2023-2024  
Special Education Child Find Manual

School Age and EI/ECSE

Revised – September 2023

OREGON DEPARTMENT OF EDUCATION

Enhancing Student Opportunities

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Salem, OR 97310-0203

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# What’s New?

This section outlines changes to this document or the Special Education Child Find (Indicator 11) collection for 2023-2024.

## September 2023

* No changes!

## January 2024

* Corrected field numbers.

# General Information

The purpose of this document is to provide an easy reference tool for submission of the Special Education Child Find (Indicator 11) report. If an error is located anywhere throughout this manual, or if this manual does not provide the guidance necessary to answer a specific question, please feel free to contact any of the staff in the [Contact List](#_Contact_List) found on page 3. It is extremely important that data submitted for all collections are accurate, valid, and reliable.

You will see three symbols used throughout this manual:

| Icon | Description |
| --- | --- |
| Solid Yellow circle with a white lower-case i in the middle. | *An information circle indicates an informational note.* |
| Green lightbulb with green lines radiating out from the center | A light bulb indicates a useful tip. |
| Solid red triangle with a white exclamation point in the center | **A warning triangle indicates a warning and the user should use caution**. |

Acronyms frequently throughout this document include:

| Acronym | Name |
| --- | --- |
| APR | Annual Performance Report |
| CEIS | Coordinated Early Intervening Services |
| EI/ECSE | Early Intervention/Early Childhood Special Education |
| ECR | Electronic Correction Reports |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Program |
| OAR | Oregon Administrative Regulation |
| ODE | Oregon Department of Education |
| ORS | Oregon Revised Statutes |
| OSEP | Office of Special Education Programs (US Department of Education) |
| PHC | Primary Disability Code |
| SECC | Special Education Child Count |
| SPP | State Performance Plan |
| SPR&I | System Performance Review and Improvement |

## Contact List

### For Questions

[Cherisse Gordon](mailto:cherisse.gordon@ode.oregon.gov) Data Owner 503-428-7080 [cherisse.gordon@ode.oregon.gov](https://secure.sos.state.or.us/oard/view.action)

[Jackie McKim](https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/xml/CFR-2012-title34-vol2-sec300-34.xml) Research Analyst 971 240-0234 [jackie.mckim@ode.oregon.gov](https://secure.sos.state.or.us/oard/viewSingleRule.action)

[Cynthia Garton](https://odedistrict.oregon.gov/DataPrivacySecurity/Documents/Information%20Asset%20Classification.pdf?subject=Child%20Find%20Manual) Research Analyst 503 508-7492 [cynthia.garton@ode.oregon.gov](mailto:cynthia.garton@ode.oregon.gov)

[Maxwell Swope](mailto:maxwell.swope@ode.oregon.gov?subject=SECC%20Process%20&%20Content%20Manual) Research Analyst 971-208-0259 [maxwell.swope@ode.oregon.gov](mailto:maxwell.swope@ode.oregon.gov)

## Calendar

**July 1, 2023 – June 30, 2024**

| Date | Description |
| --- | --- |
| July 10, 2023 | * Child Find 22-23 due |
| August 17, 2023 | * Child Find Review Window 22-23 opens |
| September 18, 2023 | * Child Find Review Window 22-23 due |
| May 16, 2024 | * Special Education Child Find (Indicator 11) 23-24 collection opens |
| July 8, 2024 | * Special Education Child Find (Indicator 11) 23-24 collection due |

For additional information, see [school year calendar](https://secure.sos.state.or.us/oard/view.action). For more information regarding these and other data collection dates see the [Collections page](https://secure.sos.state.or.us/oard/view.action)[[1]](#footnote-1).

## Data Collection Contacts Information

The Data Team collections district, ESD and EI/ECSE contact information online via the IDEA Data Manger, located on the Applications list, through the [District Website login](https://secure.sos.state.or.us/oard/view.action). In the IDEA Data Manger, users will see a menu option in the left Navigation pane called Agency. In this menu, staff will see tabs for Agency information, Staff Contacts, SECC Consortium status, State Program (Contractor) status, and Late/Inaccurate status. Contact the [Data Team](mailto:mailto:ODE.OSS-DataTeam@ode.oregon.gov?subject=Data%20Collection%20Contact%20Form%20Request) with any questions. The information listed will show membership of SECC consortiums for the current school year. It is the responsibility of each agency to update this menu when there is a staff change, and to annual review, edit and verify agency contact information.

## Special Education Data Submitters Listserv

In the Staff Contacts tab, the roles of Special Education Director, Special Education Data Submitter, and Child Find Data Submitter are defaulted to “Yes” for the Add to Listserv column, and will be automatically added to the Special Education Data Submitters GovDelivery Listserv.

The other data submitter roles are added to the Listserv if “Yes” is selected in the Add to Listserv column. This email distribution list allows quick communication of data collection issues to all agencies.

To join the mailing list, please contact [Data Team](mailto:ODE.OSS-DataTeam@ode.oregon.gov?subject=Data%20Collection%20Contact%20Form%20Request).

## Special Education Child Find Reports and Record Retention Information

Child Find records document the number and percent of children who were evaluated within 60 school days from written parent consent for the initial evaluation to the date of the meeting to consider eligibility ([*OAR 581-015-2110*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2110)(5))[[2]](#footnote-2).

Minimum retention: Five years after end of school year in which original record was created ([*OAR 166-400-0060*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=166-400-0060)(28))[[3]](#footnote-3).

## Child Find Training Materials & Resource Documents

[Training and Other Technical information](https://secure.sos.state.or.us/oard/view.action)[[4]](#footnote-4) for Special Education Child Find are on the Special Education Child Find (Indicator 11) web page.

