# *Information from Our Partners*

## REPORT TO THE LEGISLATURE Substitute House Bill (SHB) 1701: Institutional Education

In 2023, Substitute House Bill (SHB) 1701 was passed by the Legislature in response to E2SHB 1295 recommendations, with the intent of focusing attention on the Institutional Education governance structure and funding model. Specifically, SHB 1701:

- Assigns the Office of Superintendent of Public Instruction (OSPI) the responsibility for the delivery and oversight of basic education services to justice-involved youth through the Institutional Education programs in facilities that are not under the jurisdiction of the Department of Social and Health Services by September 1, 2027; and,
- Establishes a Joint Select Committee (JSC) on governance and funding for Institutional Education. The committee will report findings and recommendations to the Governor, the superintendent of public instruction, the chair of the State Board of Education (SBE), and appropriate committees of the legislature by December 1, 2024. Under SHB 1701, OSPI is responsible for the development of a timeline and plan for assuming the above responsibilities of SHB 1701 as well as annual interim reports. This report is the first annual interim progress report requirement detailing the progress OSPI has made in meeting its obligations under SHB 1701.

The full Substitute House Bill (SHB) 1701: Institutional Education report may found here.

## Bulletin No. 004-24 System and School Improvement

The Every Student Succeeds Act (ESSA) requires that all states receiving education funds under the Act establish a school-level accountability system. The Office of Superintendent of Public Instruction (OSPI) will be engaging in the next round of ESSA's required accountability system, known as the Washington School Improvement Framework (WSIF), in March 2024.

This bulletin is intended to solicit approval from 1003-funded school districts for the upcoming 2023 WSIF identification so that OSPI can continue to provide all identified schools and school districts access to its comprehensive support system. It is important to note that 90% of schools identified for support also report students with disabilities performing below the threshold. OSPI Special Education and the Office of System and School Improvement (OSSI) work closely together to provide inclusive supports.

To learn more about the current supports for identified schools and the use of supports for the next identification cycle, including the kinds of technical assistance that will be provided read the bulletin in its entirety here.

Washington Office of Superintendent of
**PUBLIC INSTRUCTION**

# Highly Capable Student Program: Twice Exceptionality or 2e

Getting children identified as 2e can be difficult, as they need to be screened for both giftedness and learning differences.

Twice-exceptional children commonly experience either a *missed diagnosis*, where their gifted abilities mask underlying academic challenges, or a *misdiagnosis*, where behavior or learning differences mask their academic talents, says Laurel Griffiths, director of family services at the Davidson Institute, a nonprofit that supports gifted youth. Others may present as neurotypical, she says, "because the masking is working so well" that both the giftedness and the disability remain unnoticed.

There are a few reasons why identifying twice-exceptionality can be complex:

Sometimes a child's giftedness is clearly evident and hides areas of challenge. In this scenario, the child has abilities in a distinct area such as in learning languages, art or math; this is recognized by teachers or tests. But, as *Parenting Your Twice Exceptional Child* states, "despite their intelligence, these students never seem to work up to their potential…Many times these students wear a label such as underachiever or lazy. Their failure to achieve is seen as deliberate, not the result of conditions beyond their control." This can be frustrating because a child wants to pursue a talent, but something is holding him back.

Other children who are twice-exceptional (2E) have a clear learning difference or physical condition, and their giftedness is overlooked. These children may have been diagnosed early and have an Individualized Learning Program (IEP) or a 504 Plan in place at school. With a heavy focus on their weaknesses, however, their talents are left unnoticed. These children may feel unintelligent and lose confidence in their abilities.

Finally, some children who are 2E appear as typically developing children. These children are difficult to identify because "[n]either their gifts nor their deficits stand out because each masks the other. Because they are performing at grade level, no one sees these students as needing special attention—neither gifted programming nor special education." In this situation, a child doesn't receive the help she needs nor is she given the opportunity to use her gifts. Further, though awareness is growing, few educators or professionals are well-informed about twice-exceptionality. Thus, parents may receive mixed-messages about their children's abilities.

For more information, visit the [Davidson Institute website](#).

