Office of Enhancing Student Opportunities
NEWSLETTER

Office of Enhancing Student Opportunities Information Updates　　　**Winter 2020, Edition #2**

Special Education Publications

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Events, Deadlines & Updates:
Restraint and Seclusion
What: Please register for the January 13, 2021 Restraint and Seclusion data collection training webinar. This webinar will be recorded and all training materials will be posted to the ODE Video Training Site.
As this is a new ODE data collection, all users will need to obtain permissions from their District's Secure Site Administrator to access the Seclusion Rooms Collection. ODE has approved Ukeru Systems for use in Oregon public education programs. The Approved Restraint and Seclusion Training Programs List has been updated to reflect this addition.
When: The Seclusion Rooms Collection window will open on January 14, 2021.
Questions: Lisa Bateman

Alternate IEP Approval Process Deadline
What: Form for Alternate IEP approval. See Guidelines for Alternate IEP Form. Synergy users should continue with the electronic confirmation of current platform on the SPR&I Dashboard.
When: Application deadline: 2/22/2021
Questions: Jeremy Wells or 503-947-5872

Educational Interpreter Performance Assessment (EIPA) Video Conference Workshop Series
What: The EIPA Diagnostic Center, in collaboration with ODE, will offer video conference workshops for the 2020-2021 academic year. The workshops are designed for interpreters working in K-12 classroom settings, community interpreters with an interest in educational interpreting or supporting educational interpreters, future interpreters, K-12 interpreter mentors, deaf educators, and individuals supervising or working with educational interpreters. There is no cost.
When: 1/6/2021, 8:00 a.m. to noon
Title: Interpreting During Language Arts Time
Registration Link: Available in January
When: 1/10/2021, 8:00 a.m. to noon
Title: Use of Space in Social Studies/Geography
Registration Link: Available in January

To obtain a registration link for each video conference, please e-mail Linda Brown.
Questions: Linda Brown or 503-947-5825

2020-2021 Educational Interpreter Performance Assessment
What: One of the greatest factors affecting the education of deaf and hard of hearing students in the general education setting is the sign language interpreter. A highly qualified interpreter is required to provide basic access to a student's educational curriculum. When a sign language interpreter lacks interpreting skills and knowledge needed to work as an effective educational team member, deaf and hard of hearing students cannot access the full content of their educational program. In order for a sign language interpreter to provide interpretation services in an educational setting in Oregon, the interpreter must demonstrate basic proficiency. OAR 581-015-2035 establishes a score of 3.5 or higher on the EIPA test as one way to demonstrate proficiency.
When: The EIPA assessment will be administered in Oregon on the following days:
- January 23-24, 2021, Portland
- May 22-23, 2021, Eugene

Questions: Linda Brown or 503-947-5825

Traumatic Brain Injury (TBI) Professional Development Opportunities
What: Understanding and Working Effectively With Students With Moderate-Severe Acquired Brain Injuries Webinar
Learning Objectives:
1. Learn the unique presentation of children with moderate-severe acquired brain injuries, including TBI, brain tumors, strokes and other vascular accidents, anoxia/hypoxia, infections of the brain, exposure to toxins).
2. Identify and address the cognitive, physical and social access needs of students who are nonverbal and have limited to no motor skills.
3. Appropriately direct the management of students whose healthcare needs impact their educational access by implementing student health care plans and working collaboratively with the child's treating physicians/therapists and school nurse.
4. Put into practice the current research-based strategies that are most effective for addressing academic, social, and neuro-behavioral challenges for students with moderate-severe ABI's.

When: 1/21/2020, 3:00 p.m. to 4:00 p.m.
Who: Sharon Grandinette, M.S., ED., CBIST
Registration link
What: Promoting Successful Hospital-to-School Transition For Students With Brain Injury Webinar
Learning Objectives:
1. Describe the reasons that hospital-to-school collaboration for students with brain injury is essential.
2. List several strategies that can promote improved hospital-to-school transitions for students with brain injury.

