

E2SSB 6552 - H AMD TO H AMD (6552-S2.E AMH STON MCLA 997) **950**

By Representative Pollet

WITHDRAWN 03/12/2014

1 On page 20, after line 19 of the striking amendment, insert the
2 following:

3 "NEW SECTION. **Sec. 204.** A new section is added to chapter
4 43.06B RCW to read as follows:

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

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

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

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

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

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

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

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

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

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

EFFECT: Directs the Office of the Education Ombuds (OEO) to
establish 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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