2023-2024
Special Education Child Count (SECC):
December Child Count and June Exit
Process and Content Manual

School Age and EI/ECSE

*Revised – January 2024*

OREGON DEPARTMENT OF EDUCATION

Office of Enhancing Student Opportunities

255 Capitol Street NE

Salem, Oregon 97310-0203

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# What’s New

This section outlines changes to this document or the SECC collections for 2023-2024.

## September 2023

* SECC Primary Language Code Description has been updated.
	+ Code indicating the student’s primary language. This primary language is the language and/or dialect most often used by the student. In the case of a child who has not yet developed language, indicate the language most often used by the parents.

## January 2024

* Corrected field numbers.
* Added information to [Program Student](#_Program_Student_–).

# General Information

## Introduction

The purpose of this document is to be an easy reference tool for individuals responsible for reporting data related to the Special Education Child Count (SECC) collections (December Child Count and June Special Education Exit). If an error is located anywhere throughout this Process and Content Manual, or this manual does not provide the guidance necessary to answer a specific data collection question, please contact a member of the Enhancing Student Opportunities Data Team found on page 3 of this manual. 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 used throughout this document and include:

| Acronym | Name | Acronym | Name |
| --- | --- | --- | --- |
| ACEP | Adult Corrections Education Program | LTCT | Long Term Care and Treatment |
| ADM | Average Daily Membership |  NCES | National Center for Education Statistics |
| CEIS | Coordinated Early Intervening Services |  ODE | Oregon Department of Education |
| DHS | Department of Human Services |  OSD | Oregon School for the Deaf |
| ECSE | Early Childhood Special Education |  OSEP | Office of Special Education Programs |
| ESO | Enhancing Student Opportunities |  OYA | Oregon Youth Authority |
| EI | Early Intervention |  SA | School Age |
| FAPE | Free Appropriate Public Education |  SEA | State Education Agency |
| IDEA | Individuals with Disabilities Education Act |  SECC | Special Education Child Count |
| IEP | Individual Education Plan |  SEDC | Special Education Data Collection |
| IFSP | Individual Family Service Plan |  SpEd | Special Education |
| JDEP | Juvenile Detention Education Program |  SPR&I | Systems Performance Review & Improvement |
| LEA | Local Education Agency |  US DOE | United States Department of Education |
| LRE | Least Restrictive Environment |  YCEP | Youth Correction Education Program |

## Enhancing Student Opportunities Data Team Contact List

[Jackie McKim](https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/SpecialEdChildFindIndicator11.aspx?subject=Process%20and%20Content%20Manual) Research Analyst 971-240-0234 [jackie.mckim@ode.oregon.gov](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx)

[Cynthia Garton](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?subject=SECC%20Process%20&%20Content%20Manual) Research Analyst 503-508-7492 [cynthia.garton@ode.oregon.gov](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)

Maxwell Swope Research Analyst 971-208-0259 [maxwell.swope@ode.oregon.gov](https://secure.sos.state.or.us/oard/viewSingleRule.action)

## Collections Calendar

The collections calendar for the school year [is a separate document](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx). For more information regarding these and other data collection dates see [Schedule of Due Dates](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/SEDC-Training-Resources.aspx)[[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://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx). 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](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?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 annually 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 their email addresses will be 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](https://www.oregon.gov/ode/students-and-family/specialeducation/generalsupervision/pages/system-performance-review-and-improvement-%28spri%29.aspx?subject=Data%20Collection%20Contact%20Form%20Request).

| A solid red triangle with a white exclamation point in the center. | Communications about Special Education Data Collections comes through the *Special Education Data Submitters Listserv.* Be sure to update your *Agency* information in the *IDEA Data Manager*.ODE uses GovDelivery for Listserv messages, which display sender as Oregon Department of Education, with the email address [ode@public.govdelivery.com](https://secure.sos.state.or.us/oard/view.action). | A solid red triangle with a white exclamation point in the center. |
| --- | --- | --- |

## Training and Materials

Training and other technical information for Special Education data collections are posted on the [SECC Training Resources webpage](https://secure.sos.state.or.us/oard/viewSingleRule.action)[[2]](#footnote-2).

The webpages contains links to SECC resources such as:

* Technical documents
* Training Resources
* Reports

# December Special Education Child Count and June Special Education Exit (SECC)

The annual December Special Education Child Count (SECC) and June Special Education Exit have three specific purposes:

1. **Reporting to the U.S. Department of Education**

To comply with the Individuals with Disabilities Education Act (IDEA), Oregon annually submits multiple reports to the U.S. Department of Education (US DOE).

1. **Fiscal**

The December Special Education Child Count determines the number of eligible students who generate State School Fund Special Education Weight (twice basic). Districts receive twice the basic state school support for up to 11% of their student population who are eligible and receiving special education from the district and resident students served by Regional Inclusive Services (formerly Regional Programs). This data is also used in the determination of the number of students that exceed the 11% cap.

The December Special Education Child Count no longer drives the federal IDEA Part B flow-through allocations received by districts. The IDEA-Part B and 619 gross awards to districts are based on two amounts: 1) the Base amount, which will always be exactly the same as the district’s Base amount calculated for 1999; and, 2) the Population & Poverty amount, which is a district’s proportionate share of the total Population & Poverty calculated for all students in the State (SpEd and non-SpEd) in any given year. Therefore, districts that had no SpEd students in the Base year will continue to receive no Base dollars in all subsequent years (under the present system), but as long as they have even one SpEd student in a given year, they are still eligible to receive their full proportionate share of the Population & Poverty dollars for that year. However, the December Special Education Child Count determines the number of students served by Interagency Educational Services programs (YCEP, JDEP, LTCT and Hospital) that generate a portion of district federal funds. These funds are directed to Interagency Educational Services.

1. **Statistical**

Aggregated data from December Child Count and June Exit are used for descriptive and planning purposes. Data are used in the [At-A-Glance Special Education Profiles](https://district.ode.state.or.us/apps/login/checklogin.aspx) and for Special Education General Supervision including the [Systems Performance Review & Improvement](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx) (SPR&I) system and State Performance Plan/Annual Performance Reports. Aggregate statistics are often provided to different agencies, the legislature and within the Oregon Department of Education. Per FERPA, personally identifiable student information is not provided to the public.

In order to achieve the above purposes, the data to be reported is:

1. Students currently receiving school age special education services (SA), early intervention services (EI), or early childhood special education services (ECSE) as of December 1. And,
2. Students who exited SA, EI, or ECSE between July 1 and June 30.

This manual provides guidelines for reporting information on all students with disabilities in Oregon served under the Individuals with Disabilities Education Act (IDEA) including:

* + EI infants and toddlers, age 0-2 years, served under IDEA Part C,
	+ ECSE children, age 3-4 years (and those turning age 5 after September 1 of each year), served under IDEA Part B, and
	+ SA special education students, age 5-21 years, served under IDEA Part B.

# Important Things to Remember

## Back Up

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 the signed Final Submission Form and verification reports.

## Begin Early

Begin compiling your data early. You can begin collecting almost all information into a local system before December 1.

See the current [IDEA Data Manager User Guide](https://district.ode.state.or.us/CentralLogin?id=392)[[3]](#footnote-3) on the IDEA Data Manager Application details webpage for information on using the optional data cleaning tools available for the SECC and Child Find collections. These tools are available to assist districts with cleaning data prior to submitting to ODE Consolidated Collections.

## Due Date

December Special Education Child Count is due December 15, 2023. June Special Education Exit and Special Education Child Find are due July 8, 2024.

We recommend districts submit their data by 5 p.m. on these due dates. Please plan to submit on time so ODE can screen data for potential errors and prepare audits for the respective collections’ Review Window. Audits help submitting agencies to clean up potential errors.

## Submitting Late or Inaccurate Data

Please ensure data is accurate, complete and submitted by the due date. Late or inaccurate submissions can impact a district’s Annual LEA Determination Status (see below) and require improvement efforts.

Final Submission Forms for Child Count and June Exit are due on the date listed on the respective form. Districts who submit after the date listed will be considered late.

**Late:**

* A district is considered late if data has not been submitted by a collection’s due date.
* A district will also be considered late if the Final Submission Form is submitted after the due date listed on the form.

**Inaccurate:**

* After a collection’s Review Window has closed, a district is considered inaccurate if they failed to make the necessary changes or clear errors.
* A district can be considered inaccurate if ODE asks for changes to data after a collection is closed.
* In general, district requested changes are only allowed if there is a fiscal impact. Adding or deleting records rarely have this impact.

**Annual LEA Determination Status**: 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. Under Oregon’s General Supervision Framework guidelines, 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.

| Solid red triangle with white exclamation point in the center | **Reopening a collection does not mean that the district will not be considered late for the collection.** 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. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

Please call a member of the [Special Education Data Team](#_Student_Services_Data) early if you are having problems.

|  |
| --- |
| **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 staff member in the [Contact List](#_Student_Services_Data) 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[[4]](#footnote-4).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 Schedule of Due Dates [[5]](#footnote-5)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.** |

## Final Submission Steps in Consolidated Collections

After all errors have been corrected under the Review Errors tab, click on the Status Tracking tab. Under the Status Tracking tab, make sure the School Year menu shows the correct school year for the data being submitted. The next step is to approve the reports. You can find the Child Count, June Exit, or Child Find reports by clicking on the small triangle bullet located to the left of the collection name. Verify each report by checking the box to the left of each report, then approve each report by clicking on the Approve Report button located below the report. For Child Count and June Exit, the Final Submission Form button will appear once the reports have all been approved.

## Signature Required

After approving your Child Count or June Exit Verification Reports, do not forget to print, sign and send your Final Submission Form to ODE. Your submission is not considered complete until ODE receives your signed form. Note that there is **no** submission form for the Child Find Collection.

| Solid red triangle with white exclamation point in the center | **You may scan and email your Final Submission Form to** **Special Education Data Team**. **Please do not mail your signed form if you have submitted it electronically.** | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

## Review Period

The Review period opens in January for the Child Count and in August for the June Exit and Child Find collections. During the Review period, the collection is re-opened for districts to make improvements to the validity of their submitted data. ODE will also ask districts to review audit messages under the Student Collections > collection name > Error Management > Review Audits tab in Consolidated Collections. These audit messages generated by ODE are targeted toward specific records that may have been reported in error and are designed to catch possible duplicates, miscodes, under reported students, over reported students, demographic mismatches, etc. After all audits and errors have been cleared, follow the final submission steps described in the above paragraphs to finalize your submission.

## Count Adjustments

Oregon must submit state child count numbers to the U.S. Department of Education (US DOE) **on or before the first Wednesday in April**. You may change student data or add or delete records during the Review Window. In rare instances corrections to your Child Count submission may be allowed due to fiscal impact (please contact the data owner or a member of the Student Services Data Team directly).

| Solid red triangle with white exclamation point in the center | **Please note that submitting corrections after the end of the Review Window will result in your district/agency being marked as having inaccurate data (see Submitting Late or Inaccurate Data).** | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

## Institution ID Number

Institution IDs (InstID) can be found by using:

* [Institutions ID Search](https://www.oregon.gov/ode/reports-and-data/SpEdReports/pages/state-performance-plan-and-annual-performance-report-for-special-education.aspx)[[6]](#footnote-6) 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 on the district site[[7]](#footnote-7). Use this document to look up IDs for state supported programs, county jails, and charter schools or special education.

## SECC Collections and Records Retention Information

There are many types of records that districts and agencies submit to the Oregon Department of Education for the SECC collections (December Child Count and the June Special Education Exit). The sources that districts and agencies use for these submissions include student information systems, student files, student census information, and custom or off the shelf software logs or other form of documentation. Please note that there are minimum retention requirements for different types of records and reports contingent on year created. For more about retention of records and reports, please see [Records Retention Schedules](https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx)[[8]](#footnote-8).

# ODE Help Desk & Data Security and Privacy Overview

## Contact Information

ODE Helpdesk ODE.[Helpdesk](https://district.ode.state.or.us/apps/login/searchSA.aspx)@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 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://district.ode.state.or.us/apps/info/) (FERPA) ([34 CFR Part 99](https://www.oregon.gov/ode/schools-and-districts/reportcards/SpEdReportCards/Pages/default.aspx))
* [Oregon Identity Theft Protection Act](https://www.oregon.gov/ode/students-and-family/SpecialEducation/GeneralSupervision/Pages/default.aspx)
* 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 users can send secure documents to ODE Staff.
	4. The Consolidated Collections manual 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://district.ode.state.or.us/apps/info/docs/ConsolidatedUserGuide.docx?id=/sites/PoliciesProcedures/Shared%20Documents/581-101%20Handling%20Confidential%20Information%20Policy.pdf&parent=/sites/PoliciesProcedures/Shared%20Documents)

[Information Asset Classification](https://sos.oregon.gov/archives/Pages/records_retention_schedule.aspx)

## Information Security Questions

Contact ODE Chief Information Security Officer and Team at ODE.Infosec@ode.state.or.us.

# Reporting and Coding Records

## Reporting Students on December Special Education Child Count

The December Special Education Child Count Collection collects information for state funding and federal reporting requirements under the Individuals with Disabilities Education Act (IDEA). The December Special Education Child Count Collection is a “snapshot” of students receiving special education services as of December 1 each year.

In order to report students on the December Special Education Child Count, the student must:

* 1. Have current Oregon eligibility, and
	2. Have a current Oregon Individual Family Service Plan (IFSP) or an Oregon Individual Education Plan (IEP), and
	3. Be receiving special education services under IDEA on December 1 of the current year.

All students meeting all of these three criteria must be reported as eligible on the current year December Special Education Child Count ([OAR 581-015-2020](https://district.ode.state.or.us/apps/xfers/?ruleVrsnRsn=143141)).

| Solid red triangle with white exclamation point in the center | **Remember** to also include in your counts **parentally placed private school students**:* Who are receiving special education services, or
* Who are not receiving services but parents have not revoked services[[9]](#footnote-9), or
* Whose eligibility date and/or IEP date may not be current for these students.
 | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Solid red triangle with white exclamation point in the center | **Serving Agency** is the key field for determining student association with a given agency. It is critical that the data on eligible students accurately reflect information about the student and which agencies/programs serve these students. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

Out of State Transfers (IDEA 2004 §614(d)(2)(C)(i)(II))

When a student with an IEP who moves from another state within the same academic year and enrolls in a new school, the school **must** provide comparable services in consultation with parents as described in previously held IEP until the LEA develops, adopts and implements a new IEP consistent with State and Federal law.

Oregon eligibility and IEP must be established on or before the child count date in order to claim the student on the December Special Education Child Count.

## Reporting Students on the June Special Education Exit

The June Special Education Exit collects information for federal reporting requirements under the Individuals with Disabilities Education Act (IDEA). This includes students who have exited special education from July 1 to June 30 or successfully transitioned from EI to ECSE on their 3rd birthday.

The June Special Education Exit collects:

* **EI children** exiting Part C (Record Type Code E1)
* **EI children** successfully transitioning to ECSE (Record Type Code A2)
	+ Students who left an Early Intervention (EI) program and went directly to the Early Childhood Special Education (ECSE) program are to be reported as active (A2) ECSE students, not exited EI. That is, if the child did not have a break in services from the EI to ECSE program, and is **currently** in an ECSE program, do ***not*** show the child as exiting the EI program.
* **ECSE children** exiting special education or transitioning to School Age (Record Type Code E2)
* **School Age students** exiting special education (Record Type Code E3)
	+ Records reported for students’ ages 14 years and older exiting special education services are used not only for federal reports, but also for the Post-School Outcomes survey and its corresponding indicator report in the Systems Performance Review & Improvement system (Oregon’s monitoring system).
	+ School age students 13 years of age or younger at time of exit are not required to be reported to ODE, as this is optional, however it is recommended to ensure all exit records are accounted for.

### Removing Exited Students from the Previous Year’s Child Count File

Records that were reported as exited on last year’s June Special Education Exit Collection should not be reported on this year’s submission unless they came back, received services and then exited again.

# File Layout/Field Help: December Child Count and June Exit (SECC)

A file layout or list of data elements that must be submitted has been established for every data file. These file layouts inform districts and submitting agencies what data must be submitted and in what format they must be submitted. The detailed file layout containing the file specifications including field type and length can be found online in the [Layout: Special Education Child Count (SECC) File Layout](http://www.ode.state.or.us/instID/).

