

OFFICE OF LEARNING

STUDENT SERVICES

UNIT



Informational Update February 2014

Dear Colleagues:

Welcome to the February 2014 Student Services newsletter. I hope you find the articles and website links helpful in your work serving the students with disabilities and their families in Oregon.

We have a new staff member to introduce to you in this addition. Heather Lindsey just joined our team at the end of January as our new Transition Liaison Specialist. This position was developed to support the important work of the Executive Order (13-04) related to transition services and integrated employment. It is an important position that will focus on improving transition services, and coordinating with our partners from DHS, OVRS and DD services. Heather previously worked for the Department of Human Services Office of Vocational Rehabilitation Services as a counselor specialist, and has over 10 years of experience working with secondary transition students. She has a great understanding of family, community, and agency partner collaboration to ensure successful transition, and looks forward to her work with you and your district staff.

Our department just completed the FFY 2012 Annual Performance Report and State Performance Plan for Part B and Part C. It was sent to the Office of Special Education Programs in advance of the due date of February 3rd. Much thanks go out to our whole team! We can all be pleased with the concerted effort for children/students with disabilities and their families, though there are areas for increased growth. Thank you to those who participated in the stakeholder meeting November 7, 2013, to assist us in recommending new targets for our work. This will continue as we design our State Systemic Improvement Plan (SSIP) over the next two years.

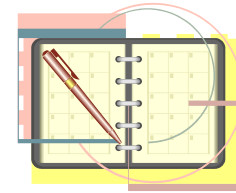
<http://www.ode.state.or.us/search/page/?id=1813>

This edition of our newsletter has very helpful information related to assessment and Smarter Balanced, newly approved administrative rules, an updated Medical Statement or Health Assessment Statement form, and the Executive Numbered Memo (HB 2501) related to transportation for students in day treatment programs. Please take the time to review the information and share with relevant staff.

Again, I appreciate our collaborative work for students and families in Oregon and hope to meet more of you in person in the near future.

Take care,

Sarah Drinkwater, Ph.D.
Assistant Superintendent



FISCAL & DATA COLLECTIONS UPCOMING DUE DATES

DATE	TOPIC	ACTIVITY	ODE Contact
1/23/2014	<i>IDEA Excess Cost</i>	IDEA Excess Cost Calculation for 2013-14 closes 3/10/14	Sarah Drinkwater
4/24/2014	<i>IDEA Annual Application</i>	IDEA Annual Application for Federal Funds for 2014-15 closes 6/2/2014	Jackie McKim/Data Unit
5/15/2014	<i>Discipline Data</i>	Discipline incidents for the 2013-14 school year closes 6/30/2014	Michael Mahoney
5/15/2014	<i>June Special Education Exit</i>	Special education exit collection for 2013-14 school year closes 6/30/2014	Trish Lutgen/Data Unit
5/15/2014	<i>Special Education Child Find</i>	Special education child find data collection for 2013-14 school year closes 6/30/2014	Trish Lutgen/Data Unit

SPECIAL EDUCATION/GENERAL SUPERVISION/EI/ECSE

- Nancy Johnson-Dorn – nancy.johnson-dorn@state.or.us or 503-947-5703
- Laura Petschauer - laura.petschauer@state.or.us or 503-947-5936
- Stella Brown – stella.brown@state.or.us or 503-947-5543
- Alan Garland – alan.garland@state.or.us or 503-947-5759
- Ginna Oliver – ginna.oliver@state.or.us or 503-947-5562
- Bruce Sheppard – bruce.shepard@state.or.us or 503-947-5612
- Kara Williams – kara.williams@state.or.us or 503-947-5728

Early Intervention and Early Childhood Special Education

Ginna Oliver – ginna.oliver@state.or.us or 503-947-5562

ODE’s Early Intervention and Early Childhood Special Education Program (EI/ECSE) provides services and support to young children with developmental delays and disabilities and their families to help mitigate the impact of developmental delays and disabilities. The program goal is to improve each child’s developmental trajectory.

