**Special Education Data Collection Q&A**

New questions have been added to this FAQ as of September 2022. These new questions are in aqua.

# December Special Education Child Count

| **Special Education Child Count (SECC) Questions** | **Answer/Response** |
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| For DSL (Distance Learning), is the Enrollment Type Code Homeschool or Normal District Enrollment? | * For Distance Learning, Normal District Enrollment (N) or should be used for the Enrollment Type Code. Only use Homeschool (H) if the student is being instructed by the parent/guardian. |
| Who is responsible for reporting tuition students? | * District paid tuition - If a district is paying tuition for a student to attend another district, the district that is paying the tuition reports the student. * Parent paid tuition - If a parent or legal guardian resides in one district and is paying for their child to attend another district, the attending district reports the student. |
| Who should report inter-district transfer students? | Inter-district transfer students are reported by the attending district. For further information, review the reporting example in the [Process & Content Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentManual.docx). |
| How do we report an inter-district transfer agreement student who moves during the summer and opts to take advantage of the new statute (SB 708) that allows a student to continue in the attending district for one year following the move? | The district of attendance would continue to report the student as an inter-district transfer if the attending district and new resident district school boards agree. For more information, see [OAR 581-021-0019](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-021-0019). |
| How do you report a student who moves to a different district, but elects to continue attending the school they have been attending? | A student whose residence changes to a different district during the summer or school year is allowed to complete the school year in the district they have been attending, whether they are attending as an inter-district transfer student or as a resident of the district. If the attending district and new resident district agree to allow the student to complete the school year at the attending district, the attending district would retain FAPE during that time. This means that the attending district would report this student as an inter-district transfer student on the Special Education Child Count. |
| Can I report a student who is due for the re-evaluation and their parents have signed to extend the three year timeline? The student has current IEP and is receiving services. | No, because the student does not meet the three criteria (current Oregon eligibility, current IEP and is receiving services). The student is not a Child Count reportable record as the student does not have current Oregon Eligibly as of Dec. 1 as it is beyond three years. The same is true for the IEP, as it must be current within one year as of Dec. 1. |
| What are the six qualifying disabilities, primary or otherwise, to be enrolled in and served by Regional Programs? | Regional Programs provide services for six qualifying disabilities, primary or otherwise:   1. Hearing Impairment 2. Visual Impairment 3. Deaf-Blindness 4. Orthopedic Impairment 5. Autism Spectrum Disorder 6. Traumatic Brain Injuries (TBI) |
| Are students who turn 21 on the first day of school eligible for special education the whole year? | School districts must provide special education and related services, i.e. FAPE, to students with disabilities who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year. This includes students who received an extended or modified diploma. An eligible student whose 21st birthday occurs during the school year is eligible for FAPE the remainder of the school year. |
| Students under age 21 who are attending a transition program, can they be reported on the Child Count? If yes, what grade would they be? | Yes, they can be reported on the Child Count if they are receiving transition services. You can report them as grade 12, with the Transition flag Yes. |
| Is Kindergarten considered an early childhood program when referring to Secondary Federal Placement codes? | In the context of reporting age five year olds, Kindergarten is considered an early childhood program. For December Child Count, report a Secondary Federal Placement for Kindergarten students who are age 5 on December 1. For further information, see the decision table in the [Process & Content Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentManual.docx) or the [Decision Tree for Secondary Federal Placement](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/decisiontreefederalreporting.docx) document. |
| How do we report a student who attends the Oregon Youth Challenge Program (OYCP)? | Students attending this program should be reported as a “Program Student.” See the [Process & Content Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentManual.docx). |
| For parent placed private school students, do we count them if the school is outside the district boundaries? | If it is parent placed student, the school must be located in the district boundaries in order to report on the Child Count.  However, if it is an IEP team placement in an approved special education private school, then you do report the student on the Child Count. |
| What if a student is being homeschooled but not officially registered with the local ESD, can they be reported on the Child Count? | Yes, they can be reported on the Child Count if they meet the three criteria. Code them as a Homeschool student as if they were registered, see example in the [Process & Content Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentManual.docx). However, let the parent know they should register with the local ESD. |
| What Secondary Federal Placement code would we use for a student who is in Kindergarten, will turn six in January and spends the full day in Kindergarten (they are age five on Dec. 1)? | In the context of reporting age five year olds, kindergarten is considered an early childhood (EC) program. Just as you would for age 3 and 4 Early Childhood Special Education (ECSE) students, the code used would depend on 1) the amount of time spent in the early childhood (EC) and 2) the percent of services provided in the early childhood (EC) program. In brief, the following codes would be used (for further information, see the decision table in the [Process & Content Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentManual.docx) or the [Decision Tree for Secondary Federal Placement](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/decisiontreefederalreporting.docx) document:  *Step 1)* If the amount of time (hours) spent in EC program is equal to or greater than 10 hours, use an “M” code. If time (hours) spent in EC program is less than 10 hours, then use an “L.”  *Step 2)* If 50% or more of the services are provided in the Early Childhood classroom then it will be a M1 or L1 code, if less than 50% of services in the Early Childhood classroom then it will be an M2 or L2 code. |