Included below is a condensed representation of the SECC File Layout for each student record submitted for December Child Count or June Exit. It provides a description and special notes to help with coding decisions not found in the SECC File Layout. **Code sets with definitions may be referenced in Appendices B through J.**

* **Fields 1-50: Core Fields.** These are the core fields to be submitted with each student record.
* **Fields 51-84: SECC Fields.** These are the collection specific fields to be submitted with each student record for December Child Count or June Exit.

| Solid green light bulb with green lines radiating from the center | The ***How to Code Key Fields*** in the following section provides examples for some of the most common records reported for December Child Count and June Exit. | Solid green light bulb with green lines radiating from the center |
| --- | --- | --- |

## CORE FIELDS (1-56)

| Number | Name | Type | Description | Icon | Notes |
| --- | --- | --- | --- | --- | --- |
| Field 1 | SSID – Secure Student Identifier | Required | A 10-character field to populate with the ODE generated unique student ID number. Do NOT populate with numbers (or text) generated from sources other than ODE. Leading zeros are accepted, but not necessary. | Solid red triangle with white exclamation point in the center | **All records (including exited) must have valid SSIDs.** |
| Field 2 | District/Local Student ID Number | Optional | The number, assigned by the district, used to identify the student. This number should be unique within the district that assigned it. |  |  |
| Field 3 | Resident District ID | Required | For the December Special Education Child Count and June Special Education Exit collections, this is always the reporting agency ID (district, ESD or EI/ECSE contractor), and is generally the ID of the district responsible for the education of the student. | Solid red triangle with white exclamation point in the center | **This field is not the same as the SpEd Resident District field.** |
| Field 4 | Resident School ID | Required | Resident school is the neighborhood school. It is the public school inside the school district boundary where a child’s parents, guardians, or persons in parental relationship reside (ORS 339.133). Children placed by public agencies, however, shall be considered residents of the school boundary in which they reside by placement of the public agency.If a school district or ESD is submitting for an LTCT, YCEP or JDEP, this field must contain the submitting agency ID (Resident District ID). |  | Resident school is the District ID or a public school ID located within your district boundaries, EXCEPT it is the submitting Agency ID when the agency is: EI/ECSE, YCEP, JDEP, LTCT, Correctional Facility, County Jail, Hospital Program, Out of State placement in Washington School for the Blind, Pediatric Nursing Facility or Program Student. See [How to Code Key Fields](#_How_to_Code_3) for More Information. |
| Field 5 | Attending District ID | Required | This is the district where the student is receiving instruction and where state assessments are administered. |  |  |
| Field 6 | Attending School ID | Required | The attending school ID field indicates the actual school the student attends. Almost all schools (public, private, charter, etc.) have unique numbers.If the student is attending a public program, use the school ID where the child is registered, or the attending district ID. |  |  |
| Field 7 | Institution Filler |  | Reserved for future Use |  |  |
| Field 8 | Legal Last Name | Required | A child’s legal last name | Solid yellow circle with a lower-case i in the center | Enter the full last name. Do not include generational codes (e.g., III, Jr.). |
| Field 9 | Legal First Name | Required | A child’s legal first name | Solid yellow circle with a lower-case i in the center | Enter the full first name. Do not use nicknames or generational codes. |
| Field 10 | Legal Middle Name | Optional | A child’s legal middle name | Solid yellow circle with a lower-case i in the center | Enter the middle name, if known. Leave blank, if unknown. |
| Field 11 | Generation Code | Optional | The Generation Code field is used for a student’s name suffix (i.e. Jr., II, III). |  |  |
| Field 12 | Preferred Last Name | Optional | A child’s full-preferred last name | Solid yellow circle with a lower-case i in the center | Do not include generational codes (e.g., III, Jr.). |
| Field 13 | Preferred First Name | Optional | A child’s full-preferred first name or nickname | Solid yellow circle with a lower-case i in the center | Do not use generational codes. |
| Field 14 | Preferred Middle Name | Optional | A child’s preferred middle name | Solid yellow circle with a lower-case i in the center | Enter the middle name, if known. Leave blank, if unknown. |
| Field 15 | Date of Birth | Required | Must be a valid date in the format mmddyyyy, where mm is the two-digit month, dd is the two-digit day, and yyyy is the four-digit year. |  |  |
| Field 16 | Gender Code | Required | A child’s preferred gender | Solid yellow circle with a lower-case i in the center | Enter M for Male, F for Female or X for Non-Binary |
| Field 17 | Hispanic Ethnic Flag | Required | Yes/No flag indicating if a student is 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.” | Solid yellow circle with a lower-case i in the center | This is the only ethnicity flag and must be marked Y for Yes or N for No. |
| Fields 18-22 | Race Flags | Required | Yes/No flags indicating one or more races.  | Solid yellow circle with a lower-case i in the center | There are six race flags. Yes may be indicated for more than one race flag (fields 18-22). At least one race flag must be marked Yes. |
| Field 18 | American Indian/Alaskan Native Race Flag | Required | Indicates a child of having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. |  | Mark Y for Yes or N for No |
| Field 19 | Asian Race Flag | Required | Indicates a child is of origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines Islands, Thailand, and Vietnam. |  | Mark Y for Yes or N for No |
| Field 20 | African American Race Flag | Required | Indicates a child is of origins in any of the black racial groups of Africa. |  | Mark Y for Yes or N for No |
| Field 21 | White Race Flag | Required | Indicates a child is of origins in any of the original peoples of Europe, the Middle East, or North Africa. |  | Mark Y for Yes or N for No |
| 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. |  | Mark Y for Yes or N for No |
| Field 23 | Race Filler |  | This field is reserved for future use. |  |  |
| Field 24 | Language of Origin | Required (See Notes) | The first language spoken in an individual’s home in their early or earliest childhood. One’s first language or native language. National Center for Education Statistics (NCES) codes will be used. | Solid yellow circle with a lower-case i in the center | This field should contain 0000 if no Language of Origin is provided. |
| Field 25 | Student Social Security Number | Optional | Provide the last four (4) digits only. Student Social Security numbers are very helpful as an identifier. | Solid yellow circle with a lower-case i in the center | Cannot replace Field 1. |
| Field 26 | Enrolled Grade | Required | The grade assigned to the student by the school system in which the student is enrolled. Required for all children; including exited. For exited records, provide the grade the child was in when he/she exited. | Solid yellow circle with a lower-case i in the center | * Students still in school can be in 12th grade for multiple years.
* Second (or third) year seniors focusing on the general curriculum should be coded as grade 12.
* If student is in grade 12 and in a Transition Program, see Field 52 for more information.
 |
| Field 27 | Street Address | Required | This field contains the address of the student. |  |  |
| Field 28 | City | Required | This field contains the city where the student lives. |  |  |
| Field 29 | Zip Code | Required | This field contains the first five digits of the student’s postal zip code. |  |  |
| Field 30 | Zip Plus 4 Code | Optional | This field contains the plus four digits of the student’s postal zip code. |  |  |
| Field 31 | Resident County | Required | This is the County of legal residence of the student’s parent or legal guardian or the county of residence of an emancipated minor student. | Solid yellow circle with a lower-case i in the center | Only required for EI/ECSE submissions |
| Field 32 | Phone Number | Optional | This field contains the area code and phone number of the student. | Solid yellow circle with a lower-case i in the center | Strongly encouraged for Parent Survey & Post-School Outcomes |
| Field 33 | Teacher Filler |  | This field is reserved for future use. |  |  |
| Field 34 | High School Entry Cohort School Year | Optional | School year the student entered high school (ninth grade) in the format xxyy (i.e., 1213 for the 2012-2013 school year). Indicates the ninth grade cohort group associated with the student. |  |  |
| Field 35 | Student Filler |  | This is reserved for future use. |  |  |
| Field 36 | Economically Disadvantaged Flag | Optional | This flag signifies the student’s participation in a Free or Reduced Lunch program |  | Mark Y for Yes or N for No |
| Field 37 | Title I Flag | Optional | Indicates 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). |  | Mark Y for Yes or N for No |
| Field 38 | Special Education Flag | Optional | This flag signifies the student’s participation in an Individualized Education Plan (IEP) at some time during the year. | Solid yellow circle with a lower-case i in the centerSolid red triangle with white exclamation point in the center | Mark Y for Yes or N for No.504 students should not be marked as a Y unless they also participated in an IEP at some point during the year.A Y does not always reflect a student’s current eligibility for Special Education. |
| Field 39 | Section 504 Flag | Optional | This field indicates student eligibility for Section 504 services. |  | Mark Y for Yes or N for No |
| Field 40 | Migrant Education Flag | Optional | This flag signifies the student’s participation in a program designed to assure that migratory children receive full and appropriate opportunity to meet the state academic content and student academic achievement standards. |  | Mark Y for Yes or N for No |
| Field 41 | Indian Education Flag | Optional | This flag signifies the student’s participation in a program designed to meet the unique educational and culturally related academic needs of American Indians. |  | Mark Y for Yes or N for No |
| Field 42 | English Learner (formerly Limited English Proficient) | Required | This flag signifies a child who meets the definition of an English Learner under the ESEA, 20 U.S.C. § 9101 (25) as reauthorized by ESSA. |  | * Formerly Limited English Proficient (LEPFg)
* Mark Y for Yes or N for No
 |
| Field 43 | Distance Learning Flag | Optional | This field indicates student participation in a distance learning program or a program that includes online coursework. |  | Mark Y for Yes or N for No |
| Field 44 | Home School Flag | Optional | Indicates whether a student is homeschooled or not. |  | Mark Y for Yes or N for No |
| Field 45 | Transition Program Flag | Conditional (Required for Grade 12) | The Transition Program Flag only applies to students who are ages 18 through the age of 21 who are in a special education *Transition Program* and have not received a regular high school diploma.SpEd students with the flag indicating Y will be in:1. A transition program designed for students with disabilities. Such a classroom may be in the high school or community. (e.g., Second year seniors may be in this specific type of classroom); or
2. Work environments but still receiving special education services (e.g., receiving post high school academic and transition services); or
3. Any combination of a and b.
 | Solid yellow circle with a lower-case i in the center | Mark Y for Yes or N for No for students in a Transition Program who are grade 12 (field is optional for grade 11).Even though special education students of high school age may be receiving some transition services, this does not mean they are in a Transition program. Only students ages 18 to 21 in a transition program should be marked as Yes for the Transition Program Flag. |
| Field 46 | Alternative Education Program Flag | Optional | This flag indicates that a student has been placed by the district in an Alternative Education Program based on criteria described in OAR 581-022-1350 (5). |  | Mark Y for Yes or N for No |
| Field 47 | American Indian Tribal Membership Code | Optional | Indicates a student having membership in any federally recognized tribe. |  |  |
| Field 48 | Talented and Gifted Flag | Optional | Indicates that the student is identified as Academically Talented or Intellectually Gifted as determined by school district policy. |  | Mark Y for Yes or N for No |
| Field 49 | Additional Language Code | Optional | Code indicating any additional language a student uses to communicate that is not the language of origin. |  | This field can contain 0000 if no Additional Language is provided. |
| Field 50 | Demographic Filler |  | Reserved for future use |  |  |

## SECC FIELDS (57-90)

| Number | Name | Type | Description | Icon | Notes |
| --- | --- | --- | --- | --- | --- |
| Field 51 | SECC Special Education Record Type Code | Required | A code indicating the type of Special Education student record submitted.* A1 - Active Early Intervention
* A2 - Active Early Childhood Special Education
* A3 - Active School Age
* E1 - Exited Early Intervention
* E2 - Exited Early Childhood Special Education
* E3 - Exited School Age
 |  | * A1, A2 and A3 records are submitted on the [December Special Education Child Count](#_Reporting_Students_on).
* A2, E1, E2 and E3 records are submitted on the [June Special Education Exit](#_Reporting_Students_on_1).
 |
| Field 52 | SECC Student’s Primary Disability | Required | Each disability is represented by a two-digit code. Use the appropriate code to indicate the primary disability of the student.* If a child age birth through 2 meets the criteria for developmental delay, as outlined in OAR 581-15-946(3)(c), 96 should be used as the primary disability.
* If a child age 3 through 9 meets the criteria for developmental delay as outlined in OAR [**581-015-2127**](https://odedistrict.oregon.gov/DataPrivacySecurity/Documents/Information%20Asset%20Classification.pdf?ruleVrsnRsn=259172), 98 should be used as primary disability.
* Oregon does not have a code for multiple disabilities. For students with multiple disabilities the secondary disability fields are available and we strongly encourage their use.
 |  | See [Appendix I](#_APPENDIX_I:_SECC) for list of codes and definitions.Note that the age range for primary disability Code 98 was expanded through age 9 in 2019-2020 (see OAR **581-015-2127**). |
| Fields 53-56 | SECC Secondary Disabilities | Optional | Up to four secondary disabilities may be specified for the student if they have been determined eligible in more than one disability category. Use the same two-digit codes as for Field 52. If no Secondary Disability exists, select code 00 for Not Applicable. | Solid yellow circle with a lower-case i in the center | Field must have a value. This information is very helpful and appreciated, and is provided back to districts in the Multi-Year Database for your use.See [Appendix I](#_APPENDIX_I:_SECC) for list of codes |
| Fields 57-62 | SECC Related Services | Required | Enter the code for each related service that is provided to the child. If a child is not receiving any related services, select code 00 for Not applicable. Detailed information for each code can be found in [Appendix B](#_APPENDIX_B:_SECC). |  |  |
| Fields 63-68 | SECC Supplemental Education Services | Required | Please enter a code if the child is receiving any of the Supplemental Services codes 39-52 found in [Appendix B](#_APPENDIX_L:_SECC). If a student is not receiving any supplemental education services, enter code 00 for Not Applicable | Solid yellow circle with a lower-case i in the center | Supplemental Services are certain related services provided to a child. |
| Field 69 | SpEd Resident District ID | Required | The SpEd Resident District field is defined as the school district where a child’s parents, guardians or persons in parental relationship to the child reside. Children placed by public agencies, however, shall be considered resident of the school district in which they reside by placement of the public agency (ORS 339.133(4)).  | Solid red triangle with white exclamation point in the center | Please read [Appendix H](#_APPENDIX_H:_Special) for full information and special cases, such as State Supported programs, Out of State and other placements.  |
| Field 70 | SECC Federal Placement | Required | Federal placement refers to the school age setting or EI/ECSE educational environment in which the student is receiving educational services.The definitions of Federal placement come from the U.S. Office of Education and refer to the proportion of time the student receives special education and related services. |  | See [Appendix C](#_APPENDIX_C:_SECC) for in-depth examples |
| Field 71 | SECC Federal Placement Comment | Required | Comment further describing the federal placement of a student. | Solid red triangle with white exclamation point in the center | Only required when Field 76 for an EI child is 18 – Other Setting. |
| Field 72 | SECC Serving Agency Code | Required | Districts will only report students who meet ALL of the following as of December 1 for December Child Count:* Oregon Valid Eligibility
* Valid IEP or Service Plan
* Receiving Services

Indicate the Agency Serving code as per [Appendix D](#_APPENDIX_D:_SECC). More coding assistance can be found in How to Code Key Fields in the Reporting & Coding Records section of this manual.  |  | See [Appendix D](#_APPENDIX_D:_SECC) for all codes |
| Field 73 | SECC Enrollment Type | Required | Indicate the type of enrollment by selecting the one code that best describes the individual’s setting |  | See [Appendix E](#_APPENDIX_E:_SECC) for all setting types |
| Field 74 | Special Education Secondary Federal Placement Code | Required | Secondary code indicating where special education and related services are provided for children ages 3-5 who are placed in the regular early childhood program or regular kindergarten classroom.M1 – EC 10+ hours and 50%+ of services in Early Childhood.M2 – EC 10+ hours and < 50% of services in Early Childhood.L1 – EC < 10 hours and 50%+ of services in Early Childhood.L2 – EC < 10 hours and < 50% of services in Early Childhood. |  | See [Appendix F](#_APPENDIX_P:_SECC) for more information and assistance with determining the specific code to be used.  |
| Field 75 | SECC Eligibility Date | Required | Indicate the date that the student’s most recent eligibility for special education was determined. This date can be found on the current Eligibility Statement; select the date signed by the eligibility team.For December Child Count, the date reported must be current within three years of December 1. |  |  |
| Field 76 | SECC Last IEP/IFSP Date | Required | Indicate the date that the student’s most recent IEP, IFSP or service plan was completed. This date can be found on the current IEP/IFSP cover sheet. For December Child Count, the date reported must be current within one year of December 1.  |  |  |
| Field 77 | SECC Special Education Exit Date | Required (for exit collection) | Indicate the date that the student exited the special education program. The date reported must fall between July 1, 2023 and June 30, 2024. Do not confuse exiting special education with exiting school—although for some students this occurs simultaneously. For example, students who continue to receive special education services after receiving a certificate or extended diploma have not yet exited special education. |  |  |
| Field 78 | SECC Reason for Exiting | Required (for exit collection) | Agencies are required to report the reason for School Age and EI/ECSE students exiting the special education program. For EI/ECSE infants and toddlers exiting special education programs during the reporting period, this includes children who transitioned from an ECSE program to a School Aged Part B program. |  | See [Appendix G](#_APPENDIX_G:_SECC) for exit codes and definitions.  |
| Field 79 | SECC Primary Language Code | Required | Code indicating the student’s primary language. This primary language is the language and/or dialect most often used by the student. In the case of a child who has not yet developed language, indicate the language most often used by the parents. |  | Indicate with the appropriate four-digit NCES number the student’s primary language. Language codes are limited to the following:1290 English4260 Spanish3830 Russian4800 Vietnamese860 Chinese4050 Sign Languages9999 Other Languages |
| Field 80 | SECC EI Transition Flag | Required (EI/ECSE) | A child who is currently receiving ECSE services but was in an EI program last year and went directly to ECSE on third birthday. This field is required for all 3 year-olds eligible or exited. |  | Mark Y for Yes or N for No |
| Field 81 | SECC Service Coordination | Required (EI/ECSE) | Service coordination is an early intervention service and may be provided in addition to other services for children and families in early childhood special education. It includes:* Coordinating services across agency lines by serving as a single point of contact
* Assisting parents of eligible children in gaining access to early intervention services and other services
* Facilitating the timely delivery of services
* Continuously seeking appropriate services
 |  | Mark Y for Yes or N for No |
| Field 82 | SECC IFSP Justification | Required (EI) | Indicate whether justifications are included on the IFSP when services are not provided in the natural environment. |  | Mark Y for Yes or N for No |
| Field 83 | SECC Early Entry Flag to Kindergarten | Required (SA Only) | Child was not five (5) as of Sept 1, but enrolled in Kindergarten |  | Mark Y for Yes or N for No |
| Field 84  | SECC Filler |  | Reserved for future use |  |  |

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[Adult Correction Education Program (ACEP) Student (Correctional Institution Submission) 67](#_Toc114648873)

[State Placed Students in YCEP and JDEP 68](#_Toc114648874)

[State Placed Youth Corrections Education Program (YCEP) Student (Contractor Submission) 68](#_Toc114648875)

[State Placed Juvenile Detention Education Program (JDEP) Student (Contractor Submission) 69](#_Toc114648876)

[Pediatric Nursing Facility (PNF) 70](#_Toc114648877)

## How to Code Key Fields for EI/ECSE Program

### EI Submission (Contractor Submission) – December Child Count Record

Definition: Early intervention (EI) services provided to children ages 0-2 by a contracted agency.

