

CORBETT SCHOOL DISTRICT

Student Services Department.

ODE Monitoring Process and Census Data.

November, 2025

Oregon Department of Education (ODE)

General Supervision

- The Individuals with Disabilities Education Act (IDEA) (34 CFR § 300.149) requires each state to ensure compliance with its requirements. General supervision is the mechanism by which the state ensures IDEA compliance, monitors and supports local educational agencies (LEAs) in implementing IDEA, and improves educational results and functional outcomes for students experiencing disabilities.
- To guarantee that children with disabilities have access to the same educational opportunities as their peers and to provide them with the support they need to succeed. Schools are funded under Part B, Ages 3–21: Special education and related services for school-aged children. (School-age at Corbett School District is kindergarten through age 21).

State Monitoring

Roles of the LEA and DISTRICT

Oregon Department of Education (ODE):
Cyclical monitoring occurs on a three - year schedule for each LEA in Oregon. The purpose of this monitoring is to ensure compliance with federal and state laws for serving students experiencing disabilities, direct the provision of technical assistance from the Oregon Department of Education's (ODE) Office of Enhancing Student Opportunities (OESO) to the LEA, and assist the LEA in engaging in continuous improvement.

Corbett School District:

- LEA (Corbett SD) responsible for IDEA implementation.
- Ensures FAPE is provided by the LEA for students with disabilities.
- 2023-2024 was Corbett's assigned Cyclical monitoring year.

Cyclical Monitoring -Priority Areas

ODE requires the LEA to use the standards outlined in three priority area protocols to review student files. Two of these priority area protocols were assigned by ODE based on the review of LEA State Performance Plan (SPP), Indicator data, and other factors.

The third priority is chosen by the district.

Priority Areas:

- **Priority Area 1 Protocol: Least Restrictive Environment (LRE)**
- **Priority Area 2 Protocol: IEP Development**
- **Priority Area 3 Protocol: Free Appropriate Public Education (FAPE)**
- **Priority Area 4 Protocol: Discipline**
- **Priority Area 5 Protocol: Secondary Transition (SEC)**

Protocols used during the review process for Corbett SD 39 included: **LRE, FAPE, and SEC.**

What was the monitoring process last school year?

- Corbett is part of the Cohort C.
- Cyclical monitoring occurs each fall, from August to January.
- In collaboration, a District Support Specialist (DSS) is assigned to each Cohort in order to provide supports for making any corrections. Corbett's Student Services Director and Special Education Secretary met regularly last school year to review file submissions.
- Corbett special education teachers worked as a team to conduct the file reviews.

Implementation Process

- During the audit process, there was no need for ODE to conduct site observations or interviews.
- The data that was collected from the school team's file reviews that needed correction is fairly easy to correct. (Prior written notice to correct simple errors, updating team members in Synergy to reflect an outside partner such as vocational rehabilitation services for transition age students).
- Corrections are due by spring 2026. Most corrections are taking place in fall through spring as IEP meetings take place.



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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

OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE Corbett SD 39

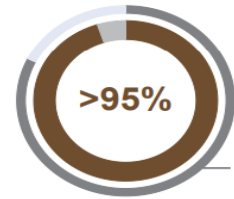
SUPERINTENDENT: Derek Fialkiewicz | 35800 E Hist Columbia River Hwy, Corbett 97019 | 503-261-4200
DIRECTOR OF SPECIAL EDUCATION: Jeanne Swift | 503-261-4235

2023-24

Academic Success

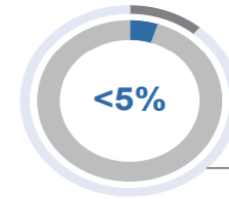
B1. GRADUATION RATE

Students with IEPs who exited special education by earning a regular or modified diploma



B2. DROPOUT RATE

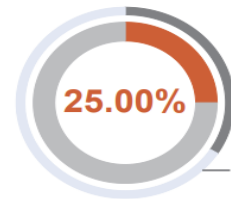
Students with IEPs who exited special education by dropping out



Outcomes

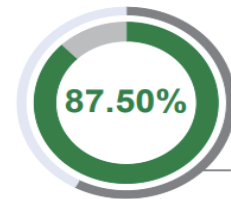
B14A. HIGHER ED

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



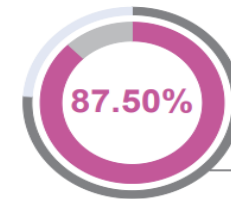
B14B. HIGHER ED/EMPLOYED

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



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.



