



CA SB 1016 FASD IN OHI

Fetal Alcohol Spectrum Disorder

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FASD NETWORK

OF SOUTHERN CALIFORNIA

A 501(C)(3) NONPROFIT ORGANIZATION
WWW.FASDSOCALNETWORK.ORG

WHAT WE DO

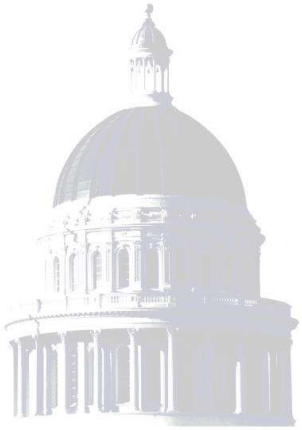
- Give *support* to parents, foster, and relative caregivers of individuals with an FASD in the 10 southern counties of California
- Provide FASD *information, training, and advocacy* for families, individuals, and professionals
- Grassroots, all volunteer members



FASD Now! is an alliance of advocate groups and professionals across California who are combining efforts to build momentum for a California FASD Coordinator and Council to develop an action plan for FASD

- Meeting with state representatives to gain sponsorship
- Spreading awareness among the developmental and neurobehavioral communities
- Engaging with systems of care to address FASD
- Senator Portantino introduced SB 1016 which will include FASD under OHI

SB 1016 SPECIAL EDUCATION: ELIGIBILITY: FETAL ALCOHOL SPECTRUM DISORDER



Requires that FASD be included under the “other health impairment” definition for Individual Education Plans. This would expand eligibility for pupils to receive special education and related services.

Existing regulations adopted by the State Board of Education provide that a child who is assessed as having a specified health impairment or other health impairment is entitled to special education and related services. Those regulations define “other health impairment” as having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the environment that is due to a chronic or acute health problem and adversely affects the child’s educational performance.

RATIONALE FOR SB 1016

Of the 6 million children in California schools, as many as 300,000 may have an FASD.

No school district in California has an FASD-informed program.

FASD is not a recognized category for special education under the Individuals with Disabilities Education Act (IDEA). It is also not named as a disorder under the Other Health Impairment category by the California Department of Education. Hence, students with the most prevalent developmental disability in the US are being underserved in school districts across the state, with detrimental lifelong consequences.

By recognizing and appropriately addressing FASD in education the trend towards secondary disabilities can be disrupted and the school-to-prison pipeline for students on the FASD spectrum can be broken.

HOW WE GOT HERE

Form a database of all your Representatives. Match constituents to their Representatives.

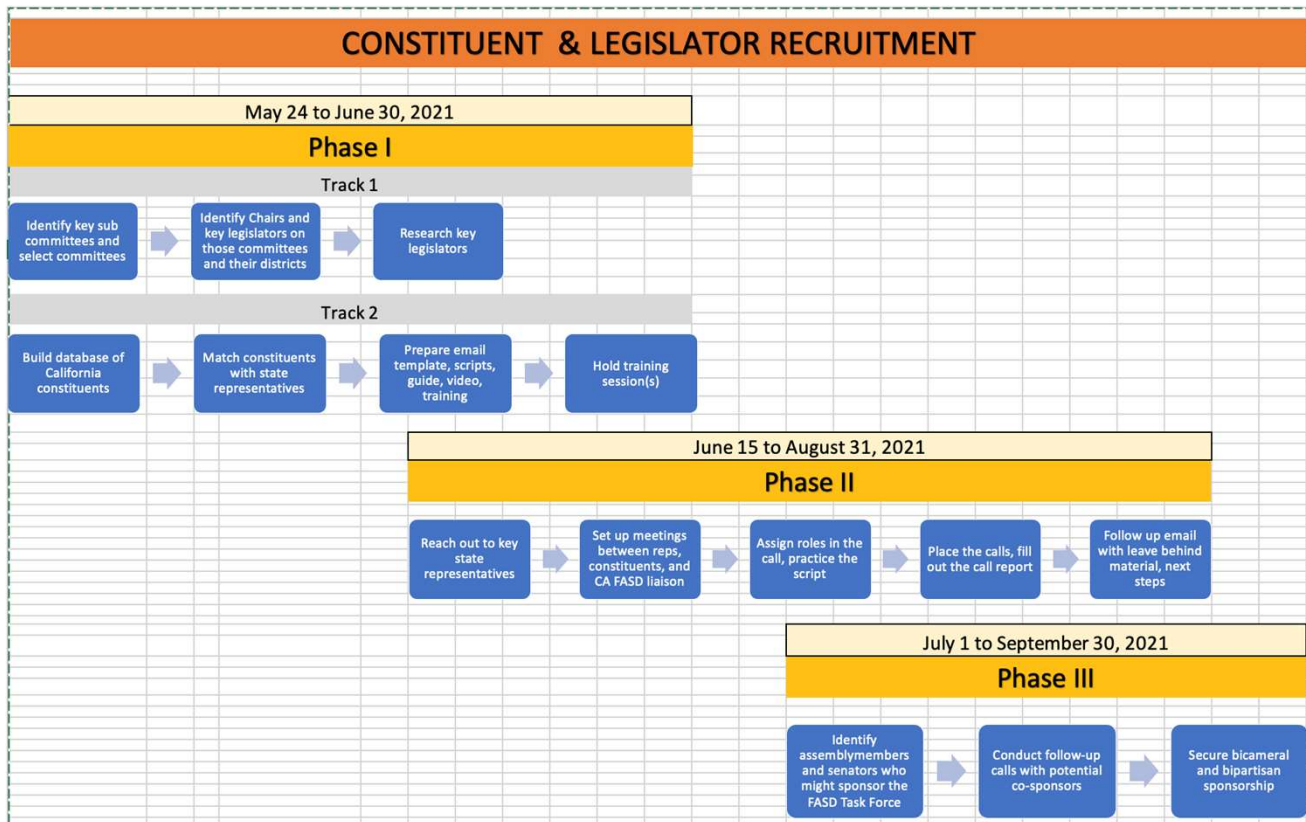
Create a script/ talking points for legislator meetings.

Handhold and facilitate the calls between legislative offices and constituents.

Work the network of organizations you've developed over the years. Foster parent groups, disability organizations, alcohol policy alliances, the Arc, child welfare law groups and advocates, special ed advocacy, local chapters of National Council for Jewish Women.

Use the state's FASD fact sheet produced by FASD United or created by your group.

Use resources from other states. The precedent set by other states was huge!!! Alaska's "How to talk to a legislator 3-Minute Story." Hawaii's succinct description of FASD. MOFAS report on FASD in Special Education.



LESSONS LEARNED

Don't work alone.

Don't be shy.

Narrow your ask if it's too broad. We found that it was too much to ask for a state coordinator and interagency council now. The narrower focus is doable and will have great impact.

Find a champion. We did! They will continue to work with us on our broader agenda.

Involve policy and legislative process experts. We had advice from a few experts but could have benefited from knowing more.

Get to know the State and County Department Administrators. Show up for their Dept. meetings. Make public comments, as appropriate.

Be flexible and ready to pivot.

CHALLENGES

Identifying costs of proposed legislation

Identifying pushbacks and forming rebuttals

Gathering additional co-authors

Finding constituents willing to share their stories

Develop guidelines for implementation

CLOSING THOUGHT

“If California and the US expect to solve some of its biggest issues such as homelessness, the mental health crisis, over-crowded jails, poverty, foster-care, and substance use disorders, we cannot afford to ignore FASD any longer. This largely invisible and unrecognized disorder holds a substantial missing piece of information.”

Anne Dahl, NOFAS NorCal