

The PROBLEMS that make Washington's Highly Capable Program INEQUITABLE	→	THE SOLUTION – SB 5354 / HB 1641
A parent or teacher must refer a student in order to be considered for Highly Capable. Many students never considered.	→	Sec. 3(2)(a) – “Each school district must conduct <u>universal screenings</u> for each student at least once, in or before second and sixth grade...”
Testing often scheduled on Saturdays or afterschool, at an unfamiliar or distant location. Discriminates against families without transportation.	→	Sec. 3(2)(a) – “Screening and assessment must be <u>within the school day</u> and at the school the student attends.”
Some districts require parents to drive students to a different school to access highly capable services. Discriminates against families without transportation.	→	Sec. 5(3) – “School districts <u>may not require parents to provide transportation</u> of highly capable students to and from programs for highly capable students.”
The quality of highly capable services varies widely from school to school, and zipcode to zipcode , determined largely by individual principals and counselors.	→	Sec. 9(1) – “School districts must provide a <u>minimum of two hours of annual professional development</u> for principals and counselors...attend this mandated training.”
Students new to a school district may have to wait up to a year to be assessed for highly capable services. This affects migrant families, foster students and homeless students.	→	Sec. 3(3) – “When a student...has been assessed or enrolled as highly capable by a sending school, the receiving school shall initially <u>honor placement of the student into a like program</u>The receiving school may conduct subsequent assessments to determine appropriate placement and continued enrollment.”
Members of the state mandated Multidisciplinary Selection Committee may have no formal training on the identification or needs of highly capable students, but they are solely responsible for making qualification & placement decisions.	→	Sec. 3(2)(iv) – “The committee members must have <u>at least five hours of course work</u> or professional development...”
A Washington teaching certificate does not require any coursework concerning highly capable students, even though it is part of basic education.	→	Sec. 10(2) – “ <u>Teacher preparation programs must include information on recognizing students who may qualify for programs for highly capable students, why highly capable students need special services, and the best practices for providing these services.</u> ”
The OSPI Highly Capable office is so understaffed that the most recent demographic/SES reports are 5 years old (2013-14).	→	Sec. 8 – “The superintendent of public instruction shall designate at least <u>two full-time equivalent professional staff</u> and at least one 0.5 support staff.”