This web page includes links to:

* Child Find Manual
* Child Find Q and A
* Child Find Form
* Child Find PowerPoint Presentations

# ODE Help Desk & Data Security and Privacy Overview

## Contact Information

ODE Helpdesk ODE.[Helpdesk](https://secure.sos.state.or.us/oard/view.action)@ode.state.or.us (503) 947-5715

## Services

ODE Help Desk can

* Provide technical assistance with how to submit your data
* Check to see if your data has submitted
* Provide assistance with questions about access rights and permissions

ODE Help Desk can not

* Submit your data for you
* Make changes to your data
* Answer content area questions

## Help Desk vs. Data Team – who to call?

| Question | Answer |
| --- | --- |
| How to report a student? | Data Team |
| Why won’t my data submit? | Data Team (will refer to HelpDesk if needed) |
| Audit/Error Corrections? | Data Team |
| How can I get a new user added? | ODE Help Desk |

## ODE Help Desk: What to Expect

When you call or email ODE Help Desk, the best way to contact the ODE Help Desk is at [ODE.helpdesk@state.or.us](https://secure.sos.state.or.us/oard/view.action) or (503) 947-5715.

## Data Security and Privacy

The student data that you collect, handle, and submit is protected student data governed by:

* [Family Educational Rights and Privacy Act](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/DataManagerUserGuide.docx) (FERPA) ([34 CFR Part 99](https://www.oregon.gov/ode/schools-and-districts/Pages/Transfers-Between-Districts.aspx))
* [Oregon Identity Theft Protection Act](https://dfr.oregon.gov/business/Documents/4117.pdf)
* And in some cases, the Health Insurance Portability and Accountability Act (HIPAA), such as the transfer of records between agencies

**Consequences: Loss of protected data can have financial impact to your school, district, or ESD, including fines and cost of remediation!**

## Student Data Security: Handle With Care

Basic tips to protect student level data

1. Use Secure File Transfer. Never send information that would identify an individual student via email, not even to the ODE Help Desk or a member of the Data Team. Emails sent to and from the ODE are considered public record.
   1. In order to provide information to ODE, it is advisable to send only the student’s SSID number
   2. **Never** send student’s name, birth date, telephone number, grade or anything else that could be used to identify a specific student.
   3. On ODE’s [Secure File Transfer](http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx) users can send secure documents to ODE Staff.
   4. The [Consolidated Collections manual](https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/default.aspx) has instructions how to send a Secure File Transfer.
2. Never share your username and password
   1. You are responsible for everything done in the system using your username and password
   2. Avoid storing your password in an obvious place (desk drawers, under keyboards, sticky notes on monitors are all bad places to store passwords)
3. Use a Passphrase instead of a Password
   1. Passphrases are sentences you can remember and include spaces and punctuation.
   2. Example: Trust the force, Luke!
   3. Example: Scotty, beam us up.
4. Lock your computer monitor (Window key +L) when you leave your desk
   1. Avoid leaving your monitor open and unattended
5. Never store or transport student data on an unencrypted thumb drive/flash drive
   1. Portable drives are one of the biggest risk factors for losing large volumes of data

| A solid red triangle with a white exclamation point in the center. | **The privacy and security of student data depends upon you.**  People are the most important part of information security | A solid red triangle with a white exclamation point in the center. |
| --- | --- | --- |

## ODE Policies

[Handling Confidential Information](https://secure.sos.state.or.us/oard/view.action?id=/sites/PoliciesProcedures/Shared%20Documents/581-101%20Handling%20Confidential%20Information%20Policy.pdf&parent=/sites/PoliciesProcedures/Shared%20Documents)

[Information Asset Classification](mailto:cherisse.gordon@ode.oregon.gov)

## Information Security Questions

Contact ODE Chief Information Security Officer and Team at [ODE.Infosec@ode.state.or.us](mailto:ODE.Infosec@ode.state.or.us).

|  |
| --- |
| **Important - Please Read** |
| **Eight Rules for Submitting Timely & Accurate Special Education Data**  1. Keep your data up to date at all times. The more up to date the data, the less time it will take to prepare data for submission.  2. Read all the instructions and documentation related to the data collection.  3. Submit data as early as possible, but do not rush! Technology, weather, and other factors can suddenly keep a district from being able to submit data on the final day.  4. Join the Special Education Data Submitters GovDelivery Listserv and read all messages carefully. To join, please contact a Data Team member (Technical Questions) on [Contact List](#_Contact_List) on page 3.   * It is also important to update district/agency contact information annually in September and anytime there is a change via the IDEA Data Manager application under Agency on the Staff Contacts tab.   5. Train at least one backup person to submit, validate, and correct data for each data collection. Key people may get sick, injured, or leave without notice. Do not forget to have the District Security Administrator grant appropriate permissions to the backup staff member. Your District’s Security Administrator can be found on [District website](https://district.ode.state.or.us/apps/xfers/)[[5]](#footnote-5).  6. Backup data often to a secure location other than the hard drive (e.g., network drive or disk). Technological mishaps are sometimes unavoidable and frequently lead to loss of data.  7. Make a plan. Use the [Collections page](https://www.oregonlegislature.gov/bills_laws/ors/ors339.html)[[6]](#footnote-6) to plan your data submission calendar.  8. Contact the data collection owner or a member of the data team at ODE as soon as possible if you have questions. We are here to help you.  **Following these rules throughout the year will help reduce the risk of your district becoming late and/or inaccurate.** |

# Special Education Child Find

## Introduction

Child Find is a component of IDEA that requires states to identify, locate, and evaluate all resident children with disabilities, birth to age 21, who are in need of special education services ([OAR 581-015-2080](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2080))[[7]](#footnote-7).

The Child Find Data Collection monitors Individuals with Disabilities Education Act (IDEA) compliance by school districts and programs regarding initial evaluation timelines as required by the Office of Special Education Programs (OSEP). The collection includes the number of children with parent/guardian consent to evaluate, whose initial evaluations for eligibility under IDEA were completed within the 60 school-day timeline or not, regardless of the final eligibility determination. For any initial evaluations that exceed the 60 school-day timeline, the collection includes the total number of days for the evaluations and the reasons for the delay.

This manual provides guidelines for reporting information on children in Oregon, who are referred for evaluation for Special Education under IDEA Part B, including:

* Children receiving Early Intervention services under IDEA, Part C, who are turning 3 years of age;
* Children ages 3-4 years (and those turning 5 after September 1 and not enrolled in kindergarten) referred for Early Childhood Special Education; and
* Students ages 5-21 years, referred for School Age Special Education.

