



Artwork by Ivanova Smith

Education & Early Learning for Students with Developmental Disabilities

Education in the time of COVID-19 has been challenging for students with developmental disabilities (DD). Having virtual classrooms and assignments, no access to therapies, peers and other supports have made this a frustrating time. Children with DD who lose their routine struggle to cope and parents with no training in special education are expected to deal with all the behaviors that come with losing that routine and try to figure out how to stop the inevitable regression.

There are some bills and budget items going through the legislative process that could support students with DD and their families. Please implement these critical budget and policy changes:

The ability of many schools and districts to provide transition services was interrupted by COVID-19 last year and is still an ongoing concern for some students.

Solution: OSPI requests that the legislature provide up to \$12 million per year for the biennium (2021-23), to extend transition services to students with disabilities who:

- Turned age 21 during the 2019-20 or 2020-21 school years,
- Did not graduate with a regular diploma, and
- Require recovery services on or after July 1, 2021 as determined by the IEP team.

Other OSPI Budget Requests:

- Expanding Inclusive Teaching Practices
- Supporting Students through Multi-Tiered Systems of Support
- Supporting Families with a Special Education Family Liaison
- Building Staff Capacity to Support Student Well-Being
- Closing Gaps in Access to Learning Devices and Connectivity

Education Bills of Interest to Students with DD and their Families				
HB 1044	Prison to postsecondary education pathways		Study pathway, prioritize academic & vocational skills for those qualified for IEP	Rep Leavitt
HB 1085	Plans for students w/seizure disorders		Create individual health plans for students with seizure disorders, train staff	Rep Kloba
HB 1113	School attendance	SB 5153	For absences, conference with parents, IEP team members, provide language supports	Rep Ortiz-Self
HB 1213	Expand child care & early childhood development	SB 5237	Creates new account for legislative funding for ESIT and makes ECEAP pilot permanent	Rep Senn
HB 1295	Providing education in institutional settings		Defines RHCs, calls for reports about where students are, ed. Needs	Rep Callan
HB 1366	Priority of resumption of in-person instruction		Prioritize delivery of in-person instruction to foster, on IEP, 504 plans, moved from RHC	Rep Caldier
SB 5030	Develop comp school counseling programs		Comprehensive counseling programs to include kids w/disabilities and more	Sen Mullet
SB 5044	Schools/equity training		Training in equity, cultural competency, and racism in the public school system	Sen Das
SB 5237	Expand child care & early childhood development	HB 1213	Creates new account for legislative funding for ESIT and makes ECEAP pilot permanent	Sen C. Wilson
SB 5376	Promote Office of Education Ombuds (OEO)		Provide info/contact for OEO to parents, students, includes students with disabilities	Sen C. Wilson

Please Ensure Needs are Met for Students with Developmental Disabilities!

Contact The Arc of Washington for more information (888) 754-8798



Self Advocates in Leadership (SAIL)

March 3, 2021

Special Education during COVID

Transition to work

We are using a remote learning model which keeps students safe during this time of pandemic. Yet, the recipients of transition services are not getting any benefit from the current remote model. Being engaged in school is more than checking in. For transition students, a hands-on job exploration and search occurs in the last year of school. In this program, students learn the skills they need to leave school with an appropriate job. Furthermore, many of these students are looking for clerical and essential jobs which can be only done in person. An extra year would mean that they can take advantage of these skill building opportunities. A successful school-to-work program should have opportunities for in-person training. This has not happened under COVID restrictions. We need to encourage that state and federal government should support this.

Challenges of distance learning

When the pandemic hit, transition services could not provide one-on-one services to students exiting the school system at twenty-one. This program is a partnership between DVR and local school districts ensuring that people will get the training they need to leave school with a job. These services haven't been delivered successfully from a distance so another year of school after the pandemic would be greatly appreciated. SAIL supports the Office of the Superintendent of Public Instruction (OSPI) request for \$12 million for transition students to extend their transition service for additional year and the \$10 million for Transition Graduates to get a Basic Plus waiver.

Purposed temporary expanded services

If people on a student's IEP team believe that an extra year could benefit the student, those who would have graduated this year could participate next year. SAIL supports this as the skills and connections made to employment services would provide these students a meaningful pathway to jobs that fit their abilities and strengths.

Other news

Youth living in or being released from institutional settings deserve a chance at a quality education. HB1295 would enable those in these settings to get a meaningful diploma which would prepare them for postsecondary education, gainful employment, and citizenship. While SAIL believes that children shouldn't be institutionalized, we support how this bill would give these people a path towards a meaningful life.

Tell Your Story

Legislators need to hear from you. Self advocates know what is needed and what supports work, if we don't share the information, legislators cannot make informed decisions. Join SAIL today to let your voice be heard. Nothing About Us Without Us!!! Next Zoom meeting is March 9th at 1:00 p.m. <https://zoom.us/j/808138909>

Self-Advocates in Leadership (SAIL) is a coalition of more than 200 individuals with developmental disabilities who are interested in shaping public policy in Washington State. For more information about SAIL:

sail@arcwa.org or
1.888.754.8798, ext 3

YES! on SB 5284
Eliminate sub-minimum wage certificates. Passed the Senate

NO! on HB 1080/SB 5083
Don't build a 120 bed facility at Fircrest. Add \$10 million to the Housing Trust Fund Set-aside.

YES! on SB 5268
Transform services for people with DD.

YES! On HB 1218
Ensure families have 24 access to loved ones in residential settings.

YES! On HB 1227
Protecting the rights of parents

YES! On Fair Start for Kids Act, HB 1213/SB 5237

AMEND - HB 1366
Adding kids in Special Ed as priority for in-person learning.