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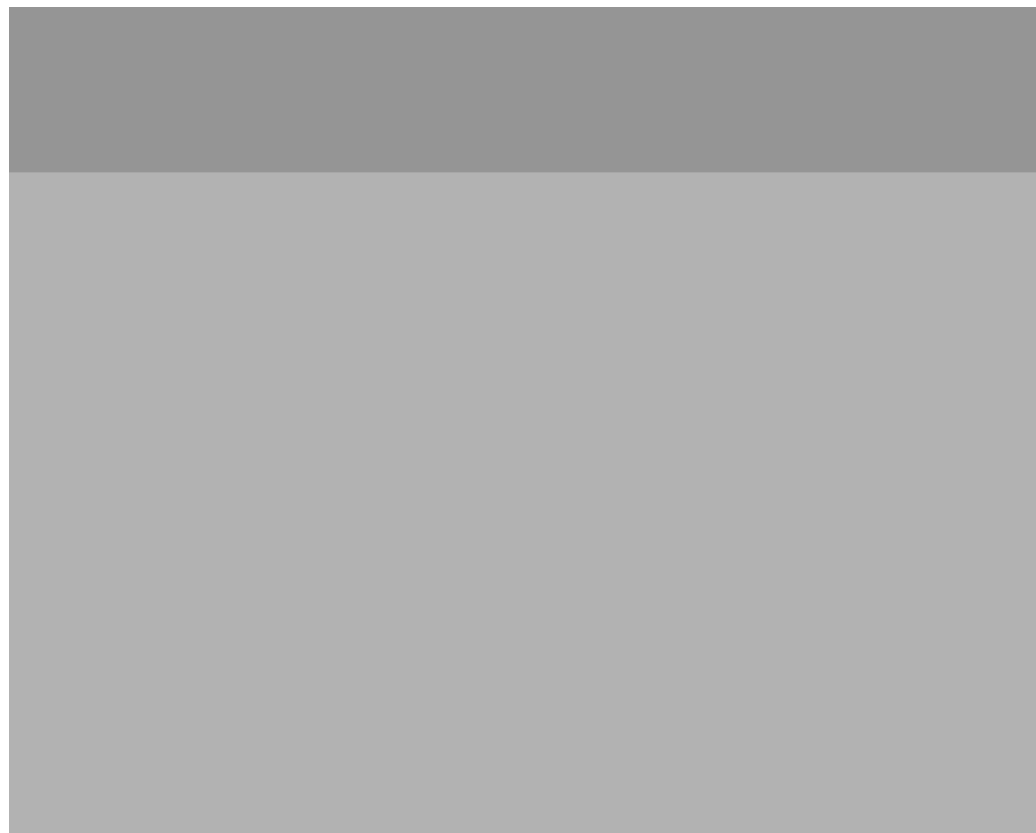
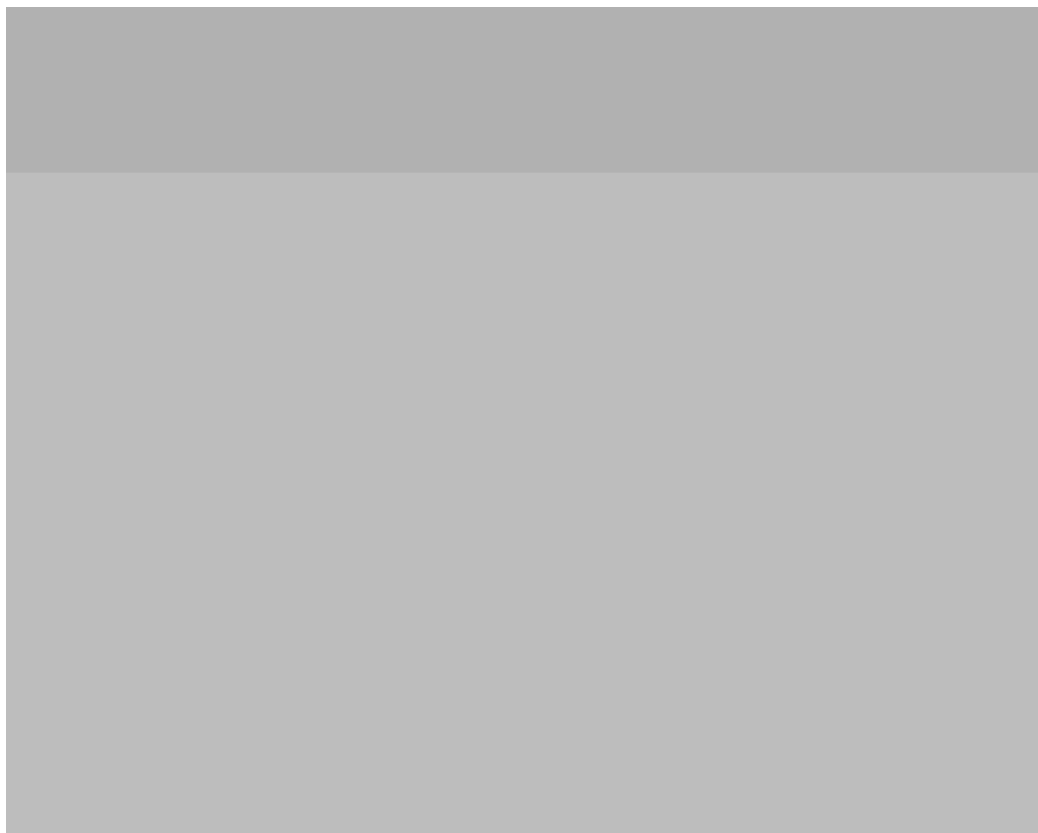
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# How Did We Get Here?