Districts/programs are required to collect and report data for:

* Children ages 3-21 whose parents have given signed/written consent for evaluation to consider eligibility for initial special education and related services, including Early Childhood Special Education (ECSE);
* Children ages 2-3 currently receiving Early Intervention (EI) services who are being evaluated to determine eligibility for ECSE;
* Children being evaluated and considered for eligibility who were previously eligible under the IDEA, but whose eligibility was terminated by an IEP team or by parent revoking consent for special education services; and
* Children moving to Oregon from another state who had an IEP that was in effect in a previous school district in another state and consent for additional testing is required to determine Oregon eligibility ([OAR 581-015-2230](https://odedistrict.oregon.gov/CollectionsValidations/Collections/Documents/DataSecurityPrivacy.docx?ruleNumber=581-015-2230)(2))[[8]](#footnote-8).
  + If a student moves out of the state of Oregon, attends school in another state, and then returns to Oregon, the Oregon eligibility should not be considered “active.” **The district can do a file review, if all of the information is there to make the student Oregon eligible, the student does not need to be reported on the Child Find report**. If the district needs to get a parent signature for additional testing; the student would then be reported on Child Find.

If the team has completed the evaluation and eligibility determination processes, but the parent refuses to provide consent for the provision of initial services, that child must still be included in the Child Find Collection. However, if the parent revokes consent for the evaluation during the evaluation/eligibility process, the child will **not** be included in the Child Find collection.

Districts/programs should **not** include the following children in the Child Find Collection:

* Children birth through two years of age receiving EI services.
* Children ages 3-21 currently eligible under one special education disability category who are being evaluated for a different special education category.
* Children currently eligible for special education services in Oregon who are transferring to a new school district/program within Oregon.
* Children whose initial evaluations consist of only a review of existing data and therefore do not require parental consent.
* Children currently receiving ECSE services in a disability category under OAR [581-015-2130](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2230) through [581-015-2180](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2080) who are transitioning to kindergarten.
* Children currently eligible under the ECSE Developmental Delay category who are transitioning to kindergarten and are being considered for a disability category under OAR [581-015-2130](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?ruleNumber=581-015-2230) through [581-015-2180](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?ruleNumber=581-015-2080).

Examples of re-evaluation issues:

* If a student graduates with a modified diploma and doesn’t return the following year, is exited, but then comes back the following year, is this considered an initial eligibility? This would only be considered an initial eligibility if the parent or student (over the age of 18) revokes in writing or the IEP determines that student no longer eligible; otherwise, the student would not be considered an initial eligibility.
* When a child’s special education eligibly lapses, the process to re-establish eligibility would not be included in the Child Find report. This child remained eligible for special education services. The child’s special education eligibility simply lapsed.
* If a student’s eligibility lapses while they are dropped out of school, a re-evaluation will need to be done for the student upon return, but this student would not be reported on the Child Find Collection.

## District/Program Responsible for Reporting Child Find

Children enrolled in a school in their local Resident District: The resident district is responsible for providing FAPE and for conducting child find in accordance with [*OAR 581-015-2080*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2080)[[9]](#footnote-9) and [*OAR 581-015-2085*](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/CalendarSchoolYear.docx?ruleNumber=581-015-2085)[[10]](#footnote-10).

Children enrolled in Public Charter Schools: The district in which the charter school is located is responsible for FAPE and must report Child Find data for children enrolled in charter schools within the district in accordance with [*OAR 581-015-2080*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2080)*(3)*.

Children enrolled in another district under Open Enrollment: If the student has an open enrollment transfer prior to July 1, 2019, the attending district/program is responsible for providing FAPE, for conducting Child Find and reporting the record. For more information, see [Open Enrollment](https://district.ode.state.or.us/apps/login/checklogin.aspx)[[11]](#footnote-11).

Children enrolled in another district under Inter-district Transfer: For traditional inter-district transfer agreements, the attending district/program (rather than the resident district/program) will report the child because the attending district is responsible for providing FAPE and for conducting Child Find.

Children who are parentally placed in Private Schools: The district in which the private school is located is responsible for Child Find and must report data for children enrolled in private schools located within their district ([*OAR 581-015-2080*](mailto:ODE.Helpdesk@ode.state.or.us?ruleNumber=581-015-2080)*(4)*).

* In rare instances, it is possible for a parent to request evaluations from the LEA where the private school is located as well as the district where the child resides. OSEP guidance states: “…although the Department discourages parents from requesting evaluations from two LEAs, if the parent chooses to request evaluations from the LEA responsible for providing the child FAPE [resident district] and from another LEA that is responsible for considering the child for provision of equitable services [district where the private school is located], both LEAs are required to conduct an evaluation.” In this case both districts would report a record on the Child Find Collection, and any potential duplicate records would be resolved during the Review process for the collection.

Children in EI/ECSE programs: EI/ECSE programs are responsible for reporting the initial evaluations for ECSE children on the Child Find Collection. EI children are reported on a separate collection ([*OAR 581-015-2100*](https://odemail.sharepoint.com/sites/PoliciesProcedures/Shared%20Documents/Forms/AllItems.aspx?ruleNumber=581-015-2100)*(2)(a)(b)(c)*)[[12]](#footnote-12).

## How Child Find Data Are Utilized

Child Find is Indicator 11 of the State Performance Plan (SPP), Part B. The data collection monitors IDEA compliance by school districts and programs regarding initial evaluation timelines. Results are reported to OSEP in the Annual Performance Review (APR). The collection includes the number and percent of children, with parental consent to evaluate, whose initial evaluations for eligibility under IDEA were completed and the meeting to consider eligibility was conducted within the 60 school-day timeline, regardless of the final eligibility determination. For any initial evaluations that exceed the 60 school-day timeline, the collection includes the number of days evaluations were delayed beyond the timeline and the reasons for the delays.

