

March 21, 2023

Chair Dembrow  
Vice-Chair Weber  
Members of the Senate Committee on Education

**RE: Opposition of SB 633 – Regional Centers for Special Education and Related Services**

Chair Dembrow, Vice-Chair Weber and Members of the Senate Committee on Education,

**As a coalition of disability advocates, we collectively share our opposition to SB 633.**

SB 633 seeks to create regional centers for special education and related services. *Brown v. Board of Education* and subsequent laws created an understanding that public education is for all students, regardless of race, gender or disability.<sup>1</sup>

The Individuals with Disabilities Education ACT [IDEA] calls out that all students with disabilities receive individualized instruction designed to meet their unique needs in the least restrictive environment. Research shows that inclusive education where students with disabilities have general education, instructional and social opportunities alongside their peers without disabilities results in the best learning outcomes. There is no evidence that supports the values of segregated special education classes or schools.<sup>2</sup>

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*Furthermore, there is an assumption that placement in a restrictive setting inherently equates greater levels of quality of services and support, for which there is no evidence<sup>3</sup>.*

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Investments need to be made in neighborhood schools so they can effectively support all their students rather than creating programs that remove students with disabilities from their schools and peers. We understand that there are circumstances that more intensive support is required for students. However, as stated by the National Council on Disability,

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*Separate programs for students with behavioral challenges often include a requirement that students “earn” increased participation in regular school environments and activities through demonstration of specific behavior and conduct. This discriminatory practice places the **burden on students to develop normative behavior and skills in a non-normative setting rather than placing the burden on educators to devise appropriate interventions.** “The irony is that **the most restrictive placements do not prepare people for the least restrictive placements.**”<sup>4</sup>*

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<sup>1</sup> Esteves, Kelli J. and Rao, Shaila, “The Evolution of Special Education” (2008). Scholarship and Professional Work – Education. 72.

[https://digitalcommons.butler.edu/coe\\_papers/72?utm\\_source=digitalcommons.butler.edu%2Fcoe\\_papers%2F72&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://digitalcommons.butler.edu/coe_papers/72?utm_source=digitalcommons.butler.edu%2Fcoe_papers%2F72&utm_medium=PDF&utm_campaign=PDFCoverPages)

<sup>2</sup> [IDEA Series: The Segregation of Students with Disabilities \(ncd.gov\)](#)

<sup>3</sup> [IDEA Series: The Segregation of Students with Disabilities \(ncd.gov\)](#)

<sup>4</sup> [IDEA Series: The Segregation of Students with Disabilities \(ncd.gov\)](#)

Respectfully, we urge the committee to pause movement on this bill. These are serious issues and the potential for harm cannot be underscored enough, so we believe that workgroups to thoughtfully explore solutions to the existing issues that surround education as a whole is a more prudent course of action.



**Sammy's Place**



Oregon COAST Network

