6552-S2.E AMH POLL MCLA 046

**E2SSB 6552** - H AMD TO APP COMM AMD (H-4469.1/14) **951**

By Representative Pollet

**WITHDRAWN 03/12/2014**

 On page 16, after line 19 of the striking amendment, insert the following:

 "NEW SECTION. **Sec. 204.** A new section is added to chapter 43.06B RCW to read as follows:

 (1) The office of the education ombuds shall convene a task force on success for students with special needs to:

 a) Define and assess barriers that students with special needs face in earning a high school diploma and fully accessing the educational program provided by the public schools, including but not limited to students with disabilities, dyslexia, and other physical or emotional conditions for which students do not have an individualized education program or section 504 plan but that create limitations to their ability to succeed in school;

 b) Outline recommendations for systemic changes to address barriers identified and successful models for the delivery of education and supportive services for students with special needs;

 c) Recommend steps for coordination of delivery of early learning through postsecondary education and career preparation for students with special needs through ongoing efforts of various state and local education and workforce agencies, including strategies for earlier assessment and identification of disabilities or barriers to learning in early learning programs and in kindergarten through third grade; and

 d) Identify options for state assistance to help school districts develop course equivalencies for competency-based education or similar systems of personalized learning where students master specific knowledge and skills at their own pace.

 (2) The task force shall be composed of at least the following members:

 (a) One representative each from the office of the superintendent of public instruction, the workforce training and education coordinating board, the Washington state school directors' association, a statewide organization representing teachers and other certificated instructional staff, the student achievement council, the state board of education, the department of early learning, the educational opportunity gap oversight and accountability committee, a nonprofit organization providing professional development and resources for educators and parents regarding dyslexia, a nonprofit organization of special education parents and teachers, and the Washington association for career and technical education, each to be selected by the appropriate agency or organization; and

 (b) At least one faculty member from a public institution of higher education, at least one special education teacher, at least one general education teacher, and at least three parent representatives from special needs families, each to be appointed by the education ombuds.

 (3) The office of the education ombuds shall submit an initial report to the superintendent of public instruction, the governor, and the legislature by December 15, 2014, and December 15th of each year thereafter until 2016 detailing its recommendations, including recommendations for specific strategies, programs, and potential changes to funding or accountability systems that are designed to close the opportunity gap, increase high school graduation rates, and assure students with special needs are fully accessing the educational program provided by the public schools.

 (4) This section expires June 30, 2017."

 Renumber the remaining section consecutively and correct any internal references accordingly.

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|  |  EFFECT:   Directs the Office of the Education Ombuds (OEO) to establishes a Task Force on Success for Students with Special Needs. Directs the Task Force to:• Define and assess barriers that students with special needs face in earning a high school diploma and fully accessing public education;• Outline recommendations for systemic changes and successful models for education and service delivery;• Recommend steps for coordination of delivery of early learning through postsecondary education and career preparation; and• Identify options for state assistance to help school districts develop competency-based education or similar systems of personalized learning.Specifies membership of the Task Force, including state agencies, non-profit organizations, various education associations, educators, and parents.Requires an initial report by December 15, 2014, and each December 15th thereafter until 2016. Provides that the Task Force expires June 30, 2017. |

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