

OFFICE OF LEARNING STUDENT SERVICES UNIT



Informational Updates

Sarah Drinkwater, Assistant Superintendent

Dear Colleagues:

I am excited to welcome all of you to the 2014-2015 school year and share some updates from the Department of Education.

Last Spring I had an opportunity to travel to Douglas ESD in Roseburg, Intermountain ESD in Pendleton, and High Desert ESD in Redmond, and meet some of you personally. We had open discussions on our common goal to provide quality education to our students with disabilities and their families. This fall I will continue my roadshow and invite District and ESD Special Education Directors to attend a meeting, if you haven't already.

Listed below are the three locations I will visit in September and October. Please attend whichever one works best for you. We have arranged a phone-bridge connection at each of the locations for those who can't attend in person.

Sept.25 ~ 1-3:30: NW Regional ESD (Rm 315) – 5825 NE Ray Circle, Hillsboro

Call 503-614-3170 Conference # 15829 Pin 182749

Oct. 10 ~ 9-11:30: Clackamas ESD (Mt. Hope Rm) – 13455 SE 97th Ave, Clackamas

Phone Bridge TBD

Oct. 16 ~ 1-3:00: Linn-Benton-Lincoln ESD (CR2 Rm) – 905 4th Ave SE, Albany

Call 541-812-2603 Passcode 0288

Employment Related Transition Services (Temporary Rules adopted 8/21/14)

In support of Executive Order 13-04, the State Board of Education adopted temporary rules associated with Employment Related Transition Services. Please make note of the changes below. In addition, the new Transition Network Facilitators will be contacting each district, during the month of September, to review the new OARs, and provide support to you and your programs.

Employment Related Transition Services

581-015-2000

Definitions

(33) "Sheltered Workshop" is a facility based service that congregates more than eight adults with disabilities, including intellectual or developmental disabilities. Sheltered workshops are operated by service provider entities. In general, a sheltered workshop employs only individuals with an intellectual or developmental disability or other disabilities except for service or support staff. However, assessments, instruction, and activities that typically occur in public schools and that are provided either directly or by contract by public school districts, by public charter school, by an Educational Service District, or the Oregon Department of Education, in a school setting, are not considered sheltered workshops.

581-015-2245

Alternative Placements and Supplementary Aids and Services

(3) Not include sheltered workshops as defined in OAR 581-015-2000(33) and OAR 407-025-0010(16)

Staff Updates

Introducing John English, Our New Education Specialist:

John English is a new Education Specialist with Student Services. John is the county contact for the Region 18 and Intermountain ESD. In addition to his county contact duties, John's areas of focus include dispute resolution in special education and supporting districts to attain best practice in behavior management and school discipline. John is the proud father of three sons. When not coaching youth sports, he enjoys hiking, climbing, and playing guitar.

Introducing Shannon Ernst, Our New Office Specialist:

Shannon comes to Student Services with knowledge and skills from various State Government agencies Including: Department of Human Services, Department of Administrative Services and Oregon Department of Transportation. Shannon has experience working in a call center setting, contract management, reception, and providing care to senior citizens with disabilities. In her free time, Shannon enjoys singing, college football (Oregon Ducks), cooking, and spending quality time with her friends and family, especially her three year old nephew Zane. She is eager to help make a positive difference in the lives of children with special needs in the school system.

Fiscal & Data Collections Upcoming Due Dates

The Special Education Data unit was busy over the summer getting your audits ready for the June Exit and Child Find collections. **Track all Data Collections:** <https://district.ode.state.or.us/apps/info/>

Please enroll any new staff responsible for reporting any of the special education data collections in a **Boot Camp** training. Trainings are scheduled for September 23rd and September 25th.

Questions or to enroll: cythia.garton@state.or.us or 503-947-5696

Five **SECC Fall Regional Trainings** are also scheduled in October. You can find more information regarding these trainings at <http://www.ode.state.or.us/search/page/?=4147>.