Every year, the State Interagency Coordinating Council (EI/ECSE’s Governor-appointed advisory board) is required to send a report to the Governor summarizing its work from the past year. This year, the Council included parent stories and photos in the report. It also includes information about services provided to children this last year. The 2013 report will become available to the public this spring.
<J:\Early Childhood\EI-ECSE\SICC\Governor's Report\2012-2013>

Oregon Alternate IEP Form Approval Process 2014-15

Laura Petschauer – laura.petschauer@state.or.us or 503-947-5936

Under Oregon Administrative Rule (OAR) 581-015-2215, all districts and ESDs in Oregon must use the Oregon Standard IEP form, unless they have applied for and been granted approval for use of an alternate IEP form by the Oregon Department of Education (ODE). Districts and ESDs may now apply for approval for use of an alternate IEP form for the 2014-2015 school year; applications are due to ODE by February 21, 2014. The directions for submission are available online:
<http://www.ode.state.or.us/pubs/forms/iep/alternateiepguide.doc>

Districts or ESDs that received prior ODE approval for alternate IEP forms must reapply for approval of any alternate IEP forms they plan on using during the 2014-15 school year. For districts and ESDs requesting approval for the initial use of the *Edupoint* alternative IEP form (a format that has received prior ODE approval) please use the *Edupoint* worksheet in the guidelines (Appendix B). For those currently using *Edupoint*, please use the worksheet in Appendix C.

Tax Exemption Letter (Tax Year 2013)

The 2013 Tax Exemption Memo is now available on the ODE website in English and Spanish <http://www.ode.state.or.us/search/page/?=3847>. Please feel free to share this memo with your school staff and with parents of children with disabilities. The Oregon Tax Code provides an additional tax exemption for parents of eligible children with disabilities in Oregon. The procedure for claiming an exemption for the 2013 tax year is explained in the Oregon Individual Income Tax Return and Instruction booklets.

A child qualifies if he/she meets **all** of the following criteria:

- Qualifies as your dependent for tax year 2013;
- Is eligible for early intervention services, early childhood special education services or receives special education as defined by the State Board of Education of the state where the child attends school; and
- Is considered to have a disability as of December 31, 2013 under the federal Individuals with Disabilities Education Act (IDEA) and related Oregon laws.

Eligible IDEA disability categories include: Autism (code 82); Hearing Impairment (20); Serious Emotional Disturbance (60); Deafblind (43); Vision Impairment (40); Other Health Impairment (80); Traumatic Brain Injury (74); Orthopedic Impairment (70); and Intellectual Disability (10).

As per Oregon Revised Statute (ORS) 316.099, children receiving special education services for communication disorders (50) and specific learning disabilities (90) do **not** qualify for this tax exemption.

System Performance Review and Improvement (SPR&I)

Laura Petschauer – laura.petschauer@state.or.us or 503-947-5936

We appreciate your efforts to complete SPR&I activities in order to meet special education compliance requirements. Our current priorities are:

- 2013-2014 Procedural Compliance Reviews (PCR) are due by February 21, 2014.
- Individual Corrections, Additional Reviews, and Systemic Issues for 2012-2013 are due no later than April 14, 2014.

Please remember, corrections, additional reviews and system issues that are not completed by April 14 will result in second year non-compliance and impact a district's final determinations. If you have any questions, please contact your county contact for additional guidance.

