

Understanding Senate Bill 810 (2025)

What Is Senate Bill 810?

Senate Bill 810 is an Oregon law that strengthens the state's commitment to **Employment First** by ensuring students with intellectual and developmental disabilities (I/DD) have opportunities to work in real jobs alongside individuals without disabilities, rather than in separate or simulated work environments.

Employment First reflects a presumption that all individuals, including students with I/DD, are capable of working in competitive, integrated employment, with resources prioritized toward that expectation.

What's New:

SB 810 introduces a **new term** not previously defined in statute: **Mock Sheltered Work Settings**. Similar to "mock sheltered workshops", **mock sheltered work settings are school-based activities that simulate sheltered workshops**. OAR 581-015-2930 (Employment-Related Transition Services) will be updated to provide a definition for this new term:

(b) "Mock sheltered work settings" are prevocational training activities that are:

- (A) Conducted during the school day;
- (B) Performed only by students with disabilities;
- (C) Closely resembles the vocational work tasks performed by adults with intellectual or developmental disabilities or both (I/DD) in Sheltered Workshops, including activities:
 - (i) designed to fulfill the demands of a contractor, business, charitable organization, school or school district, retail store, or other entity; and
 - (ii) performed by individuals without compensation or in exchange for subminimum wages; and
- (D) Not part of an instructional sequence, such as teaching generalization of skills. Instructional sequence does not include instruction that consists solely of the activities described in all of (A), (B), and (C).

Additionally, OAR 581-015-2245 (Alternative Placements and Supplementary Aids and Services), which governs the continuum of IEP placements districts must make available, was updated to explicitly exclude sheltered workshops and the *newly defined mock sheltered work settings*, ensuring these segregated options are not considered when IEP teams determine placement.

What This Means in Practice

- Ensure transition services and IEP placements do not include sheltered or mock sheltered work settings and instead prioritize inclusive work-based learning with general education peers and real community employment experiences.
- Review prevocational training activities to confirm they are instructional and time-limited, not mock sheltered work settings; segregated classroom simulations or assembly-line tasks for students with disabilities do not align with SB 810.
- Consistent with prior ODE guidance, districts shall continue supporting students with I/DD toward competitive, integrated employment in actual community jobs rather than school-based simulations.

Bottom line: SB 810 ensures that transition services prepare students with disabilities for competitive integrated employment and meaningful post-secondary outcomes.