# June Special Education Exit

| **June Exit Questions** | **Answer/Response** |
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| What exit code would a district use to report a student who received a modified diploma? | Exit codes and corresponding descriptions can be found in the [Process & Content Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentManual.docx). A modified diploma is a document that does not meet the criteria for an Oregon Standard Diploma, and does not terminate the provision of FAPE for a student with a disability. Students who receive a modified diploma and are continuing to receive special education services through the district have not yet exited special education and should not yet be reported as exited. They should be coded as “Exit Code 31 - Received a Modified Diploma” during the reporting period in which they *leave* special education. Please contact a member of the Special Education Data Team for further information concerning when to exit a student with Exit Code 31. |
| If a student is expected back at the beginning of the year but is a no-show how and when should they be exited? | If the student does not show up at any time during the school year, the student should be exited as of the first day of the school year. Check SSID to make sure the student enrolled in another district or not before reporting as drop a drop out. |
| What if a student is now Homeschool but not registered with the area ESD, are they Homeschool or exited as Dropout? | If the parent/guardian revokes services or the IEP team determines the student is no longer eligible, then exit with Code 33 – Return to Regular Education.  If the student is not receiving services and there is no revocation, then can exit with Code 36 – Moved Continuing in Education. |
| For student that has a GED, what exit code do I use? | If a student has a GED as their highest credential, then you can report the student with exit Code 32 – Received a Certificate. |
| Will EI/ECSE have additional time to report June Exit and Child Find? | The EI/ECSE will have 10 business days after the collection closes to report their Child Find and June Exit Reports. |
| If a student was not on the December Child Count (did not meet the three criteria for reporting), does that mean I should exit the student during June Exit? | A student not on the Child Count does not mean they have left special education. The student may not have met the three criteria on the Dec. 1 snapshot date, but if they are in special education at the end of the year, they will not be reported as an exit student for the June Exit. However, if they do leave special education before the end of the year, they will be exited with the appropriate exit code. |
| If a student is absent for 10 or more days (10 Day Drop rule for ADM), should the student be reported on the June Exit, and what code would be used? | The 10-Day drop rule for ADM does not apply to special education, so you would not report the student on the June Exit just because they did not attend for ten days. Only report on the June Exit if the student has not returned to school as of the end of the school year. |
| If a student exits to do Homeschool, but does not move, are they exited with code Moved, Continuing in Education? | If the parent does not revoke, then yes, it’s Code 36 – Moved, Continuing in Education. If the parent does revoke, it’s Code 33 – Return to Regular Education. If the student is still receiving services, then the student is not exiting. |
| If a student does not return to school after earning a modified diploma and is not 21, do I exit them at the beginning of the next school year, or wait until they are 21 to exit them with a modified diploma? | Students awarded the modified diploma are still eligible for FAPE until age 21.   * + If the student is expected back, but does not show up at any time during the next year, exit as of the first day of school during the next collection cycle.   + If the student is not expected back, and you are sure they are not returning - for example, you complete the Summary of Performance (SOP), they are set up for post school employment or attending college, you will report them as exiting with a modified diploma. But if the student shows up in the fall, during the Review Window, remove the record and do not exit the student.   + If age 21 or older you must submit an exit record. The district can continue to serve, however, they cannot be reported on December Child Count   Talk to special education director, if you are not sure how to report these students. This information is discussed during the annual IEP meeting.  If there is still confusion, please contact a member of the Data Team to help you determine how to report the record.  Remember, if a student receives a modified diploma and is under age 21, plus has current Oregon eligibility, has a current IEP and continues to receive services, they should be reported on December Child Count. |
| For students who exit with Modified Diploma or Received Certificate what exit date do we use? The month they received credential or last day of school? | Yes, if they are not receiving services and are not coming back, then use the date the student received the Modified Diploma or Certificate. If they continue to receive services after receipt of Modified Diploma or Certificate until the end of the school year, then use the last day of school. |