Coding Example:

1. Student receives EI services.
	1. Only the EI/ECSE contractor submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor Only)
 |
| 51 – SECC Record Type Code | * (A1) Active Early Intervention
 |
| 03 – Resident District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 04 – Resident School ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 05 – Attending District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 06 – Attending School ID | * EI/ECSE Contractor ID **or** EI/ECSE Subcontractor ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (10) EI Program or (13) EI Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * Use appropriate code
 |

### EI Submission (Contractor Submission) – June Exit Record, EI Exit

Definition: Student was eligible and received EI services but exited the EI program between July 1 to June 30 of the current reporting year and will not transition directly to an ECSE program.

Coding Example:

1. Student exited early intervention services and is not directly transitioning to ECSE.
	1. Only the EI/ECSE contractor submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor Only)
 |
| 51 – SECC Record Type Code | * (E1) Exited Early Intervention
 |
| 03 – Resident District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 04 – Resident School ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 05 – Attending District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 06 – Attending School ID | * EI/ECSE Contractor ID **or** EI/ECSE Subcontractor ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * Use appropriate code
 |
| 77 – Spec. Ed. Exit Date | * Date student exited the EI Program
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate EI Exit Reason code
 |

### ECSE Submission (Contractor Submission) – December Child Count Record

Definition: ECSE services provided to children ages 3-4 by a contracted agency.

Coding Example:

1. Student receives early childhood special education services.
	1. Only the EI/ECSE contractor submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor Only)
 |
| 51 – SECC Record Type Code | * (A2) Active Early Childhood Special Education
 |
| 03 – Resident District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 04 – Resident School ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 05 – Attending District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 06 – Attending School ID | * EI/ECSE Contractor ID **or** EI/ECSE Subcontractor ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (20) ECSE Program or (23) ECSE Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * Use appropriate Code
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |
| 80 – SECC EI Transition Flag | * Yes or No (Indicates a child who currently receives ECSE services, but was in an EI program last year and went directly to ECSE on their third birthday).
 |

### ECSE Submission (Contractor Submission) – June Exit Record, EI Transitioned to ECSE

Definition: Student received EI services but transitioned directly to an ECSE program on their third birthday between July 1 and June 30 of the current reporting year.

Coding Example:

1. Student successfully transitioned from EI to ECSE on their third birthday.
	1. Only the EI/ECSE contractor submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor Only)
 |
| 51 – SECC Record Type Code | * (A2) Active Early Childhood Special Education
 |
| 03 – Resident District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 04 – Resident School ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 05 – Attending District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 06 – Attending School ID | * EI/ECSE Contractor ID **or** EI/ECSE Subcontractor ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (20) ECSE Program or (23) ECSE Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * Use appropriate code
 |
| 80 – SECC EI Transition Flag | * Yes
 |

### Inter-District Type Transfer for EI/ECSE Student (Contractor Submission – December Child Count Record

Definition: The student resides within the EI/ECSE contractor service area, but is attending another EI/ECSE program outside the resident EI-ECSE contractor service area through an interagency type agreement with the attending EI/ECSE program.

Coding Example:

1. Student resides **within** your EI/ECSE contractor service area but is attending an EI/ECSE program outside of your service area through a written inter-agency agreement.
	1. Only the EI/ECSE Contractor, where the student resides, is responsible for submitting these students. Per Oregon Statute (343.475 (b) and OAR 581-015-2850 (1) the resident county EI-ECSE Contractor is responsible for FAPE and reporting the record.

| Solid red triangle with white exclamation point in the center | * Be sure to code the Resident and Attending District IDs and School IDs correctly.
* The SpEd Resident District ID will always be the District where the parent or legal guardian resides.
 | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Resident District)
 |
| 51 – SECC Record Type Code | * (A1) Active Early Intervention **or** (A2) Active Early Childhood
 |
| 03 – Resident District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 04 – Resident School ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 05 – Attending District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 06 – Attending School ID | * EI/ECSE Contractor ID **or** EI/ECSE Subcontractor ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (20) ECSE Program or (23) ECSE Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (I) Inter-District Transfer
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |
| 80 – SECC EI Transition Flag | * Yes or No (Indicates a child who currently receives ECSE services, but was in an EI program last year and went directly to ECSE on their third birthday).
 |

### ECSE Submission (Contractor Submission) – June Exit Record

Definition: Student was eligible, had an IFSP and was receiving Early Childhood Special Education (ECSE) services but exited the ECSE program between July 1 to June 30 of the current reporting year.

Coding Example:

1. Student exited the EI/ECSE program.
	1. Only the EI/ECSE contractor submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor Only)
 |
| 51 – SECC Record Type Code | * (E2) Exited Early Childhood Special Education
 |
| 03 – Resident District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 04 – Resident School ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 05 – Attending District ID | * Submitting Agency ID (EI/ECSE Contractor)
 |
| 06 – Attending School ID | * EI/ECSE Contractor ID **or** EI/ECSE Subcontractor ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * Use appropriate code
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |
| 77 – Spec. Ed. Exit Date | * Date student exited the ECSE Program
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate ECSE Exit Reason code
 |

## How to Code Key Fields for School Age Programs

### Normal District Student – December Child Count Record

Definition: When the parent/legal guardian and student reside in the district of attendance.

Coding Example:

1. Student resides within your district boundaries and attends school in your district.
	1. The SpEd resident district is responsible for submitting these students.

| Solid red triangle with white exclamation point in the center | School age students placed in or attending a PK program must be reported with an enrolled grade of Kindergarten. These students are considered to be Kindergarten students attending a PK program. This includes students who have reached the age of five as of September 1 and are now the responsibility of a school district. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Normal District Student Enrolled in Regional Inclusive Services – December Child Count Record

Regional Inclusive Services – formerly known as Regional Programs.

Definition: Services for children with low-incidence disabilities are provided through eight regional contractors throughout the state (See [Supplement O](https://www.oregonlegislature.gov/bills_laws/ors/ors339.html) – Regional Inclusive Services). Regional Inclusive Services provide specialized services not generally available through local programs. [Regional Inclusive Services](http://www.ode.state.or.us/stateboard/new-rule-581-021-0019--8-8-08.doc)[[10]](#footnote-10) provide services for six qualifying disabilities, primary or secondary: Deaf or Hard of Hearing (20), Visual Impairment Including Blindness (40), Deaf-Blindness (43), Orthopedic Impairment (70) and Autism Spectrum Disorder (82), as well as for Traumatic Brain Injuries (74). In order for a student to be enrolled in Regional Inclusive Services, a student must have a formal diagnosis of at least one of the six qualifying disabilities, either a primary or a secondary disability, which must be listed in the evaluation report.

| Solid red triangle with white exclamation point in the center | If a district has a contract with Regional Inclusive Services to provide some services to a student, but the student is not officially enrolled in Regional Inclusive Services, the student should not be reported with Agency Serving Code 33 (Served by Regional Inclusive Services). | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

Coding Example:

1. Parent or legal guardian resides within your district boundaries, and student is served by Regional Inclusive Services.
	1. The SpEd resident district is responsible for submitting these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Foster Care Student – December Child Count Record

Definition: Student is in foster care and remains in their school district of origin. See [Foster Care](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/CalendarSchoolYear.docx)[[11]](#footnote-11), for more information.

Coding Example:

1. Student resides within or outside your district boundaries and attends school in your district.
	1. The attending district is responsible for submitting these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s foster parent/legal guardian resides).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Program Student – December Child Count Record

Definition: When the student resides within your district boundaries and attends a program either inside or outside your district (not a state program). Your district is responsible for FAPE and pays for the student to attend the program. This could be an alternative or other program run by an ESD or another district.

| Solid red triangle with white exclamation point in the center | In some instances, the student may be attending this program in a school building located on the campus of another district, but is not an inter-district transfer (see Inter-District Transfer Student example for more information). | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

Program Student can also be:

* Private Schools (program) with no ID.
* Program at LTCT but not in an LTCT slot.
* Alternative or other private school program with an institution ID, including court placed for treatment or at-risk.
* Student no longer attending a school in the district, are attending an offsite transition program.

Coding Example:

1. A student attends a program inside or outside of your district (not an inter-district transfer) that is paid for by your district.
	1. The SpEd resident district is responsible for submitting these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 05 – Attending District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 06 – Attending School ID | * Submitting Agency ID (the district responsible for FAPE)

or the private school ID (alternative or program) if ID exists |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment or (O) if district placed private school program.
 |

### District Placed Student with IEP in Approved Private School – December Child Count Record

Definition: Oregon public school districts may place children in, or refer children to, approved private schools, or private preschools, as a means of providing special education and related services. Private schools providing these services must meet specific state public education standards and go through an approval process. Private schools currently approved to contract with Oregon public school districts to educate students with disabilities can be found in Supplement H of the [Special Education Child Count Process & Content Supplement – Program and Institution Lists](https://www2.ed.gov/policy/gen/reg/ferpa/index.html) or in Private Schools Approved for Special Education document on the [District and ECSE Private School Placement](https://www.ecfr.gov/current/title-34/subtitle-A/part-99)[[12]](#footnote-12) page. For coding a student placed in an approved private school outside Oregon, see Out of State Placement (by District or IEP Team) example.

| Solid yellow circle with a lower-case i in the center | Districts must place students in **approved** private schools, not just any private school. If the approved private school does not yet have an Institution ID, please enter your district ID in the Attending District and Attending School fields, and enter the name of the Private School in SECC Federal Placement Comment field. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | Private schools intending to become providers must apply to ODE, Office of Student Services, and can be approved at any time during the school year from the District and ECSE Private School Placement[[13]](#footnote-13) page. For questions, please contact Rae Ann Ray at (503) 947-5722 or raeann.ray@state.or.us. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

Coding Example 1:

1. Student resides within your district boundaries, has been placed and is attending an Approved Private School within your district or another district.
	1. The SpEd resident district is responsible for submitting these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Approved Private School for Special Education ID from [Supplement H](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx) (If no Private School ID exists, enter your District ID)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (A) Approved Private School-District Placed with IEP
 |

Coding Example 2:

1. Student resides outside your district boundaries, has been placed and is attending an Approved Private School within your district.
	1. These students would be coded with Agency Serving Code 80 (Not Claimed) and therefore, not submitted to ODE. Districts may maintain these records for tracking purposes in the IDEA Data Manager or a local student information application.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Approved Private School for Special Education ID from [Supplement H](https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/District-and-ECSE-Private-School-Placement.aspx) (If no Private School or ID exists, enter your District ID)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (80) Not Claimed\*
 |
| 73 – SECC Enrollment Type Code | * (A) Approved Private School-District Placed with IEP
 |
|  | \*(80) Not Claimed records are not reported to ODE. |

### Charter School Student – December Child Count Record

Definition: A charter school in Oregon is a public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district. It is given the authority to operate under a contract or charter between the members of the charter school community and the local board of education (sponsor). The responsibility of a charter school and its students resides with the district where the charter school is located (ORS 338.155)[[14]](#footnote-14). If the student is attending a [virtual public charter school](https://secure.sos.state.or.us/oard/view.action), all statutes and rules that apply to public charter schools also apply to virtual public charter schools (OAR [581-026-0300](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ConsolidatedUserGuide.docx?ruleVrsnRsn=145764)).

| Solid yellow circle with a lower-case i in the center | Students attending a Public Charter school for any amount of time will always be reported as a Charter School Student.  | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

Coding Example 1:

1. The student resides within or outside your district boundaries and attends a charter school *within* your district.

**Who Submits:** Only the district where the charter school is located (the attending district) submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Charter School ID from [Supplement J](https://odemail.sharepoint.com/sites/PoliciesProcedures/Shared%20Documents/Forms/AllItems.aspx)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (C) Charter School
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

Note: For State Sponsored Charter Schools (4850, 4040, 4720, 4604), please contact a member of the [Data Team](#_Student_Services_Data).

Coding Example 2:

1. The student resides within your district boundaries but exits to attend a charter school outside your district.
	1. The resident district reports these students during the Exit Collection in the spring as Exited (E3) Moved, Continuing in Education.

| Solid red triangle with white exclamation point in the center | Only the attending district will submit the student as an active (A3) record type. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (90) Exited – Student would be reported on the June Exit collection
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### County Jail Student – December Child Count Record

Definition: When the student resides in and receives their special education services in a county jail, the district where the jail is located is responsible for educating these students.

Coding Example:

1. The student receives their education in a county jail. Report only students placed in County Jails.
	1. Only the attending district submits these students.

| Solid yellow circle with a lower-case i in the center | Do not include ACEP, YCEP, JDEP or Other Correctional Facility/Program students. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * County Jail ID from [Supplement I](https://secure.sos.state.or.us/oard/viewSingleRule.action)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |

### Other Correctional Facility/Program Student – December Child Count Record

Coding Example:

1. Student resides **within** your district boundaries and receives education programs in a correctional environment.
	1. The SpEd resident district is responsible for submitting these students.

| Solid yellow circle with a lower-case i in the center | Do not include ACEP, YCEP, or JDEP. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction.
 |
| 06 – Attending School ID | * Correctional Facility or District ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |

### Homebound Student – December Child Count Record

Definition: A homebound student is a student who receives all of their education services in a home environment or setting. Homebound students include students with disabilities placed in and receiving special education and related services in homebound programs.

Coding Example:

1. Student resides **within** your district boundaries and is placed in a homebound setting.
	1. The SpEd resident district is responsible for submitting these students.

| Solid yellow circle with a lower-case i in the center | Do not include students with disabilities receiving special education services at public expense whose parents have opted to homeschool them (see coding example for Homeschooled Student). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid red triangle with white exclamation point in the center | If student is not in a Hospital Program, but is being served in a hospital by a district where the hospital is located, placement is homebound (39), not hospital (32) | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (39) Homebound
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment
 |

### Homeless Student - McKinney-Vento – December Child Count Record

Definition: Per McKinney-Vento, a homeless student is a student who lacks a fixed place of residence or a supervising parent or guardian. The district may contact the district’s Homeless Liaison for the list of currently enrolled homeless students with an IEP or IFSP.

| Solid yellow circle with a lower-case i in the center | ODE is not tracking special education students who are homeless. Enrollment type M should be used when there is a question regarding who is responsible for FAPE; otherwise, use enrollment type N for normal district enrollment. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

For technical assistance regarding the [McKinney-Vento Homeless Assistance Act](https://www.oregonlegislature.gov/bills_laws/ors/ors338.html)[[15]](#footnote-15), please contact Dona Bolt, Education Specialist, at (503) 947-5781 or [dona.bolt@state.or.us](https://secure.sos.state.or.us/oard/viewSingleRule.action).

Coding Example:

1. A student who is homeless and classified as McKinney-Vento is receiving special education services from your district.
	1. Only the district providing and paying for special education services to a currently homeless student on December 1 will count the student on the Special Education Child Count (SECC).

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * Submitting Agency ID (the district responsible for FAPE)
 |
| 03 – Resident District ID | * Submitting Agency ID
 |
| 04 – Resident School ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 05 – Attending District ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 06 – Attending School ID | * (A3) Active School Age
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (N) Normal district **OR** (M) Homeless (McKinney-Vento) if there is a question about who is responsible for FAPE.
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Homeschooled Student – December Child Count Record

Definition: A student whose parents have opted to educate him/her at home is a homeschooled student.

| Solid yellow circle with a lower-case i in the center | Students attending an Oregon Public Charter school for any amount of time will always be reported as a Charter School Student (see page 37) | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | Students of compulsory age (between the ages of 6 and 18) who are homeschooled must be registered with the ESD as Homeschooled. For homeschooled students under the age of 6 or greater than 18, use the ESD ID that the student would register with if of compulsory age. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | The Attending District ID and Attending School ID fields for homeschooled students should always be the ESD ID, even if student attends a homeschool program operated by your district or is not officially registered with the ESD. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

Coding Example 1:

1. Student resides **within** your district boundaries. The student is registered or enrolled with the homeschool program at the ESD.
	1. The SpEd resident district is responsible for submitting these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * Must equal ESD ID (The ESD where the child is registered.)
 |
| 06 – Attending School ID | * Must equal ESD ID (The ESD where the child is registered.)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (41) Homeschooled
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (H) Homeschooled
 |

Coding Example 2:

1. Student resides **within** your district boundaries. The special education student is registered or enrolled with the homeschool program at the ESD but takes some classes via an online program or an out-of-state charter school.
	1. The SpEd resident district is responsible for submitting these students.

| Solid yellow circle with a lower-case i in the center | If a homeschooled student takes some classes through an online program or an online out-of-state charter school, the student is still considered homeschooled. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * Must equal ESD ID (The ESD where the child is registered.)
 |
| 06 – Attending School ID | * Must equal ESD ID (The ESD where the child is registered.)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (41) Homeschooled
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (H) Homeschooled
 |

### Inter-District Transfer for School Age (not EI/ECSE) Student – December Child Count Record

Definition: The student resides outside your district, but is attending school within your district boundaries through an interagency agreement with the resident district. The resident district and attending district must have a written interagency agreement defining the fiscal relationship between the two agencies. For more information, see [OAR 581-021-0019](https://district.ode.state.or.us/apps/info/docs/SECCfileformat.xlsx?ruleNumber=581-021-0019)[[16]](#footnote-16).

