# SCHOOL BOARD ACTION REPORT

**DATE:** December 21, 2016

**FROM:** Dr. Larry Nyland, Superintendent

**LEAD STAFF:** Stephen Martin/Supervisor, Highly Capable/sbmartin@seattleschools.org;

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### 1. TITLE

Highly Capable Students Program Comprehensive Plan For Introduction: March 1, 2017

For Action: March 15, 2017

## 2. <u>PURPOSE</u>

This Board Action approves the District's Highly Capable Students Program Comprehensive Plan, which has not changed from the 2015-16 plan but must be approved every year per WAC 392-170-25. Plan approval is necessary for accessing funds allocated by the Office of the Superintendent of Public Instruction (OSPI) for highly capable services.

### 3. <u>RECOMMENDED MOTION</u>

I move that the Board approve the Highly Capable Students Program Comprehensive Plan as resubmitted to OSPI for school year 2016-2017 to support Highly Capable Services and the District's gifted eligibility identification process, and that the School Board authorize the Superintendent to apply for the allocation of funds from OSPI, and to accept and use these funds.

## 4. <u>BACKGROUND INFORMATION</u>

### a. Background

In May 2016, OSPI informed districts that the Highly Capable Students Program Annual Plan no longer required OSPI review unless major changes to Highly Capable identification or services were made. The District's plan is designed to be an ongoing Comprehensive Plan that does not require major revisions each year. The SPS Plan has remained unchanged since 2015-16, but still requires Board approval per WAC 392-170-025.

Per WAC, the plan must include:

- (1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level;
- (2) A description of the district's plan to identify students;
- (3) A description of the highly capable program goals;
- (4) A description of the services the highly capable program will offer;
- (5) A description of the instructional program the highly capable program will provide;
- (6) A description of ongoing professional development for educators of students who are highly capable and general education staff;
- (7) A description of how the highly capable program will be evaluated that includes information on how the district's highly capable program goals and student achievement outcomes will be measured;
- (8) A fiscal report; and



(9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

#### b. Alternatives

Not requesting State fiscal support for SPS Highly Capable Services is not recommended because there is no alternative funding to replace this revenue and the services it supports.

#### c. Research

The following materials were used in the development of the plan:

- Robinson, Ann, Shore, Bruce M., and Enersen, Donna L. <u>Best Practices in Gifted</u> Education: An Evidence-Based Guide, Prufrock Press, Inc. 2007.
- Sternberg, Robert E., and Davis, Janet E. <u>Conceptions of Giftedness</u>. Cambridge University Press, 2005.
- Rogers, Karen A., <u>Reforming Gifted Education: Matching the Program to the Child.</u> Great Potential Press. 2002.

# 5. <u>FISCAL IMPACT/REVENUE SOURCE</u>

Fiscal impact to this action will be the receipt of \$524,248.
The revenue source for this motion is State Highly Capable funds in the amount of \$524,248.
Expenditure:
Revenue:
6. <u>COMMUNITY ENGAGEMENT</u>
With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:
Not applicable ■ Not applicable Not applicable
This is an annual procedural action to access the state Highly Capable Program (HCP) allocation. The Advanced Learning office has regular formal engagement with the Highly Capable Services Advisory Committee and with the broader community when procedural changes are under consideration.
Tier 1: Inform
Tier 2: Consult/Involve
Tier 3: Collaborate

### 7. <u>EQUITY ANALYSIS</u>

This action to access state HCP funds does not require use of the Racial Equity Analysis Tool. The Advanced Learning office has a close working relationship with the Department of Equity

and Race Relations, as well as community based equity groups, when revising policy, procedures, and practices. This action makes no changes to the current plan.

### 8. <u>STUDENT BENEFIT</u>

Approximately 5,000 students are referred by parents/guardians each year for Advanced Learning eligibility testing. Eligible students are offered the opportunity to receive services designed to address their academic needs.

9.	$\mathbf{WHY}$	<b>BOARD</b>	<b>ACTION</b>	IS	NECESSARY	Y
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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. 6100, Revenues from Local, State and Federal Sources, provides the Board shall approve this item.
☑ Other: WAC 392-170-025, Special Service Program – Highly Capable Students, Board approval

### 10. POLICY IMPLICATION

Policy No. 2190, Highly Capable Services & Advanced Learning Programs, requires the submission of this Plan.

### 11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the C&I Committee meeting on February 13, 2017. The Committee reviewed this item and moved it forward to the full Board with a recommendation for consideration.

## 12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the HCP allocation of \$524,248 will be formally authorized for SPS.

### 13. <u>ATTACHMENTS</u>

• Highly Capable Students Program Annual Plan (for approval)