

Hot Topics

HOT TOPICS IN 2023-24

The **Hot Topics** section takes a deeper look into some of the significant topics affecting secondary transition in Oregon. They reflect the rising priorities within the Oregon Department of Education and provide the most current and relevant information available on best practices. They keep you current on important information for transition students experiencing disabilities.

Oregon's Hot Topics for 2023-24



- Senate Bill 3 - Requiring a 0.5 credit in Personal Financial Education and a 0.5 credit in Higher Education and Career Path Skills
- Senate Bill 819 – Abbreviated School Day Program Placements
- Senate Bill 992
- OSEP Updated Guidance General Supervision Requirements
- Supported Decision Making - HB2105
- Updated Oregon Transition Education website
- Special Education Eligibility and Evaluation Changes
- Planning My Way to Work
- Guidance on Avoiding Mock Sheltered Workshops
- Seamless Transition
- ODE and CTE

SENATE BILL 3 - REQUIRED EDUCATION IN PERSONAL FINANCE AND CAREER PATH SKILLS

Senate Bill 3 was passed in the 2023 legislative session with support from educators, parents, students, and business and community partners. It requires a 0.5 credit in Personal Financial Education and a 0.5 credit in Higher Education and Career Path Skills, as part of the 24 credits required for an Oregon diploma, beginning with the class of 2027. [OR SB 3](#)

SENATE BILL 819 – ABBREVIATED SCHOOL DAY PROGRAM PLACEMENTS

During the 2023 Legislative session, Senate Bill 819 was passed and was signed into immediate effect by Governor Kotek on July 13, 2023. This bill establishes a new framework under which students with disabilities can receive an abbreviated school day program and increases district's accountability when it comes to complying with requirements defined in the bill. SB 819 is meant to ensure that all students, including adult students in secondary transition programs, be provided meaningful access to the same number of instructional hours as the other students in their district. ODE has developed guidance specific to [Abbreviated School Day Programs for Secondary Transition Programs](#). This guidance and all other SB 819 communication, resources and updates can be found [ODE's Abbreviated School Day Program Placements Webpage](#)

SENATE BILL 992 – REMOVING ALTERNATIVE CERTIFICATE AND ADDING CERTIFICATE OF ATTENDANCE

During the 2023 legislative session, Senate Bill 992, removing Alternative Certificate and adding Certificate of Attendance was passed. The Bill, amending Oregon Revised Statute 339.505, was signed by the Governor on 6/07/23 and will go into effect **July 1, 2024**.

A student who began ninth grade before July 1, 2020, may still be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate as set by the school district or public charter school.

A school district or public charter school shall award a **certificate of attendance** to a student who does not satisfy the requirements for a high school diploma, a modified diploma, or an extended diploma if the student **has maintained regular full-time attendance for at least four years beginning in grade nine** and meets requirements established by the board of the school district or public charter school.

A student awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or school district. A certificate of attendance may not indicate that the student received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

A certificate of attendance issued by a public charter school shall have the same restrictions as a certificate of attendance issued by a nonchartered public school.

Guidance is being developed to support districts in the July 2024 implementation of SB 992.

OSEP RELEASES UPDATED GUIDANCE GENERAL SUPERVISION REQUIREMENTS

On July 24, 2023, the U.S. Department of Education's Office of Special Education Programs (OSEP) released updated policy intended to reaffirm expectations across states to help ensure consistent implementation of IDEA. The guidance provides States with information necessary to exercise their general supervision responsibilities to ensure that all children with disabilities who are ages birth-21 have available to them a free appropriate public education (FAPE) that meet their unique needs and prepare them for further education, employment, and independent living. The guidance defines the State's responsibility for general supervision including identifying and communicating noncompliance, and monitoring the LEA/District's timely correction of noncompliance. OSEP's updated guidance can be found at the following link: [STATE GENERAL SUPERVISION RESPONSIBILITIES](#)

SUPPORTED DECISION MAKING – HB 2105

As a reminder, the passage of HB 2105 in January 2022 requires school districts to provide a child experiencing a disability and the child's parents with information about Supported Decision Making as an alternative to the appointment of a fiduciary for a person with a disability. More in-depth information on supported decision making can be found at: [New Oregon Law on Supported Decision-Making](#) and [Supported Decision Making Information for Educators](#)

