



Design, Resource & Enforce Inclusive Learning

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Who is working on this issue?

The Arc of King County

Advocacy areas

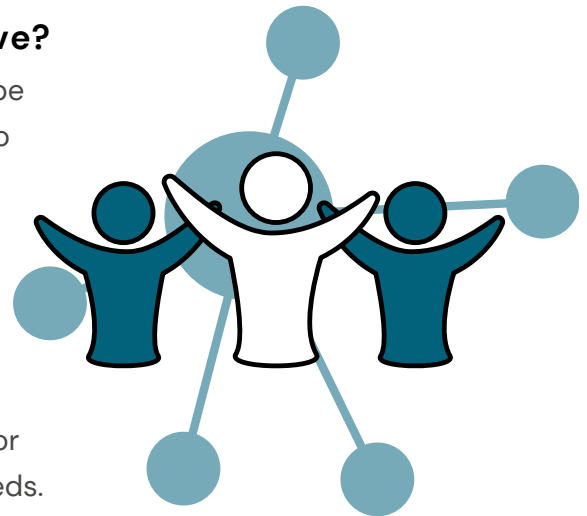
K-12 education

What is the problem you are trying to solve?

Students with developmental disabilities continue to be segregated from their peers at high rates, subjected to isolation and school removal, and moved into out-of-district placements.

Autistic children are most likely to be moved into an out-of-district placement, including out-of-state.

We aren't designing and resourcing our public schools to support diverse students with sensory processing or learning differences, complex behavior, or support needs.



What is your proposed solution?

- Fully fund the Inclusionary Practices Project (IPP) to build capacity among educators to support diverse students. (OSPI request)
- Isolation incidents must trigger a review of the individualized education program (IEP) to ensure services and accommodations are in place.
- Ensure special education funds follow students to support them in general education classrooms, per IEPs. (JLARC study underway)
- Require staff who use isolation illegally to undergo additional training in trauma-informed, behavior support practices.
- Invest in strategies to identify chronically absent students and connect them with necessary supports to reengage in learning. (OSPI request)
- Work with community partners to identify and provide services to support students with high acuity needs.

- Create a dashboard to track least restricted environment (LRE) data, and restraint and isolation, exclusionary discipline, and out-of-district placement data specific to students with IEPs and 504 plans.

Why is this a good solution?

Increasingly, school districts are tapping the Special Education Safety Net to remove students. In the 2021-22 school year, the state spent \$74 million on out-of-district placements for 922 high need students. That is a 77% increase from 5 years earlier.



Children with disabilities are also over-represented in exclusionary discipline and restraint and isolation. Too many are first marginalized, and then pushed out. Nationally, we are the bottom 10 for inclusion of students with intellectual disabilities in general education.

In too many instances, the state and school districts are not making investments early on, at the student and school level, to ensure services and support are in place. They are not communicating to families about evidence-based practices, or monitoring whether schools use them. In some cases, they are not enforcing the law around isolation and informal removals, and they allow unmet IEPs to displace students.

It is important that youth are in safe places where they can stabilize then thrive, and some moves are initiated by families because local public schools have failed their children. Failure of our health system to provide necessary services also plays a role. Many of these children are in crisis and cannot find support in their local community.

But our strategy can't be continued removal.

Children and their families need support. Schools need support.

We need to design, build, and resource what our children need. That includes changing practices in schools that harm them, investing in services that support them, and figuring out how to pull in services from a variety of sources so families aren't left trying to figure it out on their own.

| What is the fiscal impact? | Is there a bill number? | Is there a legislator working on this issue? |
|--|-------------------------|--|
| Uncertain. At least \$5 million to continue IPP for 1 year | Not yet | Not yet |