Kindergarten Assessment

Kara Williams – kara.williams@state.or.us or 503-947-5728

This fall school districts implemented Oregon's new statewide Kindergarten Assessment in early literacy, early math, and approaches to learning. Over 95% of all entering kindergarteners participated in this first year of statewide Kindergarten Assessment. The results were recently finalized and sent to districts on Friday, January 24. The Governor's office released the statewide Kindergarten Assessment results publically on Friday, January 31. The statewide results are posted on ODE's Kindergarten Assessment Resources page along with documents that provide guidance for data analysis and interpretation. <http://www.ode.state.or.us/go/ka>

IDEA COMPLIANCE AND DISTRICT RESOURCES

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Trish Lutgen – trish.lutgen@state.or.us or 503-947-5798
Jackie McKim – jackie.mckim@state.or.us or 541-947-5629
Blake Whitson – blake.whitson@state.or.us or 503-947-5872

Employment First and Transition Services

Mike Maley -Statewide Employment First Coordinator employment.first@state.or.us

School district success in preparing students with intellectual and developmental disabilities (I/DD) for integrated employment will greatly help achieve the goals of the Employment First policy. In recognition of that fact, the Governor's Executive Order 13-04 includes specific expectations of the Oregon Department of Education (ODE). Since ODE is a key partner in the Employment First work, I thought I'd take this opportunity to talk specifically about their work in today's message.

Among the expectations for high school transition services, ODE is to:

- Conduct outreach to students, families, and communities;
- Designate staff specialists to work on systems-change efforts;
- Establish a statewide Transition Technical Assistance Network;
- Partner with the Department of Human Services (DHS) to collect and analyze data for the purpose of improving quality, identifying issues regarding the achievement of integrated employment, and making recommendations to state leadership.

While there is still much work to do, ODE has made significant progress. ODE has:

- Entered into a cooperative agreement with the DHS Office of Developmental Disability Services (OD5DS) and Vocational Rehabilitation Services (VR) as well as the Oregon Council on Developmental Disabilities (OCDD). This agreement can be viewed at:
 - http://www.dhs.state.or.us/dd/supp_emp/docs/mou.pdf
- Adopted Administrative Rules to facilitate implementation of the Executive Order;
- Initiated the process to select the entity that will be, under contract, implementing the outreach activities;
- Hired a Transition Liaison. This is a newly created position responsible for implementation of the ODE provisions as outlined in the Executive Order;
- Initiated the recruitment and hiring of eight Transition Specialists. Under the supervision of the Transition Liaison, these half-time positions will be located throughout the state and will work with local school districts and community partners in the provision of transition services. These specialists will constitute the Transition Technical Assistance Network.
- Entered into a data sharing agreement with DHS.
- Kept the State Advisory Committee on Special Education (SACSE) informed of activities related to implementation of the Executive Order.

ODE and, by extension, the 197 local school districts in Oregon, have a critical role in implementing the Employment First policy and Executive Order. One goal of ODE and local school districts is to prepare students with I/DD to be able to achieve the goal of integrated employment. This will help facilitate employment success as these individuals transition into the adult system. This also will require close cooperation and collaboration with ODDS and VR. Secondly, ODE and local schools, in partnership with DHS, can work to create an expectation among younger students with I/DD and their families that integrated employment can be a part of their future. This will help to improve transition services by ensuring that students and their families are fully informed of all their options, including post-secondary education and employment.

Thank you all for your continued involvement, support, and advocacy for services to individuals with intellectual and developmental disabilities in Oregon.

Families and Community Together - FACT

For the last year FACT has served as Oregon's Parent Training and Information Center (PTI), a program funded by the US Department of Education, Office of Special Education Programs (OSEP). FACT provides training, information, and parent-to-parent support to Oregon families with a child or young adult experiencing a disability. FACT has a great deal of experience building collaborative partnerships and strong statewide community connections to provide families with necessary support as they pursue the hopes and dreams they have for their children.

FACT's educational services are centered on helping families participate fully as a member of their child's IEP team, and to help them develop strong, collaborative partnerships with their school district. FACT PTI also provides professional in-service trainings to community agencies and partners with school districts to bring parent training opportunities to their communities. For more information on FACT PTI, please visit their website at www.factorogon.org or email info@factoregon.org.

