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**SUBSTITUTE SENATE BILL 5679**

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**State of Washington**

**64th Legislature**

**2015 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Litzow, Dammeier, Hasegawa, Lias, Chase, Rolfes, Jayapal, Parlette, and Conway)

READ FIRST TIME 02/18/15.

1 AN ACT Relating to transition services for special education  
2 students; amending RCW 28A.155.220; and creating a new section.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** The legislature finds that research  
5 continues to suggest that high expectations for students with  
6 disabilities is paramount to improving student outcomes. The  
7 legislature further finds that to increase the number of students  
8 with disabilities who are prepared for higher education, teachers and  
9 administrators in K-12 education should continue to improve their  
10 acceptance of students with disabilities as full-fledged learners for  
11 whom there are high expectations. The legislature also encourages  
12 continuous development in transition services to higher education  
13 opportunities for these students. The legislature recognizes that  
14 other states have authorized transition planning to postsecondary  
15 settings for students with disabilities as early as the age of  
16 fourteen. To remove barriers and obstacles for students with  
17 disabilities to access to postsecondary settings including higher  
18 education, the legislature intends to authorize transition planning  
19 for students with disabilities as early as age fourteen, when age  
20 appropriate.

1       **Sec. 2.** RCW 28A.155.220 and 2014 c 47 s 1 are each amended to  
2 read as follows:

3       (1) The office of the superintendent of public instruction must  
4 establish interagency agreements with the workforce training and  
5 education coordinating board, the department of social and health  
6 services, the department of services for the blind, and any other  
7 state agency that provides high school transition services for  
8 special education students. Such interagency agreements shall not  
9 interfere with existing individualized education programs, nor  
10 override any individualized education program team's decision-making  
11 power. The purpose of the interagency agreements is to foster  
12 effective collaboration among the multiple agencies providing  
13 transition services for individualized education ~~((plan))~~  
14 program-eligible special education students from the beginning of  
15 transition planning, which may be as young as age fourteen, through  
16 age twenty-one, or through high school graduation, whichever occurs  
17 first. Interagency agreements are also intended to streamline  
18 services and programs, promote efficiencies, and establish a uniform  
19 focus on improved outcomes related to self-sufficiency. ~~((This~~  
20 ~~subsection does not require transition services plan development in~~  
21 ~~addition to what exists on June 12, 2014.))~~

22       (2)(a) At age sixteen, or as early as age fourteen if age  
23 appropriate, the interagency responsibilities and linkages with  
24 transition services under subsection (1) of this section must be  
25 addressed in a transition plan to a postsecondary setting in the  
26 individualized education program of a student with disabilities.

27       (b) Transition planning shall be based upon age-appropriate  
28 transition assessments that outline the student's individual needs,  
29 strengths, preferences, and interests. Transition assessments may  
30 include observations, interviews, inventories, situational  
31 assessments, formal and informal assessments, as well as academic  
32 assessments.

33       (c) The transition services that the transition plan must address  
34 include activities needed to assist the student in reaching  
35 postsecondary goals and courses of study to support postsecondary  
36 goals.

37       (d) Transition activities that the transition plan may address  
38 include instruction, related services, community experience,  
39 employment and other adult living objectives, daily living skills,  
40 and functional vocational evaluation.

1 (e) A discussion should take place with the student and parents,  
2 and others as needed, to determine the postsecondary goals or  
3 postschool vision for the student. The postsecondary goals included  
4 in the transition plan shall be goals that are measurable and must be  
5 based on age-appropriate transition assessments related to training,  
6 education, employment, and independent living skills, when necessary.  
7 The goals must also be based on the student's needs, while  
8 considering the strengths, preferences, and interests of the student.

9 (f) As the student gets older, changes in the transition plan may  
10 be noted in the annual update of the student's individualized  
11 education program.

12 (g) A student with disabilities who has a high school and beyond  
13 plan may use the plan to comply with the transition plan required  
14 under this subsection (2).

15 (3) To the extent that data is available through data-sharing  
16 agreements established by the education data center under RCW  
17 43.41.400, the education data center must monitor the following  
18 outcomes for individualized education plan eligible special education  
19 students after high school graduation:

20 (a) The number of students who, within one year of high school  
21 graduation:

22 (i) Enter integrated employment paid at the greater of minimum  
23 wage or competitive wage for the type of employment, with access to  
24 related employment and health benefits; or

25 (ii) Enter a postsecondary education or training program focused  
26 on leading to integrated employment;

27 (b) The wages and number of hours worked per pay period;

28 (c) The impact of employment on any state and federal benefits  
29 for individuals with disabilities;

30 (d) Indicators of the types of settings in which students who  
31 previously received transition services primarily reside;

32 (e) Indicators of improved economic status and self-sufficiency;

33 (f) Data on those students for whom a postsecondary or integrated  
34 employment outcome does not occur within one year of high school  
35 graduation, including:

36 (i) Information on the reasons that the desired outcome has not  
37 occurred;

38 (ii) The number of months the student has not achieved the  
39 desired outcome; and

1 (iii) The efforts made to ensure the student achieves the desired  
2 outcome.

3 (~~(3)~~) (4) To the extent that the data elements in subsection  
4 (~~(2)~~) (3) of this section are available to the education data  
5 center through data-sharing agreements, the office of the  
6 superintendent of public instruction must prepare an annual report  
7 using existing resources and submit the report to the legislature.

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