



OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE Redmond SD 2J



SUPERINTENDENT: Charan Cline | 145 SE Salmon Ave Redmond 97756 | 541-923-5437
DIRECTOR OF SPECIAL EDUCATION: Karen Jordan | 541-923-8260

Students We Serve



964

Total Students in the Special Education Child Count

REGULAR CLASS

Students placed inside regular class 80% or more of day.



82.16%

Students

Oregon target - 75.00% or more

SEPARATE CLASS

Students placed inside regular class less than 40% of day.



7.37%

Students

Oregon target - 10.60% or less

SEPARATE SETTINGS

Students served in separate public or private schools, residential placements, or homebound/hospital settings.



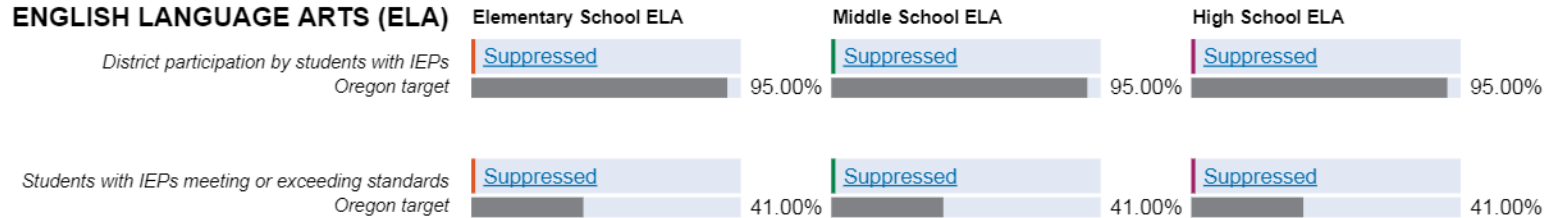
0.41%

Students

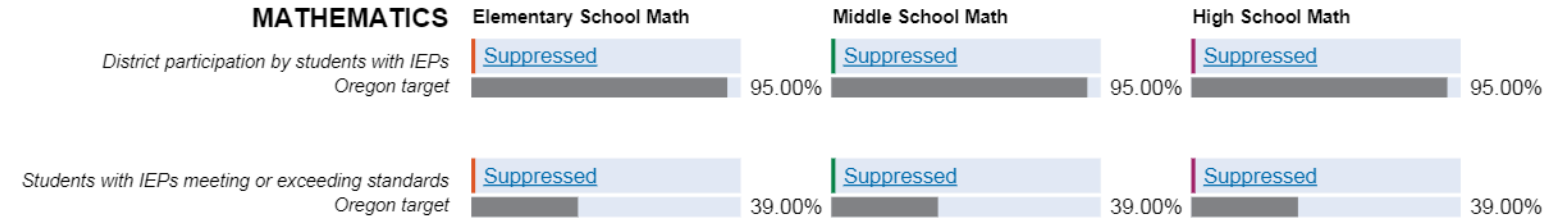
Oregon target - 1.80% or less

Academic Achievement

ENGLISH LANGUAGE ARTS (ELA)



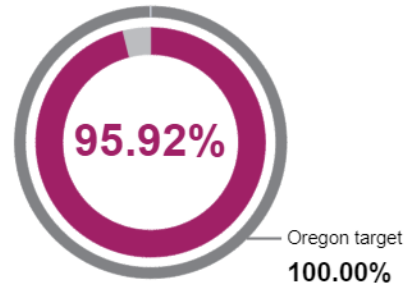
MATHEMATICS



Eligibility Timeline

SPECIAL EDUCATION ELIGIBILITY

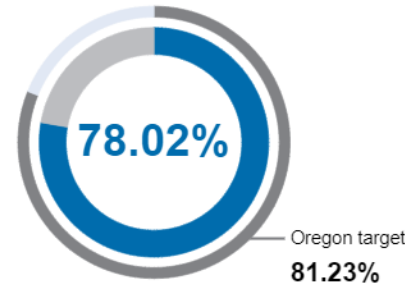
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.



Improving Services

PARENT SURVEY RESULTS

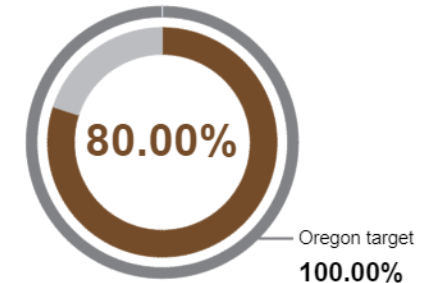
Parents who report schools facilitated parent involvement as means of improving services and results.



Transition

SECONDARY TRANSITION

IEPs in effect when a student turns 16 that include post-secondary goals, transition services, and district evidence of IEP team meeting.



Information Provided by District/Program

Redmond School District #2J strives to serve all students with disabilities through our special education instructional staff. Our staff members collaborate and consult with general education teachers to ensure maximum participation with non-disabled peers. We consistently utilize input and suggestions from parents and families through the IEP process and regular communication. We know that all students will succeed when provided necessary special education services.



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Equity and Disproportionality

DISTRICT IDENTIFICATION

Suspension/expulsion

Significant discrepancy in rate of suspension/expulsion for more than 10 days



SIGNIFICANT DISCREPANCY FOUND

Significant discrepancy, by race or ethnicity, for more than 10 days; and, policies, procedures, or practices contributed and do not comply with requirements relating to IEP development and implementation.



NO SIGNIFICANT DISCREPANCY FOUND

Students Receiving Special Education Services

Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification



NO DISPROPORTIONATE REPRESENTATION FOUND

Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

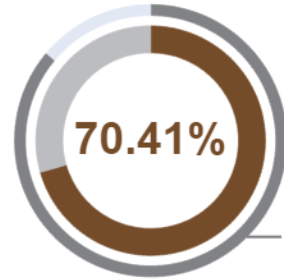


NO DISPROPORTIONATE REPRESENTATION FOUND

Academic Success

FOUR-YEAR COHORT GRADUATION RATE

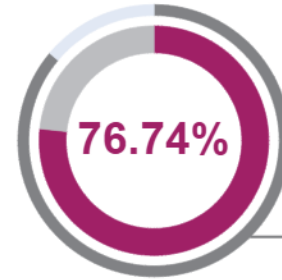
Students with IEPs earning a regular or modified diploma within four years.



Oregon target
86.00% or more

FIVE-YEAR COHORT GRADUATION RATE

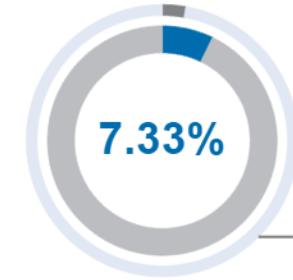
Students with IEPs earning a regular or modified diploma within five years.



Oregon target
86.00% or more

HIGH SCHOOL DROPOUT RATE

Students with IEPs who drop out.



Oregon target
3.1% or less

Outcomes

HIGHER ED

Students with an IEP who enrolled in higher education within one year of leaving high school.



Oregon target
32% or more

HIGHER ED/EMPLOYED

Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.



Oregon target
56% or more

HIGHER ED/TRAINING/EMPLOYED

Students with an IEP who enrolled in higher education, enrolled in post secondary education/training or were competitively employed or had other employment within one year of leaving high school.



Oregon target
74% or more

Individualized Education Program (IEP)

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

Special Education (SE)

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.