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I& J. &9%\$&\* (\* (&, -GE,%)&%; -&3G-B975&H/ "B7%9E. &! 55E% 6 - .%&! /49\$E,1&DE 6 6 9%%- -&\$%7%- /&%; -&  
FE55EK9.#2&

I& T e c e e f a e d, e f f c e , a d e e f e c e f e e  
f e c a e d c a e c e a d d e c c . l d e  
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e f d e a e a .

I& <-=7\$&DE 6 6 9\$\$9E.&E.&3G-B975&H/ "B7%9E.&L" . /9.#&9\$&.EK&B;7,#- /&K9%;&  
/ -4-5EG9.#&7. /&67M9.#&, BE 6 6 - . /7%9E.\$&, -#7, /9.#&.. / -&

Wh i o r c rren

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# Why is Reform More Important Than Just Appropriating More Money to the Current System?

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I & 3 ; E " 5 / & . E % 0 - & 7 0 E " % & K ; - , - & % ; - & 0 E / 1 & 9 \$ & 0 " % & 7 0 E " % & % ; - & \$ - , 4 9 B - \$ & . - - / - / N &

I & ! \$ & 6 E , - & \$ " / - . % \$ & 7 , - & 0 - 9 . # & - / " B 7 % - / & 9 . & # - . - , 7 5 & - / " B 7 % 9 E . & B 5 7 \$ \$ , E E 6 \$ & K 9 % ; &  
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7 , - 7 ) & 9 . B 5 " / 9 . # & \$ G - B 9 7 5 & - / " B 7 % 9 E . N & 3 G - B 9 7 5 & - / " B 7 % 9 E . & 9 \$ & % ; - & E . 5 1 & 7 , - 7 & % ; 7 % & ; 7 \$ & 1 - % &  
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- Using time as a factor to determine tier/level of support
- Using day/week/6 weeks/other to determine tier/level of support
- Using domains to determine tier/level of support (for example, curriculum and learning, social/emotional, health needs, communication needs, independent functioning), and would the domains be considered separately or collectively?
- Creating weights for related services, one-to-one adult to student ratios, behavior supports, itinerant services, etc.
- How often LEAs would report service intensity level to determine tier/level of support
- Whether the high cost fund needs to be eliminated or reformed in conjunction with a new service intensity formula that includes a tier for students with the most intense needs
- Who determines the level and when?
- How often do needs change?



