
SUBSTITUTE SENATE BILL 5348

State of Washington

65th Legislature

2017 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators Fain, Rolfes, Zeiger, Darneille, Conway, Keiser, and Kuderer)

READ FIRST TIME 02/16/17.

1 AN ACT Relating to students who receive special education
2 services who earn certificates of individual achievement; and
3 amending RCW 28A.155.220.

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

5 **Sec. 1.** RCW 28A.155.220 and 2015 c 217 s 2 are each amended to
6 read as follows:

7 (1) The office of the superintendent of public instruction must
8 establish interagency agreements with the department of social and
9 health services, the department of services for the blind, and any
10 other state agency that provides high school transition services for
11 special education students. Such interagency agreements shall not
12 interfere with existing individualized education programs, nor
13 override any individualized education program team's decision-making
14 power. The purpose of the interagency agreements is to foster
15 effective collaboration among the multiple agencies providing
16 transition services for individualized education program-eligible
17 special education students from the beginning of transition planning,
18 as soon as educationally and developmentally appropriate, through age
19 twenty-one, or through high school graduation, whichever occurs
20 first. Interagency agreements are also intended to streamline

1 services and programs, promote efficiencies, and establish a uniform
2 focus on improved outcomes related to self-sufficiency.

3 (2)(a) When educationally and developmentally appropriate, the
4 interagency responsibilities and linkages with transition services
5 under subsection (1) of this section must be addressed in a
6 transition plan to a postsecondary setting in the individualized
7 education program of a student with disabilities.

8 (b) Transition planning shall be based upon educationally and
9 developmentally appropriate transition assessments that outline the
10 student's individual needs, strengths, preferences, and interests.
11 Transition assessments may include observations, interviews,
12 inventories, situational assessments, formal and informal
13 assessments, as well as academic assessments.

14 (c) The transition services that the transition plan must address
15 include activities needed to assist the student in reaching
16 postsecondary goals and courses of study to support postsecondary
17 goals.

18 (d) Transition activities that the transition plan may address
19 include instruction, related services, community experience,
20 employment and other adult living objectives, daily living skills,
21 and functional vocational evaluation.

22 (e) When educationally and developmentally appropriate, a
23 discussion must take place with the student and parents, and others
24 as needed, to determine the postsecondary goals or postschool vision
25 for the student. This discussion may be included as part of an annual
26 individualized education program review, high school and beyond plan
27 meeting, or any other meeting that includes parents, students, and
28 educators. The postsecondary goals included in the transition plan
29 shall be goals that are measurable and must be based on appropriate
30 transition assessments related to training, education, employment,
31 and independent living skills, when necessary. The goals must also be
32 based on the student's needs, while considering the strengths,
33 preferences, and interests of the student.

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

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

1 (3) A student receiving special education services who, as a
2 result of the student's academic performance, earns a certificate of
3 individual achievement pursuant to RCW 28A.155.045 may: Remain
4 eligible to receive transition services from a school district
5 between ages eighteen and twenty-one if the student's most recent
6 evaluation and current individualized education program specify a
7 continuing need for such transition services; and if provided by the
8 school district, must continue to generate associated state and
9 federal funding for the school district that provides such transition
10 services.

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

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

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

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

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

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

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

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

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

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

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

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

38 (~~(4)~~) (5) To the extent that the data elements in subsection
39 (~~(3)~~) (4) of this section are available to the education data
40 center through data-sharing agreements, the office of the

1 superintendent of public instruction must prepare an annual report
2 using existing resources and submit the report to the legislature.

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