The annual Special Education Child Find data is used for the following purposes:

1. System Performance Review and Improvement (SPR&I)
   1. State Determinations (of Districts and Programs)
   2. Compliance
   3. Timeliness and Accuracy
2. State Performance Plan and Annual Performance Report for Special Education (SPP/APR)
3. Special Education Report Cards
4. Federal Determinations (of States & Territories)

## Child Find Reporting Period

This collection reports all children for whom parent consent to evaluate was received and initial evaluation and eligibility determination was completed between **July 1, 2023** and **June 30, 2024**. Districts/programs must submit data to the ODE between **May 16, 2024** and **July 8, 2024** through the consolidated application located on the [ODE District website](mailto:cynthia.garton@ode.oregon.gov)[[13]](#footnote-13).

Data is collected beginning on the date of signed parent consent to evaluate (day 1) and continuing through until the date of eligibility determination. If the 60 school-day timeline extends into the following school year and the evaluation process is not completed by June 30, these children will be included in the following year’s collection. In the following example, the child would be reported in **May/June 2025 during the 2024-2025** **collection** because the eligibility determination occurred after the previous collection end date of **June 30, 2024**.

|  |  |  |
| --- | --- | --- |
| Solid yellow circle with a lower-case i in the center | Example:  Date of Signed Consent: 5/15/24 (23-24 school year)  Date Eligibility Was Determined: 11/15/24 (24-25 school year)  Collection cycle of submission: May/June 2025 (24-25 school year) | Solid yellow circle with a lower-case i in the center |

# Submission Process

## Overview of Reporting Process

Special Education Child Find is due July 8, 2024. We recommend districts submit their data by 5 p.m. on the due date. Use of the IDEA Data Manager is optional. Submission to the District website via Consolidated Collections is required.

* Import or enter records into the IDEA Data Manager.
* Validate records in the Data Manager.
* Correct any errors.
* Create a submission file.
* Log onto the District website and upload the submission file.
* Once submitted, correct any errors that appear.
* Approve the five verification reports.
* The Review/Audit process opens after validation process occurs at ODE.

## Important Things to Remember

### Back Up

Back up your data! After your final submission to ODE, make and keep a backup copy of your data as submitted. If possible, save on a regular basis to a secure location or to a secure network drive. Also, copy and save your verification reports.

### Security

Student information is confidential, so keeping it secure is important. For information on data security, privacy and secure file transfer, see the [ODE Help Desk & Data Security and Privacy Overview](https://district.ode.state.or.us/apps/login/searchSA.aspx) document.

### Begin Early

Begin compiling your data early. You can begin collecting almost all information into a local system after July of the current reporting year. Please note that districts may use the IDEA Data Manager for the current Child Find Collection the day after the Child Find Review Window closes. See the current [IDEA Data Manager User Guide](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ConsolidatedUserGuide.docx)[[14]](#footnote-14) on the IDEA Data Manager Application details webpage.

### Submitting Late or Inaccurate Data

Please ensure data is accurate and complete prior to the submission date! Late submissions can result in penalties.

The Office of Special Education Programs (OSEP) requires states to make an annual determination for every district/program. As part of that process, OSEP requires the consideration of timely and accurate data in determinations. Untimely data submissions may adversely affect district and program determinations made by ODE. Call a member of the [Data Team](#_Contact_List) early if you are having problems.

**Late:** A district is considered late if data has not been submitted by a collection’s due date.

**Inaccurate:** After a collection’s correction period has closed, a district is considered inaccurate if they failed to make the necessary changes to their audited records.

Districts with one late or one inaccurate submission will be determined as not Timely/Accurate for the school year, which puts the district into Needs Intervention status.

|  |  |  |
| --- | --- | --- |
| A solid red triangle with a white exclamation point in the center. | **In the rare instance that an extension past the due date is authorized, the authorization must come from the data owner or an authorized member of the Special Education Data Team. Authorization does not mean that the district will not be considered late for the collection.** | A solid red triangle with a white exclamation point in the center. |

## Review Window (Audits)

The review window opens in August for Child Find. Audit messages generated by ODE target specific records to catch potential errors in the number of school days, number of claimed students, duplicates and misreported data.

If district receives an audit message regarding the Timeline Not Met code or comment, it will be considered inaccurate if there is no change to the timeline code or substantial change to the comment. If asked to change the Timeline Not Met Code or Comment, the comment change should have sufficient details to substantiate the exemption. ODE cannot accept a comment that is changed by one word, or a comment that is reworded, but says the same thing.

## Institution Number

Institution IDs (InstID) can be found by using:

* [Institutions ID Search](https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/default.aspx)[[15]](#footnote-15) Use this application to look up an InstID number by Institution Name, City, County, School District or Education Service District.
* [Special Education Child Count Process & Content Supplement – Program and Institution Lists](mailto:ODE.helpdesk@state.or.us) on the district site[[16]](#footnote-16). Use this document to look up IDs for state supported programs, county jails, charter schools and approved private schools for special education.

For additional help with the collection and the submission, go to the [Child Find webpage](http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx)[[17]](#footnote-17).

# Child Find Record Preparation

A [sample Child Find data collection form](https://secure.sos.state.or.us/oard/view.action) is available on the ODE website[[18]](#footnote-18). Districts/Agencies may use this form to gather Child Find information during the evaluation/eligibility determination phase, but all data must be submitted ODE via the Consolidated Collections application on the [ODE District website](https://www.ecfr.gov/current/title-34/subtitle-A/part-99). Data field numbers on the form correspond to the data fields in the Child Find Collection layout.

## IDEA Data Manager

The IDEA Data Manager is a free tool provided online by ODE. Districts may use the IDEA Data Manager to validate and clean their data and create a submission file for upload to Consolidated Collections.

Contact your District Security Administrator to request access. Once you have access, you will see it in your Application List upon logging into the District site. Please see the [User Guide](https://secure.sos.state.or.us/oard/view.action)[[19]](#footnote-19) for comprehensive instructions.

## Collecting Child Find Data

All agencies must report Child Find data to the ODE. An overview of the basic process for collecting data for the Child Find Collection is listed below. ODE collects this data so we can report this information to the Office of Special Education Program as B11 Child Find Data. This is to ensure the children and students in the state of Oregon are evaluated for special education eligibility in a timely manner.