For funding questions regarding ADM, State School Fund Weight, etc., please contact Adam Krein at (503) 947-5678 or adam.krein@ode.state.or.us.

Coding Example 1:

1. Student resides **outside** your district boundaries but attends school within your district, whereby the resident district and your district have a written inter-agency agreement.
	1. Only the attending district (where the student is attending school) is responsible for FAPE and submitting these students. The resident district will no longer report these students.

| Solid red triangle with white exclamation point in the center | Be sure to code the Resident and Attending District IDs and School IDs correctly.* The SpEd Resident District ID will always be the District where the parent or legal guardian resides; and
* The Attending District and Attending School ID is the school where the student attends.
 | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | If a student moves out of the district where they reside in the middle of the school year, an [inter-district transfer](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx) agreement is not required for the student to stay with the attending district for the remainder of the school year. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Attending District)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE – attending district)
 |
| 04 – Resident School ID | * This field may be the district ID or a public school ID located within the boundaries of the attending district in the inter-agency agreement.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (I) Inter-District Transfer
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

| Solid yellow circle with a lower-case i in the center | For new inter-district transfers, the district that is relinquishing FAPE to the Attending District must submit an exit record for that student. Exit these students as Moved, Continuing in Education. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

* Resident District ID – District reporting the exit record
* Resident School ID – District ID or public school ID located within district boundaries
* Attending District ID – District reporting the exit record
* Attending School ID – District ID or public school ID located within district boundaries
* SECC Enrollment Type – Normal

| Solid yellow circle with a lower-case i in the center | If your district has an inter-district transfer or other fiscal relationship agreement with another district that you are unsure how to code or report, please contact a member of [Special Education Data Team](#_Student_Services_Data). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

### Open Enrollment Student – December Child Count Record

Definition: Student resides outside your district but your district accepted them in an Open Enrollment designated slot prior to July 1, 2019.

| Solid red triangle with white exclamation point in the center | **2018-2019 was the last school year for students to transfer under the open enrollment statute.** For more information, see [Open Enrollment](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)[[17]](#footnote-17). | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

| Solid red triangle with white exclamation point in the center | Students accepted for Open Enrollment prior to July 1, 2019:* are the responsibility of the accepting district. In this instance, the district of non-residence reports the student, and
* continue to be in an open enrollment slot until they are no longer required to be admitted to the schools of the district under ORS 339.115 (e.g., graduated from high school, or enrolled in another district).
 | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

Coding Example:

1. The student resides **outside** the district but attends school in your district in an Open Enrollment designated slot.
	1. Only the **attending district** can report the student on the SECC. SpEd Resident districts should not report these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE/the attending district)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only **or** (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (E) Open Enrollment
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Oregon School for the Deaf (State School) Student – December Child Count Record

Definition: Oregon School for the Deaf (OSD) is a residential or day program for students who are deaf or hard of hearing. The Oregon Department of Education's Office of Student Services supports the Oregon School for the Deaf (OSD).

Coding Example:

1. Student resides **within** your district boundaries and attends OSD.
	1. Only the SpEd resident district reports these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * (2336) Oregon Department of Education
 |
| 06 – Attending School ID | * (1832) OSD ID
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (34) Public Separate School or (36) Public Residential Facility
 |
| 72 – SECC Agency Serving Code | * (34) OSD
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment or (O) Other
 |

### Out of State Placement (by District or IEP Team) – December Child Count Record

Definition: When the parent/legal guardian resides in your district, but the student is placed in an out of state school by the IEP team or the district. If the district places the student in an out of state private school, the school must be an Approved Private school by that state’s Department of Education.

Coding Example 1:

1. Student’s parent or legal guardian resides **within** your district boundaries but student attends a public school or is placed by the district in a private school in another state.
	1. The SpEd Resident District is responsible for reporting these students on the Child Count.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * The state ID where the student attends
 |
| 06 – Attending School ID | * The state ID where the student attends
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardians reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Out of State Placement (Washington School for the Blind) – December Child Count Record

Coding Example 2:

1. Student’s parent or legal guardian resides within your district boundaries, but student is placed by the IEP team or district in the Washington School for the Blind.
	1. The SpEd Resident District is responsible for reporting these students on the Child Count.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 05 – Attending District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 06 – Attending School ID | * 5200 (Washington School for the Blind)
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardians reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

### Out of State Placement (by Parent or Guardian) – December Child Count Record

Coding Example 2:

1. Student’s parent or legal guardian resides within your district boundaries, but student is **parentally-placed in private or parochial school in another state**.
	1. Do not submit these students to ODE. The other state reports the student on their Child Count. Districts may maintain these records for tracking purposes in the IDEA Data Manager in SECC as Record Type (NR) Not Reported or a local student information application.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * Submitting Agency ID (the district responsible for FAPE)
 |
| 03 – Resident District ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 04 – Resident School ID | * The state ID where the student attends
 |
| 05 – Attending District ID | * The state ID where the student attends
 |
| 06 – Attending School ID | * (NR) Not Reported\*
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (40) Parentally Placed in Private School
 |
| 72 – SECC Agency Serving Code | * (80) Not Claimed
 |
| 73 – SECC Enrollment Type Code | * (Y) Private or Parochial School-Parent Placed with Service Plan
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

\*(NR) Not Reported is an option only in the IDEA Data Manager for district/agency use. It is not a valid Record Type that can be reported in Consolidated Collections.

### Parent Paid Tuition – December Child Count Record

Definition: When the parents or legal guardians reside in one district, but pay for the student to attend school in another district.

Coding Example:

1. The parents or legal guardians and student reside **outside** your district, but the student is attending school **within** your district, whereby the tuition is paid by the parent.
	1. Only the **attending district** can report the student on the SECC. SpEd Resident districts should **not** report these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (T) Parent Paid Tuition
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

Note: District Paid Tuition – If the district where the student resides is paying tuition for a student to attend school in another district, the district of residence reports the student.

### Parent Placed Student with Service Plan in a Private or Parochial School – December Child Count Record

Definition: A student with a Service Plan, whose parents have placed them in a private or parochial school within or outside district boundaries. A Service Plan is a written statement that describes the special education and related services the school district will provide to a parentally-placed private school student with a disability who has been designated to receive services, including the location of services and any transportation necessary, consistent with [OAR 581-015-2460](http://www.ode.state.or.us/news/announcements/announcement.aspx?ruleNumber=581-015-2460)[[18]](#footnote-18).

Parentally placed private school students are the responsibility of the district where the private school is located [[OAR 581-015-2455](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?ruleVrsnRsn=143577)].

| Solid red triangle with white exclamation point in the center | * The Service Plan date is reported as the last IEP/IFSP date.
* Kindergarten students attending PK or Early Childhood program: Only students attending a parent placed private elementary school should be submitted. In Oregon, a preschool with kindergarten program and no other elementary grade is not considered an elementary school. Oregon defines an elementary school as any combination of grades K through 8. [OAR 581-022-0102](https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Pages/Regional-Programs-Description.aspx?ruleVrsnRsn=252828)
 | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

Coding Example 1:

1. Student resides **within or outside** your district boundaries and attends a private or parochial school **within** your district. Note that this includes students from out of state.
	1. Only the **district** where the parentally placed private school is located can submit the record. SpEd Resident districts should not report these students unless the private school is located within their boundaries.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Private school ID number if available or District ID number.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (40) Parentally Placed in Private School
 |
| 72 – SECC Agency Serving Code | * (30) District Only (these students are **not** eligible for Regional Inclusive Services)
 |
| 73 – SECC Enrollment Type Code | * (Y) Private or Parochial School-Parent Placed with Service Plan
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

Coding Example 2:

1. Student resides **within** your district boundaries but attending a Private or Parochial School **outside** your district.
	1. DO NOT SUBMIT THESE STUDENTS TO ODE. Code these students as (NR) Not Reported with Agency Serving Code 80 (Not Claimed). Districts may maintain these records for tracking purposes in the Online IDEA Data Manager or a local student information application.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (NR) Not Reported
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Private school/program ID within **attending** district boundaries or use attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (40) Parentally Placed in Private School
 |
| 72 – SECC Agency Serving Code | * (80) Not Claimed\*
 |
| 73 – SECC Enrollment Type Code | * (Y) Private or Parochial School-Parent Placed with Service Plan
 |
| 74 – SECC Secondary Federal Placement Code | * Use appropriate code for students who are age 5. See [Appendix F](#_APPENDIX_P:_SECC) for coding requirements.
 |

\*(80) Not Claimed records are not reported to ODE.

### Parent Placed Private School, Not Receiving Services (Agency Serving Code 81) – December Child Count Record

Definition: A student is parentally-placed in private or parochial school and is eligible for, but does not receive, special education services. The district where the private school is located would submit these students as eligible but not receiving services. For more information, see special note about including [parentally placed private school students](#_Reporting_Students_on) in your counts.

| Solid yellow circle with a lower-case i in the center | * This is a unique situation where a student is submitted, but is not receiving special education services.
* Kindergarten students attending PK or Early Childhood program: Only students attending a parent placed private elementary school should be submitted. In Oregon, a preschool with kindergarten program and no other elementary grades is not considered an elementary school. Oregon defines an elementary school as any combination of grades K through 8. [OAR 581-022-0102](https://www.oregon.gov/ode/students-and-family/fosteringconnections/Pages/default.aspx?ruleVrsnRsn=252828)
 | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

Coding Example:

1. Student attends a private school **within** your district boundaries. Student is eligible for, but **not** receiving services.
	1. The district where the private school is located is responsible for submitting these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Private school ID number if available or District ID number.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * (40) Parentally Placed in Private School
 |
| 72 – SECC Agency Serving Code | * (81) Parentally Placed Private School – eligible, but not receiving services.
 |
| 73 – SECC Enrollment Type Code | * (Y) Private or Parochial School-Parent Placed with Service Plan
 |

### Graduation with Regular Diploma – June Exit Record

Coding Example:

1. The student exited special education through the receipt of a regular high school diploma.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | Students graduating with a regular high school diploma are no longer eligible for FAPE and should be reported as exiting special education. These students can no longer be reported on December Child Count even if the district continues to serve. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education
 |
| 78 – Spec. Ed. Exit Reason Code | * (30) Graduation with Regula Diploma
 |

### Received Modified Diploma – June Exit Record

Coding Example:

1. The student exited special education and the highest credential earned at the time of exit is a modified diploma.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | If the student is under age 21 and continuing to receive special education services, including but not limited to transition program services, do not report an exit record unless the student also received a regular high school diploma. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | For the Post School Outcomes collection, it is important that the students receiving a Modified Diploma are reported as exiting the year they actually left special education. If unsure how to report, please call a member of the [Data Team](#_Student_Services_Data). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education (See Note above)
 |
| 78 – Spec. Ed. Exit Reason Code | * (31) Received Modified Diploma
 |

### Extended Diploma – June Exit Record

Coding Example:

1. The student exited special education and the highest credential earned at the time of exit is an extended diploma.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | If the student is under age 21 and continuing to receive special education services, including but not limited to transition program services, do not report an exit record unless the student also received a regular high school diploma. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education (See Note above)
 |
| 78 – Spec. Ed. Exit Reason Code | * (37) Extended Diploma
 |

### Received Certificate – June Exit Record

Coding Example:

1. The student exited special education and received a certificate of completion, GED or similar document in the absence of another credential, such as a modified, extended or regular high school diploma.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | If the student is under age 21 and continuing to receive special education services, including but not limited to transition program services, do not report an exit record unless the student also received a regular high school diploma. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | Received a certificate includes GED recipients when the district allows the student to receive a GED without dropping out of school. Students who exited special education and have a GED but no other credential (regular, modified or extended diploma) should be reported as Received Certificate, not as dropped out.  | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education (See Note above)
 |
| 78 – Spec. Ed. Exit Reason Code | * (32) Received a certificate
 |

### Returned to Regular Education – June Exit Record

Coding Example:

1. The student was served in special education during the reporting period but at some point returned to general (regular) education.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | If the parent of a student with a disability revokes consent for special education and related services, the student would be reported in this category. This would include students who left to be homeschooled for whom consent for special education services was revoked in writing. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education
 |
| 78 – Spec. Ed. Exit Reason Code | * (33) Returned to Regular Education
 |

### Moved, Continuing in Education – June Exit Record

1. The student moved out of the catchment area or otherwise transferred to another district and is known to be continuing in an educational program.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | Moved, Continuing in Education includes students:* transferring to other schools (public or private)
* state agency placement in LTCT
* residential drug/alcohol rehabilitation centers
* correctional facilities
* students leaving to be homeschooled with no special education services, but whose parents have not revoked consent in writing
 | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education
 |
| 78 – Spec. Ed. Exit Reason Code | * (36) Moved, Continuing in Education
 |

### Dropped Out – June Exit Record

1. The student left school, could not be located and is not known to be continuing in any other educational program.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student.

| Solid yellow circle with a lower-case i in the center | If the student is expelled and continues to receive educational services the student should not be reported as dropped out. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | GED:* Students who leave school to pursue a GED certificate are considered dropouts.
* Students jointly enrolled in school and the GED program are not considered dropouts.
 | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | A student record submitted with an enrolled grade of kindergarten will receive an error if reported as dropped out. Even if these students left school and cannot be located, the record is not submitted. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education
 |
| 78 – Spec. Ed. Exit Reason Code | * (39) Dropped Out
 |

### Student Turning Age 21 from July 1 through September 1 – June Exit Record

1. The student will turn 21 on a date between July 1 and September 1. The student may or may not attend school during the summer.
	1. The district responsible for FAPE is responsible for submitting the exit record for this student the school year **BEFORE** turning age 21.

**Example:** If a student turns 21 on July 10, 2024, the student will be exited on the 2023-2024 June Exit collection.

| Solid yellow circle with a lower-case i in the center | If the student is turning age 21 after September 1, the district can continue to serve the student and will then report an exit record sometime during or at the end of that respective school year. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education or the last day of the school year (Date MUST be on or before June 30)
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

## How to Code Key Fields for SECC Consortium Submission

### SECC Consortium Member District Student

Coding Example: A district enters into an agreement with another district or ESD for provision of data collection support is considered a SECC Consortium Member District.

1. The student resides **within** one of the SECC Consortium Member District Boundaries.
	1. The **Consortium Manager** submits the data for the member districts of the consortium.

| Solid yellow circle with a lower-case i in the center | When reporting a parentally-placed private school student, the Resident District ID field MUST be the district where the student is attending. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

**December Child Count Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Consortium Manager only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * SpEd Resident District ID (See Note Above)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (30) District Only or (33) Served by Regional Inclusive Services
 |
| 73 – SECC Enrollment Type Code | * (N) Normal District Enrollment (See Note Above)
 |

**June Exit Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Consortium Manager only)
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * SpEd Resident District ID (See Note Above)
 |
| 04 – Resident School ID | * This field may be SECC Resident District ID or a public school ID located within the SpEd Resident District boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * Public school ID within **attending** district boundaries. If attending school is a public program use the school ID where the child is registered or attending district ID.
 |
| 69 – SpEd Resident District ID | * The student’s **true** resident district ID (the district where the child’s parents or legal guardian reside).
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 77 – Spec. Ed. Exit Date | * Date student exited special education or school
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

## How to Code Key Fields for State Operated or State Supported Programs

### Student with IEP in Long Term Care and Treatment Facility (LTCT)

Definition: LTCT Education Programs include both psychiatric residential treatment facilities and psychiatric day treatment programs. A student can be placed in an LTCT program by either: a) the parent or guardian, b) State Department of Human Services, c) Oregon Health Authority, d) Oregon Youth Authority, or e) an Oregon School district.

ODE provides for the education of children placed in LTCT programs through contracts with local school districts or education service districts (ESD). The contractor (school district/ESD), subcontractor, or ESD staff may provide the education program alongside the private, non-profit organization that operates the treatment program. For further information concerning LTCTs, you may contact the [LTCT Specialist](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?subject=SECC%20coding%20a%20LTCT%20student).

Coding LTCT Students:

Please note that there are treatment providers that are operating approved LTCT programs and non-approved programs simultaneously. It is important for the school district that is placing students in these programs to make sure they know which program the student is being placed. If the student is placed in a non-approved program, the school that placed the student will continue to report the student and be responsible for their educational costs (for guidance, see instructions for coding a Program Student on page 64 of this manual). If the student is placed in an approved LTCT program, the institution that contracts with the LTCT to provide educational services would be responsible for reporting the student.

If the student received **any** or **all** of their education at an approved LTCT program on December 1, the student must be coded as an LTCT student (Agency Serving Code 31) by the submitting agency that holds the educational contract with the ODE to provide educational services.

If the student was not receiving any of their education at an approved LTCT program on December 1, the student must be coded as a district student (30 or 33 if Regional Inclusive Services, formerly known as Regional Programs, were provided) by the district considered the resident district.

| Solid yellow circle with a lower-case i in the center | For districts that have placed students into an approved LTCT program, please remember to **EXIT** those students on the Special Education June Exit Collection. The state becomes the resident district. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

### LTCT Student (Contractor Submission)

1. The student is placed in and was receiving their education in an LTCT program on December 1.
	1. Only the school district/ESD that contracts with ODE to provide educational services submits these students as eligible.