COLLECTION OPENS	TOPIC	ACTIVITY	CONTACT
8/21/14	June Special Education Exit (ERC)	Closes 9/19/14	Trish Lutgen 503-947-5798
8/21/14	Special Ed Child Find (ERC)	Closes 9/19/14 Indicator 11	Patrick Kelly 503-947-5655
8/21/14	Coordinated Early Intervening Services	Closes 10/3/14 (Paper)	Jackie McKim 503--947-5629
9/18/14	Private School Data 14/15	Closes 11/7/14 (Paper)	Trish Lutgen 503-947-5798
11/20/14	December Special Education Child Count	Closes 12/19/15 (SECC)	Trish Lutgen 503-947-5798

2014-15 IDEA Distribution Schedule

ODE has posted the 2014-15 IDEA Part B Funding Estimates: <http://www.ode.state.or.us/search/page/?=2937>.

These estimates are based on funding allocations provided by the US Department of Education on April 25, 14. IDEA grants from the US Department of Education are made available to states in two parts, one on July 1 and one on October 1. ODE did not receive the full amount on July 1 to cover the base award to districts, so similar to the 2013-14 school year, districts will receive three distributions. Districts will receive the first part of the base award in September and the second in October, and the final distribution will occur in March.

Questions: trish.lutgen@state.or.us or 503-947-5798

SPECIAL EDUCATION/GENERAL SUPERVISION/EI/ECSE

Nancy Johnson-Dorn	nancy.johnson-dorn@state.or.us	or	503-947-5703
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Alan Garland	alan.garland@state.or.us	or	503-947-5759
Ginna Oliver	ginna.oliver@state.or.us	or	503-947-5662
Laura Petschauer	laura.petschauer@state.or.us	or	503-947-5936
Bruce Sheppard	bruce.shepard@state.or.us	or	503-947-5612
Kara Williams	kara.williams@state.or.us	or	503-947-5728

Kindergarten Assessment Update

2013-2014 marked the first year that Oregon public schools administered the statewide kindergarten assessment to all incoming kindergarten students. Results from this first year of assessment highlighted what we know: children enter school with a wide range of skills and the achievement gap starts early.

In Fall 2014, school districts will again administer the Oregon Kindergarten Assessment to all entering kindergarteners in the first six weeks of school (within the statewide assessment window of August 11 through October 23). In addition to the standard early literacy, early math, and approaches to learning measures, this year's assessment will also include an Early Spanish Literacy assessment for Spanish-speaking English learners. This assessment encourages the early identification of Spanish-Speaking English Learners, and provides a baseline in both English and Spanish.

Guidance for the provision of accessibility supports for students participating in the Kindergarten Assessment can be found in the 2014-2015 Oregon Accessibility Manual. For more information on Kindergarten Assessment trainings, information and resources: <http://www.ode.state.or.us/go/ka>.

Questions: kara.williams@state.or.us or 503-947-5728

SICC & SACSE Tentative Yearly Meeting Schedule

State Interagency Coordinating Council for Early Intervention and Early Childhood Special Education (SICC) link: <http://www.ode.state.or.us/groups/advisorycouncils/sicc/meetings.pdf>

If you have questions: ginna.oliver@state.or.us or 503-947-5662

State Advisory Council for Special Education (SACSE) link: <http://www.ode.state.or.us/groups/advisorycouncils/sacse/sacschedule.pdf>

Questions: jeremy.wells@state.or.us or 503-947-5782

Procedural Safeguards Update

The Department of Education continues to look for ways to work more efficiently, and will again ask Districts to make their own arrangements to provide additional copies of the Procedural Safeguards booklet this year. This fall's shipment will contain the total number of booklets, including translations, that ODE will ship, and this will be the last year ODE will print and ship the Procedural Safeguards to the Districts.

Beginning next year (2015-16) districts will be responsible for making their own copies of the Procedural Safeguards and funds ODE historically used to produce and ship the booklets to Districts will be allocated to SPR&I grants. ODE used the following district/program data to determine the number of booklets in each shipment: 1) December 2013 child count, 2) Child Find / Discipline Incident numbers, and 3) 10% overage.

Translations are available in Spanish, Russian, Chinese, and Vietnamese. The July 2014 version and its translated versions are posted to the ODE website at <http://www.ode.state.or.us/search/results/?id=261>.