Legal and Dispute Resolution

Claudette Rushing claudette.rushing@state.or.us or 503-947-5689

IDEA Complaints Update

The Oregon Department of Education has completed the following investigations for State IDEA complaints since the last newsletter. You can find full text versions of the orders at <http://www.ode.state.or.us/search/page/?id=3527>.

13-054-025

The Complaint alleges that the District violated the IDEA by failing to implement the Student's Behavioral Intervention Plan (BIP). The allegation was not substantiated, as the District followed the BIP to the extent practicable on the day in question. District also used preferred activities such as clay, bubbles, and bouncing ball in accordance with the BIP. The student's behavioral issues were harmful; therefore, the Department concluded the situation justified the use of restraint by appropriately trained District staff consistent with the student's IEP and BIP.

13-054-028

This complaint alleged violations related to equitable services for parentally placed private school students which was not substantiated. In this case, the District provided parentally placed private school students with the opportunity for equitable participation, which the District determined after the completion of its consultation process. The parent also alleged District did not provide the student with a Services Plan that describes the specific special education and related services, but the Department did not sustain this allegation. The Department did not substantiate the allegation related to failure to provide property, equipment, and supplies needed to implement the services plan. There were no specific equipment or supplies suggested or named in the services plan.

13-054-030

The complaint alleged that District violated the IDEA by failing to provide appropriate evaluation and assessment of student's special education needs. However, the district did not suspect the child had a disability adversely affecting educational performance and the parent did not notify the district of a private evaluation for the child until involvement in a mediation session with District. The parent claimed the student was denied a Free Appropriate Public Education (FAPE) because the student was bullied, due to a disability, and that the district failed to provide special education services also resulting in a denial of FAPE. However, the student was never identified as a student with a disability while in the District. The Department did not substantiate these allegations.

13-054-031

This complaint alleged the District violated the IDEA by removing the student from the “mainstream education track” to a “non-diploma track” without consent of the parent. The student’s IEP does not indicate the student was on a “non-diploma track” and the district’s documentation indicates that the parent participated in all IEP meetings. The Department did not substantiate the allegation. The parent also claimed the District failed to provide FAPE in the least restrictive environment (LRE) but the student’s placement showed a balance of both regular education and special education classes. The department found that the special education teacher did provide ongoing consultation with regular education teachers as required by the IEP and that the student was not denied a FAPE.

13-054-032

This complaint alleged that a student was not escorted by an adult between two areas in the school building on one morning. The District did not contest this allegation, and has trained the educational assistant on the requirement that student be escorted between locations. The parent also alleged the district did not provide the student with appropriate level of support particularly related to adult supervision. The Department did not find evidence that the student was in need of more adult support at school.

All final orders are posted on the ODE website:

Due Process Log: <http://www.ode.state.or.us/search/page/?id=1264>.

Complaints Log: <http://www.ode.state.or.us/search/page/?id=1259>.

REGIONAL PROGRAMS/BEST PRACTICES

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Robin Shobe – robin.shobe@state.or.us or 503-947-5816

Patrick Kelly – patrick.kelly@state.or.us or 503-947-5655

Martha Buenrostro – martha.buenrostro@state.or.us or 503-947-5611

Response to Intervention The OrRTI initiative continues to expand to support more districts! If you would like to participate or need more information, please contact Lisa Darnold at ODE, or David Putnam, OrRTI Director at 503-421-4136.

The Medical Statement or Health Assessment Statement form has been revised, along with instructions for completing the form. Both documents are located at the following locations on the ODE website: *School Age Sample Forms Page* <http://www.ode.state.or.us/search/page/?id=817>
EI/ECSE Evaluation Forms and Medical Statements Page
<http://www.ode.state.or.us/search/page/?=3166>

These documents were revised to make them more clear, concise, and understandable for school staff and medical providers. If you have questions regarding the form or the form directions please contact Lisa Darnold or Martha Buenrostro.

