

Tapes78-79, (A\B)
Work Session: SB 814
SENATE COMMITTEE ON REVENUE AND SCHOOL FINANCE
March 19, 1991 1:00 PM Hearing Room A State Capitol Building

Members Present: Senator Jane Cease, Chair
Senator Joan Dukes, Vice Chair (arrived 1:24)
Senator John Brenneman
Senator Shirley Gold
Senator Ron Grensky
Senator Bill McCoy
Senator Tricia Smith (arrived 1:20)

Staff Present: Terry Drake, Legislative Revenue Office
Mary Ann Zimmermann, Committee Assistant

Witnesses Present: Karen Brazeau, Department of Education (DOE)
Alan Tresidder, Oregon School Boards Association (OSB A)
Frank McNamara, Portland Public Schools
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005 CHAIR CEASE called the meeting to order at 1:15 and conducted administrative business.

008 CHAIR CEASE welcomed Kathleen Adamson who submitted written testimony.
EXHIBIT 1

WORK SESSION - SB 814

029 TERRY DRAKE presented a general classification of special education funding distribution by state. EXHIBIT 2

053 KAREN BRAZEAU referred to requested information dealing with children not identified as special education but are suspected of being disabled. Data is not currently available in the Department of Education.

063 KAREN BRAZEAU explained requested information is being gathered regarding the cost of educating children in the regular classroom as compared to segregated pull out models.

068 KAREN BRAZEAU clarified the type of data collected by the Department of Education doesn't necessarily relate to specific questions of the committee.

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078 KAREN BRAZEAU addressed the issue of whether handicapped children are located in a proportional way across the state with the hypothesis being that the distribution of handicapped children across the state is proportional.

084 KAREN BRAZEAU commented on disproportionate reports are due to anomalies that are not a basis for developing a special education funding system.

110 KAREN BRAZEAU discussed the regional programs which service children

considered low incidence-high cost children.

133 CHAIR CEASE commented that the population distribution figures will be made available.

146 TERRY DRAKE reviewed the task of distributing money to districts with programs that vary in range. A period of transition deals with equalizing programs. Special education is one factor which will not generate disproportionate funding.

187 TERRY DRAKE presented a summarization of how other states are providing support for special education. Three general categories for funding were addressed including 1) reimbursement, 2) student weighting, and 3) categorical grants. EXHIBIT 2

250 TERRY DRAKE continued explaining the three funding categories presented in Exhibit 2.

293 TERRY DRAKE summarized if the committee leads toward a student weighting type of classification then major data will need to be gathered at the district level.

302 SEN. GRENSKY asked which factors in determining student weighting have data available. The response was none.

312 Discussion follows regarding the lack of data for a student weighting type of system.

320 TERRY DRAKE discussed what could be done during the 1991 Legislative Session including developing a classification of existing programs as listed in Table 1, Page 7. EXHIBIT 3

360 CHAIR CEASE commented that the distribution of the special education population is proportionate with the ratio of regular education.

382 SEN. GRENSKY explained the data needed for student weighting must come from the districts and is not available.

390 KAREN BRAZEAU explained the districts do not separate their costs on the basis of disability categories. Using a weighting formula does not always work and reasons were addressed.

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009 SEN. BRENNEMAN questioned if states that use the reimbursement systems have figures as a guideline. The response was yes.

016 KAREN BRAZEAU responded that Oregon uses the reimbursement system which is based on districts actual expenditures and approved cost.

027 SEN. GOLD asked what data can not be obtained during this session with regard to distribution of special education funds.

033 TERRY DRAKE responded that detailed expenditure per student by their classification of special education individual needs.

045 SEN. GOLD addressed the goals of the committee with what information is currently available.

058 KAREN BRAZEAU discussed what data is currently available to the committee including:

- 1) the numbers of children and their disability areas
- 2) the information reported on how much school districts spend as a total
- 3) information on distribution of the numbers of eligible children in each district as well as the categories of the disability

076 KAREN BRAZEAU explained the DOE feels less secure on financial data which is based on individual districts reported expenditures.

080 SEN. GOLD asked where should the committee begin to formulate a long term formula based on provided statistics.

089 KAREN BRAZEAU responded hearing from representatives of the school

community would relate the struggle of funding special education.

105 ALAN TRESIDDER discussed the issue of special education and addressed the long term goal would not be to litigate on funding of special education but there should be a system to provide services to all children as the need arises.

180 ALAN TRESIDDER addressed the numbers of special education children and cautioned the committee on spending time on the weighting system of funding special education.

201 SEN. GOLD discussed need of fulfilling the federal mandates if school funding comes from one holistic pot.

222 ALAN TRESIDDER felt the maintenance of effort could fulfill the federal mandates.

228 SEN. GOLD asked if certain criteria would be developed to control the funds going to special education if all education money came from one holistic pot.

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241 Discussion and questions follow regarding the assurance that special education funds are used for that purpose.

258 ALAN TRESIDDER encouraged the committee to invite a regional program director to explain the role of the regional programs as a state operation which is a significant assistant to school districts.

274 FRANK MCNAMARA discussed the assumption of special education students are evenly distributed and there is an even distribution of high and low cost students to serve, then a special factor may not be necessary.