* Initial Consent Date (Field 54):
  + Enter date of written parent consent for **initial** evaluation for special education by month, day, and year. This is the date the parent/guardian signed the consent form, not the date the district/program received it. The value entered should be in the format of MMDDYYYY. Note: there are no slashes or hyphens between the month, day, or year. 07/01/2023 is reported as 07012023.
* Determination Date (Field 55):
  + Enter date that eligibility was determined; this includes children found eligible for special education **and** those found not eligible. This date should coincide with the eligibility team meeting date. If more than one meeting was held to complete eligibility determination, fill in the most recent date. This date must be between 07/01/2023 and 06/30/2024. The value entered should be in the format of MMDDYYYY. Note: there are no slashes or hyphens between the month, day, or year.
* Eligibility Flag (Field 56):
  + Indicate “Y” if the child was found eligible for special education and “N” if the child was found not eligible for special education.

## Private School Enrollment

Child Find regulations also cover children enrolled by their parents in private schools. Each school district must locate, identify, and evaluate all children with disabilities enrolled by their parents in private elementary and secondary schools, including religious private schools, located within the boundaries of the school district ([*OAR 581-015-2085*](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx?ruleNumber=581-015-2085))[[20]](#footnote-20).

* Private School Enrollment at Referral Flag (Field 60):
  + Indicate “Y” if the child was enrolled in a private school at the time of referral or “N” if not enrolled in a private school at the time of referral.
* Private School Enrollment at Eligibility Flag (Field 61):
  + Indicate “Y” if child was enrolled in private school at the time of eligibility determination or “N” if the child was not enrolled in a private school at that time.

## Determination of Number of School Days

An initial evaluation must be completed within 60 school days from written parent consent to the date of the meeting to consider eligibility ([*OAR 581-015-2110*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2110)*(5)(a)*)[[21]](#footnote-21). A school day is “…any day, including a partial day that children are in attendance at school for instructional purposes” ([*34 CFR § 300.11*](https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/xml/CFR-2012-title34-vol2-sec300-11.xml)*[[22]](#footnote-22);* [*OAR 581-015-2000*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2000)*(6)(b)*)[[23]](#footnote-23).

Timeline School Days:

* If the evaluation and eligibility determination takes place within 60 business days or less, leave the “Timeline School Days” field blank. Business days are Monday through Friday.
* The number of school days within a 60 business-day timeframe may vary substantially, even within the same district.
  + If a school district has an established four-day school week, then count four days per week. **Do not count holidays, school breaks (winter break, spring break, summer vacation), snow days or in-service days, as school is not considered in session**.
  + School is considered in session during distance learning:
    - School is in session during distance learning only, counts as school day.
    - School is in session for hybrid learning and student opts to learn virtually, counts as school day.
* If the evaluation and eligibility determination takes more than 60 business days, you must enter the actual number of school days (days school is in session).
* Count the day the parent signed consent for evaluation as day one. Count the date of the eligibility determination as the last day of the Child Find process. Any number that is higher than 60 is considered as an evaluation that exceeded the 60 school day timeline.
* It is important to enter the actual number of school days, not simply weekdays, needed to complete the evaluation and eligibility determination. In counting the number of school days, remember, **do not include holidays, school breaks, snow days or in-service days.**
* For students who have a special education evaluation consent form signed by a parent/guardian just few weeks or days before the end of the school year, these evaluations would be carried over to the next school year. The number of days to complete the evaluation would stop on the last day of school and then continue to be counted starting with the first day of school in the next school year. These evaluations need to be completed within 60 school days.

## Codes

### Reason Timeline Not Met Code (Required When 60 School-Day Timeline Not Met)

When the number of school days exceeds 60 school days, a reason code must be given for why the timeline was not met. A list of codes is shown below. Comments are required if codes 2, 5, or 6 are used.

Code list:

* + 1. Not applicable (Timeline Met)
    2. Parent/guardian did not present child/student for testing (**comment required**). See information in the Exceptions for not meeting the 60 Day timeline section.
    3. Parent/guardian did not attend eligibility meeting.
    4. Initial testing results indicated need for additional testing not identified through initial evaluation planning.
    5. Delay by doctor/medical personnel (**comment required**)
    6. Delay by district/program evaluation staff (**comment required**)

*Note: ODE encourages districts to track comments when using Code 6 and use the information to develop improvement plans to avoid future delays.*

* + 1. Within extended timeline by written agreement for a transfer student
    2. Within extended timeline by written agreement to determine if a student has a specific learning disability

### Exceptions for not meeting the 60 Day timeline

There are only three allowable exceptions for not meeting the 60 school-day timeline [*OAR 581-015-2110*](mailto:Jackie%20McKim?ruleNumber=581-015-2110)*(5)(c)*: *[[24]](#footnote-24)*

* The parent repeatedly fails or refuses to produce the child for an evaluation; the parent cannot produce the child throughout the 60 School-Day Timeline due to child’s prolonged illness or quarantine (Code 2);
* The child is an in-state transfer in the process of evaluation, the current school district/program is making sufficient progress to ensure a prompt completion of the evaluation, and the district/program obtains a written signed agreement with the parent to a specific completion date (Code 7); or
* The district/program and parents agree in writing to extend the timeline for an evaluation to determine specific learning disabilities (Code 8).

All evaluations must be sufficiently comprehensive to identify all of the child’s special education and related service needs, whether or not commonly linked to the disability category in which the child is being evaluated ([*OAR 581-015-2110*](mailto:jackie.mckim@ode.oregon.gov?ruleNumber=581-015-2110)*(4)(e)*).

During the evaluation process, if it becomes apparent that additional assessments are needed, the district/program should consult with the parent and obtain written parent consent for additional assessments. The date consent was originally signed by the parent/guardian still applies. If the evaluation exceeds the timeline, the district/program must select “Initial testing results indicated need for additional testing not identified through initial evaluation planning” (Code 4) as the Reason Timeline Not Met code in the Child Find Collection report. This is not an allowable exception.