Notice of Administrative Rules Adopted by The State Board of Education

[Eligibility for Regional Services](#)

581-015-2540 Definitions

581-015-2550 Eligibility for Regional Services

581-015-2555 Referral for Regional Services

EDUCATIONAL PROGRAMS, SECONDARY TRANSITION AND ASSESSMENT

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Brad Lenhardt – brad.lenhardt@state.or.us or 503-947-5755

Michael Mahoney – Michael.mahoney@state.or.us or 503-947-5628

Sally Simich – sally.simich@state.or.us or 503-947-5639

Heather Lindsey – heather.lindsey@state.or.us or 503-947-5791

Cherisse Loop – cherisse.loop@state.or.us or 503-947-5776

Restraint and Seclusion OAR's Amended

Michael Mahoney – michael.mahoney@state.or.us or 503-947-5628

The 2015 legislative session resulted in amending Oregon's statutes regarding the use of physical restraint and seclusion with the passing of HB 2585, HB 2753 and HB 2756. HB2585 mandates the annual collection and reporting to the state, the number of incidents and demographics of students who were physically restrained and secluded in each district. HB 2757 prohibits the use of seclusion cells, and requires standards for any rooms where seclusion is practiced. HB 2753 repealed the sunset of the physical restraint and seclusion statutes that was scheduled to occur in June 2017.

With the above, definitions were updated, the complaint process was stipulated, and reporting requirements to the state were specified. There were also additional rules added specifying the prohibition of seclusion cells, the complaint process, and standards for the rooms where seclusion might occur. Below are the amended rules, which include additions to definitions in OAR 581-021-0550, additions to reporting requirements in OAR 581-021-0559, as well as the addition of new rules governing the complaint process and standards for seclusion. These rules include OAR 581-021-0568, which specifies standards for seclusion rooms. OAR 581-021-0569 prohibits the purchase, building and use of seclusion cells, and OAR 581-021-0570 specifies complaint procedures.

Executive Numbered Memo 004-2013-14 - HB 2501 Transportation for Students in Day Treatment Programs

Cherisse Loop – cherisse.loop@state.or.us or 503-947-5776

House Bill 2501 amends ORS 343.961 with the language below to require school districts to provide transportation services to the eligible day treatment program when the student is receiving services.

(4) The school district where the student is a resident is responsible for providing transportation to a student enrolled in an eligible day treatment program. Transportation must be provided by the school district where the student is a resident each day the student is scheduled to receive services from the eligible day treatment program.

This was effective August 14, 2013. If the student is scheduled to receive services beyond the normal school year calendar, transportation is to be provided by the school district. "Approved transportation costs" are defined in ORS 327.006(2)(a), where transportation will be provided to children who meet the criteria of the below:

- (A) Elementary school students who live at least one mile from school;
- (B) Secondary school students who live at least 1.5 miles from school;
- (C) Any student required to be transported for health or safety reasons, according to supplemental plans from districts that have been approved by the state board identifying students who are required to be transported for health or safety reasons, including special education;
- (D) Preschool children with disabilities requiring transportation for early intervention services provided pursuant to ORS 343.224 and 343.533;
- (E) Students who require payment of room and board in lieu of transportation;
- (F) A student transported from one school or facility to another school or facility when the student attends both schools or facilities during the day or week; and

(G) Students participating in school-sponsored field trips that are extensions of classroom learning experiences.

The Oregon Department of Education is currently preparing to revise OAR 581-015-2574 to reflect the changes in the law. During the adoption process, interested individuals are welcome to provide written and verbal testimony. For more information, see HB 2501-B at the following link: <https://olis.leg.state.or.us/liz/2013R1/Measures/Overview/HB2501>.

Smarter Balanced Field Test Administration Manual
Brad Lenhardt - brad.lenhardt@state.or.us or 503.947.5755

The following is the recently released information about the Smarter Balanced field test administration manual as well as the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines in preparation for the field test (for those selected to participate) as well as the operational test that will roll out next Spring (2015). We encourage you to share and discuss with your colleagues.

