

SHB 2792 - H AMD 907

By Representative Pollet

1 On page 21, after line 9, insert the following:

2 "NEW SECTION. **Sec. 8.** A new section is added to chapter 43.06B
3 RCW to read as follows:

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

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

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

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

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

27

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 student achievement council, the
6 state board of education, the department of early learning, the
7 educational opportunity gap oversight and accountability committee,
8 a nonprofit organization providing professional development and
9 resources for educators and parents regarding dyslexia, a nonprofit
10 organization of special education parents and teachers, the
11 Washington state school directors' association, and the Washington
12 association for career and technical education, each to be selected
13 by the appropriate agency or organization; and

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

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

28 (4) This section expires June 30, 2017."
29

30 Renumber the remaining sections consecutively and correct any
31 internal references accordingly.
32

33 Correct the title.
34

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 and education organizations, 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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