# Special Education Child Find

| **Child Find Questions** | **Answer/Response** |
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| If we find a student ineligible for Developmental Delay (DD - code 98), then we get consent to evaluate the student for Autism Spectrum Disorder (ASD - Code 82) as additional testing is needed to make the determination, should we count the student twice on Child Find? | For Child Find, ineligible and eligible records **are** to be reported. The district would report two records for this student. The first record would be the ineligible for DD. The second record would report the determination for ASD, i.e. eligible or ineligible, whichever the case may be. Please consult with your county contact concerning best practices for conducting evaluations. The child should be assessed in all areas related to the suspected disability. |
| When reporting a Child Find record, does the 60 school days include grade days? | When determining the number of school days, count the actual days the school was in session from the day the parent signed consent to the day eligibility was determined. Do not include any days school was not in session, including but not limited to teacher in-service days, snow days, or holidays and school breaks (winter, spring and summer). Since school is not in session on teacher grade days, i.e. no students are in attendance, it would not be counted in the number of school days. For further information, see the [Child Find Manual](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ChildFindManual.docx). |
| Is it acceptable to find a child not eligible for special education just before the 60 school days expire, then begin another child find process once all information is received to finish the final determination for special education? | A district should not restart the 60 school day timeline, essentially “extending” the deadline by finding the child ineligible then signing a new consent to evaluate to restart the timeline once all the information is received. |
| Does a medical evaluation for Child Find need to be done by a doctor certified or located in Oregon? | Please contact your County Contact. Certain disability categories require evaluations be conducted by individuals holding particular licenses or certifications in order to establish Oregon eligibility. If you need the name and contact information for your county contact, please call or email a member of the Special Education Data Team. Please see [OAR 581-015-2105](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=143227) for Evaluation and Reevaluation Requirements. |
| Do I submit a student for the Child Find collection who stopped receiving services months or years ago, but has decided to be re-evaluated for services? | If services were never officially revoked, then a student who wanted to return to special education would not be included in the Child Find collection, even though that student may need to be re-evaluated for services. If services were officially revoked and that student wanted to return to special education, and the parent or guardian signed consent to have the student evaluated for services, that student would be included in the Child Find collection. |
| If a student has been evaluated for special education but was determined not eligible, is that student reported in the Child Find collection? | If the parent signs an initial consent to have their child evaluated to determine special education services, that student would be reported in the Child Find collection regardless of whether they were determined not eligible or eligible. In some cases, a student may have multiple ineligible Child Find records before having an eligible Child Find record. Once a student has been found eligible for special education, any evaluations to determine eligibility for additional disability categories would not be reported on Child Find. Further information concerning the data to be reported on Child Find can be found on the [Child Find webpage](http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx). |
| Is a student who is transitioning from the Early Intervention program (EI) to Early Childhood Special Education program (ECSE), or from ECSE to School Age, reported in the Child Find Collection? | EI students transitioning into the ECSE program are reported in the Child Find Collection. ECSE students who are transitioning into a school age program are not reported in the Child Find Collection. |
| We frequently have Oregon eligible students move to Washington and then move back to Oregon. As a district, we always get consent even for file reviews. Should we count these students on Child Find? | Consent is not required to conduct file reviews so if the district conducted only a file review to determine Oregon eligibility, then the record would not be reported on Child Find. If consent for additional testing is required to determine Oregon eligibility, the student would be reported on Child Find. |
| For Child Find, the process starts the date the parent signed the form. What happens if a student moves to Mexico after consent is signed and then moves back later in the year? | This would depend on the situation. If the parent withdraws the student, the process stops. In the case of a migrant student, more information would be required before answering this question so we would ask that you contact a member of the Data Team to discuss the specific situation. |
| In a situation where a student on an IEP moved out of the state and moved back to Oregon, would the student be reported in the Child Find Collection? | A student on an IEP in Oregon who moves anywhere out of state and then returns is required to reestablish Oregon eligibility. If a parent or guardian signs consent giving permission to evaluate the student for services, then the student is reported in the Child Find Collection. If Oregon eligibility can be established by reviewing existing information from the previous evaluation, then the student would not be reported in the Child Find Collection. |
| Does the 60-day timeline continue with a student who moves into a district from another district? | Yes, the clock continues from initial consent. If there are students transferring into your district that are being evaluated for initial eligibility and there are time constraints for meeting the 60 Day Timeline, consider getting a written agreement to extend timeline for a transfer student (Timeline Not Met Code 7). |
| If a student moves into the district from out of state and IEP team does a review and determines the student meets Oregon Eligibility, is that a Child Find Record? | Each state establishes its own criteria for eligibility. If the IEP team does a review of existing data with no testing and no signed consent, then it is not a reportable record.  If the IEP team determines a need for testing/assessment to establish Oregon eligibility and there is consent signed for testing, then it is a Child Find reportable record. |
| If a student leaves the district after the process is started, do I report the student on Child Find or delete/remove from my submission? | You will not report the student on your Child Find, as the district the student moved to will continue the process and report the record. |
| If a student was referred for initial evaluation and the process starts, but after a few weeks into the evaluation process, moves out of state. What code do I use when reporting this student on the Child Find? | You will not report the student on your Child Find, as the out of state district the student moved to will continue the process. |
| For initial referrals that are not found eligible, do I submit that record on both Child Find and June Exit? | For students not found eligible, this would be reported only on the Child Find. A student must be in Special Education to exit special education, so it is not a June Exit reportable record. |
| Do summer school days count toward the 60 day timeline for consents? | A: Only count days that are reflected in the school calendar when all students have access to the full range of educational programs.  Traditional summer school would not count for school days. However, districts that have school year round would count school days even in the summer. |
| How do you account for 1/2 school days? | Yes, half school days count as a school day for Child Find. |