Smarter Field Test Administration Manual (TAM)

The Smarter Balanced Field Test Administration Manual (TAM) was posted to the Smarter Balanced Field Test portal (<http://sbac.portal.airast.org/field-test/resources/>) on Wednesday, January 29, 2014. The Test Administration Manual (TAM), developed with input from Consortium member states, provides information and instructions for Test Coordinators and Test Administrators administering the Spring 2014 Field Test. Consistent with Smarter Balanced policy, ODE will perform an expedited review of the final Smarter Balanced Field Test TAM to identify any areas that ODE will customize to conform with existing Oregon protocols, with the intent of streamlining processes for district and school staff. **ODE will aim to provide districts with a crosswalk of changes to the Smarter Balanced Field Test TAM by February 14, 2014.**

Smarter Usability, Accessibility, and Accommodations Guidelines

On September 11, 2013, the Smarter Balanced Assessment Consortium (Smarter) published the Smarter Usability, Accessibility, and Accommodations Guidelines which describes the accessibility features that will be available to students taking the Smarter field test this spring as well as the operational Smarter assessments starting in 2014-15. In preparation for administering the Smarter field test, ODE strongly encourages districts to closely review the Smarter Guidelines.

To help districts in their review and implementation of the Smarter Guidelines, this week Smarter released a Frequently Asked Questions document about the Guidelines. In addition, ODE has prepared a crosswalk comparing those accessibility features currently available to students for the OAKS Math, Reading, and Writing assessments with the accessibility features available for the Smarter field tests in Mathematics and English Language Arts/Literacy (which includes Reading, Writing, and Listening). Both the new FAQ and the Crosswalk, as well as the Smarter Guidelines and the Oregon Accommodations Manual, are available from ODE's Accommodations webpage at <http://www.ode.state.or.us/search/page/?=487>.

When reviewing the Crosswalk, districts should take special note of the following:

- The crosswalk consists of four tabs: a comprehensive tab that shows all accessibility features available for OAKS or Smarter, a math breakout tab, an ELA breakout tab, and a definitions tab. The comprehensive, math, and ELA tabs contain color-coded comparisons of OAKS and Smarter accessibility features. Green notes accessibility features available for Smarter that are not available for OAKS; yellow notes features available for both OAKS and Smarter, but that have either stricter eligibility criteria or more restrictive application for Smarter; and red notes features available for OAKS but not for Smarter. The definitions tab of the Crosswalk provides a comparison of Oregon's and Smarter's categories and definitions.
- The terminology adopted by Smarter differs from that currently used by Oregon. Whereas OAKS accessibility features are generally categorized as allowable resources, restricted resources, or

accommodations, Smarter's accessibility features are categorized as universal tools, designated supports, or accommodations. In addition, Smarter's definition of an accommodation differs from Oregon's definition.

- For Mathematics, many accessibility features currently available for OAKS as allowable resources are either not available for Smarter or are available with stricter eligibility criteria or under more restrictive circumstances.
- For English Language Arts/Literacy, some accessibility features currently available for OAKS Writing as allowable resources are not available for Smarter. In addition, no translated option is available for Smarter English Language Arts/Literacy. Districts should also note that for the Reading portion of the Smarter English Language Arts/Literacy assessment, Smarter will support text-to-speech or human provided read-aloud for some Reading content under prescribed circumstances.

Secondary Transition News

Sally Simich - sally.simich@state.or.us or 503-947-5639

OAVSNP Annual Conference: Thursday, February 20th, Friday, February 21st, and Saturday, February 22nd 2013 The 2014 Oregon Association of Vocational Special Needs Personnel(OAVSNP) theme is "Reaching New Heights!" The OAVSNP board is excited to make this year's conference focus on everything collaboration! We are hoping that by collaborating and learning we can *Reach New Heights!* Registration is Open at <http://oavsnp.org/>