316 FRANK MCNAMARA addressed the issue of the program level being offered using the example of autistic children.

399 FRANK MCNAMARA continued discussing the special education needs and categories across the state.

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012 FRANK MCNAMARA voiced agreement in attempting to deal with early identification of special education children and address the level of services.

030 ALAN TRESIDDER explained the DOE has an "emergency" fund to handle unusual circumstances. The goal ought to be that all children attend their neighborhood school in a regular classroom which would mean the regular teacher would need assistance.

062 SEN. DUKES questioned going with a 2 percent funding for special education and set up an emergency pot then a district could apply to the state for extra funding for a particular situation.

077 FRANK MCNAMARA acknowledged schools are required to educate all children and assuming there is even distribution of special education children, then there is no need for a separate pot. The complicator is the issue of program level.

098 SEN. DUKES assumed kids will be on an Individual Education Program (IEP) so an appropriate program has already been established.

105 FRANK MCNAMARA commented on the disparity among the district resources causing the IEP to be written on what can be delivered.

127 SEN. DUKES questioned the DOE reaction to establishing a formula in which the district would receive twice the amount for every special education child and set up an emergency fund for special cases.

147 ALAN TRESIDDER responded it would be workable for the DOE. Reference was made to the IEP's written based on services available to the district.

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164 CHAIR CEASE suggested looking at the regional program as a mechanism for assuring the level of services is comparable throughout the districts.

180 Discussion follows regarding targeting the money based on needs. Reference was made to the children who are mainstreamed into the regular classroom being overlooked because of targeting regional programs.

203 FRANK MCNAMARA addressed early detection lowers cost moves toward better services but cautioned categorizing when all the service is derived toward an IEP.

246 SEN. DUKES voiced concern in doing incentive programs and making sure that money targeted for special education could be overlooked for children mainstreamed into the regular classroom.

270 KAREN BRAZEAU discussed a double weighting system up to a particular percentage of the school population. Using a percentage of funds for inservice training was also discussed along with funding ideas for special education.

306 SEN. DUKES commented on the political side of the issue and suggesting it might be better to target for special education.

318 KAREN BRAZEAU suggested addressing the four factors including: 1) an overall weighting system, 2) a triggering mechanism for handling aberrant districts, 3) pay the districts up to a certain amount, 4) inservice training.

330 SEN. DUKES expressed interest in learning more about the regional programs.

342 SEN. SMITH recapped the goals of the committee and the desire to develop a system that meets the needs of the Oregon children but the question is how can that be done.

402 SEN. GRENSKY voiced concern with the direction the committee is taking and suggested the experts in the various areas come up with a plan.

437 CHAIR CEASE discussed the process of obtaining information.

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B

020 SEN. GRENSKY emphasized the people of Oregon are expecting results from this committee and if a long term formula ends up in an interim committee than the trust of the people will have been abused.

037 CHAIR CEASE explained the intent of the committee is to establish a one year distribution bill and a long term formula with plans for transition.

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044 SEN. GOLD feels the choice before the committee is a holistic way of dealing with education inclusive of special education. Another option would be to deal with categorical grants. The regional program seems to make an all inclusive program more successful and there is a need for the committee to learn more about the regional programs.

091 SEN. GOLD referred to the Ridgley Committee dealing with needs and questioned if it would be valuable to use information from the Ridgley Report.

097 FRANK MCNAMARA explained there was a task force on special education working with the Ridgley Committee that has available information.

100 FRANK MCNAMARA addressed the issue of moving toward inclusion and suggested the various educational experts come back to the committee with a proposal of a specific plan that moves toward inclusion (mainstreaming).

115 SEN. DUKES asked for information from other states that use a low weighting system.

131 TERRY DRAKE responded the information could be obtained.

134 SEN. SMITH appreciated Mr. McNamara's offer to return with a suggested funding plan and would like to see plans for the other needs before the committee (transportation, at-risk, etc.).

149 FRANK MCNAMARA referred to a group of educational representatives called together by State Superintendent Norma Paulus to study distribution formula issues. It was suggested the group come back with proposals dealing with the issues before the committee.

165 SEN. SMITH felt it was a starting point.

177 Discussion follows regarding the agenda and providing additional data beginning with the regional program information.

203 SEN. GOLD addressed the type of training for "homeroom" teachers and class size needs to be addressed.

233 SEN. DUKES referred to the discussion of not having enough information and is not interested in specific types of needs in each school districts. Sen. Dukes felt energies should deal with the regional programs.

250 TERRY DRAKE reviewed to generate useful information into a simple short term application.

264 Discussion follows regarding application of data to a formula.

271 SEN. GOLD clarified that the committee is dealing with more than just special education.

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277 CHAIR CEASE conducted administrative business and adjourned the meeting at 3:01.

Mary Ann Zimmermann, Committee Assistant

Kimberly Taylor, Office Manager

EXHIBIT SUMMARY

1. Written Testimony from Kathleen Adamson, 3/19/91 - SB 814
2. General Classification of Special Education Funding Distribution by State 1990, LRO, 3/19/91 - SB 814
3. 1990 Status Report on Special Education and Special Student Services in Oregon, DOE, (see Senate Revenue and School Finance minutes, 2/13/91 - Distribution)
4. Oregon Economic Indicators, 3/19/91, Reading material Miscellaneous

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