

# OFFICE OF LEARNING

## STUDENT SERVICES

### UNIT



#### **Informational Updates**

Sarah Drinkwater, Assistant Superintendent

Greetings from Student Services!

As the school year winds down I want to thank all of you for your work on behalf of children and students with disabilities, and their families. We have all focused on better outcomes for the children of Oregon, and I appreciate the effort and dedication. Enjoy the summer with family and friends, and I look forward to connecting again with you in August for the 2015-16 school year!

#### **Special Education Expenditures**

Maintenance of Effort (MOE) is the requirement placed upon federally-funded special education grant programs that the state education agency (ODE) and local education agencies (LEA) demonstrate that the level of state general funding and the level of local expenditures (general fund fiscal effort) remain at least the same as, or more than, the previous year. Federal IDEA Part B funds for special education are not permitted to be used to supplant general funds committed to the same services for student with disabilities. Under IDEA 2004, there are four fiscal comparisons that can be used to meet the eligibility and compliance standards for MOE:

- State and local general funds on a total basis
- State and local general funds on a per capita (IEP) basis
- Local general funds only on a total basis
- Local general funds only on a per capita (IEP) basis

For more information please see: <http://www.ode.state.or.us/search/page/?id=3069>.

Questions: [sarah.drinkwater@state.or.us](mailto:sarah.drinkwater@state.or.us) 503-947-5702, [michael.wiltfong@state.or.us](mailto:michael.wiltfong@state.or.us) 503-947-5914 OR  
[lorene.nakamura@state.or.us](mailto:lorene.nakamura@state.or.us) 503-947-5678

#### **Fiscal & Data Collections Information**

DATE	TOPIC	ACTIVITY	ODE CONTACT
4/23/15	IDEA Annual Application	Application for Federal Funds for 2015/16 closes on 6/1/15	Jackie McKim 503-947-5629
5/07/15	Medically Fragile Services: Nurses & Student (HB 2693) 14-15	Number of students who are medically fragile; School Nurse Caseloads; Closes 6/29/15	Ely Sanders-Wilcox 503-947-5904
5/14/15	Discipline Data	Discipline incidents for the 2014/15 school year closes 6/30/15	John Inghish 503-947-5797
5/14/15	June Special Education Exit	Special Education exit collections for 2014/15 school year closes 6/30/15	Trish Lutgen 503-947-5798
5/14/15	Special Education Child Find	Special Education Child Find data collection for 2014/15 school year closes 6/30/15	Patrick Kelly 503-947-5655



DEPARTMENT OF  
EDUCATION

## 2015 COSA/ODE Special Education Administrators Annual Fall Conference

This year's conference will be held again at the downtown Eugene Hilton Conference Center in Eugene. Attendees should book room reservations soon, as the venue does fill up.

Pre-conference Seminars are scheduled for Wednesday, September 30, 2015. We will hold the annual SPR&I fall training on this day. There will also be a full day of English Language Learner (ELL) sessions for this day. Details will be available soon.

The full General Conference Sessions will be held on Thursday & Friday, October 1 & 2, 2015. This year's featured keynote speakers are Melody Musgrove, Ph.D., Director from the U.S. Department of Education, Office of Special Education Programs and Randy Depry, Ph.D., Director of Special Education Programs at Portland State University. Sessions will include Legislative Updates, IDEA Lessons Learned, assessment session, EI/ECSE specific sessions, and a Bring Your Own Device (BYOD) Multi-Year Database (MYDB) session.

We welcome topic ideas as well as presenter recommendations. School staff are encouraged to submit session proposals using the RFP in Survey Monkey at: <https://www.surveymonkey.com/s/MNGV8WS>.

All submitted suggestions will be explored and considered. Thank you for your continued support of this professional development opportunity.

Questions: [stella.brown@state.or.us](mailto:stella.brown@state.or.us) 503-947-5782

### The State Systemic Improvement Plans Update

The Office of Special Education Programs (OSEP) has a renewed focus on child and student outcomes. In accordance with this, OSEP has asked every state to develop a State Systemic Improvement Plan (SSIP) with a state identified measurable result (SIMR) for early childhood and school age students.