The 2014 Youth Transition Program (YTP) Statewide Conference (jointly sponsored by the Center on Brain Injury Research and Training (CBIRT), the Oregon Masonic Charitable Foundation (OMCF), Vocational Rehabilitation (VR), and University of Oregon) will be held on **Thursday, February 20, 2014** at the Best Western Hood River Inn. **NOTE: Registration closes at 4:00 p.m. on Monday, February 18, 2014.** <http://www.ytporegon.org/> If you need specific questions answered about lodging please contact the YTP Statewide Conference Coordinator, **Jeri Dickinson** at: jerid@uoregon.edu

International Recognition for YTP! Selected as the World's Top 10 Best Practices in *Employment Support for People with Disabilities!* YTP Colleagues – I'm very proud to share with you the *Employment For All* award program. Oregon YTP is highlighted on page 15, and we have some of our pictures included throughout the report! For a direct link: <http://www.ytporegon.org/content/ytp-seleted-worlds-top-10-best-practices-employment-support-people-disabilities>

Extended Diploma Revision. There has been a revision to ORS.329.451. The two year cycle for alternative assessment has been eliminated as a requirement for the extended diploma.

Revisions to Extended Diploma requirements include the following:

(7)(b) Have a documented history of:

(A) An inability to maintain grade level achievement due to significant learning and instructional barriers;

(B) A medical condition that creates a barrier to achievement; or

(C) A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

(12) (c) Annually provide, **to the parents or guardians of a student who has the documented history described in subsection (7)(b) of this section,** information about the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate:

(A) Beginning in grade five; or

(B) Beginning after a documented history described in subsection (7)(b) of this section has been established.

This change clarifies eligibility requirements and eliminates confusing language. Many students were not eligible for an extended diploma because the law required them to participate in alternative assessments for two assessment cycles. School District's will now have more flexibility in determining who should work

toward an extended diploma. Chapter 64, (2013 Laws) Effective date July 1, 2013.
<http://www.leg.state.or.us/13reg/measpdf/hb2100.dir/hb2193>

Post School Outcomes Exit Interview Collection Open

Sally Simich – sally.simich@state.or.us or 503-947-5639

Districts can enter the names of the students they anticipate leaving this year, and enter the Exit Interview data once they have a signed agreement to participate form. The list of required and alternate students for the Follow Up Interview will be posted by the start of April. Data entry for the Follow Up Interviews will open the first week of June. Both collections will remain open through September. Follow Up data reports are available for the 2013 interviews. The past three years data will be available soon.

It is crucial that all districts update their contact information on the PSO 2.0 Application for the leads on the Exit and the Follow Up collections, the transition teachers/specialists in the district, and the personnel the district plans to use to complete the follow up interviews in 2014. An upcoming survey will be sent to the contacts on this list to help us understand the supports school districts need to collect and use the post school outcomes data to support informed decisions around transition. Training and technical assistance will be focused on what we learn from that survey.

Please plan to join us for the WebEx on 4/29/14 when we will revisit PSO 2.0 and go over collection details. More information on the WebEx coming soon.

Notice of Administrative Rules Adopted by The State Board of Education

[Employment-Related Transition Services](#)

581-015-2000 Definitions

581-015-2245 Alternative Placements and Supplementary Aids and Services

581-015-2943 Employment-Related Transition Services

OTHER ODE UPDATES

If the reader is interested in updates from other ODE offices, they may be found at:
[Education Updates](#), Office of Deputy Superintendent Rob Saxton
[Assessment & Accountability Updates](#), Office of Assessment & Information Services
Informational Updates are posted online at www.ode.state.or.us/search/page/?id=3843

Need more information?

- Special Education Funding Q&A: [2012-13 Special Education Funding Q&A](#)
- Fiscal Calendar: [2013-14 Fiscal Calendar](#)
- ODE Helpdesk Webex trainings: <https://district.ode.state.or.us/search/results/?id=431>

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street, NE, Salem, Oregon 97310; phone 503-947-5740; or fax 503-378-4772.