**December Child Count Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (3559) ODE LTCT Resident District ID
 |
| 06 – Attending School ID | * LTCT Program ID from [Supplement A](https://secure.sos.state.or.us/oard/view.action)
 |
| 69 – SpEd Resident District ID | * (3559) ODE LTCT Resident District ID
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (31) LTCT Program – School Age

or * (21) LTCT Program – ECSE Age
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |

**June Exit Record**

Coding Example:

1. Student exited the LTCT program between July 1 to June 30 of the current reporting year.
	1. Only the school district/ESD that contracts with ODE to provide educational services submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (E3) Exit School Age
 |
| 03 – Resident District ID | * Submitting Agency ID
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (3559) ODE LTCT Resident District ID
 |
| 06 – Attending School ID | * LTCT Program ID from [Supplement A](https://secure.sos.state.or.us/oard/viewSingleRule.action)
 |
| 69 – SpEd Resident District ID | * (3559) ODE LTCT Resident District ID
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |
| 77 – Spec. Ed. Exit Date | * Date student exited the Hospital Program
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

### LTCT Student (District Reporting)

1. The student was placed in and receiving their education in an LTCT program on December 1.
	1. These students would be coded with Agency Serving Code 80 (Not Claimed) and therefore, not submitted to ODE. Districts may maintain these records for tracking purposes in the IDEA Data Manager or a local student information application. Note that the student would be reported as exited (90) on the June Exit Collection.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * This field may be your district ID or a public school ID located within your district boundaries.
 |
| 05 – Attending District ID | * District ID where the student is receiving instruction and where state assessments are administered.
 |
| 06 – Attending School ID | * LTCT Facility ID from [Supplement A](https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/District-and-ECSE-Private-School-Placement.aspx)
 |
| 69 – SpEd Resident District ID | * The student's **true** resident district ID. (The district where the child's parents or legal guardian reside.)
 |
| 70 – SECC Federal Placement Code | * Use appropriate code
 |
| 72 – SECC Agency Serving Code | * (90) Exited – Student would be reported on the June Exit collection
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |

### Hospital Program Student (Contractor Submission)

Definition: When the student resides in and receives their special education services in a Hospital Program.

Coding Example:

1. The student receives their education in a Hospital Program.
	1. Only the school district/ESD that contracts with ODE to provide educational services submits these students.

| Solid yellow circle with a lower-case i in the center | If a student is in a hospital located in the district where the student is receiving services, but is not in a Hospital Program (see [Supplement B](https://secure.sos.state.or.us/oard/viewSingleRule.action)), the Federal Placement is determined by the IEP team. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

**December Child Count Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (5401) ODE Hospital Program District
 |
| 06 – Attending School ID | * Hospital Program ID from Supplement B
 |
| 69 – SpEd Resident District ID | * (5401) ODE Hospital Program District
 |
| 70 – SECC Federal Placement Code | * (32) Hospital
 |
| 72 – SECC Agency Serving Code | * (32) Hospital Program – School Age
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |

**June Exit Record**

Coding Example:

1. Student exited the Hospital program between July 1 to June 30 of the current reporting year.
	1. Only the school district/ESD that contracts with ODE to provide educational services submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (5401) ODE Hospital Program District
 |
| 06 – Attending School ID | * Hospital Program ID from [Supplement B](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx)
 |
| 69 – SpEd Resident District ID | * (5401) ODE Hospital Program District
 |
| 70 – SECC Federal Placement Code | * (32) Hospital
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |
| 77 – Spec. Ed. Exit Date | * Date student exited the Hospital Program
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

### Adult Correction Education Program (ACEP) Student (Correctional Institution Submission)

Definition: When the student has been placed in or remanded to an ACEP facility.

Coding Example:

1. The student receives their education in an ACEP facility.
	1. Only the correctional institution submits these students.

**December Child Count Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * (2332) Oregon Department of Corrections ID
 |
| 04 – Resident School ID | * ACEP Facility ID from [Supplement C](http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx)
 |
| 05 – Attending District ID | * (2332) Oregon Department of Corrections ID
 |
| 06 – Attending School ID | * ACEP Facility ID from [Supplement C](https://www.oregon.gov/ode/learning-options/schooltypes/charter/Documents/2020-21%20Oregon%20Virtual%20Public%20Charter%20Schools.xlsx)
 |
| 69 – SpEd Resident District ID | * (2332) Oregon Department of Corrections ID
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (35) ACEP Facility
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |

**June Exit Record**

Coding Example:

1. The student is in an ACEP facility and exited special education between July 1 to June 30 of the current reporting year.
	1. Only the correctional institution submits these students.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * (2332) Oregon Department of Corrections ID
 |
| 04 – Resident School ID | * ACEP Facility ID from [Supplement C](https://secure.sos.state.or.us/oard/viewSingleRule.action)
 |
| 05 – Attending District ID | * (2332) Oregon Department of Corrections ID
 |
| 06 – Attending School ID | * ACEP Facility ID from [Supplement C](https://www.oregon.gov/ode/schools-and-districts/Pages/Transfers-Between-Districts.aspx)
 |
| 69 – SpEd Resident District ID | * (2332) Oregon Department of Corrections ID
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |
| 77 – Spec. Ed. Exit Date | * Date student exited the ACEP facility or date student exited special education program in the ACEP
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code.
 |

### State Placed Students in YCEP and JDEP

The Oregon Department of Education is responsible for providing educational services to youth in the Youth Authority Correctional and County Juvenile Detention Facilities within Oregon. Currently, there are ten Oregon Youth Authority and twelve County Juvenile Detention facilities in Oregon.

| Solid red triangle with white exclamation point in the center | Exit all state placed students in YCEP and JDEP programs within your district on the Special Education June Exit Collection, when the students leave special education. The state becomes the Resident District. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

### State Placed Youth Corrections Education Program (YCEP) Student (Contractor Submission)

Definition: When the student resides in an Oregon Youth Correctional Facility and receives their education services through a Youth Corrections Education Program.

Coding Example:

1. The student receives their education in an Oregon Youth Correctional Facility.
	1. **Only** the school district/ESD that **contracts** with ODE to provide educational services submits these students as eligible.

**December Child Count Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (3477) ODE YCEP Resident District ID
 |
| 06 – Attending School ID | * YCEP Facility ID from [Supplement D](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx)
 |
| 69 – SpEd Resident District ID | * (3477) ODE YCEP Resident District ID
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (36) YCEP Facility
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |

**June Exit Record**

Coding Example:

1. The student exited the Oregon Youth Correctional Facility and returned to their resident school district or another school age education program.
	1. **Only** the school district/ESD that **contracts** with ODE to provide educational services submits these students as eligible.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (3477) ODE YCEP Resident District ID
 |
| 06 – Attending School ID | * YCEP Facility ID from [Supplement D](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx)
 |
| 69 – SpEd Resident District ID | * (3477) ODE YCEP Resident District ID
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |
| 77 – Spec. Ed. Exit Date | * Date student exited YCEP program
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

### State Placed Juvenile Detention Education Program (JDEP) Student (Contractor Submission)

Definition: When the student has been placed in a Juvenile Detention Center.

Coding Example:

1. The student receives their education in a juvenile detention center.
	1. **Only** the school district/ESD that **contracts** with ODE to provide educational services submits these students as eligible.

**December Child Count Record**

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (3476) ODE JDEP Resident District ID
 |
| 06 – Attending School ID | * JDEP Facility ID from Supplement E
 |
| 69 – SpEd Resident District ID | * (3476) ODE JDEP Resident District ID
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (37) JDEP Facility
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |

**June Exit Record**

Coding Example:

1. The student exited the Juvenile Detention Center and returned to their resident school district or another school age education program.
	1. **Only** the school district/ESD that **contracts** with ODE to provide educational services submits these students as eligible.

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (3476) ODE JDEP Resident District ID
 |
| 06 – Attending School ID | * YCEP Facility ID from [Supplement D](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx)
 |
| 69 – SpEd Resident District ID | * (3476) ODE JDEP Resident District ID
 |
| 70 – SECC Federal Placement Code | * (38) Correctional Facility
 |
| 72 – SECC Agency Serving Code | * (90) Exited
 |
| 73 – SECC Enrollment Type Code | * (J) Jail
 |
| 77 – Spec. Ed. Exit Date | * Date student exited the JDEP program
 |
| 78 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

### Pediatric Nursing Facility (PNF)

Definition: A pediatric nursing facility is a licensed nursing facility where at least 50 percent of whose residents entered the facility before the age of 14, and all of whose residents are under the age of 21 (ORS 343.941). Currently there is only one PNF, and Portland SD 1J reports the data for this facility.

**December Child Count**

Coding Example:

1. The student receives their education in a pediatric nursing facility.
	1. **Only** the school district/ESD that **contracts** with ODE to provide educational services submits these students (see note above).

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 51 – SECC Record Type Code | * (A3) Active School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE) (2180)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (5269) ODE Pediatric Nursing Facilities
 |
| 06 – Attending School ID | * PNF Institution ID from [Supplement B](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx) (5270)
 |
| 69 – SpEd Resident District ID | * (5269) ODE Pediatric Nursing Facilities
 |
| 70 – SECC Federal Placement Code | * If Agency Serving Code = 18; then 10, 11, 16, or 18
* If Agency Serving Code = 28; then 20, or 23 – 28
* If Agency Serving Code = 38; then 30, 31, 33, 34, or 36
 |
| 72 – SECC Agency Serving Code | * (18,28,38) Pediatric Nursing Facilities
 |
| 73 – SECC Enrollment Type Code | * (O) Other
 |

**June Exit Record**

Coding Example:

1. Student exited the pediatric nursing facility between July 1 to June 30 of the current reporting year.
	1. **Only** the school district/ESD that **contracts** with ODE to provide educational services submits these students (see note above).

| Field | Correct Code/Identifier |
| --- | --- |
| Logon at ODE District Website | * Agency submitting data (Contractor only)
 |
| 57 – SECC Record Type Code | * (E3) Exited School Age
 |
| 03 – Resident District ID | * Submitting Agency ID (the district responsible for FAPE)
 |
| 04 – Resident School ID | * Submitting Agency ID
 |
| 05 – Attending District ID | * (5269) ODE Pediatric Nursing Facilities
 |
| 06 – Attending School ID | * PNF Institution ID from [Supplement B](https://secure.sos.state.or.us/oard/view.action) (5270)
 |
| 75 – SpEd Resident District ID | * (5269) ODE Pediatric Nursing Facilities
 |
| 78 – SECC Agency Serving Code | * (90) Exited
 |
| 83 – Spec. Ed. Exit Date | * Date student exited the Hospital Program
 |
| 84 – Spec. Ed. Exit Reason Code | * Use appropriate Exit Reason code
 |

# Submission and Correction Process

An overview of the basic process for December Special Education Child Count and June Special Education Exit is below. For detailed instructions, see the [OSS Consolidated Collections User Guide](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)[[19]](#footnote-19). Note that each collection will display the applicable collection year in the title.

## Steps for Submission for December Child Count and June Exit

1. Validation – Test the validity of field entries via **Consolidated Collections** and/or **IDEA Data Manager.** See [OSS Consolidated Collections User Guide](https://www.oregon.gov/ode/schools-and-districts/Pages/Transfers-Between-Districts.aspx) and [IDEA Data Manager User Guide](https://secure.sos.state.or.us/oard/viewSingleRule.action)[[20]](#footnote-20).
2. File Submission
	1. Login on the [Central login page](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)[[21]](#footnote-21)on the ODE District Website.
	2. Select *Consolidated Collections* from the Applications list.
	3. Hover over *Student Collections* from the top menu bar.
		1. Select *December Special Education Child Count (SECC) or June Special Education Exit*
		2. Select *Data Submission*.
		3. Select *File Upload*.
		4. Select *Browse* to locate your submission file.
		5. Select *Upload* to load your submission file.
3. Check the Status of your Submission File
	1. Hover over *Student Collections* on the top menu bar.
		1. Select *December Special Education Child Count (SECC) or June Special Education Exit*
		2. Select *Error Management*.
		3. Select *Review Queue*.
4. Check for Errors
	1. Hover over *Student Collections* on the top menu bar.
		1. Select *December Special Education Child Count (SECC) or June Special Education Exit*
		2. Select *Error Management*.
		3. Select *Review Errors*.
5. Review and Approve Verification Reports
	1. Click on the *Status Tracking* tab.
	2. Select the current school year by clicking the dropdown arrow.
	3. To expand the table and view the verification reports, click on the small arrow to the left of the collection due date for *December Special Education Child Count or June Special Education Exit.*
	4. Click the box to the left of the verification report name to view that report.
		1. If counts are accurate, click on the *Approve Report* button for each verification report.
6. Print Final Submission Form - When all data verification reports have been approved, the Final Submission Form button will appear.
	1. Print the Final Submission Form by clicking on the *Final Submission Form* button, then selecting *Open* from the File Download window.
	2. Print and sign the Final Submission Form and email or mail the form to ODE as the final step in completing the submission process.

| Solid yellow circle with a lower-case i in the center | **The submission process is not final until ODE receives the signed Final Submission Form. You may scan and email your Final Submission Form to the** [**Student Services Data Team**](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?subject=2018-2019%20Final%20Submission%20Form)**. Do not mail your signed form if you have submitted it electronically.** | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

### Steps for the Review Window for December Child Count and June Exit

The Review window contains audit messages or comments from ODE to help with data clean-up. These are the steps in brief. For detailed instructions, see the [OSS Consolidated Collections User Guide](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)[[22]](#footnote-22).

1. Accessing the Review Window
	1. Login on the Central login page[[23]](#footnote-23)on the ODE District Website.
	2. Select *Consolidated Collection* from the Applications list.
	3. Hover over *Student Collections* on the top menu bar.
		1. Select *Review: December Special Education Child Count or Review: June Special Education Exit.*
		2. Select *Error Management*.
		3. Select *Review Audits*. The Audit categories will appear.
		4. Click on *Review* to go into the appropriate report.
			1. Determine if corrections are needed based on the comment; the comment indicates what is incorrect or needs verification.
			2. If you need to correct a record, click on the green check mark under the Edit column. Make changes then click on the *Save and Confirm* button.
			3. If a record is correct and no changes are needed, confirm the record by clicking on the box at the beginning of the row and clicking on the *Confirm* button.

Note: To add or delete records, see [OSS Consolidated Collections User Guide](https://district.ode.state.or.us/apps/info/docs/DataManagerUserGuide.docx)

1. Review and Approve Verification Reports
	1. Click on the *Status Tracking* tab.
	2. Select the current school year by clicking the dropdown arrow.
	3. To expand the table and view the verification reports, click on the small arrow to the left of the collection due date for *Review: December Special Education Child Count or Review: June Special Education Exit*.
	4. Click the box to the left of the verification report name to view that report.
		1. Click on the *Approve Report* button for each verification report if the data are accurate.
2. Print the Review Window Final Submission Form

When all verification reports have been approved, the *Final Submission Form* button will appear.

* 1. Print the Final Submission Form by clicking on the *Final Submission Form* button, then selecting *Open* from the File Download window.
	2. Print and sign the Final Submission Form and email or mail the form to ODE as the final step in completing the submission process.

| Solid yellow circle with a lower-case i in the center | **The submission process is not final until ODE receives the original signed Final Submission Form. You may scan and email your Final Submission Form to** **Student Services Data Team****. Do not mail your signed form if you have submitted it electronically.** | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid green light bulb with green lines radiating from the center | Please remember to modify your original databases to reflect all changes made in Consolidated Collections (including corrections, additions, and deletions) during the Review Window process. | Solid green light bulb with green lines radiating from the center |
| --- | --- | --- |

# APPENDICES

Important – Please Read

Information about Institutions is maintained Institution in a separate document, the Process and Content Supplement. ODE updates institutions and post the Process and Content Supplement regularly to the District website’s collection pages for [December Child Count and June Exit](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)[[24]](#footnote-24), and [Child Find](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx)[[25]](#footnote-25), as well as on the [public webpage](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-%28SECC%29.aspx)[[26]](#footnote-26).

## APPENDIX A: SECC DATE RANGES

**SPECIAL EDUCATION CHILD COUNT – DATE RANGE SUMMARY**

December 1, 2023

### Birth Dates

| Age Group A | Age Group B | Age Group C | Age Group D |
| --- | --- | --- | --- |
| EI | **ECSE** | **School Age** | **21 plus** |
| 0-2 yrs. onDec. 1, 2023 | 3 yrs. on Dec. 1, 2023but not yet 5 yrs. onSept. 1, 2023 | 5 yrs. on Sept. 1, 2023to 20 yrs. on Sept. 1, 2023 | 21 on Sept. 1, 2023 |
| 12-02-20 to 12-01-23 | 09-02-18 to 12-01-20 | 09-02-2002 to 09-01-18 | Too old on or before09-01-2002 |

### Eligibility Dates

| Field Name | School-Age and EI/ECSE |
| --- | --- |
| 2023-2024 SpEd Exit Date | 07-01-23 to 06-30-24 |
| Most Recent Eligibility Date | 12-02-20 to 12-01-23 |
| Last IEP/IFSP Date | 12-02-22 to 12-01-23 |
| *Next IEP/IFSP Date* | *12-02-23 to 12-01-24* |
| *Projected Re-Evaluation Date* | *12-02-23 to 12-01-26* |

**Note: Boxes in *italics* are optional fields.**

## APPENDIX B: SECC Related Services/Supplemental Education Service Codes

Related Services codes (fields 57-62) and Supplemental Education Service codes (fields 63-68) refer to related services provided in accordance with a student’s IFSP/IEP. If a student is receiving one or more related service, it is indicated on their IFSP/IEP.