Oregon's public education system for providing Special Education services and supports for children and young adults with disabilities is comprehensive and seamless, and services are provided by 197 school districts and 19 Education Service Districts. Oregon's State-Identified Measurable Result (SIMR) for Students with Disabilities, Kindergarten through age 21, is to *increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessment*. This SIMR is linked to Graduation Rates (BI), Dropout Rates (B2), and is a child-level outcome that is directly connected to ODE's Goal 1/Objective 2: Implement statewide literacy programs so all students read by third grade.

Oregon's EI/ECSE SIMR is to *increase the percentage of infants, toddlers and preschoolers with disabilities demonstrating growth in social emotional and approaches to learning skills*. Improvement of these skills will be facilitated by the use of evidence-based strategies like Collaborative Problem Solving (CPS), Early Childhood Positive Behavior Interventions and Supports (ECPBIS), and Second Step.

In support of the EI/ECSE SIMR, ODE, in partnership with David Douglas School District are sponsoring the **Early Childhood Summer Institute** for Early Childhood Providers, June 22-26, 2015, at Floyd Light Middle School, David Douglas School District, 10800 SE Washington St., Portland, OR. Courses will include:

- Approaches to Learning in Early Childhood: Collaborative Problem Solving and ECPBIS (limited to EI/ECSE programs).
- Interventionist-Primary Provider Model, Routine Based Interviewing, ECO Mapping, Functional Goals & Objectives.
- Strategies to Support Early Childhood English Language Learners.
- Integrating Stem, Pre-literacy and Pre-writing into Early Childhood.
- Coaching in Homes and Other Early Childhood Environments.

This conference will be free to attend and will include breakfast and lunch.

Questions: [bruce.sheppard@state.or.us](mailto:bruce.sheppard@state.or.us) 503-947-5612

## SPR&I Changes

With the completion of Oregon's 2013 SPP/APR and the new SSIP, we are in the process of redesigning the focus of the system and adjusting the activities within SPR&I. As the Department looks toward the future with a greater focus on results and student achievement, the goal is to align the SPR&I process with on-going District efforts. During this process, each district will conduct an in-depth review of their data related to all students with disabilities. This transition process may take at least one SPR&I annual cycle. During this process, we would like to encourage districts to focus on the data available in SPR&I as your teams come together for program improvement.

*Below is a brief summary of the immediate changes for the upcoming indicators:*

No improvement plans will be required for B1 or B2 for 2014-2015 school year.

No improvement plans will be required for B3 related to performance for 2014-2015 school year; an improvement plan is only required if the participation rate is not met.

Flagging (denoted by a red light) does not mean non-compliance or low performance; it means, analyze district data with a worksheet.

Data analysis will be completed for B1, B2 and B3 using a worksheet; the only expectation is that all the questions contained in the worksheets are answered appropriately based on a team analysis of the data. Minimum n-sizes have changed for B1, B2 and B3 in order to focus on student outcomes for all students with disabilities has changed for Spring 2015.

### **B1/B2 (Graduation & Dropout Rates)**

#### ***Current Flagging Rule***

Districts must have at least 40 students over two years in its adjusted cohort. Students are identified as special education if they were eligible for special education in any one of the four years and are included as one of the subgroups in district graduation rate reports.

#### ***NEW Flagging Rule***

If a district has at least one student over two years in its adjusted cohort, the district will be required to review data for program evaluation and planning using a worksheet.

### **B3 (Assessment – Participation & Performance)**

#### ***Current Flagging Rule***

Districts must have at least 40 students using one or two years of data in each grade band (ELEM, MS, and HS). Participation and performance targets may be met using either one or two year participation rate.

#### ***NEW Flagging Rule***

If a district has at least 20 students using one or two years of data in each grade band (ELEM, MS, and HS), the district will be required to review data for program using planning and evaluation worksheets.

Questions: [laura.petschauer@state.or.us](mailto:laura.petschauer@state.or.us) 503-947-5936

## **Thoughts Around IDEA, Charter Schools and Discipline**

If a Manifestation Determination review concludes that a student's behavior was related to his or her disability, the IEP team must; 1) *conduct a FBA and a BIP*; or 2) *review the BIP and modify it in order to address the behavior*. 34 CFR 300.530(f)(1)(i-ii); AND 3) *return the students to the placement from which they were removed, unless the parent and district agree to a change of placement as part of a modification to the BIP*. 34 CFR 530(f)(2); OAR 581-015-2415(4).

