

SSB 5679 - H AMD 500

By Representative Santos

ADOPTED 4/23/2015

1 Strike everything after the enacting clause and insert the
2 following:

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

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

22 (1) The office of the superintendent of public instruction must
23 establish interagency agreements with the department of social and
24 health services, the department of services for the blind, and any
25 other state agency that provides high school transition services for
26 special education students. Such interagency agreements shall not
27 interfere with existing individualized education programs, nor
28 override any individualized education program team's decision-making
29 power. The purpose of the interagency agreements is to foster
30 effective collaboration among the multiple agencies providing
31 transition services for individualized education (~~plan~~) program-
32 eligible special education students from the beginning of transition

1 planning, as soon as educationally and developmentally appropriate,
2 through age twenty-one, or through high school graduation, whichever
3 occurs first. Interagency agreements are also intended to streamline
4 services and programs, promote efficiencies, and establish a uniform
5 focus on improved outcomes related to self-sufficiency. ((This
6 subsection does not require transition services plan development in
7 addition to what exists on June 12, 2014.))

8 (2)(a) When educationally and developmentally appropriate, the
9 interagency responsibilities and linkages with transition services
10 under subsection (1) of this section must be addressed in a
11 transition plan to a postsecondary setting in the individualized
12 education program of a student with disabilities.

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

19 (c) The transition services that the transition plan must address
20 include activities needed to assist the student in reaching
21 postsecondary goals and courses of study to support postsecondary
22 goals.

23 (d) Transition activities that the transition plan may address
24 include instruction, related services, community experience,
25 employment and other adult living objectives, daily living skills,
26 and functional vocational evaluation.

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

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

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

7 (3) To the extent that data is available through data-sharing
8 agreements established by the education data center under RCW
9 43.41.400, the education data center must monitor the following
10 outcomes for individualized education (~~(plan)~~) program-eligible
11 special education students after high school graduation:

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

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

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

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

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

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

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

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

28 (i) Information on the reasons that the desired outcome has not
29 occurred;

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

32 (iii) The efforts made to ensure the student achieves the desired
33 outcome.

34 ~~((+3))~~ (4) To the extent that the data elements in subsection
35 ~~((+2))~~ (3) of this section are available to the education data
36 center through data-sharing agreements, the office of the
37 superintendent of public instruction must prepare an annual report
38 using existing resources and submit the report to the legislature."

39 Correct the title.

EFFECT: Makes the following changes:

Changes the requirement that transition planning for students with disabilities start as early as age fourteen when age-appropriate to a requirement that transition planning start as soon as educationally and developmentally appropriate.

Provides that a discussion about the postsecondary goals of the student must, rather than should, take place with the student and parents.

Adds that this discussion may be included as part of an annual IEP review, High School and Beyond Plan meeting, or any other meeting that includes parents, students, and educators.

Removes the Workforce Training and Education Coordinating Board from the list of agencies that must enter into interagency agreements for the provision of transition services.

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