# General Questions

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| **General Questions (more than one collection or other topics)** | **Answer/Response** |
| Will there be an update to the Data Manager? | The Data Manager is now an online application within the [District Website](https://odedistrict.oregon.gov/Pages/default.aspx). When logged in, users can see it in their Application list, along with Consolidated Collections and Systems Performance Review and Improvement.  If you do not see it in the Application list, please contact your [District Security Administrator](https://district.ode.state.or.us/apps/login/searchSA.aspx), and ask for Submitter and Modify rights to the IDEA Data Manager and any of the needed screens within that are needed (SECC, Child Find, Agency, CEIS and/or Private School). |
| Can we send IEP information via email to ODE? | Only SSID numbers can be sent through ODE email. Any information beyond the SSID (e.g., name, grade, birth date, etc.) has to be sent through [Secure File Transfer](https://district.ode.state.or.us/apps/xfers/). If further assistance is needed, contact a member of the Data Team. |
| What steps do I need to take to finalize my Child Find, Special Education Child Count and June Exit collections? | All districts are required to clear their errors (and audits during Review Window) before finalizing their data submission. Listserv messages announcing special education collection openings, closings and reminders contain a bulleted list outlining the final steps needed to complete the collection. For additional information, please see the Data Team’s [Consolidated Collections User Guide](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ConsolidatedUserGuide.docx). |
| How do I delete a record? | To delete a record, hover over Student Collections, from the drop menu of currently open collections, hover over the needed collection name to access the fly out menus. Then hover over Record Management, and then click Record Maintenance. The application will take you to a search screen where you can search by SSID. To delete a record click on the red X to the right of the record.  For additional information and screenshots, please see the Data Team’s [Consolidated Collections User Guide](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ConsolidatedUserGuide.docx). |
| If a parent revokes, is the student still eligible until after the three-year eligibility evaluation, or is it not valid as of revocation date? | The student is no longer eligible as of the revocation date. The student will be reported on the June Exit with exit Code 33 – Returned to Regular Education. |
| What is the difference between review audits and review errors? | Review Errors shows validation errors that can be viewed during both collection windows. Review Audits is the messages from the Data Team that you review during review window. |
| Does DSL (Distance Learning or virtual) or hybrid count as school in session day? | Yes, all days in which instruction is being provided is considered as school in session, regardless of if it’s in person, distance learning/virtual or hybrid. |