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.

Corbett SD At A Glance Special Education Profile 2023-2024

Graduation Rate
Dropout Rate
Higher Ed
Higher
Ed/Employed
Higher Ed/Training
Employed

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Participation

Regular Assessment

Alternate Assessment

Gaps in Proficiency



OREGON AT-A-GLANCE SPECIAL EDUCATION PROFILE

Corbett SD 39

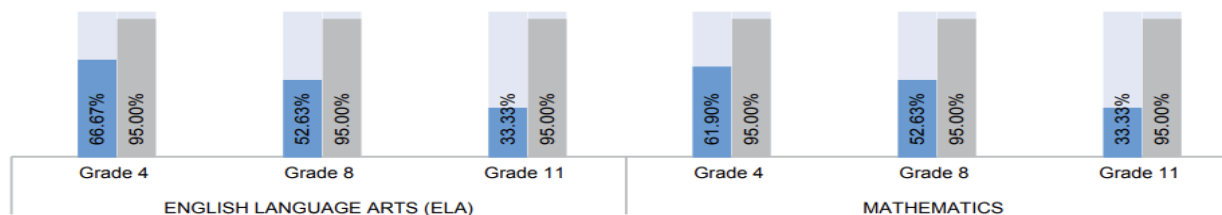
SUPERINTENDENT: Derek Fialkiewicz | 35800 E Hist Columbia River Hwy, Corbett 97019 | 503-261-4200
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2023-24