Questions: stella.brown@state.or.us or 503-947-5643

2014 Fall Conference for Special Education Administrators

Pre-conference Seminars: Wednesday, October 1, 2014

General Conference Sessions: Thursday & Friday, October 2 & 3, 2014

Pre-conference Seminars will feature:

Systems Performance Review & Improvement/Youth Mental Health First Aid/Facilitating Difficult Meetings

General Conference Sessions will include:

IDEA Legal Lessons Learned/introduction to Assessment/Supporting General Education Teachers Serving Students with Autism Spectrum Disorders/A full track of EI/ECSE offerings!

Featured Keynote Speakers:

Rob Saxton, Deputy Superintendent, Oregon Department of Education
Sarah Drinkwater, Assistant Superintendent, Oregon Department of Education
Dennis Embry, Senior Scientist & Founder, PAXIS Institute

Lodging at the Hilton is currently **FULL**. Additional lodging is available at the [Valley River Inn](#) (541) 743-1000. Mention "COSA Special Ed Conference" to get our discounted rate.

[Register now!](#)

SRP&I Registration & Agenda Information

Get your teams together for your annual SPR&I training. SPR&I Registration link (dates, venues & times):

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=9971&TypeID=4> & SPR&I

Agenda link: <http://www.ode.state.or.us/schoolimprovement/accountability/monitoring/spri2014agendas.doc>

System Performance Review & Improvement (SPR&I) 2014-2015

Fall COSA Conference: ODE is offering a SPR&I Fall Training session which will take place on October 1, 2014 during the SPED Fall Pre-Conference. If districts send at a minimum, the **required one licensed Special Education Administrator**, their attendance will meet the fall training requirement for 2014-2015 and the district will not be required to attend the regional SPR&I fall trainings. However, this does not prevent a district from attending both for additional support. This year's topics have many instructionally based components; therefore, we encourage you to bring your **regular and special education staff members**.

Questions: mona.reynolds@state.or.us or 503-947-5820 OR melissa.glover@state.or.us or 503-947-5811

Update New Director Information and SPR&I

The Special Education Listserv sends out critical information throughout the year. All new special education directors, should contact Ruby Sandberg (ruby.sandberg@state.or.us or 503-947-5738) to update the Special Education Listserv. Please be sure to also update the SPR&I contact information in the SPR&I database.

Changes to the Child Outcome Data System

Since 2008 the Oregon EI/ECSE program, as well as all States and Territories reports annual data to the Office of Special Education Programs (OSEP), on three child outcomes. These child outcomes are: 1) Social-Emotional Skills, 2) Knowledge and Skills, and 3) Behaviors to Meet Needs. The Oregon EI/ECSE program uses the Assessment, Evaluation, and Programming System (AEPS) to assess children with disabilities.

The last six years EI/ECSE has used a subset of AEPS items for the child outcomes that was suggested by the Early Childhood Outcomes Center. In recent years there have been questions concerning how well this subset of AEPS items was measuring progress for children in the EI/ECSE program. Through an extensive research project conducted by Judy Newman and LaWanda Potter at EC Cares, and Dr. Gerald Tindal of the University of Oregon, it was determined that a different subset of AEPS items (suggested by the publisher of the AEPS, Brookes Publishing) would be a more accurate measure of child progress. Oregon will be making this change and the change will be rolled out in three phases. The first phase will begin in September as staff at EC Cares test the new data system. The second phase will be a webinar on Monday, September 22, 2014, concerning how to implement the new Child Outcome data system. The third phase will be the launch of the new system for all EI/ECSE programs on October 1, 2014. EI/ECSE programs will have the month of October to implement and integrate the new data system.

Questions: bruce.sheppard@state.or.us or 503-947-5612

IDEA COMPLIANCE AND DISTRICT RESOURCES

Sarah Drinkwater	sarah.drinkwater@state.or.us	or	503-947-5702
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Rae Ann Ray	raeann.ray@state.or.us	or	503-947-5722
Claudette Rushing	claudette.rushing@state.or.us	or	503-947-5689
Jeremy Wells	jeremy.wells@state.or.us	or	503-947-5782

Oregon School Discipline Advisory Committee (OSDAC)

In 2013, the Oregon legislature unanimously passed House Bill 2192 which revised the state school discipline code. The provisions went into effect July 1, 2014. The new law: 1) Revises mandatory expulsion language, replacing “weapons” with “firearms” to be consistent with federal law; 2) Limits expulsion to conduct that poses a threat to health or safety, when other strategies have proven ineffective, or when required by law; 3) Provides guidance to school boards for the adoption of written policies pursuant to the new law; 4) Provides additional guidance to school districts for making discipline decisions. ODE has convened an interagency task force to support the implementation of these changes to the law, and to guide districts in best practice for school discipline. ODE will be distributing a memorandum to district special education directors this month.