A Manifestation Determination when the behavior was determined to be related to the disability, expelling the student is no longer an option under IDEA. See generally: *Honig v. Doe*, 559 IDELR 353; *S-1 v. Turlington*, 552 IDELR 267; 34 CFR 300.530; OARs 581-015-2400—2445.

Oregon's revised school discipline law took effect on 7/1/14, creating specific restrictions for the expulsion of any Oregon public school student. ODE Executive Numbered Memo 002-2014-15 summarizes the law, and is found here: <http://www.ode.state.or.us/news/announcements/announcement.aspx?id=10122&typeid=4>.

The law ORS 339.250 can be reviewed here: [https://www.oregonlegislature.gov/bills\\_laws/ors/ors339.html](https://www.oregonlegislature.gov/bills_laws/ors/ors339.html).

A party or parent who feels that there has been a violation of the IDEA can file a state complaint, due process request, or both with ODE. Parties may also file complaints with the U.S. Department of Education's Office for Civil Rights (OCR) if they feel there has been discrimination on the basis of disability.

Nationally, and in the state of Oregon, there is an unfortunate trend of suspending/expelling students who are members of vulnerable subgroups (e.g. students of color, students with disabilities). ODE is happy to provide additional resources/training on this issue upon request.

Questions: [john.inglish@state.or.us](mailto:john.inglish@state.or.us) 503-947-5797

### **Parent Survey (B8 & C4) Update**

The Department of Education and a comprehensive Stakeholders Group (consisting of special education directors, teachers, ESD representatives, FACT and parents) met with our new contractor, Technical Assistance for Excellence in Special Education (TAESE) to develop a new track for Oregon's Parent Survey. The group reached two primary conclusions: 1) the six year rotation was too long and 2) the usability of the old survey was not sufficient. Therefore, both were changed in order to provide families and districts with better survey data. The School Age survey for districts rotation went from six years to three, while the EI/ECSE survey rotation went from six years to two. The questions were also changed to a more friendly format, and demographic questions were added that will provide districts with usable information.

Questions: [jeremy.wells@state.or.us](mailto:jeremy.wells@state.or.us) 503-947-5782

### **State Advisory Council for Special Education (SACSE) Membership Update**

SACSE is tasked with advising the state and commenting publically on rule or regulation proposals related to the education of children with disabilities. Currently, there is a need for state and local education members in the following two categories:

- Administrators of the McKinney-Vento Homeless Assistance Act; and
- Administrators of programs for children with disabilities.

Qualified applicants are encouraged to go to the following website for more information about SACSE and for an application: <http://www.ode.state.or.us/search/results/?id=251>. SACSE currently uses GoToMeeting as a way to enable members to participate via their phone or computer.

Questions: [keith.s.ozols@state.or.us](mailto:keith.s.ozols@state.or.us) 503-945-5679 OR [jeremy.wells@state.or.us](mailto:jeremy.wells@state.or.us) 503-947-5782

## IDEA Complaints Update

The ODE Legal team has recently investigated a number of state complaints and has subsequently issued Final Orders related to: IEP Content, Written IEP Meeting Notice, and student participation in extracurricular activities reading tutoring. Please view our website for more information or for copies of these and other final orders at: <http://www.ode.state.or.us/search/page/?id=4053>.

### 14-054-045

This complaint had three allegations related to: IEP Content, Least Restrictive Environment/ Placement, and Parent Participation. The complaint alleged that the District violated IDEA by failing to include in the IEP information related to the services necessary for a student to participate in extracurricular activities. The District noted the Student would have needed an Education Assistant (EA) to participate a concert and also noted that they would have provided an EA to the Student for the concert. However, the IEP in question did not include any information related to an EA for the Student during extracurricular and other nonacademic activities. The Department substantiated this allegation pursuant to OAR 581-015-2200(1)(d)(B).