# An Example of Service Intensity Formula Based on Time Methodology

## Special Education Allocation Structure Based on Six Levels of Service Intensity

!"#\$%	$\frac{\% \&' ( " ) \& * + , - \& . + ( - * / 0 - \$ \& - " * + 1 " 2 " - \# " + * 3 " 2 - / \$ - 4 " ( + ) * \& 1 ' 2 \& - 5 ) 6 * " 1 \# - 2 " * + / ) ( + * ' 3 3 5 1 \& * + / * + ( 5 2 ' 7 " ) \& " ( + ) + \& . " + * \& ' ( " ) \& \& * + 9 : ; + 5 ) + / \# " 1 / < " = +$	$> " - < . \& + ? ' \$ \& - 3 \$ - " 1 +$
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!"#\$%+99	$0 " \& , " " ) + @ A + 0 ' \& + \$ " * * + \& . / ) + I A + 3 " 1 2 " ) \& + 5 B + \& . " + - ) * \& 1 ' 2 \& - 5 ) / \$ + ( / C +$	$D ( E ' * \& " ( + F / * - 2 + D \$ \$ 5 \& 7 " ) \& + 7 ' \$ \& - 3 \$ - " ( + 0 C + G / 2 \& 5 1 + @ +$
!"#\$%+999	$0 " \& , " " ) + I A + 0 ' \& + \$ " * * + \& . / ) + J A + 3 " 1 2 " ) \& + 5 B + \& . " + - ) * \& 1 ' 2 \& - 5 ) / \$ + ( / C +$	$D ( E ' * \& " ( + F / * - 2 + D \$ \$ 5 \& 7 " ) \& + 7 ' \$ \& - 3 \$ - " ( + 0 C + G / 2 \& 5 1 + K +$
!"#\$%+9L	$0 " \& , " " ) + J A + 0 ' \& + \$ " * * + \& . / ) + M A + 3 " 1 2 " ) \& + 5 B + \& . " + - ) * \& 1 ' 2 \& - 5 ) / \$ + ( / C +$	$D ( E ' * \& " ( + F / * - 2 + D \$ \$ 5 \& 7 " ) \& + 7 ' \$ \& - 3 \$ - " ( + 0 C + G / 2 \& 5 1 + I +$
!"#\$%+L	$7 5 1 " + \& . / ) + M A + 3 " 1 2 " ) \& + 5 B + \& . " + - ) * \& 1 ' 2 \& - 5 ) / \$ + ( / C +$	$D ( E ' * \& " ( + F / * - 2 + D \$ \$ 5 \& 7 " ) \& + 7 ' \$ \& - 3 \$ - " ( + 0 C + G / 2 \& 5 1 + N +$
!"#\$%+L9	$G ' \$ \$ 0 \& - 7 " + , - \& . - ) + \& . " + 3 \$ / 2 " 7 " ) \& + 5 B + / + ) 5 ) 3 ' 0 \$ - 2 + ( / C + 3 1 5 < 1 / 7 + 3 \$ / 2 " 7 " ) \& + 5 1 + 1 " * - ( " ) \& - / \$ + B / 2 - \$ - \& C +$	$D ( E ' * \& 7 " ) \& + F / * - 2 + D \$ \$ 5 \& 7 " ) \& + 7 ' \$ \& - 3 \$ - " ( + 0 C + G / 2 \& 5 1 + J +$

5) '670&+4" '\$#' 8 "%9.\* "' :), " ) - ., ; ' <\$% &=40'  
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I& DE 6 09. - \$&%; - &BE . B - G%\$&F, E 6 &%; - &L5E, 9 / 7 & 6 7%, 9 = &K9%; E " %&%; - & - =% - . \$94 - & 6 7%, 9 = &  
KE, M\$; - - %&

I& J . B5" / - \$&%; - &<- = 7\$&\$G - B9F9B&\$G - - B; &%; - , 7G1)&K; 9B; &B7 . &O - &7 . &9 . \$%, " B%9E . 75&E, &  
, - 57% - / &\$ - , 49B - &