### Other Issues That May Impact the 60 School-Day Timeline

* Medical Evaluation Delay: The district/program must indicate that the eligibility determination was not completed in a timely manner and use the code “Delay by doctor/medical personnel” (Code 5). This is not an allowable exception. Many parents prefer to seek their own medical evaluations, but if the parent chooses not to seek any medical documentation (Health Assessment Statement or Medical Statement) required for eligibility, the district/program is responsible to do so. Medical services for diagnostic or evaluation purposes are considered related services under IDEA ([*34 CFR §300.34*](https://secure.sos.state.or.us/oard/view.action))[[25]](#footnote-25).
* Parent Revokes Consent: Once a parent provided written revocation of consent for an initial evaluation for special education, **there is no need to report the child in the Child Find Collection** ([*OAR 581-015-2090*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2090)*(4)*)[[26]](#footnote-26).
* Parent Does Not Attend Eligibility Meeting:
  + A district/program may hold an eligibility meeting without the parent in attendance if the parent has been given written notice in accordance with [*OAR 581-015-2190*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2190)[[27]](#footnote-27) and the additional parent participation requirements of [*OAR 581-015-2195*](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/DataManagerUserGuide.docx?ruleNumber=581-015-2195),[[28]](#footnote-28) are complied with.
  + For EI/ECSE programs, the eligibility meeting may be conducted without a parent in attendance if the public agency has given the parent notice under [*OAR 581-015-2750*](http://www.ode.state.or.us/instID/?ruleNumber=581-015-2750)*(3)*[[29]](#footnote-29)or, for IFSP or placement meetings, in accordance with [*OAR 581-015-2755*](https://odedistrict.oregon.gov/Pages/default.aspx?ruleNumber=581-015-2755)[[30]](#footnote-30). ([*OAR 581-015-2750*](https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2750)*(6)*).
* Specific Learning Disability (SLD): The sample SLD eligibility form directions and the Collection File Layout require that the date for consent cannot be the same date as the eligibility determination.

### Primary Disability Code

The Primary Disability Code is required and indicates the primary disability of the student

* 10-Intellectual Disability
* 20- Deaf and Hard of Hearing
* 40- Visual Impairment Including Blindness
* 43-Deafblindness
* 50- Speech/Language Impairment
* 60- Emotional Behavior Disability
* 70-Orthopedic Impairment
* 74-Traumatic Brain Injury
* 80-Other Heath Impairment
* 82-Autism Spectrum Disorder
* 90-Specific Learning Disability
* 98-Developmental Delay (ages 3-9)
* 00-Not Applicable is used for students found not eligible.

# Submission Instructions

## Check Status of the Submission File

1. With the computer mouse, hover over Student Collections on the top menu bar, then:
   1. Hover over *Special Ed Child Find (Indicator 11) 23-24*
   2. Hover over *Error* *Management*
   3. Select *Review* *Queue*
2. The Review Queue displays the file you selected to upload. Once the system completes validating the file and posts the results, be sure to check for errors.
3. The ODE Helpdesk will send an email with a subject line of “Process information on your data” when the submitted file has posted (uploaded).

## Check for Errors

1. With the computer mouse, hover over Student Collections on the top menu bar, then:
   1. Hover over *Special Ed Child Find (Indicator 11) 23-24*
   2. Hover over *Error* *Management*
   3. Select *Review* *Errors*
2. Fix all identified errors.
3. Go to *Review* *Errors* again to verify all errors have been fixed.
4. When the message “No errors found for Special Ed Child Find (Indicator 11*) 23-24*” appears, all identified errors have been fixed.

## Review and Approval of Verification Reports

1. Click on the *Status* *Tracking* tab.
   1. Make sure the school year field contains the correct school year (2022-2023). The dates will be different during the Review Window for Child Find and June Exit.
   2. Click on the arrow left of the due date for *Special Ed Child Find*.
2. Review each report to ensure the count of records is correct. A red X appears next to each report under *Current Status*, this indicates it has not been approved.
   1. There are five reports to review and approve:
      * Initial Referrals
      * Initial Referrals by Race/Ethnicity
      * Initial Referrals by PHC
      * Range of Days over the 60 day timeline by Reason Timeline Not Met
      * Initial Referral by Grade
3. To review each report:
   1. Click the Select box for each Report. Compare this year’s submission against last year’s report.
   2. Select *Approve* *Report* if all data reports are correct.
4. After reviewing and approving all reports, green checkmarks will appear next to each report under *Current Status*, replacing the red X. The name of the person approving the reports will populate in the *App Usr* column, next to the check marks. The process is finished after all reports are approved. Users may print these reports out for their records.

Instructions with screenshots can also be found in the [ESO Consolidated Collections User Guide](https://secure.sos.state.or.us/oard/view.action).

# Correction of Child Find Data Collection

## Review Window Audits

The Review Window opens in August and closes mid-September. This correction window gives agencies an opportunity to make additions/deletions and corrections to their data file without penalty. The Data Team looks for data anomalies and reports back to the agency any errors or potential errors via audit messages. Agencies must review, correct and/or confirm the audits, and verify their data submission during this window. Review Window audit reports are as follows:

### School Days

* Looks at Consent for Evaluation Date, Eligibility Determination Date.
* Any record with an evaluation less than one day will generate an audit.

### Recodes

* ODE reviews Timeline Not Met codes 2, 7, 8 and comments on Child Find records. Comments are reviewed to determine if it provides sufficient information to be exempt from being considered as not within timelines. For more information, see [Exceptions for not meeting the 60 Day timeline](#_Exceptions_for_not)
* If district receives audit to recode their Timeline Not Met code and does not either change code or change comment, district will be considered inaccurate.

### Over Report

* Compares records against December Child Count (SECC).
* An audit is issued when students were claimed as eligible for the December Child Count, but have a determination date *after* December 1.

### Eligibility

* Compares records against December Child Count (SECC).
* An audit is issued when a student was *found not eligible*, but reported on the December Child Count.

### Duplicate Record

* Looks at eligible records submitted for the same student.
* An audit is issued when there is possible duplication. There should be only one *eligible* Child Find record in the collection. There can, however, be multiple Child Find records for a student who has been found *not eligible* for services. Once a student has been found eligible for special education services, there should be no more Child Find records for that student.