### 15-054-003

In this complaint, the ODE was asked to investigate its dismissal of three state complaints filed by a parent against a school district in the fall of 2014. Each of the complaints filed against the District did not articulate facts that illustrated an alleged violation of the IDEA. At issue in one of them was the complainant's desire to have the ability to meet with District prior to District issuing progress notes for the Student related to the IEP goals and the complainants ability to contribute to the District's progress monitoring information and notes. This order affirmed that these desires were outside the scope of the IDEA.

### 15-054-004

This complaint contained allegations related to failure to provide written IEP Meeting Notice, Parent Participation requirements, failure to provide the Least Restrictive Environment, and failure to comply with an IEP. The Department held that the District did not violate IDEA by following its policy relevant to admission to the alternative school, and by providing home-based instruction to the student based on the student's medical needs, excessive absences, and need for intensive credit recovery options. However, the Department did substantiate an allegation related to a failure to provide written meeting notice to the adult student and parent due to an incorrect address on file for student. The District had remedied this mistake, and the parent was able to attend the IEP meeting, so no corrective action was ordered.

Questions: [claudette.rushing@state.or.us](mailto:claudette.rushing@state.or.us) 503-947-5689

## Procedural Safeguards Reminder

The Oregon Department of Education (ODE) continues to look for ways to operate more efficiently.

In support of these efforts, funds that ODE historically used to produce and ship the Procedural Safeguard booklets to Districts will now be allocated to the annual SPR&I grants to cover printing costs. Districts will be responsible for making their own copies of the Procedural Safeguards beginning with the 2015-16 school year.

Furthermore, the Department will no longer maintain a supply of the booklets. Districts should advise all staff who disseminate the booklets of this major operational change and plan accordingly.

The most recent versions of Procedural Safeguards and translated versions will remain available on the ODE website at: <http://www.ode.state.or.us/search/results/?id=261>.

Translations are available in Spanish, Russian, Chinese, and Vietnamese.

Questions: [jan.burgoyne@state.or.us](mailto:jan.burgoyne@state.or.us) 503-947-5784



## Oregon Autism Spectrum Disorders Program Self-Assessment and Action Plan

The ASD Program Self-Assessment was developed by the Oregon ASD Commission to assist school districts with:

- Analysis and review of current delivery of services and practices;
- Determine the level of implementation of critical evidence based practices; and,
- Develop an action plan for system improvements.

The Oregon Program Autism Training Sites and Supports (OrPATS) Project developed an on-line version of the assessment that includes a detailed reporting system. School districts can choose to conduct the self-assessment on any aspect of their school district (school, geographical area, program or classroom). The assessment and the on-line data entry and reporting system can be viewed and accessed through [sa.orpats.org](http://sa.orpats.org). All assessment information is held confidential unless the school district chooses to release the information to ODE. Oregon educators can request a Login for the On-line Self-Assessment by sending an e-mail with your name, role and agency affiliation to [information@orpats.org](mailto:information@orpats.org). Regional Program staff are available to help introduce the assessment to school district teams and facilitate the assessment process. Contact your Regional Program if you would like assistance with conducting an ASD Program Self-Assessment.

An information and training webinar is available on the ASD Program Self-Assessment and Action Plan and can be accessed by typing [sa.orpats.org](http://sa.orpats.org) into your browser address bar.

Questions: [melissa.glover@state.or.us](mailto:melissa.glover@state.or.us) 503-947-5811

### Autism Workgroup Final Update

Since January 2014, a small workgroup including ODE, ESD, Regional Programs, and school district staff members has met regularly to review the proposed changes to the ASD definition and eligibility criteria put forth by the Oregon Commission on Autism Spectrum Disorder (OCASD). In an effort to assure that the proposals did not conflict with already established federal requirements, this group made additional revisions by cross-walking the proposal with IDEA requirements, DSM-5 language, and federal guidance from the Office of Special Education Programs (OSEP). The group completed its work in March, ending with a newly revised version of the proposed changes.

The language of the revised OAR proposal is now set to move to the ODE leadership committee, which will review the proposal and determine next steps.