I& J . B5" / - \$&\$%7 . / 7, / &G, E%EBE5& / 1\$5 - = 97&9 . \$%, " B%9E . &7\$&7&\$G - B975& - / " B7%9E . &\$ - , 49B - &

# Level 1

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I& R-4-5& ' &9 . /9B7%- \$&%; 7%&%; -&\$% " / - .%&, -B-94-\$&\$G--B; &%; - ,7G1&>E .51?)&\$%7 . /7, /&  
G,E%E%EBE5& /1\$5- =97&9 . \$%, " B%9E . &>E .51?)&7 . /SE, &E%; - ,&\$ " GGE, %\$&%; 7%&, - \$ " 5%&9 . & 6 9 . 9 6 7 5&  
7BBE 6 6 E /7%9E . \$&%E&%; -&B " , ,9B " 5 " 6 &7 . /&5-7, . 9 . #&- . 49, E . 6 - . %) &\$EB975S- 6 E%9E . 75&  
O- ; 749E, )&9 . / -G- . / - . %&F " . B%9E . 9 . #)& ; -75%; &B7, - )&7 . / &BE 6 6 " . 9B7%9E . & / E 6 7 9 . \$N&

# Level 2

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I& R-4-5&\* &9. /9B7%- \$&%; - &\$%" / - . %&9\$&, -B-949. #&7\$\$\$%7. B-&E. &7&G-, 9E /9B&07\$9\$&E, &  
, -B-94- \$& 6 9. E, &\$" GGE, %\$)&7\$\$\$%7. B-&E, &\$-, 49B- \$&9. &%; - &B", ,9B"5" 6 &7. / &5-7, .9. #&  
- .49, E. 6 - . %) &\$EB975S- 6 E%9E. 75&0- ; 749E,) &9. / -G- . / - . %&F" . B%9E. 9. #)&; -75%; &B7, -)&  
7. /SE, &BE 6 6 ". 9B7%9E. &/E 6 79. \$N&

I&



# Level 4

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I& R-4-5&W&9 . / 9B7%- \$&% ; 7%)&FE ,&% ; -& 6 70E,9%1&EF&5 - 7, . 9 . #&7B%949%9 - \$)&% ; -&\$% " / - . %&9\$&



# Level 6

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I& R-4-5&Z&9 . /9B7%- \$&%; 7%&%; -&\$% " / - . %&9\$&, -B-949 . #&BE . %9 . "E"\$&7 . /&9 . %- . \$-&>E . -YE . Y  
E . -&E,&4- ,1&\$ 6 755&#,E "G?&7\$\$9\$%7 . B-)& 6 " 5%9G5-&\$- ,49B-\$&E,&\$" O\$%7 . %975& 6 E /9F9B7%9E . \$&  
FE,&%; -& 6 70E,9%1&EF&5-7, . 9 . #&7B%949%9-\$&7%&7&\$-G7,7%-&5EB7%9E . N<; 9\$&KE "5 /&9 . B5" / -&  
. E . G" O59B&/71&G,E#,7 6 &G57B- 6 - . %\$&7 . /&, -\$9 / - . %975&F7B959%9-\$N&



# Recommendations for Transition

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I & \* (\*UY\* (\*W&\$B; EE5&1-7,2& [-#9..9.#&K9%;&;9\$&\$B; EE5&1-7,) &<H! &K955&EG-,7%9E.759P-&7./&B,-7%-&+HJA3&BE/-&\$&FE,&;-&.-K&F"./9.#&FE,6"57N&

I & \* (\*WY\* (\*X&\$B; EE5&1-7,2& [-#9..9.#&K9%;&;9\$&\$B; EE5&1-7,) &RH! \$&K955&O-#9.&"%959P9.#&.-K&+HJA3&BE/-&\$7./&\$"069%&&E&<H! N&