Enter the code for each related service that is provided to the child. If a child is not receiving any related services, select code 00 for “Not applicable.” Each related service is described below.

### Related Service Codes/Supplemental Education Services

#### 17- Psychological Service (CFR §300.34 (c)(10))

* + Administering psychological and educational tests and other assessment procedures
	+ Interpreting assessment results
	+ Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning
	+ Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations
	+ Planning and managing a program of psychological services, including psychological counseling for children and parents
	+ Assisting in developing positive behavioral evaluations

#### 18- School/Social Work Service (CFR §300.34 (c)(14))

* + Making home visits to evaluate a child’s living conditions and patterns of parent-child interaction. (EI/ECSE)
	+ Preparing a social or developmental history on a child with disabilities
	+ Group and individual counseling with the child and family
	+ Working with those problems in a child’s living situation (home, school, community, and where EI/ECSE services are provided) that affect the child’s utilization of education services or adjustment in school
	+ Mobilizing school and community resources to enable the child to receive maximum benefit from his/her educational program
	+ Identifying, mobilizing, and coordinating school and community resources and services to enable the child and family to receive maximum benefit from early intervention
	+ Assisting in developing positive behavioral intervention strategies

#### 19- Occupational Therapy (CFR §300.34 (c)(6)(i))

Services provided by a qualified occupational therapist address the functional needs of a child related to adaptive development, adaptive behavior, play, as well as sensory, motor, and postural development.

These services are designed to improve the child’s functional ability to perform tasks in home, school, and community settings, and include:

* Identification, assessment, and intervention
* Adaptation of the environment, and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills
* Prevention or minimization of the impact of initial or future impairment delay in development, or loss of functional ability

#### 20- Speech/Language Pathology/Therapy (CFR §300.34 (c)(15))

* Identification of children with communicative or oropharyngeal disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills
* Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communicative or oropharyngeal disorders and delays in development of communication skills
* Provision of services for the habilitation, rehabilitation, or prevention of communicative or oropharyngeal disorders and delays in development of communication skills
* Counseling and guidance of parents, children, and teachers regarding impairments

#### 21- Audiology/Hearing Service (CFR §300.34 (c)(1))

* Identification of children with hearing loss using appropriate techniques including at-risk criteria for EI children
* Determination of the range, nature, and degree of hearing loss and communication functions, by use of audiological evaluation procedures
* Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communication or oropharyngeal disorders or delays in development of communication skills
* Determination of the child’s need for amplification, selecting and fitting amplification devices, and evaluating the effectiveness of amplification
* Provision of services and activities, such as language habilitation, auditory training, speech reading and listening (lip reading), hearing evaluation, speech conservation, service orientation and training, and other activities for the habilitation, rehabilitation, or prevention of hearing loss and oropharyngeal disorders or delays in development of communication skills
* Counseling and guidance of pupils, parents, and teachers regarding hearing loss

#### 22- Recreation Service (CFR §300.34 (c)(11))

* Assessment of leisure function
* Therapeutic recreation services
* Recreation programs in schools and community agencies
* Leisure education

#### 23- Orientation and Mobility (CFR §300.34 (c)(7))

* Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community
* Includes travel training instruction, and teaching students spatial and environmental concepts, use of the long cane or a service animal, use of remaining vision and distance low vision aids, and other techniques

#### 24- Physical Therapy (CFR §300.34 (c)(9))

Services provided by a qualified physical therapist.

#### 25- Transportation Service (CFR §300.34 (c)(16))

* Transportation and related costs include the cost of travel (e.g., mileage, or travel by taxi, common carrier, or other means) and other costs (e.g., tolls and parking expenses) that are necessary to enable children to receive EI and ECSE services including getting to and from schools and between schools. For example, if the child and family were provided transportation to an audiologist, then the services should be counted under transportation, NOT audiology
* Transporting students to and from school and between schools
* Travel in and around school buildings
* Specialized equipment (e.g., special or adapted buses, lifts, and ramps), if required, to provide special transportation for a child with a disability

#### 26- Medical Service (CFR §300.34 (c)(5) & (13))

* Services provided by a licensed physician to determine a child’s medically related disability that results in the child’s need for special education and related services

#### 27- Family Training/Counseling/Consultation (CFR §300.34 (c)(5))

* Services provided to assist the family in understanding the special needs of the child in order to enhance the child’s development
* Services provided to children to enhance their development
* Services provided to individuals or groups by a social worker, counselor, psychologist, EI/ECSE specialist, behavior specialist or other qualified personnel

#### 28- Assistive Technology (CFR §300.6)

Assistive technology services as it appears in IDEA states, “…any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.” A usable definition of assistive technology (not necessarily service) is “…any item, piece of equipment or product system, whether acquired commercially or off the shelf, modified or customized that is used to increase, maintain, and/or improve functional capabilities of children with disabilities.” Assistive technology services include:

* Evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment
* Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices for individuals with disabilities
* Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices
* Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs
* Assistive technology training and technical assistance with assistive technology for an individual with a disability, or, where appropriate, the family of an individual with disabilities
* Training or technical assistance for professionals, employers, or other individuals who provide services to, employ, or otherwise are substantially involved in the major life functions of individuals with disabilities

[20 U.S.C. Chapter 33, Section 1401(2)]

#### 30- Health Services

Services provided by a qualified school nurse or other qualified person, necessary to enable a child to benefit from his or her EI or ECSE services.

This includes but is not limited to:

* Clean intermittent catheterization, tracheotomy care, tube feeding, changing dressings, colostomy collection bags, dispensing medications, and other health services
* Consultation with physicians with other service providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services

This does not include:

* Services that are surgical in nature (such as cleft palate surgery, surgery for club foot, or the shunting of hydrocephalus) or services that are purely medical in nature (such as hospitalization for management of congenital heart ailments, or the prescribing of medicines or drugs for any purpose).
* Devices necessary to control or treat a medical condition
* Medical-health services (such as immunizations and regular well baby care) that are routinely recommended for all children

#### 31- Nursing Services

Services provided by a qualified nurse including:

* The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems
* Provision of nursing care, instructions, or protocol to prevent health problems, restore or improve functioning, and promote health and development
* Administration of medications, treatments, and regimens prescribed by a licensed physician.
* Determination, training, and monitoring of delegable duties

#### 32- Nutrition/Feeding Services (EI/ECSE only)

* Conducting individual assessments in: nutritional history and dietary intake, anthropometric, biochemical and chemical variables, feeding skills and feeding problems, and food habits and food preferences
* Developing and monitoring appropriate plans to address nutritional needs
* Making referrals to appropriate community resources to carry out nutritional goals

#### 33- Respite Care (EI/ECSE only)

Temporary childcare services that are short-term and non-medical in nature, provided either in or out of the home. These services are designed to provide temporary relief to the primary caregiver.

#### 34- Special Service (EI/ECSE only)

* The design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, include cognitive processes and social interaction
* Curriculum planning, including the planned interaction of personnel, materials, and time and space that leads to achieving the outcomes in the child’s IFSP
* Providing families with information, skills, and support related to enhancing the skill development of the child
* Working with the child to enhance the child’s development

#### 35- Vision Services (EI/ECSE only)

* Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities
* Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders
* Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities

#### 39- Instructional Aid/Assistant/Intervener Service

#### 40- Augmentative Communication Service

#### 41- Autism Spectrum Disorder Service

#### 42- Behavior and Behavioral Consultation Service

* Determining the level and type of service required to address the identified behavior needs
* Providing the consultation and/or direct behavior services individually and/or in groups to children and/or families that have been identified to meet their needs

#### 43- Braille Service

#### 45- ESL/Migrant Service

#### 48- Sign Language Interpreter Service

#### 49- Language Interpreter for Parent Service

To parents for access to information regarding child.

#### 52- Transition Service

In Oregon, the transition from Part C (EI) to Part B (ECSE) is seamless, and this service would not be provided. However, there may be instances of EI programs providing transition services to exiting toddlers who will not be eligible for ECSE, but may or may not get referred to other programs (e.g., Head Start, OPK, etc.).

Transition services for school age students (usually age 15 and up) are activities that facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Transition services may be a related service if required to assist a child with a disability to benefit from special education.

## APPENDIX C: SECC Federal Placement

Federal placement refers to the location where a student receives EI/ECSE or education services. The definitions of Federal placement come from the U.S. Office of Education and refer to the proportion of time the student receives special education and related services.

There are three distinct sets of Federal Placement Codes:

* Children in EI programs
* Children in ECSE programs
* Children in School Age programs

**EI and ECSE Special Considerations (Federal Guidance):**

Please use this list to help determine the code that best determines the current placement for each student:

* Do not include transportation when computing the percent of the school day. Use only service time
* Determination of primary setting should be based on the IFSP in place on December 1
* If the IFSP says the child will receive physical therapy services in their home each week, then the home is the primary setting
* If a child is receiving services in more than one setting, count the child in the setting in which he/she receives the most hours of early intervention services (i.e., the primary setting)
* If services are delivered to a child and family member, count only the primary setting in which the child is being served
* If early intervention services are delivered only to family members (i.e., no services are delivered to a child), indicate Other

### Federal Placement for Early Intervention (EI) 0-2 years

EI children are to be counted according to the **type of program** being received at a location, **not the type of location**. For example, EI children in a program designed for children with developmental delay or disabilities operated at a hospital should be counted under Code 11, Program Designed for Children with Developmental Delay or Disabilities. Children who receive physical therapy at a hospital on an outpatient basis should be counted under Service Provider Location. Children who are patients in a hospital should be counted under Hospital (Federal Guidance).

| Solid red triangle with white exclamation point in the center | Code a record according to **type of program**; NOT **type of location**. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

#### 10- Program Designed for Typically Developing Children

Services are provided in a program regularly attended by a group of children. Most of the children in this setting do not have disabilities. For example, this includes children served in regular nursery schools and child care centers.

#### 11- Program Designed for Children with Developmental Delays or Disabilities

This code refers to an organized program of at least one hour in duration provided on a regular basis. The program is usually directed toward the facilitation of one or more developmental areas. Examples of these programs include early intervention classrooms/centers, toddler groups, and developmental child care programs.

#### 12- Hospital (inpatient)

Hospital refers to a residential medical facility. Child must be receiving services on an inpatient basis.

#### 13- Service Provider Location

Services are provided at an office, clinic, or hospital where the infant or toddler comes for short periods of time (e.g., 45 minutes) to receive services. These services may be delivered individually, or to a small group of children, and usually focus on one developmental area.

#### 16- Residential Facility

Residential facility refers to a treatment facility, which is not primarily medical in nature, where the infant or toddler currently resides.

#### 18- Other Setting

Used when any service setting is not described in the settings or programs listed above. For example, if the only component of the infant’s early intervention services is parent counseling during which the child is not present, and the child receives no direct service, count as Other.

| Solid red triangle with white exclamation point in the center | If Other Setting code is used, a comment is required in field 71 (SECC Federal Placement Comment). | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

#### 19- Home

Services are provided in the principal residence of the child’s family or caregivers.

### Federal Placement for Early Childhood Special Education (ECSE) 3-4 years

A regular early childhood program must include at least 50 percent non-disabled children, even if the child receives their special education and related services in other environments.

This may include, but is not limited to, special education and related services provided in:

* Regular kindergarten classes
* Public or private preschools
* Head Start centers
* Group child care facilities
* Reverse mainstream classrooms
* Preschool classes offered to eligible pre-kindergarten population by the public school system
* Home/early childhood combinations
* Home/Head Start combinations
* Other combinations of early childhood settings
* Online Learning environments open to students with and without disabilities when:
	+ Students with and without disabilities independently select where they will access the online learning for all students, and the online learning includes a mix of students with and without disabilities participating. If only students with disabilities are enrolled in and participating, then it is not a regular classroom.
	+ The designated classroom or other location within the school building or campus for the online learning is a mix of students with and without disabilities.
	+ The off-campus location (e.g., public library, community center, local career tech education school, etc.) for the online learning is a mix of students with and without disabilities.

#### Early Childhood Settings

##### 20- ECSE – 50% or more of ECSE services received in the Early Childhood Program

##### 22- Hospital

This code refers to a residential medical facility. Child must be receiving services on an inpatient basis.

##### 23- ECSE – Less than 50% of ECSE services received in the Early Childhood Program

#### Early Childhood Special Education Setting

Children who receive ALL of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. A program that includes less than 50 percent non-disabled children is considered a special education program. No special education or related services are provided in non-special education early childhood settings. (**Do not include children who also attended a regular early childhood program. These children are reported using code 20.**)

This may include, but is not limited to special education and related services provided in:

* Early childhood special education classrooms in regular, or portable, school buildings
* Early childhood special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based setting

##### 24- Separate School

Children who receive all of their special education and related services in a public or private day school’s educational program designed specifically for children with disabilities. **(Do not include children who also attended a regular early childhood program. These children are reported using code 20 or 23.)**

##### 25- Separate Class

Children who attend a special education program in a class with less than 50% non-disabled children. (**Do not include children who also attended a regular early childhood program. These children are using reported code 20 or 23.**)

##### 26- Residential Facility

Children who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. **(Do not include children who also attended a regular early childhood program. These children are reported using code 20 or 23.**)

##### 27- Service Provider Location

Children who receive all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility.

For example, speech instruction provided in:

* + - Private clinicians’ offices
		- Clinicians’ offices located in school buildings
		- Hospital facilities on an outpatient basis
		- Libraries and other public locations

| Solid red triangle with white exclamation point in the center | Do not include children who also received special education at home. Children who received special education both in a service provider location and at home should be reported in the Home category. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

##### 28- Other Setting

Only children who receive all of their special education and related services in either a youth corrections or juvenile detention education program can be coded with other setting.

##### 29- Home

Children who receive all of their special education and related services in the child’s family or care-givers principal residence or special education services are provided in both a service provider location and at home.

| Solid yellow circle with a lower-case i in the center | Online Services/Learning: Home can include special education or related services provided online or if receiving some individualized online learning. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

### Federal Placement for School Age (K – 21 years)

Report the setting in which the school age student has been placed for educational services.

##### Calculating Educational Time Inside the Regular Classroom

**Federal Placement Codes 30, 31 and 33** are based on the amount of time spent inside the regular classroom. The following will assist in choosing which of these codes is appropriate or if another code, such as a separate placement code should be used. For more information about online learning and the regular classroom, see note below.

| In calculating the percentage of time that the student spends inside the regular class, the denominator should include the total number of hours in the student’s school day (or the school week if the student’s daily schedule varies). Think of this as bell to bell for the entire school day.To determine the federal placement codes (e.g. codes 30, 31 or 33), divide the number of minutes in regular class per day (A) by the length of the school day (B)(A ÷ B) x 100 = Regular Class Percent* A (numerator) = Time in Regular Class\*\*
* B (denominator) = Length of the school day (bell to bell)

(\*\*Time in Regular Class= Entire School Day (Bell to Bell) minus time in special education class)Some important items to keep in mind when calculating federal placement:* The time a student with disabilities spends during lunch, recess and study periods should be counted as Time in Regular Class, unless the student has been removed from the environment with nondisabled students in order to receive services related to the student’s disability.
* If a student is segregated from nondisabled students during lunch, recess or study period, the time spent during that activity should not be counted as Time in Regular Class.
* Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent **inside the regular classroom**.
 |
| --- |

##### Coding School Age Federal Placements in LTCT, Approved Private Schools or Other Separate Schools/Programs

The following information is provided to help determine the correct placement code for students in these programs or schools.

| **Codes 34, 35, 36, and 37** are only for students in schools, facilities and separate (off campus) programs that serve students with disabilities. Examples include:* Oregon School for the Deaf
* Long Term Care or Treatment Programs designed to serve students with specific disabilities
* Private (including approved private) or public separate schools/programs designed to serve students with specific disabilities
* ALL students served at the separate school or programs are on an IEP. Separate schools or programs where all the students have IEPs can change through the year so it is important to check and report these as of December 1.
* **Codes 30, 31 or 33 are only for** students in LTCT facilities (day or residential) or approved private schools that are educated with students without disabilities and would be coded as 30, 31, or 33 depending on the time outside of the regular class. The regular class here would mean the class in the treatment center or approved private school that serves both students with and without IEPs. However, it is important to look at each LTCT facility or approved private school to determine if the program was also designed to serve students with specific disabilities. If so, then using codes 34, 35, 36 and 37 would be appropriate.
 |
| --- |

| Solid red triangle with white exclamation point in the center | Online Learning environments can be considered a regular classroom when it is open to and includes students with and without disabilities. The following outlines the most common:* Students with and without disabilities independently select where they will access the online learning for all students, and the online learning includes a mix of students with and without disabilities participating. If only students with disabilities are enrolled in and participating then it is not a regular classroom.
* The designated classroom or other location within the school building or campus for the online learning is a mix of students with and without disabilities.
* The off-campus location (e.g., public library, community center, local career tech education school, etc.) for the online learning is a mix of students with and without disabilities.
 | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

##### 30- 80% or more of day - Regular Class

**Children who were inside the regular classroom for 80 percent or more of the school day**, previously known as **Regular Class**. These are children who received special education and related services outside the regular classroom for less than **21 percent** of the school day.