Questions: [lisa.darnold@state.or.us](mailto:lisa.darnold@state.or.us) 503-947-5786

### Foster Care and Transportation

ODE often receives calls regarding the responsibility for transportation for students in foster care. Under ORS 339.133, *(a) when a juvenile court has determined it is in a student's best interest to continue to attend the school of origin, even when placed by DHS in a foster home outside the district, the student remains a resident of the attending district. This statute also adds that (b) the public agency that has placed the child shall be responsible for providing the child with transportation to and from school.* However, (c) also states that paragraph (b) applies only to a public agency for which funds have been designated for the specific purpose of providing a child with transportation to and from school.

At this time, DHS has not received funds designated for the purpose of transportation, so it is ODE's interpretation that this responsibility remains with the school districts (see [Memo 008-2008-2009](#)). While we understand that this can create challenges for districts as they work through transportation options for students, we also know the importance of school stability in the lives of our students in foster care.

School districts are eligible for reimbursement from the State School Fund for the cost of transporting these students, regardless of distance or district boundaries. Along with this, under ORS 327.013, districts continue to receive an additional quarter (0.25) weight of funding for each student in foster care enrolled in the district. Continued collaboration is happening between ODE, DHS, and the Courts to improve the process of making best interest findings. Districts are also encouraged to work with their local DHS Child Welfare Offices for students when determining what is in the best interest of the student concerning school enrollment.

Questions: [melissa.glover@state.or.us](mailto:melissa.glover@state.or.us) 503-947-5811

## Office of Developmental Disability Services Policy Transmittal for ID and DD Students Announcement

On March 27<sup>th</sup>, 2015, the Office of Developmental Disabilities Services released a policy transmittal regarding transition aged youth with Intellectual and Developmental Disabilities. It provides clarification to employment related services that can be provided for students who qualify for services under IDEA. Information about Individual Employment Support, Discovery, and other Employment Services are reviewed in the document. Please see the following link for the complete policy transmittal: <http://www.dhs.state.or.us/policy/spd/transmit/pt/2015/pt15011.pdf>.

Questions: [heather.lindsey@ode.state.or.us](mailto:heather.lindsey@ode.state.or.us) 503-947-5791

### Employment First Stakeholders

In the next few months, the Employment First team, in coordination with partners in Vocational Rehabilitation, the Office of Developmental Disability Services, the ODE and the Oregon Council on Developmental Disabilities, is launching a statewide marketing campaign.

Based on focus group testing performed around the state, we are proud to announce our campaign theme is: ["I Work. We Succeed."](#)

The idea behind the theme is: *When people with intellectual and developmental disabilities (I/DD) work in their communities, everyone succeeds.* With the right job and supports, everyone can work. I Work We Succeed is part of the outreach efforts by Oregon's Employment First initiative to promote the benefits of paid, integrated work in community jobs for people with I/DD. We also have launched the Employment First Facebook page at: <https://www.facebook.com/OREmploymentfirst> or on the web at: <http://iworkwesucceed.org/>.

Questions: E-mail at [employment.first@state.or.us](mailto:employment.first@state.or.us) OR [heather.lindsey@state.or.us](mailto:heather.lindsey@state.or.us) 503-947-5791

### Career Development and Transition (DCDT) Conference

Plan now to attend the 19<sup>th</sup> Annual International Division on Career Development and Transition (DCDT) Conference in Portland, OR Nov 5 – 7, 2015. DCDT is a professional organization focused on secondary transition, career development, and instruction for individuals with disabilities.

This year, the Oregon planning committee is focusing on *youth presenting to youth* and practitioner focused presentations. We encourage you to submit a proposal highlighting the good work you and your colleagues are doing relative to secondary transition for youth with disabilities. Bring a panel of youth to talk about the school-based enterprise they operate. Bring your transition specialist, vocational rehabilitation counselor, and administrator and talk about your interagency collaboration. Bring a business partner and describe the work-based learning experiences students receive in the community. Help students prepare a presentation on what they learned about self-determination, self-advocacy, the importance of staying in school, or good work habits.

The Call for Presentations and other conference information can be found at [www.dcdt.org](http://www.dcdt.org).

