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Fall 2019, Edition #1

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Assessment Section:

Oregon Accessibility Manual

What: The Department strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student’s achievement. In the process of developing its next-generation assessments to measure students’ knowledge and skills as they progress toward college and career readiness, ODE recognizes that the validity of assessment results depends on each and every student having appropriate accessibility supports (formerly “accommodations”) when needed based on the constructs being measured by the particular statewide assessment.

Where: [2019-20 Oregon Accessibility Manual](#) now available on the [Test Administration Resources](#) webpage.

Questions: [Brad Lenhardt](#) or 503-947-0607

Accessibility Support: Speech-to-Text Update

What: Per a request from a district last year, ODE has temporarily approved the use of a “Transcribe” accessibility support for the 2019-20 Oregon Statewide Assessment System (OSAS) (i.e., Math, ELA, and Science). This non-embedded Designated Support is to be used in conjunction with Speech-to-Text (STT) and/or Word Prediction. The purpose of this support is to move the student's written words from a device that will use STT and/or Word Prediction software to a device that is running the OSAS Secure Browser. Other than this temporarily approved option, students needing STT have the option to use Windows or Mac machines running permissive mode and using the third party STT software the district has available. In the meantime, our OSAS platform vendor American Institutes for Research (AIR) continues work on a full-fledged Speech-to-Text (STT)

solution with the intent of rolling it out in time for the 2020-21 school year. As part of this effort, AIR will pilot the in-house STT solution this year (2019-20). More information will be shared with the field as available.

NOTE: Due to data reporting requirements associated with temporary approval provision, districts planning to use the “Transcribe” support need to contact [Brad Lenhardt](#) or 503-947-0607.

Questions: [Brad Lenhardt](#) or 503-947-0607

Oregon Extended Assessment: 1.0 Percent Participation Calculation

What: Beginning this 2019-20 school year, ODE is asking all school districts to submit the percent of students that they project will participate in Oregon's Extended Assessment by content area (i.e., ELA, Math, and Science) to ODE by December 1, 2019.

How: To calculate the projected percentage for each content area, the district divides the total number of students they anticipate participating in the Oregon Extended Assessment content area by the total number students they anticipate participating in the OSAS content area.

When: On September 17, 2019, the "Oregon 1.0 Percent Cap: Reporting Requirements Update" webinar will provide more detailed guidance on how districts will report this information to ODE. For those unable to participate, we will record the webinar and post it to the Policies section of the [Statewide Alternate \(Extended\) Assessment](#) webpage.

Questions: [Brad Lenhardt](#) or 503-947-0607

Oregon Extended Assessment: NEW Test Administration and Data Entry Windows

What: To align with the general assessment test and data entry window, the following are the deadlines for 2019-20 Oregon Extended Assessment:

When: 1/7/20: Test & data entry window opens for all grades 3-8, 11 & 12

4/23/20: Test & data entry window closes for grade 12

6/5/20: Test & data entry window closes for grades 3-8, 11

11/12/19 - 1/10/20: Braille and Large Print Order Window

2/13/20: Braille and Large Print orders delivered to districts

Questions: [Brad Lenhardt](#) or 503-947-0607

Braille Code Support

What: With the transition from English Braille American Edition (EBAE) to Unified English Braille (UEB) code in teaching blind/visually impaired students started in 2016, 2019-20 is the last year EBAE will be supported for all applicable Oregon statewide assessments (see [Oregon Accessibility Manual](#) for specific information).

Questions: [Brad Lenhardt](#) or 503-947-0607

Extended Assessment Sub Grant Funding

What: 2019-20 Extended Assessment sub grant funding is in process. Extended Assessment sub grants should be used to maintain and support district capacity to assess students with disabilities, particularly students with the most significant cognitive disabilities.

Where: Grant notification sent to the district superintendent and/or business manager.