In addition to ODE personnel, OSDAC membership includes student and parent advocates, school district representatives, nonprofit organizations, university researchers, juvenile justice departments, public health experts, and juvenile defender organizations.

OSDAC Activities for SY 2014-2015

(1) Provide targeted trainings to 3 Oregon districts on best practices for school discipline. (2) Publish a technical assistance guidance manual focused on the requirements of HB 2192. (3) Present on school discipline reform at the Oregon Juvenile Department Director’s Association (September 2014) and the Governor’s Summit to Reduce Disproportionate Minority Contact in the Juvenile Justice System (November 2014). (4) Develop content for stakeholder trainings on implicit bias and cultural competence. Additional resources on this issue are forthcoming, and can be accessed here: <http://www.ode.state.or.us/search/results/?id=107>.

Questions: john.english@state.or.us or 503-947-5797

Highlights from Recent IDEA State Complaints and Due Processes

14-054-009 This complaint looked at several allegations including: Requirements for Least Restrictive Environment (LRE), Content of the IEP, When IEPs Must be in Effect, and Parent Participation. None of the issues were substantiated. In this case, the District showed that the Student received services in the least restrictive environment in accordance with the IEP. The Student’s progress was measured in a variety of ways, and the student had the opportunity to participate in a general education classroom. When it became clear that the Student was not progressing in the general education curriculum and was also not progressing on IEP goals, the District appropriately changed the Student’s placement to a more restrictive environment. The District also revised the IEP twice during the school year and included all necessary elements of an IEP. Finally, a schedule change did not deviate from the student’s placement or prescribed special education services.

14-054-011 This complaint looked at IEP Team Considerations and Special Factors, Free Appropriate Public Education (FAPE), Placement of the Child, and Least Restrictive Environment. The Parent alleged the District violated IDEA by failing to address the Student’s behavior needs, and by failing to provide a placement that met the Student’s needs. The Student was removed from the educational environment and placed into a “seclusion room” daily and a desk in the hallway was utilized frequently in lieu of using supplementary aids and services in the regular education environment. The Department concluded that the Student’s behavior support plan, particularly in light of the Student’s high number of absences from school, was appropriate. There was an insufficient period of time for the District to fully evaluate the Student and review the response to the Student’s behavior. Additionally, the Student utilized the desk in the hallway as a “calming space” in accordance with the IEP. This did not constitute a change of placement for IDEA purposes.

14-054-012 This complaint featured six allegations, all of which were unsubstantiated. The Parent alleged the District failed to evaluate the Student for autism, or in all areas of suspected disability, but no evidence indicated that Student exhibited any behaviors that would have led District to suspect such an evaluation was warranted. The Parent also waived the right to a full re-evaluation of the student during the November 2013 IEP meeting, and Student was found ineligible for IDEA as a Student with a communication disorder. The Parent did not request an IEE at this time. Further, the Student's IEP did not call for any of the accommodations that the Parent requested from District. All required IEP team members were at the IEP meeting, and the Parent could not dictate which District employee would be the assigned District representative for the meeting. The Department further held the Student's progress was reflected on the IEP and in progress reports, and that the Student was not denied a FAPE.

14-054-014 The complaint alleged eight violations all of which were unsubstantiated. The Parent alleged the District should have reviewed the IEP and re-created the Behavior Support Plan (BSP) after a serious disciplinary issue occurred; however, the disciplinary incident happened after school hours. The Student was making progress on meeting behavior goals in class and was also progressing with academic work. Therefore, the IEP was meeting the Student's needs. Additionally, the Student did not return to school for the remainder of the year after the behavioral incident, not allowing the District the opportunity to create any further modifications to the Student's behavior plan. The District also showed that the Parents were given options with regard to placement during the team meeting and that all appropriate members of the team were present during the Manifestation Determination and IEP meetings. Finally, despite the fact that the behavioral issue occurred after school hours, the teacher still used strategies that were part of the Student's IEP or BSP before, during, and after the incident in question.