Questions: Charlotte Alverson [calverso@uoregon.edu](mailto:calverso@uoregon.edu) OR Dawn Rowe [drowe3@uoregon.edu](mailto:drowe3@uoregon.edu)

## Education Evaluation Center (Western Oregon University)

The Education Evaluation Center (EEC) located at the Teaching Research Institute, Western Oregon University, is supported through the ODE Office of Learning/Student Services. The EEC specializes in professional learning disorder assessments for school-aged students that include best practices in determining a student's functional skills, strengths, weaknesses and capacities, and makes recommendations on applying these skills in school, work, or community environments depending on the student's age and presenting issue. The EEC staff includes a clinical psychologist, a speech/language pathologist, school psychologists, handicapped learner specialists, multicultural specialist, and vocational specialist; all hold credentials at the state and/or national level.

Questions: <http://teachingresearchinstitute.org/centers/eec> 1-800-541-4711

## Formative Assessment Insights—Free, Online Course

The Oregon Department of Education, in partnership with WestEd, is offering a free, online course to develop participants' knowledge and skills in implementing formative assessment practices effectively in support of deeper learning. K-12 teachers in all content areas, instructional coaches, and professional development staff are encouraged to participate and may register individually or in school or district teams. *Formative Assessment Insights* brings together the latest innovations and thinking surrounding formative assessment design and implementation in five easy-to-use modules and three webinar events. Participants will engage in approximately two hours/week of professional learning over the course of five months (September through February), and may earn professional development units and/or graduate credits (*requirements apply*).

Please visit <http://fa-insights.wested.org/> for additional information—including the [course overview](#) and [syllabus](#). Indicate interest in participating by clicking [here](#). Early-Bird deadline to reserve slots is June 1, 2015.

Questions: [renee.ledoux@state.or.us](mailto:renee.ledoux@state.or.us) 503-947-2545

## Extended Assessment Updates

The administration window has closed for the Oregon Extended Assessments. Performance scores for grades 3-8, 11 and grade 12 (submitted after April 23, 2015) will be available to districts July 10, 2015. Districts who submitted grade 12 (retake) Extended Assessment data by April 23, 2015 will receive performance scores for these students by May 22, 2015. Along with performance scores, updated Achievement Level Descriptors (i.e., a general description of what a student knows and can do at each performance level) will be posted by the Fall on the Oregon Alternate (Extended) Assessment website at: <http://www.ode.state.or.us/search/results/?id=178>.

In the 2015-16 school year, the Oregon Extended Assessment will see several changes.

- Students will participate in a Level of Independence assessment that will provide information about their independence and their communication level.
- Students will take a Placement Test that will determine which test form is most appropriate.
- Test forms will be organized by complexity into Low, Medium, and High difficulty.

Questions: [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us) 503-947-5755

## Culturally and Linguistically Diverse Update

The goal of the Special Education Assessment Process for Culturally and Linguistically Diverse Students 2015 Revision is to provide content relevant to the challenge of deciding when academic learning difficulties are influenced by second language acquisition, the acculturation process, inappropriate instruction, or a disabling condition as well as providing culturally responsive instructional and assessment considerations. More information is available at: [Special Education Assessment Process for Culturally and Linguistically Diverse \(CLD\) Students - 2015 Revision](#).

Questions: [brad.lenhardt@state.or.us](mailto:brad.lenhardt@state.or.us) 503-947-5755



## Post-School Outcomes (PSO) Announcement

**ANNOUNCEMENT OF A NEW CHANGE** for 2015-2016: the PSO Follow Up interview required list will be changed in **2015-16** and **ALL districts will be required to complete interviews with ALL listed students.** PSO 2.0 is now open:

- Exit and the Follow Up questionnaires have been revised this year. The new interviews are available under the ODE Resource tab at the top of the PSO 2.0 page.
- Districts need to update their contact information before accessing the other sections of the application.
- Exit Interviews can be conducted and the data and/or contact information can be entered into the application.
- Collecting the contact information for the students and family members during 2014-15 is **Strongly** encouraged, using the Exit Data Entry to enter the information that you would like to see on the Call Log for the 2015-16 Follow up Interview.
- The list of required interviews for the **follow up** calls is now posted.
- Data entry for the follow up interviews will open on June 1.
- Data may be entered through September 30, 2015 for the exit and follow up collections.
- Reports on previous year's results are available in the *Reports and Downloads* section.