Questions: [Brad Lenhardt](#) or 503-947-0607

Events, Deadlines & Updates:

ODE/COSA Special Education Fall Conference

What: Professional development opportunity

When: Pre-conference Institutes: Wednesday, October 2, 2019

General Conference Sessions: Thursday & Friday, October 3 & 4, 2019

Where: Graduate Eugene (formerly Hilton), Eugene, Oregon

Questions: Visit the [conference website](#).

"Intelligent Lives" Film Screening

What: Special Education Fall conference screening of the film ["Intelligent Lives"](#) by Dan Habib. This is a documentary that explores the segregation of people with intellectual disabilities.

When: Thursday, October 3, 2019, 6 p.m.

Where: Graduate Eugene (formerly Hilton), Eugene, Oregon

Questions: Visit the [conference website](#).

Preconference Institute: Crafting IEPs that Set High Standards to Achieve Positive Student Outcomes

What: The *Endrew* Supreme Court (2017) decision clarified the district's responsibility for providing FAPE through the IEP. In this interactive session, National Center on Intensive Intervention experts will demonstrate how data-based individualization can help educators address *Endrew* and develop IEPs that are "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." Participants will gain knowledge and skills to set appropriately ambitious goals, design specially designed instruction to meet those goals and collect and analyze ongoing progress monitoring of IEP goals. Presenters will share resources and strategies designed to help improve quality and outcomes of IEPs for students with disabilities.

When: Wednesday, October 2, 2019

Where: Graduate Eugene (formerly Hilton), Eugene, Oregon

Questions: Visit the [conference website](#).

SPR&I Sub-Grant Period

What: Extended SPR&I Sub-grant period.

When: September 30, 2019 with an end claim date of November 14, 2019. Due to fiscal restrictions, there will be no extensions beyond the revised September 30, 2019 deadline.

How: A document on the use of the 2018-19 SPR&I Sub-grant funds is [available on the ODE website](#).

Questions: [Sam Ko](#) or 503-957-5745.

Professional Development for Educational Sign Language Interpreters

What: ODE is sponsoring the School District Sign Language Interpreters Video Conference Workshop Series, developed by the Educational Interpreter Performance Assessment (EIPA) Team. These sessions are free to all Sign Language interpreters.

When:

Saturday	10/5/19	A New Generation of Slang
Saturday	11/2/19	Mouth Morphemes: More Than Lip Service
Saturday	2/8/20	The Role of Educational Interpreters: Choices and Challenges in K-12 Interpreting
Saturday	4/4/20	The Secret to Harmonizing ASL Classifiers

Where:

Redmond	HDESD	2804 SW Sixth St.	Redmond, OR 97756
Medford	SOESD	101 North Grape St.	Medford, OR 97501
Salem	WESD	2611 Pringle Rd.	Salem, OR 97302

How: [Go to our event registration page](#) to register.

Questions: [Linda Brown](#) or 503-947-5825

Dyslexia Training Grants

What: The legislature has allocated \$1.9 million to assist districts with the cost of the dyslexia teacher training in the 2017-19 biennium. Districts received \$2729.89 per K-5 school. Public charter schools had the option to choose to participate in the training grants.

When: In order for districts to access the grant funds, districts must have completed the training by the end of the biennium (June 30, 2019). The agency extended the deadline for districts to submit reimbursement claims through EGMS to September 30, 2019. Please submit the Excel Reimbursement Claim Form and send corresponding deliverables to Carrie Thomas-Beck prior to submitting the claim in EGMS.

Where: The [dyslexia page of the ODE website](#) has specific instructions on how to submit a claim.

Questions: [Carrie Thomas-Beck](#)

Resources:

Procedural Safeguards Now Available in Arabic

What: Parental rights translated into Arabic are available on the Department website for both EI/ECSE and School Age versions.

Where: Visit the [Procedural Safeguards webpage](#)

Enactment of Access Law from Recent Legislative Session

What: Senate Bill 496 is [a new law from the recent legislative session](#) that reaffirms Oregon's commitment to reject discrimination towards students in any form.

