

# SENATE BILL REPORT

## SB 6118

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As of January 25, 2012

**Title:** An act relating to implementing recommendations of the 2010 working group regarding programs for highly capable students.

**Brief Description:** Implementing recommendations of the 2010 working group regarding programs for highly capable students.

**Sponsors:** Senators McAuliffe, Litzow, Chase, Eide, Shin, Rolfes, Harper and Frockt.

**Brief History:**

**Committee Activity:** Early Learning & K-12 Education: 1/23/12.

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### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Staff:** Susan Mielke (786-7422)

**Background:** In 2009 the Legislature expanded the definition of Basic Education by, among other things, including the program for highly capable students. Additionally, the Quality Education Council (QEC) was created to make recommendations on the ongoing implementation of the program of Basic Education and the funding to support it. QEC is composed of eight legislators; the Superintendent of Public Instruction (SPI); and representatives from the State Board of Education, the Department of Early Learning, the Professional Educator Standards Board, the Educational Opportunity Gap Oversight and Accountability Committee, and the Office of the Governor.

Legislation passed in 2010 directed SPI to convene a technical working group to define a basic education program for highly capable students and address other specific topics. The working group reported to QEC and Legislature. QEC recommended the adoption of the definition of a highly capable student provide by the technical working group and that SPI create a consistent process for identification of students for the highly capable program.

**Summary of Bill:** QEC's recommendations for the highly capable student program are enacted. A highly capable student is defined as a student who performs or shows potential to perform at significantly advanced levels when compared to others of the same age, experience, or environment. The education of highly capable students may include supports and services that are in addition to those ordinarily provided as part of general education.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

SPI must adopt consistent procedures for the nomination, assessment, and selection of the most highly capable students for the highly capable program.

**Appropriation:** None.

**Fiscal Note:** Not requested.

**Committee/Commission/Task Force Created:** No.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony:** PRO: Gifted education allows students to learn at a faster pace than in regular classrooms. Not all school districts offer gifted classes in all grades K-12. This does not meet the needs of our students and excludes gifted students from receiving appropriate instruction. The technical working group's definition does require classes in all grades K-12 to close the opportunity gap; however, the entire definition is not included in the legislation. The definition needs to specify that there will be a continuum of services offered across all the grades of K-12. Other recommendations of the working group are not included in the legislation. The working group would like to have a public hearing on the full report of the working group.

**Persons Testifying:** PRO: Randy Dorn, State SPI; David Berg, citizen; Ethan Berg, student; David Brenna, Professional Educator Standards Board; Janis Traven, Garfield High School Parent Teacher Student Assn.; Lucinda Young, WA Education Assn.; Ramona Hattendorf, Washington PTA.