Video training materials are available on the ODE website.

Questions: [sally.simich@state.or.us](mailto:sally.simich@state.or.us) 503-947-5639 OR Pattie Johnson [johnsop@wou.edu](mailto:johnsop@wou.edu)

## Save the Date Round II: 2015 - Educator Institute on Networking and Transition

Full day trainings have been 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. In this Educator Institute, participants will learn ways to implement and use strategies learned during the day. Topic sessions in Round II training will include: benefits planning resources, planning my way to work, local employment providers, local employment first groups, updates from vocational rehabilitation and developmental disability services, family advocacy, person centered planning, and training opportunities for families. This will be an exciting opportunity for networking with agencies in your region.

For Registration, click on the event you would like to attend:

<a href="#">Eastern Oregon University</a>	La Grande: Thursday, June 11, 2015
<a href="#">Seaside Convention Center</a>	Seaside: Monday, June 15, 2015
<a href="#">Riverhouse</a>	Bend: Tuesday, June 16, 2015
<a href="#">Springfield Holiday Inn</a>	Eugene: Friday, June 19, 2015
<a href="#">Inn at the Commons</a>	Medford: Monday, June 22, 2015
<b>TBD</b>	Portland: Wednesday, June 24, 2015
<a href="#">Chemeketa Eola</a>	Salem: Thursday, June 25, 2015



Teachers will be compensated at the curriculum rate for attending this training.

Questions: [heather.lindsey@state.or.us](mailto:heather.lindsey@state.or.us) 503-947-5791 OR [linda.ohallaran@state.or.us](mailto:linda.ohallaran@state.or.us) 503-947-5684

## Essential Skills Resources

Essential Skills communication resources are available for teachers/district personnel to use as they communicate about graduation requirements during the transition to Smarter Balanced. The Teacher Handout: [http://www.ode.state.or.us/wma/teachlearn/testing/resources/es\\_teacher\\_handout\\_1415gradrequirements.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_teacher_handout_1415gradrequirements.pdf) includes talking points to share with parents and students. The Parent FAQ: [http://www.ode.state.or.us/wma/teachlearn/testing/resources/es\\_parent\\_faq\\_1415gradrequirements.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_parent_faq_1415gradrequirements.pdf), answers trending questions and clarifies graduation requirements.

Please help spread awareness and encourage use of these materials within your district. Both handouts are available at: <http://www.ode.state.or.us/search/page/?id=2042> under the "How do students meet the graduation requirements?" Spanish versions will be available soon.

Questions: [cristen.mclean@state.or.us](mailto:cristen.mclean@state.or.us) 503-947-5842

# SAVE THE DATE



Celebrating 40 Years of Progressive Leadership  
December 2-4, 2015 — Portland, Oregon  
Marriott Portland Downtown Waterfront

**Call for Proposals | March 12 - June 2, 2015**

Registration opens June, 2015  
Visit: [www.tash.org/2015TASHconf](http://www.tash.org/2015TASHconf)

This year's conference theme, "Celebrating 40 Years of Progressive Leadership," acknowledges TASH's 40 years of generating change within the disability community and anticipates a brighter, more inclusive future for people with disabilities in all aspects of life.

This year, educators, students, and parents will come together at the 2015 TASH Conference to discuss practical models that work in the classroom. For those interested in learning more about inclusive education at the 2015 TASH Conference, check out the list of featured HOT TOPICS below:

- Parent and Community Engagement
- Positive Behavior Intervention Supports (PBIS)
- UDL, Differentiated Instruction, and Assistive Technology
- Common Core Standards and Assessments
- Leader Capacity for Inclusion
- College and Career Readiness
- Teaching Capacity for Inclusion
- Early Intervention
- Co-teaching Models That Work
- Transition to Post Secondary World of Work

Questions about TASH's 2015 Annual Conference? Edwin Canizalez e-mail [register@tash.org](mailto:register@tash.org) (202) 540-9015

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Suggestions for future topics or ideas? Please contact [jeremy.wells@state.or.us](mailto:jeremy.wells@state.or.us) or at 503-947-5782.