**Special Education Data Collection Q&A**

| **Special Education Child Count (SECC)** | **Answer/Response** |
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| 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 will be reported by the attending district. For further information, review the reporting example in the Process & Content Manual on pages 30-31 at https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180. |
| 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. |
| 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. |
| 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. An eligible student whose 21st birthday occurs during the school year is eligible for FAPE the remainder of the school year. |
| 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 on pages 82-83 in the Process & Content Manual at https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180. |
| 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 on pages 82-83 in the Process & Content Manual at https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180:  Hint:  *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. |
| 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 page 16 in the Process and Content Manual at https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180. |

| **June Exit Only 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 beginning on page 85 at https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180. 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. Please note that 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 upcoming reporting period in which they *leave* special education. Please contact a member of the Special Education Data Collection 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? | The student should be exited with the appropriate exit code as of the first day of the school year. |
| 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? | When a student earns a modified diploma, FAPE does not automatically end like it does for receiving a regular diploma. If a student does not return the following school year after earning a modified diploma, a district can exit the student as of the first day of school in the following June Exit collection as earning a modified diploma. 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 and as an active record on June Exit. |
| Will we be required to submit the same information for eligible records in the June Exit Report that we submit for December Child Count? | The file layout is the same and thus has the same error validations as December Child Count. In addition, districts will be allowed to submit records coded with SECC Agency Serving Code 80 – Not Claimed on their June Exit – this allows districts to include records when IEP data and/or eligibility date are out of compliance. For further information on student exits, see page 83 in the Process & Content Manual on the SECC Instruction Manuals webpage here: https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180. |
| Will EI/ECSE have additional time to report June Exit and Child Find? | The EI/ECSE will have 10 days after July 3rd to report their Child Find and June Exit Reports. |
| If a parent/guardian revokes consent for their student during the school year but the student is later re-evaluated for special education eligibility should the student be included as an exit? | Yes, the student should have an exit record with the date the parent/guardian revoked consent. |

| **Child Find Only 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. |
| We have a student whose parents revoked consent at the beginning of the school year, then requested an evaluation later in the year. We needed consent to evaluate. Do we report the student on Child Find only or do we also need to report the student on June Exit? | Since the student exited special education, the student would be reported on June Exit, and since consent was required for testing, a record would be reported on Child Find as well. |
| 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. 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 Child Find Manual at [http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx). |
| 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 Collection Team. Please see OAR 581-015-2105 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 here: [http://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Child-Find-(Indicator-11)-Collection.aspx](https://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 the 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. |
| If a child is not new but the IEP team finds them no longer eligible for special education, do I report them on Child Find? | You would report this student on your June Exit report as “returned to regular education” since he/she is no longer eligible for special education. You would not report this student on Child Find unless the student was later evaluated for special education services after their eligibility had been terminated. |
| 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 Unit 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. |

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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. 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). |
| Does a private school have to register with the local Educational Service District? | Private schools do not register with ESDs, nor with the State. However, students who are homeschooled and are between the ages of 6 and 18 must be registered with their ESD as Homeschooled.  Private schools that intend to provide special education under a written agreement with a school district must submit an application for initial approval and an annual application for renewal to ODE. These private schools fall in the category of approved private schools. |
| Can we send IEP information via email to ODE?  A different training seemed to indicate ODE has a secure/dedicated line through which any information, including student level, can be emailed. | Only SSID numbers can be sent through the regular 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, please contact a member of the SEDC 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 often contain a bulleted list outlining the final steps needed to complete the collection. For additional information steps, please see the [December Child Count/June Exit Data Collection page](https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180), and the [Child Find Data Collection page](https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=227), both located on the District website. |