

	<p>HIGHLY CAPABLE SERVICES</p>	<p>Policy No. 2190 November 3, 2021 Page 1 of 3</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.

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

Revised: November 2021; May 2021

Cross Reference: Policy Nos. 0010, 0030, 2080, 2090, 2163, 2200

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; August 2018