This may include children with disabilities placed in:

* + - Regular class with special education/related services provided within regular classes
		- Regular class with special education/related services provided outside regular classes
		- Regular class with special education services provided in a resource room

##### 31- 40 to 79% of day - Regular Class

**Children who were inside the regular classroom between 40 and 79% of the day**, previously known as **Resource Room**. These are children who received special education and related services outside the regular classroom for **at least 21 percent** but no more than **60 percent** of the school day. **Do not include children who are reported as receiving education programs in public or private separate school or residential facilities**.

This may include children placed in:

* + - Resource rooms with special education/related services provided within the resource room
		- Resource rooms with part-time instruction in a regular class

##### 32- Hospital

* Children who received education programs in a hospital environment includes children with disabilities placed in and receiving special education and related services in hospital programs.
* Do not include children with disabilities whose parents have opted to homeschool them and who receive special education at the public expense.

##### 33- Less than 40% of day - Regular Class

Inside regular class less than 40 percent of the day. Children who were inside the regular classroom less than 40 percent of the day, previously known as Separate Class. These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who are reported as receiving education programs in public or private separate school or residential facilities.

This category may include children placed in:

* Self-contained special classrooms with part-time instruction in a regular class
* Self-contained special classrooms with full-time special education instruction on a regular school campus

| Solid red triangle with white exclamation point in the center | When coding School Age Federal Placements in LTCT, Approved Private Schools or other separate schools/programs, see Coding School Age Federal Placements in LTCT, Approved Private Schools or other Separate Schools/Programs above. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

##### 34- Public Separate School

Individuals in this placement must receive special education and related services for greater than 50 percent of the school day in separate public schools.

This may include children and youth placed in:

* Public day school (specifically) for students with disabilities
* Public day school for students with disabilities for more than 50 percent of the school day and in regular school buildings for the remainder of the school day
* Public residential facilities if the student does not live at the facility

##### 35- Private Separate School

Individuals in this placement must receive their educational programs, at public expense, in a private separate school for greater than 50 percent of the school day.

This would include children and youth with disabilities who are placed in:

* Private, (nonpublic) day schools for students with disabilities
* Private day schools for students with disabilities for at least 50 percent of the school day and in regular school buildings for the remainder of the school day
* Private residential facilities if the student does not live at the facility

##### 36- Public Residential Facility

Individuals in this placement must receive their educational programs in public residential facilities for greater than 50 percent of the school day, and be residents of the facility during the school week.

Includes children and youth with disabilities placed in:

* Public residential school facilities for students with disabilities (OSD)
* Public residential school for students with disabilities for more than 50 percent of the school day and in separate day schools or regular school buildings or for the remainder of the school day

| Solid red triangle with white exclamation point in the center | Do not include students who received education programs at the facility but do not live there. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

##### 37- Private Residential Facility

Individuals in this placement must receive their educational programs in **private residential facilities for greater than 50 percent** of the school day ***and*** be **residents of the facility during the school week**.

Includes children and youth with disabilities placed in:

* Private residential facilities for students with disabilities
* Private residential school for students with disabilities for more than 50 percent of the school day, and in separate day schools or regular school buildings for the remainder of the school day

| Solid red triangle with white exclamation point in the center | Do not include students who received education programs at the facility but do not live there. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

##### 38- Correctional Facility

These are children who received special education in correctional facilities. Report all children receiving special education in short-term detention facilities (community-based or residential) or correctional facilities. Students who received education programs in a correctional environment include students with disabilities placed in Jail, Youth Correction Education Program (YCEP), Juvenile Detention Education Program (JDEP), and Adult Corrections Education Program (ACEP).

##### 39- Homebound

Children who received education programs in a homebound environment include children with disabilities placed in and receiving special education and related services in Homebound programs.

| Solid red triangle with white exclamation point in the center | Do not include children with disabilities whose parents have opted to homeschool them and who receive special education at public expense. | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

##### 40- Parentally Placed in Private School

Children, with a service plan, whose parents have placed them in a private or parochial school within the attending district or from another district.

##### 41- Home Schooled

Children with disabilities whose parents have opted to homeschool them, but the children receive special education services at public expense.

| Solid yellow circle with a lower-case i in the center | Districts can offer services to home schooled children on the school campus. These children are **not** attending classes at the school, but are receiving services on campus rather than at home or in a community setting. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

## APPENDIX D: SECC Serving Agency

Indicate the Agency Serving code as per below. More coding assistance can be found in [How to Code Key Fields](#_How_to_Code_1) section of this manual.

For programs and institutions related to these agency service codes, see [Appendix E](#_APPENDIX_E:_Programs).

### EI codes

#### 10- EI Program Only

#### 11- EI Long Term Care or Treatment

Only a submitting agency with ODE contract for educational services can submit these records.

#### 13- EI with Regional Inclusive Services

#### 18- Pediatric Nursing Facility

### ECSE Codes

#### 20- ECSE Programs Only

#### 21- ECSE Long Term Care or Treatment

Only a submitting agency with ODE contract for educational services can submit these records.

#### 23- ECSE with Regional Inclusive Services

#### 28- Pediatric Nursing Facility

### School Age Codes

#### 30- School Age District Only

#### 31- School Age Long Term Care or Treatment

Only a submitting agency with an ODE contract for educational services can submit these records.

#### 32- School Age Hospital Program

Only Lane ESD, Multnomah ESD and Willamette ESD can submit these records.

#### 33- School Age Regional Inclusive Services

#### 34- OSD (School Age only)

Only SpEd resident districts can submit students attending OSD. All OSD students must have a Federal Placement Code of 34 Public Separate School or 36 Public Residential Facility.

#### 35- Adult Corrections Education Program (ACEP)

Only correctional institution can submit these records.

#### 36- Youth Corrections Education Program (YCEP)

Only a submitting agency with ODE contract for educational services can submit these records.

#### 37- Juvenile Detention Education Program (JDEP)

Only a submitting agency with ODE contract for educational services can submit these records.

#### 38- Pediatric Nursing Facility

#### 80- Not Claimed

Allows for the creation of a record in a district system or the IDEA Data Manager, but not reported to ODE.

Examples include students that move in and out of your district with some frequency, however you want to maintain the records for possible future use. This is not a valid code for December Child Count in the Consolidated Student Collection. However, see exception for June Exit Collection below:

| Solid yellow circle with a lower-case i in the center | Exception ONLY on June Special Education Exit Collection – this code can be used to submit an active record to ODE (A1, A2, A3) when the IEP date or Eligibility date is out of date, i.e. more than one year or three years, respectively. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

#### 81- Parentally Placed Private School, Eligible but Not Receiving Services

For more information, see special note about including [parentally placed private school students](#_Reporting_Students_on) in your counts.

#### 90- Exited

## APPENDIX E: Programs and Institutions

Appendices A through J, Institution information, are now a separate document named “[Special Education Child Count Process & Content Supplement – Program and Institution Lists (Supplement A-J)](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx).”

* Long Term Care and Treatment Programs (LTCT) - Supplement A
* Hospital Programs & Pediatric Nursing Facilities - Supplement B
* Hospital Programs - Supplement B
* Pediatric Nursing Facility (PNF) - Supplement B
* Adult Corrections Education Programs (ACEP) - Supplement C
* Youth Corrections Education Programs (YCEP) - Supplement D
* Juvenile Detention Education Programs (JDEP) - Supplement E
* Regional Inclusive Services - Supplement F
* EI/ECSE Programs - Supplement G
* Approved Private Schools for Special Education - Supplement H
* County Jails - Supplement I
* Charter Schools - Supplement J

## APPENDIX F: SECC Enrollment Type

The SECC Enrollment Type Code is the code indicating the type of enrollment setting. Select the code that best describes the student’s setting.

#### N Normal District Enrollment

Include individuals receiving services in a public school within his or her resident district. Please check that the student does not fall under any of the other SECC Enrollment Types below. Do not include students enrolled in a charter school.

#### Y Private or Parochial School - Parentally Placed (with service plan)

Include students with disabilities enrolled by their parents or guardians in parochial or other private schools paid through private resources. Such students will have a service plan as part of an agreement with the district to provide some special education and/or related services. Only students with service plans should be coded Y. These students must also have a Federal Placement Code of 40 (Parentally Placed in Private school).

#### A Approved Private School - District Placed (with IEP)

Approved private school placements include students who are placed at district expense in a private school approved by ODE (See [Supplement H](https://dfr.oregon.gov/business/Documents/4117.pdf)). Out of state placement is coded as Other (O).

#### H Home-Schooled

A homeschooled child is a child whose parent or guardian has sought an exemption from compulsory school attendance and has registered with an ESD to home school. For a district to claim the student, the district must be providing IEP services in conjunction with home schooling. These students must have a Federal Placement Code of 41 (Home Schooled). OAR 581-021-0029

#### I Inter-district Agreement/Transfer

Include school aged students with disabilities residing in one district and attending school in another district. This new rule does not yet apply to EI/ECSE programs. The resident district will continue to report EI/ECSE students until further notice.

* An inter-district school aged student served by a non-resident district is the responsibility of the attending district, and is to be claimed as eligible only by the attending district.
* Only the attending district (the district where the school age student attends school) can claim Inter-district transfer student as eligible on the SECC. Resident districts can no longer report, nor claim, these children on the SECC.
* The resident district and attending district must have a written interagency agreement defining the fiscal relationship between the two agencies.
* Students served by the local ESD are not considered a transfer between two districts and therefore should not be included here.
* Students attending an out-of-district charter school are not reported under this code.

For further information, see [Interdistrict Transfer Agreement OAR 581-021-0019](https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/DecJuneSPEDChildCountCollections.aspx)[[27]](#footnote-27) rules adopted by the State Board of Education.

#### C Charter Schools

Include students with disabilities enrolled in charter schools (See Supplement J).

#### J Jail/ACEP/JDEP/YCEP

Include students with disabilities receiving their education in county jail, YCEP, JDEP, ACEP, or Other Correctional Facility. These students must have a Federal Placement Code of 38 (Correctional Facility).

| Solid yellow circle with a lower-case i in the center | See Supplement C (ACEP), Supplement D (YCEP), or Supplement E ((JDEP) and Supplement I (County Jails). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

#### T Parent Paid Tuition

The parent resides in district A, but pays for the student to attend in district B.

#### E Open Enrollment

Include individuals who reside outside the district but have been accepted by the district in a HB 3681 designated slot; see [Memorandum Number 002-2011-12-HB 3681](https://district.ode.state.or.us/apps/info/docs/SECCProcessContentSupplement.docx?id=7750&typeid=4)[[28]](#footnote-28)

Do not include students currently served through an inter-district transfer agreement. Students accepted for Open Enrollment become the responsibility of the accepting district. In this instance, the district of non-residence claims the student as eligible.

#### M Homeless

Include individuals who lack a fixed place of residence or a supervising parent or guardian per McKinney Vento. The district may contact the district’s Homeless Liaison for the list of currently enrolled homeless students on Individual Education Programs (IEP). This code should only be used when there is question regarding responsibility of FAPE; otherwise, use enrollment type N, Normal District Enrollment.

#### O Other

This code includes hospital program students, district placed student at LTCT facility and state placed student at LTCT program. Also includes students not receiving their education in any other enrollment options.

| Solid yellow circle with a lower-case i in the center | If you have questions about enrollment type, please contact a member of the [Student Services Data Team](#_Student_Services_Data). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

## APPENDIX G: SECC Secondary Placement (Ages 3 to Age 5, including Kindergarten)

Secondary code indicating where special education and related services are provided for children ages 3-5 who are placed in the regular early childhood program or age 5 who are placed in the regular kindergarten classroom.

**M1** – EC 10 hours or more and 50% or more of services in Early Childhood.

**M2** – EC 10 hours or more and less than 50% of services in Early Childhood.

**L1** – EC less than 10 hours and 50% or more of services in Early Childhood.

**L2** – EC less than 10 hours and less than 50% of services in Early Childhood.

### Early Childhood Special Education (ECSE) Children (Age 3 to PK age 5)

For ECSE children attending an Early Childhood Program, the Federal Placement (See Field 70; SECCFedPlCd) will be where the majority of special education and related services are received (50% or more in the Early Childhood Program vs. less than 50% in the Early Childhood Program).

Furthermore, there is an additional required data element for children attending an ECSE Program. The Secondary Federal Placement Type (SECCSecFedPlCd) will be required for these students to determine the number of hours a child is attending the Early Childhood Program (10 hours or more per week vs. less than 10 hours per week) and where the majority of special education and related services are provided (50% or more in the Early Childhood Program vs. less than 50% in the Early Childhood Program).

#### For ECSE Student Age 3-5

| *IF* Federal Placement Type Code is: | *AND* the student is: | Use Secondary Federal Placement Code: |
| --- | --- | --- |
| Code 2050% or more of ECSE services received in the Early Childhood Program | * in an Early Childhood setting 10 hours or more

**AND*** 50% or more of those services provided in Early Childhood setting
 | **M1**EC 10 hrs. + and 50% + of services in EC |
| Code 23Less than 50% or more of ECSE services received in the Early Childhood Program | * in an Early Childhood setting 10 hours or more

**AND*** less than 50% of services provided in Early Childhood setting
 | **M2**EC 10 hrs. + and <50% + of services in EC |
| Code 2050% or more of ECSE services received in the Early Childhood Program | * in an Early Childhood setting less than 10 hours

**AND*** 50% or more of services provided in Early Childhood setting
 | **L1**EC <10 hrs. and 50% + of services in EC |
| Code 23Less than 50% or more of ECSE services received in the Early Childhood Program | * in an Early Childhood setting less than 10 hours

**AND*** less than 50% of services provided in Early Childhood setting
 | **L2**EC <10 hrs. and <50% of services in EC |

### School Age Students – Kindergarten Age 5

For students age 5 on December 1, who are placed in a regular education classroom (for some part of the school day) or parent placed in private school, this is an additional required data element.\*

The Secondary Federal Placement Type (SECCSecFedPlCd) is used to determine two items for federal reporting purposes:

1. the number of hours a student is attending the regular education classroom (10 hours or more per week vs. less than 10 hours per week) and
2. where the majority of special education and related services are provided (50% or more in the Regular Education Class vs. less than 50% in the Regular Education Class). Note: School Age students that are home schooled, Secondary Federal Placement Type code is 00.

| Solid yellow circle with a lower-case i in the center | \*When considering secondary federal placement for students age 5 on December 1, the Kindergarten classroom is considered an early childhood classroom (EC) irrespective of campus or location. Note that most Kindergarten classrooms are located on a school age campus rather than an early childhood campus. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

#### School Age Student Who Are Age 5 on December 1

**IF the Federal Placement Type Code is:**

**Code 30** - 80% or More of the Day in Regular Class **OR**

**Code 31** - 40% to 79% of the Day in Regular Class **OR**

**Code 33** - Less Than 40% of the Day in Regular Class **OR**

**Code 40** - Parentally Placed in Private School

| AND the student is: | Use Secondary Federal Placement Code: |
| --- | --- |
| * in a Regular Education Class setting 10 hours or more per week

AND* 50% or more of services provided in Regular Education Class setting
 | **M1**EC 10 hrs. + and 50% + of services in EC |
| * in a Regular Education Class setting 10 hours or more per week

AND* less than 50% of services provided in Regular Education Class setting
 | **M2**EC 10 hrs. + and <50% + of services in EC |
| * in a Regular Education Class setting less than 10 hours per week

AND* 50% or more of services provided in Regular Education Class setting
 | **L1**EC <10 hrs. and 50% + of services in EC |
| * in a Regular Education Class setting less than 10 hours per week

AND* less than 50% of services provided in Regular Education Class setting
 | **L2**EC <10 hrs. and <50% of services in EC |

## APPENDIX H: SECC Reason for Exiting

Agencies are required to report the reason for School Age and EI/ECSE students exiting a special education program. For EI/ECSE infants and toddlers exiting special education programs during the reporting period, this includes children who transitioned from an ECSE program to a School Aged Part B program.

* Report only EI children from birth through age 2 (up to their third birthday) at the time of exit. In addition, report only ECSE children from 3-4 (not yet 5 as of Sept. 1, 2019) at the time of exit.
* Report only on children who, at time of exit, had an active IFSP in place at some point during the reporting period.
* Do not count a child as having exited when services were temporarily suspended (i.e., parent temporarily removed the child for a period of time during which services were not received) and subsequently resumed before the end of the reporting period.
* Do not count a child as having exited if the child had an active IFSP in place at the end of the reporting period, even if services were intermittently stopped during the reporting period.
* Counts must be unduplicated. If a child exited more than once during the reporting period, and did not resume services by the end of the reporting period, count only the last time the child exited (i.e., count the child in the category that corresponds to the most recent reason for exit).
* All children who exited during the reporting period should be counted in one of the Reason for Exiting categories.
* Student must be younger than 21 on Sept. 1 to be reported as exited in the current year, otherwise the student must be reported as exited in the previous June exit collection. For example, a student who turned 21 during Summer school or extended school year should be reported as exited as of the last day of the prior school year.

Exit requirements for School Age students who were 14 years or older, per federal guidance: The age of the student should reflect his/her age in years on the date of the most recent child Count prior to the child’s exiting, not at time of exit. Functionally, this means that a student who was ***14 or older on the SECC prior to their Exit*** (without regard to whether a student was reported on last year’s SECC), and has exited special education between July 1, 2021 and June 30, 2022, must be reported as exited on this year’s June Exit Collection. Indicate the one code that best describes why/how the student left special education. Data on school age students younger than 14 are not required, but may be reported. The Office of Student Services does not utilize the data on school age students under age 14 in any leaver analyses. However, the Office of Student Services strongly encourages submission of exiting data on all school age students, including 13 years of age or younger at time of exit, to ensure all exit records are accounted for.

