Learners (HAL) Plan

I. Purpose and Authority

This plan operationalizes Board Policy 6038 (High Ability Learners Policy) and establishes procedures for the identification, service delivery, review, and exit of High Ability Learners (HAL) in Diller-Odell Public Schools. This plan aligns with Nebraska Rule 3 and applicable state statutes.

II. District Philosophy

Diller-Odell Public Schools recognizes that learners with high ability exist across all demographic groups and may demonstrate advanced performance or potential in one or more domains. The district is committed to identifying these learners and providing equitable access to appropriately differentiated and/or accelerated learning opportunities while addressing both cognitive and affective needs.

III. Identification of High Ability Learners

A. Universal Consideration

All students, grades 3-12, are considered for HAL identification through ongoing review of academic, cognitive, and qualitative data. Identification may occur at any point during the school year.

B. Multiple Measures Requirement

Identification decisions are based on **multiple criteria**, including at least:

One quantitative data point (e.g., norm-referenced assessment, achievement data, cognitive assessment)

One qualitative data point (e.g., teacher input, observation checklist, portfolio, nomination)

A third data point, which may be quantitative or qualitative

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The district ensures equal access to identification opportunities and actively seeks to identify talents that may not be readily apparent.

C. Notification

Parents/guardians and teachers are notified in writing within thirty (30) days of identification.

IV. Duration of Identification

Once a student is identified as a High Ability Learner, the identification becomes part of the student's educational record and remains in effect unless the district follows a formal exit procedure as outlined in this plan.

High Ability Learner identification is distinct from service provision and does not guarantee a specific program or service model.

V. High Ability Services

A. Continuum of Services

Services for High Ability Learners are provided within the regular school day and may include, but are not limited to:

Differentiated instruction

Curriculum compacting

Flexible or cluster grouping

Subject-level acceleration

Enrichment opportunities

Independent or project-based learning

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B. Annual Service Review

Student service needs are reviewed annually to determine the appropriate level, domain, and intensity of services for the upcoming school year. Adjustments to services do not constitute a change in identification status.

VI. Exit Procedure (Rule 3–Compliant)

A. Guiding Principles

Exit from HAL identification is rare and must be based on a legitimate educational concern related to HAL services.

Academic performance, behavior, or test scores alone are not sufficient grounds for exit.

B. Exit Process Steps

Written Notice: Parents/guardians receive written notice that HAL identification is under review, including the reason for review.

Comprehensive Evaluation: Multiple data points are reviewed to determine whether the student continues to require accelerated or differentiated programming.

Parent & Student Conference: Results are discussed with parents/guardians and, when appropriate, the student.

Action Plan: If concerns are identified, an action plan is implemented for a designated period, which may include service adjustments or additional supports.

Final Review: At the conclusion of the action plan period, data is reviewed to determine whether HAL identification should be maintained or formally exited.

Written Determination: Parents/guardians receive written notification of the decision and information regarding the appeals process.

A student who exits HAL identification may be re-identified in the same manner as any other student.

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VII. Program Evaluation

The district evaluates the effectiveness of its HAL programming annually using data such as student outcomes, service delivery reviews, and stakeholder feedback. Findings inform program improvements.

VIII. Staff Training

Staff receive training and support related to:

Characteristics of High Ability Learners

Differentiation and acceleration strategies

Affective needs of HAL students

Identification and service review procedures

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Appendix A: Annual HAL Service Review Decision Tree

Step 1: Student is Identified as HAL

Step 2: Annual Review Meeting

Review multiple data points (achievement, growth, teacher input, student needs)

Step 3: Determine Current Needs

Does the student require accelerated or differentiated instruction this year?

YES → Continue or adjust HAL services

Modify domain, intensity, or service model as needed

NO → Reduce or pause specific services

Maintain HAL identification

Monitor progress through regular instructional data

Step 4: Educational Concern Identified?

Concern must relate directly to HAL services

NO → Maintain identification; revisit next annual review

YES → Initiate formal exit review process (see Section VI)

Diller-Odell Public Schools

Mike Meyerle, Superintendent • Matt Mezger, 7-12 Principal • Dylan Hinrichs, PreK-6 Principal

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This administrative plan is reviewed annually and may be revised as directed by the Superintendent or designee, consistent with Board Policy 6038.