### Miscoded Records

* Compares records against prior December Child Count, Fall Average Daily Membership, and/or June Exit submissions.
* An audit is issued when students were reported and claimed on December Child Count and therefore do not qualify as an initial evaluation.
* An audit is issued when the difference between a student’s consent date and eligibility date is completed within one or two business days. Please check the consent and determination dates for accuracy.
* An audit is issued when the Child Find and December Child Count eligibility determination dates are the same, but the primary disability reported is different. Please verify the accuracy of the primary disability and/or eligibility date.
* An audit is issued if the Birthdate reported on Child Find does not match the birthdate reported on any of the previous collections.
* An audit is issued if the Gender reported on Child Find does not match the Gender reported on any of the previous collections.
* An audit is issued if the Race/Ethnicity reported on Child Find does not match the Race/Ethnicity reported on previous collections.

### Private School

* This report reviews students who were or may be attending a private school based attending school institution ID, but one or both of the Private School fields do not match.

# Consolidated File Layout Field Definitions

*Codes 56-68 are specific to Child Find.*

Field 1-SSID-Secure Student Identifier (Required)

ODE assigned Secure Student Identifier (SSID) with a trailing check digit.

Field 2-District/Local Student Identifier

Identifier, assigned by the district, used to uniquely identify the student.

Field 3-Resident District Institution Identifier (Required)

ODE assigned Institution Identifier for the Resident District. The Resident District is responsible for the education of the student and provides the basis on which the State School Fund, the Common School Fund, and the County School fund are distributed to local districts. Special provisions apply as defined in ORS 339.133, 338.155(1), and 338.165.

Field 4-Resident School Institution Identifier (Required)

ODE assigned Institution Identifier for the Resident School. The Resident School is responsible for the education of the student and provides the basis on which the State School Fund, the Common School Fund, and the County School fund are distributed to local districts. Special provisions apply as defined in ORS 339.133, 338.155(1), and 338.165.

Field 5-Attending District Institution Identifier (Required)

ODE assigned Institution Identifier for the Attending District. The District where the student is receiving instruction and where state assessments are administered.

Field 6-Attending School Institution Identifier (Required)

ODE assigned Institution Identifier for the Attending School. The School where the student is receiving instruction and where state assessments are administered.

Field 7-Institution Filler

Reserved for future use.

Field 8-Legal Last Name (Required)

Legal last name of the student.

Field 9-Legal First Name (Required)

Legal first name of the student.

Field 10-Legal Middle Name

Legal middle name of the student.

Field 11-Generation Code

Name suffix of the student (i.e. Jr., II, III).

Field 12-Preferred Last Name

Preferred last name of the student.

Field 13-Preferred First Name

Preferred first name of the student.

Field 14-Preferred Middle Name

Preferred middle name of the student.

Field 15-Date of Birth (Required)

Date the student was born.

Field 16-Gender Code (Required)

Code indicating the gender of the student.

Field 17-Hispanic/Latino Ethnic Flag (Required)

Indicates a student of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.”

Field 18-American Indian/Alaskan Native Race Flag (Required)

Indicates a student having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

Field 19-Asian Race Flag (Required)

Indicates a student having origins in any of the original people of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Field 20-African American Race Flag (Required)

Indicates a student having origins in any of the black racial groups of Africa.

Field 21-White Race Flag (Required)

Indicates a student having origins in any of the original peoples of Europe.

Field 22-Native Hawaiian/Other Pacific Islander Race Flag (Required)

Indicates a student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Field 23-Race Filler

Reserved for future use.

Field 24-Language of Origin Code

Code indicating the primary language a student uses to communicate in the home or away from the school environment.

Field 25-Partial Social Security Number

Last four digits of the Social Security Number of the student.

Field 26-Enrolled Grade Code (Required)

Code indicating the enrolled grade level of the student or a grade level assigned to an ungraded student based on student age.

Field 27-Street Address

Street address of the student’s primary residence.

Field 28-City

City where the student’s primary residence is located.

Field 29-Zip Code

First five digits of the postal zip code of the student’s primary residence.

Field 30-Zip Plus Four Code

Plus four portion of the postal zip code of the student’s primary residency.

Field 31-Resident County Code (Required for ECSE)

Code indicating the county of legal residence of the student’s parents or legal guardian or the county of residence of an emancipated minor student.

Field 32-Phone Number

Phone number (Area Code, Prefix, and Exchange) of the student.

Field 33-Teacher Filler

Reserved for future use.

Field 34-High School Entry Cohort School Year

School year the student entered high school in the format XXYY (i.e., 1718 for the 2017-2018 school year). Indicates the ninth grade cohort group associated with the student.

Field 35-Student Filler

Reserved for future use.

Field 36-Economically Disadvantaged Flag

Indicates student participation in a Free or Reduced Lunch program.

Field 37-Title I Flag

Indicates the student is being served in a Title I Targeted Assisted School (TAS). Does **not** include students served in a Title I School Wide Program (SWP).

Field 38-Special Education Flag

Indicates student participation in an Individualized Education Plan (IEP/IFSP).

Field 39-Section 504 Flag

Indicates student eligibility for Section 504 services.

Field 40-Migrant Education Flag

Indicates student participation in a program designated to assure that migratory children receive full and appropriate opportunity to meet the state academic content and student academic achievement standards.

Field 41-Indian Education Flag

Indicates student participation in a program designed to meet the unique educational and culturally related academic needs of American Indians.

Field 42-Limited English Proficiency Flag (Required)

Indicates a child who is Limited English Proficient.

Field 43-Distance Learning Flag

Indicates student participation in a distance learning program or a program that included online coursework.

Field 44-Homeschooling Flag

Indicates that the student is registered to receive homeschool instruction.

Field 45-Transition Program Flag

Indicates a Special Education student of high school or post high school age (up through the age of 21) who has not graduated with a regular diploma and is not working towards a regular or modified diploma.

Field 46-Alternative Education Program Flag

Indicates that the student has been placed by the district in an Alternative Education Program(s) based on criteria described in [OAR 581-022-2505](https://www2.ed.gov/policy/gen/reg/ferpa/index.html?ruleVrsnRsn=145376)[[31]](#footnote-31).

Field 47-American Indian Tribal Membership Code

Indicates a student having membership in any federally recognized tribe.