I & \* (\*XY\* (\*Z&\$B; EE5&1-7,2& [-#9..9.#&K9%;&;9\$&\$B; EE5&1-7,) &<H! &"%959P-\$&;-&.-K51&BE55-B%-/&7./&,-GE,%-/&RH! &/7%7&%E&O-#9.&/9\$,90"%9.#&\$G-B975&-/"B7%9E.&79/&E.&;-&07\$9\$&EF&;-&.-K&\$1\$%-6N&

I & \* (\*XY\* (\*Z&\$B; EE5&1-7,2&J.&;9\$&F9,\$%&1-7,&EF&;-&"%959P7%9E.&EF&;-&.-K&FE,6"57)&7&6-B;7.9\$6&KE"5/&.- -/&%E&O-&9.&G57B-&\$E&;7%&RH! \$&KE"5/&.E&,-B-94-&5-\$&\$79/&%;7.&9.&;-&F9.75&1-7,&EF&;-&-=&\$%9.#&FE,6"57N&

I & <H! &KE"5/&BE.%9."-&%E&BE557OE,7%-&K9%;&RH! \$&7./&G,E49/-&%-B;.9B75&7\$9\$7.B-&/",9.#&;-&/-4-5EG6-.%&EF)&,7.\$9%9E.&E)&7./&96G5-6-.%7%9E.&EF&;-&.-K&\$1\$%-6N&



# Personnel Needs

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# Other Recommendations

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I & J . B , - 7 \$ - & % ; - & G - , & 6 9 5 - 7 # - & , - 9 6 0 " , \$ - 6 - . % & F E , & \$ G - B 9 7 5 & - / " B 7 % 9 E . & % , 7 . \$ G E , % 7 % 9 E . N &

I & 8 - 4 - 5 E G & 7 . / & 9 6 G 5 - 6 - . % & 7 & \$ % 7 % - K 9 / - & - 5 - B % , E . 9 B & J H + & \$ 1 \$ % - 6 & % E & 6 7 M - & / 7 % 7 & % , 7 . \$ F - , \$ &  
7 . / & , - G E , % 9 . # & 6 E , - & - = G - / 9 - . % & 7 . / & - F F 9 B 9 - . % N &

I & L E , & % ; - & . - = % & F E " , & 1 - 7 , \$ ) & B , - 7 % - & 7 . & 9 . 9 % 9 7 5 & - 4 7 5 " 7 % 9 E . & , - 9 6 0 " , \$ - 6 - . % & 7 5 5 E % 6 - . % & % E &  
; - 5 G & B E 4 - , & % ; - & B E \$ % \$ & 9 . B " , , - / & 0 1 & R H ! \$ N &

I & ! " % ; E , 9 P - & < H ! & % E & B 7 G & B E \$ % \$ & E F & , - \$ 9 / - . % 9 7 5 & 7 . / & . E . G " 0 5 9 B & / 7 1 & G , E # , 7 6 & G 5 7 B - 6 - . % \$ &  
6 7 / - & 0 1 & R H ! \$ & 7 % & G " 0 5 9 B & - = G - . \$ - N &

I & : - B E 6 6 - . / & % ; - & ] ] % ; & 5 - # 9 \$ 5 7 % " , - & 7 / E G % & 7 & , - \$ E 5 " % 9 E . & F E , & D E . # , - \$ \$ & % E & 9 . B , - 7 \$ - &  
F " . / 9 . # & " . / - , & J 8 H ! & F E , & \$ % 7 % - & # , 7 . % \$ N &

I & J . 4 - \$ % & \$ % 7 % - & , - \$ E " , B - \$ & 9 . % E & \$ % 7 % - K 9 / - ) & / 9 \$ % , 9 B % K 9 / - ) & B E 6 6 " . 9 % 1 Y K 9 / - ) & 7 . / &  
B 7 6 G " \$ K 9 / - ) & 7 . / & B 5 7 \$ \$ , E E 6 Y K 9 / - & 9 . B 5 " \$ 9 4 - & - / " B 7 % 9 E . & \$ " G G E , % \$ N &