



# Investing in Student Potential

## 2023 – 2025 Operating Budget Proposal Special Education Highlights

Program Area	<u>Governor's Budget</u>	<u>House Budget Proposal</u>	<u>Senate Budget Proposal</u>
<b>Special Education Funding</b>	<b>Approx. +\$5 million</b> To increase funding for children aged 3-5 receiving special education services before entering kindergarten	<b>+\$75 million</b> To increase funding for K-12 students receiving special education services ( <a href="#">HB 1436</a> )	<b>+\$267 million</b> To increase funding for children aged 3-5 receiving special education services and students in the K-12 system ( <a href="#">SB 5311</a> )
<b>Special Education Enrollment Cap</b>  <i>Currently, districts can only receive state funding for up to 13.5% of their students receiving special education services</i>	<b>+\$74 million</b> To increase the enrollment cap from 13.5% to 15.0% starting in 2023-24	<b>+\$57 million</b> To increase the enrollment cap from 13.5% to 14.0% in 2023-24, 14.5% in 2024-25, and eventually eliminate it by 2027-28 ( <a href="#">HB 1436</a> )	<b>+\$93 million</b> To increase the enrollment cap from 13.5% to 15.0% starting in 2023-24. (Total is higher than the Governor's proposal because it includes funding formula increases) ( <a href="#">SB 5311</a> )
<b>Special Education Evaluations During the Summer</b>	<b>No Additional Funding</b>	<b>+\$4 million</b> To fund special education evaluations and support the development of Individualized Educational Programs (IEPs) during the summer for the next three years ( <a href="#">HB 1109</a> )	<b>No Additional Funding</b>
<b>Inclusionary Practices Project</b>	<b>+\$10 million</b> To continue supporting schools and districts in the adoption of inclusionary practices	<b>+\$10 million</b> To continue supporting schools and districts in the adoption of inclusionary practices	<b>No Additional Funding</b>

<p><b>Extension of Transition Services</b></p>	<p><b>+\$5 million</b> To enable students who will turn 21 during 2023-24 or 2024-25 school years, did not graduate with a regular diploma, and require recovery services on or after July 1, 2021 to receive access to transition services</p>	<p><b>+\$7 million</b> To enable students who will turn 21 during 2023-24 or 2024-25 school years, did not graduate with a regular diploma, and require recovery services on or after July 1, 2021 to receive access to transition services</p>	<p><b>No Additional Funding</b></p>
<p><b>Accountability in Non-Public Agencies</b></p>	<p><b>Not Included</b></p>	<p><b>Not Included</b></p>	<p><b>+\$145,000</b> To expand accountability and oversight districts and OSPI must exercise for non-public agencies serving students in the K-12 system (<a href="#">SB 5315</a>)</p>
<p><b>Nothing About Us Without Us Act</b></p> <p><i>Takes steps to ensure more meaningful inclusion of impacted and underrepresented communities in the policy making process</i></p>	<p><b>Not Included</b></p>	<p><b>+\$545,000</b> To support the implementation of <a href="#">HB 1541</a></p>	<p><b>Not Included</b></p>
<p><b>Addressing Isolation and restraint practices in schools</b></p>	<p><b>Not Included</b></p>	<p><b>+\$15 million</b> To eliminate the practice of isolating students and limiting the use of restraint, and provide professional development to support the policy changes (<a href="#">HB 1479</a>)</p>	<p><b>Not Included</b></p>

***Our Vision: Every individual thrives in a learning-friendly environment where they feel safe, supported, and challenged.***

We believe Washington state needs to assess and adjust how we accommodate and support the diverse and complex needs of students in public schools.

Human potential is our state’s most important asset. When we design schools and learning to be accessible and inclusive, we reach the greatest number of learners - and ultimately benefit from what they later contribute to our communities.