How: Under the law, school districts may not prevent alternative education students, English language learners, or special education students from accessing physical spaces on campus (i.e., laboratories, auditoriums, athletic facilities; the common lunch area; common gathering areas; or recreational areas) unless it is consistent with restrictions placed on other students or determined appropriate at an individual student level under one of the specific circumstances noted in the act.

Why: The passage of SB 496 makes explicit within Oregon law anti-discrimination constructs that were already well established in federal law. Its codification within Oregon Revised Statute should not result in a change of practice within the field, as federal law already mandated such practice. However, it gives us the opportunity to reaffirm our unwavering commitment to nondiscriminatory practice towards all students

Questions: Reach out to your [County Contact](#).

Senate Bill 963

What: [Senate Bill 963](#), signed into law by Governor Brown, changes the restraint and seclusion laws in Oregon public education programs. ODE is available to provide technical assistance.

When: Signed into law on June 6, 2019. Effective date is July 1, 2019. The State Board of Education will adopt Oregon Administrative Rules to guide districts in implementing SB 963 changes. Proposed rules will have a First Reading at the Sept 19, 2019, State Board meeting.

Definition of Restraint: SB 963 defines *restraint* as “the restriction of a student’s actions or movements by holding the student or using pressure or other means.” Restraint is to be used only when the student’s behavior “imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others” and “less restrictive interventions would not be effective.”

Circumstances that are not considered restraint include:

- Holding a student’s hand or arm to escort the student safely and without the use of force from one area to another;
- Assisting a student to complete a task if the student does not resist the physical contact;
- Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under ORS 339.288 and the intervention is necessary to:
 - Break up a physical fight;
 - Interrupt a student’s impulsive behavior that threatens the student’s immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

Prior to the passage of SB 963, the use of mechanical, chemical or prone restraints was prohibited. SB 963 increases the types of prohibited restraints as follows:

- Chemical restraint;
- Mechanical restraint;
- Prone restraint;
- Supine restraint;

- Any restraint that involves the intentional and non-incident use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon;
- Any restraint that places, or creates a risk of placing, pressure on a student's neck or throat;
- Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite;
- Any restraint that impedes, or creates a risk of impeding, breathing;
- Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts;
- Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone;
- Any action designed for the primary purpose of inflicting pain.

SB 963 reinforces the reporting requirement mandate of ORS 339.297 by considering a district nonstandard under ORS 327.103 if not compliant with annual restraint and seclusion reporting.

Questions: [Lisa Bateman](#)

2019 Summary of Enacted Education Legislation

What: The 2019 legislative session ended on June 30, 2019. To summarize the effects and our work on behalf of the Oregon Department of Education (ODE), students, school districts and parents, ODE's legislative team prepared the [2019 Summary of Enacted Education Legislation](#). This summary focuses on bills affecting K-12 education and state agency administration and provides summaries of bills enacted into law.

Questions: [Jessica Ventura](#)

Data/Collections Section:

Upcoming Data Collections

What and When:

- June Exit Review 18-19: Opened August 22 and closes September 16
- Child Find Review 18-19: Opened August 22 and closes September 16
- Coordinated Early Intervening Services 19-20: Opened August 22 and closes September 30
- Post School Outcomes Exit Interviews 18-19 and Follow-up 18-19: close September 30
- Private School Data 19-20: Opens September 26 and closes November 8
- December Child Count 19-20: Opens November 21 and closes December 16
- IDEA Excess Cost 19-20: Opens January 23 and closes March 9

Questions: [Jackie McKim](#) or 503-947-5629

[Linda Brown](#) or 503-947-5825 (Child Find)

[Cynthia Garton](#) or 503-947-5817

[Sally Simich](#) or 503-947-5639 (Post School Outcomes)

[Mary Aichlmayr](#) or 503-947-5696

CEIS and Private School Collection Changes

What: Coordinated Early Intervening Services (CEIS) and Private School Data collections are now electronic, discontinuing the paper forms.

