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: Bari Nixon  |  541-923-8260

Students We Serve

<table>
<thead>
<tr>
<th>Students We Serve</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students in the Special Education Child Count</td>
<td>881</td>
</tr>
</tbody>
</table>

Eligibility Timeline

B11. SPECIAL EDUCATION ELIGIBILITY
Students with parental consent to evaluate who were evaluated and had eligibility determined within 60 school days.

- Students: 97.98%
- Oregon target: 100.00%

Improving Services

B8. PARENT SURVEY RESULTS
Parents who report schools facilitated parent involvement as means of improving services and results.

- Students: 79.63%
- Oregon target: 84.45%

Transition

B13. SECONDARY TRANSITION
IEPs in effect when a student turns 16 that include post-secondary goals, transition services, and district evidence of IEP team meeting.

- Students: 60.00%
- Oregon target: 100.00%

Information Provided by District/Program

The Redmond School District 2J strives to work collaboratively with parents to provide inclusive programming for maximum participation with non-disabled peers. Our students access general education at a rate above Oregon targets. Redmond School District acknowledges the opportunity for growth in the area of Secondary Transition. Robust dialogue and decision making throughout the IEP process will support lifelong goals for students as they transition into adulthood and become active members of our community.

District website: [www.redmondschools.org](http://www.redmondschools.org)
For more information please visit: [www.oregon.gov/ode](http://www.oregon.gov/ode)
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Equity and Disproportionality

DISTRICT IDENTIFICATION
Target: No Significant Discrepancy or Disproportionate Representation

Suspension/expulsion

B4A. Significant discrepancy in rate of suspension/expulsion for more than 10 days

NO SIGNIFICANT DISCREPANCY FOUND

B4B. 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

B9. Disproportionate representation of racial/ethnic groups in special education resulting from inappropriate identification

NO DISPROPORTIONATE REPRESENTATION FOUND

B10. Disproportionate representation of racial/ethnic groups in specific disability categories resulting from inappropriate identification

NO DISPROPORTIONATE REPRESENTATION FOUND

Academic Success

B1. GRADUATION RATE
Students with IEPs earning a regular or modified diploma

71.15%
Oregon target 80.00%

B2. DROPOUT RATE
Students with IEPs who drop out.

25.96%
Oregon target 12.52%

Outcomes

B14A. HIGHER ED
Students with an IEP who enrolled in higher education within one year of leaving high school.

4.55%
Oregon target 32.00% or more

B14B. HIGHER ED/EMPLOYED
Students with an IEP who enrolled in higher education or were competitively employed within one year of leaving high school.

77.27%
Oregon target 56.00% or more

B14C. 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.

90.91%
Oregon target 74.00% 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.

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Academic Achievement

B3A: Participation
- Participation Rates for Students with IEPs
- Oregon target

B3B: Regular Assessment
- Proficiency Rates for Students with IEPs
  Meeting or Exceeding Grade Level Academic Achievement Standards
- Oregon target

B3C: Alternate Assessment
- Proficiency Rates for Students with IEPs
  Meeting or Exceeding Alternate Academic Achievement Standards
- Oregon target

B3D: Gap in Proficiency
- Gap in Proficiency for Students with IEPs and All Students Against Grade Level Academic Achievement Standards (Goal is to be less than or equal to Oregon target)
- Oregon target

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