# Video: The What and Why of Inclusive Technology

In this video from the Center on Inclusive Technology & Education Systems, you will explore and connect the "what" and "why" of inclusive technologies in your context. Whether working in a virtual learning program or offering an array of learning experiences, education leaders will understand why designing learning experiences using inclusive technologies is important,

including the impact of implementation on learners with disabilities and their families. Click here to watch the video. Learn more at Building Foundations for Inclusive Technology Systems.

## Washington State School for the Blind: Interveners in WA

The Washington State School for the Blind (WSSB) has released a bulletin about intervener services in Washington state. You can find more information here.

## SB 5243 Universal HSBP Platform

Hot off the presses! The SB 5243 Universal High School & Beyond Plan Platform Legislative Report #1 is posted! The report identifies the list of seven preliminary vendors:

- Kuder, Inc
- MaiaLearning, Inc,
- MIDAS Education
- School Data Solutions
- SchooLinks, Inc
- Xello
- YouScience

The next phase of the process includes a stakeholder engagement survey launching February – March 8 to get feedback from students, families, school/district staff, and community partners to inform final selection of the successful vendor in May 2024. If interested in engaging with OSPI in stakeholder feedback, please sign up here!



SB5243: Universal HSBP Platform Update
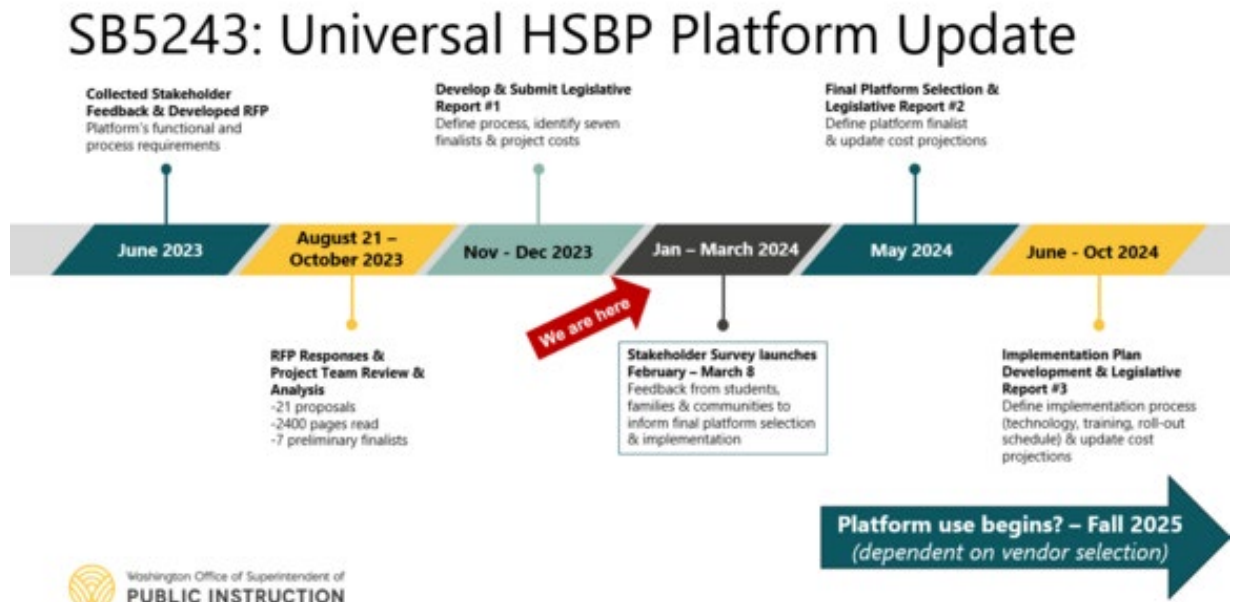
# Washington State Governor's Office of the Education Ombuds (OEO) Team Virtual Event

The Washington State Governor's Office of the Education Ombuds (OEO) is excited to present our OEO Team Virtual Event. The first part of the event will be an intro to OEO as an agency and to us as folks working in the agency. The second part of the event will feature breakout rooms on different topics to hear a short presentation and ask questions regarding:

- Special Education and Individualized Education Plans
- Safety Planning (Mental Health/Harassment, Intimidation and Bullying (HIB)
- Language Access
- Grievance Process in the K–12 Public School System
- Homelessness/McKenney Vento and Foster/Kinship Care Rights and Supports

Please register here. For more information, see the attached flyer.