UPDATES TO THE OREGON TRANSITION EDUCATION WEBSITE

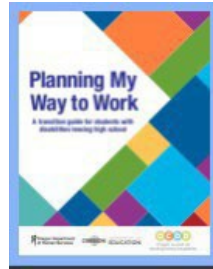
Oregon's Transition Education website has been updated! While it may look different, this website continues to be the location to access the most updated version of the Transition Resource Handbook, transition related resources for educators and Post-School Outcomes (PSO) resources. <https://transitionoregon.org>

SPECIAL EDUCATION ELIGIBILITY AND EVALUATION CHANGES

In 2019, Senate Bills 13 and 16 were passed by the Oregon Legislature resulting in some recent changes to Oregon's special education eligibility and evaluation procedures. Updates to the eligibility category names for the following: **Deaf or Hard of Hearing** has replaced Hearing Impairment, **Deafblindness** has replaced Deaf-Blindness, **Autism Spectrum Disorder** has replaced Autism, **Speech or Language Impairment** has replaced Communication Disorder and **Emotional Behavior Disability** has replaced Emotional Disturbance. Another procedural change to eligibility criteria as an outcome from SB 13/16 is specific to the medical examination, health or medical statement requirement for Emotional Behavior Disability (EBD) and Intellectual Disability (ID). While health/medical documentation was previously a required component of all EBD and ID eligibilities, the OARs now allow evaluation teams to determine if documentation of a medical examination should be a part of a child/student's evaluation procedures when determining eligibility. Updated sample eligibility forms and guidance on these changes can be found on [ODE's School Age Forms webpage](#)

PLANNING MY WAY TO WORK

The **2022 *Planning My Way to Work*** transition guide for students with disabilities leaving high school is now available. The purpose of the guide is to help students with disabilities and their families navigate services and community resources on the path from school to work. The guide is full of questions, resources, and worksheets to help students of transition age organize their thoughts, create a vision for the future, make choices and decisions, and make a plan with help from parents, teachers, and others. Limited copies of the guide will be printed and made available through the Transition Technical Assistance Network. However, the guide can be downloaded and printed independently from the Oregon Council on Developmental Disabilities website at ocdd.org



GUIDANCE ON AVOIDING MOCK SHELTERED WORKSHOP (MSW) ACTIVITIES IN SCHOOL-BASED BUSINESSES

Lane vs. Brown was the first class action lawsuit in the nation that challenged segregated sheltered workshops as a violation of the Americans with Disabilities Act (ADA). The [Settlement Agreement](#) for the case was approved in December 2015 and settled in July 2022.

Among the critical holdings was the decision that the integration mandate of the Americans with Disabilities Act (ADA) applies to employment settings as well as to residential settings. As a result, people with intellectual and developmental disabilities (I/DD) must receive employment services in integrated settings, not sheltered workshops.

There continues to be confusion regarding the definition of Mock Sheltered Workshop (MSW) activities contained in the Settlement Agreement and their prohibition within public schools. The following links help provide clarification around pre-vocational activities, similar to those that might occur in a sheltered workshop.

- ODE Guidance- <https://is.gd/Ri2W11>
- MSW Flow Chart- <https://is.gd/mAHb3s>
- MSW Self-Assessment- <https://is.gd/Kuz6Ng>

SEAMLESS TRANSITION

Seamless Transition is a research-based, data driven process used to describe a team approach to supporting students in successfully transitioning from school services to community-based employment prior to exiting school services. Using this process in Oregon has proven to improve Post-School Outcomes for students. A successful seamless transition team does the following:

- Works collaboratively and consistently with your local agencies
- Develops a model that works best for your team, students, and community
- Creates systems of communication and data collection
- Includes the following participants (at a minimum): Transition Educators, Oregon Transition Rehabilitation Services counselors, Oregon Department of Developmental Disabilities (ODDS), and Job Development agencies



ODE and CTE

The ODE transition team has ODE Career Technical Education (CTE) team members on the state planning group for transition along with the National Technical Assistance Center on Transition: The Collaborative (NTACT:C). Each year the team analyzes statewide data for CTE and Post-School Outcomes (PSO) to understand how and to what degree students experiencing disabilities are accessing and succeeding in Career and Technical Education (CTE) programs along with their post school outcome results.

CTE provides an unparalleled opportunity to explore the place where learning, careers and interests meet. CTE programs work in harmony with standard academic programs in local high schools, align with complementary postsecondary programs, and provide students with the opportunity to explore in-demand career areas. CTE encompasses a wide range of activities intended to simultaneously provide students with skills demanded in the labor market while preparing them for entry into career and post-secondary training and education in technical fields. The program is defined as “[a] sequence of organized educational activities that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers...” (Source: Oregon Administrative Rule 581-022-0102).

