

PALMER PUBLIC SCHOOL
HIGH ABILITY LEARNER COMPREHENSIVE PLAN
August 2026

1. Philosophy on Education Service to Learners of High Ability

The mission of Palmer Public Schools is to be a community that prides itself on commitment, growth, and achievement.

2. Operational Definition of High Ability Learner

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 require services or activities not ordinarily provided by the school in order to develop those capabilities fully.

3. Goals and Objectives

- a. We believe in providing all students an opportunity for the highest quality education within the resources of the District.
- b. We believe in integrating technology into all areas of the curriculum.
- c. We believe we should provide the opportunity for each student to develop to their fullest potential through a variety of learning strategies.

4. Identification Procedures

Standardized Criteria = grades 3-12 score in the 90th Percentile or above on an achievement test (NWEA MAP test in Language, Reading, Math, Science); or Exceeds the Standard on the NSCAS/ACT English Language Arts, Math, or Science Assessments. Identification will be re-evaluated annually using previous spring assessment scores.

Non-Standardized Criteria = grades 3-12 Nomination from teacher(s). Supplemental information should be presented for any non-standardized tested area. This would include but not limited to a portfolio, competition results, recommendations from others, specialist recommendation, etc. Identification will be re-evaluated annually using spring performance.

Students must be identified by the end of the first quarter for that school year. Once students are identified, a letter is sent to each student/parent explaining that a student has made the criteria, how the identification was determined, and the options available to each student/parent. Parental notification will happen within the first 30 days of the academic school year, or within 10 days of being identified.

Once an elementary student is identified, he/she must attend 75% of sessions in his/her identified area(s) and/or complete projects that meet the standards to remain in HAL activities. If an elementary student is identified in four or more areas, he/she must attend 75% of two or more sessions in his/her identified areas.

Secondary students must complete an approved project in an identified area that meets the standards to remain in HAL activities. If a secondary student is identified in four or more areas, he/she must complete an approved project in two of those areas.

5. Description of the Continuum of Program Services, Options and Strategies
The High Ability Learner Committee will work in conjunction with the teachers, student and parent/guardian to offer any such program services. This may include but not limited to Differentiated Curriculum, Curriculum Acceleration, Curriculum Enrichment, Compacted Curriculum, Student Grouping, Mentoring/Shadowing, Competitions, etc.

Palmer High Ability Learner committee will pay up to 75% of camp costs up to a maximum of \$200.00 per child per year. If a child attends a camp, parents will be required to pay the fees and turn in a copy of the canceled check, receipt or other proof of attendance after the student has attended. At their next meeting the high ability learner committee will review the claim and forward it to the next regularly scheduled meeting of the Board of Education for reimbursement.

6. Program Evaluation

The district will utilize a formative approach to evaluation. The committee will meet periodically throughout the year to evaluate how HAL students are being challenged and if any changes are needed. These meetings will focus on program design, student needs, curriculum, student identification and other resources. This may include but not limited to surveys, communication with parents, students, research, workshops, etc.

7. Staff Development

Each year the entire staff has training on the HAL plan and their role in that plan. Resources are provided to teachers who show an interest or have students within their class. The entire staff is encouraged to attend seminars, conferences and/or workshops on gifted students. Periodically the school offers in-service on HAL students and accommodations.

8. Management Outline

Palmer Public School's HAL Committee is listed below:

Dr. Joel Bohlken, Supt.	Sherise Loeffelbein, Elem. Principal
Kristin Reimers, Sec. Principal	Brenda Starkey, Counselor
Mary Gregoski, K-12 Media	Brenda Thompson, Elementary Faculty
Anna Sake, K-12 Fine Arts	Cindy Doggett, Secondary Faculty
Kyndsay Herrick, K-12 Fine Arts	Haley Santin, Elementary Faculty

This plan is to be shared with all teachers, parents, school board members and anyone else who has a genuine interest in the academic performance of individual

students. On an annual basis, students/parents will be informed how students can be identified.