14-054-017 The District completed a timely reevaluation for the Student's Communication Disorder and suspected areas of disability after gaining signed consent from parent, and then started the evaluation process for SLD appropriately. Further, the District had no basis to suspect the Student had a SLD as the Student performed well in school and met grade level standards. The District did comply with child find requirements and the District also remitted IEE information to the Parent when so requested. Finally, the Student received special education services for a Communication Disorder throughout the time when Student was eligible for services, so there was no denial of FAPE.

Recent Federal Litigation

West-Linn Wilsonville Sch. Dist. v. Student, 114 LRP 33597 (D. Ore. 2014). An Oregon district might have acted with good intentions when it limited an elementary Student's peer interaction based on his increasingly threatening and violent behavior, but it should have reevaluated the child and convened an IEP meeting before changing his educational placement. The U.S. District Court decision held that the District's procedural violations required it to take remedial action. The Court noted that the District did not reevaluate the Student's behavioral needs. Instead, it discontinued the Student's participation in a mainstream music class, stopped sending him to an inclusion PE class with the other children in his self-contained autism program, and began delivering his one-to-one instruction in a room adjacent to the principal's office. The Court explained that the District erred in modifying the child's educational placement without holding an IEP meeting and giving the Parents an opportunity to provide input. The Court ordered the district to reevaluate the student, convene an IEP meeting, and identify an appropriate placement for the upcoming school year. The Court did reverse an ALJ's award of tuition reimbursement.

Forest Grove Sch. Dist. v. Student, 63 IDELR 163 (D. Or. 2014). An evaluation report released just days before an Oregon District put the finishing touches on an 11th-grader's IEP, affected the district's claim that the Student no longer required services to address her severe anxiety. Concluding that the discontinuation of the student's "self-management curriculum" amounted to a denial of FAPE, the District Court ordered the district to reevaluate the student's anxiety and develop an IEP that met her current needs. The Court acknowledged that the anxiety-related services the District provided the previous two years allowed the student to make progress, but without sufficient evidence that the student had become independent. The court directed the parties to consider all of the evaluative data and develop a plan that adequately addressed the student's anxiety.

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>.

Questions: claudette.rushing@state.or.us or 503-947-5689

REGIONAL PROGRAMS/BEST PRACTICES

Lisa Darnold	lisa.darnold@state.or.us	or	503-947-5786
Martha Buenrostro	martha.buenrostro@state.or.us	or	503-947-5611
Melissa Glover	melissa.glover@state.or.us	or	503-947-5811
Patrick Kelly	patrick.kelly@state.or.us	or	503-947-5655
Robin Shobe	robin.shobe@state.or.us	or	503-947-5816

Accessible Instructional Materials Update

As we move into a new school year planning early for students needing instructional materials in alternate formats is important. Accessible Instructional Materials (AIM) are specialized formats of curricular content that can be used by and with learners who are unable to read or use standard print materials. They include formats such as Braille, audio, large print, and digital text.

Recently, there have been many changes as to how materials are presented to all students at the classroom level. Online resources for instruction are becoming the norm. Remember, there isn't a one-size-fits-all approach to materials, and digital doesn't necessarily mean accessible.

House Bill 2426 addresses this topic, requiring, among other things, specific training for school staff in how to support students with print disabilities. This bill amends ORS 343.223, adding the following language:

School districts shall ensure that school administrators and school personnel whose duties may require them to assist a student with a print disability, as defined in ORS 337.511, receive annual professional development related to using online resources that enable students with print disabilities to receive instruction materials free of charge. Section 4. A school district shall ensure that school administrators and school personnel who are required to receive training as provided by ORS 343.223, as amended by section 3 of this 2013 Act, first receive training by October 1, 2014.

The Oregon Department of Education is collaborating with the Oregon Technology Access Program (OTAP) to support districts in meeting this requirement. We will be creating and posting online video modules addressing online resources and the accessibility supports available for students. The first training will be via WebEx, allowing participants to call in with questions, concerns, and recommendations for training.

This first training will take place September 24th, 2014 from 3:30-4:00pm. WebEx connection information will be posted soon on the [ODE Accessible Instructional Materials](#) site.