Academic Achievement

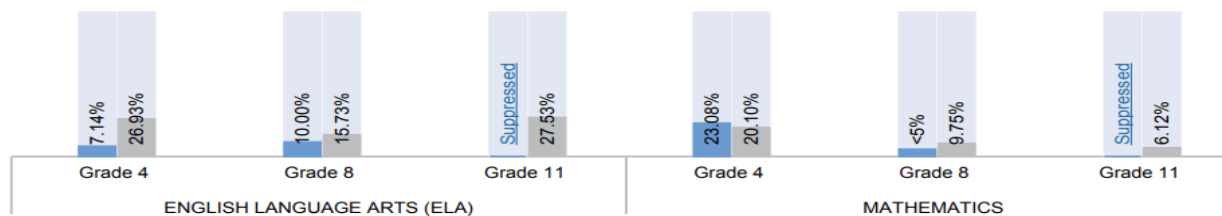
B3A: Participation

- Participation Rates for Students with IEPs
- Oregon target



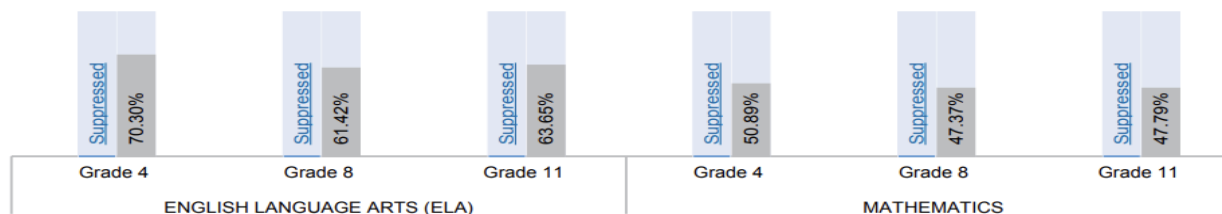
B3B: Regular Assessment

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



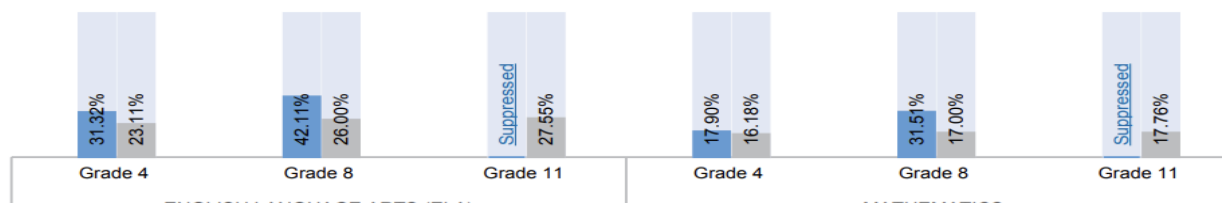
B3C: Alternate Assessment

- 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



2022-2025 Special Education Census with Projected Data.

| SCHOOL | 2022-2023 | 2023-2024 | 2024-2025 | October 1, 2025 | 26-27 Projected |
|----------------------------------|---|---|---|--|---|
| Grade School | Total enrollment: 382 SpEd enrollment: 22.77% | Total enrollment: 442 SpEd enrollment: 24.48% | Total enrollment: 458 SpEd enrollment: 25.32% | Total enrollment: 511 SpEd enrollment: 19.76% | |
| CAPS Grades K-5 Grades 6-8 | Total enrollment: 144 SpEd enrollment: Gr. K-5 16.49% Gr. 6-8 27.65% | Total enrollment: 161 SpEd enrollment: Gr. K-5 26.92% Gr. 6-8 26.31% | Total enrollment: 163 SpEd enrollment: Gr. K-5 24.07% Gr. 6-8 21.81% | Enrollment: 169/SpEd 16.21% and 22.41% | |
| MS Grades 6,7,8 | Total enrollment: 139 SpEd enrollment: 20.28% | Total enrollment: 137 SpEd enrollment: 18.24% | Total enrollment: 135 SpEd enrollment: 20% | Total enrollment: 172 SpEd enrollment: 13.95% | |
| HS Grades 9-12 | Total enrollment- 412 SpEd enrollment: 15.53% | Total enrollment: 350 SpEd enrollment: 15.14% | Total enrollment; 360 SpEd enrollment: 19.16% | Total enrollment: 346 SpEd: 19.34% | |
| Total Population K-12 | Total Enrollment: 1077 SpEd: 19.22% | Total enrollment: 1090 SpEd: 21.0% | Total enrollment: 1116 SpEd: 22.40% | Total population K-12: 1198 SpEd: 17.27% | Total K-12 enrollment: 1198 SpEd: 18.28% |

State Funding

- 11% Cap –IEP counts are capped at 11% of the Resident Average Daily Membership (ADMr) by ODE.
- ORS 327.013 provides that each child with an Individualized Education Plan (IEP) shall be given 1.0 weighting, which equates to additional funding to the General Education weight, 2.0 total for students with disabilities (IDEA).
- High Cost Disabilities
- Maintenance of Effort

What can schools and the district do to reduce the number of students identified for special education?

- Partner with general education staff to effectively implement curriculum across the system.
- Implement effective building intervention teams in collaboration with general education staff and intervention staff (e.g. multi tiered systems of supports across K-12 schools).
- Regularly collect and analyze schoolwide data to identify students who are struggling in building teams. What students are flagged for intervention? Skill group and progress monitor.
- Effectively implement evidence based instruction for students in special education so there is documented growth related to IEP goals. Teams regularly study the data and review growth or the lack of growth. Regularly meet to discuss modifying strategies used with instructional delivery.
- To support instruction: provide instructional training to general education and special education staff in order to align use of curriculum and interventions for teachers and para professionals. Collaborate with intervention specialist, teachers, specialists, and administrators to identify training needs.

Resources

- Oregon Department of Education (ODE). Oregon Online Report Card. <https://www.ode.state.or.us/apps/OregonReportCard/>
- Oregon Department of Education. At A Glance District Profiles, Special Education, 2023-2024.
- <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx>
- U.S. Department of Education. IDEA. <https://www.ed.gov/laws-and-policy/individuals-disabilities/idea>