### Dropouts

Students coded as dropouts are students who were enrolled during the current school year and have withdrawn from school, or were enrolled in the previous school year but not in the current school year.

| Solid yellow circle with a lower-case i in the center | 10 Day Drop Rule - Students with disabilities can dropout of school. However, the 10 day drop rule used for ADM reporting does not apply to special education. A student may be absent for 10 days or more and not be considered a dropout. For example, a medically fragile student may be absent more than 10 days in a row, because they are too ill to receive services. When this happens they are still in special education and have not exited special education. However, if a student is no longer enrolled and not receiving special education services, they may be considered a dropout (see “Students are considered a Dropout if” below). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

Students are **not** considered or reported as a Dropout if:

* Transferred to another school that leads to graduation
* Moved, and enrollment is verified by contact with the student’s new school
* Received a high school diploma issued by a school district
* Received a modified diploma or certificate of completion based on completion of an IEP
* Reported as Received a Certificate, Extended Diploma or Reached Maximum Age (per changes to FFY 2020-2025 SPP/APR which requires the use of June Exit data for Indicator B2-Dropout Rate)
* Received home instruction paid for by the district
* Temporarily absent because of suspension, long-term illness, or family emergency
* Enrolled in an approved, district-sponsored alternative education program
* Enrolled in a foreign exchange program
* Moved out of the United States and enrollment status is unknown
* Enrolled in an adult high school diploma program sponsored by the district
* In protective custody and the location of the student is not legally available
* Placed in a corrections facility, substance abuse facility, or mental health facility, or a CSD certified shelter care program, or legally deported
* Deceased
* Withdrew to be taught at home by a parent or private tutor, and registered with the ESD
* Received an adult high school diploma at a community college while dually enrolled
* Received a General Educational Development (GED) certificate while jointly enrolled[[29]](#footnote-29)

| Solid yellow circle with a lower-case i in the center | In summary, a student who withdrew from school and met one of the conditions above is not considered a dropout. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

Students **are** considered a Dropout if:

* Left school without notice and cannot be located
* Withdrew from a district-sponsored alternative program
* Moved with a migrant family and is not known to be in school
* Moved to another district or state and is not known to be in school or any type
* Suspended or expelled and did not return to school when scheduled to
* Expelled and did not enroll in the alternative education program that was offered
* Reported for active duty in military service before receiving a high school diploma or GED
* Withdrew for home schooling and did not register with the ESD
* Was sent back from home schooling by the ESD and did not re-enroll
* Withdrew near the end of the school year before full credit for classes was awarded
* Withdrew to attend a GED program and was not jointly enrolled
* Enrolled independently in an alternative education program
* Enrolled independently in a community college without having received a high school diploma
* Was released from compulsory attendance and did not stay in school

| Solid yellow circle with a lower-case i in the center | The preceding are examples that constitute dropping out. This is a list of the most common cases and does not describe every circumstance of dropping out. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

A dropout is defined by Oregon Revised Statute [ORS 339.505](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx).

### Reason for Exiting (EI only)

| Solid yellow circle with a lower-case i in the center | Please note that children who transitioned directly from an EI program to an ECSE program should NOT be recorded as exited from EI; instead, they must be reported as eligible ECSE (A2). The ODE data system does not allow for a single record submitted by an agency to be both an eligible record for ECSE and an exited record for EI. Nor does the system handle two records on the same child, with one as eligible and the other as exited from the same agency. ODE will generate the necessary federal report by matching records in the current year against previous year data. If there are questions regarding this, please contact a member of the [Special Education Data Team](#_Student_Services_Data). | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

#### 10- IFSP Completed Before Age 3

Include all children who have not reached maximum age for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.

#### 11- Part B Eligibility Not Determined

Include all children for whom Part B eligibility has not been made. This category includes children who were referred for Part B evaluation, but for whom the eligibility determination was not made by the child’s 3rd birthday; or reported, but for whom parents did not consent to transition planning. Include in this category any child who reached maximum age for Part C, and who has not been counted in categories 12 or 13 below.

#### 12- Not Eligible for Part B, Exited with Referrals to Other Programs

Include all children who reached maximum age for Part C, were determined not eligible for Part B, and were referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.

#### 13- Not Eligible for Part B, Exited with No Referrals

Include all children who reached maximum age for Part C and were determined not eligible for Part B services, but were not referred to other programs.

#### 15- Deceased

Include all children who died during the reporting period.

#### 16- Moved Within Oregon

Report a child who moved within Oregon (i.e., from one program to another).

#### 17- Moved Out of State

Include all children who moved out of Oregon during the reporting period.

#### 18- Withdrawal by Parent (or Guardian)

Include all children whose parents declined all services after an IFSP was in place, as well as children whose parents declined to consent to IFSP services and provided written or verbal indication of withdrawal from services.

#### 19- Contacts Unsuccessful

Include all children who have not reached the maximum age of service under Part C, who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. Include in this category any child who exited Part C before reaching maximum age, and who has not been counted in categories 16-18 above.

### Reason for Exiting (ECSE only)

#### 20- School Age (5+) Part B Eligible

Include all children who exited ECSE and were determined to be eligible for Part B.

#### 21- School Age Eligibility Not Determined

Include all children for whom school age eligibility has not been made. This category includes eligible children who were referred for school age evaluation, but for whom the eligibility determination has not yet been made. Include in this category any child who reached maximum age for ECSE, and who has not been counted in categories 22-24 below.

#### 22- Not Eligible for School Age Services, Exited With Referrals to Other Programs

Include all children who reached maximum age for ECSE, were determined not eligible for Part B (school age) services, and were referred to other programs which may include health and nutrition services such as WIC.

#### 23- Not Eligible for School Age Services, Exited With No Referrals

Include all children who reached maximum age for ECSE, were determined not eligible for Part B (school age) services or for whom parents did not consent to transition planning, and were not referred to other programs.

#### 24- No Longer Eligible for ECSE Prior to Kindergarten

Include all children who no longer require services under Part B and have successfully completed their IFSP.

#### 25- Deceased

Include all children who died during the reporting period.

#### 26- Moved Within Oregon

Report a child who moved within Oregon (i.e., from one program to another).

#### 27- Moved Out of State

Include all children who moved out of Oregon during the reporting period.

#### 28- Withdrawal by Parent (or guardian)

Include all children whose parents declined all services after an IFSP/IEP was in place.

#### 29- Contacts Unsuccessful

Include all children who had an active IFSP/IEP, and for whom ECSE personnel have been unable to contact or locate the family or child after repeated, documented attempts. Include in this category any child who exited ECSE before reaching maximum age, and who has not been counted in categories 26-28.

### Reason for Exiting (School Age only)

#### 30- Graduation with Regular Diploma

Individuals who exited an educational program through receipt of a regular high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), “…the term regular high school diploma does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.”

#### 31- Received a Modified Diploma

Individuals who exited an educational program after the receipt of a modified high school diploma [OAR 581-022-2010](https://district.ode.state.or.us/CentralLogin?ruleNumber=581-022-2010)[[30]](#footnote-30).

| Solid red triangle with white exclamation point in the center | **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 Received a Modified Diploma during the reporting period in which they leave special education.** | Solid red triangle with white exclamation point in the center |
| --- | --- | --- |

#### 32- Received a Certificate

Individuals who exited an educational program and received a certificate of completion, GED, or some similar document other than a regular diploma, modified diploma or extended diploma, [OAR 581-022-2020](https://www.oregon.gov/ode/reports-and-data/SpEdReports/BootCampMaterials/ProcessContentSupplement.docx?ruleNumber=581-022-2020).

| Solid yellow circle with a lower-case i in the center | Please note that students who receive a certificate, **including a GED**, 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 Received a Certificate during the reporting period in which they leave special education. | Solid yellow circle with a lower-case i in the center |
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#### 33- Returned to Regular Education

Students who left special education during the reporting period and returned to regular education are students who have been evaluated and determined they are no longer eligible for special education services, and are receiving all of their educational services from a regular education program. It also includes students whose parents have revoked consent in writing for all special education services. This would include students who left to be homeschooled for whom consent for special education services was revoked in writing.

#### 34- Reached Maximum Age

Individuals who exited special education as a consequence of reaching the maximum age of 21 during the reporting period. Include students with disabilities who reached the maximum age and never received a diploma or any type of certificate. Students who reached maximum age and received a certificate, extended diploma, or regular diploma should be coded with the type of certificate or diploma received.

| Solid yellow circle with a lower-case i in the center | If the student is turning age 21 after September 1, the district can continue to serve the student and will then report an exit record sometime during or at the end of that respective school year. | Solid yellow circle with a lower-case i in the center |
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#### 35- Deceased

Students in special education who died during the reporting period.

#### 36- Moved, Continuing in Education

Students known to be continuing in another education program. There need not be evidence that the student is continuing in special education, only that he or she is continuing in education. Consider that a student has Moved, Continuing in Education when education records have been transferred or someone in the district is knowledgeable about the student’s whereabouts. This includes students transferring to other schools (public or private), state agency placement in LTCT, residential drug/alcohol rehabilitation centers, correctional facilities, or students leaving to be homeschooled with no special education services, but whose parents have not revoked consent in writing.

#### 37- Extended Diploma

Individuals who exited an educational program through receipt of an extended diploma, [OAR: 581-022-2015](https://district.ode.state.or.us/apps/info/docs/ConsolidatedUserGuide.docx?ruleVrsnRsn=145195)[[31]](#footnote-31). An extended diploma is awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations.

| Solid yellow circle with a lower-case i in the center | Please note that students who received an extended 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 received an Extended Diploma during the reporting period in which they leave special education. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

#### 39- Dropped Out

Individuals who were enrolled at some point during the reporting period, were not enrolled at the end of the reporting period, and did not exit through any of the other options described. This includes dropouts, runaways, (usually) students who exited to GED and Job Corps programs, expulsions, status unknown, and other exiters.

| Solid yellow circle with a lower-case i in the center | * If a student left school to enter either a GED or Job Corps program they should be considered a drop out.
* In rare instances, a student should not be reported as exiting special education if they continue to be jointly enrolled in school and the GED or Job Corp program and continue to receive special education services. Assuming special education services continue, these students may be considered as having Received a Certificate (Exit Code 32), with an alternate document - only upon completion of their GED or Job Corps program.
* If a student is expelled and did not enroll in the alternative education program that was offered, the student is considered a drop out.
 | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

| Solid yellow circle with a lower-case i in the center | Students who exited special education and have a GED but no other credential (regular, modified or extended diploma) should be reported as Received Certificate, not as dropped out. | Solid yellow circle with a lower-case i in the center |
| --- | --- | --- |

## APPENDIX I: Special Education Resident District

### General Information

The SpEd Resident District field is defined as the school district where a child’s parents, guardians, or persons in parental relationship to the child reside. Children placed by public agencies, however, shall be considered resident of the school district in which they reside by placement of the public agency (ORS 339.133(4)).

The SpEd resident district is always the student’s **actual or true** resident district ID. Each individual record must be associated with the SECC resident district. Please pay particular attention to this field when reporting students on inter-district transfers. Even when a child resides in one district and attends another district, the SpEd resident district remains where the parent(s) reside.

### Special Cases

#### Parentally Placed Private Student from Out of State

Out of state students (e.g., residents of Vancouver, WA) can be placed in a private school in Oregon. In this instance, the SpEd Resident District ID will be the out-of-state’s Department of Education ID.

#### Foster Home or Similar Placements

When reporting a child in a foster home, or other similar placement, the SpEd Resident District ID is the district where the foster parent/legal guardian resides. The district of origin continues to be responsible for the student and submits the record on the Special Education Child Count (SECC).

#### Homeless Students (McKinney Vento – Homeless Assistance Act of 1987)

The district providing special education services to a currently homeless student on December 1 will count the student on the Special Education Child Count (SECC), and be the district in the SpEd Resident District ID field. The district should contact their Homeless Liaison for the list of currently enrolled homeless students on Individual Education Programs (IEP). For technical assistance regarding the McKinney-Vento Homeless Assistance Act, please see information at the [program’s webpage](https://district.ode.state.or.us/apps/info/docs/ConsolidatedUserGuide.docx)[[32]](#footnote-32) or contact Dona Bolt, Education Specialist, at (503) 947-5781 or [dona.bolt@state.or.us](https://district.ode.state.or.us/apps/info/docs/ConsolidatedUserGuide.docx).

#### State Supported Programs

LTCT, ACEP, YCEP, JDEP, and PNF programs will typically use the Resident District ID of the program the student is attending or residing in and not the Resident District ID where the Parent/Guardian resides. [See How to Code Key Fields for State Operated or State Supported Programs](#_How_to_Code_2) on pages 64-71 for full details.

## APPENDIX J: SECC Primary Disability Codes

| Code | Name | Description |
| --- | --- | --- |
| 0 | Not Applicable | Not Applicable to Collection |
| 10 | Intellectual Disability | Intellectual Disability |
| 20 | Deaf or Hard of Hearing | Deaf or Hard of Hearing |
| 40 | Visual Impairment Including Blindness | Visual Impairment Including Blindness |
| 43 | Deaf-Blindness | Deaf-Blindness |
| 50 | Speech/Language Impairment | Speech/Language Impairment |
| 60 | Emotional Behavior Disability | Emotional Behavior Disability |
| 70 | Orthopedic Impairment | Orthopedic Impairment |
| 74 | Traumatic Brain Injury | Traumatic Brain Injury |
| 80 | Other Health Impairments | Other Health Impairments |
| 82 | Autism Spectrum Disorder | Autism Spectrum Disorder (Previously Autism) |
| 90 | Specific Learning Disability | Specific Learning Disability |
| 96 | Developmental Delay 0-2yr | Developmental Delay 0-2 Years (EI Only) |
| 98 | Developmental Delay 3-9yr | Developmental Delay 3-9 Years (ECSE and School Age) |

1. https://district.ode.state.or.us/apps/info/ [↑](#footnote-ref-1)
2. https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/SEDC-Training-Resources.aspx [↑](#footnote-ref-2)
3. https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=392 [↑](#footnote-ref-3)
4. https://district.ode.state.or.us/apps/login/searchSA.aspx [↑](#footnote-ref-4)
5. https://district.ode.state.or.us/apps/info/ [↑](#footnote-ref-5)
6. http://www.ode.state.or.us/instID/ [↑](#footnote-ref-6)
7. https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=180 [↑](#footnote-ref-7)
8. https://sos.oregon.gov/archives/Pages/records\_retention\_schedule.aspx [↑](#footnote-ref-8)
9. ODE uses this data to count eligible students, not to determine whether districts provide the services. By not counting these students, districts under-report the number of eligible students. [↑](#footnote-ref-9)
10. https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms\_BestPractice/Pages/Regional-Programs-Description.aspx [↑](#footnote-ref-10)
11. https://www.oregon.gov/ode/students-and-family/fosteringconnections/Pages/default.aspx [↑](#footnote-ref-11)
12. https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/District-and-ECSE-Private-School-Placement.aspx [↑](#footnote-ref-12)
13. https://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/District-and-ECSE-Private-School-Placement.aspx [↑](#footnote-ref-13)
14. https://www.oregonlegislature.gov/bills\_laws/ors/ors338.html [↑](#footnote-ref-14)
15. http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx [↑](#footnote-ref-15)
16. http://arcweb.sos.state.or.us/pages/rules/oars\_500/oar\_581/581\_021.html [↑](#footnote-ref-16)
17. https://www.oregon.gov/ode/schools-and-districts/Pages/Transfers-Between-Districts.aspx [↑](#footnote-ref-17)
18. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-015-2460 [↑](#footnote-ref-18)
19. https://district.ode.state.or.us/apps/info/docs/ConsolidatedUserGuide.docx [↑](#footnote-ref-19)
20. See footnote 18 [↑](#footnote-ref-20)
21. https://district.ode.state.or.us/CentralLogin [↑](#footnote-ref-21)
22. https://district.ode.state.or.us/apps/info/docs/ConsolidatedUserGuide.docx [↑](#footnote-ref-22)
23. https://district.ode.state.or.us/CentralLogin [↑](#footnote-ref-23)
24. https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/DecJuneSPEDChildCountCollections.aspx [↑](#footnote-ref-24)
25. https://odedistrict.oregon.gov/CollectionsValidations/Collections/Pages/SpecialEdChildFindIndicator11.aspx [↑](#footnote-ref-25)
26. https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/Special-Education-Child-Count-(SECC).aspx [↑](#footnote-ref-26)
27. http://www.ode.state.or.us/stateboard/new-rule-581-021-0019--8-8-08.doc [↑](#footnote-ref-27)
28. http://www.ode.state.or.us/news/announcements/announcement.aspx?id=7750&typeid=4 [↑](#footnote-ref-28)
29. If students left school to enter either a GED or Job Corps program, they should be considered a drop out. In rare instances, students continue to be **jointly enrolled** in school and either the GED or Jobs Corp programs, **and continue to receive special education services**. Assuming special education services continue, these students may be considered graduating with an alternate document only upon completion of their GED or Job Corps program. [↑](#footnote-ref-29)
30. https://secure.sos.state.or.us/oard/view.action?ruleNumber=581-022-2010 [↑](#footnote-ref-30)
31. https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145195 [↑](#footnote-ref-31)
32. http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx [↑](#footnote-ref-32)