Questions: melissa.glover@state.or.us or 503-947-5811 OR robin.shobe@state.or.us or 503-947-5816

Free Data Based Decision Making Tools

Did you know...

That any Oregon school district can access multiple recorded webinars on RTI, PBIS, CCSS and other topics for free at [Oregon's EBISS Data Portal](#)?

That any Oregon school district can use [Oregon's EBISS Data Portal](#) *at no cost*, to create longitudinal district and school aggregated and disaggregated OAKS graphic reports? That once district access is complete, school improvement tools on [Oregon's EBISS SPDG Data Portal](#) can be accessed and graphic OAKS aggregated/disaggregated reports made?

The Effective Behavioral & Instructional Support System Initiative, (EBISS) is now available to districts in southern Oregon. The first of three regional meetings in 2014-2015 will be November 12, 2014 at the Bear Hotel in Grants Pass. Districts in Coos, Curry, Douglas, Jackson, Josephine and Klamath counties are eligible to participate in EBISS by having their district leadership team attend the meetings. Those districts have received "SPDG EBISS Breadth 2014-15" sub grant awards to reimburse travel expenses to attend the meetings. EBISS supports districts to create, initiate, and sustain tiered interventions for academics and behavior. For more information, [EBISS SPDG Introduction](#).

Questions: martha.buenrostro@state.or.us or 503-947-5611 OR robin.shobe@state.or.us or 503-947-5816

Statewide Professional Learning Teams (PLT) Activities

Review of survey outcomes and information about participant's who have been a part of the Oregon Department of Education's Professional Learning Team (PLT) activities, show that several districts that have little or no special education representation on these important teams. The following is a summary of the project and the need to increase special education representation on your organization's team is important.

Why are the PLTs important to me and the staff & students I support?

- This project combines the rollout and guidance for Educator Effectiveness and Common Core related activities. In consideration of "Educator Effectiveness". Special educators are subject to specific guidelines for evaluation that are unique to our roles and responsibilities.
- Understanding guidance and practices for the Common Core State Standards is foundational for developing Standards Based IEPs and strong collaboration with general education counterparts in schools throughout the state.

What are the PLTs?

- District and ESD Professional Learning Teams (PLTs) are collaborative teams of teachers and building district administrators who support district-wide implementation of the Oregon Framework (SB290/ESEA waiver) and the Common Core State Standards. District PLTs should be made up of approximately 50% teachers, 25% building administrators, and 25% district administrators from all disciplines.

How do PLTs access the guidance for this project?

Professional learning teams can attend conferences planned in locations around the state. Continued support for the development and implementation of learning will be maintained throughout the school year by ODE staffs from various units. The Student Services Unit is represented by several Education Specialists and Directors who support the multi-disciplinary nature of these activities.

The activities and allowable expenses related to the PLT conference are fully reimbursable.

For specific information about conference dates, activities, and other information, go to the link below and/or talk to your leadership to find out how you can get involved. [2014-15 PLT Conference Information Guide](#)

Questions: patrick.kelly@state.or.us or 503-947-5655

Supports for Standards-based IEPs

In an effort to support common and best practices related to writing standards-based IEPs (SBIEPs), Student Services Unit personnel have developed a variety of resources to assist you in this work. The development of SBIEPs has unique considerations for individual districts around the state.

The resources and information for SBIEPs is available on the new CCSS and Students with Disabilities webpages. Link: <http://www.ode.state.or.us/search/page/?id=4157>

These webpages contain the following information related to SBIEPs:

Standards-based Goals	Life Skills Application of SBIEPs	Transition Related Materials
Special and General Education Collaboration	Information and Resources for Parents and Guardians	Instructional Accommodations
Presentations from ODE	Tools and Examples from Districts Around the State	Resources for Supporting the SBAC

In addition to web-based resources, ODE Staff will be providing SBIEP information and presentations to districts and the SPR&I trainings this fall. For more information about these opportunities, please contact your County Contact. Please check the website listed above frequently for tools, supports and updates.

Questions: patrick.kelly@ode.state.or.us or 503-947-5655

OrRTI: 15-20 New Districts are Invited to Participate Starting this Year

A new OrRTI application will be posted on the ODE website. The purpose of OrRTI is to provide technical assistance to Oregon school districts implementing Response to Intervention (RTI) systems that provide targeted, effective literacy instruction to meet the needs of ALL students. An RTI framework can also be used to identify students with Specific Learning Disabilities (SLD). The focus of the project is on increased student outcomes.