Field 48-Talented and Gifted Flag

Indicates that the student is identified as Academically Talented or Intellectually Gifted as determined by school district policy.

Field 49-Additional Language Code

Code indicating any additional language a student uses to communicate that is not the language of origin.

Field 50-Demographic Filler

Reserved for future use.

Field 51-Primary Disability Code (Required if student is found eligible)

Code indicating the primary disability of the student. Codes are as follows:

* 10-Intellectual Disability
* 20-Deaf or Hard of Hearing (formerly Hearing Impairment)
* 40-Visual Impairment Including Blindness (formerly Visual Impairment)
* 43-Deaf-Blindness
* 50-Speech/Language Impairment (formerly Communication Disorder)
* 60-Emotional Behavior Disability (formerly Emotional Disorder)
* 70-Orthopedic Impairment
* 74-Traumatic Brain Injury
* 80-Other Heath Impairment
* 82-Autism Spectrum Disorder
* 90-Specific Learning Disability
* 98-Developmental Delay (ages 3-9)

For students not found eligible: 00-Not Applicable

Field 52-SECC Institution Filler

Space contained retired field “SECCRptgAgyInstID”

Field 53-Special Education Resident District Institution Identifier (Required)

Identifier indicating the school district where a child’s parents, guardians or persons in parental relationship to the child reside. Children placed by public agencies shall be considered resident of the school district in which they reside by placement of the public agency. [ORS 339.133](https://odedistrict.oregon.gov/Pages/default.aspx)(3)[[32]](#footnote-32)

Field 54-Initial Special Education Evaluation Consent Date (Required)

Date of written parent consent for initial evaluation. This is the date of the signed consent. Do **not** use the date the consent was received.

Field 55-Special Education Eligibility Determination Date (Required)

Indicates the date that the student’s eligibility or non-eligible for special education was determined.

Field 56-Special Education Eligibility Flag (Required)

Indicates whether the child was found eligible for special education; requires a Y or N response.

Field 57-Special Education Evaluation Timeline School Days (Required)

Number of elapsed school days from Initial Evaluation Consent Date to Special Education Eligibility Determination Date. Remember to only include instructional days. When counting school days, count the date of consent as day one.

Field 58-Reason Special Education Evaluation Timeline Not Met Type Code (Required)

Code indicating the reason the evaluation and eligibility timeline was not met. The codes are as follows:

1. Not applicable (Timeline Met)
2. Parent/guardian did not present child/student for testing (**comment required**)
3. Parent/guardian did not attend eligibility meeting
4. Initial testing results indicated need for additional testing not identified through initial evaluation planning
5. Delay by doctor/medical personnel (**comment required**)
6. Delay by district/program evaluation staff (**comments required**)
7. Within extended timeline by written agreement for a transfer student
8. Within extended timeline by written agreement to determine if a student has a specific learning disability

Field 59- Reason Special Education Evaluation Timeline Not Met Comment

Comment explaining the Reason Timeline Not Met Type Code selected (Field 58). Codes 2, 5, or 6 require a comment. See following examples of appropriate comments:

* Student was absent for X number of days (Code 2).
* District offered to pay for evaluation and transport student to Doctor X number of times but medical report was still not completed on time (Code 5).
* District delay due to calculating the wrong timeline due date (Code 6).

Field 60-Private School Enrollment at Special Education Referral Flag (Required)

Indicates whether the child was enrolled in a private school (placed by their parents) at the time of the Special Education referral; requires a Y or N response.

Field 61-Private School Enrollment at Special Education Eligibility Flag (Required)

Indicates whether the child was enrolled in a private school (placed there by their parents) at the time Special Education eligibility was determined; requires a Y or N response.

Field 62-Consent for Initial Provision of Special Education Services Flag (Required)

Indicates whether the parent or legal guardian signed consent for initial provision of Special Education services; requires a Y or N response.

Field 63-Child Find Filler

Reserved for future use.

1. https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/default.aspx [↑](#footnote-ref-1)
2. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2110 [↑](#footnote-ref-2)
3. https://secure.sos.state.or.us/oard/view.action?ruleNumber=166-400-0060 [↑](#footnote-ref-3)
4. http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx [↑](#footnote-ref-4)
5. https://district.ode.state.or.us/apps/login/searchSA.aspx [↑](#footnote-ref-5)
6. https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/default.aspx [↑](#footnote-ref-6)
7. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2080 [↑](#footnote-ref-7)
8. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2230 [↑](#footnote-ref-8)
9. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2080 [↑](#footnote-ref-9)
10. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2085 [↑](#footnote-ref-10)
11. https://www.oregon.gov/ode/schools-and-districts/Pages/Transfers-Between-Districts.aspx [↑](#footnote-ref-11)
12. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2100 [↑](#footnote-ref-12)
13. https://odedistrict.oregon.gov/Pages/default.aspx [↑](#footnote-ref-13)
14. https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/DataManagerUserGuide.docx [↑](#footnote-ref-14)
15. http://www.ode.state.or.us/instID/ [↑](#footnote-ref-15)
16. https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx [↑](#footnote-ref-16)
17. http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx [↑](#footnote-ref-17)
18. https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx [↑](#footnote-ref-18)
19. https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/DataManagerUserGuide.docx [↑](#footnote-ref-19)
20. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2085 [↑](#footnote-ref-20)
21. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2110 [↑](#footnote-ref-21)
22. https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/xml/CFR-2012-title34-vol2-sec300-11.xml [↑](#footnote-ref-22)
23. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2000 [↑](#footnote-ref-23)
24. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2110 [↑](#footnote-ref-24)
25. https://www.gpo.gov/fdsys/pkg/CFR-2012-title34-vol2/xml/CFR-2012-title34-vol2-sec300-34.xml [↑](#footnote-ref-25)
26. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2090 [↑](#footnote-ref-26)
27. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2190 [↑](#footnote-ref-27)
28. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2195 [↑](#footnote-ref-28)
29. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2750 [↑](#footnote-ref-29)
30. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2755 [↑](#footnote-ref-30)
31. https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145376 [↑](#footnote-ref-31)
32. https://www.oregonlegislature.gov/bills\_laws/ors/ors339.html [↑](#footnote-ref-32)