
SUBSTITUTE SENATE BILL 5679

AS AMENDED BY THE HOUSE

Passed Legislature - 2015 Regular Session

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

21 (2)(a) When educationally and developmentally appropriate, the
22 interagency responsibilities and linkages with transition services
23 under subsection (1) of this section must be addressed in a
24 transition plan to a postsecondary setting in the individualized
25 education program of a student with disabilities.

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

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

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

1 (e) When educationally and developmentally appropriate, a
2 discussion must take place with the student and parents, and others
3 as needed, to determine the postsecondary goals or postschool vision
4 for the student. This discussion may be included as part of an annual
5 individualized education program review, high school and beyond plan
6 meeting, or any other meeting that includes parents, students, and
7 educators. The postsecondary goals included in the transition plan
8 shall be goals that are measurable and must be based on appropriate
9 transition assessments related to training, education, employment,
10 and independent living skills, when necessary. The goals must also be
11 based on the student's needs, while considering the strengths,
12 preferences, and interests of the student.

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

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

19 (3) To the extent that data is available through data-sharing
20 agreements established by the education data center under RCW
21 43.41.400, the education data center must monitor the following
22 outcomes for individualized education ((plan)) program-eligible
23 special education students after high school graduation:

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

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

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

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

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

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

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

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

1 (i) Information on the reasons that the desired outcome has not
2 occurred;
3 (ii) The number of months the student has not achieved the
4 desired outcome; and
5 (iii) The efforts made to ensure the student achieves the desired
6 outcome.
7 (~~(3)~~) (4) To the extent that the data elements in subsection
8 (~~(2)~~) (3) of this section are available to the education data
9 center through data-sharing agreements, the office of the
10 superintendent of public instruction must prepare an annual report
11 using existing resources and submit the report to the legislature.

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