Questions: lisa.darnold@state.or.us or 503- 947-5786

Regional Programs: What are they?

The Regional Programs Mission is: *Through collaborative partnerships, Regional Programs provide students who have low incidence disabilities educational opportunities to achieve success through equitable access and specialized support.* These programs provide specialized educational support for children with hearing impairments, vision impairments, autism spectrum disorders, orthopedic impairments, deaf-blindness, and traumatic brain injury in eight regional geographic locations throughout Oregon. **Regional Programs session at the Fall conference** that will address specific services provided to students in each Regional category, Dec. 1st census implications, and funding.

Questions: lisa.darnold@state.or.us or 503- 947-5786 OR melissa.glover@state.or.us or 503-947-5811

EDUCATIONAL PROGRAMS, SECONDARY TRANSITION AND ASSESSMENT

Mitch Kruska	mitch.kruska@state.or.us	or	503-947-5634
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Heather Lindsey	heather.lindsey@state.or.us	or	503-947-5791
Cherisse Loop	cherisse.loop@state.or.us	or	503-947-5776
Sally Simich	sally.simich@state.or.us	or	503-947-5639

Extended Assessment

Extended Assessment Transition Plan

Oregon is planning to administer the Extended Assessment for 2014-15 in the same manner as prior years. With the creation of the Common Core State Standards, the Oregon Department of Education has developed a process (approved by the State Board) for evaluating and identifying an alternate assessment based on alternate achievement standards linked to the CCSS. This process can be found at <http://www.ode.state.or.us/search/results/?id=178>

Extended Assessment Sub Grants

The funding for the Extended Assessment sub grants for this school year is in process. They will be released early enough so you should have adequate time to use the funds as they are designated. The Extended Assessment sub grants are flat funded this year, meaning you will be receiving about the same amount of funds as last year. The Extended Assessment sub grants are to be utilized to maintain and support your capacity to assess students with disabilities. Support to staff and our students is critical and these funds will help in that effort. The grant notification has been sent to your superintendent and/or business manager.

Qualified Trainer Training & Triennial Meeting

Official notice of Qualified Trainer (QT) Training will be sent to all returning Qualified Assessors (QAs) and QTs via email by September 15th. In addition, every three years ODE convenes all returning and new Qualified Trainers at their respective regional training sites (see following for dates, sites, and contacts) to share and discuss updates and to review current Extended Assessment training. While returning QTs are welcome to participate in the QT training specifically for returning QAs (9-noon), the plan is to have returning QTs meet that same day from 12:30-2 pm. Please contact the site you plan to attend.

Nov 4th InterMountain ESD (Pendleton): Mary Apple at Mary.Apple@imesd.k12.or.us

Nov 6th Northwest Regional ESD (Hillsboro): Sharon Meeuwsen at Sharon.M@nwresd.k12.or.us

Nov 13th Southern Oregon ESD (Medford): Pam Wurzell at pam_wurzell@soesd.k12.or.us

Nov 18th Willamette ESD (Salem): Eleni Boston at Eleni.Boston@wesd.org

Nov 20th High Desert ESD (Redmond): Catherine Halliwell-Templin at catherine.halliwell-templin@hdesd.org

Registration: Contact your nearest host site for details. Trainings (9:00 am – 2:00 pm).

Questions: brad.lenhardt@state.or.us or 503-947-5755

Statewide Assessment Accessibility (Formerly Accommodations) Supports

Interim Oregon Accessibility Manual

The **interim** Oregon Accessibility Manual (OAM) is posted and can be found at <http://www.ode.state.or.us/search/page/?id=487>. The OAM provides districts, schools, and IEP teams with advance notice on the final accessibility supports policies and requirements in effect for all students participating in the 2014-2015 Oregon Statewide Assessments **except the Smarter Balanced assessments in mathematics and English language arts***. In addition, the interim OAM contains the final accessibility supports tables that will be available for all students in Grade 12 (2014-15 only) who have not yet met their Essential Skills graduation requirements and would like another OAKS testing opportunity. Finally, please note that the NAEP accommodations are now incorporated into this document (cf. Appendix F).

