
SENATE BILL 5679

State of Washington

64th Legislature

2015 Regular Session

By Senators McAuliffe, Litzow, Dammeier, Hasegawa, Lias, Chase, Rolfes, Jayapal, Parlette, and Conway

Read first time 01/28/15. Referred to Committee on Early Learning & K-12 Education.

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 (3) To the extent that data is available through data-sharing
13 agreements established by the education data center under RCW
14 43.41.400, the education data center must monitor the following
15 outcomes for individualized education plan eligible special education
16 students after high school graduation:

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

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

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

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

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

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

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

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

33 (i) Information on the reasons that the desired outcome has not
34 occurred;

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

37 (iii) The efforts made to ensure the student achieves the desired
38 outcome.

39 ~~((+3))~~ (4) To the extent that the data elements in subsection
40 ~~((+2))~~ (3) of this section are available to the education data

1 center through data-sharing agreements, the office of the
2 superintendent of public instruction must prepare an annual report
3 using existing resources and submit the report to the legislature.

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