How:

- Starting with the 2019-2020 school year, data submitters will log into the District website and select IDEA Data Manager on Applications list.
- From there, click Other Collections in the left navigation menu, where CEIS, Private Schools – Enrollment and Private Schools – Proportionate Share are located.

CEIS contains three tabs:

- Overview: instructions
- CEIS Data: data entry for prior year, student counts and actual expenditures
- Use of IDEA Funds for CEIS: data entry for current year, funds reserved and planned activities

Private School is two menus:

- Enrollment: data entry for private schools, enrollment, consultation and affirmation
- Proportionate Share: for review of average allocation and total proportionate share funds

Questions: Go to the [Other Required Data Collections](#) page.

District/Consortium Contact Information for Data Collections

What: The Student Services Data Team has implemented an online system for submitting agency contact information, discontinuing the paper form.

How:

- Starting with the 2019-20 school year, district staff will log into the District website and select IDEA Data Manager on Applications list.
- From there, select Agency in the left navigation menu.
- In this menu, there is tab labeled Agency, for review of district address and phone and updating district business days and first/last days for staff and students.
- Next is a tab for Staff Contacts, to provide staff contact information.
- New contacts have been added, such as Discipline, CEIS, Medically Fragile, etc.
- Finally, there are tabs to confirm Consortium status and view Late and Inaccurate information and State Program contract status. The Late and Inaccurate tab will allow districts to see if ODE has received their Final Submission Form and see late and inaccurate information for at least three years.

SECC and Child Find Trainings

What: Boot Camp is for new staff responsible for reporting special education data. It is an in-depth one-day training covering December Child Count (SECC), June Exit and Child Find, and containing hands-on and/or independent computer work. We strongly encourage attendees to bring their own laptop, but ODE will work with staff that do not have access to a device. Limited to 15 participants, new data submitters will be priority.

When:

- Friday, Sept. 27, 2019 - 8:30 a.m. to 3:30 p.m. [Registration for Sept. 27 session.](#)
- Wednesday, Oct. 9, 2019 - 8:30 a.m. to 3:30 p.m. [Registration for Oct. 9 session.](#)

What: The Data Unit will offer five Regional Trainings that will cover Child Count, June Exit, Child Find and IDEA Data Manager in the morning, with an optional Hands-on Deep Dive in the afternoon tailored to the audience. Each session will be from 8:30 a.m. to 2:30 p.m., with the morning session from 8:30 a.m. to 12:30 p.m., and the optional afternoon session from 1:15 to 2:30 p.m.

Where and When:

- Thursday, Oct. 17, 2019 - Pendleton, InterMountain ESD (space limited to 50 participants) [Registration for morning session.](#) [Registration for afternoon session.](#)
- Friday, Oct. 18, 2019 - Redmond, Redmond School District (space limited to 50 participants) [Registration for morning session.](#) [Registration for afternoon session.](#)
- Thursday, Oct. 24, 2019 - Albany, Linn-Benton-Lincoln ESD (space limited to 75 participants) [Registration for morning session.](#) [Registration for afternoon session.](#)
- Friday, Oct. 25, 2019 - Roseburg, Douglas ESD/Public Library (space limited to 60 participants) [Registration for morning session.](#) [Registration for afternoon session.](#)
- Wednesday, Oct. 30, 2019 - Clackamas, Clackamas ESD (space limited to 60 participants) [Registration for morning session.](#) [Registration for afternoon session.](#)

Video Training YouTube Page

What: Professional development for IDEA Data Managers, including video on adding records, deleting records, validating records, downloading submission files, using reports, the help and resource functions and uploading to Consolidated Collections.

Where: [Student Services Data Team YouTube page](#)

Questions: [Cynthia Garton](#)