**Once the Smarter Balanced Assessment Consortium releases its final accessibility supports policies and requirements that will be available for the 2014-15 operational administration of the Smarter Balanced assessments, ODE will publish a final Oregon Accessibility Manual.*

Accommodations Documentation on IEP Guidance

A PDF providing guidance regarding the documentation of accommodations on IEPs for the 2014-15 Oregon Statewide Assessments is posted at <http://www.ode.state.or.us/search/page/?=487>. Please note this guidance is for 2014-15 only.

Accessibility Supports Resources

The "Making Sense of the New Summative Assessment Accessibility Guidelines" PowerPoint presented at the COSA Summer Assessment Institute (August 7-8, 2014) is posted on the Statewide Assessment Accessibility Supports webpage under **Additional Resources** at <http://www.ode.state.or.us/search/page/?id=487>.

Questions: brad.lenhardt@state.or.us or 503-947-5755

Post School Outcomes

The PSO collection will close on September 30, 2014. With five weeks left for the interview data to be entered into the PSO 2.0 application, we have only 46% of the student interviews completed. Nineteen districts have completed their collection, and 69 districts have not begun data entry.

Technical Questions: johnsop@wou.edu or 503 838-4115

PSO Secondary Transition Users Group

A users group has been established for sharing materials, thoughts, and development plans on the Technology and Information Management Services page at the Teaching Research Institute website. The group is by invitation only, and you can request to participate online, or by sending an email to Pattie Johnson at johnsop@wou.edu. All those who signed up at an Educational Institute on Networking and Transition will get invitations the first week in September.

New Blue Secondary Transition Resources Booklet

This year's Secondary Transition Booklet will focus on Executive Order #13-04 and Interagency information that Administrators, Teachers, and Parents will need in the coming year. In addition, the booklet will expand the information on Common Core Standards, Smarter Balance Assessment, Summary of Performance and Universal Design for Learning. The 2014-15 booklet will follow the same format as last year, having sections specifically for Administrators, and Teachers/Case Managers, with sections to share with Agency Partners and Students/Families.

Questions: sally.simich@ode.state.or.us or 503 947-5639

Executive Order 13-04 Activities

Educator Institute on Networking and Transition

Educational Institute on Networking and Transition trainings were held throughout Oregon this summer, reaching nearly 400 education personnel. A full day training was designed especially for middle and high school special education teachers to learn more about adult service agencies and effective strategies to assist students with disabilities in the transition process. Topic sessions from the training were introduction to Vocational Rehabilitation, introduction to Developmental Disability Services, Benefits Planning Resources, sample curriculum, local Employment First Groups, Family Advocacy Groups and training opportunities for families. This was an exciting opportunity for networking with agencies in your region.

Some comments from Educators that attended the trainings:

“Great training-lots of information–got the “thinking” going for next year, thank you.”

“I feel confident that I can present this information to parents and students because I have great resources.”

Additional sessions are being offered this fall for educators that were not able to attend:

Hood River: Friday, 10/10/14

Douglas ESD Wednesday, 10/22/14

Harney ESD: Wednesday, 11/5/14

Teachers will be compensated at the curriculum rate for attending this training. Watch for upcoming information on registration for this exciting opportunity at ODE website <http://www.ode.state.or.us/search/results/?id=266> to register.

Transition Network Facilitator Update

The transition team has completed the contract for eight half-time transition network facilitators and have successfully filled 8 of the 8 positions. These positions will be housed throughout the state and will assist school transition programs to bring educators and adult agency representatives together to further the successful transition of students experiencing disabilities to make the transition from school age to adult services.

Questions: heather.lindsey@state.or.us or 503-947-5791 OR mitch.kraska@state.or.us or 503-947-5634

Other Oregon Department of Education Updates

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

Video training schedule for Collections at: <https://district.ode.state.or.us/search/page/?id=234>

Need more information?

ODE Helpdesk Webex trainings: <https://district.ode.state.or.us/search/results/?id=431>

Changes to the listserv contact: Ruby.sandberg@state.or.us

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. Questions about equal opportunity and nondiscrimination should go to 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.

Suggestions for future topics or ideas please contact Jeremy Wells at jeremy.wells@state.or.us or at 503-947-5782