



SCHOOL BOARD ACTION REPORT

DATE: May 5, 2021
FROM: Board Director Liza Rankin

For Introduction: May 5, 2021
For Action: May 5, 2021

1. TITLE

Amendment 1 to the Board Action Report “Rename and Amend School Board Policy No. 2190, Highly Capable Services & Advanced Learning Programs”

2. PURPOSE

Amendment 1 is intended to provide accountability for equitable and appropriate services going forward.

3. RECOMMENDED MOTION

I move that the School Board approve Amendment 1 to the Board Action Report titled “Rename and Amend School Board Policy No. 2190, Highly Capable Services & Advanced Learning Programs” and substitute Board Policy No. 2190 as attached to the amendment. To the extent the attached substitute policy conflicts with the information presented in the underlying Board Action Report titled “Rename and Amend School Board Policy No. 2190, Highly Capable Services & Advanced Learning Programs,” the substitute policy shall control. Immediate action is in the best interest of the district.

4. BACKGROUND INFORMATION

- a. **Background** See underlying Board Action Report
- b. **Alternatives** As an alternative, the Board could not pass this amendment and update Board Policy No. 2190 as drafted in the underlying Board Action Report.
- c. **Research** See underlying Board Action Report

5. FISCAL IMPACT/REVENUE SOURCE

There is no fiscal impact anticipated.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

This amendment is the result of engagement with the Highly Capable Racial Equity Advisory Committee. The families of color represented requested assurances of accountability to prevent future inequities. This was an important request to these families to ensure that future procedures put into place do not replicate past practices.

7. EQUITY ANALYSIS

A formal racial equity analysis was not conducted for this amendment, however the request for the language change came from the Highly Capable Racial Equity Advisory Committee who have been deep into professional learning on anti-racism actions and reviewed the policy update and changes. After reviewing the final policy update, this was their request to prioritize centering students furthest from educational justice in the design of procedures and annual review of said procedures in order to build trust ~~that~~ with the communities this policy ~~is~~ designed to serve.

8. STUDENT BENEFIT

Student benefit is as described in the underlying Board Action Report.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

This action would revise the motion amending Board Policy No. 2190.

11. BOARD COMMITTEE RECOMMENDATION

This amendment was not reviewed in committee.

12. TIMELINE FOR IMPLEMENTATION

If approved, this amendment will immediately take effect with regard to the underlying motion.

13. ATTACHMENTS

- Board Policy No. 2190, Highly Capable Services & Advanced Learning Programs – clean (for approval)
- Board Policy No. 2190, Highly Capable Services & Advanced Learning Programs – tracked changes comparison to the version attached to the Board Action Report titled “Rename and Amend School Board Policy No. 2190, Highly Capable Services & Advanced Learning Programs” (for reference)

	<p>HIGHLY CAPABLE SERVICES</p>	<p>Policy No. 2190 [date] Page 1 of 2</p>
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It is the policy of the Seattle School Board that all students will be afforded the opportunity to reach their potential and graduate from high school ready for college, career, and life. Access to curriculum and opportunities, including access to highly capable services, should not be determined by a student’s race or neighborhood, and shall not be treated as a limited resource.

As such, students in need of Highly Capable services will have equitable access to academically challenging and appropriate services, in their neighborhood schools or in the schools to which they are admitted through the open enrollment process. The School Board also recognizes, consistent with the definition of basic education under state law, that students capable of performing at significantly advanced academic levels require specialized services in order to meet their basic educational needs.

The framework for such services will encompass, but is not limited to, the following objectives:

- A. Expansion of students’ academic and intellectual skills in every year of education;
- B. Stimulation of students’ intellectual curiosity, independence and responsibility;
- C. Development of students’ social and emotional well-being; and
- D. Development of students’ originality and creativity.

Students Eligible for Highly Capable Services

Consistent with state law, the district identifies and provides services for students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are demonstrated through students' general intellectual aptitudes, specific academic abilities or achievements, and/or creative productivities within a specific domain. District processes for identification will be equitable and culturally competent, and will not result in under-identification for highly capable services of students of color, students who receive special education services, or students who receive language supports.

Highly Capable Services

An array of equitable and accessible Highly Capable services will include provisions for peer learning and social/emotional opportunities, culturally responsive curriculum, appropriately differentiated instruction, deeper learning opportunities, and/or accelerated pacing. Teachers will participate in professional development on identification practices and the academic and social/emotional needs of students eligible for Highly Capable services. Consistent with state law, once services are started, a continuum of services shall be provided to the student, from grades K-12.

Annually, the Superintendent shall provide the Board the Highly Capable plan application required by the Office of the Superintendent of Public Instruction. This plan will include: the number of students the district expects to serve by grade level, the district's plan for identifying students, a description of the highly capable service goals, a description of the services offered, a description of ongoing professional development for staff delivering Highly Capable Services, a service evaluation and fiscal report, and assurances that the district is legally compliant.

Consistent with the district's commitment to be an anti-racist organization, and to build trust amongst our families and students of color furthest from educational justice, the Superintendent shall report to the Board annually on the status of, and plan for, implementation of this policy in adherence to Board Policy No. 0030, including the use of a racial equity analysis. The annual report shall (1) include data by school on students served, disaggregated by demographics and other program status; (2) describe the services provided; (3) present data on student outcomes during the transition to and full implementation of Board Policy No. 2190 (as revised in 2021); and (4) explain how the data inform changes in practice in alignment with the goals of continuous improvement.

The Superintendent is authorized to:

1. Develop procedures consistent with state guidelines and Board Policy No. 0030, Ensuring Educational and Racial Equity, and prioritization of equitable access to highly capable services, including but not limited to:
 - Using multiple sources of data to identify student needs for advanced learning services in a manner that aligns with Board Policy No. 2080, Assessment;
 - Delivery of an array of equitable services framed within a Multi-Tiered System of Support (MTSS) at every elementary, middle, and high school and alternative placements, as needed to meet the needs of students in alignment with Board Policy No. 2163, Supports & Interventions; and
 - Use of equitable assessment practices that are accessible to and evaluate the needs of all students in a manner aligning to School Board Policy No. 2080, Assessment, and School Board Policy No. 0030, Ensuring Educational and Racial Equity.

2. Prioritize equitable identification of low-income students and students historically underserved (Fed 7, 2E (twice exceptional), single domain, and outliers) and eliminating racial disproportionality in all facets of highly capable services.
3. Develop procedures and practices designed to support and hold every school accountable for providing a consistent array of equitable highly capable services.

Adopted: December 2014; [date]

Cross Reference: Policy Nos. A 01.00, 2090, 2200, 2080, 0030, 2163

Related Superintendent Procedure: 2190SP

Previous Policies: D12.00

Legal References: RCW 28A.185.030 Programs — Authority of local school districts — Selection of students; WAC 392-170 Special service program — Highly Capable students

Management Resources: *Policy & Legal News*, September 2013

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