When: 3/4/2021, 3:00 p.m. to 4:00 p.m.
Who: Jennifer Lundine, PH. D., CCC-SLP, BC-ANCDS
Registration link
Questions: Linda Brown or 503-947-5825

Resources:
What: COVID-19 Resources
This page contains the most recent information available on how the 2019 Novel Coronavirus is affecting schools in Oregon. Information includes resources for school leaders, parents and families.

COVID-19 Resources for Special Education

What: [This page](#) contains the most recent information available on how the 2019 Novel Coronavirus is affecting students experiencing disabilities in Oregon. Information includes resources for school leaders, parents, caregivers and families.

Deaf or Hard of Hearing (D/HH) Criteria Change

What: The State Board of Education approved revisions to OAR 581-015-2150 to include the following criteria for students age 3 through 21:

- The child must have hearing thresholds in at least one ear of 25 dBHL or greater at two or more consecutive frequencies at 500 HZ, 1000 HZ, 2000 HZ, 40000 HZ, 6000 HZ and 8000HZ; or
- The hearing loss is due to auditory neuropathy spectrum disorder (ANSD) or aural microtia/atresia, as determined by an audiologist or physician, respectively.

While EI/ECSE programs and school districts are not required to use the sample D/HH eligibility forms developed by ODE, EI/ECSE programs and school districts are required to use an eligibility form that is in compliance with the revisions made to OAR 581-015-2150.

When: Revisions went into effect on 7/1/2020.

Additional Resources:

- [Revised version of OAR 581-015-2150](#)
- [EI Eligibility form](#)
- [ECSE Eligibility form](#)
- [School Age Eligibility form](#)
- [ODE/Deaf-Hard of Hearing web page](#)
- [What You Need to Know to Implement Revised OAR 581-015-2150 power point](#)
- [What You Need to Know to Implement Revised OAR 581-015-2150 one page](#)
- [D/HH PLT Regional Contact list](#)

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

Traumatic Brain Injury (TBI) OAR 581-015-2175 Revised

What: The State Board of Education approved revisions to OAR 581-015-2175 to include the option of a Credible History Interview Process. When medical documentation of a TBI is unavailable, the Credible History Interview Process can be used in place of medical documentation to establish a student's special education eligibility in the area of TBI. The Guided Credible History Interview Process is a carefully crafted interview used with a reliable and credible source to thoroughly explore a student's or family's report of a possible TBI. The Credible History Interview Process is only to be used if the LEA has well document evidence that medical documentation of a TBI is not available.

Eligibility Forms: While EI/ECSE programs and school districts are not required to use the TBI eligibility form developed by ODE, EI/ECSE programs and school districts are required to use eligibility forms that are in compliance with the revisions made to OAR 581-015-2175.

When: Revisions went into effect on 7/1/2020.

Resources:

- [Revised version of OAR 581-015-2175](#)
- [EI Eligibility form](#)
- [ECSE Eligibility form](#)
- [School Age Eligibility form](#)
- [ODE Traumatic Brain Injury web page](#)
- [TBI Technical Assistance Manual (new document)](#)
- [What You Need to Know about the TBI Credible History Process webinar](#)
- [TBI Credible History Interview template](#)

- [TBI Credible History Interview Report template](#)
- [TBI Team Regional Map Contact Information](#)

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

School Medicaid Pilot Project

What: SB 111 (2017) required the Oregon Department of Education to conduct a pilot project to assist schools in funding school nurse services through increased School Medicaid billing. The State was required to submit a report to the Legislature, no later than October 1, 2020, that included the outcomes of the pilot project, a cost-benefit analysis, and recommendations. The final **SB 111 School Medicaid Pilot Project Report** to the Oregon Legislature can be found [here](#).

Questions: [Ely Sanders](#) or [Jennifer Ross](#)

PSO Partnership

What: The agency is excited to announce a new partnership with the University of Oregon to provide support and technical assistance to school districts and education service districts for post-school outcomes. More information will be forthcoming in the coming months as data from the 2020 data collection is analyzed, summarized and reported.

Questions: [Sally Simich](#) or [Charlotte Alverson](#)